

Glencoe Health

Student Activity Workbook



Glencoe



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Printed in the United States of America.

Send all inquiries to:
Glencoe/McGraw-Hill
21600 Oxnard Street, Suite 500
Woodland Hills, California 91367

ISBN: 978-0-07-888168-8 (Student Edition)
MHID: 0-07-888168-4 (Student Edition)

ISBN: 978-0-07-888169-5 (Teacher Annotated Edition)
MHID: 0-07-888169-2 (Teacher Annotated Edition)

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Chapter 1 Understanding Health and Wellness

Tips on Preparing for Tests

- Begin reviewing early. This will give you more time to become familiar with the information.
- Review your notes immediately after class. This will help you retain information that was taught in class while it is still fresh in your mind.
- Review your notes with other students. This often enables you to cover important material that you may have overlooked on your own.
- Quiz yourself by asking yourself questions about the content.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

1. Your health triangle consists of what three components?
A. age, spiritual, and physical
B. heredity, environment, and mental/emotional
C. physical, mental/emotional, and social
D. physical, balance, and social
2. Which is the most effective strategy for locating health information on the Internet?
F. choosing sites that use .gov or .edu
G. choosing the most popular sites
H. choosing sites authored by doctors
J. choosing sites with colorful graphics
3. Which risk behavior is NOT among the leading causes of death or disability in people under 24?
A. alcohol and other drug use
B. acts leading to unintended injuries
C. inadequate physical activity
D. unhealthy dietary behaviors
4. Which word group represents the three major influences on your health?
F. heredity, peer groups, lifestyle factors
G. heredity, spirituality, environment
H. environment, eating habits, heredity
J. heredity, environment, lifestyle factors
5. Which is a strategy for exercising control over the influence of heredity on your health?
A. show respect and care for your family
B. get plenty of daily physical activity
C. ask questions about health conditions and diseases that run in your family
D. avoid contact with relatives who have chronic health conditions

Name _____ Date _____ Class _____

6. Which is NOT a characteristic of a health-literate individual?
- F. being a critical thinker
 - G. being a responsible citizen
 - H. being an effective communicator
 - J. being a highly educated person

7. Which is a health benefit of a positive attitude?
- A. protection against stress
 - B. protection against cholesterol
 - C. protection against disease
 - D. protection against danger

8. Which choice is NOT necessary in order to achieve good social health?
- F. communicating clearly and listening
 - G. having a large number of friends
 - H. showing respect for yourself and others
 - J. giving and receiving support

Answer Space

1	A	B	C	D	2	F	G	H	J
3	A	B	C	D	4	F	G	H	J
5	A	B	C	D	6	F	G	H	J
7	A	B	C	D	8	F	G	H	J

Directions: Circle **T** if the statement is true or **F** if the statement is false.
Rewrite any false statements to make them true.

9. **T F** Regular physical activity is considered a risk behavior.

10. **T F** Cumulative risks are related risks that increase in effect with each added risk.

11. **T F** The Internet is the least powerful medium to use as a source for health information.

12. **T F** Practicing abstinence is one of the most effective strategies for avoiding risks to your health.

13. Having good health and wellness includes good health habits and being conscious of all aspects of your health. Write a personal statement about how you can achieve and maintain good health and wellness.

Write your answer to item 13 in this space.

Chapter 1 Understanding Health and Wellness

Analyzing Influences

Many factors influence your health, such as heredity, environment, culture, media, behavior, and attitude. How do these influences affect you?

Directions: In this activity, you will spend one day recording the influences that affect your health. Throughout the day, record a variety of activities that influence your physical, mental/emotional, or social health. Then describe the influence that led you to participate in this activity.

Activity	Influence
I tried out for the soccer team.	Social environment. My best friend is on the soccer team, and she encouraged me to try out.
I bought a new pair of pants at the mall.	Media. I saw an ad showing one of my favorite celebrities wearing the pants.

Analyze and Conclude

1. Compare your grid with that of a classmate. How are your influences the same and how are they different? Did you respond to similar influences in different ways?

Note Taking**Chapter 1****Chapter 1 Understanding Health and Wellness****Lesson 1 Your Total Health**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Cause and Effect Before reading, identify two health behaviors that you practice regularly and list their benefits. After reading the lesson, write a sentence or two identifying additional behaviors you can practice that will benefit your health and wellness.

Before Reading	After Reading
Benefit of healthful behavior:	
Benefit of healthful behavior:	

New and Academic Vocabulary

health

overall

spiritual health

wellness

Write the correct vocabulary term under each definition.

1. a deep-seated sense of meaning and purpose in life

2. the combination of physical, mental/emotional, and social well-being

3. a state of well-being or total health

4. as a whole

Your Health Triangle

I found this information
on page(s) _____.

List the three areas of your health that make up the health triangle.

Name five actions that contribute to getting and keeping a healthy body

Physical Health

- 1.
- 2.
- 3.
- 4.
- 5.

Identify some characteristics of people who are mentally and emotionally healthy.

Mental/Emotional Health

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Name three behaviors that contribute to having healthy relationships.

Social Health

- 1.
- 2.
- 3.

The Health Continuum

I found this information
on page(s) _____.

Describe how you can predict the way your current health decisions will affect your health in the future.

Academic Integration: English**Chapter 1****Chapter 1 Understanding Health and Wellness****Lesson 1 Your Total Health****Total Health**

Directions: Your total health is made up of three equally important areas: physical, mental/emotional, and social. If one area of your health suffers, your total health will also suffer. For each of the following cases, decide which area(s) of each teen's health is being negatively affected and describe how each teen could improve his or her situation.

1. A 15-year-old boy has come to the office complaining of a stomachache. He has a math test during the next class period. You have noticed that he comes to the office with a stomachache every time he has a math test.

2. A ninth-grade girl missed a week of school for her grandmother's funeral. Now, she wants to talk with someone because she is having a hard time catching up with her schoolwork.

3. Two tenth-grade boys have been sent to the office for fighting. They have minor injuries and appear to be very angry. Both have been in fights before.

4. A ninth grader is unhappy about her weight problem. She says she is sick of being teased by the other kids.

5. A senior wrestler has skipped lunch every day this week, replacing food with a dietary supplement. He is worried that he will not make weight for tonight's big match.

Chapter 1 Understanding Health and Wellness

Lesson 2 What Affects Your Health?

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write down a list of items that influence your health. Consider where you live, the food you eat, and the people you socialize with. After you have finished reading the lesson, identify an influence on your health that you had not previously considered and how this influence affects you.

Before Reading	After Reading

New and Academic Vocabulary

heredity

adequate

environment

peers

culture

media

Write a vocabulary word to answer each question.

1. Which term means the collective beliefs, customs, and behaviors of a group?

2. Which term refers to media-producing devices such as radio, television, and the Internet?

3. Which term describes the people in your age group?

4. Which term means sufficient or satisfactory?

5. Which term means the sum of your surroundings?

6. Which term means all the traits that were biologically passed on to you from your parents?

Name _____ Date _____ Class _____

Influences on Your Health

I found this information on page(s) _____.

List the influences on your health.

Identify one way that you can exercise control over heredity and the effects it has on your health.

Describe each component of your environment and how each can affect your health.

Environment	

Understanding Your Influences

I found this information on page(s) _____.

Name some sources of media that can influence your health behaviors.

Explain how you can take control of your health.

Chapter 1 Understanding Health and Wellness

Lesson 2 What Affects Your Health

Choices Make the Difference

Directions: Read the following health situations and use the information in your textbook as a guide to offer suggestions that would have a positive impact on the person's health.

1. Jim plays computer games and rarely participates in other physical activities. Lately, he has allowed his game-playing time to cut into his sleep time. He usually eats his favorite snacks—chips and cookies—while he plays. His friends complain that they never see him anymore.

Health suggestions:

2. Audra recently moved and is attending a new school. In an effort to be accepted, she went on a crash diet, hoping that being very thin would help her make friends. She was invited to join a group of kids known for having parties at which alcohol and marijuana are available. Audra is starting to think that hanging out with them would be better than doing nothing at all.

Health suggestions:

3. Jonathan has his sights set on getting a football scholarship to college. To prepare for the season, he has been working out several hours a day during the summer. He also has a part-time job, leaving him little free time. Because Jonathan is on such a tight schedule, he has been eating two of his daily meals at a fast food place. He gets home late and finds himself too wound up to sleep.

Health suggestions:

Note Taking

Chapter 1

Chapter 1 Understanding Health and Wellness

Lesson 3 Health Risks and Your Behavior

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Cause and Effect As you read this lesson, think about how you can reduce the health risks in your life. Consider your behaviors and lifestyle choices. Make some notes before you start reading, then add more details after you have finished.

New and Academic Vocabulary

Unscramble each vocabulary term. Then **write** the definition of each term.

risk behaviors

sfraoct elllyftes

cumulative risks

prevention

sbreohiav krsi

abstinence

lifestyle factors

finisgtanc

significant

eacbnsetni

srkis ecvuimtual

nporietvne

Identifying Health Risks

I found this information on page(s) _____.

Explain why it is important to identify the health risks in your life.

Identify six risk behaviors that account for most of the death and disability among young people under 24.

Risk Behaviors	

How to Avoid or Reduce Risks

I found this information on page(s) _____.

Explain how you can minimize health risks and protect your health.

Name a strategy you can utilize to help protect yourself from risk and ensure a healthy future.

Promoting Your Health

I found this information on page(s) _____.

List some lifestyle factors that promote good health.

Lifestyle Factors
1.
2.
3.
4.
5.
6.
7.

Academic Integration: English**Chapter 1****Chapter 1 Understanding Health and Wellness****Lesson 3 Health Risks and Your Behavior****Risky Behaviors**

Directions: Read the following excerpts from journal entries written by teens. In each case, identify behaviors that are health risks. Then rewrite each excerpt to eliminate the health risks and reflect a healthier lifestyle.

1. Devon picked me up after school today in his dad's car. It's an antique from the 1950s and doesn't even have safety belts! Devon drives really fast, but other than that he's a good driver.

Health Risks: _____

Your Rewrite: _____

2. We stopped at Hamburger Haven for lunch on the way home from shopping and ordered jumbo shakes, burgers, and fries. After lunch, Tiara wanted me to go on a walk with her, but I was too tired from all the shopping. I took a nap instead.

Health Risks: _____

Your Rewrite: _____

3. I have finally been invited to a party at Nick's house. He's the most popular guy in school and has really cool parties. Everybody there will be drinking beer, but I'm going to go. I really want to fit in.

Health Risks: _____

Your Rewrite: _____

Chapter 1 Understanding Health and Wellness

Lesson 4 Promoting Health and Wellness

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading this lesson, describe the various factors that influence your health. After you have finished reading, write a new sentence identifying the one factor that is the most important influence on your health.

Before Reading	After Reading

New and Academic Vocabulary

Write the correct vocabulary term in the left column for each definition below.

1. an individual's mental or physical ability
2. providing accurate health information and health skills education to help people make healthy decisions
3. a nationwide plan for health promotion and disease prevention designed to help improve the health of all people in the United States
4. differences in health outcomes among groups
5. a person's capacity to learn about and understand basic health information and services and to use these resources to promote one's health and wellness

Name _____ Date _____ Class _____

The Importance of Health Education

I found this information on page(s) _____.

Explain why health education is important.

Explain the government's role in promoting the nation's health goals.

List the two main goals of the publication *Healthy People*.

- 1.
- 2.

Becoming Health Literate

I found this information on page(s) _____.

Explain why being health literate is necessary for a healthy life.

To become an informed individual who can make sound health decisions, one must:

- 1.
- 2.
- 3.
- 4.
- 5.

Describe the qualities of a health-literate individual.

Individual Quality	Description

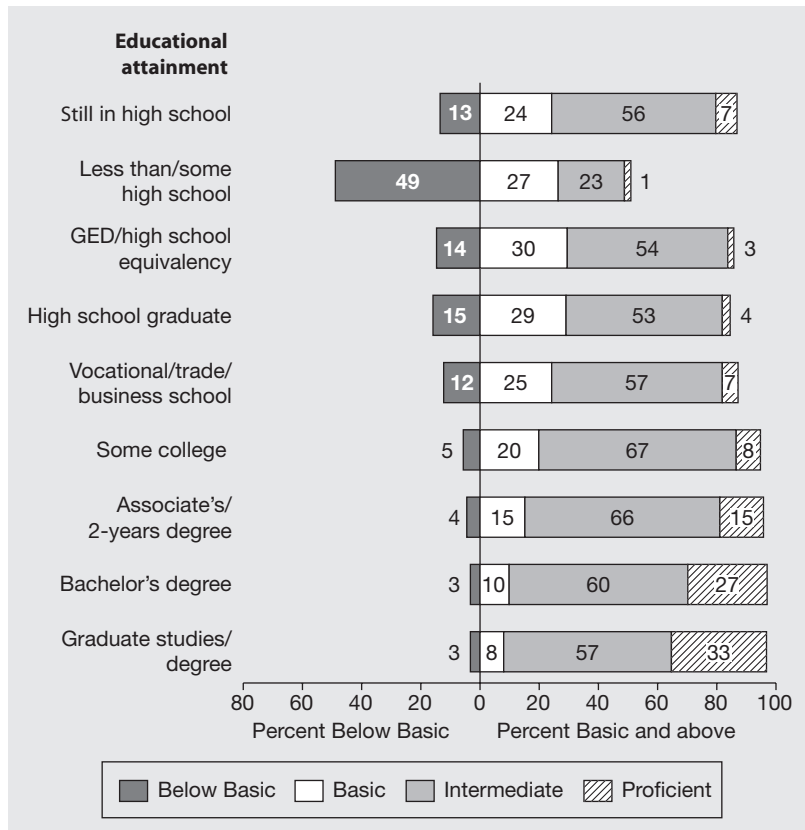
Chapter 1 Understanding Health and Wellness

Lesson 4 Promoting Health and Wellness

Health Literacy and Education

Health education can guide you to recognize the relationship between healthy living and quality of life. Health literacy is a person's ability to learn about and understand basic health information and services and to use these resources to promote his or her health and wellness. Educational attainment and health literacy are integral parts of becoming a health-literate adult.

Directions: Study the graphic on health literacy and educational attainment. Then answer the questions.



Source: U.S. Department of Education, Institute of Education Sciences, Education Statistics, 2003 National Assessment of Adult Literacy.

Name _____ Date _____ Class _____

1. Which level of educational attainment represents the highest percentage of adults considered proficient in health literacy?
 - A. some college
 - B. high school graduate
 - C. graduate studies/degree
 - D. bachelor's degree
2. Which level of educational attainment represents the highest percentage of adults in the intermediate health literacy level?
 - A. bachelor's degree
 - B. some college
 - C. associate's/2-year degree
 - D. still in high school
3. Which is the overall trend represented in the graphic?
 - A. As educational attainment increases, health literacy levels decrease.
 - B. There are no trends represented in this graphic.
 - C. Educational attainment has no effect on health literacy levels.
 - D. As educational attainment increases, health literacy levels increase.
4. Which level of educational attainment represents the highest percentage of adults in the "below basic" health literacy level?
 - A. less than/some high school
 - B. still in high school
 - C. GED/ high school equivalency
 - D. some college
5. Health literacy and health education are important and necessary components to becoming a health-literate adult. Assume you are a parent and your child has become ill. Describe some actions you would need to take, and discuss why it would be essential for you to be a health-literate adult in this case.

Chapter 2 Taking Charge of Your Health

Tips on Preparing for Tests

- When studying for a test, gather and review your notes.
- Review textbook material.
- Turn your textbook headings into questions and answer them.
- Ask your teacher to identify the information that is especially important for the test.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

1. Which method of strengthening your interpersonal communication skills focuses on your emotions rather than placing blame?
A. maintaining respect for yourself and others
B. communicating with respect and caring
C. using “I” messages to express your feelings
D. being an active listener
2. Which of the following is NOT a health skill?
F. medical skills
G. communication skills
H. refusal skills
J. decision-making skills
3. Which is the best way to resolve a consumer problem if you are not satisfied with a manufacturer’s response to a complaint?
A. Talk to family and friends to get their opinion.
B. Seek advice from a consumer advocate group.
C. Read product labels carefully.
D. Understand advertising messages.
4. Which would NOT be a recommended step in a good action plan?
F. Identify sources of help and support.
G. Reward yourself for achieving your goal.
H. Set a specific, realistic goal.
J. Focus only on your long-term goal.
5. Which term refers to the ideas, beliefs, and attitudes that help guide the way you live?
A. goals
B. action plan
C. values
D. decision-making skills
6. Which is a promise typically made by a warranty?
F. The product has been tested for safety and approved by an independent organization.
G. The product was created or manufactured without harming animals or the environment.
H. If you use the product properly, it will be safe.
J. If the product does not function properly, it will be repaired or your money will be refunded.

Name _____ Date _____ Class _____

7. Which statement is true about being a smart consumer?

- A. It is important to look past glossy advertising and fancy packaging when evaluating a product.
- B. Cost should only rarely be considered when evaluating a product.
- C. The opinions of others are often unreliable in deciding whether to buy a product.
- D. Generic products are always better than similar brand-name products.

8. Which is a synonym for the word *quackery*?

- F. malpractice
- G. consumer advocate
- H. advocacy
- J. health fraud

Answer Space

- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | A | B | C | D | 2 | F | G | H | J |
| 3 | A | B | C | D | 4 | F | G | H | J |
| 5 | A | B | C | D | 6 | F | G | H | J |
| 7 | A | B | C | D | 8 | F | G | H | J |

Directions: Circle **T** if the statement is true or **F** if the statement is false. Rewrite any false statements to make them true.

9. **T** **F** Being a smart shopper is not an important part of your well-being.

10. **T** **F** You can protect yourself from health fraud when buying a health-related product by checking out the product's claim with a health professional.

11. **T** **F** Advertising has little influence on consumers' decision to purchase health-related products.

12. **T** **F** A person's values affect his or her decisions.

13. Imagine that a friend is trying to convince you to attend a party this weekend where alcohol and drug use will be taking place. Write a paragraph stating how you can effectively refuse your friend's wishes, while maintaining respect for yourself and your friend.

Write your answer to item 13 in this space.

Chapter 2 Taking Charge of Your Health

Health Advocacy in Your Community

One way to advocate for health in your community is to volunteer at a local recreation center. Learn which types of health activities are offered and help spread the message throughout your community. Your advocacy will help promote not only your own health, but also the health of others in your community.

Directions: Inquire at your community or school recreation center about volunteer positions. Talk to a representative from the recreation center to get answers to the following questions.

1. What types of activities and programs are offered at the recreation center?

2. How many people take part in healthful activities each week at the recreation center?

3. How is the recreation center advocating for good health in the larger community?

4. What types of volunteer opportunities are available? Which do you find to be the most interesting?

5. Write a paragraph describing a volunteer experience typical of the recreation center, and share it with the class.

Note Taking**Chapter 2 Taking Charge of Your Health****Lesson 1 Building Health Skills**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Cause and Effect Before reading, list two health skills you practice regularly in order to maintain a healthy lifestyle. Explain how these skills have a positive effect on your health. After reading the lesson, write additional health skills you can practice and explain how they will positively affect your health.

Before Reading	After Reading

New and Academic Vocabulary

health skills

interpersonal communication

refusal skills

conflict resolution

stress management skills

Write the correct vocabulary term under each definition.

1. the process of ending a conflict through cooperation and problem solving

2. specific tools and strategies to maintain, protect, and improve all aspects of your health

3. the exchange of thoughts, feelings, and beliefs between two or more people

4. communication strategies that can help you say no when you are urged to take part in behaviors that are unsafe or unhealthful, or that go against your values

5. skills that help you reduce and manage stress in your life

Learning Health Skills

I found this information
on page(s) _____.

Explain why learning health skills is an important part of
living a healthy life.

Communication Skills

I found this information
on page(s) _____.

Name the three health skills that deal with how you give and
receive information.

- 1.
- 2.
- 3.

List three ways you can strengthen your interpersonal
communication skills.

Accessing Information

I found this information
on page(s) _____.

Write two questions you need to answer to decide whether
health information is valid.

Accessing Information

- 1.
- 2.

Identify some valid sources of health information.

Explain why it is important to understand the ways in which
you are influenced.

Self-Management Skills

I found this information
on page(s) _____.

List two useful self-management skills.

Academic Integration: Social Studies**Chapter 2 Taking Charge of Your Health****Lesson 1 Building Health Skills****In So Many Words**

Teens are often pressured by their friends to take part in high-risk behaviors. Refusal skills, the strategies used to say no to unsafe behavior, are an important health tool for teens.

Directions: Read the conversations below. In the space provided, identify the refusal strategy being used. Then make a suggestion for one other refusal strategy that may also be effective in this situation.

1. Justin: "Come on! Don't you want to have a smoke with me? What's your problem?"

Mike: "I'm leaving now. You won't listen, and I'm done discussing it."

Refusal strategy:

Possible suggestion:

2. Tasha: "We're going to be late unless we take the shortcut on the train tracks. Let's go!"

Ebony: "No. I don't want to take the risk of walking on the tracks."

Refusal strategy:

Possible suggestion:

3. Brad: "It's just one drink, and it's only beer. Why won't you have some?"

Keiko: "I don't drink alcohol. It's against the law and against my family's beliefs."

Refusal strategy:

Possible suggestion:

Chapter 2 Taking Charge of Your Health

Lesson 2 Making Responsible Decisions and Setting Goals

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, recall a time when you were faced with a difficult decision. Write down some strategies you used to help make this decision. When you have finished reading, write down a new strategy for making future decisions.

Before Reading	After Reading

New and Academic Vocabulary

values

decision-making process

goals

short-term goal

long-term goal

action plan

pursue

Write the correct vocabulary term under each definition.

1. a multi-step strategy to identify and achieve your goals

2. the ideas, beliefs, and attitudes about what is important that help guide the way you live

3. to find ways to obtain or accomplish

4. a goal that you can reach in a short period of time

5. the steps that enable you to make a healthful decision

6. something you aim for that takes planning and work

7. a goal that you plan to reach over an extended period of time

Decision Making

I found this information
on page(s) _____.

Explain how decision-making is related to your health.

Identify some ways in which your values are reflected.

List each step of the decision-making process.

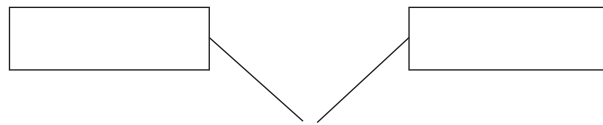
Decision-Making Process	
1.	4.
2.	5.
3.	6.

Goal Setting

I found this information
on page(s) _____.

Explain why setting a goal is important.

Name two types of goals and **describe** how they relate to each other.



List the stages of a well-thought-out action plan for reaching goals.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Chapter 2 Taking Charge of Your Health

Lesson 2 Making Responsible Decisions and Setting Goals

The Long and Short of It

Where would you like to be in five years? What are your plans for next week? Both long-term and short-term goals are important for a healthy life. An action plan can help you identify and achieve your goals.

Directions: Use the blank action plans below to create one short-term goal and one long-term goal.

Personal Action Plan—Short-Term Goal

1. My goal:

2. Steps to reach this goal:

3. Sources of help and support:

4. Time frame for this goal:

5. Checkpoints for evaluation of progress:

6. Reward for achieving this goal:

Personal Action Plan—Long-Term Goal

7. My goal:

8. Steps to reach this goal:

9. Sources of help and support:

10. Time frame for this goal:

11. Checkpoints for evaluation of progress:

12. Reward for achieving this goal:

Note Taking

Chapter 2 Taking Charge of Your Health

Lesson 3 Being a Health-Literate Consumer

Directions: Use the following outline to help organize your notes as you read through the lesson.

Chapter 2

Key Concept

Cause and Effect As you read this lesson, think about the last time you purchased a health product. What affected your decision? Did you compare similar products or just buy the first one you saw? After reading the lesson, write a sentence or two about how you can be a more health-literate consumer

New and Academic Vocabulary

Unscramble each vocabulary term. Then **write** the definition of each term.

health consumer

gandivseirt

advertising

comparison shopping

rceomnus hhtela

warranty

label

bella

ywtanrar

gsnhiopp ncoosmipra

Making Informed Choices

I found this information
on page(s) _____.

Explain how smart shopping can relate to your health.

Explain what it means to be a health-literate consumer.

List two ways you can make smart health-product purchases.

Identify important information that is found on product labels.

List some criteria you can use to judge health products and services.

Explain each in your own words.

Criteria	Description

Name one way you can evaluate the validity of health information on the Internet.

Identify some people you can turn to for reliable health information.

Academic Integration: English**Chapter 2 Taking Charge of Your Health****Lesson 3 Being a Health-Literate Consumer****The Influence of Advertising**

Many factors influence your choices as a consumer. Advertising is an external influence that can profoundly affect your choice of products. Television, magazines, the Internet, and radio are some of the most effective ways for advertisers to reach potential customers. This activity will help you analyze how advertising may affect your thoughts about particular products.

Directions: For each product listed, identify the first brand name that comes to mind. Then, describe what you know about the product. In the last column, list the source of your information, if you remember it. For example, you may recall an advertisement you saw or a jingle you heard. Or, you may have used a product for a long time and have personal experience that has influenced your continued use of it. At the end of the activity, answer the questions to analyze what influenced your thoughts about these products.

Product	Brand	Knowledge about the Product	Source of Information about the Product
Shampoo			
Soap			
Toothpaste			

- For which of the products above was your information based primarily on advertising?

- For which of the products above was your information based on personal experience with the product?

- Were any of the words or phrases you used to describe the product the same as the words and phrases used in an advertisement for the product?

- Based on the activity and your answers to the questions, how big of an effect do you feel advertising has on you and your consumer choices?

Chapter 2 Taking Charge of Your Health

Lesson 4 Managing Consumer Problems

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Have you ever bought a product and then been dissatisfied with it once you got home? How did you handle this situation? Write a sentence about which actions you took to resolve the problem. After you have finished reading, write another sentence about how you can handle such problems in the future.

Before Reading	After Reading

New and Academic Vocabulary

federal

health fraud

consumer advocate

malpractice

Write the correct vocabulary term in the left column for each definition below.

1. relating to the central government

2. the sale of worthless products or services that claim to prevent disease or cure other health problems

3. people or groups whose sole purpose is to take on regional, national, and even international consumer issues

4. a failure by a health professional to meet accepted standards

Name _____ Date _____ Class _____

Resolving Consumer Problems

I found this information on page(s) _____.

Identify two important steps you should take before purchasing a product in case you need to return it.

Name some steps you could take if you needed to return a faulty product.

- 1.
- 2.
- 3.

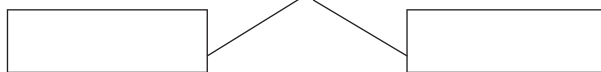
List three organizations you can consult if you are not satisfied with the results of your efforts to correct a consumer problem.

- 1.
- 2.
- 3.

Explain one way people can be sure they are receiving the best possible health care.

Health Fraud

I found this information on page(s) _____.

Name two areas that are particularly susceptible to health fraud.**Health Fraud****List** some advertising phrases that are commonly associated with fraud.

Describe what you can do to protect yourself from fraud.

- 1.
- 2.
- 3.
- 4.

Chapter 2 Taking Charge of Your Health

Lesson 4 Managing Consumer Problems

Sandra's Suggestions

Directions: Pretend you are Sandra, an online consumer advocate. Answer the following questions that have been submitted to your Web site.

1. "Sandra: I'm going to send my new hair dryer back. It just doesn't work! The store manager said to send it back to the manufacturer. How can I increase my chances of getting a refund?"

2. "Dear Sandra: The prescription my doctor gave me was for the wrong medicine, which landed me in the hospital. What can I do about my problem?"

3. "Dear Sandra: I tried to return some defective merchandise to a local store, and I was told that they don't take returns. Since I had my receipt and the merchandise was still in the original box, I thought they would take care of the problem. My neighbor said the same thing happened to her at that store. Who can help us out?"

4. "Sandra: I bought an exercise device I saw on TV. It was supposed to give results in less than a week. All I've got to show for my week's work is sprained muscles and a big doctor bill. Any advice?"

Test Taking**Chapter 3 Achieving Mental and Emotional Health****Tips on Preparing for Tests**

- Organize your reading notes and class notes.
- Set aside time to study for the test.
- Finish studying the day before the exam. Write down specific information that is hard for you to grasp. Reread it the night before the test.
- Get a good night's sleep.
- On the day of the test, relax, be confident, and do your best.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

1. Which common defense mechanism deals more with avoidance than with taking responsibility?
A. Compensation
B. Denial
C. Rationalization
D. Regression
2. Which statement is NOT true of your emotions?
F. Your emotions feel more intense when you are an adult.
G. The way you express your emotions can produce good or bad consequences.
H. The most intense emotions you feel are related to an event in your life.
J. People may respond to certain emotions without thinking about the consequences.
3. Which character trait reflects the importance of community concerns, such as obeying laws and voting?
A. Responsibility
B. Citizenship
C. Trustworthiness
D. Caring
4. Which is NOT a characteristic of good mental and emotional health?
F. Positive outlook
G. Self-sufficiency
H. Codependence
J. Sense of belonging
5. What is the first strategy to use when managing your anger?
A. Take deep breaths.
B. Rechannel your energy.
C. Do something to relax.
D. Talk with someone you trust.
6. If you offer moral support to a friend who is going through a tough time, you are
F. forgiving him or her.
G. tolerating him or her.
H. sympathizing with him or her.
J. empathizing with him or her.
7. Which is NOT a good way to promote a healthy identity?
A. Surround yourself with positive, supportive people
B. Find something that you love to do, and do it often
C. Socialize with a select group of people
D. List your assets and strengths

8. Which is a common defense mechanism?
 - F. Fear
 - G. Projection
 - H. Rejection
 - J. Acceptance
9. Showing the courage to do the right thing without lying, cheating, or stealing is an example of which of the six traits of integrity?
 - A. Responsibility
 - B. Citizenship
 - C. Fairness
 - D. Trustworthiness
10. Needs at the bottom of Maslow's hierarchy of needs are
 - F. physical needs.
 - G. needs to belong.
 - H. esteem needs.
 - J. safety needs.
11. Which term describes the ability to accept yourself and others, adapt and manage emotions, and deal with the demands and challenges you meet in your life?
 - A. Mental/emotional health
 - B. Self-esteem
 - C. Character
 - D. Competence
12. Which best describes empathy?
 - F. Because Jenny did poorly on her last test, she understood how Ben felt after receiving a D on his test.
 - G. Kyle responded to Emma's remarks by yelling at her and calling her names.
 - H. Beth dealt with the coach's decision to leave her off the basketball team by ignoring the situation.
 - J. Instead of confronting Michael after their fight, Josie asked her mother for advice.

Answer Space

- | | |
|-------------------|-------------------|
| 1 A B C D | 2 F G H J |
| 3 A B C D | 4 F G H J |
| 5 A B C D | 6 F G H J |
| 7 A B C D | 8 F G H J |
| 9 A B C D | 10 F G H J |
| 11 A B C D | 12 F G H J |

13. Becky is entering her freshman year of high school. She is very shy and uncomfortable with herself. Her parents fear that she will have trouble making friends and socializing because of her poor self-esteem. Write a paragraph explaining what steps Becky could take to improve her self-esteem and have a positive, productive freshman year.

Write your answer to item 13 in this space.

Real World Connection

Chapter 3 Achieving Mental and Emotional Health

Advising a Friend

Part of understanding and expressing emotions in healthful ways is recognizing how other people respond and react to events in their lives.

Imagine you have noticed that a friend is showing signs of increasingly low self-esteem. Your friend is normally a positive, outgoing, and energetic person. Over the past few months, however, you have noticed a reluctance to participate in class and excessive self-criticism.

You are afraid that your friend is exhibiting signs of poor overall mental and emotional health. You want to help your friend, but you're not sure what to do. So, you decide to ask three trusted adults for advice on helping your friend.

Directions: As you speak with each adult, take down some notes. After you have spoken with all three, write a paragraph outlining your plan to help your friend. Use appropriate advice from the adults you speak with, as well as information you have learned in Chapter 3. Be sure to inform each adult that you are asking these questions for an activity at school, and that the situation you have described is imaginary.

Chapter 3

Notes from Conversation with Adult #1

Notes from Conversation with Adult #2

Notes from Conversation with Adult #3

Your Advice to Your Friend

Chapter 3 Achieving Mental and Emotional Health

Lesson 1 Developing Your Self-Esteem

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write what you think “good mental and emotional health” means. After reading the lesson, describe new ideas you learned from your reading.

Before Reading	After Reading

New and Academic Vocabulary

mental/emotional health

resilient

self-esteem

competence

hierarchy of needs

self-actualization

mental

Unscramble the vocabulary terms. Then **write** the definition of each term.

1. ecconmepte

2. trenseil

3. lesf-noitazliuatca

4. efls-emsete



5. htleah leamonoit/lmaetn

6. natml

7. edsen fo yhchrarie

What Is Mental and Emotional Health?

I found this information on page(s) _____.

Describe the importance of good mental and emotional health.

List some characteristics of good mental and emotional health.

Importance	Characteristics

Self-Esteem

I found this information on page(s) _____.

Explain how self-esteem develops.

<p align="center">Benefits of a Healthy Self-Esteem</p>
--

Improving Self-Esteem

I found this information on page(s) _____.

List some steps you can take to improve your self-esteem.

Chapter 3 Achieving Mental and Emotional Health

Lesson 1 Developing Your Self-Esteem

Dear Diary

Directions: Read the following journal entry written by a teen. In the spaces provided, identify statements that reflect poor mental and emotional health and rewrite the statements so they reflect good mental and emotional health.

It's me again, diary. Not much to report today. As usual, I only got a C on my algebra quiz. I'll never get a B in that course! I can't decide if I should take math again next year or give it a rest. Mom says I should keep at it because I'll need more math to get into college, but I don't know if I even want to go to college. I have no idea what I want to do in life, so why plan ahead for college?

Even though Taina is my best friend, you won't believe what she did today! She told me my hair looked bad, and that made me feel lousy all day. Why did she have to spoil my whole day like that? Then she expects me to want to go out for the cross-country team with her next year! Running is okay, I guess, but I don't know if I'm into it that much. I can't make up my mind if I should do cross-country or not. I probably wouldn't be much good at running anyway, so what's the point?

Well, I better go. Dad just said I have to get ready for bed. More tomorrow.

Statements:

Your Rewrite:

Note Taking**Chapter 3 Achieving Mental and Emotional Health****Lesson 2 Developing Personal Identity and Character**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a phrase or sentence identifying what you think makes up an individual's character and personal identity. After reading the lesson carefully, add to or revise what you wrote based on what you have learned.

Before Reading	After Reading

Chapter 3**New and Academic Vocabulary**

personal identity

role model

personality

character

integrity

constructive criticism

Write a vocabulary word to answer each question.

- Which term names a complex set of characteristics that makes you unique?

- Which are non-hostile comments that point out problems and encourage improvement?

- Which describes a firm observance of core ethical values?

- Which consists of the distinctive qualities that describe how a person thinks, feels, and behaves?

- Which describes someone whose success or behavior serves as an example for you?

- Which describes your sense of self as a unique individual?

Your Personal Identity

I found this information
on page(s) _____.

Describe how identity forms and **list** some of the aspects of identity.

How Identity Forms	Aspects of Identity

The Importance of Good Character

I found this information
on page(s) _____.

Explain the importance of good character and **list** some traits of good character.

Importance of Good Character	Traits of Good Character

Working Toward a Positive Identity

I found this information
on page(s) _____.

Explain how you can actively pursue a healthy identity.

--

Academic Integration: English**Chapter 3 Achieving Mental and Emotional Health****Lesson 2 Developing Personal Identity and Character****Working Toward a Positive Identity**

Directions: Below are excerpts from newspaper articles about teens in trouble. In the spaces provided, identify at least two missing traits of good character that might have kept the teens out of trouble. Explain how each teen could begin to work toward a more positive identity.

1. Teen Arrested for Underage Drinking

Last night, a 15-year-old student from Jackson Township was arrested when police found him drinking beer behind a convenience store. According to the police report, the teen had used his older brother's ID to buy beer at the store earlier in the evening.

Missing good character traits:

Explanation:

2. Student Admits Vandalizing South High School

A female student was questioned by authorities today about the minor vandalism that occurred recently at South High School. The student admitted painting graffiti on the lockers of three other girls. She said she did it because the girls were freshmen, and she thought it would be a funny practical joke.

Good Character Traits:

Explanation:

Chapter 3 Achieving Mental and Emotional Health

Lesson 3 Expressing Emotions in Healthful Ways

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Food for Thought As you read this lesson, think about why expressing your emotions in a healthful way is a good step toward achieving a healthy lifestyle. After reading, write a sentence or two about expressing emotions in healthful ways.

New and Academic Vocabulary

emotions

Define each vocabulary term.

hormone

hostility

empathy

defense mechanisms

resource

Understanding Your Emotions

I found this information on page(s) _____.

Explain how understanding your emotions is related to good emotional and mental health.

Managing Your Emotions

I found this information on page(s) _____.

Explain why it is important to manage your emotions.

List some questions you can ask yourself to help you deal with your emotions in positive ways.

- 1.
- 2.
- 3.
- 4.
- 5.

Explain why it is important to try and respond to difficult emotions in positive ways.

List why seven common defense mechanisms and briefly explain each one.

Defense Mechanism	Explanation

Chapter 3 Achieving Mental and Emotional Health

Lesson 3 Expressing Emotions in Healthful Ways

Directions: Assume that you are Gabby, the advice columnist for a high school newspaper. Lately, you have received several letters from students who are bothered by guilty feelings. In the spaces provided, write answers that will help the students deal with their guilt.

1. **Dear Gabby,** My mom and dad are getting divorced, and I think it's mostly my fault. If I behaved better, they wouldn't get so stressed out and have so much to fight about. As it is, they seem to be fighting all the time. I feel awful! What can I do?
— **Guilty Gus**

Dear Guilty Gus,

2. **Dear Gabby,** A friend keeps offering me a ride in her car, but my parents won't let me ride with inexperienced drivers. Last night, my mom had to make a special trip to bring me home. Now I feel guilty for being so much trouble. Should I just ride with my friend next time?
— **Undecided Rider**

Dear Undecided Rider,

3. **Dear Gabby,** I accidentally broke a neighbor's window while I was playing ball. Nobody knows I did it, but I feel really guilty about it. I want to confess to my neighbor, but I feel that too much time has gone by. What should I do?
— **Anonymous Neighbor**

Dear Anonymous Neighbor,

Test Taking

Chapter 4 Managing Stress and Coping with Loss

Tips on Preparing for Tests—Test Time Management

- Before you begin the test, read the test directions carefully to make sure you understand exactly what you are being asked to do.
- Take note of the total number of questions and the type of questions. This can help you budget the time you will need to answer each questions.
- If you do not know the answer to a particular question, brainstorm words and phrases that are related to that question and write them down. Brainstorming can prompt you to remember information.

Directions: Choose the best answer and mark your responses in the answer space below.

- Which is closely related to how you perceive events in your life?
 - relationships
 - stress
 - earlier experiences
 - positive situations
- Stress can produce all of the following EXCEPT:
 - poor self-esteem
 - weakened immune system
 - high blood pressure
 - skin and digestive disorders
- Which is the best way to show support if you know someone is grieving?
 - Tell them to quickly resume the activities they enjoy.
 - Be a sympathetic listener, and use silence when appropriate.
 - Tell them to seek support from their family members.
 - Encourage them to get adequate sleep.
- Which is NOT a good strategy for overcoming test anxiety?
 - Plan for tests well in advance.
 - During a test, do some deep breathing.
 - Learn to outline material.
 - Answer only the questions you are sure of.
- According to Elisabeth Kübler-Ross, which is likely to occur during the grieving process?
 - feeling bored
 - the fight-or-flight response
 - feeling powerless or unfairly deprived
 - the relaxation response
- Which is a stage of the stress response?
 - sadness
 - remorse
 - anger
 - alarm
- Which is an emotional response to stress?
 - frustration
 - grief
 - rejection
 - fear
- Which self-maintenance habit will help you remain healthy and build resiliency?
 - feeling disappointed
 - juggling responsibilities
 - overcoming test anxiety
 - getting regular physical activity

Answer Space

- | | |
|-----------|-----------|
| 1 A B C D | 2 F G H J |
| 3 A B C D | 4 F G H J |
| 5 A B C D | 6 F G H J |
| 7 A B C D | 8 F G H J |

Directions: Circle **T** if the statement is true or **F** if the statement is false.
Rewrite any false statements to make them true.

9. **T F** Maintaining a healthful diet will not help you reduce the effects of stress.

10. **T F** Planning ahead can help you avoid or limit stressful situations.

11. **T F** Chronic stress is associated with short-term problems that are within a person's control.

12. **T F** Stress can affect you in both positive and negative ways.

13. Because of her excellent grades in mathematics, Isabel has been asked to be a tutor on Wednesdays after school. This commitment adds to her busy schedule and has been an added cause of stress for her. She is feeling overwhelmed by all of her responsibilities, and has been complaining of headaches nearly every day. Write a paragraph explaining how Isabel could deal with the stress of a busy schedule.

Write your answer to item 13 in this space.

Real World Connection

Chapter 4 Managing Stress and Coping with Loss

Keeping a Stress Diary

An effective way to learn about what causes you stress is to keep a stress diary. This tool can help you understand which situations create stress in your life. It can also help you determine how to make these situations less stressful.

Directions: In your diary, make note of the situations that cause you to feel stressed and why. In particular, make note of stressful events and tell what led you to perceive them as stressful. At the end of the week, write a few sentences to summarize what events you found stressful and how you responded to that stress. A sample is provided below.

Stressful event: I was asked to recite a poem to my English class.

Reason it was stressful: I am uncomfortable speaking in front of an audience.

Monday

Stressful event: _____

Reason it was stressful: _____

Tuesday

Stressful event: _____

Reason it was stressful: _____

Wednesday

Stressful event: _____

Reason it was stressful: _____

Name _____ Date _____ Class _____

Thursday

Stressful event: _____

Reason it was stressful: _____

Friday

Stressful event: _____

Reason it was stressful: _____

Summary

Note Taking**Chapter 4 Managing Stress and Coping with Loss****Lesson 1 Understanding Stress**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson carefully, write a sentence describing how stress affects a person's health. After you have finished reading, use what you have learned to rewrite your sentence.

Before Reading	After Reading

New and Academic Vocabulary

stress

perception

anticipate

stressor

psychosomatic response

Write the correct vocabulary term under each definition.

1. anything that causes stress

2. the act of becoming aware through the senses

3. the reaction of the body and mind to everyday challenges and demands

4. a physical reaction that results from stress rather than an injury or illness

5. to expect

What Is Stress?

I found this information
on page(s) _____.

Explain how perception is related to stress.

List two ways stress can affect you.

Causes of Stress

I found this information
on page(s) _____.

Identify five stressors that teens tend to experience.

- 1.
- 2.
- 3.
- 4.
- 5.

Your Body's Response to Stressors

I found this information
on page(s) _____.

Name two systems that are active during your body's
response to stress.

Response to Stressors
1.
2.

Identify the three stages your body goes through in response
to stress. **Describe** the effect each stage has on your body.

Stage	Effect

Stress and Your Health

I found this information
on page(s) _____.

List five effects of prolonged stress on your health.

- 1.
- 2.
- 3.
- 4.
- 5.

Academic Integration: English**Chapter 4 Managing Stress and Coping with Loss****Lesson 1 Understanding Stress****Question and Answer**

Directions: The editor of your school newspaper has decided to start an advice column focusing on stress-related issues commonly experienced by students. The editor has appointed you the question-and-answer editor. Interview some of your peers to gather information about some common stress-related issues. Then write two questions that represent stress-related concerns of students in your school. Provide an answer for each question that includes possible sources of the stress as well as suggestions about how it can be reduced. A sample is provided below.

Q: I am a good student, but I get very anxious when I have to take a test. I seem to freeze up and don't do as well as I should. I have mid-year exams coming up, and I'm already beginning to feel the stress. What do you suggest?

A: You should plan for your tests well in advance, studying a little each night. Learn to outline material, highlighting and numbering important points so you can learn them quickly. During your test, do some deep breathing. Answer all the questions you are sure of, and then go back to answer the ones that are more difficult. After getting your corrected test back, examine your mistakes and try to understand why you made them. If you do not understand them, ask questions.

Q: _____

A: _____

Q: _____

A: _____

Chapter 4 Managing Stress and Coping with Loss

Lesson 2 Managing Stress

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence or two about how you deal with stress in your life. After you have read the chapter carefully, use what you have learned to write a new sentence about how you can handle the stress in your life.

Before Reading	After Reading

New and Academic Vocabulary

chronic stress

relaxation response

technique

Write a vocabulary word to answer each question.

1. Which can be reached by practicing relaxation techniques such as taking a hot bath or stretching?

2. Which is associated with long-term problems that are beyond a person's control?

3. Which term means a method of accomplishing a desired aim?

When Stress Becomes a Problem

I found this information on page(s) _____.

Identify the first step in dealing with stress.

Stress Management Techniques

I found this information on page(s) _____.

Identify four strategies that can help you avoid and limit stress.

- 1.
- 2.
- 3.
- 4.

Describe some tips for handling stress and reducing its effects.

Tip	Examples

Staying Healthy and Building Resistance

I found this information on page(s) _____.

Describe three self-maintenance habits that play a role in helping you prevent stress, reduce stress, and physically and mentally recover from stress.

Self-Maintenance Habit	Effect on Your Body

Chapter 4 Managing Stress and Coping with Loss

Lesson 2 Managing Stress

Building Resiliency

Directions: Below are two scenarios involving students with high levels of stress in their lives. Using what you learned from Lesson 2 as a guide, identify some ways each student could handle his or her stress effectively.

Carlos, a senior at South High School, will be taking his ACT this weekend. He knows the importance of his test score and the impact it will have on his college eligibility. Aside from studying for the test throughout the week, he is responsible for looking after his younger brother for a few hours after school every day. Additionally, his neighbor has asked him if he would be willing to help out with some household chores on Wednesday evening. Carlos has been an excellent student throughout his high school career and has generally managed his stress effectively. However, with the upcoming ACT, he is feeling overwhelmed with stress. He is afraid he will not score well on the test and not be able to attend the college of his choice.

What could Carlos do to manage his stress in this situation?

Cindy has been putting off working on her art project for the entire semester. The project is due on Monday, and she hasn't even started. While she is a gifted artist, she is not very disciplined, and tends to procrastinate. Cindy spends a great deal of time after school playing video games and snacking on unhealthful foods. She generally stays up late watching television and is tired and inattentive while in school. Now Cindy is feeling overwhelmed as her project is due soon, she hasn't started yet, and she has very little energy to focus on designing a quality project.

What could Cindy do to manage her stress in this situation?

Note Taking

Chapter 4 Managing Stress and Coping with Loss

Lesson 3 Coping with Loss and Grief

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Food for Thought As you read this lesson, think about the last time you helped a friend or family member through a grieving process. What strategies did you use to comfort this person? After reading the lesson, write a sentence or two about how you can show empathy and help a friend or family member cope with loss and grieving.

New and Academic Vocabulary

Unscramble each vocabulary term. Then **write** the definition of each term.

stages of grief

ctirtaauum tenve

closure

ecrluos

coping

mourning

traumatic event

ssetga fo fgeir

gmnoirnr

gcnoip

Acknowledging Loss

I found this information
on page(s) _____.

Explain why it is important to acknowledge and understand your grief.

Expressing Grief

I found this information
on page(s) _____.

Explain why the grieving process is healthy and necessary.

List the eight stages of grief.

Stages of Grief	

Coping with Death

I found this information
on page(s) _____.

Describe a positive way to cope with death.

Explain why it is important to show empathy to people who are grieving.

List three ways you can show support to someone who is grieving.

- 1.
- 2.
- 3.

Coping with Traumatic Events

I found this information
on page(s) _____.

Name some ways a person can cope with a traumatic event.

Academic Integration: English**Chapter 4 Managing Stress and Coping with Loss****Lesson 3 Coping with Loss and Grief****All Kinds of Grief**

Feelings of loss are very personal. The way that a person responds to loss is unique to the situation and to the individual. Some may feel sadness or guilt. Others may experience anger or feel cheated. Sometimes, people may experience several or all of these emotions.

Directions: Identify the stage of grief each person is experiencing in the following descriptions.

1. Keisha's brother was killed in a car crash. The person who was driving the car was not injured. Keisha feels powerless. She misses her brother. She resents the fact that the driver continues to attend her school and seems unaffected by her brother's death.

Stage of grief: _____

2. Joe's father and mother have just divorced, and his father has moved to another state. Joe misses his father and feels isolated because he won't be seeing him very often. He thinks the situation is hopeless.

Stage of grief: _____

3. Manuel told his little sister, Lisa, that her kitten ran into the street and was killed by a car. Lisa does not believe Manuel. She is sure that he is mistaken and that her kitten will come home when it gets hungry.

Stage of grief: _____

4. Carla misses her best friend, Julie, who moved away a month ago. Before Julie left, she and Carla had a disagreement about Rick, a boy at school whom they both liked. Julie and Carla stopped speaking. Now Carla realizes that she doesn't like Rick at all, and she wishes she could see Julie and straighten things out. If she had the opportunity, she would apologize. She realizes now that Julie was a good friend and that the disagreement was silly.

Stage of grief: _____

5. Pedro's sister Annette had a mental disorder, and Pedro was often impatient with her. Annette died unexpectedly a year ago. For a long time, it was very difficult for Pedro to even mention Annette's name. He regretted the way he had treated her, and it was painful to remember his impatience with her. Pedro finally reached the point where he could remember Annette and talk about her without experiencing so much pain.

Stage of grief: _____

Chapter 5 Mental and Emotional Problems

Tips on Preparing for Tests

- Knowing when to begin the test-preparation process is critical in setting a study schedule without feeling rushed.
- Carry your class notes with you and make use of spare time by reviewing for a few minutes several times per day.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

1. According to the Surgeon General, where are teens most likely to receive treatment for a mental health problem?
A. Church
B. A hospital
C. School
D. Home
2. Which is NOT a type of depression?
F. Long depression
G. Major depression
H. Mild depression
J. Adjustment disorder
3. Which best describes bipolar disorder (also called manic-depressive disorder)?
A. A type of mental disorder in which a person loses contact with reality and begins to hallucinate
B. A type of mood disorder in which a person goes through extreme mood changes and energy levels
C. A type of conduct disorder in which a person is aggressive and violent
D. A type of eating disorder in which people overeat compulsively
4. A mental disorder whose sufferers have difficulty distinguishing between real and imaginary events is
F. antisocial personality disorder.
G. schizophrenia.
H. bipolar disorder.
I. post-traumatic stress disorder.
5. Which is NOT a cause of depression?
A. Experiencing a loss
B. Living in poverty
C. Having a bad day
D. Heredity
6. Which type of disorder is characterized by patterns of behavior in which the rights of others or basic social rules are violated?
F. Anxiety disorder
G. Eating disorder
H. Mood disorder
J. Conduct disorder
7. Cluster suicides are
A. most common among adults.
B. related to hormone cycles.
C. never the result of media attention.
D. sometimes the result of suicide pacts.

8. Which is NOT recommended when attempting to help someone who has spoken with you about committing suicide?
- F.** Show interest and compassion when speaking about the problem.
- G.** Encourage the person to talk with a parent, counselor, or other trusted adult.
- H.** Remind the person that most problems have solutions.
- J.** Promise not to tell anyone.

Answer Space

- | | |
|------------------|------------------|
| 1 A B C D | 2 F G H J |
| 3 A B C D | 4 F G H J |
| 5 A B C D | 6 F G H J |
| 7 A B C D | 8 F G H J |

Directions: Circle **T** if the statement is true or **F** if the statement is false. Rewrite any false statements to make them true.

9. **T F** Teens must obtain their parents' permission before calling a crisis hot line.

10. **T F** Eating disorders are both a mental health problem and a physical health problem.

11. **T F** Depression rarely has a physical cause.

12. **T F** A neurologist is a physician who specializes in physical disorders of the brain and nervous system.

13. Arnold, a high school sophomore, has been showing signs of mild depression for some time now. Last week his parents decided to have him see the school psychologist for one counseling session per week. Arnold feels ashamed and does not want to see the psychologist. Write a letter to Arnold explaining the benefits of treatment for a mental health problem.

Write your answer to item 13 in this space.

Chapter 5 Mental and Emotional Problems

Careers in Mental Health Care

Mental and emotional problems are prevalent among many teens and adults in the United States. However, there are many types of mental health professionals available for individuals who suffer from mental or emotional problems. Different types of mental health professionals include counselors, school psychologists, psychiatrists, neurologists, clinical psychologists, and psychiatric social workers.

Directions: Research career opportunities in the mental health field. Choose one type of mental health professional and research the profession. Use the following questions to guide your research.

1. What qualifications are required?

2. What types of mental health problems does this mental health professional treat?

3. Which treatment methods does this mental health professional use?

4. In what kind of facility does this mental health professional offer services to patients?

5. What is the average income of this mental health professional?

Note Taking**Chapter 5 Mental and Emotional Problems****Lesson 1 Dealing with Anxiety and Depression**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence explaining why many individuals refrain from seeking help for mental problems. After you have finished reading, use what you have learned to rewrite your sentence.

Before Reading	After Reading

New and Academic Vocabulary

anxiety

require

depression

apathy

Write the correct vocabulary term under each definition.

1. a prolonged feeling of helplessness, hopelessness, and sadness

2. a lack of strong feeling, interest, or concern

3. to demand as necessary

4. the condition of feeling uneasy or worried about what may happen

Understanding Anxiety

I found this information
on page(s) _____.

Describe some healthy ways to cope with anxiety and stressful situations.

Explain why turning to alcohol or over-the-counter medications is not a healthy way to cope with anxiety.

Understanding Depression

I found this information
on page(s) _____.

Identify three types of depression and **describe** each one.

Type of Depression	Description

Name three causes of depression and give examples:

Identify three effects that depression can have on an individual.

- 1.
- 2.
- 3.

Getting Help for Depression

I found this information
on page(s) _____.

Explain what you can do if you recognize persistent signs of depression in yourself or others.

Academic Integration: English**Chapter 5 Mental and Emotional Problems****Lesson 1 Dealing with Anxiety and Depression****Advice for Anxiety and Depression**

Directions: Imagine that you have two friends who seem to be exhibiting signs of anxiety or depression. Below are descriptions of some of their recent behaviors. Using what you learned from Lesson 1 as a guide, identify symptoms that show their reactions to stress. Then, decide whether the symptoms could be linked to anxiety or depression, and offer helpful advice.

1. Jenny: You have noticed that Jenny has seemed distracted the last couple of days. She can't stay focused during conversations and has a hard time sitting still. Jenny complains to you that she sometimes feels lightheaded when she thinks about taking her driver's test on Saturday. She tells you that she wishes Saturday wouldn't come and that she wishes she did not have to take her test at all.

Symptoms: _____

Anxiety or depression: _____

Advice: _____

2. Marcus: For the past several months, Marcus has been irritable and disagreeable. He has not been hanging out with his friends or playing soccer at the park (one of his favorite pastimes). He looks tired and doesn't seem his usual confident self. He says he has not been sleeping lately, and admits that the soccer cuts last fall made him feel like a failure.

Symptoms: _____

Anxiety or depression: _____

Advice: _____

Chapter 5 Mental and Emotional Problems

Lesson 2 Mental Disorders

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, make a list of all the mental disorders you know of. After you have read the lesson carefully, use what you have learned to update your list.

Before Reading	After Reading

New and Academic Vocabulary

mental disorder

stigma

percent

anxiety disorder

mood disorder

conduct disorder

Write a vocabulary word to answer each question.

1. Which disorder includes depression and bipolar disorder?

2. Which term is often associated with mental disorders and causes many people to feel embarrassed or ashamed?

3. Which type of disorder may cause individuals to perform acts of violence?

4. Which term describes medical conditions that require diagnosis and treatment just like any physical illness or injury?

5. Which is one of the most common mental health problems among children and teens?

6. Which term means one part in a hundred?

Understanding Mental Disorders

I found this information on page(s) _____.

Explain why it is important to learn about mental disorders and emotional problems.

Types of Mental Disorders

I found this information on page(s) _____.

List seven types of mental disorders and briefly **identify** the effects and types of each disorder.

Disorder	Effect/Types

Chapter 5 Mental and Emotional Problems

Lesson 2 Mental Disorders

What's the Diagnosis?

Directions: Following are profiles of people with mental disorders. From the description of the symptoms, in the space provided, identify and write the type of mental disorder each person has.

1. Jim has difficulty controlling his feelings and often acts in ways that make others uncomfortable. He doesn't show up for many activities because he feels anxious in social situations. He often feels like people are out to get him.

2. Andrea has difficulty keeping up with normal daily activities. She seems trapped in a pattern of repeated thoughts and behaviors that preoccupy her. In fact, she is urgent about them. When she is at home, she is constantly checking to make sure the doors are locked.

3. Janell is an elementary school student. During recess one day, Janell and her classmates witnessed an automobile accident in which one of the cars burst into flames. Ever since, Janell has been having nightmares. She can't concentrate on her schoolwork. She occasionally experiences flashbacks.

4. Jose experiences extreme mood changes. His friends can't figure him out. He is either very happy or aggressive and angry. His energy levels also keep changing. Sometimes he is bored and cannot concentrate. Other times, he sleeps little but still feels energetic.

5. Samantha is afraid of heights. She will do anything in her power to avoid being in a tall building or on a mountain. One result is that she misses some fun times because she will not go shopping in malls with many floors or camping with her friends when they go to the mountains. She cannot remember anything in her childhood that might have caused this irrational fear. She just knows that it is very real.

Note Taking**Chapter 5 Mental and Emotional Problems****Lesson 3 Suicide Prevention**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Skim and Scan Read all section titles, and review all pictures, tables, and graphs throughout Lesson 3. Before you read the lesson, write a question that you expect the lesson to answer. After you have finished reading, write the answer to your question.

Question	Answer

New and Academic Vocabulary

alienation

display

suicide

cluster suicides

Unscramble each vocabulary term. Then **write** the definition of each term.

rceltus sseudiic

noitaneila

esduiic

siylapd

Knowing the Facts about Suicide

I found this information on page(s) _____.

Identify some reasons why alcohol and drugs make self-destructive behavior more likely.

List two risk factors that are characteristic of more than 90 percent of people who kill themselves.

Identify four other risk factors of suicide.

- 1.
- 2.
- 3.
- 4.

Strategies to Prevent Suicide

I found this information on page(s) _____.

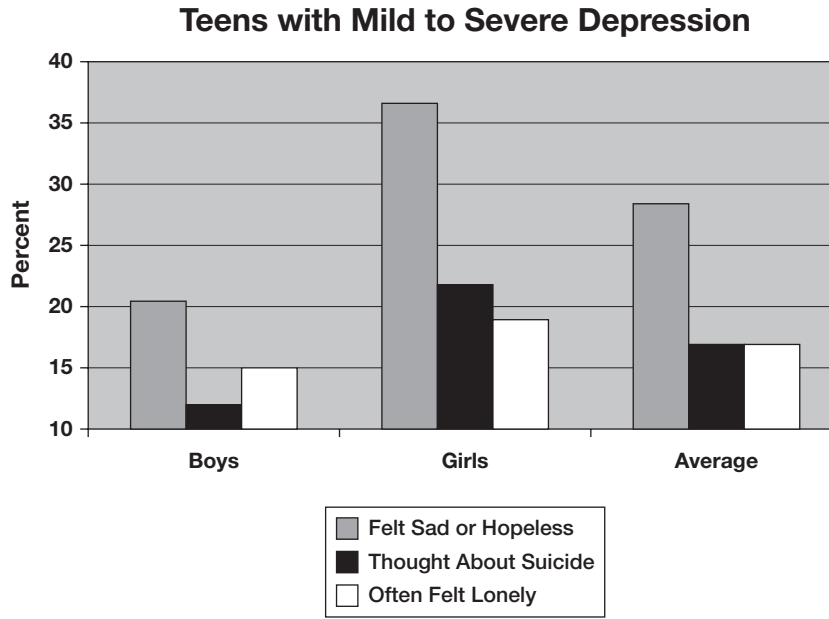
Explain why it is important to recognize the warning signs of suicide.

Explain how you can use the following strategies to help a person who has indicated that he or she may be considering suicide.

Initiate a Meaningful Conversation

Show Support and Ask Questions

Try to Persuade the Person to Seek Help

Academic Integration: Mathematics**Chapter 5 Mental and Emotional Problems****Lesson 3 Suicide Prevention**

Source: Centers for Disease Control and Prevention, 2006, Health Behavior in School-aged Children Study, 2006

- The bar graph shows percentages of teens nationwide who reported feeling mild to severe depression. According to the graph, what percentage of teens on average felt sad or hopeless?
 - 20.4 percent
 - 23.3 percent
 - 36.7 percent
 - None of the above
- What percentage of teens on average were depressed enough to think about suicide?
 - 16.9 percent
 - 21.8 percent
 - 36.7 percent
 - None of the above
- Which statement can be inferred from the data in the graph?
 - Symptoms of mild and serious depression are not the same.
 - Teens who feel lonely often think about suicide.
 - The majority of teens do not think about suicide as an option.
 - None of the above

Chapter 5 Mental and Emotional Problems

Lesson 4 Getting Help

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Food for Thought As you read this lesson, think about the many types of mental health professionals. Suppose you or a friend were experiencing mental or emotional problems. After reading the lesson carefully, write a sentence stating which types of mental health professionals are available to help people who are suffering from mental or emotional problems.

New and Academic Vocabulary

Define each vocabulary term. **Write** the correct definition on the line next to each term.

psychotherapy

behavior therapy

cognitive therapy

family therapy

group therapy

drug therapy

When Help Is Needed

I found this information
on page(s) _____.

Identify four feelings or behaviors that suggest a teen may be experiencing mental or emotional problems and likely needs help.

- 1.
- 2.
- 3.
- 4.

Overcoming Stumbling Blocks to Getting Help

I found this information
on page(s) _____.

List four facts to keep in mind if you or someone you know is reluctant to seek help for mental or emotional problems.

- 1.
- 2.
- 3.
- 4.

Where to Go for Help

I found this information
on page(s) _____.

Identify six different health care professionals that are available for help.

1.	4.
2.	5.
3.	6.

Treatment Methods

I found this information
on page(s) _____.

Identify six different types of treatment methods used by health care professionals.

1.	4.
2.	5.
3.	6.

Chapter 5 Mental and Emotional Problems

Lesson 4 Getting Help

Directions: The feelings or behaviors in the scenarios below are signs that someone needs help. Determine which type of therapy listed in the box below might be most helpful in each case.

Types of Therapy

Psychotherapy
Behavior Therapy
Cognitive Therapy
Group Therapy
Drug Therapy
Family Therapy

1. Maria has little self-confidence and often feels like a failure. She has let her grades slip in school because she figures it won't make any difference whether she tries hard or not.

2. Matt has been becoming more aggressive and destructive.

3. Jon has been seeing a psychiatrist for an anxiety disorder, but his symptoms are still severe.

4. Keiko has been fighting with her parents nearly every day.

5. Chris is having trouble coming to terms with his mother's alcohol problem. He would like to talk to others in the same situation.

Test Taking**Chapter 6****Chapter 6 Skills for Healthy Relationships****Tips on Preparing for Tests**

- Learn how to relax. Meditation and breathing exercises have proven effective in controlling stress. Practice clearing your mind just before you take a test.
- Do not overwhelm yourself by focusing on the entire workload all at once. Handle each task as it comes.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

- Doing your share to make your school and community safe is
 A. communication.
 B. compromise.
 C. citizenship.
 D. trustworthiness.
- Which is an example of an “I” message?
 F. “I feel like my suggestions aren’t being taken seriously.”
 G. “I said I’d take out the trash, but I’m busy!”
 H. “You never listen to anything I say.”
 J. “Why can’t you ever show up on time?”
- Which is an example of a stereotype?
 A. Many of the teachers in the school district are female.
 B. All cheerleaders are vain.
 C. Seven of the nine girls in our class enjoy home economics.
 D. For the past three years, more boys than girls have enrolled in physical education.
- Techniques for active listening include all of the following EXCEPT
 F. restating what you hear.
 G. interrupting.
 H. asking questions.
 J. showing empathy.
- Which describes an aggressive style of communication?
 A. Letting others know exactly what you are trying to communicate
 B. Being evasive with your response
 C. Responding to a question by raising your voice level
 D. Repeating what you hear and making eye contact
- Tim and Brian strongly disagree on how they should study for their algebra test. They have been study partners all year, however, and are willing to compromise. Which quality of strong relationships does this show?
 F. Honesty
 G. Commitment
 H. Caring
 J. Mutual respect
- Which is an example of bullying?
 A. Threatening to harm a classmate if he refuses to let you copy his notes
 B. Threatening to tell the teacher if a certain classmate keeps talking to you during tests
 C. Having a friend walk home from school with you because you are afraid to walk alone
 D. Telling a group of students in the library to lower their voices

Name _____ Date _____ Class _____

8. Which is an example of constructive criticism?

F. "Do you always have to leave all your junk out in the hall?"

G. "I can't stand the way you interrupt me all the time."

H. "Haven't you ever heard of knocking?"

J. "Next time, would you mind calling first to let me know you're coming over?"

Answer Space

1 A B C D

2 F G H J

3 A B C D

4 F G H J

5 A B C D

6 F G H J

7 A B C D

8 F G H J

Directions: Circle **T** if the statement is true or **F** if the statement is false.

Rewrite any false statements to make them true.

9. **T F** Being unsure of your values can strengthen your relationships.

10. **T F** The goal of constructive criticism is to bring about positive changes.

11. **T F** Passive communication may involve bullying or intimidation.

12. **T F** Trustworthiness is a trait that can strengthen a relationship.

13. Caitlyn and Anthony have been friends since childhood. Lately Caitlyn has been treating Anthony with disrespect. She has been very bossy and demanding, and often disregards Anthony's suggestions and opinions. Explain how Anthony could let her know that he is unhappy with the way she has been treating him.

Write your answer to item 13 in this space.

Real World Connection**Chapter 6****Chapter 6 Skills for Healthy Relationships****You or “I”**

An “I” message is a statement that focuses on your feelings rather than on someone else’s behavior. Using “I” messages helps you communicate your feelings in a positive way without placing the blame on someone else.

Directions: Pair up with another student and review the following “you” messages. Then rewrite each message as an “I” message. Be sure your “I” message communicates your feelings in a positive way without placing blame.

1. “Why can’t you ever clean up after yourself?”

2. “You never do what I tell you!”

3. “I said I’d do the dishes after I finish what I’m doing—you don’t have to keep mentioning it to me!”

4. “Stop taking my things without asking!”

5. “You never come to my house for dinner.”

Practice What You Have Learned

Directions: Write an “I” message for the following situations.

1. Your younger sibling has been going into your room while you are away, and borrowing your things without asking.

2. Your best friend has made plans for both of you on Saturday night without consulting with you first.

Chapter 6 Skills for Healthy Relationships

Lesson 1 Foundations of a Healthy Relationship

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence describing how healthy family relationships can help build your social health. After you have finished reading, use what you have learned to rewrite your sentence.

Before Reading	After Reading

New and Academic Vocabulary

relationship

friendship

citizenship

role

cooperation

compromise

computer

Write the correct vocabulary term under each definition.

- the way you conduct yourself as a member of the community

- a problem-solving method in which each participant gives up something to reach a solution that satisfies everyone

- a part you play in your relationships

- a bond or connection you have with other people

- a device that can store, retrieve, and process data

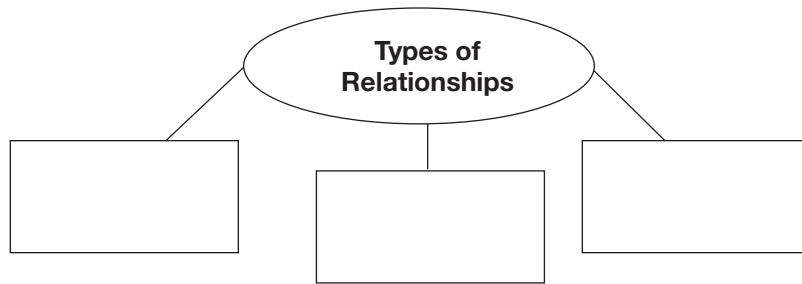
- working together for the good of all

- a significant relationship between two people that is based on trust, caring, and consideration

Relationships in Your Life

I found this information on page(s) _____.

Identify three different types of relationships.



Identify some of the different roles you have in your home, at school, and in your community.

Location	Role
Home	
School	
Community	

Traits of Healthy Relationships

I found this information on page(s) _____.

Name four important qualities of healthy relationships.

- 1.
- 2.
- 3.
- 4.

Identify the three Cs of a healthy relationship and **describe** why each is important in building and maintaining healthy relationships.

- 1.
- 2.
- 3.

List six character traits that can strengthen your relationships.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Chapter 6 Skills for Healthy Relationships

Lesson 1 Foundations of a Healthy Relationship

What's Going On?

Directions: Read the scenarios and answer the questions that follow in the space provided. Use your Note Taking outline from Lesson 1 to help answer these questions.

1. Patricia's mother belongs to the rotary club in their community. The club has planned a car wash to raise money for a local family. Early in the week, Patricia's mother asked her to help on the following Saturday, and she agreed. On Friday, however, Patricia learned that her friends were all going to the beach on Saturday, and Patricia said she would join them. Then she remembered her promise to her mother, so she stayed and helped her instead.

What quality of a healthy relationship did Patricia demonstrate?

What trait(s) of good character did Patricia demonstrate?

2. Barry belongs to a hockey team that is not having a good season. He is frustrated and wants to quit, but there are a few games left on the schedule. The coach is aware of Barry's attitude, and decided to talk with him about it. As the coach was talking, Barry realized that he had been self-centered, and that the coach was also feeling discouraged. Barry decided not to quit. Instead, he promised to work harder and to encourage others on the team.

What skill(s) for building healthy relationships did the coach use?

What trait(s) of good character did Barry demonstrate?

3. Felicia and her sister Karen have chores to do at home. They usually take turns washing the dinner dishes, but now Felicia has an opportunity to get a part-time job three evenings a week. She really wants the job and wonders if she can make a deal with Karen regarding their chores at home. She offers to do Karen's chores plus her own for three of the days she is not working, if Karen would agree to do Felicia's chores on the nights she is working. Karen thinks it over and agrees to the proposition.

What skill(s) for building healthy relationships did Felicia use?

What trait(s) of good character did Felicia demonstrate?

Note Taking**Chapter 6****Chapter 6 Skills for Healthy Relationships****Lesson 2 Respecting Yourself and Others**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence describing a time when you may have passed judgment on someone or associated him or her with a stereotype. After you have read the chapter carefully, use what you have learned to state what you can do to avoid stereotyping others.

Before Reading	After Reading

New and Academic Vocabulary

prejudice

stereotype

tolerance

bullying

hazing

mutual

Write a vocabulary word to answer each question.

1. Assuming that all boys like sports is an example of which term?

2. Which term means shared in common?

3. Calling someone names is an example of which term?

4. Which term sometimes causes people to treat others with disrespect?

5. Which term refers to activities that may be physically or emotionally harmful?

6. Which term describes the ability to accept others' differences?

Respect for Yourself

I found this information
on page(s) _____.

Explain how having respect for yourself will help strengthen your relationships.

Describe the connection between your values and the strength of your relationships.

Respect for Others

I found this information
on page(s) _____.

List four ways you can show respect to the people with whom you have relationships.

- 1.
- 2.
- 3.
- 4.

Explain what it means to be a person who practices tolerance toward others.

Identify some of the reasons that bullies act out disrespectfully against other people.

Describe two ways that hazing activities can be harmful to people.

Academic Integration: English**Chapter 6****Chapter 6 Skills for Healthy Relationships****Lesson 2 Respecting Yourself and Others****Dear Sammy**

Directions: You are the advice columnist in a teen magazine. Below are two letters you have received. Respond to each letter using the information you learned in Lesson 2.

1. Dear Sammy,

I am 15 years old. I have a lot of friends, both boys and girls. Some of my friends have started dating, and lately they have been pushing me to do the same. I just don't feel ready to do it. My parents believe that kids shouldn't begin dating until they are at least 16. I've always figured that I wouldn't date until then, but I don't want my friends to give me a hard time. What should I do?

—Tony

Dear Tony,

2. Dear Sammy,

I'm a sophomore in high school. For the past several weeks an older student in my school has been bullying me. I'm wondering what I can do to get him to leave me alone. Each afternoon, just before lunch, he shows up near my locker and demands a portion of my lunch money. Once, he even followed me after lunch and started calling me names. Do you have any advice? I really want him to leave me alone.

—Tommy

Dear Tommy,

Chapter 6 Skills for Healthy Relationships

Chapter 6

Lesson 3 Communicating Effectively

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Food for Thought As you read this lesson, think about the last time a friend talked to you about a problem he or she was having. Recall your listening techniques. Were you a good listener? Write a sentence stating how you can use active listening skills the next time you are listening to a friend.

New and Academic Vocabulary

Unscramble each vocabulary term. Then **write** the definition of each term.

aggressive

ecvointscter mcsriicti

passive

eavgigsrse

assertive

ybdo elgaanug

active listening

epvaiss

body language

eavcit glniisnte

constructive criticism

eavsister

Name _____ Date _____ Class _____

Communication StylesI found this information
on page(s) _____.**List** the three major styles of communication and **identify**
the characteristics of each.

Communication Style	Characteristics

Ways to CommunicateI found this information
on page(s) _____.**Explain** what is meant by the sentence “Communication is a
two-way street.”

Explain how you can use speaking skills to communicate
well with others.

List five active listening skills that will help you communicate
well with others.

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | |

Offering Useful FeedbackI found this information
on page(s) _____.**Give** two examples of nonverbal communication.

Identify the goal of constructive criticism and explain how to
offer it to another individual in a positive manner.

Chapter 6 Skills for Healthy Relationships

Lesson 3 Communicating Effectively

What's Your Style?

Directions: Read each situation and answer the questions that follow.

1. Henry always wants to spend time with his friends. He agrees to go to the mall with them on Saturday afternoon even though he does not enjoy going to the mall. He would rather do something active, such as play soccer or go hiking. He is not willing to express his feelings, though, for fear of losing their friendship.

What is Henry's communication style?

What could he say to be more assertive?

2. Last Saturday, Juan's friend Matt was really upset. Juan remained silent and listened as Matt explained to him that he had lost his wallet and could not find it. Juan knew that he would also be upset if he lost his wallet. He asked Matt where he had last seen his wallet and offered to look for it with him.

What active listening technique(s) did Juan use?

3. Alex went camping with a group of friends at a nearby lake, where the activities included boating, waterskiing, volleyball, and tennis. As Alex was preparing to go boating for the afternoon, his friends mentioned that two canoes were nearby and that they were going to use them. Alex asked if they had consulted with the owners of the canoes first. When his friends revealed that they were going to use the canoes without permission, Alex became uncomfortable. He told his friends that it was against his beliefs to use someone's property without permission. He refused to go with them if they took the canoes, but he invited them to join him on his boat instead.

What is Alex's communication style?

Identify which aspects of Alex's behavior are assertive.

Test Taking**Chapter 7 Family Relationships****Chapter 7****Tips on Preparing for Tests**

- Study regularly. Do not wait until the last minute to cram for a test. Use the night before a test wisely. Instead of cramming, prepare for a test by taking time to review what you have already studied.
- Understand how the test content is organized. Ask your teacher if the test will include multiple choice, true or false, and/or essay-style questions. Just knowing how the questions are organized will help you prepare for a test.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

1. A person's blended family consists of
 - A. parents, siblings, and other relatives.
 - B. family members and close friends.
 - C. a married couple and their children from previous marriages.
 - D. a parent, or parents, and one or more adopted children.
2. Which is NOT true of elder abuse?
 - F. Elder abuse is a diminishing problem among American families.
 - G. Elder abuse can occur both within the family and in institutional settings.
 - H. Elders may suffer physical, emotional, and sexual abuse, as well as neglect.
 - J. People can convince elders to hand over control of their money and other assets.
3. Which best describes joint custody?
 - A. The mother is responsible for the children.
 - B. Both parents share the responsibility for the children.
 - C. The father is responsible for the children.
 - D. Foster parents are responsible for the children.
4. Which is NOT one of the three steps toward stopping domestic violence?
 - F. Report the abuse
 - G. Resist the abuser
 - H. Recognize the problem
 - J. Remember the abuser
5. Which is NOT an example of a change in family structure?
 - A. A birth
 - B. A divorce
 - C. Moving to a new home
 - D. A separation
6. Family members showing consideration for one another is an example of which trait of strong families?
 - F. Commitment
 - G. Trust
 - H. Caring and support
 - J. Respect
7. Which is NOT one of the core ethical values that families teach their children?
 - A. Safety
 - B. Responsibility
 - C. Honesty
 - D. Respect

8. Which type of family includes additional relatives beyond parents and children?

- F. Adoptive family
- G. Blended family
- H. Nuclear family
- J. Extended family

Answer Space

- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | A | B | C | D | 2 | F | G | H | J |
| 3 | A | B | C | D | 4 | F | G | H | J |
| 5 | A | B | C | D | 6 | F | G | H | J |
| 7 | A | B | C | D | 8 | F | G | H | J |

Directions: Circle **T** if the statement is true or **F** if the statement is false.
Rewrite any false statements to make them true.

9. **T F** Substance abuse is one of the most serious problems a family can face.

10. **T F** Divorce is a decision between two married people to live apart from each other.

11. **T F** Children whose parents are going through divorce may find it easier to cope if they keep their feelings to themselves.

12. **T F** A support group is a gathering of people who are all coping with the same problem.

13. Each of you has a unique family unit. The way your family members interact and care for one another helps define your family, and it plays a role in what type of adult you will become. Write a personal essay about your family. Describe the ways family members interact together, and discuss how your actions contribute to each other's total health.

Write your answer to item 13 in this space.

Real World Connection**Chapter 7 Family Relationships****Families on the Screen**

A lot can be learned about family relationships and roles within the family unit by observing families portrayed in movies or television programs. Before beginning this activity, recall some families that have been portrayed in some of your favorite movies and television programs.

Directions: Identify two current television programs or movies that deal with families. Analyze the ways that the family meets its members' needs and the ways that members strengthen or weaken the family relationships. State which type of family unit the television program or movie represents.

Name of TV program/movie: _____

Ways the family meets its members' emotional needs:

Ways the family meets its members' social needs:

How members strengthen or weaken family relationships:

Type of family unit represented: _____

Name of TV program/movie: _____

Ways the family meets its members' emotional needs

Ways the family meets its members' social needs

How members strengthen or weaken family relationships

Type of family unit represented: _____

Chapter 7 Family Relationships

Lesson 1 Healthy Family Relationships

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence describing how the family unit can promote a teen's health. After you have finished reading, use what you have learned to rewrite your sentence.

Before Reading	After Reading

New and Academic Vocabulary

sibling

nuclear family

blended family

authority

extended family

foster care

affirmation

Write the correct vocabulary term under each definition.

1. a married couple and their children from previous marriages

2. the temporary placement of children in the homes of adults who are not related to them

3. a brother or sister

4. a family that includes additional relatives beyond parents and children

5. positive feedback that helps others feel appreciated and supported

6. two parents and one or more children living in the same place

7. persons in command

The Family Unit

I found this information
on page(s) _____.

Explain the importance of a healthy family.

List and briefly **describe** six types of families.

Type of Family	Description

Explain the effect on families that teens may have when they take on responsibilities such as doing chores and caring for younger siblings.

Your Family and Your Health

I found this information
on page(s) _____.

Identify three ways your family can promote your physical health.

Identify three ways your family can promote your mental and emotional health.

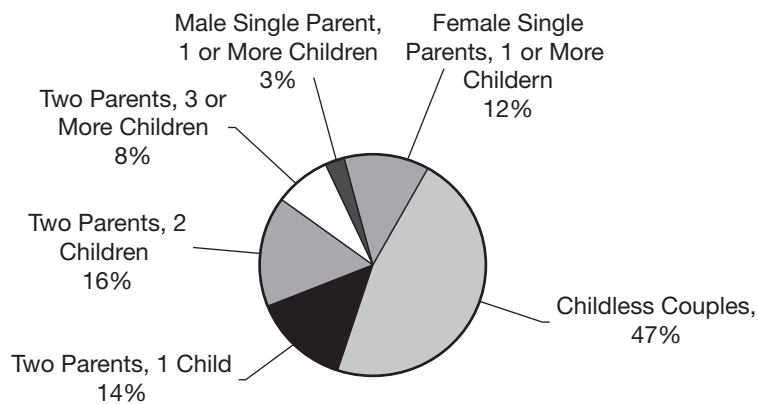
Identify two ways your family can promote your social health.

Chapter 7 Family Relationships

Lesson 1 Healthy Family Relationships

Directions: The following graph contains data from the U.S. census about the composition of American families in 2005. Review the graph carefully, then answer the following questions.

Families by Composition



Source: U.S. Census Bureau, 2005

1. According to the pie chart, what is the combined percentage of all single-parent families?
A. 3 percent
B. 12 percent
C. 15 percent
D. None of the above
2. Which slice of the pie represents the smallest percentage of all households with two parents?
A. The slice labeled "Two Parents, 3 or More Children"
B. The slice labeled "Two Parents, 2 Children"
C. The slice labeled "Two Parents, 1 Child"
D. The slice labeled "Childless Couples"
3. Based on the pie chart, which of the following statements is true?
A. The number of single-parent families has decreased in recent years.
B. There are twice as many two-parent families with two children than two-parent families with three children or more.
C. More than half of all families have no children.
D. More single-parent households are headed by a male parent.

Note Taking

Chapter 7 Family Relationships

Lesson 2 Strengthening Family Relationships

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence or two explaining the difference between a separation and a divorce. After you have read the lesson carefully, use what you have learned to rewrite your sentences.

Before Reading	After Reading

New and Academic Vocabulary

circumstance

separation

divorce

custody

Write a vocabulary word to answer each question.

1. Which may be granted to only one parent or divided so that both parents share in the child-rearing?

2. Which is a legal end to a marriage contract?

3. Which is a decision by two married people to live apart from each other?

4. Which is an event that influences another event?

Characteristics of Strong Families

I found this information on page(s) _____.

List five common traits of a strong family.

- 1.
- 2.
- 3.
- 4.
- 5.

Coping With Change

I found this information on page(s) _____.

Identify six types of changes in family structure.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

List four potential changes in family circumstances.

- 1.
- 2.
- 3.
- 4.

Name one of the most important strategies for coping with family changes.

Academic Integration: English**Chapter 7 Family Relationships****Lesson 2 Strengthening Family Relationships****Dear Katie**

Directions: Katie writes an advice column for teens. Many of the letters she receives are from teens whose families are experiencing changes in structure or circumstance. Read the following letters. Then, on the lines following each letter, write the advice that you think Katie should provide.

1. Dear Katie: My parents are getting a divorce. They've been fighting a lot and have been arguing over custody of my sister and me. Sometimes I feel like I'm a big reason they're getting divorced. All of this has really stressed me out. What should I do?

Advice: _____

2. Dear Katie: My dad died a few months ago. I miss him a lot. I talk to my friends about it and they try to be there for me, but I don't think they completely understand how I feel. It's getting really hard for me to cope. I need some help.

Advice: _____

3. Dear Katie: My family has been experiencing some financial problems. My mom lost her job, and that makes it difficult for us just to pay our bills, much less to buy the extras we sometimes want. Mom has been upset, and she and I fight a lot. I want to know what I can do to change things.

Advice: _____

Chapter 7 Family Relationships

Lesson 3 Strengthening Family Relationships

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Food for Thought As you read this lesson, think about the various types of abuse that can occur within the family unit. After you have finished reading the lesson carefully, write a sentence naming some places an individual or family could seek help for family problems.

New and Academic Vocabulary

abuse

domestic violence

spousal abuse

child abuse

neglect

elder abuse

crisis center

Unscramble each vocabulary term. Then **write** the definition of each term.

1. rcsisi rceetn

2. eabsu

3. cdiotmse evcinoel

4. tnceegl

5. lsapsou easbu

6. eusba dlchi

7. reeld eabus

Violence in Families

I found this information
on page(s) _____.

List and describe three types of domestic violence.

Type of Violence	Description

Explain some of the physical and emotional effects of abuse.

Identify three important steps in stopping domestic abuse.

Sources of Support

I found this information
on page(s) _____.

Describe some common family issues that can be dealt with
through counseling.

Describe how a support group can be helpful to an individual
suffering from personal or family problems.

List some of the various types of help offered to individuals
and families by community services and public agencies.

Chapter 7 Family Relationships

Lesson 3 Help for Families

Help Is on the Way

I. Directions: Below are descriptions of two families who are having difficulty resolving their problems. Read each scenario and identify which community support service the families could contact for help. Describe how the recommended social service provider would help the individuals. Use the descriptions of available social services in Lesson 3 as a guide.

1. Jimmy has a hard time dealing with his father's constant drinking. He knows his father wants to quit but can't seem to stop. Jimmy is worried that his father may lose his job and is concerned about the effect his father's drinking is having on Jimmy's mom and little brother.

Recommended social service: _____

2. Shawn, age 13, and his brother, age 11, are not getting along at home. At first, they just said mean things to each other and took each other's possessions. Recently, however, their disagreements have escalated into shoving and punching. So far, their parents have been unable to find a solution to this problem.

Recommended social service: _____

II. Directions: Find out which family-assistance services are available in your community. On the lines below, write the names of the agencies and a brief description of the types of services each agency provides.

Test Taking**Chapter 8 Healthy Peer Relationships****Tips on Preparing for Tests**

- When studying for a test, take a 10-minute break every hour to stretch your body and relax your mind.
- During your break, reward yourself with a call to a friend, a walk, a bike ride, or a healthy food or drink treat.
- Set an alarm or keep an eye on your watch. Breaks should last for only about 10 minutes.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

- Which choice BEST describes how a platonic friend of the opposite gender can contribute to your growth?
 - A platonic friend can share a common interest with you.
 - Platonic friendships can develop online.
 - Platonic friendships can help you become comfortable with the opposite gender.
 - Platonic friends can be casual friends.
- Which is a good guideline to follow when communicating with people you meet online?
 - Offer your phone number.
 - Do not share personal information
 - Learn about other cultures and traditions.
 - Inform a trusted adult.
- Which is true of most friendships?
 - They grow and change.
 - They form from cliques.
 - They are threatened by other relationships.
 - They are built on dependency.
- Which is NOT a good idea if you decide to end a close friendship?
 - Talk with another friend if you need advice.
 - Realize that ending a friendship is sometimes best for both individuals.
 - Communicate your feelings to your friend.
 - Avoid contact until you naturally begin to drift apart.
- Which is NOT likely to involve teasing?
 - Manipulation
 - Harassment
 - Positive peer pressure
 - Negative peer pressure
- Which will probably NOT help you resist negative peer pressure?
 - Associate with people who share your values and interests.
 - Understand that you have a responsibility to your friend no matter what.
 - Stand up for your rights in a firm but positive way.
 - Learn and practice refusal skills.

7. Which includes the three steps, *state your position, suggest alternatives, and stand your ground*?

- A. Refusal skills
- B. Passive response
- C. Aggressive response
- D. Peer pressure

8. What is probably the most important limit you can set in your teen years?

- F. To take responsibility
- G. To plan for self-control
- H. To override emotions
- J. To commit to abstinence

9. About how many teenage girls become pregnant in the United States each year?

- A. 100
- B. 1,000
- C. 100,000
- D. 1,000,000

10. Which will best reinforce the decision to practice abstinence until marriage?

- F. Facing the challenges of adult life
- G. Considering the negative consequences of sexual activity
- H. Considering past sexual activity
- J. Resolving disagreements in a mature way

Answer Space

- | | |
|-----------|------------|
| 1 A B C D | 2 F G H J |
| 3 A B C D | 4 F G H J |
| 5 A B C D | 6 F G H J |
| 7 A B C D | 8 F G H J |
| 9 A B C D | 10 F G H J |

11. Write a paragraph to describe the difference between an aggressive response and an assertive response to negative peer pressure.

Write your answer to item 11 in this space.

Real World Connection**Chapter 8 Healthy Peer Relationships****Be Assertive**

People respond to negative peer pressure in one of three ways: passive, aggressive, and assertive.

Directions: Read each situation below. Then identify which way the teen has responded to the pressure. If the response was *passive* or *aggressive*, suggest an assertive response.

1. Some friends were watching TV at Micah's when an ad for beer appeared on the screen. Several people began to boast about drinking. When Craig remained silent, the group challenged him to drink one of the beers in Micah's family's refrigerator—or admit he was a wimp. Craig knew that Micah's parents were not home. He also knew that he would never live down the teasing if he refused. "Well, maybe," he said in a weak voice.

Craig's response: _____

Assertive response: _____

2. Jose just made the varsity basketball team. When one of the older members of the team offered him pills and promised they would have him "slam-dunking the ball in no time flat," Jose replied, "Thanks, but no thanks. The coach wouldn't have chosen me unless he thought I had something to offer as I am."

Jose's response: _____

Assertive response: _____

3. Alyssa sat behind Elizabeth in algebra class. The class was preparing for an exam that counted for a third of their grade. Alyssa begged Elizabeth to let her copy Elizabeth's answers on the day of the exam. Elizabeth told Alyssa, "All I have to do is tell the principal about our little conversation, and you'll get kicked out of school so fast your head will spin. Now bug off!"

Elizabeth's response: _____

Assertive response: _____

4. Trina is tired of her 19-year-old neighbor flirting with her all the time. When he suggested they take a ride in his new car, she replied, "Get lost!"

Trina's response: _____

Assertive response: _____

Chapter 8 Healthy Peer Relationships

Lesson 1 Safe and Healthy Friendships

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Skim and Scan Lesson 1 of the chapter. Use the checklist as a guide.

- ☐ Read all lesson titles and subtitles.
- ☐ Read all boldfaced words.
- ☐ Read all tables and lists.
- ☐ Look at all the pictures and read the captions.
- ☐ Think about your own friendships as you scan the lesson.
List the four types of friendships discussed in the lesson.

1. _____
2. _____
3. _____
4. _____

New and Academic Vocabulary

platonic friendship

clique

attribute

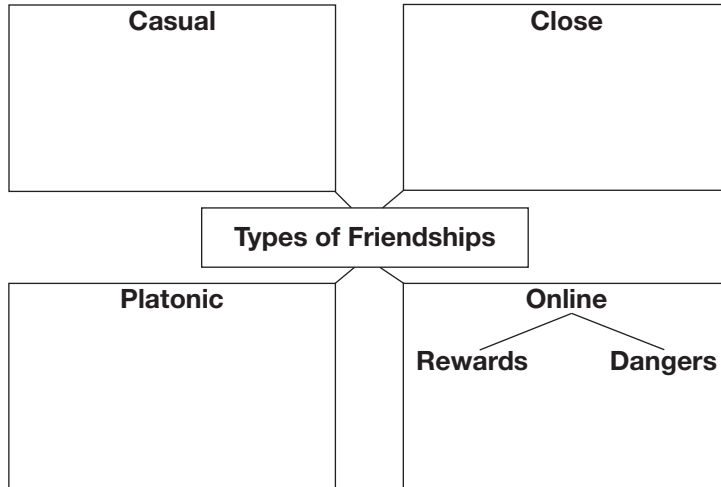
exclude

Define each vocabulary term.

Peer Relationships

I found this information
on page(s) _____.

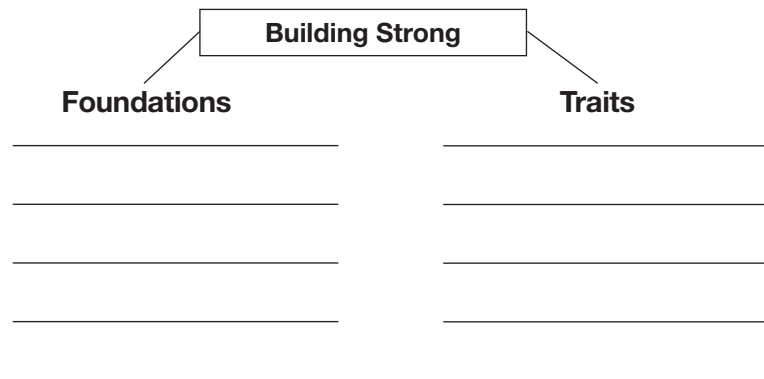
Describe the advantages of each type of friendship.



Building Strong Friendships

I found this information
on page(s) _____.

Identify the foundations that strong friendships are built on and the traits that all strong friendships have in common.



Recognizing Problems in Friendships

I found this information
on page(s) _____.

Summarize the facts about these three friendship problems.

Cliques and Stereotyping

Handling Envy and Jealousy

Ending a Friendship

Chapter 8 Healthy Peer Relationships

Lesson 1 Safe and Healthy Friendships

“Jackson High”

Directions: Below is a description of the relationships among the characters in a new television drama series. The new show involves teens at a typical high school. Read the description. Then answer the questions that follow.

Brenda, the star of “Jackson High,” has many acquaintances. They include Felicia, who is on her tennis team, and Carly, who is in her French class. Brenda spends much of her time, however, with Maria and Carlos, who have been her best friends since elementary school. The three are able to share their deepest feelings. In the first episode, Maria is talking about how upset she is about her recent breakup with Ahmed. As the three friends sit talking during lunch in the cafeteria, Wendy and Adam enter with their group of friends. Adam tells the three in his typically superior way that the table they are sitting at belongs to his group, and that “not just anyone” can sit there.

1. Which two characters have a platonic relationship? Explain what makes the relationship platonic.

2. What type of friendship do Brenda and Carly share?

3. What kind of relationship did Maria and Ahmed have?

4. What kind of relationship does Brenda have with Maria and Carlos? Explain.

5. What are groups like Wendy’s and Adam’s called? What is the danger of such groups?

Note Taking

Chapter 8 Healthy Peer Relationships

Lesson 2 Peer Pressure and Refusal Skills

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Skim the lesson. Write a question that comes to mind as you read the headings and captions. After reading, write an answer to your question based on what you have learned.

Question: _____

Answer: _____

New and Academic Vocabulary

manipulation

aspect

harassment

peer pressure

Write the correct vocabulary term under each definition.

1. the influence that people your own age have on you

2. persistently annoying others

3. an indirect, dishonest way to control or influence others

4. a feature or phase of something

Peer Pressure

I found this information
on page(s) _____.

Examples of Peer Pressure

Positive	Negative

Resisting Negative

Peer Pressure

I found this information
on page(s) _____.

Outline the Refusal Skills process

Assertive Refusal: The Best Response to Negative Peer Pressure

I.

A: _____

B: _____

II.

A: _____

B: _____

III.

A: _____

B: _____

Summarize other responses to negative peer pressure.

Passive

Aggressive

Academic Integration: English**Chapter 8 Healthy Peer Relationships****Lesson 2 Peer Pressure and Refusal Skills****Speak Out with the Experts**

Directions: Below are quotes from experts about peer pressure. Read each quote and write a couple of sentences about each one. Tell if the quote reflects your own experience with peer pressure. Do you agree with what the person is saying? Why or why not?

1. Peer pressure has many redeeming qualities. It is the pressure of our peers, after all, that gives us the support to try things we otherwise wouldn't have."

Bill Treasurer, *Right Risk*

2. "Kids . . . can get to the point where they feel peer pressure that isn't even there simply because of how they see themselves."

L. Eugene Arnold, *Childhood Stress*

3. "The people in the popular group say there is no peer pressure because they are at the top of the food chain. Really what they are doing is just eating away at everybody else."

Walt Mueller, *Understanding Today's Youth Culture*

4. "Talk to your children about peer pressure. Explain what a powerful force it can be, and . . . tell them that you will never accept the excuse that 'everyone did it' . . . that they will be held responsible for their actions."

Tom McMahon, *Teen Tips*

Chapter 8 Healthy Peer Relationships

Lesson 3 Practicing Abstinence

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

K-W-L Write what you know about abstinence and what you want to learn about it. After reading the chapter, come back to this activity and write a few words about what you learned that you did not know or think of before.

1. Know _____

2. Want to Learn _____

3. Learned _____

New and Academic Vocabulary

Define each vocabulary term. **Write** the correct definition on the line next to each term.

priorities

intimacy

infatuation

self-control

sexually transmitted diseases (STDs)

process

Dating Decisions

I found this information
on page(s) _____.

Use your own words and phrases to answer the questions
about each topic.

What are priorities and limits?

What are the benefits of having priorities and setting limits?

Abstinence

I found this information
on page(s) _____.

What is self-control?

How can you maintain self-control?

Considering the Consequences

I found this information
on page(s) _____.

What are some consequences and effects of sexual activity on
the following sides of the health triangle?

- Physical health

- Mental/emotional health

- Social health

Committing to Abstinence

I found this information
on page(s) _____.

What are some strategies that can help you maintain a firm
commitment to sexual abstinence?

Chapter 8 Healthy Peer Relationships

Lesson 3 Practicing Abstinence

Categorizing Terms

Directions: Think about how the words in each list are related. Then write a sentence for each list using the words in the list.

1. goals priorities tasks values activities

2. risk-avoidance self-control limits and precautions commitment to abstinence

3. hurt guilt regret high-risk behavior

4. parent trusted adult teacher guardian

5. sterility infertility sexually transmitted disease death

Test Taking**Chapter 9 Resolving Conflicts and Preventing Violence****Tips on Preparing for Tests**

- Take responsibility for yourself. In order to succeed, you need to make decisions about your priorities, your time, and your resources.
- Find one or two study partners in each of your classes. Take turns quizzing each other on the material.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

1. Which of the following drugs is considered a “date rape drug”?
A. Alcohol
B. Marijuana
C. Ketamine
D. PCP
2. Which of the following is a way in which drugs and alcohol play a role in violent crime?
F. They may cause a person to overreact.
G. They sharpen a person’s senses.
H. They make a person stronger.
J. They make a person less likely to engage in high-risk behaviors.
3. Which of the following is NOT a step in the peer mediation process?
A. Establishing ground rules
B. Hearing each side
C. Speaking with the principal
D. Exploring solutions
4. Which is considered to be a positive result of resolving conflicts?
F. improved communication skills
G. improved problem-solving skills
H. strengthened relationships
J. all of the above
5. Which best describes an internal conflict?
A. Mia’s mother has grounded her because of her behavior at dinner.
B. Todd and Michael are arguing about who should get the last piece of pie.
C. Jenny is having difficulty deciding how to talk to a friend she is worried about.
D. Jose has refused to help Miguel with his homework, and now they are not speaking.
6. Which of the following accurately describes the term *confidentiality*?
F. sharing information only with people who promise not to share it with others
G. speaking freely about your problems and concerns
H. speaking with trusted friends and family members about your emotions
J. respecting the privacy of both parties and keeping details secret
7. Which of the following is an accurate statement about gangs?
A. All gang activities are predictable.
B. Most gang-related violence is committed against non-gang members.
C. Few crimes committed by teens are gang-related.
D. Joining a gang increases one’s risk of being arrested, hurt, or killed.

8. Which statement is NOT true about hate crimes?

F. People may be targeted because of their race, religion, culture, sexual orientation, or other difference.

G. Hate crimes affect everyone in a community.

H. The best way to stop hate crimes is to change the attitudes behind them.

J. Practicing and teaching tolerance cannot end hate crimes.

Answer Space

1 A B C D **2** F G H J

3 A B C D **4** F G H J

5 A B C D **6** F G H J

7 A B C D **8** F G H J

Directions: Circle **T** if the statement is true or **F** if the statement is false.

Rewrite any false statements to make them true.

9. **T F** Date rape occurs when the attacker is someone the victim knows casually or knows as a friend.

10. **T F** One key to successful negotiation is to stay calm.

11. **T F** Negotiation is a process in which specially trained students help other students resolve conflicts peacefully.

12. **T F** Drinking and drug use can lower people's self-control.

13. Alberto and Cynthia have been dating for almost a year. Cynthia would like to remain abstinent until marriage, but lately Alberto has been pressuring her into going beyond her sexual limits. He has tried to lower her inhibitions by offering her alcohol. When she refuses him, Alberto becomes angry and says hurtful things. A few times he has even pushed her hard. Write a paragraph stating how Cynthia can best protect herself from abuse in her relationship with Alberto.

Write your answer to item 13 in this space.

Real World Connection

Chapter 9 Resolving Conflicts and Preventing Violence

Group Assignment: School Violence

Violence in schools is a serious problem that affects many teens throughout the country. Address the topic of school violence in the following exercise.

Directions: You work at the Center for Social Research in your state capital. The Board of Education has been holding hearings on the impact of violence in schools among teens. They have asked you to present a paper on the topic. Your task is to gather information and write a report to present to the Board of Education.

The Board of Education has set guidelines for you to follow to ensure that all the pertinent information is included and prepared correctly before you present it. The guidelines are as follows:

Format guidelines for final paper

- Cover page should include title of paper, your name, class period, and date.
- Report should be two to three pages long, double-spaced, and typed.
- Bibliography should list at least three references.

Information to include in paper

- Explain how weapons, drugs, and gangs contribute to violence among teens.
- Describe some acts of school violence in the United States in the past 20 years.
- Describe some causes for violence among teens at school. Include factors such as alcohol and drug use, mental/emotional problems, availability of weapons, violence in the media, and gang violence.
- Discuss some strategies that may prevent school violence, such as communication and conflict-resolution skills, peer mediation, weapon control, and reduced violence in the media.

Chapter 9 Resolving Conflicts and Preventing Violence

Lesson 1 Causes of Conflict

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence describing some possible causes of conflict. After you have finished reading, use what you have learned to rewrite your sentence.

Before Reading	After Reading

New and Academic Vocabulary

conflict

interpersonal conflict

escalate

misinterpret

Write the correct vocabulary term under each definition.

1. to become more serious

2. to understand wrongly

3. a conflict between people or groups of people

4. any disagreement, struggle, or fight

Understanding Conflicts

I found this information
on page(s) _____.

Explain how interpersonal conflicts differ from internal conflicts.

List six possible causes of conflict.

Identify some positive results of working to resolve a conflict and some negative results of a conflict.

Positive Results	Negative Results

Explain how you can avoid a conflict with someone who often tries to start arguments.

Chapter 9 Resolving Conflicts and Preventing Violence

Lesson 1 Causes of Conflict

Causes of Conflict

Directions: Read the following conflict scenario. Determine the possible cause or causes of the conflict. State some possible positive and negative results of the conflict, and list some ways in which the conflict may have been avoided.

Orlando's curfew has been the same since he was 14 years old. He must be home by 7:00 p.m. on weeknights, and 9:00 p.m. on Friday and Saturday nights. Orlando is 17 now and feels that his curfew is too restrictive. He decided to ignore the curfew one Friday night and stayed out until midnight. When he returned home, his father was waiting up for him. A big argument ensued. Orlando's father was upset that he disobeyed the curfew, while Orlando was upset with his father's restrictive rules.

1. What are some possible causes of this conflict?

2. Name some potentially positive and negative results of the conflict between Orlando and his father.

Possible positive results:

Possible negative results:

3. Describe how Orlando and his father could have avoided this conflict.

Note Taking**Chapter 9 Resolving Conflicts and Preventing Violence****Lesson 2 Resolving Conflicts**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence describing how you handled a recent conflict with a friend or family member. Was there a negotiation process? After you have read the chapter carefully, use what you have learned to state how you can better prepare yourself to negotiate a conflict.

Before Reading	After Reading

New Vocabulary

negotiation

mediation

confidentiality

peer mediation

Write the correct vocabulary term to answer each question.

- Which strategy for dealing with conflict involves bringing in a third party to help reach a solution?

- Which conflict-resolution strategy involves students helping other students to reach a solution to their conflicts?

- Which is a strategy for dealing with conflict that involves communication and compromise?

- Which principle of the mediation process involves respecting privacy and keeping details secret?

Responding to Conflict

I found this information
on page(s) _____.

Identify two ways to respond to a conflict.

Identify an instance when compromise is not a recommended solution to a conflict.

Effective Negotiation

I found this information
on page(s) _____.

Explain why violence is not a good strategy for solving conflicts.

List the seven steps of the negotiation process.

The Negotiation process

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | |

Identify three ways you can prepare for the negotiation process.

Explain what your goal should be during negotiation.

The Mediation Process

I found this information
on page(s) _____.

Identify three principles to keep in mind during mediation.

List five steps involved in peer mediation.

Academic Integration: English**Chapter 9 Resolving Conflicts and Preventing Violence****Lesson 2 Resolving Conflicts****Skills and Qualities of Peer Mediators**

Directions: Peer mediation is one method of resolving a conflict peacefully and productively. The following table outlines the goals, skills, and requirements that a peer mediator must meet. Answer the following questions based on the information provided in the table.

Peer Mediation Training	
Goals of Peer Mediation	
<ul style="list-style-type: none"> • Increasing the school's ability to respond to student problems • Freeing teachers, administrators, and support staff to focus more on teaching and academic issues • Students learn to assume greater responsibility for resolving their own problems 	
Skills and Qualities Required of Peer Mediators	
<ul style="list-style-type: none"> • An appreciation of the differences between people • Good listening, critical thinking, problem-solving skills • The ability to speak clearly to students experiencing conflict • Ability to be fair, neutral, and open-minded • Ability and willingness to keep personal information private • Fact-gathering techniques, note-taking, and questioning skills • Ability to identify and prioritize issues in a dispute and write up a mediation agreement 	

1. According to the table, which of the following is NOT a goal of peer mediation?
 - A. enhancing a school's ability to address student problems
 - B. allowing teachers to teach rather than devote time to discipline problems
 - C. providing students with space to carry out mediation sessions
 - D. giving students more responsibility for solving their own problems
2. All of the following are skills and qualities required of peer mediators EXCEPT:
 - A. an ability to tell right away which of two parties is in the wrong and which is not
 - B. effective listening and problem-solving skills
 - C. an ability to gather facts, take notes, and ask good questions
 - D. an understanding of the differences among people
3. Which choice describes the purpose of this table?
 - A. To explain to students why schools have peer mediation programs
 - B. To permit students to determine whether they have the needed skills to become a peer mediator
 - C. To ensure that students understand that becoming a peer mediator means a commitment to spending time in training and on the job
 - D. All of the above

Chapter 9 Resolving Conflicts and Preventing Violence

Lesson 3 Understanding Violence

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Food for Thought As you read this lesson, think about what you know about hate crimes. After you have finished reading the lesson carefully, write a sentence stating some reasons that people are targeted for hate crimes.

New and Academic Vocabulary

Unscramble each vocabulary term. Then **write** the definition of each term.

violence

1. prae

assault

2. evcinoel

random violence

3. lsaeux aultssa

insecure

4. ssuaalt

homicide

5. uaxesl iovlneec

sexual violence

6. ndomar ecvienol

sexual assault

7. cimideoh

rape

8. scenieur

Causes of Violence

I found this information
on page(s) _____.

Name three factors that can contribute to violence.

List four reasons people may commit violent acts.

- 1.
- 2.
- 3.
- 4.

List four possible reasons for the connection between alcohol use and the occurrence of violent crimes.

- 1.
- 2.
- 3.
- 4.

Identify some mental and emotional problems that can lead teens to become violent.

List three things you can do to protect yourself from the dangers associated with weapons.

- 1.
- 2.
- 3.

Explain the effect that violent scenes in the media have on children and teens.

List three reasons a teen may join gangs.

Types of Violence

I found this information
on page(s) _____.

Explain how an assault becomes a homicide.

List three forms of sexual violence.

Identify different types of hate crimes.

Academic Integration: Social Studies**Chapter 9 Resolving Conflicts and Preventing Violence****Lesson 3 Understanding Violence****In the Headlines**

Directions: The table below lists some reasons why violence occurs, influences on violence, and types of violence. Look at the following newspaper headlines. Find at least three words or phrases from the columns in the table that might apply to each headline. Your answers should include at least one word or phrase from each column.

Reasons Violence Occurs	Influences on Violence	Types of Violence
To deal with conflicts	Weapons availability	Assault
Frustration about poverty	Media messages	Random violence
Need to control others	Substance abuse	Sexual assault
Way of expressing anger	Mental/emotional issues	Rape
Prejudice		Gang-related violence
Retaliation		Homicide

1. Drive-by Shooting Blamed on Gangs—Four Dead

2. Alcoholic Husband Arrested for Beating Wife

3. Man Arrested for Two Rapes

4. Student with Gun Threatens Other Students—He Was Often a Victim of Bullying

Note Taking

Chapter 9 Resolving Conflicts and Preventing Violence

Lesson 4 Preventing and Overcoming Abuse

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Skim and Scan Before reading this lesson review all section titles, pictures, tables, and graphs. Write a question that you expect to be answered in the lesson. After reading the lesson carefully, use what you have learned to answer your question.

Before Reading	After Reading

New and Academic Vocabulary

Define each vocabulary term. **Write** the correct definition on the line next to each term.

physical abuse

emotional abuse

verbal abuse

sexual abuse

stalking

date rape

partner

Abuse in Relationships

I found this information
on page(s) _____.

Identify six indications that a dating relationship may be abusive.

1.	2.
3.	4.
5.	6.

List four forms of abuse.

- | | |
|----|----|
| 1. | 3. |
| 2. | 4. |

Date Rape and Acquaintance Rape

I found this information
on page(s) _____.

Explain the difference between date rape and acquaintance rape.

Describe the connection between the use of drugs and alcohol and the occurrence of date rape.

Identify six strategies for avoiding date rape.

1.	2.
3.	4.
5.	6.

Overcoming Abuse

I found this information
on page(s) _____.

Identify the best way for victims of abuse to work through their feelings.

Academic Integration: Social Studies**Chapter 9 Resolving Conflicts and Preventing Violence****Lesson 4 Preventing and Overcoming Abuse****Dear Diary**

Directions: Read the following diary entries. Identify the type of abuse being described. Then, list actions the people involved should take to protect themselves from being abused or overcome the abuse they have experienced.

1. Dear Diary,

A boy at school, Ken, is beginning to bother me. Lately he has been watching me at school, and he has called me at home several times. This afternoon after school I saw him standing in front of my house. He is beginning to scare me, and I don't know what to do.

—Stephanie

Type of abuse: _____

Recommended actions: _____

2. Dear Diary,

Everything was going great with Michael until the night of the Homecoming Dance. We went to the beach afterward. Even though I told him “no,” he forced me to have sex with him. He is my boyfriend, and we were on a date. Does that make it okay?

—Keesha

Type of abuse: _____

Recommended actions: _____

3. Dear Diary,

I am worried about the way my girlfriend, Sarah, has been treating me since I started studying with her friend Melissa. She has been yelling at me and insulting me quite often, while attempting to cut off my study time with Melissa. What should I do?

—Brian

Type of abuse: _____

Recommended actions: _____

Chapter 10 Nutrition for Health

Tips on Preparing for Tests

- When taking a multiple choice test, answer all questions without skipping or jumping around.
- Do not linger on any one question. Mark your best guess and move on, returning later if you have sufficient time.
- Pay special attention to all questions containing negative wording, such as *not* or *least*. Make sure you are addressing the question being asked, not the opposite of that question.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

1. The most helpful factor in making healthful food choices is understanding
A. your family environment.
B. the influence of emotions on eating.
C. nutrition.
D. psychology.
2. A unit of heat energy is called
F. a calorie.
G. an appetite.
H. a vitamin.
J. a nutrient.
3. Which health problem is associated with the development of type 2 diabetes?
A. Cardiovascular disease
B. Unhealthful weight gain
C. Stroke
D. Osteoporosis
4. Which type of nutrient is NOT a source of energy for the body?
F. Carbohydrates
G. Fats
H. Proteins
J. Vitamins
5. Which pair of food types provides carbohydrates?
A. Fruit and dairy products
B. Eggs and soy products
C. Vegetable oils and nuts
D. Meat and legumes
6. Which statement is true for teens?
F. About 50 percent of your daily calories should come from calcium-rich foods.
G. Less than 10 percent of your daily calories should come from grains.
H. About 50 percent of your daily calories should come from protein.
J. No more than 25 to 35 percent of your daily calories should come from fats.
7. Starches and fiber are types of which nutrient?
A. Sugar
B. Proteins
C. Carbohydrates
D. Vitamins

8. Which best describes nutrient-dense foods?
- F. Foods that contain carbohydrates, protein, and fat
 - G. Foods with a high ratio of nutrients to calories
 - H. Foods high in nutrients and calories
 - J. Foods that are low in saturated and trans fats

9. Which appears first in an ingredients list on a food label?
- A. Food additives used to improve taste, texture, and appearance
 - B. Percent daily value of various nutrients
 - C. Nutritional claims about the food's value
 - D. The ingredient that makes up the largest share of the food by weight

10. Which term applies to foods produced without the use of certain agricultural chemicals?
- F. Organic
 - G. Healthy
 - H. Light
 - J. Fat-free

13. Lauren's father often travels during the week for his job and eats many of his meals in restaurants. Write a paragraph suggesting some techniques he might use to keep his diet healthy.

Write your answer to item 13 in this space.

11. Which would most likely be the best source of dietary fiber?

- A. Oranges
- B. Grapefruit juice
- C. Eggs
- D. Milk

12. Which is a possible result of eating foods that are high in trans fats?

- F. An increase in fat-soluble vitamin levels
- G. A reduction in the risk of heart disease
- H. An increase in total blood cholesterol
- J. A reduction in the risk of osteoporosis

Answer Space

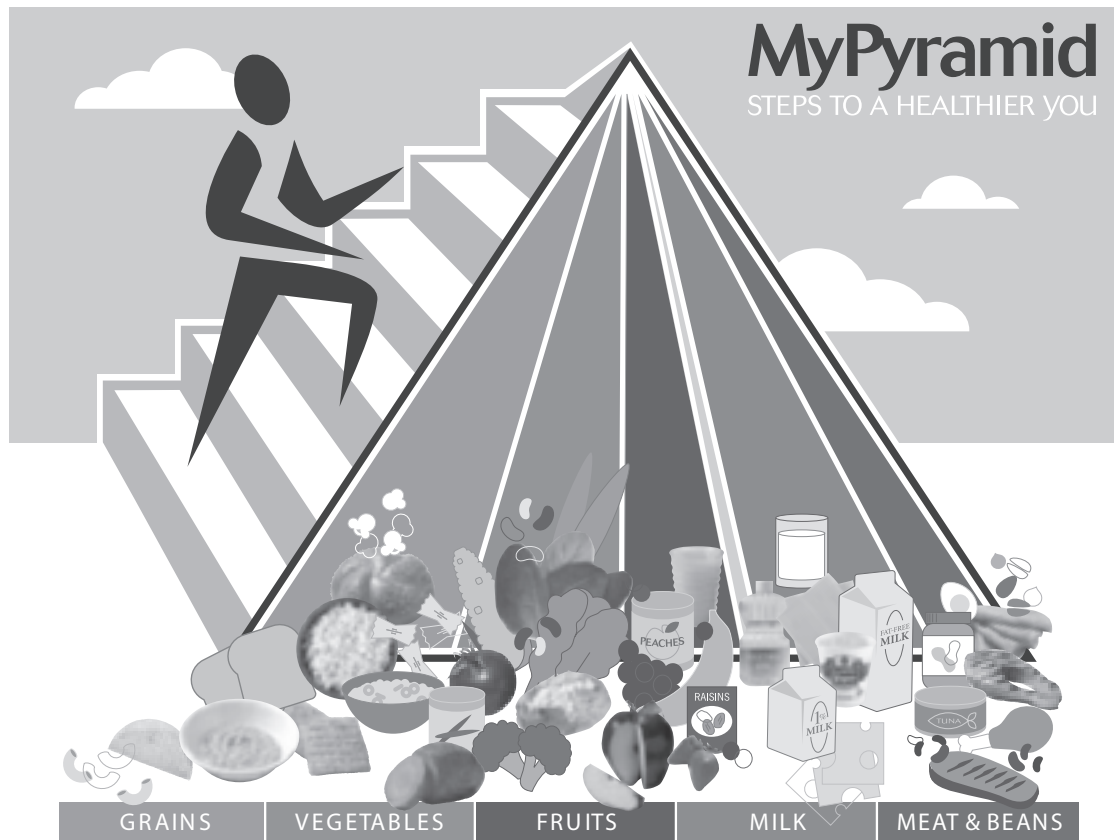
- | | | | | | | | | | |
|----|---|---|---|---|----|---|---|---|---|
| 1 | A | B | C | D | 2 | F | G | H | J |
| 3 | A | B | C | D | 4 | F | G | H | J |
| 5 | A | B | C | D | 6 | F | G | H | J |
| 7 | A | B | C | D | 8 | F | G | H | J |
| 9 | A | B | C | D | 10 | F | G | H | J |
| 11 | A | B | C | D | 12 | F | G | H | J |

Chapter 10 Nutrition for Health

Guiding Your Food Choices

Choosing nutritious foods and balancing your meals help keep you physically healthy.

Directions: List a day's worth of meals and snacks based on a diet of 2,000 calories per day. Use MyPyramid to guide your choices and number of servings from each food group. To determine the size of servings for packaged foods, check the nutrition labels. For fresh foods, check reliable Web sites that feature nutrition facts.



For a 2,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

Eat 6 oz. every day

Eat 2½ cups every day

Eat 2 cups every day

Get 3 cups every day;
for kids aged 2 to 8, it's 2

Eat 5½ oz. every day

Name _____ Date _____ Class _____

List your food choices for each meal. Include amounts.

Breakfast	Lunch	Snack	Dinner

Chart your choices by food group. Include amounts.

Grains	Vegetables	Fruits	Milk	Meat & Beans

Refer to your completed charts. How well do your meal plans follow the recommended foods and number of servings suggested in MyPyramid? How can you adjust your food choices to better follow the recommendations?

Chapter 10 Nutrition for Health

Lesson 1 The Importance of Nutrition

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Details

Consider and Reconsider Before reading, write a sentence or two about why you think nutrition is important. After reading, add any new information you learned.

Before Reading	After Reading

New and Academic Vocabulary

nutrition

nutrients

calories

hunger

appetite

psychological

Complete each sentence below. One of the missing words in each sentence is listed at the left.

- _____ is the process by which the body takes in and uses _____.
- _____ is a natural physical drive to _____.
- _____ are units of heat energy that food supplies to the _____.
- _____ are substances your body needs to grow, repair itself, and provide you with _____.
- _____ is a desire, rather than a need, to _____.
- _____ means directed toward the _____.

Why Nutrition Matters

I found this information
on page(s) _____.

Describe the relationship between nutrients and calories.

I found this information
on page(s) _____.

List the benefits of good nutrition.

During the Teen Years	Lifelong

What Influences Your Food Choices?

I found this information
on page(s) _____.

Describe the following influences on food choices.

Hunger And Appetite

I found this information
on page(s) _____.

Food and Emotions

I found this information
on page(s) _____.

Food and Your Enviroment

Chapter 10 Nutrition for Health

Lesson 1 The Importance of Nutrition

Slogans and Jingles

Directions: Advertising jingles and slogans for foods are designed to influence you in the ways described in Lesson 1. Read each jingle or slogan and write a sentence or two about how it is trying to influence you.

1. Carla's Cranberry Currant juice makes your lips smack!

2. The choice that's new, hip, and now!

3. For a gourmet experience that fits with your budget!

4. Mmmm—flavorful and oh so spicy! Just like Mama made back home in Italia!

5. When you're on the go, grab a box of BoBos!

Note Taking**Chapter 10 Nutrition for Health****Lesson 2 Nutrients**

Directions: As you read, fill in the charts below to help you organize your notes.

Key Concept**Details**

Consider and Reconsider Before reading the lesson carefully, skim it by reading headings, captions, and sentences containing highlighted vocabulary. Write a phrase or sentence identifying what you think the lesson's most important idea will be. After reading the chapter carefully, revise what you wrote based on what you have learned.

Before Reading	After Reading

New and Academic Vocabulary

carbohydrates

fiber

protein

cholesterol

vitamins

minerals

osteoporosis

reaction

Write a vocabulary word to answer each question.

1. Which nutrient is a type of carbohydrate?

2. Which nutrient helps maintain and build body cells and tissues?

3. Which nutrients help build strong bones?

4. Which substance does your body use fat to produce?

5. Which nutrients are sometimes water-soluble and sometimes fat-soluble?

6. Which health condition is related to a lack of calcium?

7. Which term refers to a response to a stimulus or influence?

Giving Your Body

What It Needs

I found this information
on page(s) _____.

List the ways your body uses nutrients.

- 1.
- 2.
- 3.
- 4.
- 5.

Describe the types and role of each nutrient.

Nutrient	Types	Role
Carbohydrates		
Protein		
Fats		
Vitamins		
Minerals		
Water		

Academic Integration: Science

Chapter 10 Nutrition for Health

Lesson 2 Nutrients

Categorizing and Classifying

Directions: Use your knowledge of important terms used in this lesson to complete the following exercises.

1. How do the following nutrients help maintain body function? Write a sentence or two describing what these nutrients have in common.

carbohydrates fats protein

2. The following are all which type of nutrient? Tell how your body uses them.

starch fiber sugar

3. Explain how the acids listed below are alike and different.

amino acid fatty acid folic acid

4. Why are some proteins and fatty acids considered “essential”?

Chapter 10 Nutrition for Health

Lesson 3 Healthy Food Guidelines

Directions: As you read, fill in the charts below to help you organize your notes.

Key Concept

Details

Food for Thought As you read this lesson, think about why a pyramid is a good symbol for a healthy diet and active lifestyle. After reading, write a sentence or two about why MyPyramid works as a symbol.

New and Academic Vocabulary

Dietary Guidelines for Americans

MyPyramid

nutrient-dense

visualize

Define each vocabulary term. **Write** the correct definition on the line next to each term.

Compare two different foods and explain which is more nutrient-dense and why.

Guidelines for Eating Right and Active Living

I found this information on page(s) _____.

Explain MyPyramid and how it is designed to help you make healthful food choices.

List food choices that contribute to a healthful diet.

Identify a good goal for physical activity.

Explain how nutrient-dense foods can help you stay fit.

Healthful Eating Patterns

I found this information on page(s) _____.

List tips for healthful eating and food choices.

Breakfast	Dinner Plate

Snacks	Restaurant Meal

Chapter 10 Nutrition for Health

Lesson 3 Healthy Food Guidelines

Be a Nutrition Counselor

Directions: You have learned that in order to function properly, your body needs the nutrients found in food. Take on the role of a writer of a health column in a local newspaper. This week's column focuses on nutrients. Your job is to advise your readers about the nutrients necessary for healthful living. Read each situation below. Write your response in the blanks provided.

1. Sylvia writes: "I keep reading about the importance of getting the proper nutrients in the food I eat. What exactly are the nutrients I need?"

2. Jenna writes: "I heard that eating foods rich in carbohydrates is recommended for healthful living. What are carbohydrates, and what do they do for the body? What foods should I eat to increase my intake of carbohydrates?"

3. Joel writes: "My doctor said that I should increase my intake of protein. What foods would you suggest that I eat?"

4. Marty writes: "I always thought that fat was bad for you, but recently I read that some fat is good for you. What are the facts?"

5. Tess writes: "Everyone says that you have to drink a lot of water every day. What is so important about water?"

Note Taking**Chapter 10 Nutrition for Health****Lesson 4 Nutrition Labels and Food Safety**

Directions: As you read, fill in the charts below to help you organize your notes.

Key Concept

Q and A Skim the headings, captions, and highlighted vocabulary words in this lesson before reading it carefully. Write a question or two that you expect will be answered in the lesson. After reading carefully, write the answer to the question.

Questions	Answers

New and Academic Vocabulary

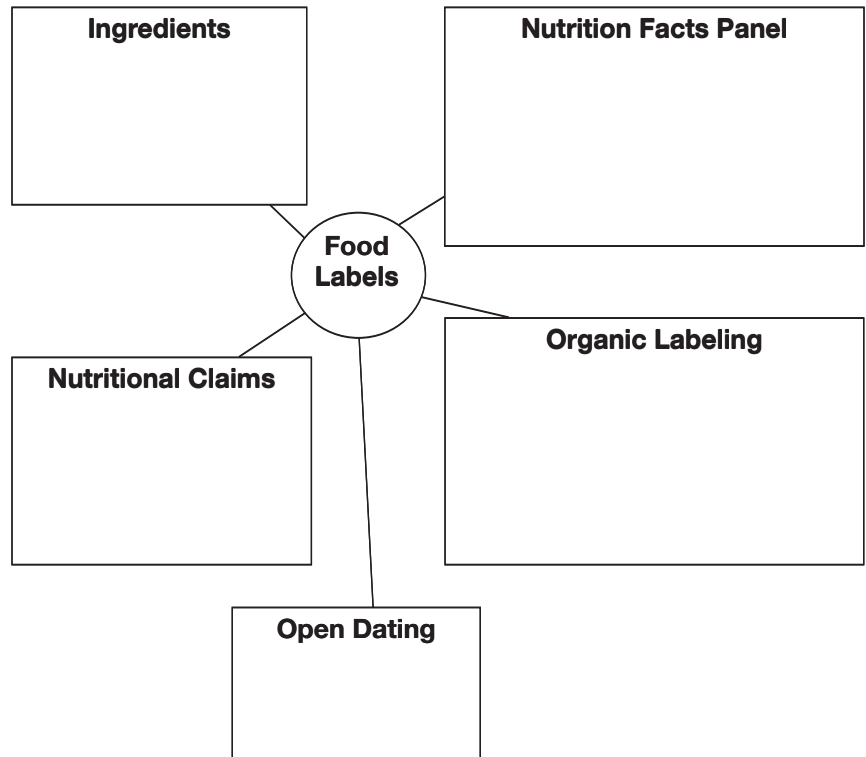
Write the correct vocabulary term in the left column for each definition below.

1. substances intentionally added to food to produce a desired effect
2. a condition in which the body's immune system reacts to substances in some foods
3. food poisoning
4. the process of treating a substance with heat to destroy or slow the growth of pathogens
5. the spreading of bacteria or other pathogens from one food to another
6. a negative reaction to food that does not involve the immune system
7. an object of concern or interest

Nutrition Label Basics

I found this information
on page(s) _____.

Complete the web with details about nutrition labels.



Food Safety

I found this information
on page(s) _____.

Describe foodborne illness and how it occurs.

List tips for keeping food safe.

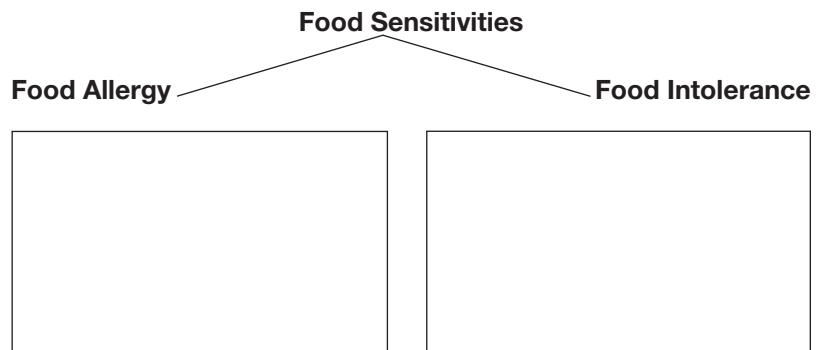
Clean

Separate

Cook

Chill

Describe food-related sensitivities some people have.



Academic Integration: English**Chapter 10 Nutrition for Health****Lesson 4 Nutrition Labels and Food Safety****Knowing What You Eat**

Directions: The law requires that packaged and prepared foods include a Nutrition Facts panel, which helps you determine the nutritional needs the food will meet. Choose a packaged food that you enjoy. Find the Nutrition Facts panel on the food and record the information listed on the panel in the diagram below. Then answer the questions that follow.

Nutrition Facts
Serving size:
Number of servings per container:
Number of Calories per serving:
Calories from fat per serving:
Total Fat Grams:
Saturated Fat:
Trans Fat:
Cholesterol:
Sodium:
Total carbohydrate:
Dietary fiber:
Sugars:
Protein:
Percentage of the Daily Value of vitamins and minerals:

1. What are the three main ingredients in the food product you chose?

2. How well does the food product meet the body's nutritional needs?

3. How can using the Nutrition Facts panel help you maintain a healthful diet?

Chapter 11 Managing Weight and Eating Behaviors

Tips on Preparing for Tests

- Study for tests over a few days or weeks, and continually review class material.
- When studying for tests, do not wait until the night before and try to learn everything at once.
- Read the chapter summaries when you study from a textbook. They do a good job of summarizing important points.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

1. Which is the process by which the body breaks down substances to get energy?
A. Caloric intake
B. BMI
C. Metabolism
D. Weight cycling
2. What happens if you consume more calories than you burn?
F. You will lose weight.
G. Your body will store the extra energy as fat.
H. Your metabolism will increase.
J. Your BMI will decrease.
3. Which of the following is NOT a way to maintain a healthy weight?
A. Get 60 minutes of physical activity every day.
B. Follow the guidelines for daily servings from MyPyramid.
C. Eat a balanced diet.
D. Skip meals from time to time.
4. Which of the following is a weight-loss plan that is only popular for a short time?
F. Physical activity
G. Anorexia
H. Body mass index
J. Fad diet
5. Which of the following is NOT considered a fad diet?
A. Liquid diets
B. Fasting
C. Exercise
D. Diet pills
6. Which group is most likely to develop an eating disorder?
F. Athletes
G. Teen girls
H. Teen boys
J. Older women
7. Which of the following is NOT a health consequence of anorexia nervosa?
A. High blood pressure
B. Brittle bones
C. Smaller organs
D. Reduced body temperature
8. Which of the following is NOT a health consequence of bulimia nervosa?
F. Dehydration
G. Tooth damage
H. Irregular heart rhythms
J. Obesity

Name _____ Date _____ Class _____

- 9.** Which of the following factors affects your nutritional needs?
A. Location of residence
B. Income
C. Eye color
D. Gender
- 10.** Which is NOT a health condition that is affected by what you eat?
F. Diabetes
G. Celiac disease
H. High blood pressure
J. Multiple sclerosis
- 11.** What is the definition of body composition?
A. A measure of body weight relative to height
B. The ratio of muscle to bone in your body
C. The ratio of fat to lean tissue in your body
D. Being below the standard weight range for your height
- 12.** Which of the following is NOT considered a performance enhancer?
F. Energy drinks
G. Gluten
H. Creatine
J. Androstenedione

Answer Space

- | | |
|-------------------|-------------------|
| 1 A B C D | 2 F G H J |
| 3 A B C D | 4 F G H J |
| 5 A B C D | 6 F G H J |
| 7 A B C D | 8 F G H J |
| 9 A B C D | 10 F G H J |
| 11 A B C D | 12 F G H J |

- 13.** Write a paragraph describing steps you can take to maintain a healthy body weight.

Write your answer to item 13 in this space.

Chapter 11 Managing Weight and Eating Behaviors

Weight Management Strategies

Managing your weight and eating healthy is important at any age.

Directions: Students in Mr. Spicia's health class wrote journal entries describing their weight, their BMI, their eating habits, and their physical activity. Read each paragraph and identify the health risks each student might be facing. Then, offer recommendations for healthy weight-management strategies.

1. **Celine:** I am an appropriate weight for my height, and my BMI is 21. Because my weight and BMI are okay, I don't pay a lot of attention to what I eat or how much physical activity I get.

Possible Health Risks: _____

Recommendations: _____

2. **Terrance:** My BMI is 29, and I know I weigh too much. I have a really big appetite and usually eat a ton of fast food when I go out with my buddies. I play football in the fall, but now it's the off-season.

Possible Health Risks: _____

Recommendations: _____

3. **Jen:** My weight is a bit below what it should be for my height, and my BMI is 18. I work out every day. To stay thin, I often skip meals.

Possible Health Risks: _____

Recommendations: _____

Note Taking**Chapter 11****Chapter 11 Managing Weight and Eating Behaviors****Lesson 1 Maintaining a Healthy Weight**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Prior Knowledge. Before you read, write a sentence or two about how weight and health are related. Rewrite the sentences after you read, adding more to explain this relationship based on what you have learned.

Before Reading	After Reading

New and Academic Vocabulary

Define each vocabulary term. **Write** the correct definition on the line next to each term.

metabolism

body mass index

overweight

obese

underweight

psychological

The Calorie Connection

I found this information
on page(s) _____.

Define *energy balance*.

Compare and contrast characteristics of higher-calorie and lower-calorie foods.

Higher-Calorie Foods	Lower-Calorie Foods

Maintaining a Healthy Weight

I found this information
on page(s) _____.

List factors affecting your ideal weight.

Identify two ways to test your body composition to find out if you are overweight.

Your Weight and Your Health

I found this information
on page(s) _____.

List the health risks of each problem.

Overweight	Underweight

Managing Your Weight

I found this information
on page(s) _____.

Describe healthy ways to accomplish weight goals.

Lose Weight	Gain Weight

Academic Integration: Mathematics**Chapter 11****Chapter 11 Managing Weight and Eating Behaviors****Lesson 1 Maintaining a Healthy Weight****Your Energy Balance**

Directions: Burning calories or reducing the number of calories that you consume can help you lose weight. If you consume more calories than you burn, you will gain weight. Conversely, if you consume fewer calories than you burn, you will lose weight. It takes about 3,500 calories to equal 1 pound of body fat. Use this information to answer the following questions. Show your work.

1. If you consume 500 calories less than you normally do each day, how long will it take you to lose 1 pound?

2. By how much would you need to reduce your daily intake of calories in order to lose 5 pounds in 35 days?

3. If you reduce your caloric intake by 300 calories per day, and you also start an exercise program that allows you to burn an extra 200 calories per day, how long will it take you to lose 1 pound?

4. Use the formula found on page 293 of your textbook to calculate the body mass index (BMI) for a 15-year-old female who is 5'4" (64 inches) tall and weighs 110 pounds. (Show your work.)

Chapter 11 Managing Weight and Eating Behaviors

Lesson 2 Body Image and Eating Disorders

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Details

Skim the lesson. Write two questions that come to mind as you read the headings and captions.

1. _____
2. _____

New and Academic Vocabulary

Write the correct term in the left column for each definition below.

1. extreme, harmful eating behavior that can cause serious illness or death
2. weight-loss plan that tends to be popular for only a short time
3. the way you see your body
4. repeated pattern of losing and regaining body weight
5. to put or set forth
6. eating disorder characterized by severe weight loss from starvation
7. eating disorder in which periods of strict dieting are followed by binge eating and purging
8. eating disorder in which huge quantities of food are consumed at one time

Name _____ Date _____ Class _____

Your Body ImageI found this information
on page(s) _____.**Identify** problems and solutions.

Body Image	
Problems	Solutions

Fad DietsI found this information
on page(s) _____.

Fad Diets	
Problems	Solutions

Eating DisordersI found this information
on page(s) _____.

Eating Disorders	
Problems	Solutions

Chapter 11 Managing Weight and Eating Behaviors

Lesson 2 Body Image and Eating Disorders

Eating Disorders

Directions: Paula is preparing a report that discusses eating disorders. Unfortunately, her computer crashed while she was making the outline for the report. Reorganize Paula's notes by placing the statements from the list under the appropriate headings. Some statements belong under more than one heading.

Eating disorders are often linked to depression and low self-esteem.

People with this disease see themselves as overweight even when they are dangerously thin.

Consequences of this disease include dehydration, sore and inflamed throat, and swollen glands.

Teen girls and young women are most likely to develop eating disorders.

This disease is more common in males than females and leads to obesity.

This disease can lead to heart problems and sudden cardiac death.

The first step in treating this disease is getting the patient's body weight back up to normal.

People with this disorder binge, or overeat compulsively, but they do not purge, or vomit.

People cannot overcome these diseases with willpower alone; they need medical help.

Some people with this disease fast or exercise frantically after a binge.

Anorexia nervosa

Bulimia nervosa

Binge eating disorder

Note Taking**Chapter 11****Chapter 11 Managing Weight and Eating Behaviors****Lesson 3 Lifelong Nutrition**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Knowledge Comparison Before you read the lesson, write a few sentences showing what you know about dietary supplements. After you read the lesson, write a few sentences about what you learned in your reading.

Before Reading	After Reading

New Vocabulary

Define each vocabulary term. **Write** the correct definition on the line next to each term.

vegetarian _____

dietary supplements _____

performance enhancers _____

herbal supplements _____

megadoses _____

Lifelong Nutritional Needs

I found this information on page(s) _____.

Describe the special nutritional needs of each group:

teens _____

adults _____

males _____

females _____

very active people _____

vegetarians _____

people with diabetes _____

people with food allergies _____

people with lactose intolerance _____

people with celiac disease _____

people with high blood pressure _____

people with high cholesterol _____

I found this information
on page(s) _____.

Describe the special nutritional needs of each group:

teen athletes _____

athletes needing to “make weight” _____

athletes who exercise regularly _____

athletes before a competition _____

Identify the health risks associated with performance
enhancers and dietary supplements:

anabolic steroids _____

androstenedione _____

creatine _____

energy drinks _____

herbal supplements _____

megadoses of vitamins _____

Using Supplements

I found this information
on page(s) _____.

Academic Integration: English**Chapter 11****Chapter 11 Managing Weight and Eating Behaviors****Lesson 3 Lifelong Nutrition****General and Specific Terms**

Directions: Words and phrases can be general or specific. A specific term describes a single idea. A general term describes a broad range of ideas or meanings. For example, eating disorder is a general term, while bulimia nervosa is a specific type of eating disorder.

Some of the terms used in this lesson are general, and others are specific. Define each general term below. Then, in the space provided, define a more specific term related to that concept or idea.

1. **General term:** Dietary supplement

Specific term: Herbal supplement

2. **General term:** Vegetarian

Specific term: Vegan

3. **General term:** Food intolerance

Specific term: Celiac disease

4. **General term:** Performance enhancer

Specific term: Creatine

Chapter 12 Physical Activity and Fitness

Tips on Preparing for Tests

- If each item on a test is worth the same number of points, do not spend too much time on questions that are confusing.
- If you are unsure about an answer, eliminate the choices you know are incorrect. Then make your best guess from the remaining answer choices.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

1. Which of the following is a mental and emotional benefit of physical activity?
A. Stronger muscles and bones
B. Higher energy level
C. Stress relief
D. Teamwork skills
2. Which of the following is a way to test flexibility?
F. Sit-and-reach test
G. Three-minute step test
H. Partial curl-ups
J. Push-ups
3. Which is the correct way to figure out your heart rate while exercising?
A. Take your pulse for six seconds and multiply the result by six.
B. Take your pulse for six seconds and multiply the result by 10.
C. Take your pulse for 10 seconds and multiply the result by six.
D. Take your pulse for 10 seconds and multiply the result by 10.
4. Which can result from repeated or prolonged sun exposure?
F. Hypothermia
G. Concussion
H. Diabetes
J. Skin cancer
5. Which of the following is NOT a sign of hypothermia?
A. Breathing and heart rate slow down
B. Shock or heart failure occurs
C. Cold, clammy hands
D. The ability to move decreases
6. Which is the ability of your heart, lungs, and blood vessels to send fuel and oxygen to your tissues during long periods of activity?
F. Anaerobic exercise
G. Aerobic exercise
H. Cardiorespiratory endurance
J. Muscular endurance
7. Which of the following is a sedentary activity?
A. Walking to school
B. Cleaning your room
C. Playing computer games
D. Yoga
8. Which of the following is NOT a result of a concussion?
F. Severe headache
G. Dislocations
H. Unconsciousness
J. Memory loss

Name _____ Date _____ Class _____

9. Which of the following is a way teens could reduce the risk of injury during sports activities?

- A. Participate in anaerobic activities
- B. Participate in fewer activities
- C. Play for shorter intervals
- D. Use proper safety equipment

10. Which of the following is NOT a symptom of heat exhaustion?

- F. Heavy sweating
- G. Cold, clammy skin
- H. Dizziness or fainting
- J. Decrease in heart rate

11. Which of the following is a low-level activity that prepares your body to return to a resting state?

- A. Cool-down
- B. Warm-up
- C. Progression
- D. Overload

12. Which of the following is NOT part of the mental and emotional benefits of being physically active?

- F. Improved self-esteem
- G. Stress relief
- H. Greater muscle mass
- J. Mood enhancement

Answer Space

- | | |
|------------|------------|
| 1 A B C D | 2 F G H J |
| 3 A B C D | 4 F G H J |
| 5 A B C D | 6 F G H J |
| 7 A B C D | 8 F G H J |
| 9 A B C D | 10 F G H J |
| 11 A B C D | 12 F G H J |

13. Kevin is a freshman in high school who is unhappy with his physical condition. He tires easily when playing sports with his friends or simply walking home from school.

Write a paragraph outlining some ways in which Kevin can incorporate regular physical activity into his life and improve his physical condition.

Write your answer to item 13 in this space.

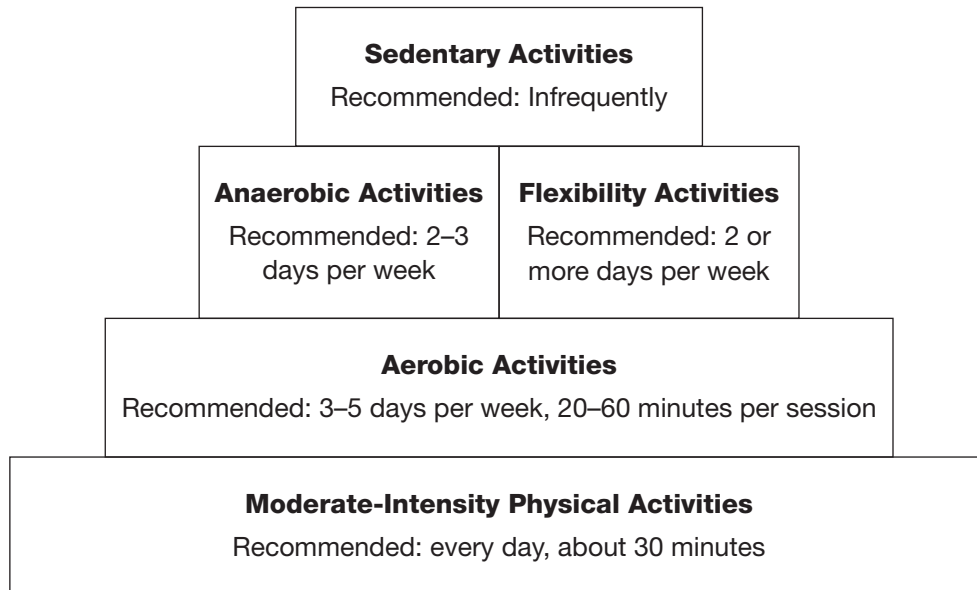
Chapter 12 Physical Activity and Fitness

Planning a Personal Activity Program

Do you exercise as often as you should? What physical activities do you participate in?

Directions: Use this copy of the Physical Activity Pyramid to assess the variety and frequency of your physical activity over the course of a week. For seven consecutive days, record your physical activities in the appropriate areas of the Physical Activity Pyramid. At the end of the week, evaluate how the variety and frequency of your activities compare to the recommendations.

Physical Activity Pyramid



Name _____ Date _____ Class _____

Chapter 12

	Sedentary Activities	Anaerobic Activities	Flexibility Activities	Aerobic Activities	Moderate- Intensity Physical Activities
Day 1					
Day 2					
Day 3					
Day 4					
Day 5					
Day 6					
Day 7					

Refer to your completed chart. How well does your personal activity program follow the recommendations outlined in the Physical Activity Pyramid?
How can you adjust your personal activity program to better follow the recommendations?

Chapter 12 Physical Activity and Fitness

Lesson 1 Benefits of Physical Activity

Directions: As you read, fill in the charts below to help you organize your notes.

Key Concept

Details

Consider and Reconsider Before reading, name a few activities that you take part in regularly, and list the benefits they offer. After reading the lesson, write a sentence or two telling what additional activities you can include in your life to benefit your well-being.

Before Reading	After Reading

New and Academic Vocabulary

physical activity

physical fitness

devote

exercise

sedentary

Complete each sentence. The missing words are listed at the left.

- _____ is any form of movement that causes your body to use energy.
- A _____ lifestyle involves little physical activity.
- _____ is a purposeful activity that is planned, structured, and repetitive, and which improves or maintains physical fitness.
- _____ is the ability to carry out daily tasks easily and have enough energy to respond to unexpected demands.
- To _____ yourself to something is to give time or effort to it

Physical Activity and Your Health

I found this information on page(s) _____.

Describe the relationship between physical activity and good health.

List the benefits of physical activity.

Physical Benefits

Mental and Emotional Benefits

Social Benefits

Risks of Being Inactive

I found this information on page(s) _____.

Identify the risks of being inactive.

Health Problems

Chapter 12 Physical Activity and Fitness

Lesson 1 Benefits of Physical Activity

Directions: Most newspaper articles are factual reports about news events, written by reporters. Newspapers also employ editorial writers who offer their opinion of current news events. Imagine you have been asked to fill in for the editorial writer at the local newspaper. Choose one of the following news events and write some notes for an editorial column concerning the issue. Decide what opinion your editorial will express, and list four facts you will use to support your opinion. Use your knowledge of physical fitness and information from the lesson when forming your opinion.

1. The state legislature voted today to decrease the amount of physical education required for high school graduation.

The opinion I will express in my editorial:

Supporting facts:

2. Today, the mayor announced support for construction of a physical fitness center open to all city residents. Construction of the center will require a tax increase, which will be put to a public vote in the next election. The mayor will address voter concerns about increased taxes at a town meeting on Thursday evening.

The opinion I will express in my editorial:

Supporting facts:

Note Taking**Chapter 12 Physical Activity and Fitness****Lesson 2 Improving Your Fitness**

Directions: As you read, fill in the charts below to help you organize your notes.

Key Concept**Details**

Consider and Reconsider Before reading the chapter, write down areas of fitness in which you would like to improve, and try to come up with ways of doing so. When you finish reading, revise or add to your ideas.

Before Reading	After Reading

New and Academic Vocabulary

cardiorespiratory endurance

muscular strength

muscular endurance

flexibility

period

aerobic exercise

anaerobic exercise

Write a vocabulary term to answer each question.

- Which describes an intense, short burst of activity in which muscles work very hard?

- Which means the ability of your muscles to perform physical tasks over a period of time without tiring?

- Which is the ability of your heart, lungs, and blood vessels to send fuel and oxygen to your tissues during long periods of activity?

- Which is the amount of force your muscles can exert?

- Which describes the ability to move your body parts through their full range of motion?

- Which defines all rhythmic activities that use large muscle groups for an extended period of time?

- Which term refers to the completion of a cycle?

Elements of Fitness

I found this information
on page(s) _____.

List the five elements of fitness that affect your health.

- 1.
- 2.
- 3.
- 4.
- 5.

Evaluating Your Fitness

I found this information
on page(s) _____.

Describe the different tests you can use to evaluate your own fitness.

Test	Description
Measuring cardiorespiratory endurance	•
Measuring muscular strength and endurance	• •
Measuring flexibility	•

Getting Fit

I found this information
on page(s) _____.

Describe the different forms of exercise that will help you improve the various elements of your fitness.

Type of Fitness	Form of Exercise	Benefits
Cardiorespiratory endurance		
Muscular strength and endurance		
Flexibility		
Bone strength		

Academic Integration: Mathematics**Chapter 12 Physical Activity and Fitness****Lesson 2 Improving your Fitness****Cardiorespiratory Health**

Directions: Cardiovascular disease is the number one cause of death in the United States. Heart attack and stroke are two cardiovascular diseases you may know about. Good cardiorespiratory endurance can reduce your risk of developing cardiovascular disease. Follow the steps below to plan ways to improve your cardiorespiratory health.

Part 1: Measure your cardiorespiratory endurance by using the three-minute step test described in the lesson. Find your pulse rate on the chart in the text, and record it here:

Part 2: Develop a plan to improve your cardiorespiratory endurance. If your rating is already excellent, develop a plan to maintain it. While making your plan, consider which types of activities improve cardiorespiratory endurance. How can you incorporate these activities into your lifestyle? Your plan should include three specific activities and explain how you will make these activities part of your life.

Chapter 12 Physical Activity and Fitness

Lesson 3 Planning a Personal Activity Program

Directions: As you read, fill in the charts below to help you organize your notes.

Key Concept

Details

Food for Thought As you read this lesson, think about how you can plan a personal activity program for yourself. Consider your resources, goals, and time available for physical activity when creating your activity program. Make some notes before you start reading, then elaborate after you have finished.

New and Academic Vocabulary

Unscramble each vocabulary term. Then **write** the definition of each term.

specificity

ater erath grneist

overload

doavoelr

progression

twuoork

warm-up

ystpiecciif

instance

ocol-nodw

workout

nporiosgsre

cool-down

ramw-pu

resting heart rate

natecin

Your Fitness Plan

I found this information
on page(s) _____.

Explain how each individual's fitness plan is unique.

Identify some personal needs when designing a fitness plan.

Explain the activities that can be included in your fitness plan.

Principles of Building Fitness

I found this information
on page(s) _____.

List the principles of building fitness.

Stages of a Workout

I found this information
on page(s) _____.

List and briefly **explain** the stages of a workout.

Stages of a Workout	Description

Tracking Your Progression

I found this information
on page(s) _____.

Explain how you can track your progression.

Chapter 12 Physical Activity and Fitness

Lesson 3 Planning a Personal Activity Program

Building Your Fitness

Directions: You have set a goal for yourself to improve your physical condition by the end of the year. In order to meet your goal, you will have to get organized. As you have learned in this lesson, an effective fitness plan is based on four principles: specificity, overload, progression, and regularity. Additionally, you have learned that there are three stages to a workout: warm-up, workout, and cool-down. Using the charts below, outline the details of your fitness plan and describe how you will address each principle of fitness. List which types of exercises will make up the stages of your workout. Then answer the questions that follow.

Principles of Building Your Fitness

Specificity	Overload	Progression	Regularity

Stages of Your Workout

Warm-up	Workout	Cool-down

1. What are some of the benefits of incorporating a warm-up into your workout?

2. Why is it necessary to exercise at a higher level than your regular daily activities?

3. How many times per week should you work out in order to maintain the fitness gains you have made?

4. If you have time to stretch only once during a workout, at which stage is it best to do so?

5. What decisions will help you stick with your personal activity program?

6. Identify the four elements of the F.I.T.T. formula, and discuss how they relate to the principles of fitness.

Chapter 12 Physical Activity and Fitness

Lesson 4 Fitness Safety and Avoiding Injuries

Directions: As you read, fill in the charts below to help you organize your notes.

Key Concept

Q and A Skim the headings, captions, and highlighted vocabulary words in this lesson before reading it carefully. Write a question or two that you expect will be answered in the lesson. After reading carefully, write the answer to the question.

Questions	Answers

New and Academic Vocabulary

Write the correct vocabulary term in the left column for each definition below.

1. overworking the body
2. a form of physical stress on the body caused by overheating
3. a dangerous condition in which the body loses its ability to cool itself through perspiration
4. damage to the skin and tissues caused by extreme cold
5. a dangerously low body temperature
6. sudden and sometimes painful contractions of the muscles
7. overstretching and tearing a muscle
8. injuries to the ligaments around a joint
9. the condition of being unprotected

Safety First

I found this information
on page(s) _____.

Explain how you can protect yourself during physical activity and exercise.

List some common safety equipment that is used during physical activity.

Describe the risks involved with participating in physical activities in severe weather.

Coping With Injuries

I found this information
on page(s) _____.

Explain how you can cope with injuries sustained during exercise or physical activity.

List the types of minor and major injuries.

Minor	Major

Chapter 12 Physical Activity and Fitness

Lesson 4 Fitness Safety and Avoiding Injuries

Safety First

Directions: Roberto, an experienced youth baseball player, eagerly anticipates his high school team's first practice of the season. He wants to be prepared to perform at his best in order to make varsity. He has two months to get himself into condition. He hopes to run, bicycle, or play baseball every day. He has decided to prepare checklists to ensure that his training program is safe and productive. What training and safety suggestions would you recommend for Roberto? Write four for each activity.

Baseball

Cycling

Running

Test Taking**Chapter 13 Personal Health Care****Tips on Preparing for Tests**

- Relax. The more agitated you are, the harder it will be for you to concentrate. If you feel nervous, close your eyes and take five deep breaths. Continue to breathe slowly and deeply until you feel calm.
- After you have finished studying, take five minutes to visualize, reflect on, and digest the information you have just taken in.

Directions: Choose the best answer and mark your responses in the answer space below.

- In which condition does a person hear a ringing, buzzing, whistling, roaring, hissing, or other sound even when there is no external sound?
 - Strabismus
 - Macular degeneration
 - Tinnitus
 - Halitosis
- Which set makes up the three main parts of the tooth?
 - crown, neck, root
 - crown, body, root
 - body, root, crest
 - crown, crest, root
- Which method is used for treating glaucoma?
 - Vision therapy
 - Laser treatment
 - Contact lenses
 - Antibiotics
- Which structures within the dermis secrete perspiration through ducts to pores on the skin's surface?
 - Sebaceous glands
 - Pigment
 - Blood vessels
 - Sweat glands
- Which is NOT a characteristic of moles that should be checked for early detection of melanoma?
 - Color
 - Border irregularity
 - Alignment
 - Diameter
- Which damages the tooth by sealing out saliva that normally protects against bacteria?
 - Calcium
 - Tartar
 - Pulp
 - Plaque
- Which eye structure bends and focuses light before it enters the lens?
 - Cornea
 - Retina
 - Sclera
 - Aqueous humor
- Which structure is a part of the outer ear?
 - Labyrinth
 - Cochlea
 - Auditory ossicles
 - Auricle

Answer Space

- | | | | | | | | | | |
|----------|---|---|---|---|----------|---|---|---|---|
| 1 | A | B | C | D | 2 | F | G | H | J |
| 3 | A | B | C | D | 4 | F | G | H | J |
| 5 | A | B | C | D | 6 | F | G | H | J |
| 7 | A | B | C | D | 8 | F | G | H | J |

Directions: Circle **T** if the statement is true or **F** if the statement is false.
Rewrite any false statements to make them true.

9. **T F** Iron and magnesium are the most important minerals to consume for healthy teeth.

10. **T F** A person with 20/60 vision is said to be farsighted.

11. **T F** Pigment in the skin is called melanoma.

12. **T F** The auditory ossicles are the smallest bones in the body.

13. Lacy aspires to be a model. She often studies the pages of beauty magazines and wishes she looked just like the models she admires. She especially likes the way the models' skin appears so fresh and healthy. Write a paragraph to Lacy explaining how she can take care of her skin to keep it looking as healthy as possible.

Write your answer to item 13 in this space.

Real World Connection

Chapter 13 Personal Health Care

Community Health Screenings

Healthy skin, hair, nails, teeth, mouth, eyes, and ears are all important aspects of your personal health. Neglecting any of these areas can lead to health concerns. To maintain good personal health, several behaviors, such as brushing your teeth regularly, flossing, bathing, shampooing your hair, and protecting your skin are important. Regular checkups with a health care professional are also a necessary part of your personal health.

Directions: Write a feature article for a newspaper informing readers about the availability and costs of community health care providers. Research community health services in your area that provide vision screenings, dental checkups, hearing tests, or skin cancer examinations. Look in your school library, on the Internet, at your local recreation center, or at a local hospital for information. Use the following questions to guide your research. Use an additional sheet of paper to write your article.

1. Which types of community agencies provide health screenings?

2. When are community health screenings made available to the public?

3. Who is eligible to participate in community health screenings?

4. What is the cost of community health screenings?

5. Which areas of personal health are included in community health screenings?

Chapter 13 Personal Health Care

Lesson 1 Healthy Skin, Hair, and Nails

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence describing how your skin protects you. After you have finished reading, use what you have learned to rewrite your sentence.

Before Reading	After Reading

New and Academic Vocabulary

epidermis

dermis

melanin

sebaceous glands

melanoma

hair follicles

remove

Write the correct vocabulary term under each definition.

- the thicker layer of the skin beneath the epidermis that is made up of connective tissue and contains blood vessels and nerves _____
- structures within the skin that produce an oily secretion called sebum _____
- sacs or cavities that surround the roots of hairs

- the outer, thinner layer of the skin that is composed of living and dead cells _____
- the most serious form of skin cancer _____
- a pigment that gives the skin, hair, and iris of the eyes their color _____
- to get rid of _____

Your Skin

I found this information
on page(s) _____.

List the two main layers of your skin.

Name the three main functions of your skin.

Keeping Your Skin Healthy

I found this information
on page(s) _____.

Identify five tips that will help keep your skin healthy.

- 1.
- 2.
- 3.
- 4.
- 5.

Identify the risks involved with tattoos and piercing of the skin.

Name seven common skin problems.

Common Skin Problems	
1.	5.
2.	6.
3.	7.
4.	

List four characteristics one should look for when checking moles for early detection of melanoma.

Your Hair

I found this information
on page(s) _____.

Name two functions of your hair.

Identify two potential hair problems.

- 1.
- 2.

Your Nails

I found this information
on page(s) _____.

Identify the main function of your nails.

Name two personal care techniques that will keep your nails healthy.

Chapter 13 Personal Health Care

Lesson 1 Healthy Skin, Hair, and Nails

Point of View

Keeping your skin healthy improves more than your physical appearance. It is also an important part of maintaining your overall health.

Directions: Read the following situations that describe various choices people make about skin care. Decide whether the behaviors described would have a positive or negative effect on a person's health. Write a sentence describing the effect.

Example: Deciding to skip the tanning bed and to use sunscreen outside.

Effect: Deciding to skip the tanning bed and to use sunscreen outside has a positive effect on your health. Prevention of sunburn reduces the risk of contracting skin cancer.

1. Deciding to sleep until five minutes before the bus arrives, meaning no morning shower.

Effect: _____

2. Getting your eyebrow pierced because your friends did.

3. Maintaining a well-balanced diet that includes milk and lots of fruit and vegetables.

Effect: _____

4. Washing your face gently twice a day and avoiding oily products.

Effect: _____

5. Ignoring several large moles on your back because they are not causing you pain.

Effect: _____

Note Taking**Chapter 13 Personal Health Care****Lesson 2 Healthy Teeth and Mouth**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Skim and Scan Before reading the lesson, read all section titles, pictures, tables, and graphs. Write a question that you expect the lesson to answer. After you have read the lesson carefully, use what you have learned to answer your question.

Before Reading	After Reading

New Vocabulary

periodontium

pulp

plaque

halitosis

periodontal disease

malocclusion

Write a vocabulary word to answer each question.

1. Which is a layer of tissue that extends to the root canal?

2. Which adheres to the outside of the tooth and seals out saliva?

3. Which is made up of the gum, periodontal ligaments, and the jawbone?

4. Which is a misalignment of the upper and lower teeth, also referred to as “bad bite”?

5. Which is an inflammation caused by bacterial infection?

6. Which is also referred to as “bad breath”?

Your Teeth

I found this information
on page(s) _____.

Explain why it is important to have healthy teeth.

Identify the three main parts of a tooth.

- 1.
- 2.
- 3.

Keeping Your Teeth and Mouth Healthy

I found this information
on page(s) _____.

Describe how bacteria cause tooth decay.

List six steps you can take to keep your teeth and gums
strong and healthy.

Keeping the Teeth and Gums Healthy	

Tooth and Mouth Problems

I found this information
on page(s) _____.

Describe four common oral problems.

Oral Problem	Cause

Academic Integration: English**Chapter 13 Personal Health Care****Lesson 2 Healthy Teeth and Mouth****Terrific Teeth**

Directions: The following list gives suggestions for maintaining good dental health. Pick five items from the list and compare your current habits with the suggested practices. Then decide how you could improve or change your habits to meet the suggested practice.

- a. brush your teeth after every meal
- b. brush for a full two minutes
- c. see your dentist regularly
- d. floss daily
- e. avoid sugary and sticky snacks
- f. avoid all tobacco products
- g. eat a well-balanced diet
- h. wear a mouth guard when participating in sports

1. Suggestion: _____

Comparison to current habits: _____

Ways I can improve: _____

2. Suggestion: _____

Comparison to current habits: _____

Ways I can improve: _____

3. Suggestion: _____

Comparison to current habits: _____

Ways I can improve: _____

Chapter 13 Personal Health Care

Lesson 3 Healthy Eyes and Ears

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Food for Thought As you read this lesson, think about the complexity of your eyes. Imagine all the different parts of the eye and how they work to allow your brain to form images. After you have finished reading the chapter, write a few sentences describing how your eyes and brain work together to convert light into images.

New and Academic Vocabulary

sclera

cornea

retina

auditory ossicles

labyrinth

tinnitus

portion

Unscramble each vocabulary term. Then **write** the definition of each term.

1. stuitnin

2. asrcel

3. hltanbiyr

4. arneit

5. aceonr

6. yaruodti soeslsci

7. troinpo

Your Eyes

I found this information
on page(s) _____.

Explain how your brain receives most of its sensory
information.

Name the two main parts of the eye.

Explain how the eye turns light rays into images.

Keeping Your Eyes Healthy

I found this information
on page(s) _____.

List four behaviors that will keep your eyes healthy.

- 1.
- 2.
- 3.
- 4.

Your Ears

I found this information
on page(s) _____.

List the three main parts of the ear.

- 1.
- 2.
- 3.

Identify the two main functions of the ear.

Keeping Your Ears Healthy

I found this information
on page(s) _____.

List four guidelines that will help you keep your ears healthy.

- 1.
- 2.
- 3.
- 4.

Name two categories of hearing loss.

Chapter 13 Personal Health Care

Lesson 3 Healthy Eyes and Ears

That's Too Loud!

Directions: The volume of sound is measured in decibels. Your ears can tolerate only so many decibels before damage occurs. The following chart lists the decibel level of everyday sounds. Answer the following questions based on the information provided in the chart.

Decibel Level of Everyday Sounds	
Sound	Decibels
.30 Caliber rifle	155 dB
Jet airplane engine	140 dB
Jack hammer	130 dB
Propeller airplane	120 dB
Amplified music	110 dB
Chain saw/subway station	90 dB
Lawnmower	80 dB
Computer print room	70 dB
Noisy restaurant/heavy traffic	60 dB
Normal conversation	50 dB
Quiet office	40 dB
Quiet whisper	30 dB
Buzzing insect	20 dB
Leaf rustling	10 dB
No sound	0 dB

← Extreme danger
 ← Threshold of feeling
 ← Threshold of pain

 ← Limit of exposure for 8 hours

 ← Moderate

 ← Threshold of hearing

- Judging from the chart, how many decibels (dB) of sound are your ears exposed to at a rock concert?
 A. 40 dB
 B. 60 dB
 C. 110 dB
 D. 155 dB
- Which of the following sounds is “moderate,” according to the chart?
 A. heavy traffic noise
 B. a noisy restaurant
 C. a subway station
 D. conversation
- If noises above 70dB can be hazardous to hearing, then which of the following sounds is a possible danger?
 A. heavy traffic noise
 B. a noisy restaurant
 C. a subway station
 D. conversation

Test Taking

Chapter 14 The Skeletal, Muscular, and Nervous Systems

Tips on Preparing for Tests

- Study during the times of the day when you feel most energetic. If you are a morning person, then study early. If you are an evening person, then study in the evening.
- Have a set schedule for studying so that you can tell yourself, “Just one more hour,” and there will be a definitive end to the study session.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

1. Which body parts are made up of long bones?
A. Face and vertebrae
B. Feet and ankles
C. Legs and arms
D. Ribs and skull
2. The elbow, knee, and ankle are examples of which type of joint?
F. Hinge joint
G. Pivot joint
H. Ball-and-socket joint
J. Ellipsoidal joint
3. Which commonly occurs in the abdomen from straining to lift a heavy object?
A. Bruise
B. Hernia
C. Tendonitis
D. Muscle strain
4. Recurrent seizures characterize which disorder of the nervous system?
F. Epilepsy
G. Alzheimer’s disease
H. Multiple sclerosis
J. Parkinson’s disease
5. Which type of fracture is completely across the bone?
A. Dislocation
B. Comminuted fracture
C. Transverse fracture
D. Hairline fracture
6. Which of the following best describes the natural tension found in the fibers of a muscle?
F. Muscle tone
G. Muscle atrophy
H. Muscle weakness
J. Muscle spasms
7. Which results when the ligaments that attach the bone at the joint are torn as the bone slips out of place?
A. Dislocation
B. Torn cartilage
C. Bursitis
D. Bunions

8. Bones are NOT involved in which of the following?

- F. Production of red blood cells
- G. Storage of minerals
- H. Protection of organs
- J. Production of calcium

Answer Space

- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | A | B | C | D | 2 | F | G | H | J |
| 3 | A | B | C | D | 4 | F | G | H | J |
| 5 | A | B | C | D | 6 | F | G | H | J |
| 7 | A | B | C | D | 8 | F | G | H | J |

Directions: Circle **T** if the statement is true or **F** if the statement is false.

Rewrite any false statements to make them true.

9. **T F** The brain is a long column of nerve tissue about the thickness of your index finger.

10. **T F** Caring for your skeletal system includes eating a healthful diet, getting regular physical activity, wearing protective gear during physical activity, and getting regular checkups.

11. **T F** The complex network that allows communication between the brain and all other areas of the body is called the muscular system.

12. **T F** Muscles are elastic like rubber bands; they stretch to allow a wide range of motion.

13. Because your skeletal system supports your entire body, your overall health depends on the health of your skeletal system. Explain how you can care for your skeletal system to avoid disorders and injuries.

Write your answer to item 13 in this space.

Real World Connection

Chapter 14 The Skeletal, Muscular, and Nervous Systems

Poster Project

Caring for your skeletal, muscular, and nervous systems is a lot different than just keeping a healthy weight and looking good. Your bones, muscles, and nerves need specific vitamins and minerals to keep them strong.

Directions: Create a poster that illustrates ways to keep either the skeletal, muscular, or nervous system healthy and protected from injury. Your poster should focus on a specific topic related to the system you choose and not on the entire system. Include an illustration and a slogan. Make sure the slogan tells how the behavior illustrated can protect the system's overall health. Use the space below to sketch and plan your poster. When your poster is complete, present it to the class.

Poster 1: Topic—Muscular System

Poster 2: Topic—Skeletal System

Poster 3: Topic—Nervous System

Sketch of Poster:

Chapter 14 The Skeletal, Muscular, and Nervous Systems

Lesson 1 The Skeletal System

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence describing what you know about osteoporosis. After you have finished reading, use what you have learned to rewrite your sentence.

Before Reading	After Reading

New Vocabulary

cartilage

ossification

ligament

tendon

osteoporosis

scoliosis

Write the correct vocabulary term under each definition.

1. the process by which bone is formed, renewed, and repaired _____
2. a band of fibrous, slightly elastic connective tissue that attaches one bone to another _____
3. a lateral or side-to-side curvature of the spine _____
4. a strong, flexible connective tissue _____
5. a condition involving a progressive loss of bone tissue _____
6. a fibrous chord that attaches muscle to the bone _____

Structure and Functions of the Skeletal System

I found this information on page(s) _____.

List six functions of your skeletal system.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

List four categories of bones and give examples of each.

Types of Bones	Example
1.	
2.	
3.	
4.	

Identify three types of connective tissue.

Name four types of flexible joints and give examples of each.

Type of Joint	Example
1.	
2.	
3.	
4.	

Caring for the Skeletal System

I found this information on page(s) _____.

List some ways in which you can care for your skeletal system.

Understanding Skeletal Problems

I found this information on page(s) _____.

Name three types of fractures.

List five potential injuries to your joints.

1.	4.
2.	5.
3.	

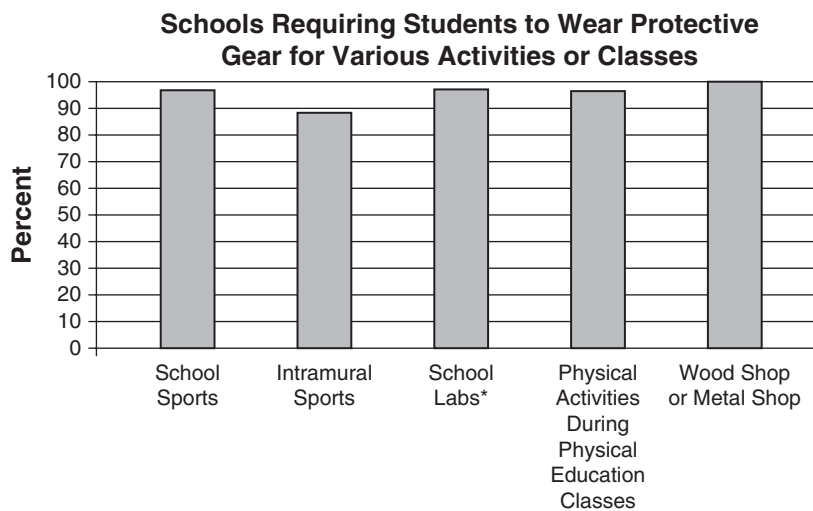
Describe what can cause a repetitive motion injury.

Chapter 14 The Skeletal, Muscular, and Nervous Systems

Lesson 1 The Muscular System

Protected Bones

Directions: The following graph shows how many schools require students to wear protective gear for various activities and classes. Answer the following questions based on information provided in the graph.



* Includes photography, chemistry, biology, or other science

Source: Journal of School Health, 2001

1. According to the bar graph, what percentage of schools require students to wear protective gear in wood or metal shop?
 - A. Under 90 percent
 - B. 100 percent
 - C. More than 100 percent
 - D. The information is not given in the graph.
2. Which of the following observations can be inferred from the data in the graph?
 - A. Most of the injuries to the nervous system result from explosions in chemistry labs.
 - B. Wearing protective gear in school activities is so important that most schools require it.
 - C. Most of the injuries to the skeletal system result from injuries on the playing field.
 - D. None of the above.

Note Taking

Chapter 14 The Skeletal, Muscular, and Nervous Systems

Lesson 2 The Muscular System

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Think about the muscles within your body and how they work. Write a sentence that gives some examples of involuntary muscle movement. After you have read the lesson, rewrite your sentence using what you have learned.

Before Reading	After Reading

New Vocabulary

smooth muscle

skeletal muscle

flexor

extensor

cardiac muscle

tendonitis

hernia

Write a vocabulary word to answer each question.

- Which type of muscle can be found in the digestive tract and the urinary bladder? _____
- Which is a type of skeletal muscle that closes a joint?

- Which type of muscle forms the wall of the heart?

- Which problem commonly occurs in the abdomen from straining to lift a heavy object? _____
- Which type of muscle tissue has a striated or striped appearance under a microscope? _____
- Which type of skeletal muscle opens a joint? _____
- Which potential problem can result from injury, overuse, or natural aging of the muscular system? _____

How Muscles Work

I found this information
on page(s) _____.

Explain the role of muscle fibers and nerve impulses in the functioning of your muscles.

Identify three types of muscles and **name** the area of the body in which each type is located. Then **state** the function of each muscle.

Type of Muscle	Area of Body	Function
1.		
2.		
3.		

Caring for Your Muscles

I found this information
on page(s) _____.

Identify two strategies that will help you care for your muscular system.

List five tips that will help your care for you muscular system and maintain muscle tone.

Tips for Caring for Your Muscular System
1.
2.
3.
4.
5.

Understanding Muscular Problems

I found this information
on page(s) _____.

List five potential problems of the muscular system.

- 1.
- 2.
- 3.
- 4.
- 5.

Academic Integration: English

Chapter 14 The Skeletal, Muscular, and Nervous Systems

Lesson 2 The Muscular System

Strong Words

Directions: Imagine that the muscles in your body want to advertise their importance and their specific function in the body. What slogans might an advertising agency develop to “advertise” the three types of muscles in the human body? In the spaces below, help the advertising agency develop slogans for each muscle type. Be creative, but make sure the slogans accurately describe the muscle type’s function or aspects of its structure.

1. Cardiac Muscle

2. Skeletal Muscles

3. Smooth Muscles

Chapter 14 The Skeletal, Muscular, and Nervous Systems

Lesson 3 The Nervous System

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Food for Thought As you read this lesson, think about the last time you experienced a headache. Try to recall what may have caused the headache. After you have finished reading the lesson carefully, write a sentence naming the various causes of headaches.

New and Academic Vocabulary

neurons

cerebrum

cerebellum

brain stem

epilepsy

cerebral palsy

layer

Unscramble each vocabulary term. Then **write** the definition of each term.

1. snneour _____

2. nbira mset _____

3. lcaerrbe ypsal _____

4. mcuerrbe _____

5. yesppiel _____

6. mcuelrleeb _____

7. yaler _____

How the Nervous System Works

I found this information on page(s) _____.

Describe the main function of the nervous system.

Understanding Neurons

I found this information on page(s) _____.

Name three types of neurons.

List the three main parts of a neuron.

The Central Nervous System

I found this information on page(s) _____.

Identify the two organs that make up the central nervous system.

List the three main divisions of the brain.

The Peripheral Nervous System

I found this information on page(s) _____.

Describe the main function of the peripheral nervous system.

Identify the two sections of the peripheral nervous system.

- 1.
- 2.

Caring for the Nervous System

I found this information on page(s) _____.

Name some behaviors that will help you care for your nervous system.

List four potential problems of the nervous system.

- | | |
|----|----|
| 1. | 3. |
| 2. | 4. |

List two diseases and disorders of the nervous system and **explain** the possible causes of each.

Disease or Disorder	Causes

Chapter 14 The Skeletal, Muscular, and Nervous Systems

Lesson 3 The Nervous System

Act on Impulse

Directions: Imagine that the nerve impulses in your body kept a travel journal. What would they describe? What “sights” would they see as they travel through your body? What destinations would they visit? On what type of neuron would they travel? Read the example below. Then, write a travel journal entry for the nerve impulses involved in each situation described below.

Example: Latasha’s hand comes in contact with the hot stove, then quickly jerks away.

Travel Journal Entry: I’m a nerve impulse. Today I traveled like lightning from Latasha’s
hand to her spinal cord via sensory neurons. I then passed to an interneuron and climbed
her spinal cord, where, in nanoseconds, I stimulated a motor neuron to carry the impulse to
move her hand away from the hot stove.

1. Marcos is backstage at the piano recital, waiting for his turn to perform. His heart is beating quickly, and he is breathing rapidly.

Travel Journal Entry: _____

2. Jenny, a volleyball player, prepares to serve the possible match point. She tosses the ball high into the air with her left hand and strikes it with her right hand.

Travel Journal Entry: _____

Test Taking

Chapter 15 The Cardiovascular, Respiratory, and Digestive Systems

Tips on Preparing for Tests

- If there is any information that you are unsure about, ask your instructor or a classmate to help you understand the material.
- Try to show up at least five minutes before the test starts so you can find a comfortable spot in the room where you will be able to concentrate.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

1. Approximately how many times does the heart beat per day?
A. 10,000
B. 1,000
C. 100,000
D. 1,000,000
2. Which structure, also called the voice box, connects the throat and the trachea?
F. larynx
G. lymph
H. bronchi
J. diaphragm
3. Which condition is the result of crystallization of salts in the urine?
A. nephritis
B. kidney stones
C. uremia
D. cystitis
4. Which best characterizes the cardiovascular disorder *hemophilia*?
F. Abnormal sounds occur as blood flows through the heart.
G. White blood cells are produced excessively and abnormally.
H. The blood's ability to carry oxygen is reduced.
J. Blood does not clot properly due to low clotting factors.
5. Which of the following is a correct statement about the urinary system?
A. The kidneys store urine until it is ready to be eliminated.
B. Urine consists of water and body wastes that contain oxygen.
C. The kidneys monitor and maintain the body's acid-base and water balances.
D. When the body is dehydrated, the bladder signals the brain that you are thirsty.
6. Which is the oxygen-carrying protein in the blood?
F. plasma
G. capillaries
H. platelets
J. hemoglobin
7. Which is a functional problem of the digestive system?
A. constipation
B. gastritis
C. peptic ulcers
D. colitis

8. Which condition causes inflammation of the lining of the digestive tract?

F. colitis

G. colon cancer

H. hemorrhoids

J. Crohn's disease

Answer Space

1 A B C D

2 F G H J

3 A B C D

4 F G H J

5 A B C D

6 F G H J

7 A B C D

8 F G H J

Directions: Circle **T** if the statement is true or **F** if the statement is false.

Rewrite any false statements to make them true.

9. **T F** The kidneys remove waste products from the blood through tiny filtering units called ureters.

10. **T F** The respiratory system's main function is respiration, the exchange of gases between the body and the environment as we inhale and exhale.

11. **T F** Asthma is an inflammation of the bronchi caused by infection or exposure to irritants such as tobacco smoke or air pollution.

12. **T F** About 55 percent of total blood volume consists of plasma.

13. Cardiovascular disease is an increasing health concern in the United States. Both your own health behaviors and your family history contribute to your risk of cardiovascular disease. Explain some ways in which you can reduce your risk of cardiovascular disease.

Write your answer to item 13 in this space.

Real World Connection

Chapter 15 The Cardiovascular, Respiratory, and Digestive Systems

Research Paper: Disorders of the Cardiovascular, Respiratory, or Digestive System

Next week, recruiters from several universities will be visiting your school to listen to student presentations on health topics. Impressing the recruiters with an exceptional presentation will greatly increase your chances of being accepted to the university of your choice.

Directions: Research a disorder of the cardiovascular, respiratory, or digestive system. Then write a research paper to present to the college recruiters.

The recruiters have selected some criteria for the paper. The guidelines are as follows:

Format Guidelines for Research Papers

- Cover page will include the name of the disorder, your name, class period, and date.
- Report should be two to three pages long, double-spaced, and typed.
- Bibliography should list at least three references.

Information to Include in Paper

- Define and explain the disorder.
- Identify the causes of the disorder.
- Describe the symptoms that a person with this disorder experiences and how long it takes for these symptoms to appear.
- Describe how doctors treat this disorder.

Chapter 15 The Cardiovascular, Respiratory, and Digestive Systems

Lesson 1 The Cardiovascular and Lymphatic Systems

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence describing what you know about the risks of having high blood pressure and how to prevent it. After you have finished reading, use what you have learned to rewrite your sentence.

Before Reading	After Reading

New and Academic Vocabulary

plasma

hemoglobin

platelets

capillaries

lymph

pathogen

blood pressure

Write the correct vocabulary term under each definition.

1. small vessels that carry blood from arterioles and small vessels called venules, which empty into veins

2. the oxygen-carrying protein in blood _____

3. the clear fluid that fills the spaces around body cells

4. types of cells in the blood that cause blood clots to form

5. a measure of the amount of force that the blood places on the walls of blood vessels, particularly large arteries, as it is pumped through the body _____

6. the fluid in which other parts of the blood are suspended

7. a microorganism that causes disease _____

Why the Blood Circulates

I found this information
on page(s) _____.

Explain the main functions of the cardiovascular system.

How Blood Circulation Works

I found this information
on page(s) _____.

List the three main components of the cardiovascular system and name the function of each.

Component	Function

How Lymph Circulation Works

I found this information
on page(s) _____.

Explain the role of the lymphatic system.

Maintaining Your Circulatory Health

I found this information
on page(s) _____.

List six behaviors that will help you maintain a healthy circulatory system.

Health Behaviors	

Cardiovascular System Problems

I found this information
on page(s) _____.

Name some causes of cardiovascular problems.

List six disorders of the cardiovascular system.

Cardiovascular Disorders	

Chapter 15 The Cardiovascular, Respiratory, and Digestive Systems

Lesson 1 The Cardiovascular and Lymphatic Systems

The Case of the Missing Notes

Directions: A medical student has misplaced some of her class notes. The missing notes are case studies of patients with cardiovascular problems. Help the student replace her lost notes by filling in the following case studies.

Case Study 1

Patient: 38-year-old male

Symptoms: susceptible to infection, severe anemia, and uncontrolled bleeding

Possible Diagnosis: _____

Possible Treatment: _____

Case Study 2

Patient: 15-year-old female

Symptoms: heart functioning inefficiently, oxygenated blood mixing with oxygen-depleted blood

Possible Diagnosis: _____

Possible Treatment: _____

Case Study 3

Patient: 39-year-old male

Symptoms: none, blood pressure reading 160/100, 30 pounds overweight, smoker

Possible Diagnosis: _____

Possible Treatment: _____

Note Taking

Chapter 15 The Cardiovascular, Respiratory, and Digestive Systems

Lesson 2 The Respiratory System

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, think about what is involved in the process of respiration. After you have read the lesson carefully, use what you have learned to write a sentence describing the two parts of respiration.

Before Reading	After Reading

New and Academic Vocabulary

diaphragm

trachea

bronchi

asthma

tuberculosis

emphysema

expand

Write a vocabulary word to answer each question.

- Which structure of the lungs does the trachea branch out into?

- Which respiratory problem is characterized by symptoms including a cough, fever, fatigue, and weight loss?

- Which disease progressively destroys the walls of the alveoli?

- Which body part is also called the windpipe?

- Which respiratory problem is characterized by an involuntary contraction of smooth airway muscles that leads to chest tightness and breathing difficulties?

- Which muscle allows breathing to occur?

- Which term means “to open up”?

**What Happens
During Respiration**

I found this information
on page(s) _____.

Explain the role of the respiratory system.

How Respiration Works

I found this information
on page(s) _____.

Name the respiratory system's three main components.

**Maintaining Your
Respiratory Health**

I found this information
on page(s) _____.

Explain why it is important to maintain your respiratory health.

Identify four behaviors that will help you maintain good respiratory health.

- 1.
- 2.
- 3.
- 4.

**Respiratory System
Problems**

I found this information
on page(s) _____.

Name six problems of the respiratory system and **describe** the symptoms of each.

Respiratory Problem	Symptoms

Academic Integration: English

Chapter 15 The Cardiovascular, Respiratory, and Digestive Systems

Lesson 2 The Respiratory System

What's My Line?

Directions: See if you can guess the structures of the respiratory system described below. For each structure, there is a series of clues. Use the clues to guess which respiratory system structure is described, and write your answer in the space provided.

1. Clues:

Found within the chest cavity
Protected by the ribs
Air naturally flows into these

Structure: _____

2. Clues:

Voice box
Connects the throat and trachea
Contains the vocal cords

Structure: _____

3. Clues:

Separates the chest from the abdominal cavity
The base of the chest cavity
Contracts along with muscles between ribs

Structure: _____

4. Clues:

Flap of tissue
Above the larynx
Closes off entrance to larynx and trachea

Structure: _____

5. Clues:

Air moves into the lungs through this
Branches out into bronchi
Also known as the windpipe

Structure: _____

Chapter 15 The Cardiovascular, Respiratory, and Digestive Systems

Lesson 3 The Digestive System

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Food for Thought As you read this lesson, think about how your body processes the food you eat. Try to think of the many functions of your digestive system. After you have finished reading the lesson carefully, write a sentence describing the different functions of your digestive system.

New and Academic Vocabulary

Unscramble each vocabulary term. Then **write** the definition of each term.

mastication

1. saiptpiecnid

peristalsis

2. nmoaisttaic

gastric juices

3. cpietp ruelc

bile

4. spiesrliast

peptic ulcer

5. ebli

appendicitis

6. cirtsag siciuj

What Happens During Digestion

I found this information on page(s) _____.

Describe what happens to food during digestion.

Name the three main processes that take place during digestion and briefly describe the function of each.

Process	Function

How Digestion Works

I found this information on page(s) _____.

Describe the two mechanical and chemical processes involved in digestion.

List the organs that make up the digestive system.

Digestive System Problems

I found this information on page(s) _____.

Name five health behaviors that will help you maintain a healthy digestive system.

Identify two categories of digestive-system problems and list several examples of each.

- 1.
- 2.

Chapter 15 The Cardiovascular, Respiratory, and Digestive Systems

Lesson 3 The Digestive System

Dinner's Destinations

You and your family have just had a great dinner. Your dad made a green salad, and your mom made her famous veggie pizza. You also enjoyed a large glass of cold milk and some fruit for dessert. What happens to your dinner after you eat it? Through which organs does the food pass? What occurs in each of these organs?

Directions: In the spaces provided below, describe the passage of food through your body. For each organ listed, describe the process that occurs in that part of the digestive system.

Mouth:



Esophagus:



Stomach:



Small Intestine:



Large Intestine:

Note Taking**Chapter 15 The Cardiovascular, Respiratory, and Digestive Systems****Lesson 4 The Excretory System**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Skim and Scan Before you read this lesson, read all section titles, pictures, tables, and graphs. Write a question that you expect the lesson to answer. After reading the lesson carefully, write the answer to your question.

Before Reading	After Reading

New and Academic Vocabulary

nephrons

ureters

urethra

cystitis

urethritis

hemodialysis

monitor

Define each vocabulary term. **Write** the correct definition on the line next to each term.

How Excretion Works

I found this information on page(s) _____.

Identify the main function of the excretory system.

Describe the ways in which each of the following body parts excretes waste from your body.

Excretion	
Lungs	
Skin	
Intestine	
Liver	
Urinary system	

Maintaining Your Excretory Health

I found this information on page(s) _____.

List five behaviors that will help you maintain your excretory health.

- 1.
- 2.
- 3.
- 4.
- 5.

Excretory System Problems

I found this information on page(s) _____.

Name two common disorders of the urinary system. Briefly describe each disorder, as well as treatment methods.

- 1.
- 2.

Identify three types of kidney problems. Briefly describe each problem.

- 1.
- 2.
- 3.

List three treatment methods used in the case of kidney failure.

- 1.
- 2.
- 3.

Academic Integration: Science

Chapter 15 The Cardiovascular, Respiratory, and Digestive Systems

Lesson 4 The Excretory System

How Dialysis Works

Directions: Below are descriptions of the two types of dialysis, a medical procedure to remove wastes and additional fluid from the blood after the kidneys have stopped functioning. Read the descriptions and then answer the questions that follow.

Hemodialysis: In hemodialysis, a machine removes blood from the body and pumps it into a device called a dialyzer, which is an artificial kidney.

In the dialyzer, an artificial membrane filters the blood, removing waste products. The dialyzer then returns the purified blood to the person's body as a fluid called dialystate.

The process typically takes about three to four hours. People who have chronic kidney failure usually need hemodialysis three times a week.

Peritoneal Dialysis: In peritoneal dialysis, the peritoneum—a membrane that surrounds the digestive organs, creating a space called the abdominal cavity—serves as a filter. Substances in the blood pass through the peritoneum and flow into the abdominal cavity. Dialysis solution flows into the abdominal cavity through a catheter. The dialysis solution is left in the abdominal cavity, and waste products in the blood pass into it. Then the dialysis solution is drained out of the abdomen and replaced with new solution.

1. In hemodialysis, what happens in the dialyzer?
 - A. A connection is made between an artery and a vein.
 - B. Waste products are filtered from the blood.
 - C. Dialysis solution passes into the abdominal cavity.
 - D. Substances in the blood pass through the peritoneum.
2. In peritoneal dialysis, where are waste products filtered from the blood?
 - A. in the abdominal cavity
 - B. in the dialyzer
 - C. in the arteriovenous fistula
 - D. in the catheter
3. What is one big difference between hemodialysis and peritoneal dialysis?
 - A. In hemodialysis, the blood is filtered in the body. In peritoneal dialysis, the blood is filtered in a machine.
 - B. Hemodialysis always takes longer than peritoneal dialysis.
 - C. In peritoneal dialysis, the blood is filtered in the body. In hemodialysis, the blood is filtered in a machine.
 - D. Peritoneal dialysis never involves surgery. Hemodialysis always involves surgery.

Chapter 16 Endocrine and Reproductive Health

Tips on Preparing for Tests

- Take notes in class every day. Ask your teacher questions when you do not understand part or all of the material being covered.
- Process information as you come to it. Learning information is much different than “becoming acquainted” with it.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

1. Which disorder of the female reproductive system is characterized by fluid-filled sacs on the ovary?
A. Ovarian cysts
B. Cervical cancer
C. Blocked fallopian tubes
D. Endometriosis
2. Between which ages do most females begin their first menstrual cycle?
F. 21 and 27
G. 15 and 20
H. 10 and 15
J. 17 and 25
3. Which happens on day 21 of the menstrual cycle?
A. A new egg cell is maturing inside the ovary.
B. The mature egg is released into one of the fallopian tubes.
C. The egg enters the uterus.
D. The egg completes its trip through the fallopian tubes.
4. Which is a soft tubelike structure that collects and carries sperm in the male body?
F. Prostate
G. Seminal vesicle
H. Testes
J. Epididymis
5. Toxic shock syndrome (TSS) is:
A. Spread during sexual contact
B. A rare bacterial infection
C. A fluid-filled sac on the ovaries
D. A disorder caused by hormonal changes
6. Which male reproductive problem is characterized by a separation of tissue that allows part of the intestine to push into the abdominal wall near the top of the scrotum?
F. Mumps
G. Testicular cancer
H. Sterility
J. Inguinal hernia
7. Which hormone stimulates production of hormones in the adrenal glands?
A. Adrenocorticotrophic hormone
B. Somatotrophic hormone
C. Follicle-stimulating hormone
D. Thyroid-stimulating hormone

Name _____ Date _____ Class _____

8. Nervous tension, anxiety, irritability, bloating, weight gain, depression, mood swings, and fatigue are all symptoms of:
F. Toxic shock syndrome
G. Endometriosis
H. Menstrual cramps
J. Premenstrual syndrome

Answer Space

- | | | | | | | | | | |
|----------|---|---|---|---|----------|---|---|---|---|
| 1 | A | B | C | D | 2 | F | G | H | J |
| 3 | A | B | C | D | 4 | F | G | H | J |
| 5 | A | B | C | D | 6 | F | G | H | J |
| 7 | A | B | C | D | 8 | F | G | H | J |

Directions: Circle **T** if the statement is true or **F** if the statement is false.
 Rewrite any false statements to make them true.

9. **T F** Sperm initiates physical changes that signal maturity, including broadening of the shoulders, development of muscles, appearance of facial and other body hair, and deepening of the voice.

10. **T F** The fertilization of an egg by a sperm produces a cell called a zygote.

11. **T F** The male reproductive system usually reaches maturity between the ages of 15 and 18.

12. **T F** Each testis is divided into hundreds of tiny tubules in which sperm are formed.

13. Jimmy is a high school senior with a family history of testicular cancer. He often wonders if he will get testicular cancer himself. Write a paragraph describing how Jimmy can do a self-exam to help detect any signs of testicular cancer.

Write your answer to item 13 in this space.

Chapter 16 Endocrine and Reproductive Health

Care of Reproductive Health Systems

During your teen years, your body is developing into the body of an adult male or female. It is important to take care of your body during this time so it can develop in a healthy way.

Directions: The editor of a teen health magazine has asked you to share your expertise on reproductive health matters. Your assignment is to write a cover story about health behaviors that will help teens maintain a healthy reproductive system. You will need to include information on both male and female reproductive health. Your article will be read by a large audience of intelligent readers, so be sure to research the topic thoroughly. Use the spaces below to keep track of your sources, prepare an outline, and write a draft of your first paragraph. Then write your article on another sheet of paper.

Bibliography	Outline
Draft of Introductory Paragraph	

Note Taking**Chapter 16****Chapter 16 Endocrine and Reproductive Health****Lesson 1 The Endocrine System**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, list as many glands of the endocrine system as you can. After you have finished reading, use what you have learned to revise your list.

Before Reading	After Reading

New and Academic Vocabulary

endocrine glands

hormones

thyroid gland

parathyroid glands

pancreas

pituitary gland

adrenal glands

intermediate

Write the correct vocabulary term under each definition.

1. a gland that serves both the digestive and the endocrine systems _____
2. glands that help the body deal with stress and respond to emergencies _____
3. a gland that produces hormones that regulate metabolism, body heat, and bone growth _____
4. a gland that regulates and controls the activities of all other endocrine glands _____
5. ductless, or tubeless, organs or groups of cells that secrete hormones directly into the bloodstream

6. glands that produce a hormone that regulates the body's balance of calcium and phosphorus _____
7. chemical substances that help regulate many of the body's functions _____
8. being at a middle place or stage _____

How the Endocrine System Works

I found this information on page(s) _____.

Explain the main function of the endocrine system.

List and briefly **describe** the 10 glands of the endocrine system.

Gland	Function

Identify the three sections, or lobes, of the pituitary gland.

List the two parts that make up each adrenal gland.

Maintaining Your Endocrine Health

I found this information on page(s) _____.

Describe how you can maintain your endocrine health.

Academic Integration: Science**Chapter 16****Chapter 16 Endocrine and Reproductive Health****Lesson 1 The Endocrine System****Studying Hormones**

Below are descriptions of four experiments conducted by scientists as part of their research on hormones.

Directions: Read the descriptions and think about the purpose of each experiment. Then, answer the questions that follow.

Experiment #1: The scientists took a group of 10 adult mice and injected five of them with varying amounts of melatonin, a hormone linked to regulating sleep cycles in people. The scientists then subjected all the mice to the same light and sound stimulation. They observed the mice for a period of seven days.

Experiment #2: The scientists took a group of 10 pre-adult mice and injected five of them with varying amounts of melatonin, a hormone also thought to affect the onset of puberty in humans. The scientists observed the mice until all of them developed adult sex characteristics.

Experiment #3: The scientists took a group of 10 young mice and injected five of them with varying amounts of pituitary gland hormones that stimulate body growth in people. The scientists observed the mice until all of them developed into adults.

Experiment #4: The scientists took a group of 20 mice, consisting of 10 young mice and 10 adult mice. They injected half of each group with thymus gland hormones that regulate development of people's immune systems. The scientists then exposed all the mice to the same disease-causing bacteria. They observed all the mice to measure their responses and health.

1. What were the scientists trying to learn in Experiment #1?

2. What were the scientists trying to learn in Experiment #2?

3. What were the scientists trying to learn in Experiment #3?

4. In Experiment #4, what were the scientists trying to learn?

5. In Experiment #4, why did the scientists inject both young and adult mice with thymus gland hormones?

Chapter 16 Endocrine and Reproductive Health

Lesson 2 The Male Reproductive System

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence describing the functions of the male reproductive system. After you have read the lesson carefully, use what you have learned to rewrite your sentence.

Before Reading	After Reading

New Vocabulary

sperm

testosterone

testes

scrotum

penis

semen

sterility

Write a vocabulary word to answer each question.

1. Which tubelike structure is composed of spongy tissue that contains many blood vessels?

2. Which can result from too few sperm or sperm of poor quality?

3. Which two glands are located in the scrotum?

4. Which thick fluid contains sperm?

5. Which hormone controls the production of sperm?

6. Which is referred to as “gametes,” or reproductive cells?

7. Which is an external skin sac?

Name _____ Date _____ Class _____

**How Male
Reproduction Works**I found this information
on page(s) _____.**Name** the ages between which the male reproductive system
reaches maturity.

List the three external organs of the male reproductive system
and **describe** each.

Organ	Description

List the internal structures of the male reproductive system.

**Maintaining
Reproductive Health**I found this information
on page(s) _____.**List** five steps males can take toward maintaining reproductive
health.

- 1.
- 2.
- 3.
- 4.
- 5.

**Male Reproductive
System Problems**I found this information
on page(s) _____.**Identify** some potential problems of the male reproductive
system.

- 1.
- 2.
- 3.
- 4.

Chapter 16 Endocrine and Reproductive Health

Lesson 2 The Male Reproductive System

Mix and Match

Directions: A great way to prepare yourself for a test is to make up a set of study cards. Organize the study cards below by matching each card that names a structure of the male reproductive system with the card stating the role of that system.

1. coiled tube where sperm mature and are stored	2. passageway through which semen and urine leave the body	3. prostate gland and Cowper's glands
4. produces fluid that nourishes the sperm and makes them more mobile	5. testis	6. seminal vesicle
7. produces secretions that combine with sperm-containing fluid to form semen	8. epididymis	9. vas deferens
10. tubes that extend from each epididymis to the urethra	11. forms sperm in hundreds of tiny tubules	12. urethra

Matching Cards: _____

Note Taking**Chapter 16****Chapter 16 Endocrine and Reproductive Health****Lesson 3 The Female Reproductive System**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Skim and Scan Before you read this lesson, read all section titles, pictures, tables, and graphs. Write a question that you expect the lesson to answer. After you have finished reading the lesson carefully, write the answer to your question.

Before Reading	After Reading

New Vocabulary

Write the definition of each vocabulary term on the lines provided.

eggs

ovaries

uterus

ovulation

fallopian tubes

vagina

menstruation

cervix

Female Reproductive Organs

I found this information on page(s) _____.

Name and describe the structures of the female reproductive system.

Structure	Function

Explain the menstrual cycle by completing the chart.

Days 1–8	
Days 9–20	
Days 21	
Days 22–30	

Maintaining Reproductive Health

I found this information on page(s) _____.

List three behaviors that can help females maintain reproductive health.

- 1.
- 2.
- 3.

State when and how often the American Medical Association recommends that females inspect their breasts.

Female Reproductive Problems

I found this information on page(s) _____.

List three potential problems menstruating females may face.

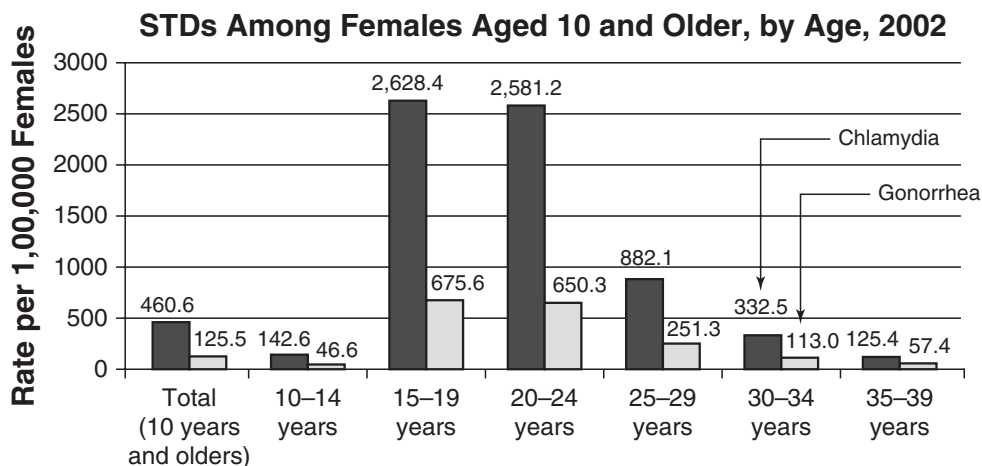
List five potential causes of infertility.

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | |

Academic Integration: Mathematics**Chapter 16****Chapter 16 Endocrine and Reproductive Health****Lesson 3 The Female Reproductive System**

According to the Centers for Disease Control and Prevention, 19 million new cases of STD infections occur every year in the United States. Almost half of them occur among people 15–24 years old. The most commonly reported STD in the United States is chlamydia, which is more common among women than men.

Directions: Study the graph below. Then answer the questions that follow.



Source: U.S. Department of Health and Human Services

- About _____ times more cases of chlamydia were reported for females 15–19 than for girls 10–14.
 A. 8.5 C. 185
 B. 18.5 D. 800
- The number of gonorrhea cases reported for females 10–14 is _____ of the cases reported for females 15–19.
 A. 7% C. 77%
 B. 10% D. 90%
- For females 15–19, the number of chlamydia infections is about three times higher than for females _____.
 A. 10–14. C. 25–29.
 B. 20–24. D. 30–34.
- In 2005, the chlamydia rate per 100,000 was about three times higher for females than for males. About 496 cases were reported for females. What was the approximate number of cases among males?
 A. 300,000 C. 1,488
 B. 33,300 D. 165

5. Based on the graph, what would be the number of chlamydia cases for girls 15–19 in a population of 1.5 million?
 - A. 390
 - B. 3,930
 - C. 39,390
 - D. 393,900
6. A female health disorder that can result from an untreated STD is _____.
 - A. endometriosis
 - B. pelvic inflammatory disease
 - C. yeast infection
 - D. vaginitis
7. If left untreated, an STD could eventually result in _____.
 - A. toxic shock syndrome
 - B. premenstrual syndrome
 - C. pregnancy
 - D. infertility
8. Why might the number of chlamydia and gonorrhea cases be greater for females aged 15–19 than for females in older age groups?

Test Taking**Chapter 17 The Beginning of the Life Cycle****Tips on Preparing for Tests**

- When preparing for a difficult test, spend more time studying the information that challenges you than the information you are comfortable with.
- Keep your past tests in a binder and review them as you study for upcoming tests. Knowing how your instructor designs his or her tests will help you prepare for future exams.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

1. Asking many questions is a characteristic of
 - A. middle childhood.
 - B. early childhood.
 - C. low self-esteem.
 - D. self-control.
2. An amniocentesis
 - F. can show what genetic abnormalities the mother has.
 - G. is performed after birth to check for FAS.
 - H. is used to treat genetic disorders such as hemophilia.
 - J. indicates whether the baby has a genetic disorder.
3. Which vitamin helps in the production of red blood cells and supplies oxygen to cells?
 - A. Protein
 - B. Iron
 - C. Calcium
 - D. Folic acid
4. Miscarriage and stillbirth
 - F. can occur even when the pregnant female gets good prenatal care.
 - G. always indicate that the pregnant female used drugs or alcohol during pregnancy.
 - H. do not occur in women who use illegal substances.
 - J. are the result of ectopic pregnancies.
5. How many sperm are needed to fertilize an egg?
 - A. 50
 - B. 100
 - C. 1
 - D. 10
6. Which environmental hazard has been linked to miscarriage, low birth weight, mental disabilities, and behavior problems in children?
 - F. Exposure to radiation
 - G. Exposure to lead
 - H. Exposure to mercury
 - J. Exposure to smog
7. Which of the following is an accurate statement?
 - A. A baby's gender depends on the chromosome in the egg.
 - B. Two X chromosomes result in a male.
 - C. A baby's gender is determined by the sperm.
 - D. Each egg and sperm cell contain a full set of 46 chromosomes.

8. Which is the chemical compound that makes up genetic material?

F. DNA

G. Proteins

H. Chromosomes

J. Genes

Answer Space

1 A B C D **2** F G H J

3 A B C D **4** F G H J

5 A B C D **6** F G H J

7 A B C D **8** F G H J

Directions: Circle **T** if the statement is true or **F** if the statement is false.

Rewrite any false statements to make them true.

9. **T F** Chorionic villi sampling is a procedure in which a syringe is inserted through a pregnant female's abdominal wall to remove a sample of the amniotic fluid surrounding the developing fetus.

10. **T F** Between each cell division, each chromosome in the nucleus of a cell copies itself, producing two sets of the 46 chromosomes.

11. **T F** A pregnant female should avoid physical activity in order to protect the health of her developing fetus.

12. **T F** During middle childhood, children learn to initiate play rather than following the lead of others.

13. Imagine that your sister-in-law has become pregnant and wants to give her developing baby the best possible prenatal care. Write an e-mail to your sister-in-law, giving her advice on how she can best take care of her body during her pregnancy in order to ensure good health for herself and her baby.

Write your answer to item 13 in this space.

Real World Connection

Chapter 17 The Beginning of the Life Cycle

Research Assignment: Human Genome Project

In the Human Genome Project, scientists tried to locate all of the genes in human DNA. The project started in 1990 and was supposed to last 15 years. However, huge technology advances made it possible for them to finish in 13 years.

Directions: Gather information from a variety of academic sources on the Human Genome Project. After you have gathered your information, write a two- to three-page essay about what you have learned. Follow the guidelines below to organize your information and help you prepare to write your essay.

Format Guidelines for Essay

- Cover page should include your name, class period, and the date.
- Essay should be two to three pages long, double-spaced, and typed.
- Bibliography should list at least three references.

Information to Include in Paper

- Outline the history and budget of the project. State who coordinated the project and which countries were involved.
- State the goals of the Human Genome Project.
- Identify and discuss at least five perceived benefits of the project.

Chapter 17 The Beginning of the Life Cycle

Lesson 1 Prenatal Development and Care

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence or two describing why drinking alcohol is a health risk for a pregnant mother. After you have finished reading, use what you have learned to rewrite your sentences.

Before Reading	After Reading

New and Academic Vocabulary

fertilization

implantation

embryo

fetus

prenatal care

fetal alcohol syndrome

eventually

Write the correct vocabulary term under each definition.

- the process by which the zygote attaches to the uterine wall _____
- a cluster of cells that develops between the third and eighth week of pregnancy _____
- a group of alcohol-related birth defects that includes both physical and mental problems _____
- the name for a group of developing cells after about the eighth week of pregnancy _____
- at an unspecified later time _____
- the union of a male sperm cell and a female egg cell

- the steps that a pregnant female can take to provide for her own health and the health of her baby

Name _____ Date _____ Class _____

The Very BeginningI found this information
on page(s) _____.Briefly **explain** how the microscopic cell that begins human life is formed.

List and briefly **describe** two important structures that form outside the embryo during the early stages of development.

- 1.
- 2.

List the stages of embryonic and fetal development and **identify** one major change that takes place during each stage.

Stage of Development	Major Changes

A Healthy PregnancyI found this information
on page(s) _____.**Explain** how a pregnant female can ensure proper care and nutrition for her developing fetus.

Explain the risks involved with too much or too little weight gain during a pregnancy.

A Healthy FetusI found this information
on page(s) _____.**List** three substances a pregnant female should avoid.

Complications of PregnancyI found this information
on page(s) _____.**List** six possible complications of pregnancy.

Chapter 17 The Beginning of the Life Cycle

Lesson 1 Prenatal Development and Care

It All Happens Before Birth

Directions: Read the following list of events in the stages of embryonic and fetal development. Then fill in the chart by placing each event in the trimester during which it usually occurs.

- | | |
|---|--|
| 1. Fetus may dream | 8. Baby is ready to be born |
| 2. Heart begins beating | 9. Nervous system responds to stimuli |
| 3. Fingers and toes form | 10. Fetus weighs six to nine pounds |
| 4. Weight increases rapidly | 11. Fetus has regular sleep/wake cycle |
| 5. Spinal cord grows faster than rest of body | 12. Fetus uses all five senses |
| 6. Fetus can hear conversations | 13. Fetus develops human profile |
| 7. Fetus passes water from the bladder | 14. Limbs reach full proportion |
| | 15. Fetus can kick |

First Trimester	1. 2. 3. 4. 5.
Second Trimester	1. 2. 3. 4. 5.
Third Trimester	1. 2. 3. 4. 5.

Note Taking**Chapter 17 The Beginning of the Life Cycle****Lesson 2 Heredity and Genetics**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence listing a few common traits that parents pass on to their children. After you have read the lesson carefully, use what you have learned to rewrite your sentence.

Before Reading	After Reading

New and Academic Vocabulary

chromosomes

genes

DNA

genetic disorder

amniocentesis

chorionic villi sampling

gene therapy

Write a vocabulary word to answer each question.

- Which structures are arranged in pairs and are found in most human body cells? _____
- Sickle-cell anemia is a type of which condition?

- Which procedure can be used to determine the age and gender of a fetus? _____
- Which occurs in strands and makes up all living things?

- Which is a procedure through which doctors can examine the chromosomes in fetal cells taken from amniotic fluid?

- Which sets of structures did your mother and father each pass on to you? _____
- Which experimental treatment replaces defective genes with normal genes? _____

Heredity

I found this information
on page(s) _____.

Explain the relationship between chromosomes and genes.

Describe the role of DNA in determining heredity.

Genetics and Fetal Development

I found this information
on page(s) _____.

Explain the function of chromosomes in determining heredity.

List two types of genes.

Gene Type I

•

Gene Type II

•

Explain how the chromosome carried by the sperm determines the gender of a child.

Genetic Disorders

I found this information
on page(s) _____.

List and explain two common technologies used to detect genetic disorders.

1.

2.

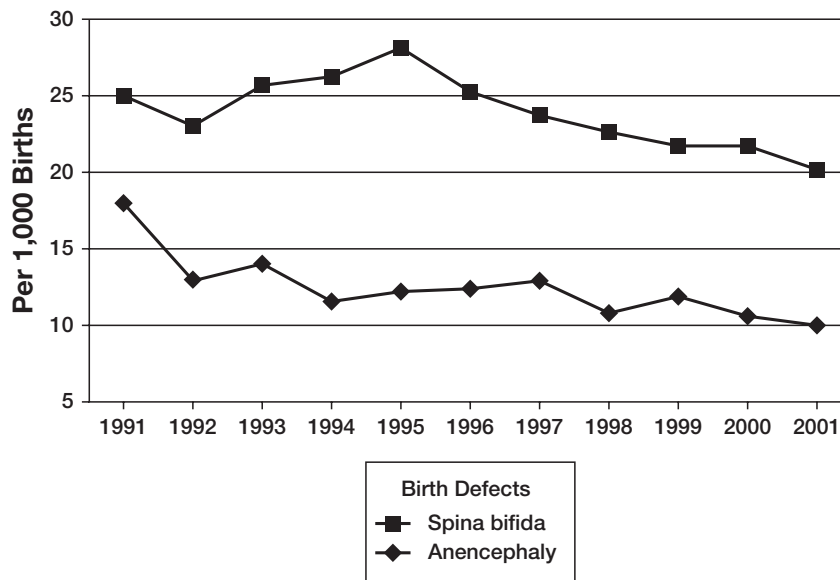
Battling Genetic Diseases

I found this information
on page(s) _____.

Explain how scientists can use the information obtained from the Human Genome Project to learn more about genetic disease.

Academic Integration: Mathematics**Chapter 17 The Beginning of the Life Cycle****Lesson 2 Heredity and Genetics****Early Tests**

Directions: The following graph shows the effects of improved prenatal care on two serious birth defects. Answer the following questions based on the information provided in the graph.



Source: Centers for Disease Control and Prevention, 2001

- The line graph shows the effects of positive prenatal care on two very serious birth defects that affect a baby's nervous system. According to the graph, what percentage of babies were born with anencephaly in 1991?
 - About 8 percent
 - About 18 percent
 - About 28 percent
 - More than 38 percent
- Which of the following BEST captures a trend shown in the graph?
 - Between 1995 and the most recent year shown, spina bifida decreased by about 8 percent.
 - Between the earliest and most recent years shown, anencephaly decreased by about 12 percent.
 - Over the period shown in the graph, both birth defects rose a combined 47 percent.
 - Over the period shown in the graph, the percentage of birth mothers who ate foods rich in folic acid rose by about 47 percent.

Chapter 17 The Beginning of the Life Cycle

Lesson 3 Birth Through Childhood

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Food for Thought As you read this lesson, recall your childhood and try to remember some of the various health screenings you received. After you have finished reading the lesson carefully, write a sentence naming some common health screenings that children receive.

New Vocabulary

Define each vocabulary term. **Write** the correct definition on the line next to each term.

developmental tasks

autonomy

scoliosis

Childhood

I found this information
on page(s) _____.

Identify the four stages of infancy and childhood.

- 1.
- 2.
- 3.
- 4.

List some of the most important developmental tasks
of infancy.

Name the stage of childhood in which a child develops a
sense of autonomy.

Identify a trait that children learn in middle childhood.

Describe how children develop in late childhood.

Childhood Health Screenings

I found this information
on page(s) _____.

List three health screenings or tests that children receive,
either at school, by a pediatrician, or at a health clinic.

- 1.
- 2.
- 3.

Identify two other types of health screenings that children
may undergo.

Chapter 17 The Beginning of the Life Cycle

Lesson 3 Birth Through Childhood

Making the Connection

Directions: After reading this passage, answer the questions that follow.

Awaiting the birth of a new baby can be a very exciting time. Parents-to-be are often amazed when they see ultrasound images of the developing fetus. They may learn whether they will have a boy or a girl. They can identify feet and hands, and they can see the head and eyes, allowing them a “sneak preview” of their new baby. When the baby is born, parents, family, and friends are thrilled to see the tiny infant up close and personal.

Some of the most miraculous and critical developments in an infant, however, cannot be detected with modern technology or by sight. From the first month after conception, an infant’s brain is developing at a tremendous rate, and it continues to develop after birth in ways that will shape it throughout life. Parents play a critical role in protecting a young child’s brain before birth and in helping it to develop after birth. The interactions a child has with his or her parents or guardians in the first months of life actually shape the structure of the brain.

A developing fetus grows more brain cells before birth than it will ever use in life. These cells multiply at an amazing rate. Before a child is born, he or she already has 100 billion brain cells. Brain cells seek to connect to each other even before birth. In fact, each one has the potential to make up to 15,000 connections.

Brain cells connect through electrical impulses conducted by chemicals. These connections form networks, and the complex networks help us to think and learn. Although sufficient brain cells are present, the networks to connect them are not fully developed at the time of birth. So, the “unfinished” brain forms its networks in direct response to the world around it.

The gentle actions parents take to stimulate their infant’s brain networks are critical to a child’s development. Research shows that networks that are poorly established in the first years of life rarely develop adequately later. In a warm, loving, stimulating environment, a child’s brain may establish 1,000 trillion networks by the age of three. Beginning at about age 11, the brain begins to get rid of some connections. This may explain why very young children with the maximum number of brain connections are able to learn languages more easily than adults.

Making eye contact, holding and hugging a child, gently touching arms, fingers, and toes, talking softly, singing, and reading establishes and reinforces brain networks. These actions also release hormones that aid in human development. A strong bond between parent and child provides more than just reassurance; it improves the physical condition of the brain.

1. Brain cells
 - A. form more quickly after birth.
 - B. connect to each other before birth.
 - C. make up to 900 connections.
 - D. develop as an infant grows.
2. What helps to shape the structure of an infant's brain?
 - F. Interactions with parents
 - G. The size of the infant's body
 - H. Good prenatal care
 - J. Advances in technology
3. What action can help establish and reinforce brain networks?
 - A. Teaching an infant to talk and cry
 - B. Learning to walk and run
 - C. Holding and hugging an infant
 - D. Playing with other infants
4. Children are able to learn other languages easier than adults because
 - F. adults already know one language well.
 - G. children can focus more on one thing.
 - H. adults forget things and children remember.
 - J. as people age, they lose brain connections.

Label the following questions *true* or *false*. If the statement is false, rewrite it to make it true.

5. Brain cells connect through nerve signals.

6. Complex networks in the brain help people think and learn.

7. The “unfinished” brain forms its networks for thinking and learning as a response to the world around it. What kind of experiences or responses should parents give to aid in their infant's brain development.

Chapter 18 The Life Cycle Continues

Tips on Preparing for Tests

- Studying in groups is often an effective strategy when preparing for tests. Remember, several minds are better than one!
- Relaxation techniques such as deep breathing exercises and stretching just before taking a test will help you enter the test in a more relaxed state and improve your overall performance.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

- Which is a responsibility of parenthood?
 - Giving unconditional love
 - Setting limits
 - Instilling values
 - All of the above
- Which is a developmental accomplishment that occurs after adolescence?
 - Developing intimacy
 - Achieving emotional independence from parents
 - Developing an identity
 - Adopting a system of personal values
- Which is generally a characteristic of middle adulthood?
 - Looking back on life with a sense of fulfillment
 - Satisfying a career goal
 - Reviewing events of life and achievements
 - Looking back on life without regret
- Which often occurs in females, but usually not in males, during puberty?
 - Body hair appears
 - Perspiration increases
 - All permanent teeth grow in
 - Body fat increases
- Parents can help their children learn to be self-directed by
 - punishing children quickly and severely.
 - letting children figure out the limits of behavior on their own.
 - allowing children to break rules occasionally
 - constantly applying rules and discipline.
- Which can detract from a person's ability to adjust to marriage?
 - Having hobbies in common
 - Being willing to compromise
 - Being reluctant to communicate feelings
 - Sharing attitudes about values
- At which age do people generally reach physical maturity?
 - Late adolescence
 - Early adolescence
 - Middle adulthood
 - Late adulthood

8. Which part of the brain grows and changes significantly during adolescence, increasing creativity and problem-solving skills?
F. Frontal cortex
G. Amygdala
H. Cerebellum
J. Corpus callosum

Answer Space

- | | | | | | | | | | |
|----------|---|---|---|---|----------|---|---|---|---|
| 1 | A | B | C | D | 2 | F | G | H | J |
| 3 | A | B | C | D | 4 | F | G | H | J |
| 5 | A | B | C | D | 6 | F | G | H | J |
| 7 | A | B | C | D | 8 | F | G | H | J |

Directions: Circle **T** if the statement is true or **F** if the statement is false.
 Rewrite any false statements to make them true.

9. **T** **F** People reach adulthood once they achieve physical and emotional maturity.

10. **T** **F** At birth, a female's body contains about half of the eggs she will ever produce.

11. **T** **F** Emotional maturity is the point at which the body and its organs are developed.

12. **T** **F** Middle and late adulthood are times of contribution and reflection.

13. Jimmy and Amanda have been dating since ninth grade. They are in love with each other and are discussing the possibility of marriage, even though they still have one year of high school remaining. Write a paragraph explaining some consequences of teen marriage to Jimmy and Amanda.

Write your answer to item 13 in this space.

Chapter 18 The Life Cycle Continues

Using the Internet

The Internet is a powerful tool for finding information.

Directions: The purpose of this exercise is to practice using the Internet to gather information. First, find information on the physical, mental, emotional, and social changes that occur in humans throughout various stages of the life cycle. Focus on adolescence, young adulthood, middle adulthood, and late adulthood. Next, discuss the criteria you used to select authentic and appropriate health information from the Internet.

1. Which search engine did you use to begin your search?

2. What keywords did you use to conduct your search?

3. List the Web sites or home pages that you visited (include URLs and full names).

4. Describe the criteria you used to select information. How did you determine whether a web site contained valid information?

5. Describe three advantages of using the Internet over traditional sources of information, such as textbooks, encyclopedias, newspapers, magazines, and journals.

6. Describe three disadvantages of using the Internet over traditional sources of information.

Note Taking

Chapter 18 The Life Cycle Continues

Lesson 1 Changes During Adolescence

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, list some of the changes that males and females experience during puberty. After you read, use what you have learned to complete your list.

Before Reading	After Reading

Chapter 18

New and Academic Vocabulary

adolescence

puberty

cognition

significant

Write the correct vocabulary term under each definition.

1. the time when a person begins to develop certain traits of adults of his or her gender

2. having meaning

3. the ability to reason and think about abstract solutions

4. the period between childhood and adulthood

Puberty: A Time of Changes

I found this information on page(s) _____.

List three areas of a person's life in which change occurs during adolescence.

Identify the primary sex characteristics that develop in both males and females during puberty.

Identify five areas of the brain and **state** which body functions each area controls.

Area of Brain	Functions

List three cognitive skills that develop during puberty.

- 1.
- 2.
- 3.

List three emotional needs adolescents may begin to search for as they mature emotionally.

- 1.
- 2.
- 3.

Accomplishments in Adolescence

I found this information on page(s) _____.

List two social changes that adolescents experience.

Identify four developmental tasks that adolescents achieve.

- 1.
- 2.
- 3.
- 4.

Academic Integration: Science**Chapter 18 The Life Cycle Continues****Lesson 1 Changes During Adolescence**

Directions: Imagine that you are a police artist whose specialty is helping to find missing children. You work with computer software that enables you to create and alter images. A lot of your work involves starting with a picture of a child who disappeared when he or she was young, and creating a picture of what the child might look like now that several years have passed. This often means adding changes brought about by puberty.

Below are descriptions of two “cold cases” concerning missing children who disappeared years ago. Read each case. Then answer the questions that follow.

Case #1: Denny was 10 years old when he disappeared 7 years ago. His parents, who are both tall, have given you a photograph of Denny playing in the yard on his tenth birthday. Although he is thin, he is tall for his age. You scan the photo into your computer and create two pictures of what Denny might look like now if he were standing in the yard. Denny’s face is different in the two pictures.

Case #2: Althea was 8 years old when she disappeared 10 years ago. Her parents have given you a photograph of her walking the family dog. In the picture, she has very short hair and a big smile that shows two missing front teeth. You scan the photo into your computer and create a picture of what a smiling Althea might look like now if she were walking a dog.

1. In your pictures of Denny, what should you do about his height? Why?

2. Why did you make two pictures of Denny? What changes did you make to his face, and why?

3. In addition to making Althea taller, what other changes would you make to her body? Why?

4. What would be the most significant difference in Althea's face? Why?

5. What changes would you make to the bodies of both Denny and Althea? Why?

Note Taking**Chapter 18 The Life Cycle Continues****Lesson 2 Adulthood, Marriage, and Parenthood**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence describing some common causes of conflict in a marriage. After you have read the lesson carefully, use what you have learned to rewrite your sentence.

Before Reading	After Reading

New and Academic Vocabulary

physical maturity

emotional maturity

commitment

adoption

self-directed

unconditional love

Write a vocabulary word to answer each question.

- Which is a promise that a married couple makes to each other?

- Which is a state of maturity at which an individual has a strong personal identity and is able to develop close relationships?

- Which term describes children who have learned limits and can effectively control their own behavior?

- Which is a state of maturity that most people reach in late adolescence or in their early twenties?

- Which is one of the main responsibilities of parenting?

- Which term refers to legally taking a child of another parent as one's own?

Maturing Physically and Emotionally

I found this information on page(s) _____.

Name two states of maturity that people must reach before they are considered adults.

Stages of Adulthood

I found this information on page(s) _____.

List the three stages of adulthood and **name** the goals associated with each stage.

Stage	Goal

Marriage

I found this information on page(s) _____.

Explain the major differences between a dating relationship and a marriage.

List three factors that can determine how well an individual will adjust to marriage.

- 1.
- 2.
- 3.

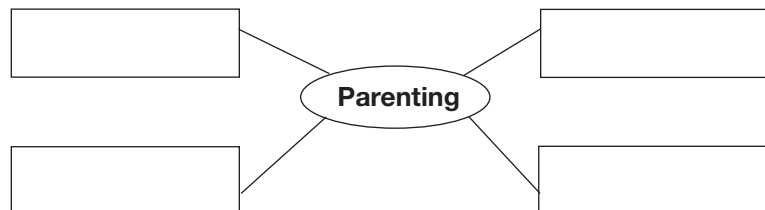
List two ways that spouses can reduce marital conflict.

Identify three reasons why a high percentage of teen marriages end in divorce within the first few years.

Parenthood

I found this information on page(s) _____.

Name four responsibilities of parenting.



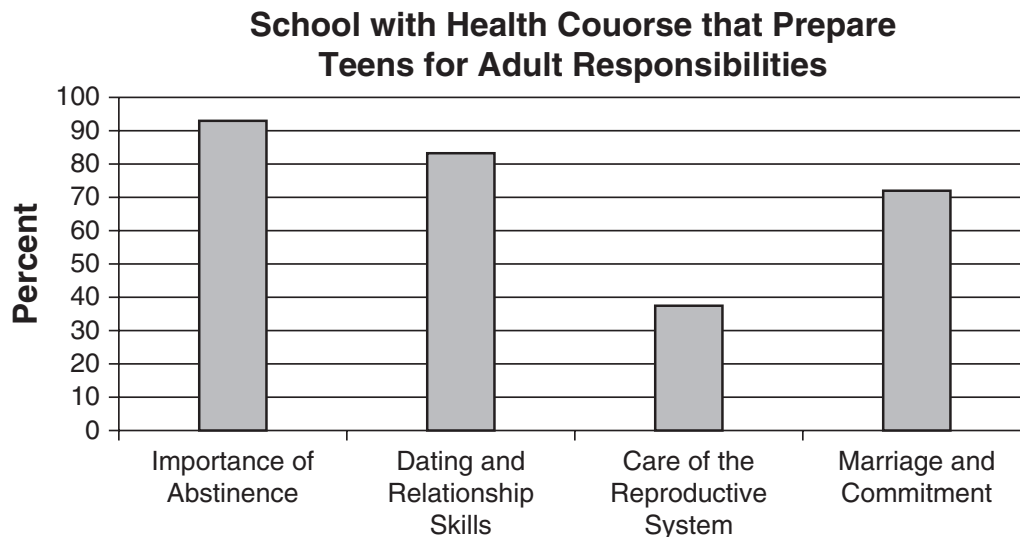
Academic Integration: Mathematics

Chapter 18 The Life Cycle Continues

Lesson 2 Adulthood, Marriage, and Parenthood

Transitions into Adult Responsibilities

Directions: Becoming an adult means more than just reaching a certain age. It means taking charge of your life and making healthful, responsible decisions. Answer the following questions based on the information provided in the graph.



Source: *Journal of School Health*, 2001

1. According to the bar graph, what percentage of schools teach the importance of abstinence?
 - A. More than 30 percent
 - B. More than 70 percent
 - C. More than 80 percent
 - D. More than 90 percent
2. How many more schools teach skills related to dating and relationships than skills related to marriage and commitment?
 - A. About 11 percent more
 - B. About 19 percent more
 - C. About 21 percent more
 - D. About 80 percent more
3. Which best sums up the purpose of this graph?
 - A. To show the importance our schools place on preparing teens for their future as adults
 - B. To show that marriage and commitment are more important topics than care of the reproductive system
 - C. All of the above
 - D. None of the above

Chapter 18 The Life Cycle Continues

Lesson 3 Health Through the Life Cycle

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Food for Thought As you read this lesson, think about health issues individuals encounter during middle adulthood. After you have finished reading the lesson carefully, list several areas of health that can become a concern during middle adulthood.

New Vocabulary

Unscramble each vocabulary term. Then write the definition of each term.

transitions

typme-esnt eomrdyns

empty-nest syndrome

integrity

tyigrentni

tinosinsart

Middle Adulthood

I found this information
on page(s) _____.

Name some transitions that can take place during middle adulthood.

Identify examples of some transitions that often occur during middle adulthood.

Transition	Examples
Physical	
Mental	
Emotional	
Social	

Late Adulthood

I found this information
on page(s) _____.

Explain how living with integrity can have an effect on late adulthood.

Describe the roles of public health policies and programs such as the Social Security system, Medicare, and Medicaid.

Chapter 18 The Life Cycle Continues

Lesson 3 Health Through the Life Cycle

Transitions

Directions: Read the following passage about a married couple and describe possible physical, mental, emotional, and social transitions facing them in the years to come. Then, offer suggestions as to what steps the couple could take to make these transitions more comfortable.

Pedro and Penelope have been married for 22 years. Pedro is 48 and Penelope is 45. They have two teen children, Maria and Richie. Pedro has been an architect for 26 years, while Penelope has taught school for 24 years.

Physical transitions: _____

Suggestions: _____

Mental transitions: _____

Suggestions: _____

Emotional: _____

Suggestions: _____

Social: _____

Suggestions: _____

Test Taking**Chapter 19 Medicines and Drugs****Tips on Preparing for Tests**

- Be prepared for tests by taking items such as extra pencils, scrap paper, and a watch with you.
- Always review your homework assignments after your instructor has returned them. Clarify any information you do not understand to better prepare for the test.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

1. Which is NOT a way in which medicines are categorized?
 - A. Medicines that relieve pain and other symptoms
 - B. Medicines that help prevent disease
 - C. Medicines that help build muscle mass
 - D. Medicines that fight pathogens, or infectious agents that cause disease
2. Which are criteria that the FDA uses to regulate prescription drugs?
 - F. Chemical composition, possible side effects
 - G. Potential to cause harm, number of individuals in need
 - H. Strength of medicine, severity of illness
 - J. Cost of production, strength of medicine
3. Which term describes when medicines work together in a positive way?
 - A. Additive effect
 - B. Additive interaction
 - C. Synergistic effect
 - D. Antagonistic interaction
4. Which are a class of chemical agents that destroy disease-causing microorganisms called bacteria, while leaving the patient unharmed?
 - F. Antifungals
 - G. antitoxins
 - H. Antivirals
 - J. Antibiotics
5. Which anti-inflammatory agent is often recommended for children in place of aspirin?
 - A. Acetaminophen
 - B. Narcotics
 - C. Ibuprofen
 - D. Codeine
6. Which is NOT an example of medicine misuse?
 - F. Discontinuing use of a medicine without informing your health care professional
 - G. Failing to follow the instructions on or included with the medicine package
 - H. Taking too much or too little of a medicine
 - J. Taking a medication as directed by a pharmacist

7. Which of the following is NOT listed on over-the-counter medicine labels?

- A. Possible side effects
- B. Symptoms treated by the product
- C. Directions for taking the medicine
- D. Safety rating of the medicine

8. Morphine, codeine, and aspirin are all

- F. antivirals.
- G. analgesics.
- H. vaccines.
- J. antibiotics.

Answer Space

1 A B C D 2 F G H J

3 A B C D 4 F G H J

5 A B C D 6 F G H J

7 A B C D 8 F G H J

Directions: Circle **T** if the statement is true or **F** if the statement is false.

Rewrite any false statements to make them true.

9. **T F** Intentionally taking more than the recommended dose of a prescribed pain reliever is an example of substance abuse.

10. **T F** Inhaled medicines, such as asthma medicines, are delivered in a fine mist or powder.

11. **T F** Body-regulating medicines are often used to treat people suffering from mental illnesses.

12. **T F** Children who take aspirin are at risk of developing Reye's syndrome, a potentially life-threatening illness of the brain and liver.

13. Francisco, a high school junior, is planning to travel abroad for the summer. He has taken care of nearly everything for his trip, except for the vaccinations recommended by his physician. Francisco knows little about vaccines and does not understand why he must be vaccinated before traveling. Write a paragraph explaining to Francisco what a vaccine is and how it will protect him while traveling.

Write your answer to item 13 in this space.

Real World Connection

Chapter 19 Medicines and Drugs

Medicine Abuse—Get Involved

Which organizations in your community discourage drug and alcohol use?

Directions: Research and contact one organization to learn how it is helping teens avoid medicine abuse. Find out if any volunteer opportunities exist and learn more about those that interest you.

1. Give the names of two organizations that are actively preventing medicine abuse in your community.

2. Research volunteer opportunities within an organization and find out how to become a volunteer. Describe your findings.

3. Which of the volunteer opportunities interest you? Why?

4. Pursue one of the volunteer opportunities, and write a paragraph describing your volunteer experience. Share your experience with the class.

Chapter 19 Medicines and Drugs

Lesson 1 The Role of Medicines

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, list what you know about how cold medications affect your body. After you have finished reading, use what you have learned to write a sentence describing how antihistamines work.

Before Reading	After Reading

New and Academic Vocabulary

medicines

drugs

vaccine

side effects

additive interaction

synergistic effect

antagonistic interaction

neutralize

Write the correct vocabulary term under each definition.

1. occurs when medicines work together in a positive way _____

2. substances other than foods that change the structure or function of the body or mind _____

3. to counteract the effect of _____

4. occurs when one medicine's effect is canceled or reduced when taken with another _____

5. drugs that are used to treat or prevent diseases or other conditions _____

6. the interaction of two or more medicines that results in a greater effect than when the medicines are taken alone _____

7. reactions to medicines other than the one intended _____

8. a preparation that prevents a person from contracting a specific disease _____

Types of Medicines

I found this information
on page(s) _____.

Explain how medicines are classified.

List the four broad categories that treat or prevent illness.

- 1.
- 2.
- 3.
- 4.

List four types of medicines that fight pathogens and **explain** how each works.

Medicine	Pathogen(s)

List four types of medicines that people use to control chronic conditions.

- 1.
- 2.
- 3.
- 4.

Taking Medications

I found this information
on page(s) _____.

List four ways in which medicines can be delivered to the body.

- 1.
- 2.
- 3.
- 4.

List three types of medicine interactions.

- 1.
- 2.
- 3.

Describe the difference between tolerance and withdrawal.

Chapter 19 Medicines and Drugs

Lesson 1 The Role of Medicines

The First Vaccine

Directions: Below is a brief history of the first vaccine. Read the history and answer the questions that follow.

Smallpox used to be a serious health problem throughout much of the world. The first recorded smallpox epidemic occurred as far back as 1350 B.C in what is today the Middle East. The disease reached Europe sometime between the fifth and seventh centuries. From there, it eventually spread to North America.

In the late eighteenth century, an English doctor named Edward Jenner noticed that milkmaids who had developed cowpox (which was similar to smallpox but less serious) did not catch smallpox. In 1796, Jenner took fluid from a cowpox sore on a milkmaid's hand. He used the fluid to inoculate an eight-year-old boy. Several weeks later, Jenner exposed the boy to smallpox. The boy did not get sick.

Jenner had found a way to stop people from getting smallpox. He called his breakthrough a "vaccine." (*Vaca* is Latin for "cow.") The new technique for preventing smallpox was soon put to use, and by 1800, hundreds of thousands of people had been vaccinated against smallpox.

1. A vaccine is a medicine that _____.
 - A. relieves pain
 - B. manages chronic conditions
 - C. helps restore health
 - D. fights pathogens
2. What was in Jenner's smallpox vaccine?
 - A. smallpox pathogens
 - B. antitoxins
 - C. cowpox pathogens
 - D. antibiotics
3. Why did milkmaids who had developed cowpox not get sick with smallpox?

4. Why did the boy whom Jenner exposed to smallpox not get the disease?

5. Based on the history above, what would have happened to the boy if he were exposed to smallpox five years later? Why?

Note Taking

Chapter 19 Medicines and Drugs

Lesson 2 Using Medicines Safely

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence describing some reasons why you think people may abuse medicines. After you have read the lesson carefully, use what you have learned to write a sentence describing three pieces of advice you would give people to help them avoid abusing medicine.

Before Reading	After Reading

New and Academic Vocabulary

prescription medicines

over-the-counter (OTC) medicines

medicine misuse

medicine abuse

drug overdose

Write a vocabulary word to answer each question.

1. Using medicines at a “pill party” is an example of which term?

2. Which is a potential result of medicine abuse?

3. Which types of medicines can be purchased without a doctor’s prescription?

4. Mixing medicines without the knowledge or approval of your health care provider is an example of which term?

5. Which type of medicine should be taken only by the person whose name appears on the label?

Standards for Medicine

I found this information
on page(s) _____.

List some pieces of information that the FDA requires drug manufacturers to supply before approving a drug for use.

Give two criteria that the FDA tests for during clinical trials.

List the information that drug makers must include on all OTC and prescription medicine labels.

List the additional information that must be included on a prescription medicine label.

Medicine Misuse

I found this information
on page(s) _____.

Explain the difference between medicine misuse and medicine abuse.

List six examples of medicine misuse.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

List three behaviors that will help you avoid medicine abuse:

Academic Integration: English**Chapter 19 Medicines and Drugs****Lesson 2 Using Medicines Safely****The Importance of Labeling**

As you have learned, reading the product label on over-the-counter (OTC) medicines is important to your health and safety. The Food and Drug Administration (FDA) has made it easier to read medicine labels by ensuring that labels on all OTC medicines include certain information and have information listed in the same order and style as shown below.

Directions: Examine the label below and answer the questions that follow.

Drug Facts							
<i>Active ingredient (in each tablet)</i>	<i>Purpose</i>						
Chlorpheniramine maleate 2 mg	Antihistamine						
<i>Uses</i> temporarily relieves these symptoms due to hay fever or other upper respiratory allergies: ■ sneezing ■ runny nose ■ itchy, watery eyes ■ itchy throat							
Warnings Ask a doctor before use if you have ■ glaucoma ■ a breathing problem such as emphysema or chronic bronchitis ■ trouble urinating due to an enlarged prostate gland Ask a doctor or pharmacist before use if you are taking tranquilizers or sedatives							
When using this product ■ drowsiness may occur ■ avoid alcoholic drinks ■ alcohol, sedatives, and tranquilizers may increase drowsiness ■ be careful when driving a motor vehicle or operating machinery ■ excitability may occur, especially in children							
If pregnant or breast feeding, ask a health professional before use. Keep out of reach of children. In case of overdose, get medical help or contact a Poison Control Center right away.							
Directions <table border="1"> <tbody> <tr> <td>adults and children 12 years and over</td> <td>take 2 tablets every 4 to 6 hours; not more than 12 tablets in 24 hours</td> </tr> <tr> <td>children 6 years to under 12 years</td> <td>take 1 tablet every 4 to 6 hours; not more than 6 tablets in 24 hours</td> </tr> <tr> <td>children under 6 years</td> <td>ask a doctor</td> </tr> </tbody> </table>		adults and children 12 years and over	take 2 tablets every 4 to 6 hours; not more than 12 tablets in 24 hours	children 6 years to under 12 years	take 1 tablet every 4 to 6 hours; not more than 6 tablets in 24 hours	children under 6 years	ask a doctor
adults and children 12 years and over	take 2 tablets every 4 to 6 hours; not more than 12 tablets in 24 hours						
children 6 years to under 12 years	take 1 tablet every 4 to 6 hours; not more than 6 tablets in 24 hours						
children under 6 years	ask a doctor						

Drug Facts (continued)	
Other information ■ store at 20-25°C (68-77°F) ■ protect from excessive moisture	
Inactive Ingredients D&C yellow no. 10, lactose, magnesium stearate, microcrystalline cellulose, pregelatinized starch	

1. What is the active ingredient in this medicine? How much of the ingredient does each tablet contain?

2. What two side effects may occur as a result of taking this medicine?

3. In what situations should people contact a doctor before taking this medicine?

Chapter 20 Tobacco

Tips on Preparing for Tests

- Studying with index cards is an effective way to memorize information. Write a vocabulary word on one side of the card and the definition on the other.
- Recopying your class notes is another effective way to memorize information. While studying, recopy your notes once or twice in order to absorb the information.

Directions: Choose the best answer and mark your responses in the answer space below.

- Which substance reduces the oxygen levels in the blood of a pregnant mother and fetus?
A. Tar
B. Nicotine
C. Carbon monoxide
D. Carcinogen
- Tar contained in tobacco smoke is harmful to the lungs because it
F. clogs the blood vessels.
G. is a stimulant.
H. paralyzes cilia.
J. is addictive.
- According to the Surgeon General, what is the only way to fully protect people from the damaging health effects of environmental tobacco smoke?
A. Prohibit smoking in the home
B. Prohibit smoking in public places
C. Prohibit smoking altogether
D. Increase the legal smoking age to 21
- Which is not an effect of nicotine on the body?
F. Increased heart rate
G. Raised blood pressure
H. Contributes to heart disease
J. Reduces stress
- Which condition can leukoplakia potentially lead to?
A. Heart disease
B. Emphysema
C. Oral cancer
D. Lung cancer
- For which age group is environmental tobacco smoke especially harmful?
F. Middle-aged adults
G. Senior citizens
H. Young adults
J. Infants and children
- Which is a reason most teens begin using tobacco?
A. Media influence
B. Desire for mature appearance
C. Weight control
D. All of the above
- Which is NOT a withdrawal symptom many tobacco users experience?
F. Difficulty concentrating
G. Sleep disturbances
H. Irritability
J. Uncontrolled shaking

Answer Space

- | | |
|-----------|-----------|
| 1 A B C D | 2 F G H J |
| 3 A B C D | 4 F G H J |
| 5 A B C D | 6 F G H J |
| 7 A B C D | 8 F G H J |

Directions: Circle **T** if the statement is true or **F** if the statement is false.
Rewrite any false statements to make them true.

9. **T F** The consequences of smoking are all health-related.

10. **T F** Some teens avoid using tobacco because of family values.

11. **T F** A low level of exposure to secondhand smoke is not dangerous to your health.

12. **T F** Many teens begin using tobacco because they feel it makes them look sophisticated.

13. Frank's father is a chronic smoker, often smoking more than two packs per day. Frank is on his school's cross-country team and is concerned about his health at home. He knows that secondhand smoke is dangerous and does not want to risk his own health simply by being at home. Write a paragraph explaining some measures Frank could take to reduce his exposure to his father's secondhand smoke.

Write your answer to item 13 in this space.

Chapter 20 Tobacco

An Anti-Tobacco Campaign

In order to make better health decisions, it is important to keep people informed about the risks they take when choosing negative behaviors such as smoking.

Directions: Create a pamphlet about smoking and the dangers of tobacco use. Include risks involved with smoking and strategies teens can use to protect themselves from the dangers of tobacco. Fill in the information below to help guide your project.

1. What artwork will you include in your pamphlet?

2. What catchy slogans or phrases will you use in your pamphlet?

3. In the space provided, write the main subject matter of your pamphlet. Make sure to include information on both the short-term and long-term effects of tobacco use, the risks of environmental tobacco smoke (ETS) for nonsmokers, common reasons teens begin using tobacco, and strategies teens can use to avoid tobacco use.

Note Taking**Chapter 20 Tobacco****Lesson 1 The Health Risks of Tobacco Use**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence describing why it is so difficult for some individuals to quit smoking. After you have finished reading, use what you have learned to rewrite your sentence.

Before Reading	After Reading

New and Academic Vocabulary

addictive drug

nicotine

stimulant

carcinogen

tar

carbon monoxide

smokeless tobacco

leukoplakia

decade

Write the correct vocabulary term under each definition.

1. a cancer-causing substance

2. the addictive drug found in tobacco leaves

3. a colorless, odorless, and poisonous gas

4. a substance that causes physiological or psychological dependence

5. thickened, white, leathery spots on the inside of the mouth that can develop into oral cancer

6. a thick, sticky, dark fluid produced when tobacco burns

7. a group or set of ten

8. a drug that increases the action of the central nervous system, the heart, and other organs

9. tobacco that is sniffed through the nose, held in the mouth, or chewed

Toxic Substances in Tobacco Products

I found this information on page(s) _____.

List three toxic substances found in tobacco products and briefly **describe** how each one affects the body.

Substance	Affects

Pipes, Cigars, and Smokeless Tobacco

I found this information on page(s) _____.

Identify some of the evidence to support the claim that pipes and cigars are just as dangerous, if not more so, than cigarettes.

Harmful Effects of Tobacco Use

I found this information on page(s) _____.

List four short-term effects of tobacco use.

- 1.
- 2.
- 3.
- 4.

List five health problems caused by long-term tobacco use.

- 1.
- 2.
- 3.
- 4.
- 5.

Other Consequences of Tobacco Use

I found this information on page(s) _____.

List three other consequences of tobacco use.

- 1.
- 2.
- 3.

Academic Integration: Social Studies**Chapter 20 Tobacco****Lesson 1 The Health Risks of Tobacco Use****Cigarette Advertising**

Directions: One of your most effective defenses against being influenced to use tobacco is your ability to understand and analyze cigarette advertising. Below are descriptions of real cigarette advertisements, campaigns, and slogans. Read each one and answer the questions that follow it.

1. An ad featuring a smiling, proud woman holding a cigarette has this headline: “The best choice for you—and your wallet!”

What is this ad’s strategy? Why is the ad’s message misleading?

2. An ad celebrating a brand’s 75th year features this headline: “75 years and still smokin’.” What is this ad’s apparent message? What is the ad’s unspoken message? Why is the ad’s message false?

3. An ad features an older woman saying, “Proper, decent women shouldn’t have fun.” A young woman replies, “Well, shame on me, ‘cause I really like to have fun.” Who is the intended audience of this ad? How does the ad target this audience? What could be some consequences of using tobacco for the reasons suggested by the ad?

4. An ad for a slim cigarette shows a smiling, attractive young woman, with this headline: “The slimmest slim in town.” Who is the intended audience of this ad? How does the ad target this audience? Why is the ad’s message false?

Chapter 20 Tobacco

Lesson 2 Choosing to Live Tobacco Free

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence describing the last time you saw smoking on TV, in an advertisement, or in a movie. After you have read the lesson carefully, use what you have learned to write a sentence describing how you can resist being tempted by media efforts that make tobacco use look appealing.

Before Reading	After Reading

New Vocabulary

nicotine withdrawal

nicotine substitutes

tobacco cessation
program

Write a vocabulary word to answer each question.

1. Which physical symptom do people often experience when they stop using tobacco?

2. Which is a course that provides information and help to people who want to stop using tobacco?

3. Which substances do people often use to relieve the symptoms of nicotine withdrawal?

Teens and Tobacco

I found this information
on page(s) _____.

Identify some reasons for tobacco use among teens.

List four factors that have contributed to a reduced number of high school students who use tobacco products.

- 1.
- 2.
- 3.
- 4.

Benefits of Living Tobacco Free

I found this information
on page(s) _____.

Identify the benefits of living tobacco-free.

List three strategies that will help you avoid tobacco use.

- 1.
- 2.
- 3.

Quitting Tobacco Use

I found this information
on page(s) _____.

Describe some of the symptoms of nicotine withdrawal.

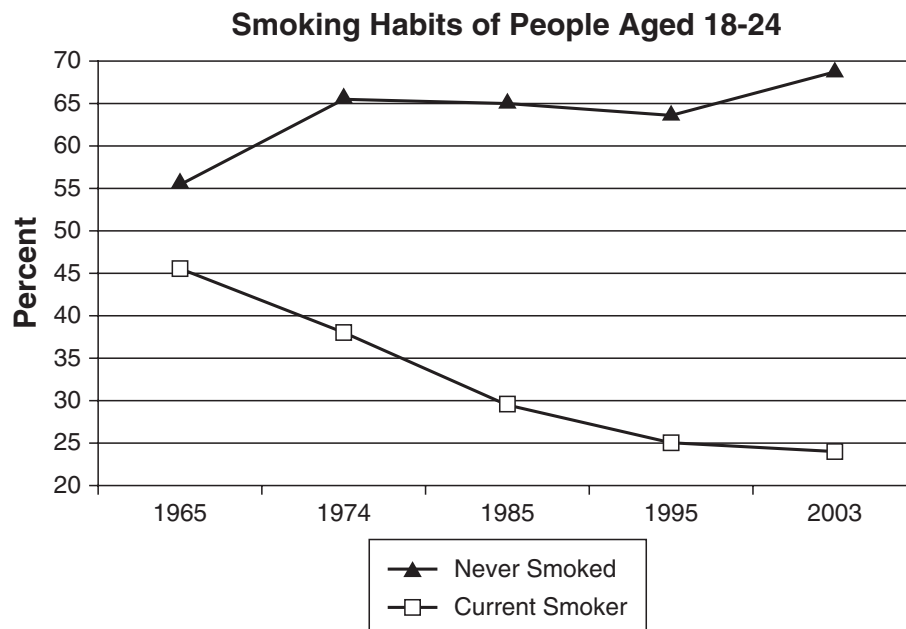
List four strategies for people who want to quit using tobacco.

- 1.
- 2.
- 3.
- 4.

Chapter 20 Tobacco

Lesson 2 Choosing to Live Tobacco Free

Directions: You have read that smoking is a very dangerous and addictive habit. With more information available on the effects of tobacco use, more teens are choosing to live tobacco-free lives. Answer the questions below based on the information provided in the graph.



- According to the line graph, what percentage of people in 2003 said they had never smoked?
 - About 24 percent
 - About 57 percent
 - About 67 percent
 - About 70 percent
- By what percentage did smoking decline between the earliest and latest years shown?
 - About 3 percent
 - About 4 percent
 - About 12 percent
 - About 20 percent
- What health trend does this graph show?
 - The percentage of smokers has steadily decreased for the years shown.
 - The percentage of people who have never smoked has mostly increased for the years shown.
 - Both A and B
 - Neither A nor B

Note Taking

Chapter 20 Tobacco

Lesson 3 Promoting a Smoke Free Environment

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Food for Thought As you read this lesson, think about how smoking can affect people other than the smoker. After you have finished reading the lesson carefully, write a sentence or two describing what you have learned about the health risks of tobacco smoke for nonsmokers.

New and Academic Vocabulary

Unscramble and **define** each vocabulary term.

environmental tobacco smoke

meartsdesi omske

mainstream smoke

eramtsnima osmek

sidestream smoke

latmenonirenv oaccbot ekosm

Health Risks of Tobacco Smoke

I found this information on page(s) _____.

Explain the difference between mainstream smoke and sidestream smoke.

Identify some effects of ETS on nonsmokers.

Explain how nicotine and carbon monoxide can be dangerous to a mother and her fetus.

Reducing Your Risks

I found this information on page(s) _____.

List some strategies you can use to reduce the effects of ETS in your home.

Creating a Smoke-Free Society

I found this information on page(s) _____.

Identify three actions that have aided efforts to curb smoking in public places.

- 1.
- 2.
- 3.

Describe the purpose of *Healthy People 2010*.

Academic Integration: Social Studies**Chapter 20 Tobacco****Lesson 3 Promoting a Smoke-Free Environment****Tobacco, the Law, and You**

Directions: Write two brief essays answering the questions below. Use what you have learned in Lesson 3 and additional research from online or library resources to support your position.

1. List several laws that restrict tobacco use. Do you think these types of laws can help promote a smoke-free society? Explain your answer.

2. What steps can teens take to help the *Healthy People 2010* program reach its goal of reducing the number of people who use tobacco and the number of deaths associated with tobacco use?

Chapter 21 Alcohol

Tips on Preparing for Tests

- While studying content in your textbook, underline or highlight important information to help you remember it.
- Ask your instructor to clarify any information that is confusing to you.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

1. Which statement about alcohol's effect on the body is accurate?
 - A. In general, alcohol moves into the bloodstream faster in males than in females.
 - B. Smaller-sized people and larger-sized people feel equal effects if they consume equal amounts of alcohol.
 - C. As the amount of alcohol consumed increases, the level of alcohol in the bloodstream increases.
 - D. Food in the stomach speeds up the passage of alcohol into the bloodstream.
2. Which organization helps families and friends of alcoholics deal with and recover from the effects of living with an alcoholic?
 - F. Al-Anon/Alateen
 - G. Alcoholics Anonymous
 - H. Mothers Against Drunk Driving
 - J. National Drug and Treatment Referral Routing Service
3. Which of the following is NOT an effect of alcohol on the body?
 - A. Reduced ability to judge distances
 - B. Heightened motor skills
 - C. Slow reflexes
 - D. Reduced concentration
4. Which is true of alcohol's effect on the liver?
 - F. Alcohol has no effect on the liver.
 - G. Liver acid production increases with alcohol use, often resulting in nausea and vomiting.
 - H. Alcohol causes the liver to increase urine output, which can lead to dehydration.
 - J. Toxic chemicals released as the liver metabolizes alcohol cause inflammation and scarring of the liver tissue.
5. Infants born with fetal alcohol syndrome may have
 - A. heart, liver, and kidney defects.
 - B. vision and hearing problems.
 - C. difficulties learning.
 - D. all of the above.
6. Drinking five or more alcoholic drinks at one sitting is called
 - F. binge drinking.
 - G. alcoholism.
 - H. alcohol poisoning.
 - J. moderate drinking.
7. When a person is dependent on alcohol, he or she
 - A. has a nervous system disorder.
 - B. is intoxicated.
 - C. has fetal alcohol syndrome.
 - D. is an alcoholic.

Name _____ Date _____ Class _____

8. Which is NOT a step toward recovery from alcoholism?

- F. Tolerance
G. Admission
H. Detoxification
J. Counseling

Answer Space

- | | | | | | | | | | |
|----------|---|---|---|---|----------|---|---|---|---|
| 1 | A | B | C | D | 2 | F | G | H | J |
| 3 | A | B | C | D | 4 | F | G | H | J |
| 5 | A | B | C | D | 6 | F | G | H | J |
| 7 | A | B | C | D | 8 | F | G | H | J |

Directions: Circle **T** if the statement is true or **F** if the statement is false.
Rewrite any false statements to make them true.

9. **T F** Physiological dependence is a condition in which people believe they need a drug in order to feel good or function normally.

10. **T F** Impaired coordination is a short-term effect of alcohol consumption.

11. **T F** A potentially fatal reaction to an alcohol overdose is called binge drinking.

12. **T F** Blood alcohol concentration is measured to determine whether someone is driving while intoxicated.

13. Your friend Jamaal has been experimenting with alcohol, and you are concerned about his safety and health. You have observed Jamaal's interaction with fellow students, and you think he may be giving in to peer pressure by agreeing to drink with them. Help Jamaal resist peer pressure by naming some refusal strategies he could use.

Write your answer to item 13 in this space.

Note Taking**Chapter 21****Chapter 21 Alcohol****Lesson 1 The Health Risks of Alcohol Use**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Skim and Scan Before reading the lesson, skim all section titles, pictures, tables, and graphs. Write a question that you expect the lesson to answer. After you have finished reading, write the answer to your question.

Before Reading	After Reading

New Vocabulary

ethanol

fermentation

depressant

intoxication

binge drinking

alcohol poisoning

Write the correct vocabulary term under each definition.

1. a drug that slows the central nervous system

2. drinking five or more alcoholic drinks at one sitting

3. a severe and potentially fatal physical reaction to an alcohol overdose

4. the type of alcohol in alcoholic beverages

5. the state in which the body is poisoned by alcohol or another substance, and the person's physical and mental control is significantly reduced

6. the chemical action of yeast on sugars

Name _____ Date _____ Class _____

Alcohol

I found this information
on page(s) _____.

Explain why adolescents are at a particularly high risk for the negative health effects of alcohol use.

Short-Term Effects of Drinking

I found this information
on page(s) _____.

Identify some short-term effects of alcohol consumption.

List six factors that influence the onset and intensity of alcohol's effects.

1.	4.
2.	5.
3.	6.

Describe three ways that alcohol can change the way a medicine affects your body.

- 1.
- 2.
- 3.

Long-Term Effects of Alcohol

I found this information
on page(s) _____.

Identify ways in which alcohol can damage the following body systems:

Brain _____

Cardiovascular System _____

Digestive System and Pancreas _____

Pancreas _____

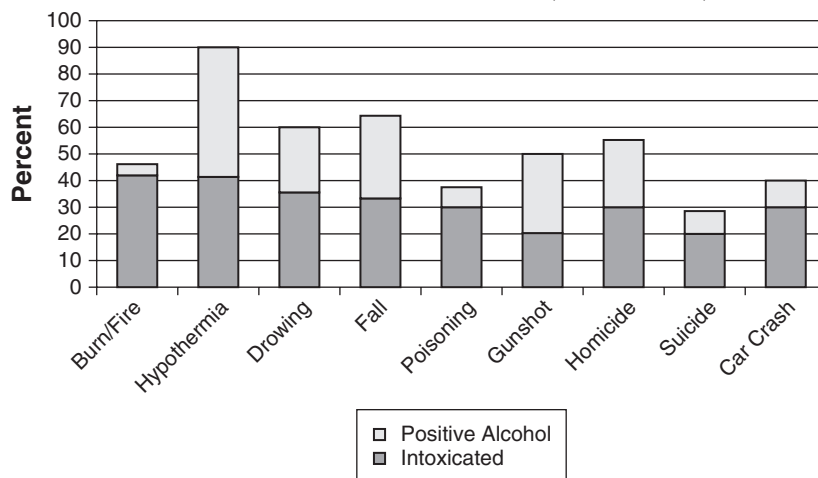
Bing Drinking and Alcohol Poisoning

I found this information
on page(s) _____.

Describe the dangerous effects of binge drinking.

Academic Integration: Mathematics**Chapter 21****Chapter 21 Alcohol****Lesson 1 The Health Risks of Alcohol Use****Alcohol and Accidents**

Directions: In addition to health risks that directly affect your body, alcohol use is associated with safety risks that can endanger your life. The graph below shows the relationship between alcohol and accidental death, homicide, and suicide. Study the graph. Then answer the questions that follow.

Alcohol Involvement* in Accidental Death, Homicide, and Suicide

Source: Smith et al., 2001

Source: National Institute on Alcohol Abuse and Alcoholism

*Alcohol involvement is defined as any blood alcohol content (BAC) level greater than zero. On the graph, "positive alcohol" is a BAC level of 0–100 mg/dL. Intoxication is defined as a BAC greater than 100 mg/dL.

- For what three groups were about 50% of the victims either positive for alcohol or intoxicated?
 - drowning, gunshot, hypothermia
 - burn/fire, fall, poisoning
 - poisoning, suicide, car crash
 - drowning, gunshot, homicide
- For which group was the role of alcohol the least significant?
 - burn/fire
 - suicide
 - homicide
 - poisoning
- Which group shows a 50-50 split between being positive for alcohol use and being intoxicated?
 - drowning
 - fall
 - gunshot
 - homicide
- For which group did alcohol play the biggest overall role?
 - hypothermia
 - fall
 - burn/fire
 - suicide

Chapter 21 Alcohol

Lesson 2 Choosing to Live Alcohol-Free

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence describing how alcohol abuse differs from alcoholism. After you have read the lesson carefully, use what you have learned to rewrite your sentence.

Before Reading	After Reading

New and Academic Vocabulary

psychological
dependence

physiological
dependence

alcohol abuse

alcoholism

isolation

Write a vocabulary word to answer each question.

1. In which type of dependence does an individual develop a chemical need for a drug? _____
2. Which is a disease in which a person has a physical or psychological dependence on drinks that contain alcohol?

3. Which type of abuse is characterized by an excessive use of alcohol? _____
4. Which type of dependence causes people to think they need a drug in order to feel good or function properly?

5. Which term describes being withdrawn or separated?

Alcohol Use

I found this information
on page(s) _____.

List three factors that influence alcohol use.

- 1.
- 2.
- 3.

Name _____ Date _____ Class _____

Health Risks of Alcohol Use

I found this information on page(s) _____.

Identify some consequences that teens may face if caught buying, possessing, or consuming alcohol.

Describe the relationship between alcohol and violence for teens.

Explain why alcohol use can cause teens to compromise their values regarding sexual activity.

Identify the risks faced by teens who live in a household in which a family member abuses alcohol.

- 1.
- 2.
- 3.
- 4.

List some negative consequences teens may face at school if they use alcohol.

Avoiding Alcohol

I found this information on page(s) _____.

List seven benefits that you will enjoy throughout your life by remaining alcohol-free.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Chapter 21 Alcohol

Lesson 2 Choosing to Live Alcohol-Free

Five Reasons to Be Alcohol-Free

Directions: Read the facts and statistics about alcohol below. Then answer the questions that follow.

- A.** Alcohol is a leading cause of death among youth, particularly teenagers. It contributes substantially to adolescents' motor-vehicle accidents, other traumatic injuries, suicide, date rape, and family and school problems.
- B.** Children who are drinking alcohol by seventh grade are more likely to report academic problems, substance use, and delinquent behavior in both middle school and high school. By young adulthood, early alcohol use is associated with employment problems, other substance abuse, and criminal and other violent behavior.
- C.** Young people who begin drinking before age 15 are four times more likely to develop alcoholism than those who begin drinking at 21.
- D.** About one-third of drivers convicted or arrested for DUI (driving under the influence of alcohol) are repeat offenders.
- E.** About one in five cars driven on Friday and Saturday nights after 10 p.m. has a drunk driver at the wheel.

- 1.** Why does alcohol "contribute substantially" to adolescents' motor-vehicle accidents, other traumatic injuries, suicide, and date rape?

- 2.** What would be one reason that young people who begin drinking before age 15 are four times more likely to develop alcoholism than those who begin drinking at 21?

- 3.** Read Fact D again. What conclusion can you draw about alcohol and risk behavior? Why?

- 4.** How does Fact E show that alcohol use puts everyone at risk, even nondrinkers?

Note Taking

Chapter 21

Chapter 21 Alcohol

Lesson 3 The Impact of Alcohol Abuse

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Food for Thought As you read this lesson, think about the many times you have heard about the dangers of drinking and driving. After you have finished reading the lesson carefully, write a sentence stating the ways in which alcohol consumption impairs drivers.

New Vocabulary

Write the correct vocabulary term in the left column for each definition below.

1. an addict who is dependent on alcohol

2. living without alcohol

3. the process of learning to live an alcohol-free life

4. the amount of alcohol in a person's blood, expressed as a percentage

5. a group of alcohol-related birth defects that include physical and mental problems

Alcohol and Driving

I found this information on page(s) _____.

Identify the factors that go into calculating blood alcohol concentration.

Name _____ Date _____ Class _____

List some consequences that teens who drink and drive may face.

Alcohol and Pregnancy

I found this information on page(s) _____.

Explain why pregnant females should not use alcohol at any time during their pregnancy.

Identify some problems associated with fetal alcohol syndrome.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Alcoholism

I found this information on page(s) _____.

List some symptoms of alcoholism.

Describe some behavioral characteristics of an alcoholic.

Effects on Family and Society

I found this information on page(s) _____.

List the stages of alcoholism.

Identify behaviors that people close to alcoholics sometimes exhibit.

Treatment for Alcohol Abuse

I found this information on page(s) _____.

List the stages of recovery from alcoholism.

Chapter 22 Illegal Drugs

Tips on Preparing for Tests

- Review your class notes each day to remain “on top” of the material.
- Get a good night's sleep and eat a nutritious breakfast the morning before a big test.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

- Which treatment would be most appropriate for a person with a long history of serious drug abuse?
 - Drug counseling
 - Maintenance therapy
 - A stay at a therapeutic community
 - Medication therapy
- Which type of drug is sold as an over-the-counter cough suppressant but is dangerous when misused?
 - DMX
 - Morphine
 - Heroin
 - Codeine
- Which is a possible consequence for babies when a pregnant woman uses drugs?
 - Birth defects
 - Drug addiction
 - Behavioral problems
 - All of the above
- Which of the following is true about marijuana?
 - It interferes with and may permanently damage the immune system.
 - It contains fewer cancer-causing chemicals than tobacco.
 - It raises the level of testosterone in men.
 - It enhances mental reflexes and short-term memory.
- Which type of drug treatment center is intended for heroin addicts?
 - Therapeutic communities
 - Short-term treatment
 - Maintenance therapy
 - Outpatient drug-free treatment
- Which is an example of how drugs can affect mental health?
 - Risk of overdose
 - Higher risk of unintentional injuries
 - Negative effect on relationships
 - Clouded reasoning and thinking
- Which drug has both stimulant and hallucinogenic effects?
 - Ecstasy
 - Rohypnol
 - GHB
 - Ketamine
- Cocaine is which type of drug?
 - Hallucinogenic drug
 - Psychoactive drug
 - Designer drug
 - Stimulant

Answer Space

- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | A | B | C | D | 2 | F | G | H | J |
| 3 | A | B | C | D | 4 | F | G | H | J |
| 5 | A | B | C | D | 6 | F | G | H | J |
| 7 | A | B | C | D | 8 | F | G | H | J |

Directions: Circle **T** if the statement is true or **F** if the statement is false.
Rewrite any false statements to make them true.

9. **T F** Using marijuana can harm social interactions with friends.

10. **T F** Steroids affect the central nervous system and alter activity in the brain.

11. **T F** Spending time with users but promising not to use is an effective way for teens to resist pressure to do drugs.

12. **T F** Drug abusers often find it difficult to stop using on their own, because addiction involves both psychological and physiological dependence.

13. Suppose a friend of yours has been experimenting with marijuana. She has confided in you that she wishes she hadn't used marijuana, but she felt pressured by her peers and gave in. Write a letter to your friend that includes some refusal strategies she can use the next time she is feeling pressured to use drugs.

Write your answer to item 13 in this space.

Chapter 22 Illegal Drugs

Drug Use and Athletic Performance

Being a good athlete requires many different qualities and skills. Some people believe that drugs can improve an athlete's performance.

Directions: Read through the list of attributes that are characteristic of all good athletes. Refer to these attributes when responding to the questions.

- Cardiorespiratory endurance
- Muscular strength and endurance
- Flexibility
- Body composition
- Balance
- Power
- Agility
- Reaction time
- Speed
- Coordination

1. Using your textbook as a guide, research the negative effects of marijuana use. Write a paragraph about the negative effects of marijuana use on physical health. Determine which of the above attributes an athlete would be compromising by using marijuana.

2. Using your textbook as a guide, research the negative effects of steroid use. Write a paragraph about the negative effects of steroid use on physical health. Determine which of the above attributes an athlete would be compromising by using steroids.

Note Taking**Chapter 22 Illegal Drugs****Lesson 1 The Health Risks of Drug Use**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Skim and Scan Before reading the lesson, read all section titles, pictures, tables, and graphs. Write a question that you expect the lesson to answer. After you have finished reading, use what you have learned to answer your question.

Before Reading	After Reading

New and Academic Vocabulary

substance abuse

illegal drugs

illicit drug use

alter

overdose

addiction

Write the correct vocabulary term under each definition.

1. the use or sale of any substance that is illegal or otherwise not permitted

2. chemical substances that people of any age may not lawfully manufacture, possess, buy, or sell

3. a strong, sometimes fatal reaction to taking a large amount of a drug

4. to make different

5. a physiological or psychological dependence on a drug

6. any unnecessary or improper use of chemical substances for nonmedical purposes

Substance Abuse

I found this information
on page(s) _____.

Explain what substance abuse means.

Explain how the following factors can influence teens' choices about drug use.

Peer pressure	
Family members	
Role models	
Media messages	
Perceptions	
Misleading information	

How Drugs Affect Your Health

I found this information
on page(s) _____.

Identify three areas of your health that drug use affects.

- 1.
- 2.
- 3.

Name some negative consequences that are part of the addiction cycle.

Drugs Take a Heavy Toll

I found this information
on page(s) _____.

Identify some consequences of drug use for different groups of people.

- 1.
- 2.
- 3.

Academic Integration: English**Chapter 22 Illegal Drugs****Lesson 1 The Health Risks of Drug Use**

Directions: Teens face choices about many behaviors, including drug use. Teens may be tempted to experiment with drugs at school, at their jobs, in their communities, or at home. Many factors influence how a teen chooses to handle decisions about drugs. Read each scenario below and determine which of the listed factors has influenced the teen to choose not to use drugs.

Factors that influence teens to avoid drug use:

**Peer pressure—Family members—Role models
Media messages—Perceptions—Misleading information**

1. One of Carolyn's favorite television programs is about a family that resembles her own. A recent episode featured a guest appearance by an actor she admires. In one scene, the actor refused to use drugs, even though it meant not fitting in with some of his peers. A few days after watching the show, Carolyn attended a party where someone offered her marijuana. She thought of the television show and used refusal skills to avoid accepting the drug.

Influence: _____

2. Hector has grown up with Ray and Anita. They will all be graduating in a few months and have something special to celebrate. None of them has tried or been involved with drugs in any way. As they progressed through their high school years, they made a pact with each other to participate in sports, study hard, and volunteer their time after school in order to avoid the temptation to use drugs.

Influence: _____

3. Knowing the potential dangers of drug use, Mr. and Mrs. Konerko have taught their two teens a lot about drugs and the dangers associated with them. They have provided their children with many healthy alternatives to drug use and have seen their children learn to avoid drug use on their own.

Influence: _____

4. Sarah has been a huge fan of professional women's tennis for most of her life. She has many favorite players and watches as many tournaments as she can. At the summer tennis camp she attended, one of her favorite players gave a talk about the dangers of drug use. Ever since the camp, Sarah has worked hard to avoid the dangers of drugs.

Influence: _____

Chapter 22 Illegal Drugs

Lesson 2 Marijuana, Inhalants, and Steroids

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence describing some consequences that an athlete may face if caught using steroids. After you have read the lesson carefully, use what you have learned to rewrite your sentence.

Before Reading	After Reading

New and Academic Vocabulary

marijuana

paranoia

inhalants

anabolic-androgenic
steroids

intense

Write a vocabulary word to answer each question.

1. Which drug can cause weight gain, acne, high blood pressure, and liver and kidney tumors?

2. Which are often prescribed by doctors for allergies, asthma, and other medical conditions?

3. Which is a symptom that marijuana users often experience?

4. Which drug is considered a “gateway drug” and may lead the user to try other, more dangerous drugs?

5. Which term means existing in an extreme degree?

Marijuana

I found this information
on page(s) _____.

Identify three types of consequences that are affiliated with marijuana use.

Name some physical consequences of marijuana use.

Identify some mental and emotional consequences of marijuana use.

Explain why driving while under the influence of marijuana is dangerous.

Inhalants

I found this information
on page(s) _____.

Identify some immediate effects of inhalant use.

Identify some long-term effects of inhalant use.

Consequences of Steroid Use

I found this information
on page(s) _____.

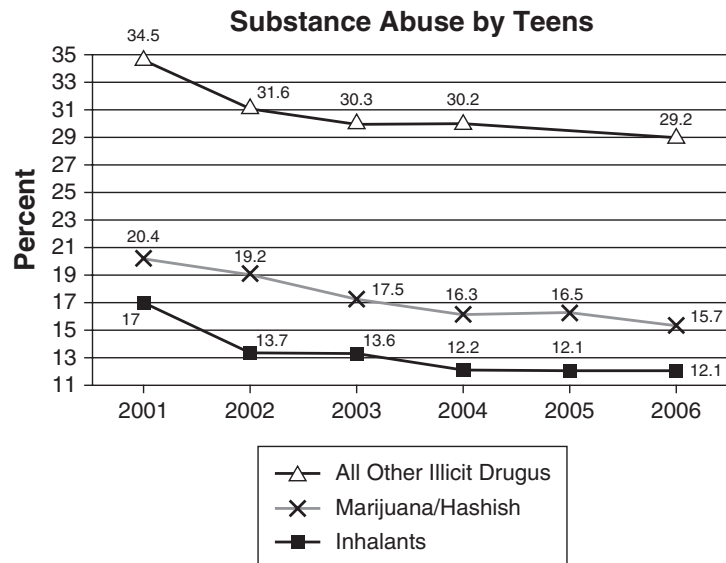
Name the effects of steroid use on both males and females.

Chapter 22 Illegal Drugs

Lesson 2 Marijuana, Inhalants, and Steroids

Declining Substance Abuse Trends Among Teens

Directions: Drug use can have serious consequences for your health and can cause death. Answer the following questions based on the information provided in the graph.



Source: *Monitoring the Future Study*, 2006

- What was the change in the percentage of teens who used marijuana or hashish between 2001 and 2002?
 - From 20.4 percent to 19.2 percent
 - From 29.2 percent to 30.0 percent
 - From 34.5 percent to 31.6 percent
 - None of the above
- What change took place in illicit drug use by teens between 2001 and 2006?
 - Usage went up 2.7 percent.
 - Usage went up from 30.2 percent to 31.6 percent.
 - Usage went down about 5 percent.
 - Usage went down from 30.2 percent to 31.6 percent.
- Which of the following BEST summarizes the general trends shown in the graph?
 - Teens' use of dangerous substances, including drugs, has been increasing.
 - The percentage of teens using marijuana has declined steadily from 2001 to 2006.
 - Teens' use of dangerous substances, including drugs, has been dropping.
 - The percentage of teens using inhalants has declined steadily from 2001 to 2006.

Note Taking**Chapter 22 Illegal Drugs****Lesson 3 Psychoactive Drugs**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Chapter 22**Key Concept**

Food for Thought As you read this lesson, think about what you have heard about the drug Ecstasy. After you have finished reading the lesson carefully, write a sentence describing the negative health effects of Ecstasy.

New and Academic Vocabulary

Unscramble each vocabulary term. Then **write** the definition of each term.

psychoactive drugs

1. Inatsumsti

designer drugs

2. nergsied urdgs

hallucinogens

3. taiesop

euphoria

4. hporaieu

depressants

stimulants

5. ivectaochpsy rsgud

opiates

6. llicunogensah

available

7. assentspesrd

8. elblaiava

Effects of Psychoactive Drugs

I found this information on page(s) _____.

Name the four main groups of psychoactive drugs.

Club Drugs, Stimulants, and Depressants

I found this information on page(s) _____.

List six types of club drugs.

Explain what stimulants are and **list** three types of stimulants.

Explain why depressants are dangerous.

Identify two types of depressants.

Hallucinogens and Opiates

I found this information on page(s) _____.

Explain what hallucinogens are and why they are dangerous.

Name four types of hallucinogens.

Explain what opiates are and why they are dangerous.

Identify four types of opiates.

Academic Integration: Science**Chapter 22 Illegal Drugs****Lesson 3 Psychoactive Drugs****Understanding Ecstasy**

Directions: Below is the text of a slide presentation that shows how the psychoactive drug Ecstasy (MDMA) affects users. Read the slides. Then answer the questions that follow.

Slide 1: How Ecstasy Acts on the Body Ecstasy alters brain chemistry. This leads to pleasurable feelings of elevated mood and empathy. Ecstasy is a reinforcing drug, meaning that its pleasurable effects increase the likelihood that someone who takes it once will take it again. Reinforcing drugs are often addictive.

Slide 2: Side Effects of Ecstasy Use Side effects include anxiety, restlessness, irritability, impaired judgment, sweating, dry mouth, increased heart rate, muscle spasms (especially jaw-clenching), hyperthermia (excessive body heat), and difficulty sleeping.

Slide 3: Multiple Doses Some users take multiple doses of Ecstasy in one night. Multiple or high doses can cause high blood pressure, irregular heartbeat, muscle breakdown, and kidney failure. In extreme cases, multiple doses of Ecstasy can lead to brain damage or death.

Slide 4: Is Ecstasy Addictive? There is evidence that Ecstasy has the potential to be addictive. In one study, 43 percent of Ecstasy users met standards commonly used to determine dependence.

These standards include:

- Continuing to use the drug, knowing it can result in physical or psychological harm
- Experiencing withdrawal symptoms
- Building tolerance to the drug with repeated use

Research has shown that monkeys will self-administer Ecstasy. (They do not self-administer nonaddictive drugs.)

Other research shows that Ecstasy affects the “reward pathway” in the brain. This pathway becomes more active when a person experiences pleasure. Addictive drugs are known to affect this part of the brain. Because users attain the “reward” they seek from using Ecstasy, they are likely to use the drug repeatedly.

1. What does Ecstasy do to the brain to produce its effects on the body?

2. Give two examples of evidence showing that Ecstasy might be addictive.

- 3 Some people continue to take Ecstasy even though it has the negative side effects listed in Slide 2. How does this continued use support the findings of the study mentioned in Slide 4?

Note Taking

Chapter 22 Illegal Drugs

Lesson 4 Living Drug-Free

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Skim and Scan Before reading the lesson, read all section titles, pictures, tables, and graphs. Write a question that you expect the lesson to answer. After you have finished reading, use what you have learned to answer your question.

Before Reading	After Reading

New and Academic Vocabulary

Define each vocabulary term. **Write** the correct definition on the line next to each term.

drug-free school zones

drug watches

rehabilitation

community

Resisting Pressure to Use Drugs

I found this information on page(s) _____.

Name the best way to resist the pressure to use drugs.

List some strategies that can help you avoid drug use.

Refusal Strategies

- 1.
- 2.
- 3.

List four activities that can serve as healthy alternatives to using drugs.

1.	3.
2.	4.

Drug Prevention Efforts

I found this information on page(s) _____.

Describe some efforts communities have made to make schools safe from the dangers of drugs.

Becoming Drug-Free

I found this information on page(s) _____.

Identify four ways a teen can help a friend or family member deal with a drug problem.

1.
2.
3.
4.

List four types of drug treatment centers.

1.	3.
2.	4.

Chapter 22 Illegal Drugs

Lesson 4 Living Drug-Free

Working to Be Drug-Free

Directions: You are asked to be part of a program to help younger children stay away from drugs. Your job is to work with a group of children to create slogans that point out the risks of drug use and the advantages of being drug-free. Think of catchy slogans and phrases that you could display around your school and community.

Slogan #1

Slogan #2

Slogan #3

Directions: Research what types of anti-drug efforts are in place to ensure the safety of your neighborhood, your school, and your community. Write a paragraph describing your findings.

Chapter 23 Communicable Diseases

Tips on Preparing for Tests

- Analyze multiple-choice questions very carefully. Note key terms. Use your knowledge and anticipate what the answer should be. Find an answer choice that looks like the one you predicted.
- Keep your parents or guardians informed about your test schedule. They can help you with your study schedule, provide encouragement, and keep you motivated.

Directions: Choose the best answer and mark your responses in the answer space below.

- Which substance kills cells or interferes with their functions?
A. Bacteria
B. Protozoa
C. Vector
D. Toxin
- Which part of the body does tuberculosis attack?
F. Lungs
G. Heart
H. brain
J. Liver
- Which is an important reason why reportable diseases are tracked?
A. To help countries prepare and develop prevention strategies
B. To provide job security for health workers
C. So vaccines can be produced and shipped efficiently
D. So tourists can avoid countries with records of disease
- Which is NOT a good idea if you want to protect yourself from vectors?
F. Wearing pants and long-sleeved shirts to avoid insect bites
G. Using insect repellent
H. Avoiding contact with dead birds
J. Spending time outdoors at dawn and dusk
- Which vaccines are made from pathogens grown in laboratories?
A. Live-virus vaccines
B. Killed-virus vaccines
C. Second-generation viruses
D. Toxoids
- Which is NOT a way that communicable diseases are spread indirectly?
F. Through sexual contact
G. Through airborne transmission
H. Through contaminated foods
J. Through vectors
- Which refers to the yellowing of the skin and eyes?
A. Pneumonia
B. Cirrhosis
C. Influenza
D. Jaundice
- Which statement about avian flu is NOT true?
F. It is passed to humans through direct contact with infected birds.
G. There is no vaccine or cure.
H. It occurs naturally among birds.
J. It has not spread to domesticated birds.

Answer Space

- | | |
|-----------|-----------|
| 1 A B C D | 2 F G H J |
| 3 A B C D | 4 F G H J |
| 5 A B C D | 6 F G H J |
| 7 A B C D | 8 F G H J |

Directions: Circle **T** if the statement is true or **F** if the statement is false.
Rewrite any false statements to make them true.

9. **T F** Fungi are plantlike organisms that can cause athlete's foot.

10. **T F** Hepatitis C attacks the digestive system.

11. **T F** The inflammatory response prevents further injury to the tissue and stops the invading pathogens.

12. **T F** People acquire passive immunity when their bodies are exposed to antigens from invading pathogens.

13. Over the past few days, you have noticed that your mother, father, and younger sister have been coughing, sneezing, and blowing their noses frequently—all symptoms of the common cold. You have plans to attend a high school sporting event this weekend, and you want to avoid catching the cold from your family members. Write a paragraph describing the steps you will take over the course of the next few days to avoid catching the cold from your family members.

Write your answer to item 13 in this space.

Note Taking**Chapter 23 Communicable Diseases****Lesson 1 Understanding Communicable Diseases**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading, describe the causes of communicable diseases. After reading, update your list using information you have learned in Lesson 1.

Before Reading	After Reading

New and Academic Vocabulary

communicable disease

infection

virus

bacteria

toxins

vector

contact

Unscramble the vocabulary terms. Then **write** the definition of each term.

1. rvoetc

2. vusri

3. abiarcet

4. nitsox

5. edsiase eclobmamcuin

6. nioniftec

7. atcntoc

Understanding the Causes of Communicable Diseases

I found this information on page(s) _____.

Describe the following pathogens and **name** the communicable diseases that can result from each one.

Pathogen	Description	Resulting Disease
Viruses		
Bacteria		
Fungi		
Protozoans		
Rickettsias		

How Diseases Spread

I found this information on page(s) _____.

List the ways in which communicable diseases can be spread.

Direct Contact

Indirect Contact

Taking Precautions

I found this information on page(s) _____.

Explain the precautions you can take in order to avoid contracting and spreading communicable diseases.

Taking Precautions

- 1.
- 2.
- 3.

Academic Integration: Science**Chapter 23 Communicable Diseases****Lesson 1 Understanding Communicable Diseases****Yellow Fever**

Directions: Below is a discussion of yellow fever. Read the discussion, then answer the questions that follow.

Yellow fever is a communicable disease caused by a virus. The vector for the disease is infected mosquitoes, which inject the virus into people's blood when they bite. Mosquitoes can get the virus in two ways. Some are born with it, because they are the offspring of parents that carried the virus. Others pick up the virus by biting an infected person. As the mosquito draws blood from the person, the virus is transmitted to the mosquito in human blood.

There is no cure for yellow fever. When a person is infected, doctors treat their symptoms (fever, muscle pain, headache, shivers, loss of appetite, and nausea or vomiting) while the disease runs its course. Most people recover after 6–10 days. However, about 15 percent of infected people have extreme symptoms, and about half of those people die in 10–14 days.

The best weapon against yellow fever is prevention. The yellow fever vaccine, developed in 1937, protects against the disease for at least 10 years. People who were vaccinated as children are encouraged to get vaccinated again if they are traveling to high-risk areas. Today these areas are limited mainly to Africa and South America.

Another important part of prevention is mosquito control, which involves destroying mosquito populations and getting rid of breeding sites such as bodies of stagnant water. Finally, people in high-risk areas should do whatever they can to avoid mosquitoes.

1. Yellow fever _____.
 - A. is not contagious.
 - B. is a communicable disease.
 - C. is spread by airborne transmission.
 - D. is spread by an infected person.
2. Yellow fever is caused by _____.
 - A. bacteria.
 - B. a protozoa.
 - C. a virus.
 - D. fungi.
3. What is the vector for yellow fever?
 - A. Viruses
 - B. People
 - C. Vaccines
 - D. Mosquitoes
4. Why aren't antibiotics used to treat someone with yellow fever?
 - A. Antibiotics do not work against viruses.
 - B. Antibiotics do not work against mosquitoes.
 - C. Antibiotics are not available in Africa and South America.
 - D. Antibiotics are not effective in Africa and South America.
5. Based on the material above, which of the following will NOT help people in high-risk areas stay safe from yellow fever?
 - A. getting vaccinated
 - B. wearing long-sleeved clothing
 - C. sleeping under a mosquito net
 - D. avoiding the use of insect repellent

Chapter 23 Communicable Diseases

Lesson 2 Common Communicable Diseases

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write down two questions you have about common communicable diseases. After reading the lesson carefully, come back and answer your questions using what you have learned.

Before Reading	After Reading

New Vocabulary

respiratory tract
mucous membrane
pneumonia
jaundice
cirrhosis

Write a vocabulary word to answer each question.

1. Which is a condition that causes yellowing of the skin and eyes?

2. Which is the lining of various body cavities, including the nose, ears, and mouth?

3. Which term refers to scarring of the liver?

4. Which is the passageway that makes breathing possible?

5. Which is an infection of the lungs in which the air sacs fill with pus and other liquid?

Respiratory Infections

I found this information
on page(s) _____.

Describe each type of respiratory infection.

Infection	Symptoms	Cause	Treatment
Common cold			
Influenza			
Pneumonia			
Strep throat			
Tuberculosis			

Hepatitis

I found this information
on page(s) _____.

Describe each type of hepatitis.

Type	Symptoms	Cause	Prevention
Hepatitis A			
Hepatitis B			
Hepatitis C			

Chapter 23 Communicable Diseases

Lesson 2 Common Communicable Diseases

Learning About Communicable Diseases

Directions: You can lower your chances of catching a communicable disease by learning about the causes and symptoms of these diseases, and how to avoid them. The table below lists common communicable diseases and treatments.

Answer the following questions based on the information provided in the table.

Common Communicable Diseases and Treatments			
Disease	Symptoms	Contagious Period	Medicines
Chicken Pox	Itchy rash, fever	1 to 5 days before symptoms appear until spots crust over	Anti-itch lotion and/or antihistamine, pain reliever
Pneumonia	High fever, chest pain, cough	Varies	Antibiotics for many types
Rubella	Swollen lymph nodes, rash, fever	7 days before rash starts to 5 days after	Pain reliever, medicine to reduce fever, anti-inflammatory medicines
Measles	Fever, runny nose, cough, rash	3 to 4 days before rash starts to 4 days after	No specific treatment or antiviral therapy
Mumps	Fever, headache, swollen areas in neck and under jaw	7 days before symptoms appear to 9 days after	No specific treatment: ice or heat may relieve symptoms
Whooping Cough	Fever, runny nose, dry cough (with a whooping sound)	From inflammation of mucous membranes to 4 weeks after	Antibiotics
Tuberculosis	Fever, fatigue, weight loss, coughing blood	Varies	Antibiotics for many types

- According to the table, which common communicable disease has the longest contagious period?
 - Chicken pox
 - Measles
 - Mumps
 - Whooping cough
- Which communicable diseases have no specific treatments?
 - Chicken pox and rubella
 - Measles and mumps
 - Whooping cough and tuberculosis
 - Pneumonia and rubella
- Which of the following can be inferred from the information in the table?
 - Symptoms of a person infected with one of the diseases shown
 - How long family members and others in contact with the infected person are at risk
 - What medicines will fight the infection and/or relieve symptoms of the disease
 - All of the above

Note Taking

Chapter 23 Communicable Diseases

Lesson 3 Fighting Communicable Diseases

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Food for Thought After reading this lesson, write a sentence or two about the role of your immune system in protecting your body.

New and Academic Vocabulary

Define each vocabulary term. **Write** the correct definition on the line next to each term.

immune system

inflammatory response

phagocyte

antigens

immunity

lymphocyte

antibody

vaccine

enable

Physical and Chemical Barriers

Describe two types of barriers your body uses in fighting pathogens.

I found this information on page(s) _____.

The Immune System

I found this information
on page(s) _____.

Name the two major strategies your immune system uses to protect your body against pathogens.

Describe the role of the inflammatory response in fighting pathogens.

Inflammatory Response

Explain the role of the immune system in fighting specific pathogens.

Specific Defenses

Name the two types of lymphocytes that act within the immune response.

Prevention Strategies

I found this information
on page(s) _____.

List prevention strategies that will help your immune system function properly.

Explain why health organizations track diseases.

Name the four categories of vaccines.

Explain why immunization is important.

Academic Integration: Science**Chapter 23 Communicable Diseases****Lesson 3 Fighting Communicable Diseases****The World Health Organization (WHO) Reports On Measles**

Directions: The following information is taken from a WHO report on measles. Read the report, then answer the questions that follow.

Measles is caused by a virus and is one of the most contagious diseases known. Vaccination has played a key role in reducing measles deaths. From 2000 to 2005, more than 360 million children worldwide received a measles vaccine, and measles deaths decreased by 60 percent between 1999 and 2005. The biggest improvement was in Africa, where measles cases and deaths were reduced by nearly 75 percent. For 2005, estimated measles deaths worldwide were 345,000.

The measles virus is spread by airborne droplets (from coughing and sneezing), close personal contact with an infected person, or direct contact with nasal or throat secretions of infected people. Anyone who has not been vaccinated, or who has not already had the disease, can become infected.

Measles is now rare in many industrialized nations, but remains common in many developing countries. More than 95 percent of measles deaths happen in poor countries. The main reason for this high rate is the failure to vaccinate infants. However, it costs less than one U.S. dollar to immunize a child against measles.

1. According to WHO statistics, about how many people died from measles in 2005?
 - A. 260,000
 - B. 345,000
 - C. 20,000,000
 - D. 360,000,000
2. Someone who gets measles and recovers
 - A. has lifelong immunity to measles.
 - B. has a higher chance of getting measles again.
 - C. should immediately be vaccinated against measles.
 - D. should be vaccinated against measles at regular intervals.
3. According to WHO, why is measles still a common illness in many developing countries?
 - A. People refuse to be vaccinated.
 - B. Infants are not being vaccinated.
 - C. People lack access to the vaccine.
 - D. The vaccine is too expensive.

Chapter 23 Communicable Diseases

Lesson 4 Emerging Diseases and Pandemics

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, try to list any emerging diseases and pandemics you have heard of. After reading the lesson carefully, come back and add to your list using what you have learned.

Before Reading	After Reading

New & Academic Vocabulary

Define each vocabulary term. **Write** the correct definition on the line next to each term.

emerging infection

giardia

epidemic

pandemic

community

Emerging Infections

I found this information
on page(s) _____.

Describe the following emerging infections.

Infection	Description	Cause
Avian influenza		
West Nile virus		
Salmonella and E. coli		
Recreational water illnesses		

How Diseases Affect the World

I found this information
on page(s) _____.

List some additional types of emerging infections.

- 1.
- 2.
- 3.
- 4.

Explain the relationship between faster, more advanced
travel and the rapid spread of emerging diseases.

Chapter 23 Communicable Diseases

Lesson 4 Emerging Diseases and Pandemics

Directions: The following graphic shows global documented cases of avian influenza in humans from 1997 to 2004. Study the graphic and answer the questions that follow.



Source: Health Protection Scotland

- Given the information in the graphic, which region of the world has experienced the most cases of avian flu?
 - North America
 - Europe
 - Asia
 - South America
- How many cases of avian influenza were reported in the Netherlands in 2003?
 - None
 - 89
 - 99
 - 38
- Which country represented in the graphic reported the most deaths from avian influenza in 2004?
 - Canada
 - Thailand
 - Germany
 - Vietnam
- Explain why health officials are concerned about avian influenza.

Test Taking

Chapter 24 Sexually Transmitted Diseases and HIV/AIDS

Tips on Preparing for Tests

- Be sure you have all the materials you will need for a test before the test starts. Take extra items such as pens, erasers, and scratch paper, if permitted.
- For information that you have questions about, consult a trusted adult or teacher.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

1. Which STD can be diagnosed through a Pap test in females?
A. Genital herpes
B. Gonorrhea
C. Genital HPV infection
D. Syphilis
2. Which of the following occurs during the asymptomatic stage of HIV infection?
F. The virus continues to grow and can be transmitted to others.
G. The infected person cannot transmit the virus to others.
H. The virus goes dormant and does not reproduce itself for a period of time.
J. The symptoms become increasingly severe.
3. Which of the following STDs stays in the body after symptoms are treated?
A. Chlamydia
B. Human papillomavirus
C. Gonorrhea
D. Syphilis
4. Which sexually transmitted disease can cause genital warts?
F. Syphilis
G. Chlamydia
H. Genital herpes
J. Genital HPV infections
5. Which STD requires antiviral medication to shorten and prevent outbreaks?
A. Syphilis
B. Gonorrhea
C. Genital herpes
D. Chlamydia
6. Which of the following statements is NOT true?
F. All STDs produce recognizable symptoms.
G. All STDs are preventable.
H. Some STDs can be passed from a mother to her baby.
J. Some STDs cause cancer.
7. Which STD can damage internal organs, cause brain dementia, and even lead to death in its third stage?
A. Syphilis
B. Gonorrhea
C. Trichomoniasis
D. Genital herpes
8. Which is a disease in which the immune system is weakened?
F. HIV
G. Genital herpes
H. Gonorrhea
J. AIDS

Answer Space

- | | | | | | | | | | |
|----------|---|---|---|---|----------|---|---|---|---|
| 1 | A | B | C | D | 2 | F | G | H | J |
| 3 | A | B | C | D | 4 | F | G | H | J |
| 5 | A | B | C | D | 6 | F | G | H | J |
| 7 | A | B | C | D | 8 | F | G | H | J |

Directions: Circle **T** if the statement is true or **F** if the statement is false.

Rewrite any false statements to make them true.

- 9. T F** HIV is an aggressive virus that grows stronger with exposure to air.

- 10. T F** Chlamydia can be treated and cured with antibiotics.

- 11. T F** Genital herpes cannot be passed from a pregnant mother to her baby.

- 12. T F** Syphilis, an infection caused by a small bacterium called a spirochete, attacks many parts of the body.

- 13.** You can prevent HIV/AIDS and other STDs by avoiding risky behaviors and practicing healthful ones. Write a paragraph describing some healthful behaviors that will help protect you from infection.

Write your answer to item 13 in this space.

Real World Connection

Chapter 24 Sexually Transmitted Diseases and HIV/AIDS

Awareness Activity: STDs

The only way to completely avoid getting STDs is to practice abstinence. Helping inform other people about the risks of these diseases is important to stop the spread of STDs.

Directions: With a partner, create a public awareness campaign for your school to help others understand how sexually transmitted diseases are spread. Be creative and consider the most appropriate tone, language, and medium to use when addressing your audience. For example, you may create a public service message to read during morning announcements, a bulletin board for the school hallway, or an organized discussion in your health class. Follow the guidelines below as you construct your awareness campaign. Use the space below to organize your ideas.

Project Guidelines:

1. Choose one of the six most common STDs for your awareness campaign.
2. Describe the symptoms.
3. Discuss the long-term effects of the STD.
4. List the treatment options for those infected with the STD.
5. Identify several healthful behaviors that will help teens avoid STDs.

Chapter 24 Sexually Transmitted Diseases and HIV/AIDS

Lesson 1 Sexually Transmitted Diseases

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence describing how people who have STDs but no symptoms contribute to the spread of STDs. After you have finished reading, use what you have learned to rewrite your sentence.

Before Reading	After Reading

New and Academic Vocabulary

sexually transmitted diseases

sexually transmitted infections

transmit

asymptomatic

Write the correct vocabulary term under each definition.

1. showing no symptoms or only mild symptoms that disappear after the onset of an infection

2. to send from one person or place to another

3. diseases that spread from person to person through sexual contact

4. another name for sexually transmitted diseases

What Are STDs?

I found this information
on page(s) _____.

Identify two factors that cause STDs and whether they can be cured.

Common STDs

I found this information
on page(s) _____.

Name the six most common STDs and **list** the symptoms of each.

STD	Symbols

The STD Epidemic

I found this information
on page(s) _____.

List four reasons why STDs sometimes go undiagnosed and untreated.

- | | |
|----|----|
| 1. | 3. |
| 2. | 4. |

Chapter 24 Sexually Transmitted Diseases and HIV/AIDS

Lesson 1 Sexually Transmitted Diseases

Chlamydia: A Closer Look

Directions: According to the Centers for Disease Control and Prevention, cases of chlamydia have declined in certain areas, but the disease continues to spread throughout the population and remains at very high levels. Chlamydia is common among adolescents—40 percent of reported cases are in teens 15 to 19 years old. The table below provides additional information about the prevalence of chlamydia among teens and young adults in the United States. Study the table, then answer the questions that follow.

Chlamydia Rates for Teens and Young Adults (per 100,000)		
Gender	Ages 15–19	Ages 20–24
Male	308.4	432.5
Female	2,359.4	1,952.7

Source: CDC Fact Book 2000/2001

1. For what age group are chlamydia rates the highest?

2. Based on information in the lesson, what reasons might explain why chlamydia is the most common STD among teens?

3. If the rates given are per 100,000, how many females aged 15–19 would have chlamydia in a city of 650,000 people?

4. What would be the chlamydia rate for males aged 15–19 in a city of 15,000 people?

Name _____ Date _____ Class _____

5. How much greater is the reported incidence of chlamydia among females aged 20–24 than the rate for males of the same age?

6. In addition to chlamydia's symptoms and possible serious health consequences, what other risk do infected females face?

Chapter 24 Sexually Transmitted Diseases and HIV/AIDS

Lesson 2 Preventing and Treating STDs

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence telling something you know about STDs. After you have read the lesson carefully, write a sentence telling something you learned that you did not know before.

Before Reading	After Reading

New and Academic Vocabulary

guideline

antibiotics

viral STDs

HPV vaccine

Write a vocabulary word to answer each question.

1. Which is a class of chemical agents that destroy disease-causing microorganisms while leaving the patient unharmed?

2. Which refers to sexually transmitted diseases that are caused by a virus?

3. Which can prevent cervical cancer and precancerous genital lesions?

4. Which refers to an outline or rule about conduct?

Prevention Through Abstinence

I found this information on page(s) _____.

Explain the only successful method for preventing the spread of STDs.

List four high-risk behaviors that people should avoid in order to prevent contracting STDs.

- 1.
- 2.
- 3.
- 4.

Diagnosing and Treating STDs

I found this information on page(s) _____.

Explain why it is important to diagnose and treat STDs early.

Identify the diagnosis methods and treatments for each of the following STDs.

STD	Diagnosis Method	Treatment
Genital HPV infection		
Chlamydia		
Genital herpes		
Gonorrhea		
Trichomoniasis		
Syphilis		

Explain two ways that people can help prevent the spread of STDs.

Chapter 24 Sexually Transmitted Diseases and HIV/AIDS

Lesson 2 Preventing and Treating STDs

HPV Vaccine Fact Sheet

Directions: Below is a fact sheet on the HPV vaccine, based on information from the Centers for Disease Control and Prevention. Read the fact sheet, then answer the questions that follow.

- The vaccine protects against four types of genital HPV. These viruses cause 70% of cervical cancers and 90% of genital warts.
- The vaccine is almost 100% effective in preventing diseases caused by the four HPV types it covers. It does not protect against all HPVs or other sexually transmitted infections (STIs).
- The vaccine does not treat existing HPV infections, genital warts, precancers, or cancers.
- Ideally, females should get the vaccine before they are sexually active. It is most effective in females who have not acquired any of the four HPV types covered by the vaccine.
- Females who may have acquired one or more HPV type(s) covered by the vaccine will get protection from those types they have not acquired.
- Studies have found that women are protected for at least five years.

Source: CDC

1. The HPV vaccine protects females against
 - A. all types of HPV.
 - B. four types of HPV.
 - C. all sexually transmitted infections.
 - D. HPV infections they already have.
2. Why should females get the vaccine before they are sexually active?

3. If a female has acquired one of the HPV types covered by the vaccine, she will
 - A. not be permitted to get the vaccine.
 - B. not get any protection from the vaccine.
 - C. be protected from the four HPV types covered by the vaccine.
 - D. be protected from vaccine-covered HPVs that she has not acquired.
4. Which statement is true?
 - A. Someone who gets the vaccine does not have to be concerned about STIs.
 - B. The vaccine does not prevent other sexually transmitted infections.
 - C. Someone who gets the vaccine has lifelong protection against HPV.
 - D. The vaccine is effective in treating existing genital warts.
5. For how long does the vaccine give protection from HPV?

Note Taking

Chapter 24 Sexually Transmitted Diseases and HIV/AIDS

Lesson 3 HIV/AIDS

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Food for Thought As you read this lesson, think about the ways in which a pregnant mother can pass HIV to her unborn child. After you have finished reading the lesson carefully, write a sentence describing the ways in which transmission of the HIV virus can occur.

New and Academic Vocabulary

human immunodeficiency virus (HIV)

acquired immune deficiency syndrome (AIDS)

lymphocytes

antibodies

confine

Unscramble each vocabulary term. Then **write** the definition of each term.

1. octyeshplym

2. muanh ummiynciecedo riusv

3. itbnadieos

4. dueriqac unemmi ydecfnieci nomerdys

5. enifnoc

What Is HIV/AIDS?

I found this information
on page(s) _____.

Explain the difference between HIV and AIDS.

Explain the circumstances through which an infected person
can spread HIV to another individual.

Understanding HIV/AIDS

I found this information
on page(s) _____.

List three ways HIV can be spread.

- 1.
- 2.
- 3.

Explain how HIV/AIDS affects the immune system.

Identify the four stages of HIV infections and **list** the
characteristics of each stage.

Stage	Characteristics
1.	
2.	
3.	
4.	

Academic Integration: English**Chapter 24 Sexually Transmitted Diseases and HIV/AIDS****Lesson 3 HIV/AIDS****HIV/AIDS Expert**

Directions: Many people are confused about which behaviors and situations put them at risk of HIV infection. Pretend that you are an HIV/AIDS expert and that you operate an Internet information service to answer teens' questions about HIV. Read each of the following e-mail questions teens have submitted. Then, in the space provided, write a response based on what you have learned about HIV transmission.

1. I just found out that the new guy in my gym class was infected with HIV through a blood transfusion when he was a child. Now, whenever we play basketball, I'm afraid to get aggressive for fear of bumping into him. What should I do?

2. I heard you can get HIV through body fluids. Does this mean I can get it from the sweat of an infected person? Should I avoid going into the sauna at the health club in case someone with HIV has been sweating in there before me?

3. I live next door to a woman with AIDS. We have a lot of mosquitoes this time of year, and I am afraid that if one bites her and then bites me, I could become infected with HIV. How likely is that?

4. Last week, my parents introduced me to someone I had never met before, and she gave me a big hug. I found out later that she is infected with HIV. Now I am worried that she may have transmitted the virus to me when she hugged me. What should I do?

5. My cousin has HIV. When I saw her a few days ago, she had a cold and accidentally sneezed on me. Today I woke up with a stuffy nose and sore throat. I think I caught her cold. Could I have caught HIV as well?

Note Taking

Chapter 24 Sexually Transmitted Diseases and HIV/AIDS

Lesson 4 Preventing and Treating HIV/AIDS

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Food for Thought As you read this lesson, look for information about the progress made since the 1980s in treating patients with HIV/AIDS. After reading the lesson carefully, write a sentence or two describing what treatment methods currently exist.

New and Academic Vocabulary

Define each vocabulary term. Write the correct definition on the lines next to each term.

EIA

Western Blot

Rapid Test

opportunistic infections

estimate

Preventing HIV/AIDS

I found this information on page(s) _____.

Identify four responsible behaviors that you can practice to prevent the spread of HIV/AIDS.

- 1.
- 2.
- 3.
- 4.

Diagnosing HIV/AIDS

I found this information on page(s) _____.

List six types of laboratory HIV tests and **identify** the characteristics of each.

Type of Test	Characteristics

Explain how early detection enhances treatment.

Treating HIV/AIDS

I found this information on page(s) _____.

Describe the limitations of medications for HIV/AIDS patients.

Academic Integration: Mathematics**Chapter 24 Sexually Transmitted Diseases and HIV/AIDS****Lesson 4 Preventing and Treating HIV/AIDS****STD and HIV Prevention Skills**

Directions: HIV/AIDS is preventable and treatable, but it is not curable. In the following table, the *Journal of School Health* presents the percentage of schools teaching STD and HIV prevention in the year 2001. Answer the following questions based on the information provided in the table.

Percentage of Schools Teaching Topics and Skills Related to STD and HIV Prevention	
Topic	Percent of Schools
Abstinence	91.5
How HIV is transmitted	97.3
Skills	Percent of Schools
Communication (communicating the decision to remain abstinent until marriage)	78.0
Decision-making (making healthful decisions regarding sexual behaviors)	74.0
Goal-setting (setting the goal of remaining abstinent until marriage)	82.8
Refusal (resisting peer pressure to engage in sexual behavior)	86.8

- According to the data table, what percent of schools teach abstinence as a topic for preventing STD and HIV infections?
 - 78 percent
 - 74 percent
 - 91.5 percent
 - 13 percent
- Which of the skills shown is taught by the most schools?
 - How HIV is transmitted
 - Communication skills related to sexual behavior
 - Goal-setting skills related to sexual behavior
 - Resisting peer pressure to engage in sexual behavior
- Which of the following statements BEST summarizes what the data table shows?
 - Schools are teaching students multiple ways on how to avoid STD and HIV infections.
 - Schools are focusing on both health skills and key health topics when it comes to teaching the risks of HIV and STDs.
 - Both A and B
 - None of the above

Chapter 25 Noncommunicable Diseases and Disabilities

Tips on Preparing for Tests

- Study regularly. Do not wait until the last minute to cram for a test. Use the night before a test wisely. Instead of cramming, prepare for a test by taking time to review what you have already studied.
- Understand how the test content is organized. Ask your teacher if the test will include multiple choice, true or false, and/or essay-style questions. Just knowing how the questions are organized can help you prepare for a test.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

1. People with a family history of hypertension
 - A. are at a lower risk of developing atherosclerosis.
 - B. should avoid strenuous exercise so as not to bring on a heart attack.
 - C. can only develop hypertension themselves after age 35.
 - D. should take extra steps to lower their other risk factors for cardiovascular disease.
2. Which type of diagnostic tool creates multiple images of the heart?
 - F. Electrocardiogram
 - G. Magnetic resonance imaging
 - H. CT scan
 - J. Radionuclide imaging
3. Which is NOT a symptom of diabetes?
 - A. More infections than usual
 - B. Swelling of the tongue
 - C. Sores that are slow to heal
 - D. Unexplained weight loss
4. Which are cancers of the blood-forming organs?
 - F. Lymphomas
 - G. Carcinomas
 - H. Sarcomas
 - J. Leukemias
5. Which disease is characterized by the destruction of the joints due to inflammation?
 - A. Arthritis
 - B. Osteoarthritis
 - C. Rheumatoid arthritis
 - D. Lyme disease
6. Which is a common cause of blindness?
 - F. Rubella infection
 - G. Nerve damage
 - H. Genetic disorders
 - J. Macular degeneration
7. In atherosclerosis, which is the main cause of the buildup of plaque on artery walls?
 - A. Unhealthful food choices
 - B. Smoking
 - C. Lack of exercise
 - D. Drinking alcohol

8. Osteoarthritis is a disease of which body part?

F. Bone marrow

G. Joints

H. Blood

J. Brain

Answer Space

1 A B C D 2 F G H J

3 A B C D 4 F G H J

5 A B C D 6 F G H J

7 A B C D 8 F G H J

Directions: Circle **T** if the statement is true or **F** if the statement is false.

Rewrite any false statements to make them true.

9. **T F** Dietary fiber makes colon cells more vulnerable to carcinogens.

10. **T F** Chemotherapy uses chemicals to destroy cancer cells.

11. **T F** Type 1 diabetes accounts for 90 to 95 percent of all diabetes cases.

12. **T F** Genetic disorders such as Down syndrome, PKU, Tay-Sachs, and Fragile X syndrome result in babies born with mental retardation.

13. By practicing healthful behaviors, you can reduce your risk for many types of cardiovascular diseases. Write a paragraph outlining some strategies to reduce the risk of cardiovascular disease.

Write your answer to item 13 in this space.

Chapter 25 Noncommunicable Diseases and Disabilities

Reporting on Noncommunicable Diseases

Journalists have a responsibility to report the facts about a story. Research facts about noncommunicable diseases to complete the following activity.

Directions: You work as a journalist at a major national newspaper. Congress has been holding hearings on the impact of noncommunicable diseases on Americans, and you have been covering these hearings for your newspaper. Now, your editor has asked you to produce a feature article about one of the most-discussed noncommunicable diseases. Your task is to choose a non-communicable disease that affects a large number of people and write a feature article about it.

Your editor has set guidelines for you to follow to ensure that all the pertinent information is included. Review the guidelines given below, then write your article on separate sheets of paper.

Information to Include in Your Article

- Write a headline that includes the name of the disease and a subhead that grabs your reader's attention.
- Give a definition and an explanation of the disease.
- Describe how a person becomes infected with the disease.
- Describe the symptoms a person with the disease would experience and how long it would take for these symptoms to appear.
- Describe how the disease is treated.
- List Internet links and other reliable, up-to-date sources where readers might gain additional information about the disease.
- Include quotes, photographs, and graphics and corresponding captions.

Note Taking

Chapter 25 Noncommunicable Diseases and Disabilities

Lesson 1 Cardiovascular Disease

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, list which areas of the body you think are effected by cardiovascular disease. After you have finished reading, use what you have learned to rewrite you sentence.

Before Reading	After Reading

New and Academic Vocabulary

noncommunicable disease

cardiovascular disease

hypertension

atherosclerosis

arteriosclerosis

angina pectoris

arrhythmias

stroke

Write the correct vocabulary term under each definition.

1. high blood pressure _____
2. a disease that is not transmitted by another person, a vector, or the environment _____
3. an acute injury in which blood flow to the brain is interrupted _____
4. hardened arteries with reduced elasticity _____
5. a disease that affects the heart or blood vessels _____
6. a disease characterized by the accumulation of plaque on artery walls _____
7. chest pain that results when the heart does not get enough oxygen _____
8. irregular heartbeats _____

Cardiovascular Disease

I found this information
on page(s) _____.

Explain what the two parts of the word *cardiovascular* mean.

Types of Cardiovascular Disease

I found this information
on page(s) _____.

List and briefly **describe** four types of cardiovascular disease.

Cardiovascular Disease	Description

What Teens Need to Know

I found this information
on page(s) _____.

Explain why it is important for young adults to be aware of the causes and risks of cardiovascular disease.

List some cardiovascular disease risk factors that are out of your control.

Name some cardiovascular disease risk factors that you can control. Then **list** a preventive measure a person can take to avoid or address each factor.

Risk Factor	Preventive Measure

Academic Integration: English

Chapter 25 Noncommunicable Diseases and Disabilities

Lesson 1 Cardiovascular Disease

At the Heart of the Problem

Directions: Read the patient profiles below. Each patient may be suffering from a cardiovascular disease. Using information from the lesson, complete each chart.

- 1. Patient 1:** middle-aged male, overweight, family history of heart disease

Symptoms	Disease	Cause
		Reduced or blocked blood supply has damaged the heart muscle.

- 2. Patient 2:** male, early thirties, occasional runner

Symptoms	Disease	Cause
	Angina pectoris	

- 3. Patient 3:** female, early seventies, history of high blood pressure and atherosclerosis

Symptoms	Disease	Cause
	Hypertension	

- 4. Patient 4:** female, early twenties, college runner

Symptoms	Disease	Cause
The heart seems to skip a beat, beats quickly, or beats very slowly.		

- 5. Patient 5:** male, early fifties, smoker

Symptoms	Disease	Cause
Patient has severe headache, numbness on the left side, confusion, or dizziness.		

Chapter 25 Noncommunicable Diseases and Disabilities

Lesson 2 Cancer

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading the lesson, write a sentence describing how you think you can reduce your risk of developing cancer. After you have read the lesson carefully, use what you have learned to rewrite your sentence.

Before Reading	After Reading

New and Academic Vocabulary

cancer

tumor

benign

malignant

metastasis

carcinogen

biopsy

remission

link

Write a vocabulary word to answer each question.

1. Which term refers to a cancer-causing substance? _____
2. Which term means “noncancerous”? _____
3. Which is an abnormal mass of tissue that has no natural role in the body? _____
4. Which refers to a period of time when symptoms disappear? _____
5. Which term means “cancerous”? _____
6. Which is a process in which doctors remove a small piece of tissue for examination? _____
7. Which is a connecting element or factor? _____
8. Which refers to the spread of cancer from the point where it originated to other parts of the body? _____
9. Which occurs when abnormal cells reproduce rapidly and uncontrollably, building up inside otherwise normal tissue? _____

What Is Cancer?

I found this information
on page(s) _____.

Explain what cancer is and why cancer is harmful to the body.

List four classifications of cancer and **name** the tissue each affects.

Classification	Tissues Affected

Risk Factors for Cancer

I found this information
on page(s) _____.

List four risk factors for cancer and state which healthful behaviors can help you reduce each risk.

Risk Factor	Healthful Behavior

Reducing Your Risk

I found this information
on page(s) _____.

Explain why practicing healthful behaviors is important in the fight against cancer.

Detecting and Treating Cancer

I found this information
on page(s) _____.

List the warning signs of cancer.

List two steps toward successful cancer treatment.

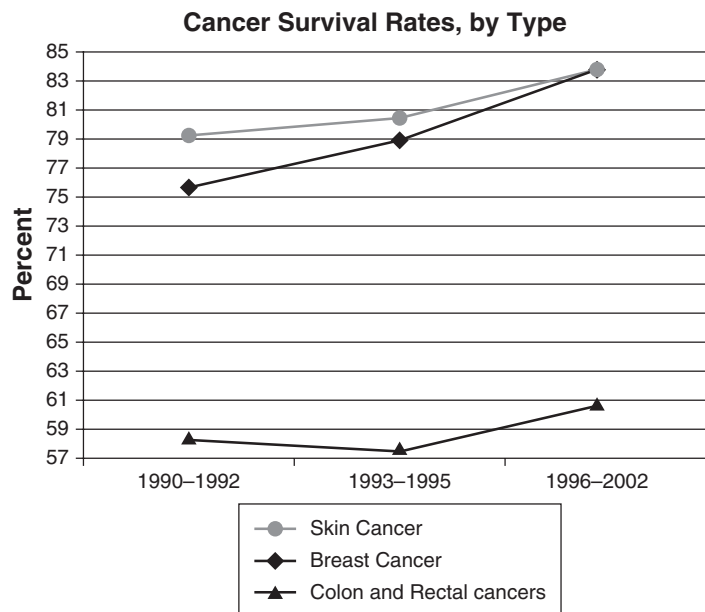
List five types of cancer treatment.

Chapter 25 Noncommunicable Diseases and Disability

Lesson 2 Cancer

Surviving Cancer

Directions: Although cancer takes a variety of forms and affects all parts of the body, it is possible to survive this disease. The following 2002 graph from the U.S. Census Bureau shows the survival rates of cancer by type. Answer the following questions based on the information provided in the graph.



1. What percentage of people survived skin cancer in the years 1996 to 2002?
A. Below 77 percent
B. About 79 percent
C. Above 83 percent
D. None of the above
2. What generally optimistic message does this graph communicate?
A. More and more scientists are devoting their time and energies to finding cures for cancer.
B. People who get these common cancers are, for the most part, living longer.
C. More and more people are reducing their risk of cancer through their health habits.
D. None of the above.
3. Which BEST describes the trend in breast cancer survival rates from 1990 to 2002?
A. The percentage of people surviving has stayed the same.
B. The percentage of people surviving has gone steadily up.
C. The percentage of people surviving has gone down, and then up again.
D. The percentage of people surviving has gone steadily down.

Note Taking

Chapter 25 Noncommunicable Diseases and Disabilities

Lesson 3 Allergies, Asthma, Diabetes, and Arthritis

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Food for Thought As you read this lesson, think about the last time you or a family member experienced the effects of allergies. Recall whether the symptoms were mild, such as hives or itchy raised bumps on the skin, or more serious, such as a drop in blood pressure or difficulty breathing. After you have finished reading the lesson carefully, write a sentence stating how allergies are treated.

New and Academic Vocabulary

Unscramble each vocabulary term. Then **write** the definition of each term.

allergy

1. drihoetuum sairrtihr

histamines

2. yaglrle

asthma

3. soisttierohatr

diabetes

4. sairrtihr

arthritis

5. sdeitaeb

osteoarthritis

6. sheinsitam

rheumatoid arthritis

7. aamsth

Allergies

I found this information
on page(s) _____.

Identify the term for allergy-causing substances and give
examples of these substances.

List two common methods used for identifying the source of
an allergic reaction. _____

Describe how a skin test works.

Asthma

I found this information
on page(s) _____.

Describe what happens during a typical asthma attack.

List four strategies for managing asthma.

Diabetes

I found this information
on page(s) _____.

Describe type 1 diabetes and type 2 diabetes.

Type 1 Diabetes

Type 2 Diabetes

Explain how type 2 diabetes can be prevented.

Arthritis

I found this information
on page(s) _____.

List and briefly **describe** two types of arthritis.

Academic Integration: Science

Chapter 25 Noncommunicable Diseases and Disabilities

Lesson 3 Allergies, Asthma, Diabetes, and Arthritis

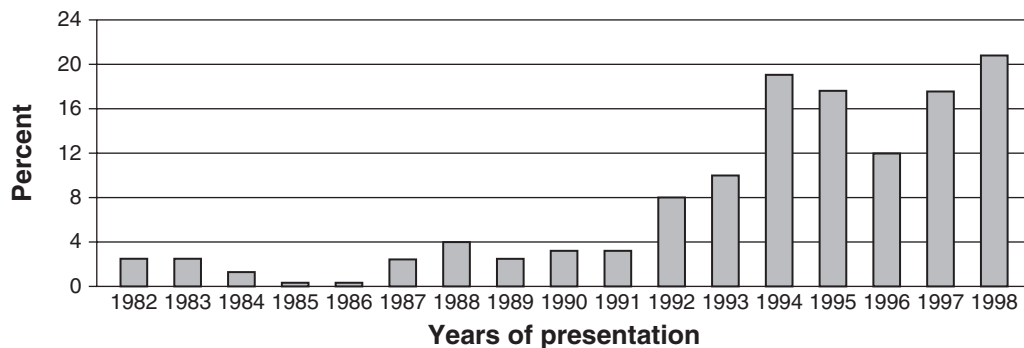
Is Type 2 Diabetes Becoming “Kid Stuff”?

Directions: Below is an article about young people and type 2 diabetes. Read the article, then answer the questions that follow.

Type 2 diabetes used to be a problem mainly for people over 30. In fact, it was called adult-onset diabetes. However, the number of children and adolescents with type 2 diabetes has recently increased so much that specialists call it an epidemic. The Centers for Disease Control and Prevention predicts that one in three children born in the United States in 2000 is at risk for developing type 2 diabetes.

To prevent this prediction from becoming a reality, Americans must get more physical activity and eat healthier diets. Heredity is also a factor in type 2 diabetes, but this factor is beyond your control. The most important action is to focus on the factors you can control. As many as 92 percent of children and teens with type 2 diabetes are seriously overweight. About 40 percent are clinically obese.

Type 2 diabetes may not be just for adults anymore, but eating better and getting exercise is good advice at any age.



Annual percentages of all newly diagnosed patients 0 to 19 years of age with type 2 diabetes at Children's Hospital Medical Center, Cincinnati, OH, show a significant increase between 1992 and 1998.
Source Pinhas-Hamiel O, Dolan LM, Daniels SR, et al® and updated information from dolan LM. University of Cincinnati

1. Why was type 2 diabetes called adult-onset diabetes?

2. As many as _____ of children and teens with type 2 diabetes are seriously overweight.
 - A. 30 percent
 - B. 40 percent
 - C. 75 percent
 - D. 92 percent
3. According to the CDC, how many American children born in 2000 are at risk for developing type 2 diabetes?
 - A. 1 in 3
 - B. 1 in 30
 - C. 1 in 200
 - D. 1 in 2,000
4. Based on the above graph, which statement about type 2 diabetes is accurate?
 - A. There were about twice as many new cases 1998 than in 1990.
 - B. New cases were about seven times greater in 1998 than in 1990.
 - C. There were about three times as many new cases in 1998 than in 1990.
 - D. New cases were about ten times greater in 1998 than in 1990.
5. In the above graph, which three years have a pattern of new cases similar to the pattern for the years 1996–1998?
 - A. 1982–1984
 - B. 1989–1991
 - C. 1994–1996
 - D. 1992–1994

Note Taking

Chapter 25 Noncommunicable Diseases and Disabilities

Lesson 4 Physical and Mental Challenges

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Food for Thought As you read this lesson, think about the many uses of your senses. Suppose you lost the ability to hear well. What difficulties would this cause you? After reading the lesson carefully, write a sentence about how you can protect yourself against hearing impairment.

New and Academic Vocabulary

Define each vocabulary term. **Write** the correct definition on the lines next to each term.

disability

profound deafness

mental retardation

Americans with Disabilities Act

volume

Physical Challenges

I found this information
on page(s) _____.

Name the three categories into which most physical
challenges fall.

List and briefly **describe** four common causes of blindness.

Causes of Blindness	Description

List five factors that contribute to hearing impairment.

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | |

List three ways people with motor impairments can deal with
their physical challenges.

- 1.
- 2.
- 3.

Mental Challenges

I found this information
on page(s) _____.

Identify four factors that have been found to cause mental
retardation.

1.	3.
2.	4.

Accommodating Differences

I found this information
on page(s) _____.

Describe the Americans with Disabilities Act.

Academic Integration: Social Studies

Chapter 25 Noncommunicable Diseases and Disabilities

Lesson 4 Physical and Mental Challenges

Directions: Read the following excerpts from the Americans with Disabilities Act of 1990. Explain how each section applies to schools.

1. “The ADA prohibits discrimination on the basis of disability in employment . . . It prohibits discrimination in recruitment, hiring, promotions, pay, social activities, and other privileges of employment.”

2. “Public transportation services may not discriminate against people in the provision of their services . . . Authorities . . . must comply with requirements for accessibility in new vehicles . . . or provide paratransit.”

3. “. . . the portions of the [public] facility are readily accessible to and usable by individuals with disabilities, including individuals who use wheelchairs.”

4. “. . . requires public schools to make available to all eligible children with disabilities a free, appropriate education in the least restrictive environment appropriate to their individual needs.”

Chapter 26 Safety and Injury Prevention

Tips on Preparing for Tests

- Eat well before taking a test. Have a good breakfast or lunch and avoid junk food. Studies show that you need good nutrition to concentrate and perform at your best.
- If you are allowed to use a calculator at a testing site, make sure it is one that is authorized. Also check to see that other electronic devices such as phones, pagers, and alarms are turned off.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

1. Which group is victim to more violent crime than any other?
A. Adults
B. Adolescents
C. Teens
D. Senior citizens
2. About how many deaths result from gun accidents in the home each year?
F. 650
G. 65
H. 50
J. 150
3. Which is the leading cause of nonfatal, unintentional injuries for teens 15 to 19 years old?
A. cuts or piercing wounds
B. being struck by or against an object
C. motor vehicle accidents
D. falls
4. Which reaction is NOT an example of road rage?
F. honking
G. shouting
H. tailgating
J. yielding
5. If you recognize that there are unsafe conditions at the place where you work, what federal agency could you report these conditions to?
A. EPA
B. OSHA
C. PFD
D. NCAA
6. About how many teens die each year from work-related accidents?
F. 70,000
G. 7,000
H. 70
J. 7
7. Which choice is NOT an example of defensive driving?
A. Stay on the alert while behind the wheel.
B. Flash your lights if you see a car coming toward you that crosses the center line.
C. Threaten another driver who has just cut you off.
D. Take an exit to get away from a car that is weaving.

8. Which term refers to a sequence of events that leads to an unintentional injury?
 - F. Chain of events
 - G. Accident chain
 - H. Personal safety
 - J. Injury chain
9. Which is a way of staying safe online?
 - A. Not letting your parents or guardians know what you are doing online
 - B. Always responding to inappropriate messages
 - C. Agreeing to meet online friends in person
 - D. Keeping your identity private
10. Which is NOT a way of staying safe while boating?
 - F. Avoiding drug and alcohol use
 - G. Dressing in layers
 - H. Boating with an experienced captain
 - J. Refusing to use personal flotation devices

11. Graduated licensing is
 - A. a way of responding to drivers who become violent.
 - B. the withholding of driving privileges until high school graduation.
 - C. the attention you pay to vehicular safety before you start the car.
 - D. a system that gradually increases driving privileges over time.
12. Which is responsible for about half of all accidental deaths in the home each year?
 - F. Fires
 - G. Guns
 - H. Falls
 - J. Drowning

Answer Space

- | | |
|------------|------------|
| 1 A B C D | 2 F G H J |
| 3 A B C D | 4 F G H J |
| 5 A B C D | 6 F G H J |
| 7 A B C D | 8 F G H J |
| 9 A B C D | 10 F G H J |
| 11 A B C D | 12 F G H J |

13. Some of your friends have invited you on a weekend boating trip to a nearby lake. You are interested in going, but after speaking with them about the trip you are concerned about safety. Many of them have never been boating before and seem to be inexperienced when it comes to water safety. Write a paragraph explaining what you can do to ensure that the trip will be enjoyable and safe.

Write your answer to item 13 in this space.

Chapter 26 Safety and Injury Prevention

Household Safety

Accidents in the home are one of the top causes of injury and death in the United States. Common types of household accidents include fires, falls, and poisonings. By following some basic safety precautions, you can reduce the risk of these types of accidents in your home.

Directions: Do a safety inspection of your home. Use the chart below to aid you in your inspection. List the potential dangers in your home, and write a few notes about how you can eliminate these potential injury hazards.

Safety Issue	Potential Danger	Action Taken
Preventing fires		
Safety with electricity		
Preventing falls		
Preventing poisonings		

Note Taking**Chapter 26****Chapter 26 Safety and Injury Prevention****Lesson 1 Personal Safety and Protection**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Consider and Reconsider Before reading, list two or three personal safety strategies. Name a few things that you do each day to protect yourself from accidents or harm. After reading the lesson, write a sentence or two telling more you can do to ensure your personal safety.

Before Reading	After Reading

New and Academic Vocabulary

personal safety

encounter

self-defense

cyberbullying

Complete each sentence, using the words listed on the left.

- _____ is any strategy for protecting yourself from harm.
- Cruel or hurtful online contact is called _____.
- Your _____ involves the steps you take to prevent yourself from becoming the victim of crime.
- The term _____ means to experience.

Safety Strategies

I found this information
on page(s) _____.

List some tips for ensuring your personal safety.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Describe some self-defense strategies for protecting yourself
against an attack.

- 1.
- 2.
- 3.
- 4.
- 5.

Staying Safe Online

I found this information
on page(s) _____.

List some actions you can take to protect yourself while online.

Avoiding Internet Predators

Coping with Cyberbullies

Academic Integration: English**chapter 26****Chapter 26 Safety and Injury Prevention****Lesson 1 Personal Safety and Protection****Staying Safe**

Directions: In the quest to increase safety, many commonsense actions are available.

Imagine that you have been hired to produce a safety brochure for the teens in your community. Your brochure will discuss safety strategies while out in the community. What safety tips would you include? Answer the following questions. Use this worksheet to organize your ideas.

1. Name eight or more tips you would include that could increase a teen's safety while out in the community. Remember, the brochure is for teens in your own community, so you can include locations you know and other specific information.

2. What is a slogan you could use to make the community safety tips memorable?

3. What art or photos could you use to illustrate your brochure?

Chapter 26 Safety and Injury Prevention

Lesson 2 Safety at Home and in Your Community

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Problem and Solution In the “Problems” box, describe areas within your home that you think may cause a safety risk. In the “Solutions” box, write down any ways of eliminating these safety risks that you have learned about in the lesson.

Problems	Solutions

New and Academic Vocabulary

unintentional injury

accident chain

suspend

smoke alarm

fire extinguisher

legal

Occupational Safety
and Health
Administration

Write a vocabulary word to answer each question.

1. Which device produces a loud warning noise in the presence of smoke?

2. Which is a sequence of events that leads to an unintentional injury?

3. Which is an agency that is responsible for promoting safe and healthful conditions in the workplace?

4. Which is an injury that results from an unexpected event?

5. Which device is used for putting out small fires?

6. Which term means permitted by law?

7. Which term means to bar temporarily?

Name _____ Date _____ Class _____

The Accident Chain

I found this information
on page(s) _____.

Explain how breaking the accident chain can prevent an injury.

Identify the main way in which people can prevent household accidents.

Keeping Your Home Safe

I found this information
on page(s) _____.

List one way to prevent an injury for each safety hazard.

Fire	
Electricity	
Falls	
Poisoning	
Firearms	
Computers	
Intruders	

Keeping Your Community Safe

I found this information
on page(s) _____.

Name four ways in which communities have taken measures to ensure safety for all.

- 1.
- 2.
- 3.
- 4.

Chapter 26 Safety and Injury Prevention

Lesson 2 Safety at Home and in Your Community

Directions: According to the Centers for Disease Control and Prevention, there were 97,900 accident-related fatalities in 2000. Taking precautions can help break the accident chain. Review the statistics below, answer the questions, and offer suggestions to help reduce the chance of some of these types of accidents.

Leading Causes of Unintentional-Injury Deaths	
Motor vehicle accidents	43,354
Falls	13,322
Poisoning and exposure to noxious substances	12,757
Choking	3,589
Drowning	3,482
Exposure to smoke, fire, and flames	3,377

Source: CDC National Vital Statistics Report 2000

1. What percent of accidental deaths are fire-related?

2. What are three ways that fire-related fatalities can be reduced?

3. What two life-saving devices should be present in every home?

4. Falls are the second leading cause of accidental death. List three ways to prevent falls.

Name _____ Date _____ Class _____

5. About half of all poisonings or exposures to noxious substances involve children under six years of age. Approximately how many children, age six or less, were accidentally killed by poison in 2000?

6. What are three ways to prevent accidental deaths from poisonings?

Chapter 26 Safety and Injury Prevention

Lesson 3 Outdoor Safety

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Food for Thought Before you read this lesson, write down some outdoor activities you enjoy. List the safety precautions you take while taking part in these activities. After reading the lesson, list any additional safety precautions that could protect you further while participating in these activities in the future.

Before Reading	After Reading

New Vocabulary

Answer the question about the vocabulary term in the left column.

personal flotation device

When should personal flotation devices be used?

Outdoor Recreation

I found this information on page(s) _____.

List some ways in which you can plan ahead for outdoor recreation.

Identify some good recommendations for safety while camping and hiking.

Name _____ Date _____ Class _____

List the safety recommendations for each winter sport.

1. Sledding: _____

2. Ice skating: _____

3. Skiing/snowboarding/snowmobiling: _____

Water Safety

I found this information
on page(s) _____.

List the safety precautions you should take when swimming,
diving, and boating.

Swimming and Diving	Boating

Chapter 26 Safety and Injury Prevention

Lesson 3 Outdoor Safety

Common Sense and Recreational Safety

Directions: Read the scenarios below. Using the information found in the lesson, identify aspects of each situation that should be changed to ensure recreational safety.

1. Alison was excited about her planned hike. Her family was playing cards near the campfire, giving her the rare opportunity to explore the nearby caves alone. Because it was warm, she wore shorts and sandals. She carried two water bottles in her backpack, as well as her cell phone. When she reached the caves, which were right off the path, she discovered they were hardly big enough to crawl into. Having heard of another set of caves, deeper into the woods and well away from the trail, Alison began walking into the unfamiliar area.

Safety suggestions: _____

2. On a visit to his grandparents, Tom decided to go cross-country skiing in the late afternoon. The day was reasonably warm, so Tom wore a light jacket and his lightest gloves, even though they were damp from his earlier run. As Tom had left his ski equipment at home, he decided to use a set of his grandfather's old skis that had been stored in the barn. Tom went off alone, heading into the forest that bordered his grandfather's land. The temperature began to drop. Unconcerned, Tom pushed deeper into the woods, hoping to reach the frozen river before turning back.

Safety suggestions: _____

Note Taking**Chapter 26****Chapter 26 Safety and Injury Prevention****Lesson 4 Safety on the Road**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Q and A Skim the headings, caption, and highlighted vocabulary words in this lesson before reading it carefully. Write three questions that you expect will be answered in the lesson. After reading carefully, write the answers to the questions.

Questions	Answers

New Vocabulary

Write the correct vocabulary term in the left column for each definition below.

1. obeying the rules of the road and exercising common sense and good judgment while driving
2. a system that gradually increases driving privileges over time
3. responding to a driving incident with violence
4. being aware of the potential hazards on the road and taking action to avoid them

Auto Safety

I found this information
on page(s) _____.

List four things you must pay attention to while driving.

Identify the age group that is most likely to take risks while driving, and list some risks people in that group are likely to take.

Describe some behaviors of a person experiencing road rage. Then **list** some ways you can stay safe if someone in a nearby car exhibits these behaviors.

Road Rage	Safety

Explain some actions you can take to drive defensively.

Sharing the Road

I found this information
on page(s) _____.

List at least two safety recommendations for each of the following users of the road.

Pedestrians	
School buses	
Bicycles	
Skaters	
Small motor vehicles	

Academic Integration: English**chapter 26****Chapter 26 Safety and Injury Prevention****Lesson 4 Safety on the Road****Bicycle Safety**

Directions: Read the story about Michael and answer the questions that follow.

Michael's Morning

Michael is running late for school this morning and is hurrying around the house trying to gather his things. If he is late for school one more time, he will be sent to detention. As he dashes into the garage for his bicycle, he remembers that his helmet is in his bedroom. Knowing that there is no time to retrieve it, he decides to ride without it “just this once.” Off he races, out of the garage and into the street. Peddling as hard as he can, he follows the double yellow line to the end of the street. Michael ignores the stop sign at the intersection and makes a sharp left turn. A feeling of relief comes over him as he sees a school bus approaching the school. He knows the final bell has not sounded. Michael speeds up right behind the school bus and coasts into the school's parking lot. He's made it—with seconds to spare!

1. What has Michael done this morning to violate general bicycle safety guidelines?

2. Which bicycle safety guidelines can you recall without referring to your textbook? List as many guidelines as you can. Then, check yourself by reviewing Lesson 4.

Chapter 27 First Aid and Emergencies

Tips on Preparing for Tests

- When studying in small groups, make sure your study group includes only students who are serious about studying.
- Some of the people in your study group should be at your ability level or higher.
- In your study sessions, go over as many different problems as you can (old homework problems, unassigned problems in the textbook, and problems from old exams).

Directions: Choose the best answer and mark your responses in the answer space on the next page.

1. Which is NOT one of the “three Cs” of emergency care?
A. Check
B. Call
C. Care
D. Crutch
2. What are Good Samaritan laws?
F. Laws that reward people for helping others
G. Laws that protect rescuers from being sued
H. Laws that punish people for not helping
J. Laws that allow rescue workers to sue if they are injured
3. What are the *universal precautions* designed to prevent?
A. The spread of disease through airborne germs and microbes
B. Unqualified people administering first aid
C. The spread of disease through blood and fluid contact
D. The rising costs of health care
4. Which is an example of an avulsion?
F. A paper cut
G. A puncture wound
H. A scraped knee
J. A severed finger
5. What is internal bleeding?
A. Bleeding inside your house
B. A small but deep hole caused by a sharp and narrow object
C. Blood spilling from a blood vessel into a body cavity
D. Cuts that slice through multiple layers of skin
6. How are burns classified?
F. By the area of the body they affect
G. By the amount of damage they cause
H. By the color they turn the skin
J. By their cause
7. Which of the following would be considered a third-degree burn?
A. A burn that involves all layers of skin and some of the underlying tissue
B. A burn that involves the epidermis and the underlying layers of skin
C. A burn that involves only the outer layer of skin
D. A burn that involves a third of the victim's skin
8. When providing first aid to a victim of a car accident, which injury would you probably deal with first?
F. A sprained ankle
G. Severe bleeding
H. A puncture wound
J. A second-degree burn

Name _____ Date _____ Class _____

9. Which is a weather alert based on severe weather that has already been observed?
 A. Forecast
 B. Attention
 C. Watch
 D. Warning
10. Which option contains three of the steps in the P.R.I.C.E. procedure?
 I. protect, reserve, increase
 II. rest, ice, compress
 III. ice, cover, ease
 IV. chill, elevate, protect
 F. I and II
 G. II only
 H. II and IV
 J. III only
11. What is the P.R.I.C.E procedure used for?
 A. Burns
 B. Lacerations
 C. Sprains
 D. Shock
12. What is the 30/30 rule used for?
 F. Eye tests
 G. Avoiding dangerous thunderstorms
 H. Treating burns
 J. Tornado safety

Answer Space

- | | | | | | | | | | |
|-----------|---|---|---|---|-----------|---|---|---|---|
| 1 | A | B | C | D | 2 | F | G | H | J |
| 3 | A | B | C | D | 4 | F | G | H | J |
| 5 | A | B | C | D | 6 | F | G | H | J |
| 7 | A | B | C | D | 8 | F | G | H | J |
| 9 | A | B | C | D | 10 | F | G | H | J |
| 11 | A | B | C | D | 12 | F | G | H | J |

13. Write a paragraph describing the different ways poisons can enter the body.

Write your answer to item 13 in this space.

Chapter 27 First Aid and Emergencies

Common Emergencies

You may be faced with situations in which a friend or relative experiences a minor injury. Knowing how to handle these situations can help to ease the victim's pain and prevent further complications.

Directions: Read each situation below. Then describe what action you would take in handling the situation.

1. You and a friend are hiking in the woods when your friend steps on a branch and twists his ankle. The ankle is painful and swollen. What kind of injury is your friend experiencing? What action should you take?

2. You are standing in a long line with your sister on a hot day. Suddenly, she faints. How will you help her?

3. You are babysitting for the little girl next door. She is teasing your dog, and the dog bites her. There is a little bleeding, and the wound appears to be swollen. How should you handle this?

Note Taking

Chapter 27 First Aid and Emergencies

Lesson 1 Providing First Aid

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Prior Knowledge Before you read, write a sentence or two about how best to respond to an emergency in which someone has an injury that is potentially life-threatening. After you read, rewrite the sentences, adding more explanation based on what you have learned.

Before Reading	After Reading

New and Academic Vocabulary

first aid

Define each vocabulary term. **Write** the correct definition on the line next to each term.

Good Samaritan law

universal precautions

First Steps in an Emergency

I found this information on page(s) _____.

Explain the first steps in responding to an emergency.

List and describe the “three Cs” of emergency care.

1.

2.

3.

First Aid for Bleeding

I found this information
on page(s) _____.

Describe the four types of open wounds.

Abrasion	Laceration

Puncture	Avulsion

First Aid for Burns

I found this information
on page(s) _____.

Define the three types of burns.

First degree

Second degree

Third degree

Academic Integration: Science

Chapter 27 First Aid and Emergencies

Lesson 1 Providing First Aid

When Only You Can Help

Directions: Provide step-by-step first-aid instructions for each case below.

1. You walk downstairs and find your younger brother holding his hand. It is bleeding heavily. The laceration is deep and runs across the palm of his hand. Through his tears, he tells you that he cut his hand on a piece of glass. No one else is home.

Recommended first-aid procedures: _____

[illegible]

2. Walking home from a friend's house, you hear cries of pain coming from your neighbor's backyard. When you investigate, you find your neighbor on the ground near his grill. He is clearly in pain and his hands are red and partially covered with blisters. No one is home at your house and you know your neighbor lives alone.

Recommended first-aid procedure: _____

Chapter 27 First Aid and Emergencies

Lesson 2 CPR and First Aid for Shock and Choking

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Skim the lesson. Write two questions that come to mind as you read the headings and captions. After reading, write the answers to your questions.

1. Question: _____

Answer: _____

2. Question: _____

Answer: _____

New and Academic Vocabulary

Write the correct vocabulary term in the left column for each definition below.

1. a sequence of actions that maximize the victim's chances of survival
2. a device that delivers an electric shock to the heart to restore its normal rhythm
3. a first-aid procedure that combines rescue breathing and chest compressions to supply oxygen to the body until normal body functions can resume
4. breathing for a person who is not breathing on his or her own
5. a life-threatening condition in which the heart is not delivering an adequate supply of blood to the body
6. to go in search of

The Chain of Survival

I found this information
on page(s) _____.

Define the links in the Chain of Survival.

1.

2.

3.

4.

CPR

I found this information
on page(s) _____.

Explain the Two Types of CPR

Adult	Infants and Children

Other Emergencies

I found this information
on page(s) _____.

Shock

Symptoms	First Aid

Chapter 27 First Aid and Emergencies

Lesson 2 CPR and First Aid for Shock and Choking

Handling Major Emergencies

Directions: Read each situation below. Provide step-by-step instructions for first-aid care for each situation.

1. A four-year-old boy was playing near a pool when his mother went into the house to take a phone call. When the mother came back outside, the boy was lying face down in the water. The boy is not moving, coughing, or breathing.

First-aid care: _____

2. A woman at a food court in a shopping mall appears to be choking on a hamburger. She is turning blue in the face.

First-aid care: _____

Note Taking**Chapter 27 First Aid and Emergencies****Lesson 3 Responding to Other Common Emergencies**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Knowledge Comparison Before you read, write a few sentences showing what you know about handling head and neck injuries. After you read, write a sentence indicating what you learned in your reading about this type of injury.

Before	After

New and Academic Vocabulary

As you encounter each new word at the left in the text, **define** the term below.

fracture

dislocation

unconsciousness

concussion

poison

poison control center

venom

Muscle, Joint, and Bone Injuries

I found this information on page(s) _____.

Describe the steps in the P.R.I.C.E. procedure for treating minor sprains and strains.

P: _____

R: _____

I: _____

C: _____

E: _____

Other Common Emergencies

I found this information on page(s) _____.

Identify the steps that should be taken for the following ways that poison can enter the body.

Swallowing: _____

Inhalation: _____

Through the eyes: _____

Through the skin: _____

Describe the steps you should take if a person gets stung or bitten by an insect or spider but is not allergic to its venom.

1. _____

2. _____

3. _____

4. _____

5. _____

Academic Integration: Science

Chapter 27 First Aid and Emergencies

Lesson 3 Responding to Other Common Emergencies

Poisonings: When Time Is Critical

Directions: Describe proper first-aid treatment for each poisoning situation described below.

Chapter 27

1. Poisonous snakebite

First-aid treatment: _____

2. Poison ivy, oak, or sumac

First-aid treatment: _____

3. Insect sting

First-aid treatment: _____

4. Swallowed poison

First-aid treatment _____

Chapter 27 First Aid and Emergencies

Lesson 4 Emergency Preparedness

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Skim the lesson. Write a question that comes to mind as you read the headings and captions. After reading, write the answer to your question.

1. Question: _____

Answer: _____

New and Academic Vocabulary

hurricane

tornado

blizzard

flash flood

earthquake

emergency survival kit

Unscramble each vocabulary term. Then **write** the definition of each term.

drabziz

charunire

safllh odolf

odortan

tik visulrav myegernce

quetharkea

Storm Safety

I found this information on page(s) _____.

Describe some steps you would take to protect yourself from each type of storm.

Severe thunderstorm: _____

Hurricane: _____

Tornado: _____

Winter storm: _____

Natural Disasters

I found this information
on page(s) _____.

Identify one thing you should do and one thing you should not do during each of the following natural disasters.

Floods

DO: _____

DO NOT: _____

Earthquakes

DO: _____

DO NOT: _____

Being Prepared for Emergencies

I found this information
on page(s) _____.

Identify the items you should have in an emergency survival kit.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Chapter 27 First Aid and Emergencies

Lesson 4 Emergency Preparedness

Further Explanation

Directions: Knowing the rules for safety during natural disasters is important, but knowing the reasons behind those rules can be even more important. For each of the following safety rules, explain the reasons why the rule was established.

1. **Thunderstorms:** 30/30 rule

2. **Tornado:** Never try to outrun a tornado in a car.

3. **Blizzard:** Wear loose-fitting layers if you are outside.

4. **Floods:** Do not walk through moving water.

5. **After a flood:** Drink bottled water.

6. **Earthquakes:** Stay in a protected area until you are sure the earthquake has stopped.

7. **Wildfires:** Close all doors and windows before leaving your house, but do not lock the house.

Test Taking**Chapter 28 Community and Environmental Health****Tips on Preparing for Tests**

- Real learning occurs through studying that takes place over a period of time, not all at once.
- If you relate the information you are learning to what you already know, you will be better able to understand and retain it.
- When studying for a test, write important ideas, definitions, and formulas on flash cards.

Directions: Choose the best answer and mark your responses in the answer space on the next page.

1. Which doctor would you see for a physical checkup and general care?
A. A specialist
B. A neurologist
C. A primary care physician
D. A physical therapist
2. Which of the following provide both outpatient and inpatient care?
F. Urgent care centers
G. Hospitals
H. Hospices
J. Assisted-living facilities
3. Which of the following is a monthly fee paid for health insurance?
A. Deductible
B. Out-of-pocket expense
C. Premium
D. Coinsurance
4. Which of the following is NOT something public health agencies do?
F. Take medical histories
G. Research health problems
H. Enforce health regulations
J. Provide information about health issues
5. Which agency enforces consumer protection and antitrust laws?
A. Environmental Protection Agency
B. Occupational Safety and Health Administration
C. Department of Health and Human Services
D. Federal Trade Commission
6. Which agency ensures the safety and effectiveness of medicines?
F. Centers for Disease Control and Prevention
G. Food and Drug Administration
H. Substance Abuse and Mental Health Services Administration
J. World Health Organization
7. Which of the following is the contamination of the earth's atmosphere?
A. Air pollution
B. Noise pollution
C. Greenhouse effect
D. Global warming

8. Carbon monoxide is
 - F. a brownish haze that sometimes forms in urban areas.
 - G. a colorless, odorless gas formed from fuel.
 - H. formed chiefly from power plants burning coal.
 - J. a highly reactive gas that forms when fuel is burned.
9. The greenhouse effect is all of the following EXCEPT
 - A. the trapping of heat in the atmosphere.
 - B. made up of gases produced by human activity.
 - C. normal and necessary to support life on this planet.
 - D. a formation of irritants that lead to respiratory problems.
10. Which of the following is a mineral fiber once used as a fire-retardant insulation?
 - F. Radon
 - G. Asbestos
 - H. Lead
 - J. Sulfur dioxide
11. What is the term used for something that can be broken down by microorganisms?
 - A. Recyclable
 - B. Incinerated
 - C. Biodegradable
 - D. Hazardous waste
12. Which is an example of precycling?
 - A. Crushing cans and flattening boxes to save space in landfills
 - G. Putting grass clippings in a compost pile
 - H. Carrying purchases in your backpack instead of a store's shopping bag
 - J. Making an aluminum can from recycled aluminum

Answer Space

- | | |
|------------|------------|
| 1 A B C D | 2 F G H J |
| 3 A B C D | 4 F G H J |
| 5 A B C D | 6 F G H J |
| 7 A B C D | 8 F G H J |
| 9 A B C D | 10 F G H J |
| 11 A B C D | 12 F G H J |

13. Write a paragraph explaining the role of public health agencies.

Write your answer to item 13 in this space.

Real World Connection**Chapter 28 Community and Environmental Health****Your Conservation IQ**

There are many actions you can take to conserve natural resources.

Directions: Take the following quiz to see how well you practice conservation.

Answer each question by checking the space labeled Always, Sometimes, or Never. At the end of the quiz, follow the instructions to add up your score.

<u>Always</u>	<u>Sometimes</u>	<u>Never</u>	1. I wear layers of clothing rather than turning up the heat.
<u>Always</u>	<u>Sometimes</u>	<u>Never</u>	2. I turn off the lights when I leave a room.
<u>Always</u>	<u>Sometimes</u>	<u>Never</u>	3. I turn off the TV when no one is watching.
<u>Always</u>	<u>Sometimes</u>	<u>Never</u>	4. I recycle aluminum, plastic, and glass.
<u>Always</u>	<u>Sometimes</u>	<u>Never</u>	5. I carry cloth bags for shopping, rather than using plastic.
<u>Always</u>	<u>Sometimes</u>	<u>Never</u>	6. I reduce, reuse, and recycle paper and plastic packaging.
<u>Always</u>	<u>Sometimes</u>	<u>Never</u>	7. I turn off the computer when it is not being used.
<u>Always</u>	<u>Sometimes</u>	<u>Never</u>	8. I properly dispose of hazardous chemicals such as paints, pesticides, and batteries.
<u>Always</u>	<u>Sometimes</u>	<u>Never</u>	9. I keep my windows shut when the heating or air conditioning is running.
<u>Always</u>	<u>Sometimes</u>	<u>Never</u>	10. I turn off the water when I brush my teeth.
<u>Always</u>	<u>Sometimes</u>	<u>Never</u>	11. I avoid long showers.

Score 2 points for each time you answered *Always*, 1 point for each time you answered *Sometimes*, and 0 points for each time you answered *Never*. Enter your total score:

Total Score

18–24: Good work—you often practice conservation strategies.

13–17: You could improve—try to remember and practice the conservation strategies you learned in the chapter.

0–12: Conservation is not yet a part of your daily habits—review the chapter and make a plan to start conserving today!

Chapter 28 Community and Environmental Health

Lesson 1 Community and Public Health

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Prior Knowledge Before you read, write a sentence or two about what you already know about the health care system. After you read, write a few sentences telling what you learned about the health care system.

Before Reading	After Reading

New and Academic Vocabulary

health care system

Define each vocabulary term, using your book or a dictionary.

primary care physician

specialist

medical history

health insurance

public health

trend

The Health Care System
I found this information
on page(s) _____.

Compare and **contrast** the reasons you might visit each type of doctor.

Primary Care Physician	Specialist

Describe the following health care facilities by completing the sentences.

- Hospitals _____

- Birthing centers _____

- Drug treatment centers _____

- Assisted-living facilities _____

Define the two main forms of health insurance.

Fee for Service	Managed Care

Public Health Services
I found this information
on page(s) _____.

Explain the function of each agency.

Environmental Protection Agency

Occupational Safety and Health Administration

Chapter 28 Community and Environmental Health

Lesson 1 Community and Public Health

See the Specialist

An *appositive* is a word or phrase that describes another noun. The appositive phrase comes directly after the noun it modifies. For example, the underlined phrase in the sentence below is an appositive phrase.

Shari and Tim took their newborn son to see the pediatrician, a doctor who specializes in children's health issues.

The appositive phrase modifies the noun *p pediatrician*.

Directions: Read the descriptions below. For each, write a sentence describing what type of specialist the person should see. Make sure that your sentence contains an appositive phrase describing what that specialist does.

1. Matt has been suffering from acne for several months now. What started as a small problem has become severe, so he made an appointment with his primary care physician.

2. Juan visited his primary care physician for a checkup. When his examination was over, he mentioned to the doctor that his seven-year-old son was having trouble sleeping at night, and that he was worried about how this might affect his ability to concentrate in school.

3. Hannah has had cold symptoms for a month now. Even though she has been taking cold medicine, she doesn't feel much better. Hannah went to see her primary care physician, and she described her symptoms: watery eyes and constant sneezing.

4. Alyssa made an appointment with her primary care physician to discuss the severity of her menstrual cramps. She misses several days of school each month, and wonders if there is a treatment that could alleviate her cramps.

Note Taking**Chapter 28 Community and Environmental Health****Lesson 2 Air Quality and Health**

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Q and A Skim the headings, captions, and highlighted vocabulary words in this lesson before reading it carefully. Write a question or two that you expect the lesson to answer. After reading carefully, write the answer to the question.

Before Reading	After Reading

New and Academic Vocabulary

Directions: Write the correct term in the left column for each definition below.

1. the contamination of the earth's atmosphere by harmful substances
2. a brownish haze that sometimes forms in urban areas
3. an index for reporting daily air quality
4. the trapping of heat by gases in the earth's atmosphere
5. an overall increase in the earth's temperature
6. harmful, unwanted sound loud enough to damage hearing
7. a unit that measures the intensity of sound
8. a constituent part or ingredient

Understanding Air Pollution

I found this information on page(s) _____.

Describe how these pollutants harm human health and the environment.

1. Ozone
2. Carbon monoxide
3. Lead

Explain the levels of air quality.

Range	Air Quality
0–50	Good:
51–100	Moderate:
101–150	Unhealthy for Sensitive Groups:
151–200	Unhealthy:
201–300	Very Unhealthy:
301–500	Hazardous:

Reducing Air Pollution

I found this information on page(s) _____.

Describe steps that can be taken to reduce air pollution.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Academic Integration: English**Chapter 28 Community and Environmental Health****Lesson 2 Air Quality and Health****Pollution Solutions**

Sentences that give an order or command are called imperative sentences. Writers use imperatives in recipes, instruction manuals, and other texts in order to explain how to do something. When imperatives express strong emotion, we use an exclamation point at the end; otherwise, we use a period. An imperative sentence does not directly state a subject or noun, but the subject is understood to be you. For example:

Help us save the whales! (You help us.)

Turn off the lights when leaving a room. (You turn off the lights.)

Directions: Listed below are some common objects. For each, write one or more imperative sentences that tell how to reduce the air and noise pollution associated with the object's use.

1. Lawn mowers

Strategies to reduce air pollution: _____

Strategies to reduce noise pollution: _____

2. Cars

Strategies to reduce air pollution: _____

Strategies to reduce noise pollution: _____

3. Leaf blowers/chain saws

Strategies to reduce air pollution: _____

Strategies to reduce noise pollution: _____

Chapter 28 Community and Environmental Health

Lesson 3 Protecting Land and Water

Directions: Use the following outline to help organize your notes as you read through the lesson.

Key Concept

Knowledge Comparison Before you read, write a few sentences showing what you know about protecting land and water from pollution. After you read, write a few sentences about what you learned from reading the lesson.

Before	After

New and Academic Vocabulary

As you encounter each new word at the left in the text, **define** the term below.

biodegradable

landfill

hazardous waste

urban sprawl

wastewater

precycling

recycling

Waste Disposal

I found this information
on page(s) _____.

Explain the options for solid waste disposal.

Landfills	Incineration

Describe the different types of hazardous waste.

Industrial wastes: _____

Household wastes: _____

Radioactive wastes: _____

Water: A Limited Resource

I found this information
on page(s) _____.

Define the sources of water pollution.

1. Runoff _____

2. Wastewater _____

3. Sediment _____

4. Oil _____

Chapter 28 First Aid and Emergencies

Lesson 3 Protecting Land and Water

Spread the Word

The following paragraph is organized around the explanation of a problem and its solution.

As the world population continues to grow, the demand for water will increase.

Disputes over water resources could lead to major conflicts between nations.

People can help reduce this threat by practicing conservation.

Every person on Earth uses land and water resources. Human activity is often harmful to land and water resources. People can take a variety of actions, however, to minimize their impact on both land and water.

Directions: For each pollution source listed below, write a paragraph that identifies related problems and suggests possible solutions.

1. Solid waste disposal

2. Hazardous wastes

National Standards Chart

National Council of Teachers of English	
NCTE.1	Reading for Perspective Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works.
NCTE.3	Evaluation Strategies Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
NCTE.4	Communication Skills Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
NCTE.5	Communication Strategies Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
NCTE.6	Applying Knowledge Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
NCTE.7	Evaluating Data Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
NCTE.11	Participating in Society Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
NCTE.12	Applying Language Skills Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
National Council of Teachers of Mathematics	
NCTM- NUM.1	Understand numbers, ways of representing numbers, relationships among numbers, and number systems.
NCTM- NUM.2	Understand meanings of operations and how they relate to one another.
NCTM- ALG.2	Represent and analyze mathematical situations and structures using algebraic symbols.
NCTM- MEA.1	Understand measurable attributes of objects and the units, systems, and processes of measurement.
NCTM- DATA.3	Develop and evaluate inferences and predictions that are based on data.
NCTM- DATA.4	Understand and apply basic concepts of probability.
NCTM- REA.3	Develop and evaluate mathematical arguments and proofs.
National Science Education Standards	
NSES.1	Science as Inquiry As a result of activities in grades 9-12, all students should develop <ul style="list-style-type: none"> abilities necessary to do scientific inquiry. <ul style="list-style-type: none"> Identify questions and concepts that guide scientific investigations. Students should formulate a testable hypothesis and demonstrate the logical connections between the scientific concepts guiding a hypothesis and the design of an experiment. They should demonstrate appropriate procedures, a knowledge base, and conceptual understanding of scientific investigations. Design and conduct scientific investigations. Designing and conducting a scientific investigation requires introduction to the major concepts in the area being investigated, proper equipment, safety precautions, assistance with methodological problems, recommendations for use of technologies, clarification of ideas that guide the inquiry, and scientific knowledge obtained from sources other than the actual investigation. The investigation may also require student clarification of the question,

	<p>method, controls, and variables, student organization and display of data, student revision of methods and explanations; and a public presentation of the results with a critical response from peers. Regardless of the scientific investigation performed, students must use evidence, apply logic, and construct an argument for their proposed explanations.</p> <ul style="list-style-type: none"> ◆ Use technology and mathematics to improve investigations and communications. A variety of technologies, such as hand tools, measuring instruments, and calculators, should be an integral component of scientific investigations. The use of computers for the collection, analysis, and display of data is also a part of this standard. Mathematics plays an essential role in all aspects of an inquiry. For example, measurement is used for posing questions, formulas are used for developing explanations, and charts and graphs are used for communicating results. ◆ Formulate and revise scientific explanations and models using logic and evidence. Student inquiries should culminate in formulating an explanation or model. Models should be physical, conceptual, and mathematical. In the process of answering the questions, the students should engage in discussions and arguments that result in the revision of their explanations. These discussions should be based on scientific knowledge, the use of logic, and evidence from their investigation. ◆ Recognize and analyze alternative explanations and models. This aspect of the standard emphasizes the critical abilities of analyzing an argument by reviewing current scientific understanding, weighing the evidence, and examining the logic so as to decide which explanations and models are best. In other words, although there may be several plausible explanations, they do not all have equal weight. Students should be able to use scientific criteria to find the preferred explanations. ◆ Communicate and defend a scientific argument. Students in school science programs should develop the abilities associated with accurate and effective communication. These include writing and following procedures, expressing concepts, reviewing information, summarizing data, using language appropriately, developing diagrams and charts, explaining statistical analysis, speaking clearly and logically, constructing a reasoned argument, and responding appropriately to critical comments. <ul style="list-style-type: none"> ● understandings about scientific inquiry. <ul style="list-style-type: none"> ◆ Scientists usually inquire about how physical, living, or designed systems function. Conceptual principles and knowledge guide scientific inquiries. Historical and current scientific knowledge influence the design and interpretation of investigations and the evaluation of proposed explanations made by other scientists. ◆ Scientists conduct investigations for a wide variety of reasons. For example, they may wish to discover new aspects of the natural world, explain recently observed phenomena, or test the conclusions of prior investigations or the predictions of current theories. ◆ Scientists rely on technology to enhance the gathering and manipulation of data. New techniques and tools provide new evidence to guide inquiry and new methods to gather data, thereby contributing to the advance of science. The accuracy and precision of the data, and therefore the quality of the exploration, depends on the technology used. ◆ Mathematics is essential in scientific inquiry. Mathematical tools and models guide and improve the posing of questions, gathering data, constructing explanations and communicating results. ◆ Scientific explanations must adhere to criteria such as: a proposed explanation must be logically consistent; it must abide by the rules of evidence; it must be open to questions and possible modification; and it must be based on historical and current scientific knowledge. ◆ Results of scientific inquiry—new knowledge and methods—emerge from different types of investigations and public communication among scientists. In communicating and defending the results of scientific inquiry, arguments must be logical and demonstrate connections between natural phenomena, investigations, and the historical body of scientific knowledge. In addition, the methods and procedures that scientists used to obtain evidence must be clearly reported to enhance opportunities for further investigation.
NSES.5	<p>Science and Technology As a result of activities in grades 9-12, all students should develop</p> <ul style="list-style-type: none"> ● abilities of technological design. <ul style="list-style-type: none"> ◆ Identify a problem or design an opportunity. Students should be able to identify new problems or needs and to change and improve current technological designs. ◆ Propose designs and choose between alternative solutions. Students should demonstrate thoughtful planning for a piece of technology or technique. Students should be introduced to the roles of models and simulations in these processes. ◆ Implement a proposed solution. A variety of skills can be needed in proposing a solution depending on the type of technology that is involved. The construction of artifacts can require the skills

	<p>of cutting, shaping, treating, and joining common materials—such as wood, metal, plastics, and textiles. Solutions can also be implemented using computer software.</p> <ul style="list-style-type: none"> ◆ Evaluate the solution and its consequences. Students should test any solution against the needs and criteria it was designed to meet. At this stage, new criteria not originally considered may be reviewed. ◆ Communicate the problem, process, and solution. Students should present their results to students, teachers, and others in a variety of ways, such as orally, in writing, and in other forms—including models, diagrams, and demonstrations. ● understandings about science and technology. <ul style="list-style-type: none"> ◆ Scientists in different disciplines ask different questions, use different methods of investigation, and accept different types of evidence to support their explanations. Many scientific investigations require the contributions of individuals from different disciplines, including engineering. New disciplines of science, such as geophysics and biochemistry often emerge at the interface of two older disciplines. ◆ Science often advances with the introduction of new technologies. Solving technological problems often results in new scientific knowledge. New technologies often extend the current levels of scientific understanding and introduce new areas of research. ◆ Creativity, imagination, and a good knowledge base are all required in the work of science and engineering. ◆ Science and technology are pursued for different purposes. Scientific inquiry is driven by the desire to understand the natural world, and technological design is driven by the need to meet human needs and solve human problems. Technology, by its nature, has a more direct effect on society than science because its purpose is to solve human problems, help humans adapt, and fulfill human aspirations. Technological solutions may create new problems. Science, by its nature, answers questions that may or may not directly influence humans. Sometimes scientific advances challenge people's beliefs and practical explanations concerning various aspects of the world. ◆ Technological knowledge is often not made public because of patents and the financial potential of the idea or invention. Scientific knowledge is made public through presentations at professional meetings and publications in scientific journals.
NSES.6	<p>Personal and Social Perspectives As a result of activities in grades 9-12, all students should develop understanding of</p> <ul style="list-style-type: none"> ● personal and community health. <ul style="list-style-type: none"> ◆ Hazards and the potential for accidents exist. Regardless of the environment, the possibility of injury, illness, disability, or death may be present. Humans have a variety of mechanisms—sensory, motor, emotional, social, and technological—that can reduce and modify hazards. ◆ The severity of disease symptoms is dependent on many factors, such as human resistance and the virulence of the disease-producing organism. Many diseases can be prevented, controlled, or cured. Some diseases, such as cancer, result from specific body dysfunctions and cannot be transmitted. ◆ Personal choice concerning fitness and health involves multiple factors. Personal goals, peer and social pressures, ethnic and religious beliefs, and understanding of biological consequences can all influence decisions about health practices. ◆ An individual's mood and behavior may be modified by substances. The modification may be beneficial or detrimental depending on the motives, type of substance, duration of use, pattern of use, level of influence, and short- and long-term effects. Students should understand that drugs can result in physical dependence and can increase the risk of injury, accidents, and death. ◆ Selection of foods and eating patterns determine nutritional balance. Nutritional balance has a direct effect on growth and development and personal well-being. Personal and social factors—such as habits, family income, ethnic heritage, body size, advertising, and peer pressure—influence nutritional choices. ◆ Families serve basic health needs, especially for young children. Regardless of the family structure, individuals have families that involve a variety of physical, mental, and social relationships that influence the maintenance and improvement of health. ◆ Sexuality is basic to the physical, mental, and social development of humans. Students should understand that human sexuality involves biological functions, psychological motives, and cultural, ethnic, religious, and technological influences. Sex is a basic and powerful force that has consequences to individuals' health and to society. Students should understand various methods of controlling the reproduction process and that each method has a different type of effectiveness and different health and social consequences.

- population growth.
 - ◆ Populations grow or decline through the combined effects of births and deaths, and through emigration and immigration. Populations can increase through linear or exponential growth, with effects on resource use and environmental pollution.
 - ◆ Various factors influence birth rates and fertility rates, such as average levels of affluence and education, importance of children in the labor force, education and employment of women, infant mortality rates, costs of raising children, availability and reliability of birth control methods, and religious beliefs and cultural norms that influence personal decisions about family size.
 - ◆ Populations can reach limits to growth. Carrying capacity is the maximum number of individuals that can be supported in a given environment. The limitation is not the availability of space, but the number of people in relation to resources and the capacity of earth systems to support human beings. Changes in technology can cause significant changes, either positive or negative, in carrying capacity.
- natural resources.
 - ◆ Human populations use resources in the environment in order to maintain and improve their existence. Natural resources have been and will continue to be used to maintain human populations.
 - ◆ The earth does not have infinite resources; increasing human consumption places severe stress on the natural processes that renew some resources, and it depletes those resources that cannot be renewed.
 - ◆ Humans use many natural systems as resources. Natural systems have the capacity to reuse waste, but that capacity is limited. Natural systems can change to an extent that exceeds the limits of organisms to adapt naturally or humans to adapt technologically.
- environmental quality.
 - ◆ Natural ecosystems provide an array of basic processes that affect humans. Those processes include maintenance of the quality of the atmosphere, generation of soils, control of the hydrologic cycle, disposal of wastes, and recycling of nutrients. Humans are changing many of these basic processes, and the changes may be detrimental to humans.
 - ◆ Materials from human societies affect both physical and chemical cycles of the earth.
 - ◆ Many factors influence environmental quality. Factors that students might investigate include population growth, resource use, population distribution, over-consumption, the capacity of technology to solve problems, poverty, the role of economic, political, and religious views, and different ways humans view the earth.
- natural and human-induced hazards.
 - ◆ Normal adjustments of earth may be hazardous for humans. Humans live at the interface between the atmosphere driven by solar energy and the upper mantle where convection creates changes in the earth's solid crust. As societies have grown, become stable, and come to value aspects of the environment, vulnerability to natural processes of change has increased.
 - ◆ Human activities can enhance potential for hazards. Acquisition of resources, urban growth, and waste disposal can accelerate rates of natural change.
 - ◆ Some hazards, such as earthquakes, volcanic eruptions, and severe weather, are rapid and spectacular. But there are slow and progressive changes that also result in problems for individuals and societies. For example, change in stream channel position, erosion of bridge foundations, sedimentation in lakes and harbors, coastal erosions, and continuing erosion and wasting of soil and landscapes can all negatively affect society.
 - ◆ Natural and human-induced hazards present the need for humans to assess potential danger and risk. Many changes in the environment designed by humans bring benefits to society, as well as cause risks. Students should understand the costs and trade-offs of various hazards—ranging from those with minor risk to a few people to major catastrophes with major risk to many people. The scale of events and the accuracy with which scientists and engineers can (and cannot) predict events are important considerations.
- science and technology in local, national, and global challenges.
 - ◆ Science and technology are essential social enterprises, but alone they can only indicate what can happen, not what should happen. The latter involves human decisions about the use of knowledge.
 - ◆ Understanding basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various science- and technology-related challenges. However, understanding science alone will not resolve local, national, or global challenges.

	<ul style="list-style-type: none"> ◆ Progress in science and technology can be affected by social issues and challenges. Funding priorities for specific health problems serve as examples of ways that social issues influence science and technology. ◆ Individuals and society must decide on proposals involving new research and the introduction of new technologies into society. Decisions involve assessment of alternatives, risks, costs, and benefits and consideration of who benefits and who suffers, who pays and gains, and what the risks are and who bears them. Students should understand the appropriateness and value of basic questions—"What can happen?"—"What are the odds?"—and "How do scientists and engineers know what will happen?" ◆ Humans have a major effect on other species. For example, the influence of humans on other organisms occurs through land use—which decreases space available to other species—and pollution—which changes the chemical composition of air, soil, and water.
NSES.7	<p>History and Nature of Science As a result of activities in grades 9-12, all students should develop understanding of</p> <ul style="list-style-type: none"> ● science as a human endeavor. <ul style="list-style-type: none"> ◆ Individuals and teams have contributed and will continue to contribute to the scientific enterprise. Doing science or engineering can be as simple as an individual conducting field studies or as complex as hundreds of people working on a major scientific question or technological problem. Pursuing science as a career or as a hobby can be both fascinating and intellectually rewarding. ◆ Scientists have ethical traditions. Scientists value peer review, truthful reporting about the methods and outcomes of investigations, and making public the results of work. Violations of such norms do occur, but scientists responsible for such violations are censured by their peers. ◆ Scientists are influenced by societal, cultural, and personal beliefs and ways of viewing the world. Science is not separate from society but rather science is a part of society. ● nature of scientific knowledge. <ul style="list-style-type: none"> ◆ Science distinguishes itself from other ways of knowing and from other bodies of knowledge through the use of empirical standards, logical arguments, and skepticism, as scientists strive for the best possible explanations about the natural world. ◆ Scientific explanations must meet certain criteria. First and foremost, they must be consistent with experimental and observational evidence about nature, and must make accurate predictions, when appropriate, about systems being studied. They should also be logical, respect the rules of evidence, be open to criticism, report methods and procedures, and make knowledge public. Explanations on how the natural world changes based on myths, personal beliefs, religious values, mystical inspiration, superstition, or authority may be personally useful and socially relevant, but they are not scientific. ◆ Because all scientific ideas depend on experimental and observational confirmation, all scientific knowledge is, in principle, subject to change as new evidence becomes available. The core ideas of science such as the conservation of energy or the laws of motion have been subjected to a wide variety of confirmations and are therefore unlikely to change in the areas in which they have been tested. In areas where data or understanding are incomplete, such as the details of human evolution or questions surrounding global warming, new data may well lead to changes in current ideas or resolve current conflicts. In situations where information is still fragmentary, it is normal for scientific ideas to be incomplete, but this is also where the opportunity for making advances may be greatest. ● historical perspectives. <ul style="list-style-type: none"> ◆ In history, diverse cultures have contributed scientific knowledge and technologic inventions. Modern science began to evolve rapidly in Europe several hundred years ago. During the past two centuries, it has contributed significantly to the industrialization of Western and non-Western cultures. However, other, non-European cultures have developed scientific ideas and solved human problems through technology. ◆ Usually, changes in science occur as small modifications in extant knowledge. The daily work of science and engineering results in incremental advances in our understanding of the world and our ability to meet human needs and aspirations. Much can be learned about the internal workings of science and the nature of science from study of individual scientists, their daily work, and their efforts to advance scientific knowledge in their area of study.
National Council for the Social Studies	
NCSS.IV	Individual Development and Identity
NCSS.X	Civic Ideals and Practices