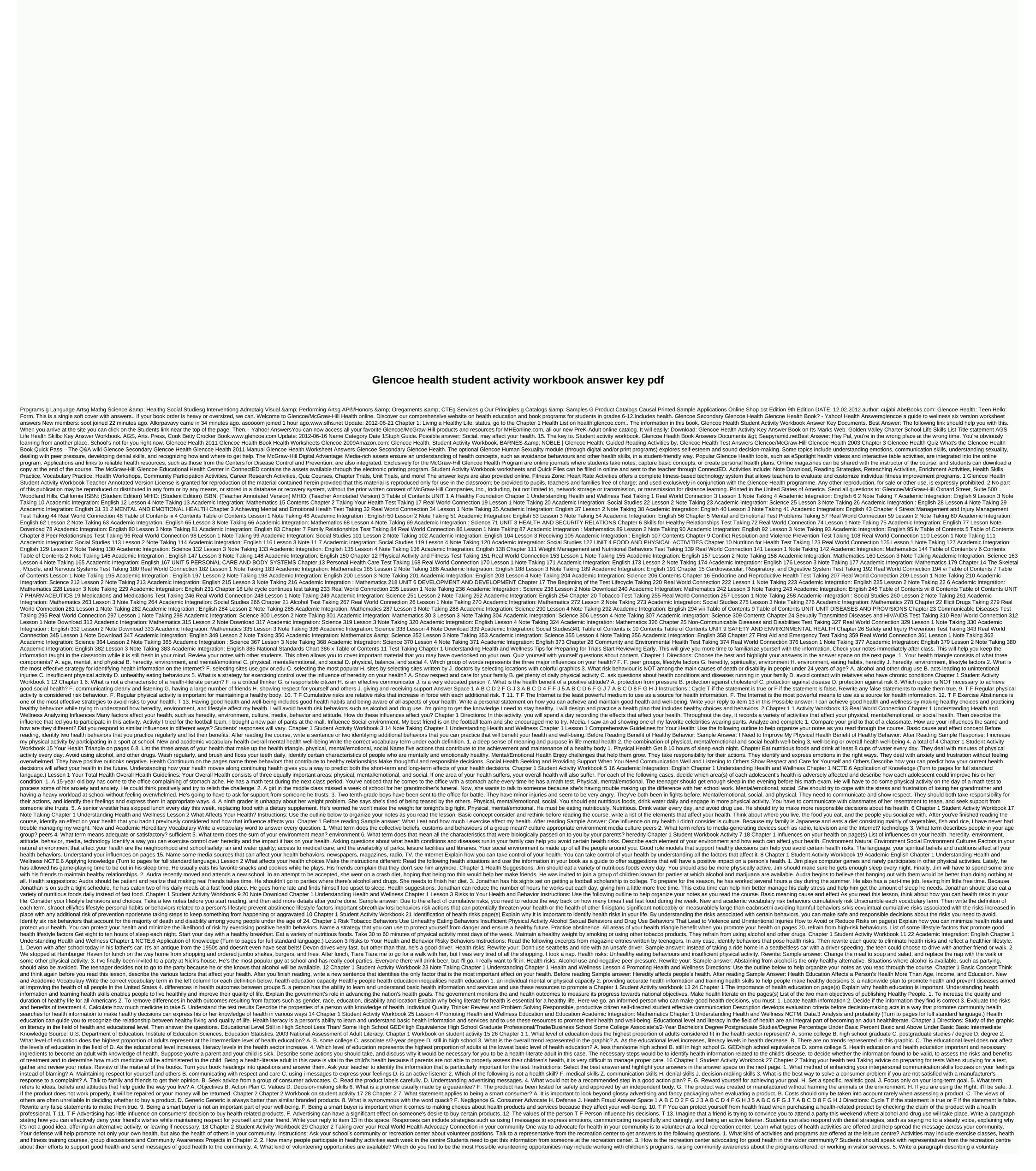
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experience typical of the recreation center, and share it with the class. Paragraphs should describe the experience in detail and should include information about specific programs and how the recreation center, and share it with the class. Paragraphs should describe the experience in detail and should include information about specific programs and how the recreation center, and share it with the class. Paragraphs should describe the experience in detail and should include information about specific programs and how the recreation center, and share it with the class.
health lesson 1 Building Health Skills Guidelines: Use the following outline to organize your notes as you read through the course, write additional health skills that you can exercise
and explain how it will positively affect your health. Before reading Sample answer: I play football. We practice every day. That helps me stay physically fit. After reading sample answer: I can work to incorporate health skills such as conflict resolution, denial skills, and interpersonal communication into my life. These health skills will positively affect my mental and emotional health because I will get along
better with others and be able to handle peer pressure. New and academic vocabulary health skills interpersonal communication denial skills conflict through cooperation and conflict resolution problems 2. specific tools and strategies for maintaining, protecting and improving all
aspects of your health skills in health 3. the exchange of thoughts, feelings and beliefs between two or more people of interpersonal communication 4. communication strategies that can help you reduce and manage stress in your life's stress management
skills 20 Chapter 2 Student Activity Workbook 31 Learning Health Skills on pages 34. Explain why learning health skills is an important part of a healthy life's life. Health skills on Pages Name the three health skills that deal with the way you give and receive information
Interpersonal Denial Skills Conflict Resolution List in three ways that you can enhance your interpersonal communication skills. Use messages to express your feelings, communication is valid. Access to information 1. Where did the information come from? 2. What is
the reliability of this information? Identify some valid sources of health information. healthcare providers or professionals; reliable Internet sites; Self-management skills on pages 38. parents, guardians or other trusted adults; recently published arti clens from respected, well-known science and health professionals Explain why it is important to understand the ways in which you are affected. The more aware
you are of the different influences in your life and how they affect you, the better able you are to make informed choices about your health. Report two useful self-management Skills. practicing healthy behaviors, stress management Chapter 2 Student Activity Workbook 21 32 Academic Integration: Social Studies Chapter 2 Taking responsibility for your health NCSS.4 Individual Development and Identity
(Turn to pages for full formal language.) Lesson 1 Building Health Skills In so many words Teens are often pressured by their friends to take part in high-risk behaviors. Denial skills, strategies used to say no to precarious behavior, are an important health tool for adolescents. Chapter 2 Directions: Read the conversations below. In the space provided, specify the denial strategy used. Then make a
suggestion for another denial strategy that can also be effective in this situation. 1. Justin: Come on! Don't you want to smoke with me? What's your problem? I'm leaving now. You're not going to listen to me, and I'm done talking about it. Denial strategy that could be effective in this
situation is to propose alternative activities. 2. Tasha: We'll be late if we don't get the shortcut to the train tracks. Let's get out of here! Ebony: No, I don't want to take the risk of walking the tracks. Denial strategy: Ebony clearly says no to a precarious situation in a steady voice. Possible suggestion: Another denial strategy that could be effective would be to explain why it is not safe to walk the lines. 3. Brad:
It's just a drink, and it's just beer. Why don't you have a drink? I don't drink alcohol. It's against the law and against the law and against the law and against the strategy of refusing to explain why he will not engage in precarious behavior. Possible suggestion: Another denial ability that could work in this situation is to suggest an alternative activity. 22 Chapter 2 Student Activity Workbook 33 Chapter
Taking Your Health Note Taking Lesson 2 Making Responsible Decisions and Setting Goals Instructions: Use the following outline to help organize your notes as you read through the course. Basic concept consider and rethink before reading, note a new strategy
for making future decisions. Before reading To help me make a difficult decision, I'll practice the HELP strategy. Chapter 2 New and Academic Vocabulary Write the correct vocabulary under each definition. 1. A multi-step strategy to identify and achieve your goals, assesses the objectives of the
decision-making process in the short term target long-term objective action plan continuation of Action Plan 2. ideas, beliefs, and attitudes about what is important that help guide the way you live values 3. to find ways to obtain or achieve seek 4. a goal that you can reach in a short time short-term goal 5. steps that allow you to make a healthy decision-making process 6. something aimed at that gets
planning and work goals 7. a goal you plan to achieve for a long time long term goal Chapter 2 Student Activity Workbook 23 34 Decision making on pages, Explain how decision-making relates to your health. Developing good decision-making skills will help you make choices that contribute to your health and quality of life. Identify some ways your values are reflected. Your values are reflected in the way
you show respect, loyalty, honesty, trust and tolerance. Chapter 2 Set goals on pages List each step of the decision-making process. Decision-making process 1. Report status 4. Consider values 2. List options 5. Inhale and act 3. Weigh possible results 6. Evaluate the decision explain why setting a goal is important. Setting and achieving goals helps you achieve your hopes and dreams. Name two types of
goals and describe how they relate to each other. short-term objective long-term objective Set a specific, realistic objective and note it. List the steps you'll take to achieve your goal. Identify sources of help and support. Set a reasonable time frame to achieve
your goal. Evaluate your progress by creating checkpoints. Reward yourself for achieving your goal. 24 Chapter 2 Student Activity Workbook 35 Academic Integration: Science Chapter 2 Taking responsibility 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 define and a chieve your goals. Instructions: Use the blank action plans should reflect the understanding of each of the
Process. Personal Action Plan Short-term objective Personal Action Plan Long-term objective: 5. Checkpoints for assistance and support: 9. Sources of assistance and support: 9. Sources
objective: 11. Checkpoints for assessing progress: 12. Reward for achieving this goal: Chapter 2 Student Activity Workbook 25 36 Note Taking your health lesson 3 It's a health-literate consumer direction: Use the following outline to help organize your notes as you read through the course. Chapter 2 Basic concept cause and effect As you read this lesson, think about the last time you
bought a health product. What influenced your decision? Did you compare similar products or just buy the first one you saw? After reading the course, will use shopping comparison strategies while knowing convincing advertising techniques. New and academic
consumer health vocabulary advertising comparison label guarantee shopping Unscramble any vocabulary term. Then write the definition of each term ghandivseirt advertising written or spoken media message designed to interest consumers in purchasing a product or services recomnus hhtela health consumer someone who buys or uses health products or services bella label printed instructions or
description ywtanrar warranty a company or store written agreement to repair a product or refund your money, if the product or refund your money, if the product or refund your money refund your money, if the product or refund your money refund your money, if the product or refund your money refund your money, if the product or refund your money refund 
can relate to your health. Being a smart buyer is important when it comes to making informed market decisions about health products and services. Explain what it means to be a consumer with knowledge of health. Being a consumer with knowledge of health. Being a consumer with knowledge of health product purchases. read
product labels, comparison store Identify important information found on product labels. name of the intended use, instructions and warnings; manufacturer's information; and the amount in the container Chapter 2 List certain criteria Cost and Quality Features Description Compare the cost and quality of lower
cost items that meet your needs. Figure out which features are most important to you. Warranty Safety Recommendations Name a way to evaluate the validity of online health information. Ask yourself these questions: questions: pays for the site? Is it a reliable organization? What is the purpose of the website? Ask about the warranties and read the terms carefully. Make sure the products are safely tested.
Listen to the views of the people you trust and check your consumer product ratings. Identify some people you can contact for reliable health information. your doctor, a physician's assistant, a nurse Chapter 2 Student Activity Workbook 27 38 Academic Integration: English Chapter 2 Taking over your health NCTE.12 Applying language skills (Turn to pages for full standard language.) Lesson 3 Being a
health-literate consumer Chapter 2 The influence of advertising Many factors influence your choices as a consumer. Advertising is an external influence that can profoundly affect your product choice. TV, magazines, the Internet and radio are some of the most effective ways for advertising is an external influence that can profoundly affect your product choice. TV, magazines, the Internet and radio are some of the most effective ways for advertising is an external influence that can profoundly affect your product choice. TV, magazines, the Internet and radio are some of the most effective ways for advertising is an external influence that can profoundly affect your product choice.
products. Instructions: For each product mentioned, identify the first brand that comes to mind. Then describe what you know about the product. In the last column, indicate the source of your information, if you remember it. For example, you can remember an ad you saw or a jingle you heard. Or, you may have used a product for a long time and have personal experience that has affected its continued use.
At the end of the activity, answer the questions to analyze what affected your thoughts about these products was your information based on personal
experience with the product? shampoo, soap or toothpaste 3. Was it one of the words or phrases you used to describe the product the same as the words and phrases used in an ad for the product? Phrases can describe the product? Phrases can describe the product? Phrases can describe the product the same as the words and phrases used in an ad for the product? Phrases can describe the product? Phrases can describe the product the same as the words and phrases used in an ad for the product?
Students may suggest that advertising has a big influence on consumers. 28 Chapter 2 Taking your health Note Taking Lesson 4 Consumer Problem Management Instructions: Use the following outline to help organize your notes; you read through the lesson. Basic Concept Think and Review Have you ever bought a product and then been unhappy with it once you
got home? How did you handle this situation? Write a statement about the actions you took to resolve the problem. After you finish reading, write another sentence on how you can handle such problems in the future. Before reading Chapter 2 Sample reply: I got the product back to the store for a refund. Money. Answer: The next time I buy a health product, I'll be sure to check the store's return
policy before leaving the store. New and academic vocabulary federal Consumer health fraud advocate negligence Write the correct vocabulary term in the left column for each definition below. 1. on the Federal Central Government 2. the sale of useless products or services claiming to prevent diseases or cure other health fraud health problems 3. individuals or groups whose sole purpose is to undertake
regional, national and even international consumer advocate issues 4. a failure by a health professional to meet acceptable negligence standards Chapter 2 Student Activity Workbook 29 40 Solving consumer problems on page(s) Identify two important steps to take before purchasing a product in case you need to return it. Learn about the store's return policy, make sure the warranty is in the package or
that your seller provides it, and scan the warranty and read the store's return instructions. Chapter 2 Name some steps you could take if you need to return a defective product List of three organizations that you can consult if you are not satisfied with the results of your efforts to fix a consumer problem Read the warranty to find out how the manufacturer requires you to return it. Place the product in its
original packaging. Write a letter describing the problem and telling the manufac turer if you want a replacement or your money back. The Better Business Bureau A group of consumer advocates Local, State, or Federal Government Agencies Explain a way people can be sure they are receiving the best possible health care. Getting a second opinion from another doctor on major health concerns is a way to
ensure the best possible care. Health fraud on pages Name two areas that are particularly vulnerable to health fraud. Describe what you can do to protect yourself from the scam Beauty Products Weight Loss secret formula, miracle cure, overnight results, all natural, available only by mail order, rush, this offer expires soon,
once offer Check out the product or service's claim with a doctor or health professional. Talk to family and friends to get their opinion. Contact the Better Business Bureau for product complaints. Contact a professional health organization about the claim. 30 Chapter 2 Student Workbook 41 Lesson 4 Consumer Problem Management Academic Integration: English Chapter 2 Taking over your HEALTH
NCTE.4 Communication skills (Turn to pages for full standard language.) Sandra: I'm going to send my new hairdryer back. It just doesn't work! The store manager said to send it back to the manufacturer. How do I increase my chances of refund? Sample
answer: Reread the instructions and make sure you use the hairdryer correctly. write a letter explaining whether you would like a refund or replacement to return the item to its original packaging. Chapter 2 2. Dear Sandra: This sounds like a case of negligence.
You and your parents should contact the state licensing board as well as the American Medical Association. Make sure to see another doctor for your medical care and get a second opinion on this problem. 3. Dear Sandra: I tried to return some defective merchandise to a local store, and was told I did not receive refunds. Since I had my receipt and the merchandise was still in the original box, I thought I'd
take care of the problem. My neighbor said the same thing happened in that store. Who can help us? Sample answer: Better Business Bureau would be a great place to start. In the future, you may want to check better business bureau trust reports before using a specific merchant. There are other consumer advocacy groups that may also be able to help you with your problem. Check the phone book or the
Internet. 4. Sandra: I bought an exercise device that I saw on TV. He was supposed to get results in less than a week. All I have to show for my work week is sprained muscles and a big doctor bill. Any advice? Sample answer: Sounds like he was the victim of health fraud. Exercise devices that promise such quick results are usually fraudulent. You should try to return the device for a refund and make sure
you file a complaint with the Consumer Product Safety Department, which protects customers from harmful or fraudulent products. Chapter 2 Student Activity Workbook 31 42 Test Taking Chapter 3 Achieve Mental and Emotional Health Tips for Preparing for Tests Organize Your Reading Notes and Class Notes. Take the time to study for the test. Finish your studies the day before the exam. Write down
specific information that is difficult to understand. Read again the night before the test. Get a good night's sleep. On the day of the test, relax, be sure, and do your best. Chapter 3 Directions: Choose the best answer and highlight your answers in the answer space on the next page. 1. Which common defence mechanism is more concerned with avoidance than with taking responsibility? A. Compensation B.
C. Rationalization D. Regression 2. What statement doesn't apply to your feelings feel more intense when you feelings feel more intense feelings you feelings you feelings you feelings you feelings you feelings feel more intense when you're an adult. G. The way you express your feelings you feelings feel more intense when you're an adult. G. The way you express your feelings you feelings you feel more intense feelings you feel more intense feelings you feel are related to an event in your life. J. People can respond to certain emotions without thinking about the consequences. 3. Which characteristic character
reflects the importance of community concerns, such as obedience to laws and voting? A. Liability Citizenship C. Reliability D. Care 4. Which is not typical of good mental and emotional health; F. Positive Perspective Z Self-Sufficiency H. Co-dependence J. Sense of belonging 5. What is the first strategy to use when managing your anger? A. Take deep breaths. B. Break up your energy. C. Do something to
relax. D. Talk to someone you trust. 6. If you offer moral support to a friend who is going through a difficult time, you are F. forgiving him/her. G. tolerates him or her. H. sympathize with him or her. It's Jay. 7. What is not a good way to promote a healthy identity? A. Surround yourself with positive, supportive people B. Find something you like to do, and do it often C. Socialize with a selected group of people
D. List your assets and strengths 32 Chapter 3 Student Activity Workbook 43 8. What is a common defence mechanism? F. Fear C. View H. Rejection J. Acceptance 9. Showing the courage to do the right thing without lying, cheating is an example of which of the six characteristics of integrity? A. Liability B. Citizenship C. Justice D. Reliability 10. The needs at the bottom of the maslow hierarchy
of needs are F. physical needs. Z. must belong. H. assessment needs. J. security needs. B C D 4 F G J 3 A B C D 4 F G J 5 A B C D 6 F G J 7 A B C D 8 F H J 9 A B 10 F G H J 11. What term describes the ability to accept yourself and others, adapt and manage emotions, and face the demands and challenges you encounter in your life? A. Mental/emotional health B.
Self-esteem C. Character D. Ability 12. Which one best describes empathy? F. Because Jenny did poorly in her last test, she understood how Ben felt after taking a D for his test. C. Kyle responded to Emma's comments by yelling at her and calling her names. H. Beth dealt with the coach's decision to leave her off the basketball team unaware of the situation. J. Instead of facing Michael after their fight,
Josie sought her mother's advice. 13. Becky enters her freshman year in high school. She's very shy and uncomfortable with herself. Her parents fear 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 a paragraph explaining what steps Becky could take to improve her self-esteem and have a positive, productive freshman year. Write your reply to item 13 in this
space. Possible answer: Becky should start focusing on the positive aspects of herself and her life. You need to replace negative self-speech with supportive, constructive self-speech. Becky will have to accept chapter 3 things that can change for herself and focus her energy on things that can change. Chapter 3 Student Activity Workbook 33 44 Real World Connection Chapter 3 Achieving Mental and
Emotional Health Advising a Friend Part of Understanding and Expressing Emotions in Healthy Ways is recognizing how other people respond and react to events in their lives. their own. you have noticed that a friend is usually a positive, outgoing, and energetic person. Over the past few months, however, you have noticed a reluctance to
engage in class and excessive self-criticism. You fear that your friend is showing 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 to help your friend. Chapter 3 Directions: As you talk to each adult, take a few notes. After talking to all three, write a paragraph outlining your plan to help your
friend. Use the appropriate advice from the adults you're talking to, as well as information you've learned in Chapter 3. Be sure to inform every adult that you are asking these questions about an activity at school, and that the situation you have described is fantastic. Notes from conversation with adults #1 students should prove that having your advice to friend your answers should include some of the
advice considered adult advice and related to the conversations, as well as related Chapter 3 content. Notes from conversation with adult #3 Students should prove that they have considered the adult's advice and related to Chapter 3 content. Notes from conversation with adult #3 Students should prove that they have considered the adult's advice and related to Chapter 3 content. Notes from conversation with adult #3 Students should prove that they have considered the adult's advice and related to Chapter 3 content. Notes from conversation with adult #3 Students should prove that they have considered the adult's advice and related to Chapter 3 content. Notes from conversation with adult #3 Students should prove that they have considered the adult's advice and related to Chapter 3 content.
include the processes through which self-esteem develops, the benefits of healthy self-esteem, the effects of poor self-esteem, and some steps that can be taken to improve self-esteem develops, the benefits of healthy self-esteem, and some steps that can be taken to improve self-esteem. Student Activity Workbook 45 Note Taking 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 course, describe new ideas you learned from your reading. Before reading Sample Answer: Good
mental and emotional health means staying fit and controlling your emotions. After reading Sample Answer: Good mental and emotional health involves having a sense of belonging and a sense of purpose in life. New and Academic Vocabulary terms. Then write the definition of each term. 1.
ecconmede ability that has enough skills to do something 2. resistant to the ability to adapt and recover effectively from disappointment, difficulty or crisis 3. lesf-noitazliuatca self-realization is trying to become the best you can be 4. efls-emsete Chapter 3 3 how much you value, respect and feel confident in yourself Chapter 3 Student Activity Workbook 35 46 5. htleah leamonoit /lmaetn mental/emotional
health ability to accept yourself and others, express and manage emotions, and deal with the demands and challenges you encounter in your life 6. natml mental or mind-related 7. edsen fo yhchrarie hierarchy needs and building towards the need to achieve your
highest potential Chapter 3 What is mental and emotional health? on pages(s) Describe the importance of good mental and emotional health. Importance helps you function effectively every day, helps you cope with emotions and situations, affects physical and social health. Importance of good mental and emotional health. Importance helps you function effectively every day, helps you function effectively every day, helps you function effectively every day, helps you function effectively every day.
self-sufficiency, healthy self-esteem Self-esteem Self-esteem on page(s) 68. Explain how self-esteem develops. Self-esteem develops. Self-esteem develops your self.
esteem. on pages 69. choose friends who appreciate and respect you. focus on positive aspects for yourself, replace negative self-speech with supportive, self-speech; work towards achievements rather than perfection. see your mistakes as learning opportunities; try new activities to discover your talents; set goals in writing to clarify your wishes. exercised regularly to feel more energized; Volunteer your
time to help someone; accept the things you can't change and focus your energy on the things you can change 36 Chapter 3 Student Workbook Activity 47 Academic Integration: English Chapter 3 Achieve mental and emotional health NCTE.6 Apply knowledge (Turn to pages for full formal language.) Lesson 1 Develop Your Self-Esteem Dear Diary Instructions: Read the following journal entry written by a
teenager. In the spaces provided, identify statements that reflect poor mental and emotional health and rewrite statements to reflect good mental and emotional health. It's me again, calendar. I don't decide whether I should get maths again next year or give it a rest. Mom says I have to keep going
because I'm going to 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 with life, so why schedule college? Even though Tena is my best friend, you won't believe what she did today! He told me my hair was bad, and that made me feel bad all day. Why did he have to ruin my whole day like this? Then he expects me to want to go out for the. I
don't know. 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 my decision whether to cross-country or not. He probably wouldn't be very good at running anyway, so what's the point? I'd better get going. Dad just said I need to get ready for bed. More tomorrow. Chapter 3 Statements: Responses will vary. Students may include statements that reflect a
lack of sense of purpose or autonomy, such as: I can't decide whether I should take math again next year, I have no idea what I want to do in life, and I can't decide whether I should do cross-country or not. Students could also identify statements that reflect negative self-esteem, such as: As usual, I only got a C for my algebra quiz, I'll never get a B in this class, and I probably wouldn't be very good at
running anyway. Rewrite: The answers will vary. Students may rewrite the above statements as follows: I'll get math again next year, but working harder on it, I haven't yet decided on a career, but there are several alternatives that I think about, I'll decide whether or not to do cross-country after I talk to the coach and learn more about it, I got a C for my algebra quiz, but if I study harder, I might be able to
get a B for the next quiz, and I won't know how good I am at running until I try it. Chapter 3 Student Activity Workbook 37 48 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 the course. Basic concept consider and rethink before reading the lesson, write a phrase
or sentence that identifies what you think constitutes an individual character and personal identity. After reading sample answer: I learned that your identity is shaped in part by people whose success or behavior
affects you. Chapter 3 New and Academic Vocabulary Personal Identity Standard Personality Constructive Review Write a vocabulary word to answer each question. 1. What term calls a complex set of features that makes you unique? personality 2. What are the non-hostile comments that highlight problems and encourage improvement? constructive criticism 3. What describes a firm
adherence to basic moral values? integrity 4. Which consists of the properties that describe how a person thinks, feels and behaves; character 5. What describes someone whose success or behavior serves as an example for you? standard 6. Describing your sense of self as a unique person? personal identity 38 Chapter 3 Student Activity Workbook 49 Your personal identity on the pages Describe how
identity forms and the list of some of the aspects of identity. How identity forms aspects of identity with recognition you like and Through the influence of Personality templates, or features that make you unique group collaborations, including family, ethnic group, and friends The importance of good character in pages working towards a positive identity in pages(s)
Explain the importance of good character and list certain character and list certain character demonstrates basic moral values. A person of good character Reliability Respect Responsibility Justice Care Citizenship Explain how you can actively pursue a healthy identity. You can active
recognize your strengths and weaknesses, demonstrate positive values, develop purpose in your life, form meaningful relationships, avoid unhealthy risk behaviors, and contribute to the community. Chapter 3 Student Activity Workbook 39 50 Academic Integration: English Chapter 3 Achieving Mental and Emotional Health NCTE.6 Application of Knowledge (Turn to Pages for Full Standard
Language.) Lesson 2 Developing Personal Identity and Character Working Towards a Positive Identity Directions: Below are excerpts from newspaper articles about teenagers out of trouble. Explain how each teenager could start working towards 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 evening. Missing good character traits: reliability, responsibility, citizenship Chapter 3 Explanation: Responses should indicate that the teen
avoids unhealthy risk behaviors. It should take responsibility within the community in order to make a positive contribution. 2. Student admits vandalism South High School A female student was questioned by authorities today about the small vandalism that occurred recently at South High School A female student was questioned by authorities today about the small vandalism that occurred recently at South High School A female student was questioned by authorities today about the small vandalism that occurred recently at South High School A female student was questioned by authorities today about the small vandalism that occurred recently at South High School A female student was questioned by authorities today about the small vandalism that occurred recently at South High School A female student was questioned by authorities today about the small vandalism that occurred recently at South High School A female student was questioned by authorities today about the small vandalism that occurred recently at South High School A female student was questioned by authorities today about the small vandalism that occurred recently at South High School A female student was questioned by authorities today about the small vandalism that occurred recently at South High School A female student was questioned by authorities to a south High School A female student was questioned by a south High School A female student was questioned by a south High School A female student was questioned by a south High School A female student was questioned by a south High School A female student was questioned by a south High School A female student was questioned by a south High School A female student was questioned by a south High School A female student was questioned by a south High School A female student was questioned by a south High School A female student was questioned by a south High School A female student was questioned by a south High School A female student was questioned by a south High School A female student was questioned by a 
were freshmen, and he thought it would be a funny joke. Good character traits: credibility, respect, responsibility, citizenship Explanation: Answers should indicate that the girl considered working to form more meaningful relationships with her peers. You have to demonstrate more positive values, such as respecting the property of others. 40 Chapter 3 Student Book Activity 51 Note Taking Chapter 3
Achieving Mental and Emotional Health Lesson 3 Expressing Emotions: Use the following outline to help organize your read through the lesson. Basic Food Concept for Thought As you read through the lesson. Basic Food Concept for Thought As you read through the lesson. Basic Food Concept for Thought As you read through the lesson. Basic Food Concept for Thought As you read through the lesson. Basic Food Concept for Thought As you read through the lesson. Basic Food Concept for Thought As you read through the lesson. Basic Food Concept for Thought As you read through the lesson. Basic Food Concept for Thought As you read through the lesson. Basic Food Concept for Thought As you read through the lesson. Basic Food Concept for Thought As you read through the lesson. Basic Food Concept for Thought As you read through the lesson. Basic Food Concept for Thought As you read through the lesson. Basic Food Concept for Thought As you read through the lesson. Basic Food Concept for Thought As you read through the lesson. Basic Food Concept for Thought As you read through the lesson 
expressing emotions in healthy ways. Learning to express emotions in a healthy way will not only help you cope with emotional disorders, but will also help those around you better handle their emotions. New and Academic Vocabulary term. Emotions are chemicals produced by your glands that tell your mind and body how to react. Hormones are chemicals produced by your glands that tell your mind and body how to react.
regulate the Chapter 3 activities of various cells in the body. hostility empathy defensive resource mechanisms Are mental processes that protect individuals from intense or stressful feelings and situations. A resource is a source of supply or
support. Chapter 3 Student Activity Workbook 41 52 Understanding your feelings on pages 78. Manage your emotions on the page(s) Explain how understanding your feelings relates to good emotional and mental health. Learning to recognize your emotions. Managing
emotions in a healthy way will help you deal with emotional disorders and help those around you better handle their emotions. List a few questions you can ask yourself to help you deal with emotional disorders and help those around you better handle their emotions. List a few questions you can ask yourself to help you deal with your feelings in positive ways. Chapter Why do I feel the way I do about this event? Who can I ask to help me
deal with my negative feelings? Explain why it is important to try and respond to difficult emotions in positive ways, the person is mental/emotional health and relationships suffer. Please indicate why seven common defence mechanisms and briefly explain each. Defense Suppression Mechanism Suppression Refusal Suppression Suppression Suppression Suppression Suppression Mechanism Suppression Mechanism Suppression Refusal Suppression Sup
Correction Compensation Explanation inadvertently push unpleasant feelings out of one's mind reverts to childish behaviors rather than dealing with conflict mature unconsciously ignoring the obvious that attributes your own feelings or flaws to others conscious, deliberate impulse of the unpleasant from one's mind to make excuses instead of taking responsibility for the restoration of through extreme
efforts 42 Chapter 3 Student Activity Workbook 53 Academic Integration: English Chapter 3 Achieving Mental and Emotions Ways: Suppose You're Gabby, the advice columnist for a high school newspaper. Lately, you have received several letters from students who are
disturbed by guilty feelings. In the spaces provided, write answers that will be students face 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 be so stressed out and wouldn't have so much to fight for. As it is, they seem to struggle all the time. I feel terrible! What can I do? Guilty Gus Dear Guilty Gus, the answers will vary. The
student should recognize that it is not the cause of his parents marital difficulties and that the situation is out of his control. 2. Dear Gabby, A friend continues to offer me a ride in her car, but my parents won't let me drive with inexperienced drivers. Last night, my mom had to take a special trip to bring me home. Now I feel guilty for being such a pain in the ass. Can I go with my friend next time? Undecided
Rider Chapter 3 Dear Undecided Rider, Answers will vary. The teenager shouldn't feel guilty about her parents' rules because she has no control over them. Students could point out that secretly violating her parents' rules because she has no control over them. Students could point out that secretly violating her parents' rules would likely lead to even more guilt. 3. Dear Gabby, I accidentally broke a neighbor window while I was playing ball. No one knows I did it, but I feel really guilty about it. I want to confess
to my neighbor, but I feel like it's been a long time. What am I supposed to do? Anonymous Neighbor Dear Anonymous Neighbor, The answers will vary. Confession is the best solution because it will relieve guilty feelings, while trying to forget can make guilty feelings worse. The student should admit that he broke the window, apologize to the neighbor, and promise to be more careful in the future. Chapter
3 Student Activity Workbook 43 54 Test Taking Chapter 4 Stress Management Chapter 4 Stress Management Test Tests Before you understand exactly what you are being asked to do. Note the total number of questions and the type of questions. This can help you budget the time you will need to
answer each question. If you do not know the answer to a specific question, brainstorm words and phrases related to that question and write them down. The exchange of ideas may ask you to remember information. Instructions: Choose the best answer and highlight your answers in the answer space below. 1. Which is closely related to how you perceive the events in your life? A. relationships B. anxiety
C. previous experiences D. positive situations 2. Stress can produce all of the following EXCEPT: F. poor self-esteem G. weakened immune system H. high blood pressure J. skin and digestive 3. What is the best way to show support if you know that someone is grieving? A. Tell them to quickly continue the activities they enjoy. B. Be a compassionate listener, and use silence when appropriate. C. Tell them
to seek support from their family members. D. Encourage them to sleep adequately. 4. What is not a good strategy for overcoming stress test? F. Plan for testing well in advance. G. During a test, test, some deep breath. H. Learn to outline the material. J. Answer only the questions you are sure of. 5. According to Elisabeth Kübler-Ross, which is likely to occur during the mourning process? A. Feeling bored
B. the fight-or-flight response C. feeling powerless or unfairly deprived D. the relaxation response 6. What is an emotional reaction to stress? A. disappointment B. sadness C. rejection D. fear 8. What self-preservation habit will help you stay healthy and build resilience? F. feeling frustrated G. juggling responsibilities H
overcoming the stress test J. getting regular physical activity Response Space 1 A B C D 2 F G J 3 A B C D 4 F F J 5 A B C D 6 F G H J 7 A B C D 8 F H J 4 Chapter 4 Student Activity Workbook 55 Directions: Cycle 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 healthy diet will not help you reduce the effects of stress. F. Eating
healthy foods and drinking plenty of water helps your body function properly, which can reduce the effects of stress. 10. T F Design ahead can help you avoid or limit stressful situations. T 11. T F Chronic stress is associated with long-term problems that are beyond a person's control. 12. T F Anxiety can affect you in
both positive and negative ways. T 13. Due to her excellent grades in mathematics, Isabel has been invited to become a teacher on Wednesdays after school. This commitment adds to her busy schedule and was an added cause of stress for her. She feels overwhelmed by all her responsibilities, and has complained of headaches almost every day. Write a paragraph explaining how Isabel could cope with
the stress of a busy schedule. Write your reply to item 13 in this space. Possible answer: Isabel should consider whether she has planned enough time to be a math teacher on Wednesday. If not, you will have to use denial skills to reject the offer. Perhaps she could reschedule some of her activities to free up some time for relaxation and physical activity. Chapter 4 Chapter 4 Student Activity Workbook 45
56 Real World Connection Chapter 4 Stress Management and Loss Management Keeping a Stress Diary An effective way to find out 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. Instructions: In your calendar, note the situations that cause you to feel
stressed and why. In particular, note the stressful events and say what led you to perceive them as stressful fact: I was asked to recite poem in my English class. Reason it was stressful: I'm uncomfortable speaking in front of an
audience. Stressful event: Monday Events can include life situations, environmental stressors, biological stressors, or personal behavior. Reason it was stressful: Students should show that they understand the role that perception plays in the level of stress associated with an event. Chapter 4 Third Stressful Event: Events may include life situations, environmental stressors, biological stres
stressors, cognitive stressors, or personal behavior. Reason it was stressful: Students should show that they understand the role that perception plays in the level of stressors, or personal behavior. Reason it was stressful: Students should show that they understand the role
that perception plays in the level of stress associated with an event. 46 Chapter 4 Student Activity Workbook 57 Stressful Event: Thursday Events may include life situations, environmental stressors, biological stressors, biological stressors, biological stressors, cognitive stressors, biological stressors, biological stressors, biological stressors, cognitive stressors, biological stressors, biological stressors, biological stressors, cognitive stressors, biological stressors, b
Stressful fact: Friday Events can include life situations, environmental stressors, biological stressors, or personal behavior. Reason it was stressful: Students' responses should indicate awareness of stressors in their lives and their responses to stress.
Chapter 4 Chapter 4 Student Activity Workbook 47 58 Note Taking Chapter 4 Stress Management and Coping Loss Lesson. Basic concept Consider and rethink before carefully reading, use what
you have learned to rewrite your sentence. Before reading Sample Response: Stress can affect a person's physically, emotionally, mentally, and behavioral response to stress. New and Academic Vocabulary Stress Write the right vocabulary
under each definition. 1. anything that causes stress or chapter 4 perception provide stressors or psychosomatic reaction for the body and mind to daily challenges and requires stress or chapter 4 Student Activity 59 What is
stress? on the pages explain how perception is related to stress. The level of anxiety you experience depends on the way you think about a challenge or perceive an event. List two ways stress on page(s) 94. Identify five stressors that teens tend to experience life
situations Environment Stress Biological Stress Cognitive Pressure Your Body's Response to Stress Factors on page(s) Name two systems that are active during your body's response to stress. 1. Reaction of the nervous system to stress. 2. Endocrine system to stress and your health on page(s) 95. Identify the three stages your body's response to stress. 1. Reaction of the nervous system to stress. Describe the effect each stage has
on your body. List of five effects of prolonged pressure on your health Stage Alert Resistance Fatigue Effect Prepares you to feel tired and lose the ability to handle other stressors Headache A weakened immune system High blood pressure Bruxism, jaw tightening or grinding of
teeth Digestive disorders Chapter 4 Chapter 4 Chapter 4 Chapter 4 Student Activity Workbook 49 60 Academic Integration: English Chapter 4 Stress Management and Treatment of NCTE Loss. 7 Evaluation data (Turn to pages for full standard language.) Lesson 1 Understanding Stress Question and Answer Directions: The editor of your school newspaper decided to start a column of tips focusing on issues related to the stress
that students usually face. Your author has appointed the Q& A author. Interview some of your peers to collect information on some common stress-related topics. Then write two questions that represent stress, as well as suggestions on how to reduce it. A sample is provided
below. Q: I'm a good student, but I'm very nervous when I have to take a test. I seem to be freezing and not doing as well as I should. I have mid-year exams coming up, and I'm already starting to feel the stress. What do you suggest? A: You should plan for your tests well in advance, studying a little every night. Learn to describe the material by highlighting and numbering important points so you can learn
them quickly. During your test, some deep breath. Answer all the questions you're sure of, and then come back to answer the ones that are most difficult. After getting your corrected test back, consider your mistakes and try to understand why you did them. If you don't understand them, ask questions. Pupils' responses should be addressed to the stressors discussed in the course or to other common
stressors affecting adolescents. Q: Chapter 4 A: E: A: 50 Chapter 4 Student Activity Workbook 61 Note Taking Chapter 4 Management and Tackle Loss Lesson. Basic concept consider and rethink before reading the lesson, write a sentence or two about how you deal with stress in your life. After
carefully reading the chapter, use what you have learned to write a new sentence on how you can handle stress in your life. Before reading sample answer: To deal with stress, I take a deep breath and think of something else for a while. After reading sample answer: To deal with stress, I take a deep breath and think of something else for a while. After reading sample answer: To deal with stress, I take a deep breath and think of something else for a while. After reading sample answer: To deal with stress, I take a deep breath and think of something else for a while. After reading sample answer: To deal with stress, I take a deep breath and think of something else for a while. After reading sample answer: To deal with stress, I take a deep breath and think of something else for a while. After reading sample answer: To deal with stress, I take a deep breath and think of something else for a while. After reading sample answer: To deal with stress, I take a deep breath and think of something else for a while.
nutritious foods. New and Academic Vocabulary Chronic Stress Relief Experience Write a Vocabulary Word to Answer Every Question. 1. What can be achieved by exercising relaxation techniques such as taking a hot bath or stretching? relaxation response 2. What is associated with long-term problems that are beyond a person's control? chronic stress 3. What term does a method of achieving a desired
goal mean? Technical Chapter 4 Chapter 4 Chapter 4 Chapter 4 Student Activity Workbook 51 62 when stress becomes a problem on page(s) 97. Stress management techniques in the pages Identify four strategies that can help you avoid and reduce stress Use denial skills. Plan. Think positively. Avoid
tobacco, alcohol and other drugs. Describe some tips for handling stress and reducing its effects. Tip Practical Relaxation Techniques Redirect Your Energy Look for Support Examples Practice Deep Breathing, Think Pleasant Thoughts, Stretch, Take a Hot Bath, Get a Massage, or Laugh. Work on a creative project, walk, swim, jog, ride a bike or play a basketball game. Trust someone you trust, such as a
parent, guardian, brother, teacher or close friend. Chapter 4 Staying healthy and building resistance to pages(s) Describe three self-preservation Habit Get Adequate Rest Get Regular Physical Activity Eat Nutritious Food Effect on Your Body Helps You Cope With Challenges
and Demands of The Next Day Uses Pent-up Energy, Clears The Mind, Helps You Sleep Better Helps Your Body Function Properly, Which Reduces Stress Effects 52 Chapter 4 Student Activity Workbook 63 Integration: English Chapter 4 Stress Management and Cope with Loss NCTE.12 Applying Language Skills (Turn to Pages for Full Standard Language.) Lesson 2 Stress Management and Cope with Loss NCTE.12 Applying Language Skills (Turn to Pages for Full Standard Language.) Lesson 2 Stress Management and Cope with Loss NCTE.12 Applying Language Skills (Turn to Pages for Full Standard Language.) Lesson 2 Stress Management Building
Resilience Instructions: Below are two scenarios involving students with high levels of anxiety in their lives. Using what you learned from Lesson 2 as a guide, identify a few ways in which each student could handle their stress effectively. Carlos, senior in the South. South. School will take its ACT this weekend. He knows the importance of his test score and the impact it will have on his college eligibility. In
addition to studying for testing throughout the week, he is responsible for taking care of his younger brother for a few hours after school each day. In addition, his neighbor asked him if he would be willing to help with some housework Wednesday night. Carlos has been an excellent student throughout his high school career and has generally managed his anxiety effectively. However, with the upcoming
ACT, he feels overwhelmed by the stress. He fears he won't score well in the test and isn't able to attend the college of his choice. What could Carlos do to manage his anxiety in this situation? Possible answer: Carlos should try to use denial skills with his neighbor in order to eliminate the stress of have to work Wednesday night. Planning ahead and effective study for the ACT will help him manage his test
stress. Cindy has postponed working on her artwork for the entire semester. Work is expected on Monday, and has not even begun. While she is a charismatic artist, she is not very disciplined, and tends to procrastinate. Cindy spends a lot of time after school playing video games and snacking on unhealthy foods. He generally stays up late watching TV and is tired and careless while at school. Now Cindy spends a lot of time after school playing video games and snacking on unhealthy foods.
feels overwhelmed, as her work is expected soon, hasn't started yet, and has very little energy to focus on designing a quality project. What could Cindy do to manage her anxiety in this situation? Possible answer: Taking care of yourself is essential for stress management. Getting adequate sleep will Chapter 4 help Cindy face the challenge of completing her work. Instead of playing video games and
watching TV, she should try to incorporate regular physical activity into her daily routine. Finally, Cindy should replace the unhealthy snacks she eats with nutritious foods. Chapter 4 Student Activity Workbook 53 64 Note Download Chapter 4 Stress Management and Loss Management Lesson 3 Dealing with Loss and Grief Directions: Use the following outline to help organize your notes as you read
through the course. Key Concept Food for Thought As you read this lesson, consider 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 on how you can show empathy and help a or family member to cope with loss and bereavement. Sample answer: I can help the friend or
family member focus on the person's happy memories and how the person contributed to their life in a positive way. New and Academic Vocabulary Unscramble each vocabulary term. Then write the definition of each term. stages of grief ctirtaaum tenve traumatic event any event that has a stressful impact sufficient to close closure your normal coping strategies Chapter 4 dealing with bereavement
traumatic event ecrluos accept closure of loss ssetga fo lgeir stages of grief a variety of reactions that can occur as a person makes sense of how a loss affects him or her irnr of mourning the act of displaying grief or grief gcnoip successfully coping with difficult changes in your life 54 Chapter 4 Student Activity Workbook 65 Recognizing loss on page (s) 1022. Explain why it is important to recognize and
understand your grief. Recognizing and understanding your grief will advance the healing process, helping you deal with loss and manage your feelings. Expressing sadness on page(s) 103. Explain why the grieving process is healthy and necessary. The grieving process can help a person heal and accept loss. Report the eight stages of grief. Stages of grief 1. Denial or numbness 5. Depression 2.
Emotional releases 6. Remorse 3. Anger 7. Acceptance 4. Negotiation 8. Hope Dealing with the lost loved one affected you and your life. Explain why it's important to show empathy to grieving people. Mourning alone makes the process more difficult
Friendship and dealing with traumatic events on page(s) 105. support of others can facilitate the process. List three ways you can show support for someone who is grieving. 1. Help the person remember happy, positive memories. 2. Be a compassionate listener, and use silence when appropriate. 3. Do not rush the grieving process or try to resolve the person's grief in a day. Name a few ways in which a
person can deal with a traumatic event. Seek support from family members, friends, and community groups and organizations to help you through your shock and grief. Try to continue the activities you enjoyed before the traumatic event occurred. Chapter 4 Student Activity Workbook 55 66 Academic Integration: English Chapter 4 Student Activities you enjoyed before the traumatic event occurred. Chapter 4 Student Activity Workbook 55 66 Academic Integration: English Chapter 4 Student Activities you enjoyed before the traumatic event.
Strategies.3 (Turn to pages for full standard language.) Lesson 3 Dealing with Loss and Grief Feelings of loss are very personal. The way a person responds to loss is unique to the situation and to the individual. Some may experience a lot or these feelings. Instructions: Determine the stage of grief
experienced by each person in the following descriptions. 1. Keisha's brother was killed in a car accident. The person driving the car was not injured. Keisha feels powerless. She misses her brother and mother have just divorced, and his father has moved to another have feel powerless. She misses her brother and mother have just divorced, and his father has moved to another have just divorced.
state. Joe loses his father and feels isolated because he won't see him seen Often. He thinks the situation is desperate. Stage of grief: 4. Carla loses her best
friend, Julie, who moved in a month ago. Before Julie left, she and Carla had an argument about Rick, a boy at school who they both liked. Julie and clear things up. If he had the chance, he'd apologize. He realizes now that Julie was a good friend and that the argument was silly. Stage of grief: 5. Pedro
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 and talk about her without experiencing so much pain.
Stage of Grief: Denial or Numbness Remorse Hope 56 Chapter 4 Student Activity Workbook 67 Chapter 5 Mental and Emotional Testing Problems Taking Advice on Preparing for Tests Knowing When to Start the Test-Preparation Process is critical to determining a study program without feeling rushed. Carry your class notes with you and use free time by looking for a few minutes several times a day.
Instructions: Select the best answer and highlight your answers in the answer space on the next page. 1. According to the Surgeon General, where are adolescents most likely to receive treatment for a mental health problem? A. Church B. A hospital C. School D. House 4. A mental disorder whose sufferers have difficulty distinguishing between real and imaginary events is F. antisocial personality disorder
C. schizophrenia. H. bipolar disorder. I. post-traumatic stress disorder. J. What is not a cause of depression? F. Long depression? F. Long depression? A. Experiencing a loss B. Living in poverty C. Having a bad day D. Inheritance 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 C energy levels. a person is aggressive and violent D. A type of eating disorder in which people eat excessively compulsively 6. What kind of disorder is characterized by patterns of behaviour in which the rights of others or basic social
norms are violated? F. Anxiety disorder G. Eating disorder G. Eating disorder J. Behavior disorder J. Behavior disorder J. Behavior disorder J. Behavior disorder J. Cluster suicides are A. more common among adults. B. B. in hormonal cycles. C. never the result of media attention. D. sometimes the result of media attention. D. sometimes the result of suicide pacts. Chapter 5 Workbook on student activity 57 68 8. Which is not recommended when trying to help someone who has spoken to you about
suicide? F. Show interest and compassion when talking about the problem. G. Encourage the person to speak with a parent, counsellor or other trusted adult. H. Remind the person that most problems have solutions. Jay, I promise you won't tell anyone. Reply to interval 1 A B C D 2 F G H J 3 A B C D 6 F G J 7 A B C D 8 F G H J Directions: Cycle T if the statement is true or F if the statement and compassion when talking about the person that most problems. Jay, I promise you won't tell anyone. Reply to interval 1 A B C D 2 F G H J 3 A B C D 6 F G J 7 A B C D 8 F G H J Directions: Cycle T if the statement is true or F if the statement and compassion when talking about the person that most problems have solutions.
is false. Rewrite any false statements to make them true. 9. T F Teens must obtain the permission of their parents before calling a crisis hot line. F. Hot crisis lines allow people to speak anonymously. This often helps teenagers feel more comfortable. 10. T F Eating disorders are both a mental health problem and a physical health problem. T 11. T F Depression rarely has a natural cause. F. Depression can
be caused by natural reasons, such as heredity, a medical condition, or a disease. Chapter T F A neurologist is a doctor who specializes in physical disorders of the brain and nervous system. T 13. Arnold, a high school psychologist for one counselling session a week. Arnold's
embarrassed and doesn't want to see the psychologist. Write a letter to Arnold explaining the benefits of treatment for a mental health professional is a sign of strength, that people who have mental disorders often can't get better on their own, and that most people are surprised and
happy to find that speaking out their problems with a goal, useful person is a great relief. 58 Chapter 5 Student Activity Workbook 69 Real World Connection Chapter 5 Mental and Emotional Problems are widespread among many adolescents and adults in the United States. However, there are many types of mental health professionals
available for people suffering from mental or emotional problems. Various types of mental health professionals include counselors, school psychologists, neurologists, elinical psychologists, and psychiatric social workers. Instructions: Research opportunities in the field of mental health. Choose a type of mental health professional and research the profession. Use the following questions to
guide your research. 1. What qualifications are required? Students should outline the educational requirements and other permits required. 2. What kind of mental health professional face? Students should list the types of mental health professional face? Students should name
and describe the treatment methods used. 4. What kind of facility does this mental health professional offer services to patients? Students should determine the average income. Chapter 5 Chapter 5 Chapter 5 Student Activity Workbook 59
70 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 course. Basic concept Consider and rethink before reading, use what you have
learned to rewrite your sentence. Before reading sample answer: Some people are not willing to admit that they have a problem. After reading sample answer: Many people are not seeking treatment because they feel embarrassed or ashamed. New and Academic Vocabulary Stress Write the right vocabulary under each definition. 1. a prolonged feeling of weakness, despair, and sadness Chapter 5 require
depression apathy depression 2. lack of strong feeling, interest or anxiety apathy 3. require, as necessary, require 4. the state of feeling uncomfortable or worried about what can happen stress and stressful situations. Responses should include stress management techniques
such as relaxation, energy reorientation and seeking support. Explain why turning to alcohol or over-the-counter medications is not a healthy way to cope with stress. Alcohol and over-the-counter drugs produce only a temporary, false sense of relaxation. These substances also cause physical, mental/emotional, social and legal problems that will make it even more difficult for a person to function.
Understanding depression in the pages Identify three types of depression Adjustment Disorder Description Intense periods that last for weeks or months at a time Less severe symptoms, but can last for years Reaction to a specific life event Name three causes of depression and give examples: Depression can be caused by natural
reasons such as heredity; Get help with on pages 116. psychological reasons, such as the survival of a traumatic life event; and social or environmental factors, such as living in poverty or in a physically or emotions 3. Changes in behavior Explain what you can do if you
recognize persistent signs of depression in yourself or I can discuss my concerns with a trusted adult, such as a parent, teacher or school counselor. Chapter 5 Chapt
for Anxiety and Depression Directions: Imagine that you learned from Lesson 1 as a guide, identify the symptoms of anxiety or depression, and offer helpful advice. 1. Jenny: Have you
noticed that Jenny has seemed furious the last couple of days. She can't stay focused during the talks and finds it hard to sit still. Jenny complains to you that she wishes saturday would not come and that she wishes she didn't have to take her test at all. Symptoms: anxiety, physical signs of
nervousness, difficulty concentrating, feelings of anxiety Anxiety or depression: Anxiety Tips: Jenny should try to do some relaxation exercises. Getting support from family and friends is also a healthy way of dealing with stress. Chapter 5 2. In recent months, Marcus has been irritable and unpleasant. He doesn't hang out with his
friends or play football in the park (one of his favorite hobbies). He looks tired and doesn't seem his usual self-confident. He says he hasn't slept lately, and admits that football cuts last fall made him feel like a failure. Symptoms: persistent irritable mood, loss of interest in activities he once enjoyed, difficulty sleeping or oversleeping, loss of energy, feelings of worthlessness Anxiety or depression: Depression
Tips: Marcus should discuss his feelings with a trusted adult. If symptoms persist, he may want to talk to a school counselor, a school psychologist, or another health care professional. Spending time with family and friends is also a healthy way of dealing with depression. 62 Chapter 5 Student Activity Workbook 73 Chapter 5 Mental and Emotional Problems Lesson 2 Mental Disorders Instructions: Use the
following outline to help organize your notes as you read through the course. Note Taking Key Concept Think and Review Before reading the course, make a list of all the mental disorders you know. After reading the course carefully, use what you've learned to update your list. Before reading Sample reply: manicurist; obssessivesulsive? depression? Claustrophobia. After reading Sample response: anxiety
disorders, impulse control disorders, eating disorders, eating disorders, behaviour disorders
associated with mental disorders and causes many people to feel embarrassed or ashamed? stigma 3. What kind of disorder can cause individuals to perform acts of violence? behavior disorder 5. What is one of the most common mental health problems among children
and adolescents? anxiety disorder 6. What's the term for a place in a hundred? Chapter 5 percent Chapter 6 percent Chapt
to seek timely medical help. Types of mental disorders and briefly identify the effects and types of mental disorders, panic disorders, post-traumatic stress disorders and generalized anxiety disorders. Person
Impulse Control Disorder cannot resist the urge to perform actions that are harmful to themselves or others. Types include kleptomania, excessive gambling, and compulsive shopping. Eating disorder The edges of the mood interfere with daily
life. These types include depression and bipolar disorders. Chapter 5 Behavior disorder schizophrenia personality disorder Effects on patterns of behavior in which the rights of other or basic social norms are violated. These include theft, cruelty, lying, aggression, violence, abandonment, arson and vandalism. The person loses touch with reality. Symptoms include theft, cruelty, lying, aggression, violence, abandonment, arson and thought
disorders. Teenagers can't regulate their emotions. They may feel distressed in social situations, or they may behave in ways that are painful for others. 64 Chapter 5 Student Workbook Activity 75 Lesson 2 Mental Disorders What is A diagnosis? Academic Integration: English Chapter 5 Mental and Emotional Problems NCTE.12 Application of language skills (Turn to pages for full standard language.)
Instructions: Follow the profiles of people with mental disorders. By describing the symptoms, in the space provided, identify and write the type of mental disorder each person has. 1. Jim has difficulty controlling his emotions and often acts in ways that make others uncomfortable. It doesn't show up for many. Many. because he feels anxious in social situations. He often feels like people want to catch him
personality disorder 2. Andrea has difficulty keeping up with normal daily activities. She seems trapped in a pattern of repetitive thoughts and behaviors that concern her. In fact, it's urgent for them. When he's at home, he keeps checking to make sure the doors are locked. obsessive compulsive/compulsive disorder 3. Janelle's an elementary school student. During the one-day break, Janell and her
classmates witnessed a car accident in which one of the cars burst into flames. Since then, Janelle has had nightmares. She can't concentrate on her school work. Sometimes he experiences flashbacks. post-traumatic stress disorder 4. Jose experiences extreme mood changes. His friends can't understand him. He's either very happy or aggressive and angry. His energy levels are also constantly
changing. Sometimes he gets bored and can't concentrate. Other times, he sleeps a little, but still feels energetic. bipolar disorder 5. Samantha's afraid of heights. He will do anything to avoid being in a tall building or on a mountain. One result is that she misses a few moments of fun because she won't go shopping in shopping malls with multiple floors or camping with her friends when they go to the
mountains. She can't remember anything in her childhood that could cause this irrational fear. He just knows it's very real. Anxiety Disorder (Phobia) Chapter 5 Student Activity Workbook 65 76 Note Taking Chapter 5 Mental and Emotional Problems Lesson 3 Suicide Prevention Guidelines: Use the following outline to help organize your notes as you read through the course. Basic concept skim
and scan Read all module titles and review all images, tables, and charts throughout Lesson, write a question that you expect the course to answer. After you finish reading, write the answer to your question. Question Sample question. What are some warning signs that a person may be considering suicide? Answer Sample Answer to your question. Question Sample question.
with death, withdrawal from friends, unusual behavior, giving away personal items, substance abuse, violent actions New and academic vocabulary Unscramble every vocabulary term. Then write the definition of each term. Chapter 5 alienation show suicides cluster a number of suicides that occur within a short period of time and involving many people in the same school or
community noitaneila alienation feeling isolated and separated from others esd uiic suicide the act of deliberately taking a sown screen siylapd to make apparent 66 Chapter 5 Student Activity Workbook 77 Knowing the facts about suicide on page(s) Identify some reasons why alcohol and drugs make self-destructive behavior more likely. Alcohol and drugs have a depressive effect and lower inhibition,
making self-destructive behavior even Likely. List two risk factors that are typically over 90 percent of people who commit suicide attempts Family history of mental disorder, history of alcohol abuse or other drugs. Identify four other risk factors for suicide Anxiety or loss Previous suicide attempts Family history of alcohol abuse or other drugs. Identify four other risk factors for suicide attempts Family history of mental disorder, history of alcohol abuse or other drugs. Identify four other risk factors for suicide attempts Family history of alcohol abuse or other drugs. Identify four other risk factors for suicide attempts Family history of alcohol abuse or other drugs. Identify four other risk factors for suicide attempts Family history of alcohol abuse or other drugs. Identify four other risk factors for suicide attempts family history of alcohol abuse or other drugs. Identify four other risk factors for suicide attempts family history of alcohol abuse or other drugs. Identify four other drugs family history of alcohol abuse or other drugs. Identify four other drugs family history of alcohol abuse or other drugs. Identify four other drugs family history of alcohol abuse or other drugs. Identify four other drugs family history of alcohol abuse or other drugs. Identify four other drugs family history of alcohol abuse or other drugs. Identify family history of alcohol abuse or other drugs family history of alcohol abuse or other drugs.
on page(s) Explain why it is important to recognize the warning signs of suicide. Recognizing the signs of suicide. Start a meaningful conversation See interest and compassion. Listen carefully. Be patient and understanding. Don't respond with statements like, You
don't really want to do this, or everyone feels sad sometimes. Show support and ask questions remind the person that most problems have solutions and that suicide is not the answer. Share the fact that most suicide survivors later express their gratitude that they did not die. Try to convince the person to seek help Encourage the person to talk to a parent, counselor, or other trusted adult. Offer to go with
the person to get help. After your conversation, contact an adult immediately to let them know the severity of the situation. Ask the adult what steps they will take to help your friend. Chapter 5 Mental and Emotional Problems NCTE-NUM.1 Applying Language Skills (Turn to Pages for Full Standard Language.) Lesson
3 Suicide Prevention 40 Teens With Mild to Severe Depression Percent Boys Girls Average felt sad or hopeless thinking about suicide often felt lonely Source: Centers for Control and Prevention of Disease, 2006, Health behaviour in school-age children Study Chapter 5 1. The bar chart shows the percentages of teenagers nationwide who reported feeling mild to severe Depression. According to the
graph, what percentage of teenagers on average felt sad or hopeless? A B percent C percent D. None of the above 2. What percentage of adolescents on average were depressed enough to think about suicide? F percent G percent D. None of the above 3. What statement can be inferred from the chart data? A. Symptoms of mild and severe depression are not the same. B. Adolescents who feel
alone often think about suicide. C. The majority of adolescents do not think of suicide as an option. D. None of the 68 Chapter 5 Student Activity Workbook 79 Chapter 5 Mental and Emotional Problems Lesson 4 Get Help Instructions: Use the outline below to organize your notes as you read the course. Note Taking Key Concept Food for Thought As you read this lesson, think about the many types of
mental health professionals. Suppose you or a friend had mental or emotional problems. After careful reading of the course, write a sentence what types of mental health professionals include counselors, school psychologists, psychiatrists, neurologists, clinical psychologists and
psychiatric social workers. New and Academic Vocabulary Psychotherapy Define each vocabulary term. Write the correct definition on the line next to each term. an ongoing dialogue between a patient and a mental health professional behavior therapy drug therapy through rewards and
reinforcements a treatment method designed to identify and correct distorted thinking patterns that can lead to feelings and behaviors that may be troublesome, self-defeating, or self-destructive and constructive and constructive and constructive and constructive ways by exploring patterns in communication and providing support and training a method of treatment for a group of people who
have similar problems and who regularly meet with a trained counselor using certain medications to treat or reduce the symptoms of a Chapter 5 mental disorder Chapter 6 mental disorder Chapter 7 mental disorder Chapter 7 mental disorder Chapter 7 mental disorder 6 m
vent or anxiety all the time Feelings affecting sleep, eating sleep, eating habits, school work, job performance, or relationships Getting involved with alcohol or drugs 4. Increasingly aggressive, violent, or reckless overcoming stumbling obstacles to get help on page(s) 127. List four facts to keep in mind if you or someone you know is reluctant to seek help for mental or emotional problems Asking for help is a sign of inner
strength. It shows the responsibility for his own well-being. Severe disorders, compulsions, and addictions are complex and require professional intervention. Sharing your thoughts with an objective, helpful person can be a great relief. Financial assistance may be available through Community funds. Where to go for help on pages 128. Identify six different health professionals available for assistance. 1.
Consultant 4. Neurologist 2. School psychologist 5. Clinical psychologi
Lesson 4 Getting Help Instructions: The feelings or behaviors in the following scenarios are signs that someone needs help. Determine which type of treatment listed in the box below may be most useful in each case. Τύποι θεραπεία θεραπεία συμπεριφοροθεραπεία συμπεριφοροθεραπεία συμπεριφοροθεραπεία θεραπεία θεραπεία θεραπεία θεραπεία θεραπεία συμπεριφοροθεραπεία συμπεριφοροθερα σ
Chapter 5 Mental and Emotional Problems NSES.6 Personal and Social Perspectives (Turn to pages for full standard language.) 1. Maria has little confidence and often feels like a failure. She has let her grades slip into school because she reckons it won't make any difference whether she tries hard or not. Cognitive therapy 2. Matt gets more aggressive and destructive. Behavioral therapy 3. John sees a
psychiatrist for anxiety disorder, but his symptoms are still severe. Pharmaceutical Therapy 4. Keiko fights with her parents almost every day. Family Therapy 5. Chris is having a hard time coming to terms with his mother's alcohol problem. He'd like to talk to others in the same situation. Group Therapy Chapter 5 Student Activity Workbook 71 82 Test Taking Chapter 6 Skills for Healthy
Relationships Chapter 6 Tips for 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. Don't crush yourself by focusing on the entire workload all at once. Handle every task as it comes. Instructions: Select the best answer and highlight your answers in the answer space on the next
page. 1. Making your share to make your school and community safe is A. communication. B. compromise. C. citizenship. D. reliability. 2. What is the example of an I message? F. I feel that my proposals are not taken seriously. G. I said I'd take out the trash, but I'm busy! H. You never listen to what I say. J. Why can't you show up on time? 3. What is the example of an I message? F. I feel that my proposals are not taken seriously. G. I said I'd take out the trash, but I'm busy! H. You never listen to what I say. J. Why can't you show up on time? 3. What is the example of an I message? F. I feel that my proposals are not taken seriously. G. I said I'd take out the trash, but I'm busy! H. You never listen to what I say. J. Why can't you show up on time? 3. What is the example of an I message? F. I feel that my proposals are not taken seriously. G. I said I'd take out the trash, but I'm busy! H. You never listen to what I say. J. Why can't you show up on time? 3. What is the example of an I message? F. I feel that my proposals are not taken seriously. G. I said I'd take out the trash, but I'm busy! H. You never listen to what I say. J. Why can't you show up on time? 3. What is the example of an I message? F. I feel that my proposals are not taken seriously.
in the school district are women. B. All cheerleaders are vain. C. Seven of the nine girls in our class enjoy the economics of the house. D. In the last three years, more boys than girls have enrolled in physical education. 4. Techniques for active listening include all of the following Except F. repeating what you hear. C. interrupting. H. asking questions. Jay's showing empathy. 5. What describes an
aggressive style of communication? A. Letting others know exactly what you are trying to communicate B. Be evasive with your answer C. Answering a question by raising your voice level D. Repeating what you hear and making eye contact 6. Tim and Brian strongly disagree on how they should study for their algebra test. However, they have been study partners all year and are willing to compromise
What quality of strong relationships does this show? F. Honesty G. Commitment H. Care J. Mutual respect 7. What is the example of bullying? A. to harm a classmate continues to talk to you during the C tests. Having a friend walk home from school with you, because you are afraid to walk alonel D. Telling a
group of students in the library to lower their voices 72 Chapter 6 6 Activity workbook 83 8. What is the example of constructive criticism? F. Do you always have to leave all your trash out in the hallway? G. I can't stand the way you interrupt me all the time. You've never heard of knocking? J. Next time, would you mind calling first to tell me you're coming? Reply to interval 1 A B C D 2 F G J 3 A B 4 F G J 5
A B C D 6 F G J 7 A B C D 8 F H Chapter 6 Directions: Cycle 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 confident in your values can strengthen your relationships. F. Uncertainty about your values can strengthen your relationships. 10. T F The aim of constructive criticism is to bring about positive change. T 11. T F Passive
communication may include bullying or intimidation. F. Bullying or intimidation are examples of aggressive communication, not passive communication are examples of aggressive communication. F. Bullying or intimidation are examples of aggressive communication, not passive communication are examples of aggressive communication. 12. T F Reliability is a feature that can enhance a relationship. T 13. Caitlin and Anthony with disrespect. She was very bossy and demanding, and often ignores Anthony is aggressive communication.
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and opinions. Explain how Anthony could let her know that he is unhappy with the way he has his treatment. Write your reply to item 13 in this space. Anthony should be unequivocal in expressing his feelings in a clear but respectful way. I should use i statements while talking to Caitlyn about the way he has been treating him. Chapter 6 Skills for

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Healthy Relationships Chapter 6 You or I An I message is a statement that focuses on your feelings rather than someone else's behavior. Using i messages helps you communicate your feelings in a positive way without blaming someone else. Instructions: Pair with another student and check the following messages. Then rewrite each message as a message is a statement that focuses on your feelings rather than someone else.
your feelings in a positive way without taking responsibility. 1. Why can't you ever clean up after yourself? Sample answer: I feel disrespectful when you leave your things lying around. 2. You never do what I tell you! Sample answer: I feel disrespectful when you leave your things lying around. 2. You never do what I tell you! Sample answer: I feel disrespectful when you leave your things lying around. 3. I said I'll do the dishes after I finish what I'm doing without having to keep mentioning it to me! Sample answer: I feel stressed
because I have an important test this week. I'll do the dishes as soon as I finish reading. 4. Stop taking my stuff without asking me first. 5. You never come to my house for dinner. Practice What you have learned Instructions: Write an I message for the following
cases. 1. Your younger brother has gone to your room while you're away, and lending your things without question. Sample answer: It feel like my private life is not being respected. 2. Your best friend has made plans for both of you on Saturday night without consulting you first. Sample answer: I feel that my views are not taken into account. I'd like to
have a say in what we're going to do on Saturday. 74 Chapter 6 Student Activity Workbook 85 Chapter 6 Skills for Healthy Relationships Note Taking Lesson 1 Foundations of a Healthy Relationship Directions: Use the following outline to help organize your notes as you read the course. Chapter 6 Basic Concept Think and think again before you read the lesson, write a sentence describing how healthy
family relationships can help build your social health. After you finish reading, use what you have learned to rewrite your sentence. Before reading Sample Answer: Healthy family relationships can build my social health by teaching me the values and social skills that will guide me in all my other relationships.
New and Academic Relationship Vocabulary Friendship Policy Role Collaboration Computer Compromise Write the correct vocabulary term under each definition. 1. the way you behave as a member of Community citizenship 2. a problem-solving method in which each participant gives something to come up with a solution that satisfies all compromise 3. a role you play in the role of your relationships 4. a
bond or a connection you have with other people relationship 5. a device that can store, recover, and process the data computer 6. cooperation 7. an important relationship between two people based on trust, care, and friendship consideration Chapter 6 Student Workbook Activity 75 86 Chapter 6 Relationships in your life on pages(s) Identify three different types of
relationships. Relationships with family Relationship Relationship Types Relationship Types Relationships in your community. Location Home School Community Role Daughter/son, brother/sister, grandchild, niece/nephew, cousin Classmate, student, friend, bandmate, teammate, church teacher member,
employee, citizen, neighbor Features of healthy relationship and describe why each is important qualities of healthy relationships. 1. Mutual Respect Care 4. Honesty Commitment Identify the three Cs of a healthy relationship and describe why each is important for building and maintaining healthy relationships. 1. Communication Learning effective communication skills can help you express Your thoughts,
feelings and expectations to others and understand theirs in return. 2. Working with others to achieve your goals can strengthen your relationships. 3. Compromise compromise compromise with others and understand theirs in return. 2. Working with others to achieve your goals can strengthen your relationships. 3. Compromise compromise with others allows you to resolve disputes in a way that satisfies everyone. List of six six features that can strengthen your relationships. 1. Reliability 4. Justice 2. Respect 5. Care 3. Liability 6. Citizenship 76 Chapter 6
Student Workbook Activity 87 Lesson 1 Foundations of a Healthy Relationship What Happens? Instructions: Read the scenarios and answer the pleongs to the rotary club of their community. The club has planned a car wash to raise money for a local family. Earlier this
week, Patricia's mother asked her to help next Saturday, and she agreed. On Friday, however, Patricia learned that her friends were all going to the beach on Saturday, and Patricia prove? Academic Integration: English Chapter 6 Skills for Healthy
Relationships NCTE.1 Reading for Perspective (Turn to Pages for Full Standard Language.) Chapter 6 Commitment What feature(s) of good character did Patricia prove? Reliability, respect, responsibility, respect, responsibility, respect, responsibility, retizenship 2. Barry belongs to a hockey team that doesn't have a good season. He is disappointed and wants to resign, but there are a few games left in the program. The coach knows Barry's attitude,
and decided to talk to him about it. As the coach spoke, Barry realized that he was self-centered, and that the coach also felt discourage others in the group. What skills(s) to build healthy relationships did the coach use? Contact What characteristic of good character did Barry prove? Respect, care, responsibility 3. Felicia
and her sister Karen have jobs to do at home. They usually rotate dinner dishes, but now Felicia has the chance to get a part-time job three nights a week. He really wants the job and wonders if he can make a deal with Karen about their jobs at home. She offers to do Karen's chores plus her own for three of the days she doesn't work, though Karen would agree to do Felicia's chores on the nights she
works. Karen's thinking about it, and she agrees with the proposal. What skills did Felicia use to build healthy relationships? Compromise, cooperation What feature(s) of good character did Felicia prove? Justice, Responsibility Chapter 6 Student Activity Workbook 77 88 Note Taking Chapter 6 Skills for Healthy Relationships Chapter 6 Student Activity Workbook 77 88 Note Taking Chapter 6 Skills for Healthy Relationships Chapter 6 Skills for Healthy Rel
outline to help organize your notes as you read through the lesson. Basic concept consider and rethink before reading the lesson, write a sentence that describes a time when you may have made a decision for someone or associated it with a stereotype. After reading the chapter carefully, use what you have to state what you can do to avoid stereotypes of others. Before reading sample answer: Because
he's smart in math, he's going to be a scientist. After reading sample answer: I can avoid the stereotypes of others by exercising tolerance, or accepting other differences s. New and academic vocabulary bias stereotype tolerance bullying hazing mutual Write a vocabulary word to answer every question. 1. Assuming that all boys like sport is an example of which term? stereotype 2. What term means
common? mutual 3. Is calling someone with names an example of the term? bullying 4. What term sometimes causes people to treat others with disrespect? bias 5. What term refers to activities that may be physically or emotionally harmful? hazing 6. What term describes the ability to accept the differences of others? tolerance 78 Chapter 6 Student Activity Workbook 89 Respect for yourself on the
pages(s) Explain how having respect for yourself will help strengthen your relationships. When you respect yourself, you're more likely to seek relationships. Chapter 6 Respect for others on the pages on the pages on the pages is uncertain about your values can complicate your relationships. If
you're not clear about your values, it's much harder to share them with other people. List four ways you can show respect for people you have relationships with Listen to other people. Be careful with the feelings of others. People who are tolerant recognize and appreciate
the differences between people. They allow others to be who they are without showing disapproval. Identify some of the reasons bullies can push other people around because it makes them feel superior. They can also do it as a way to feel they are part of a group or keep from being bullied themselves. Describe two ways in which hazing activities can be
harmful to humans. Hazing activities can be both physically and emotionally harmful. Chapter 6 Student Activity Workbook 79 90 Chapter 6 Name Date Class Academic Integration: English Chapter 6 Skills for Healthy Relationships NCTE.12 Applying Language Skills (Turn to Pages for Full Standard Language.) Lesson 2 Respecting Yourself and Others Dear Sammy Directions: You are the advice
columnist in one Teen. Below are two letters you have received. Respond to each letter using the information you learned in Lesson Dear Sammy, I am 15 years old. I have a lot of friends, boys and girls. Some of my friends are starting dating, and lately they've been pushing me to do the same. I just don't feel ready to do it. My parents think kids shouldn't start dating until they're at least 16. I always thought
I wouldn't date until then, but I didn't. Not. my friends to give me a hard time. What am I supposed to do? Tony Dear Tony, Possible answer: It's important to have respect for yourself. Therefore, you should not date until you feel comfortable doing so. You should also respect your parents and their values. Until you're ready to date, you can go out with groups of boys and girls. Ultimately, your friends will
respect you to stand for your beliefs and values. 2. Dear Sammy, I'm a sophomore in high school. In the last few weeks, an older student at my school has been bullying me. I wonder what I can do to make him leave me alone. Every afternoon, just before lunch, it appears near my cupboard and requires a portion of my lunch money. One time, he 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, Possible answer: The first step you need to take is to tell a trusted adult about what's going on. This person may be a teacher or counselor at your friends are with you, stand up to the
bully by steadfastly refusing to give him your money. 80 Chapter 6 Student Activity Workbook 91 Chapter 6 Skills for Healthy Relationships Note Taking Lesson 3 Communication Effective Directions: Use the outline below to help organize your notes as you read through the course. Chapter 6 Key Food Concept for Thought As you read this lesson, think about the last time a friend talked to you about a
problem that he or she had. Remember the listening techniques. Were you a good listener? Write a sentence that indicates how you can use active listening skills the next time I hear a friend talk about her problems, I'll confront her, make eye contact and give her my full attention. I can rephrase what he said, ask questions and try not to judge what he says.
New and academic vocabulary aggressive passive dynamic active body language listening constructive criticism unscramble each vocabulary term. Then write the definition of each term. ecvointsctcr mcsriicti constructive criticism non-hostile comments that highlight problems and encourage improvement eavgigrse aggressive too strong, pushy, or hostile ybdo elgaanug body language non-verbal
communication through gestures, facial expressions, behaviors, and posture epvaiss eavoit glniisnte active listening special attention to what eavsister passive reluctant or able to express thoughts and feelings in a or firm way someone says and communication Style on the
pages I quote the three main communication styles and identify the characteristics of each. Aggressive aggressive aggressive appress thoughts and feelings in a direct or stable manner; putting other people's needs above your own means expressing your views
clearly and respectfully. includes defending your rights and beliefs, while also respecting those of other ways of communicating on page(s) Explain what the proposal announcement means is a two-way street. It's not enough to send your own messages to the other person. Explain how you can use speech skills to communicate well
with others. Speaking clearly and simply can pass your message more effectively. The key to good communication is to say what you mean. Offering useful comments on pages 156. List five active listening skills that will help you communicate well with others. 1. Do not interrupt Show interest Rephrase what you hear. Ask questions. Be sensitive. Give two examples of non-verbal communication. The tone
of voice and body language are examples of non-verbal communication. Identify the goal of constructive criticism is to another person in a positive way. The aim of constructive criticism is to bring about positive way. The aim of constructive criticism is to bring about positive way. The aim of constructive criticism is to bring about positive way. The aim of constructive criticism is to bring about positive way.
Activity 93 Lesson 3 Communicating Effectively What is Your Style? Instructions: Read each situation and answer the questions below. 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 doesn't like going to the mall. He'd rather do something active, like play football or go hiking. He's not willing to express his feelings, though,
for fear of losing their friendship. What's Henry's communication style? Academic Integration: English Chapter 6 Skills (Turn to Pages for Full Standard Language Skills (Turn to Pages for Full Standard Language.) Passive Chapter 6 Skills for Healthy Relationships NCTE.12 Applying Language Skills (Turn to Pages for Full Standard Language.) Passive Chapter 6 What could it say to be more dynamic? Possible answer: I want to spend Saturday afternoon with you, but I'd rather not go to the mall. Could we do something else,
like go for a walk on the river, and you could go to the mall another time? 2. Last Saturday, juan matt's friend was really upset. Juan remained silent and listened as Matt explained to him that he had lost his wallet and could not Find. Juan knew he'd be upset if he lost his wallet. He asked Matt where he last saw his wallet and offered to look it up with him. What active listening techniques did Juan use? He
showed empathy, didn't interrupt, and asked questions. 3. Alex went camping with a group of friends in a nearby lake, where activities included boating, water skiing, and tennis. As Alex was preparing to go boating for the afternoon, his friends reported 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 they were going to use the canoes without permission. He refused to go with them if they took the canoes, but invited them to meet him on his boat. What is Alex's communication style? dynamic Identify which aspects of Alex's behavior are dynamic. Alex said it was
against his beliefs to use canoes without permission. He also suggested that his friends refrain from using canoes as well. Chapter 7 Tips for Preparing for Student Activity Workbook 83 94 Test Taking Chapter 7 Family Relationships Chapter 7 Tips for Preparing for Study Tests by taking the time
to review what you have already studied. Understand how to organize test content. 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. Instructions: Select the best answer and highlight your answers in the answer space on the next page. 1. A mixed family person 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. What does not apply to elder abuse? F. Elder abuse? F. Elder abuse is a reduced problem among American families. G. Abuse of the elderly can occur both within the family and in institutional environments. H. Elders may
suffer physical, emotional and sexual abuse, as well as neglect. J. People can convince the elderly 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 are responsible for the children. B. Both parents are responsible for children. 4. What is not one of
the three steps towards stopping domestic violence? F. Report of abuse G. Resist the abuser H. Recognize the problem J. Remember the abuser F. Commitment G. Trust H.
Care and Support J. Respect 7. What is not one of the core moral values that family H. Nuclear family H. Nuclear family J. Extended family Response Space 1 A B C D 2 F G J 3 A B C D 4 F G H J 5 A
B 6 F G H J 7 A B C 8 F G H J Directions: Cycle T if the statement is true or F if the statement
each other. Divorce is a chapter 7 legal fee in a marriage contract. 11. T F Children whose parents are going through divorce may find it easier to cope if they maintain their feelings for themselves. F. Children may find it easier to deal with divorce if they discuss their feelings with their parents and other trusted adults. 12. The T F A support group is a gathering of people who all face the same problem. T 13.
Each of you has a unique family unit. How your family, and plays a role in what type of adult you become. Write a personal essay about your family members interact and take care of each other helps define your family, and plays a role in what type of adult you become. Write a personal essay about your family members interact and take care of each other helps define your family members interact with each other and discuss how your actions contribute to the absolute health of others. Write your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other and discuss how your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members interact with each other helps define your family members in the helps define yo
describe how family members interact with each other, the roles played by each family member, and how each student contributes to the overall health of the family. Chapter 7 Student Workbook Activity 85 96 Real World Connection Chapter 7 Family Relationships Families on screen Many can learn about family relationships and roles within the family unit by observing families depicted in movies or TV
programs. Before you start this activity, remember some families that have been portrayed in some of your favorite movies and TV shows. Chapter 7 Directions: Identify two current TV programmes or films dealing with families that have been portrayed in some of your favorite movies and TV shows. Chapter 7 Directions: Identify two current TV programmes or films dealing with families that have been portrayed in some of your favorite movies and TV shows. Chapter 7 Directions: Identify two current TV programmes or films dealing with families that have been portrayed in some of your favorite movies and TV shows.
the TV program or movie represents. Program and movie options vary. Students should identify how the families depicted in the programme or film meet the needs of the members, as well as the which either strengthen or weaken family relationships. Students should indicate whether the family is nuclear, mixed, extensive, foster, foster or single parent. Name of TV program / movie: Ways in which the
family meets its members emotional needs: Ways in which the family meets its members social needs: How members strengthen or weaken family meets members of emotional needs Ways the family meets members of social needs How members strengthen or weaken family relationships Family unit
type represented: 86 Chapter 7 Student Student Student Workbook 97 Chapter 7 Family Relationships Note Taking Lesson. Basic concept consider and rethink before reading the lesson, write a sentence describing how the family unit can promote a teenager's health. After you finish reading, use
what you have learned to rewrite your sentence. Before reading Sample Answer: Families teach their members how to eat healthy foods. After reading Sample Answer: Families can promote the physical, mental/emotional, and social health of adolescents. Chapter 7 New and Academic Vocabulary Brother Write the correct vocabulary term under each definition. 1. a married couple and their children from
previous marriages mixed family nuclear family nuclear family mixed family nuclear family foster care confirmation 2. the temporary placement of children in adult homes not connected with them foster care 3. a brother or sister brother 4. family comprising additional relatives other than parents and children of the extended family 5. positive feedback that helps others feel appreciated and supported
confirmation 6. two parents and one or more children living in the same nuclear family place; persons running Chapter 7 Student Activity Workbook 87 98 The family unit on the page or pages explain the importance of a healthy family. Healthy family lace; persons running Chapter 7 Student Activity Workbook 87 98 The family unit on the page or pages explain the importance of a healthy family. Healthy family lace; persons running Chapter 7 Student Activity Workbook 87 98 The family unit on the page or pages explain the importance of a healthy family.
Briefly mention and describe six types of family Fa
placement of children in adult homes not related to them a person takes care of one or more children a parent, or parents, and one or more adopted children Explain the effect on families that teenagers can help their families run your family and health more smoothly through
the pages and boost their own self-esteem. Identify three ways your family can promote your physical health. Provide a safe environment to express emotions; Give love and support; provide confirmation Identify two ways in which your family can promote your promote your physical health. Provide a safe environment to express emotions; Give love and support; provide confirmation Identify three ways your family can promote your physical health. Provide a safe environment to express emotions; Give love and support; provide confirmation Identify three ways your family can promote your physical health. Provide a safe environment to express emotions; Give love and support; provide confirmation Identify three ways your family can promote your family can promote your physical health. Provide a safe environment to express emotions; Give love and support; provide confirmation Identify three ways your family can promote your family can promo
social health. Instill basic moral values. share their cultural heritage with their children 88 Chapter 7 Student Workbook Activity 99 Chapter 7 Family Relationships Lesson 1 Healthy Family Relationships Academic Integration: Integration: Integration: NCTM-Data.3 Data Analysis (Turn to pages for full standard language.) Instructions: The following chart contains data from the U.S. Census on the composition of
American families in the chart review carefully, then answer the following questions. Families from Male Single Parent composition, 1 or more children 3% Two Parents, 2 Children 16% Two Parents, 1 Child 14% Source: U.S. Census Bureau, 2005 Childless Couples, 47% 1. According to the pie chart, what
is the combined percentage of all single-parent families? A. 3 percent B. 12 percent D. None of the above 2. Which piece of pie represents the smallest percentage of all households with two parents, 1 Child D. The feta with the label
Childless Couples 3. Based on the pie chart, which of the following suggestions is true? A. The number of single-parent families with two parents from two pare
Workbook 89 100 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 course. Chapter 7 Basic Concept Think and think again before reading the lesson, write a sentence or two explaining the difference between a separation and a divorce. After reading the course carefully, use
what you have learned to rewrite your suggestions. Before reading sample answer: A separation is when a couple lives apart. A divorce legally unraveling in marriage contract. New and Academic Vocabulary Occasion Divorce Editor Write a vocabulary word to
answer every question. 1. Which can be granted to a single parent or a divided parent or a divided parent so that both parents are involved in the upbringing of children? editing 2. What is the legal end of a marriage contract? divorce 3. What is the decision of two married people to live separately with each other? separately with each other?
101 Features of powerful families on pages facing change on page facing change on page(s) List of five common features of a Family structure. 1. Birth 2. Approval 3. Separation 4. Divorce 5. Re-marriage 6. Death of a family member Chapter 7 List of four possible changes in family circumstances. 1.
Move to a new home 2. 2. the financial situation of the family 3. Illness and disability 4. Alcohol or other drug abuse Name one of the most important strategies for dealing with family changes. Speaking openly and honestly with other family 7 Student Activity Workbook 91 102 Academic Integration: English Chapter 7 Family Relationships
NCTE.4 Communication Skills (Turn to pages for full standard language.) Lesson 2 Strengthening Family Relationships Chapter 7 Dear Katie Directions: Katie writes a advice column for teenagers. Many of the letters he receives are from teenagers. Whose families experience changes in structure or circumstances. Read the following letters. Then, in the lines below each letter, write the advice that you think
Katie should provide. 1. Dear Katie: My parents are getting a divorce. They fight a lot and fight over custody of my sister and me. Sometimes I feel like I'm a big reason they're getting divorced. This is all making me nervous. What am I supposed to do? Tips: Advice will vary, but students may tell the author that he or she has no control over the parent relationship and that a divorce is not the children's fault.
Students may suggest that the author communicate his or her feelings about divorce with parents or, perhaps, with the school counselor. Students may also suggest that the author join a support group for children in divorce. 2. Dear Katie: My dad died a few months ago. I miss her so much. I talk to my friends about it and try to be there for me, but I don't think they fully understand how I feel. It's very hard
for me to deal with. I need help. Tips: 3. Dear Katie: My family has faced some financial problems. My mom lost her job, and that makes it hard for us to pay our bills, let alone buy the extras we sometimes want. Mom's upset, and we're fighting a lot. I want to know what I can do to change things. Tips: Tips will vary, but students may suggest that the author join a support group to share feelings with people
who have also experienced loss. Students also suggest that the author is looking for a grief counselor or other mental health professional. Sharing memories and feelings for the lost loved one with family or friends is also a good suggest that the author speaks openly and honestly with his or her mother. The author could also get a part-time job to help pay for
or contribute to family finances. Students may also suggest that the author take on more responsibilities around the house. 92 Chapter 7 Student Activity Workbook 103 Chapter 7 Family Relationships Directions: Use the outline below to help organize your notes as you read through the course. Basic food concept for thinking as you read course,
consider the different types of abuse that can occur within the family unit. After you finish reading the course carefully, write a sentence that names certain places that a person or family could ask for help with family problems. Sample answer: Families or people seeking help can benefit from a crisis centre, a public or private service or social services. Chapter 7 New and Academic Vocabulary abuse
domestic violence spousal child abuse neglect elderly abuse crisis center Unscramble every vocabulary term. 1. rcsisi rceetn crisis center a facility that offers advice and support to people dealing with personal emergencies 2. eabsu abuse of the physical, mental, emotional, or sexual abuse of one person by another 3. cdiotmse evpinoel acts of domestic violence
involving family members 4. tcsegl neglect the failure to provide for a child's basic needs 5. Isapso easbu spousal domestic violence and sedicy family members Chapter 7 Student Workbook Activity 93 104 Violence in families on page(s) List
and describe three types of domestic violence. Type of Violence or any other type of abuse Description Domestic at a spouse Domestic at a spouse Domestic at a spouse Domestic at a spouse of the physical and emotional effects of abuse or neglect of older family members Explain some of the physical and emotional effects of abuse or neglect of older family members Explain some of the physical and emotional effects of abuse. Violence or any other type of abuse or neglect of older family members Explain some of the physical and emotional effects of abuse.
broken bones. Emotional effects include feelings of shame, worthlessness, depression and anxiety. Identify three important steps to stop domestic violence, recognizing the problem, resist the abuser, reporting abuse Sources of support on page(s) Describe some common family issues that can be addressed through counseling. Counseling can belo families cope with changes such as separation or
divorce. Counseling can also help when family members struggle with anger, depression, or substance abuse. Describe how a support group can be useful to a person suffering from personal or family problems. Individuals can discuss their problems and receive advice from others in the same situation. Support groups can a lot of people just assuring them that they're not alone. List of some of the various
types of assistance offered to individuals and families by community services and public bodies. People may turn to a crisis center to help them overcome problems such as substance abuse or domestic violence. Public or private organisations may offer lessons in parental responsibility and conflict resolution. Social services can help families in need of food, clothes, shelter and medical care. Public bodies
can also help adults find work or receive vocational training. 94 Chapter 7 Student Activity Workbook 105 Chapter 7 Family Relations Integration: English NCTE.12 Applying language skills (Turn to pages for full standard language). Lesson 3 Help for Families Help is on the Way I. Instructions: Below are descriptions of two families who have difficulty solving their problems. Read each scenario and
determine which community support service families could contact for help. Describe how the proposed social services in Lesson 3 as a guide. 1. Jimmy has a hard time dealing with his father wants to quit, but he can't stop. Jimmy worries that his father may lose his job and worries about
the effect his father's drinking has on Jimmy's mom and little brother. Recommended social service: Support groups can help reassure the family that they are not alone. 2. Shawn, age 13, and his brother, age 11, don't get together at home. At first,
they just said bad things to each other and took each other and took each other's belongings. Recently, however, their disagreements have escalated into pushing and punching. So far, their parents have not been able to find a solution to this problem among the boys. The solutions can then be
discussed and implemented. Counsellors will try to provide the family with the skills needed to resolve future conflicts. II. Instructions: Find out which family assistance services are available in your community. In the following lines, write the names of the organizations and a brief description of the types of services are available in your community. In the following lines, write the names of the organizations and a brief description of the types of services are available in your community. In the following lines, write the names of the organizations and a brief description of the types of services are available in your community.
discussed in the course to identify the community services they report. Chapter 7 Student Activity Workbook 95 106 Test Taking Chapter 8 Healthy Peer Relationships Tips for Preparing 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 only last for about 10 minutes. Chapter 8 Directions: Select the reply and highlight your responses in the answer space on the next page. 1. Which BEST option describes how a platonic friend ships can be developed
online. C. Platonic friendships can help you become comfortable with the opposite sex. D. Platonic friends can be occasional friends. 2. What is a good guideline to follow when communicating with people you meet online? F. Offer your phone number. G. No personal information H. Learn about other cultures and traditions. J. Inform a trusted adult. 3. What is the truth about most friendships? A. They grow
and change. B. They are formed by cliques. C. Threatened by other relationships. D. They are built on dependency. 4. What is not a good idea if you decide to end a close friendship? F. Talk to another friend. J. Avoid contact until you naturally start to drift. 5. Which is not
likely to involve teasing? A. Manipulation B. Harassment C. Positive peer pressure D. Negative peer pressure? F. C. Understand that you have a responsibility towards your friend no matter what. H. Stand up for your rights in a stable but positive way. J. Learn and practice denial skills. 96 Chapter 8 Student Activity Workbook 107 7. Which
includes the three steps, state your position, propose alternatives and stand on your ground? A. Denial skills B. Passive response D. Peer pressure 8. What is perhaps the most important limit you can set in your teenage years? F. Take response D. Peer pressure 8. What is perhaps the most important limit you can set in your teenage years? F. Take response D. Peer pressure 8. What is perhaps the most important limit you can set in your teenage years? F. Take response D. Peer pressure 8. What is perhaps the most important limit you can set in your teenage years? F. Take response D. Peer pressure 8. What is perhaps the most important limit you can set in your teenage years? F. Take response D. Peer pressure 8. What is perhaps the most important limit you can set in your teenage years? F. Take response D. Peer pressure 8. What is perhaps the most important limit you can set in your teenage years? F. Take response D. Peer pressure 8. What is perhaps the most important limit you can set in your teenage years? F. Take response D. Peer pressure 8. What is perhaps the most important limit you can set in your teenage years? F. Take response D. Peer pressure 8. What is perhaps the most important limit you can set in your teenage years? F. Take response D. Peer pressure 8. What is perhaps the most important limit you can set in your teenage years? F. Take response D. Peer pressure 8. What is perhaps the most important limit you can set in your teenage years? F. Take response D. Peer pressure 8. What is perhaps the most important limit you can set in your teenage years? F. Take response D. Peer pressure 8. What is perhaps the most important limit you can set in your teenage years?
until marriage? F. Facing the challenges of adulthood Z. Taking into account the negative consequences of sexual activity J. Resolving disagreements in a mature way 9. About how many teenage girls become pregnant in the United States each year? A. 100 B. 1,000,000 D. 1,000,000 D. 1,000,000 Response space 1 A B C D 2 F G H 3 A B C D 4 F G H 5 A B C D 6 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 F G H 3 A B C D 4 
FGG7ABCD8FGHJ9ABCD10FGHJ1. Write a paragraph to describe the difference between an aggressive response is a way for someone to defend their
rights in a stable but positive way. Chapter 8 Student Activity Workbook 97 108 Real World Connection Chapter 8 Healthy peer relationships To confident people responded to the pressure in one of three ways: passive, aggressive, and dynamic. Instructions: Read each status below. Then determine how the teen has responded to the pressure in one of three ways: passive, aggressive, and dynamic. Instructions: Read each status below.
response. 1. Some friends were watching TV at Micah's when a beer ad appeared on the screen. Several people started bragging about drinking. When Craig remained silent, the group challenged him to drink one of the beers in the Micah family's fridge or admit he was a whiner. Craig knew Micah's parents weren't home. O O He knew he'd never live under the teasing if he refused. Maybe, he said in a
weak voice. Craig's answer: Passive Dynamic answer: Possible answer: No. I have nothing to prove. If you're my friends, Chapter 8 shouldn't make me do something I don't want to do. Besides, it's illegal for people our age to drink. Let's forget about this whole idea and listen to some music. 2. Jose just made the varsity basketball team. When one of the older members of the team offered him pills and
promised that they would have him slam-dunking the ball in no way flat, Jose replied, Thanks, but no thanks, Coach wouldn't think I had something to offer the way I am. Jose's answer: 3. Alyssa sat behind Elizabeth to let her copy Elizabeth's
answers on exam day. Elizabeth told Alyssa that all I have to do is tell the principal about our little conversation, and they're going to kick you out of school so fast that your head will turn. Now bug away! Elizabeth answer: Aggressive dynamic answer: Possible answer: I'm sorry. I'm not comfortable helping you steal. The answer is 4. Trina got 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 answer: Dynamic answer: Dyna
organize your notes as you read through the course. Basic concept skim and scan lesson 1 of the chapter. Use the checklist as a guide. Read all the bold words. Read all the bold words. Read all the pictures and read the captions. Think of your friendships as you scan the lesson. Mention the four types of kisses discussed in class. 1. Occasional friendships 2.
Close friendships 3. Platonic friendships 4. Online Friendships 4. Online Friendships 4. Online Friendship with a member of the opposite sex in which the two people have love for each other but are not considered a couple a small circle of friends, usually with similar backgrounds or flavors, who exclude people who are
considered as strangers a quality or characteristic to prevent or restrict the entry of Chapter 8 Student Activity Workbook 99 110 Peer on the page(s) Describe the advantages of any kind of friendship. Occasional stock interests, but not deep emotional ties; have the ability to grow in close friendships Close have strong emotional bonds; can share close personal information Platonic kiss types have strong
emotional emotional to a member of the opposite sex without being a couple Rewards meet people in different areas Online Risks some people may not be honest Building Strong Friendships are built on and the characteristics that all strong friendships are built on and the characteristics that all strong friendships have in common. Building Strong Friendships are built on and the characteristics that all strong friendships are built on and the characteristics that all strong friendships have in common. Building Strong Friendships are built on and the characteristics that all strong friendships are built on and the characteristics that all strong friendships have in common. Building Strong Friendships are built on and the characteristics that all strong friendships are built on and the characteristics that all strong friendships are built on an action of the characteristics that all strong friendships are built on an action of the characteristics that all strong friendships are built on an action of the characteristics that all strong friendships are built on an action of the characteristics that all strong friendships are built on an action of the characteristics that all strong friendships are built on an action of the characteristics that all strong friendships are built on a strong friendships are built on a strong friendship of the characteristics that all strong friendships are built on a strong friendship of the characteristics are built on a strong friendship of the characteristics are built on a strong friendship of the characteristics are built on a strong friendship of the characteristics are built on a strong friendship of the characteristics are built on a strong friendship of the characteristics are built on a strong friendship of the characteristics are built on a strong friendship of the characteristics are built on a strong friendship of the characteristics are built on a strong friendship of the characteristics are built on a strong friendship of the characteristics are built on a strong friendshi
Reliability, Commitment Characteristics empathy, justice, common interests, acceptance, faith Recognition problems in friendships on page(s) Summarize the facts about these three friendship problems. Cliques and stereotypical Cliques tend to exclude others based on stereotypes. Handling Envy and Jealousy Both types of emotions can arise from a friend being more successful, and both feelings can
damage a friendship. Ending a friendship Although it can be difficult, ending a friendship Morkbook 111 Lesson 1 Safe and Healthy Friendship Academic Integration: Social Studies Chapter 8 Healthy Peer Relations NCSS.IV Individual Development and Identity (Turn to pages for full formal language.) Jackson High Directions: Below is
a description of the relationships between the characters in a new TV drama series. The new show includes teenagers in a typical high school. Read the description. Then answer the questions below. 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 talks about how upset she is about her recent breakup with Ahmed. As the three in his usually superior way that the table he sits at belongs to his
team, and that not only can anyone sit there. 1. Which two characters have a platonic relationship? Explain what kind of friendship do Brenda and Carly share? They share an occasional friendship. 3. What kind of relationship did Maria and Ahmed have? They were
having an affair with a date. 4. What kind of relationship does Brenda have with Maria and Carlos? Explain. They have a close friendship because they are able to share their deepest feelings. 5. What are groups like Wendy's and Adam's called? What is the risk of such groups? Cliques. They exclude people who are considered foreigners. Chapter 8 Student Book Activity 101 112 Note Taking Chapter 8
Healthy Peer Relations Lesson 2 Peer Pressure and Denial Skills Instructions: Use the following outline to help organize your notes as you read through the course. Basic concept skim the lesson. Write one at a time that comes to mind as you read through the course. Basic concept skim the lesson. Write one at a time 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: Possible answer: Why is it not a good
idea to have an aggressive response to negative peer pressure? Answer: Possible answer: Aggressive people may get their way, but most people react to aggressive behavior while avoiding the face or fighting back. Either reaction can lead to emotional or physical harm in Chapter 8 News and Academic Vocabulary manipulation of both parties. Write the correct vocabulary term below each definition. 1. the
influence that people your age have on you the peer pressure stress aspect 2. persistently annoying others harassment 3. indirect, dishonest way of controlling or influencing other transports 4. a feature or phase of an aspect 102 Chapter 8 Student Activity Workbook 113 Peer pressure on pages(s) Examples of positive negative peer pressure response will vary. may include answers will differ; may include
pressure to participate in sports or to participate in sports or to participate in charity events. pressure to harass or devalue others or harass or devalue of harass or devalue others or harass or devalue others or harass or devalue others or harass or devalue of h
Propose alternatives Suggest an alternative Suggest an alternative that removes risky behavior Stand your territory Chapter 8 B: Make it clear that you mean what you said Summarize other responses to negative peer pressure. Passive Support Down Without Standing for Your Rights and Needs Aggressive Strong, Hostile, Pushy in Your Approach Chapter 8 B: Make it clear that you mean what you said Summarize other responses to negative peer pressure.
Chapter 8 Healthy Peer Relationships NCTE.11 Participate in Society (Turn to pages for full formal language.) Lesson 2 Peer pressure and denial skills speak out with guidance experts: Below are excerpts from experts on peer pressure. Read each excerpt and write a few sentences for each. Tell if the quote reflects your own
experience with peer pressure. Do you agree with what the person says? Why or why not? 1. Peer pressure has many redeeming properties. It's the pressure of our peers, after all, that gives us the support to try things we otherwise wouldn't have. Treasurer Bill, Right Risk Responses will differ, but you need to describe whether the reflects the student's own experience with peer pressure and provides
reasons for agreement or disagreement with the author. Chapter 8 2. Children... it can get to the point where they feel the pressure of peers who aren't even there simply because of how they see themselves. L. Eugene Arnold, Children's stress responses will differ, but you need to describe whether the quote reflects the student's own experience with peer pressure provide reasons to agree or disagree
with the author. 3. People in the popular group say there is no peer pressure because they are at the top of the food chain. Really what they do is just eat away at everyone else. Walt Mueller, but you should describe whether the quote reflects the student's own experience with peer pressure and provide reasons for agreeing or disagreeing with the
author. 4. Talk to your children about peer pressure. Explain what a powerful force it can be, and... Tell them you'll never accept the excuse that everyone did... will be held responsible for their actions. Tom McMahon, Teen Advice Answers will differ, but you should describe whether the quote reflects the student's own experience with peer pressure and provide reasons for agreeing or disagreeing with the
author. 104 Chapter 8 Student Activity Workbook 115 Chapter 8 Healthy Peer Relationships Note Taking Lesson 3 Practice Abstinence Instructions: Use the following outline to help organize your notes as you read through the course. Basic Concept New and Academic Vocabulary K-W-L Write what you know about abstinence and what you want to know about it. After reading the chapter, come back to
this activity and write a few words about what you learned that you learned that you didn't know or think about before. 1. Responses will vary. 3. Learned answers will vary. 4. Learned a
people that develops over time Chapter 8 spree self-controlling sexually transmitted diseases (STIs) process excessive feelings of infectious diseases spread through sexual intercourse a series of actions geared towards a final result Chapter 8 Student Activity Workbook 105 11 Dating6 Decisions on page (s) Use your own words and phrases
questions about each topic. What are the priorities and limits? Priorities and limits? Priorities and setting limits are restrictions designed to protect you from harm. Abstention on pages 207. What is self-
control? Self-control is a person's ability to use responsibility to use responsibility to emotions. How can you maintain self-control? You can maintain self-control by setting limits on the expression of affection, chapter 8 Considering the consequences for pages that communicate with your partner, seeking low-pressure dating situations, and dating someone who respects and shares your values. What are certain consequences
and effects of sexual activity on the following aspects of the health triangle? Physical Health Sexual Sexual can lead to getting an STD or have an unwanted commitment to abstinence on page(s) 210. Pregnancy. Mental/emotional health Sexual activity can lead to guilt, harm, loss of self-respect, sadness and anxiety. Social Health Sexual activity can prevent teenagers from pursuing other interests. What
are some strategies that can help you maintain a firm commitment to sexual abstinence? Remind yourself of the reasons you chose abstinence, communicate your values and decisions to your dating partner, and use denial skills. 106 Chapter 8 Student Activity Workbook 117 Chapter 8 Healthy Peer Relationships Lesson 3 Practice Abstinence Categorization Terms Academic Integration: English NCTE.3
Evaluation Strategies (Turn to pages for full standard language.) Instructions: Think about how words relate to each list. 1. Goals Priorities are goals, tasks, values and activities that you judge to be more important than others. 2. Self-control limits for risk avoidance and precautionary
commitment for abstinence Sample answer: Self-control, limits and precautions, and the commitment to abstinence as a result of high-risk behavior. Chapter 8 4. parent trusted adult guardian teacher Sample answer: Trusted adults can be
parents, guardians or teachers. 5. Infertility infertility, infertilit
Yourself. To succeed, you need to be making decisions about your priorities, your time and your resources. Find one or two study partners in each of your classes. In the series quizzed each other about the material. Chapter 9 Directions: Choose the best answer and highlight your answers in the answer space on the next page. 1. Which of the following drugs is considered a date rape drug? A. Alcohol B.
Marijuana G. Ketamine D. PCP 2. Which of the following is one way in which drugs and alcohol play a role in violent crimes? F. They can cause a reaction in someone. G. Sharpen a person's senses. H. a stronger person. 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. Establishment of basic rules B. Hearing each
side C. Speaking with Mr. D. Exploring solutions 4. What is considered a positive outcome of conflict resolution? F. improved communication skills H. strengthened J. relationships all of the above 5. Which best describes internal conflict? A. Mia's mother has grounded her because of her behavior at dinner. B.B. Todd and Michael disagree about who should get the last
piece of pie. C. Jenny has difficulty deciding how to talk to a concerned friend. D.J. Is the man who's going Jose refused to help Miguel with his homework, and now they're not talking to trusted yearning information only with people who promise not to share it with others C. speaking freely about your problems and concerns H. talking to trusted
friends and family members about your e J. moves respecting the privacy of both pa rties and keeping the 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 teenagers are gang-related. D. Joining a gang increases the risk of arrest, pain or
murder. 108 Chapter 9 Student Activity Workbook 119 8. What statement isn't true about hate crimes? F. People may be targeted because of 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. The practice and teaching of tolerance cannot end hate crimes. Reply to
interval 1 A B C D 2 F G H J 3 A B 4 F G J 5 A B C D 6 F G J 7 A B C D 8 F G H J Directions: Cycle T if the statement is false. Rewrite any false statement is false. The statement is false. Rewrite any false statement is false. Rewrite any false statement is false. The statem
is a process in which specially trained students help other students help other students resolve conflicts peacefully. F. It is called peer mediation. 12. Consumption and use of T F drugs can reduce people's self-control. T 13. Alberto and Cynthia have been dating for almost a year. Cynthia would like to remain abstinent until marriage, but lately Alberto has been pushing her to transcend her sexual boundaries. She tried to
reduce her inhibitions by offering her alcohol. When she refuses him, Alberto gets angry and says painful things. Sometimes he's put a lot of pressure on her. Write a paragraph stating how Cynthia will clearly communicate her sexual boundaries to Alberto. You should
avoid chapter 9 alcohol and drug use. He should be aware of the warning signs of an abusive relationship with Alberto is turning abusive, she should come out right away. If necessary, you should seek help from a trusted adult. Chapter 9 Student Activity Workbook 109 120 Real World Connection Chapter 9 Conflict Resolution and Prevention Prevention Group assignment:
Violence in school violence in schools is a serious problem affecting many teenagers across the country. Deal with the issue of school violence in schools among adolescents. They asked you to present a document on the subject. Your
goal is to gather information and write a report to present to the Board of Education. The contents should explain the contribution of arms, drugs and gangs to violence among adolescents; describe acts of school violence. The Board of Education has set
out guidelines to follow to ensure that all relevant information is included and prepared correctly before presenting it. The instructions are as follows: The formatting instructions for the final paper cover page should include the paper title, your name, class period, and date. The report must be two to three pages long, double leading, and typed. The literature should report at least three references. Chapter 9
Information to be included in the paper Explain how guns, drugs and gangs contribute to violence among teenagers at school. Include factors such as alcohol and drug use, mental/emotional problems, gun availability, media violence among teenagers at school. Include factors some
strategies that can prevent school violence, such as communication and conflict resolution skills, peer mediation, gun control and reduced violence in the media. 110 Chapter 9 Student Activity Workbook 121 Note Download of Chapter 9 Student Activity Workbook 121 Note Download of Chapter 9 Conflict resolution and Violence in the media. 110 Chapter 9 Student Activity Workbook 121 Note Download of Chapter 9 Student Activity Workbook 121 Note Download of Chapter 9 Conflict resolution and Violence Prevention Lesson 1 Causes of Conflict Resolution and Violence Prevention Lesson 1 Causes of Conflict Resolution and Violence Prevention Lesson 1 Causes of Conflict Resolution and Violence Prevention Lesson 1 Causes of Conflict Resolution and Violence Prevention Lesson 1 Causes of Conflict Resolution and Violence Prevention Lesson 1 Causes of Conflict Resolution and Violence Prevention Lesson 1 Causes of Conflict Resolution and Violence Prevention Lesson 1 Causes of Conflict Resolution and Violence Prevention Lesson 1 Causes of Conflict Resolution and Violence Prevention Lesson 1 Causes of Conflict Resolution and Violence Prevention Lesson 1 Causes of Conflict Resolution and Violence Prevention Lesson 1 Causes of Conflict Resolution and Violence Prevention Lesson 1 Causes Of Conflict Resolution and Violence Prevention Lesson 1 Causes Of Conflict Resolution And Violence Prevention Lesson 1 Causes Of Conflict Resolution And Violence Prevention Lesson 1 Causes Of Conflict Resolution And Violence Prevention Lesson 1 Causes Of Conflict Resolution And Violence Prevention Lesson 1 Causes Of Conflict Resolution And Violence Prevention Lesson 1 Causes Of Conflict Resolution And Violence Prevention Lesson 1 Causes Of Conflict Resolution And Violence Prevention Lesson 1 Causes Of Conflict Resolution And Violence Prevention Lesson 1 Causes Of Conflict Resolution And Violence Prevention Lesson 1 Causes Of Conflict Resolution And Violence Prevention Lesson 1 Causes Of Conflict Resolution And Violence Prevention Lesson 1 Causes Of Confli
and rethink before reading the lesson, write a sentence that describes some possible causes of conflict. After you finish reading, use what you have learned to rewrite your sentence. Before reading sample answer: Causes of conflict include power struggles, personal loyalty, jealousy and envy, property disputes,
conflicting attitudes and values, and lack of respect. New and Academic Conflict Vocabulary Interpersonal Conflicts Escalate Write the correct vocabulary term under each definition. 1. become more serious escalate 2. to misconstrue misinterpret 3. conflict between people or groups of interpersonal conflicts 4. any disagreement, fight, or conflict fight Chapter 9 Chapter 9 Chapter 9 Student Activity Workbook 111 122
Understanding conflicts in pages(s) Explain how interpersonal conflicts. An interpersonal interpersonal between individuals or groups of persons. An interpersonal between individuals or groups of persons. An interpersonal conflict occurs within a person. List six possible causes of conflict, power struggles, personal loyalty, jealousy and envy, property disputes, conflicting attitudes and values, lack of respect Identify some positive results of work
to resolve a conflict and some negative effects of a conflict. Positive results Improved communication and problem solving skills, improved social health, enhanced relationships Negative effects of a conflict. Positive results include frustration, fear, emotional pain, lost jobs, and
violence. Explain how to avoid a conflict with someone who often tries to start arguments. Chapter 9 If you know someone who is always trying to challenge you to an argument, you may decide to avoid that person. 112 Chapter 9 Student Activity Workbook 123 Academic Integration: Social Studies Chapter 9 Conflict Resolution and Violence Prevention NCSS.IV Individual Development and Identity (Turn to
Pages for Full Standard Language.) Lesson 1 Causes of Conflict Causes of Conflict Instructions: Read the following conflict and indicate some ways in which 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 weekdays, and 9:00 p.m. on Friday and Saturday nights. Orlando is 17 now and feels that his curfew one Friday nights. Orlando was upset with his father was waiting for him. A big argument ensued. Orlando's father was upset that he overheard the curfew, while Orlando was upset with his father's restrictive rules. 1.
What are some possible causes of this conflict? Struggles of power, lack of respect, conflicting attitudes and values 2. Name some potentially positive and negative effects of the conflict between Orlando's father. Possible positive and negative effects of the conflict between Orlando's father. Possible positive and negative effects of the conflict between Orlando's father. Possible positive and negative effects of the conflict between Orlando and his father. Possible positive and negative effects of the conflict between Orlando and his father. Possible positive and negative effects of the conflict between Orlando and his father.
will agree that at 17 years old, Orlando should receive a less restrictive curfew. In turn, orlando may agree to respect his father could avoid this conflict. Adjusting behaviors and
attitudes is the best way to prevent conflicts. Orlando could talk to his father about extending his curfew before he stays out so late. It could also adjust its attitude and his father's wishes. Orlando solder. Chapter 9 Student Activity Workbook 113 124 Note Download Chapter 9 Conflict
Resolution and Violence Prevention Lesson 2 Conflict Resolution Instructions: Use the following outline to organize your notes as you read the course. Basic concept consider and rethink 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 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 reading the chapter carefully, use what you've learned to
state how you can better prepare to negotiate a conflict. Before reading sample answer: In a recent battle with a friend, I came out of the room to stop arguing. After reading sample reply: I can choose a time and place to negotiate, check my facts to make sure I have all the information straight, and plan what I will say in advance in order to avoid using hurtful words. New Vocabulary Write the correct
vocabulary to answer every question. Chapter 9 negotiation mediation 2. What conflict response strategy involves referring a third party to reach a solution to their conflicts? peer mediation 3. What is a conflict response strategy that includes communication and
compromise? negotiation 4. What principle of the mediation process involves respecting privacy and keeping details secret? Conflict Response to Pages Identify two ways to respond to a conflict. It is not wise to compromise when doing so could have
harmful consequences or would be contrary to your values. Effective negotiation on the Pages Explain why violence is not a good strategy for conflict resolution. Violence does not address the negotiation process. The negotiation process 1. Take time to calm down. 5. Discuss the advantages
and 2. Let each party explain 6. disadvantages of each solution. I agree on a solution that is its side of the conflict acceptable to both sides. uninterrupted. 3. Ask for clarification process on the pages Carefully select the time and place, check your facts and
plan what you will say. Explain what your goal should be during trading. My goal must be to find a solution that anyone can accept. Identify three principles to keep in mind during mediation. Neutrality, confidentiality, clearly defined basic rules, list entering the Studen
Activity Workbook 115 126 Academic Integration: English Chapter 9 Conflict Resolution and Violence Prevention NCTE.3 Evaluation Strategies (Turn to Pages for Full Formal Language.) Lesson 2 Conflict Resolution Skills and Productively. The following table describes the objectives, skills and
requirements that a peer mediator must meet. Answer the following questions based on the information provided in the table. Peer Mediation Educational Goals of Peer Mediation Increase 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 take greater responsibility for solving their own
problems Skills and qualities Required by Peer Mediators An assessment of differences between people Good hearing, critical thinking, problem-solving skills The ability to speak clearly to students facing conflict Ability to be fair, neutral, and open-minded Ability and prioritize
issues in a dispute and write a Mediation Agreement Chapter 9 1. According to the table, which of the following is not the objective of peer mediation? A. strengthening a school's ability to address pupils' problems B. allowing teachers to teach instead of devoting time to discipline problems C. providing students with space to hold mediation sessions D. giving students greater responsibility for solving their
own problems 2. All of the following are skills and qualities required by peer mediators EXCEPT: A. the ability to immediately tell which of the two parties is in error and which is not B. effective listening and problem solving skills C. the ability to gather facts, take notes, and ask good questions D. understanding the differences between people 3. Which option describes the purpose of this table? A. To explain
to students why schools have peer mediation programs B. To allow students to determine whether they have the necessary skills to become a peer mediator C. To ensure that students understand that becoming a peer broker means committing to spend time in training and at work D. All of the above 116 Chapter 9 Student Activity Workbook 127 Note Download Chapter 9 Conflict Resolution and Violence
Prevention Lesson 3 Understanding Violence Directions: Use the following outline to help organize your notes as you read through the course. Basic Food Concept for Thought As you read through the course as you read through the course as you read through the course. Basic Food Concept for Thought As you read through the course as you read through the course. Basic Food Concept for Thought As you read through the course as you read through the course. Basic Food Concept for Thought As you read through the course. Basic Food Concept for Thought As you read through the course. Basic Food Concept for Thought As you read through the course. Basic Food Concept for Thought As you read through the course. Basic Food Concept for Thought As you read through the course. Basic Food Concept for Thought As you read through the course. Basic Food Concept for Thought As you read through the course. Basic Food Concept for Thought As you read through the course. Basic Food Concept for Thought As you read through the course. Basic Food Concept for Thought As you read through the course. Basic Food Concept for Thought As you read through the course as you read through the course. Basic Food Concept for Thought As you read through the course 
targeted because of race, religion, culture, sexual orientation or a physical or mental disability. New and Academic Vocabulary term. Then write the definition of each term. violence the threatened or actual use of physical random violence or force to harm another
person or harm property precarious 3. Isaeux aultsas sexual assault any intentional sexual assault and intercourse addressed to a person 6. Indomar ecvienol 7. cimideoh 8. scenieur sexual violence any form of unwanted random violence committed
without specific reason of homicide the deliberate murder of a man by another chapter 9 insecure is not sure or certain Chapter 9 Student Activity Workbook 117 128 Causes of violence on page(s) Name three factors that can contribute to violence. Guns, drugs, gangs List four reasons people can commit violent acts. 1. Uncontrollable anger or frustration 2. A need to control the other 3. Hate or prejudice 4.
Retaliation or Revenge List four possible reasons for the link between alcohol use and the occurrence of violent crimes as a way to get money to buy drugs 4. More likely to engage in other high-risk behaviors Identify some mental and emotional problems that can lead teens to become violent. Low self-esteem, anxiety,
depression, intense emotions like anger List three things you can do to protect yourself from the dangers associated with guns. 1. Do not carry weapons. 2. Report teens carrying a gun to a trusted adult. Chapter 9 Types of violence on page(s) Practical gun safety at home. Explain the effect violent scenes have on the media in children and adolescents. Some young people may become more comfortable
with the idea of violence. They can perceive it as normal or even positive. List three reasons why a teenager can join gangs. Seeking protection, trying to fit in, trying to make money by illegal means Explain how an attack becomes a homicide. When the victim of an attack dies, the crime becomes a homicide. Report three forms of sexual violence. Sexual harassment, sexual assault, rape Identify different
types of hate crimes. Harassment, vandalism, arson, assault, homicide 118 Chapter 9 Student Activity Workbook 129 Integration: Social Studies Chapter 9 Conflict resolution and prevention of NCSS violence. X Political Ideals and Practices (Turn to pages for full standard language.) Lesson 3 Understanding violence in the directions of titles: The following table lists some reasons why violence occurs,
influences on violence, and types of violence. Check out the headlines. Find at least words or phrases from the columns in the table that may apply to each heading. Your answers should include at least one word or phrase from each column. Reasons Violence Types of Violence Types of Violence To Address Conflict Weapons Availability Attack Frustration for Poverty Media Messages
Random Violence Need to Control Others Substance Abuse Sexual Assault Way of Expressing Anger Mental/Emotional Issues Rape Prejudice, retaliation, gun availability, assault, random violence, gang-related violence, homicide 2. Alcoholic Spouse Arrested for Beating Wife
Possible Answers: to deal with conflicts, must control others, how to express anger, substance abuse, mental/emotional issues, assault, rape 4. Student with gun threatening other students was often a victim of bullying Chapter 9 Possible responses: how to express anger, retaliation, gun
availability, mental/emotional issues, attack Chapter 9 Student Activity Workbook 119 130 Note Taking Chapter 9 Conflict Resolution and Violence Prevention Lesson 4 Prevention and Exceeding Direction of Abuse: Use the following to help organize your notes as you read through the course. Key Concept Skim and Scan Before reading this course review all section titles, images, tables, and charts. Write a
question that you expect to be answered in class. After reading the lesson carefully, use what you have learned to answer your question. Before reading Sample question: How do the media influence young people's perception of violence. New and Academic Vocabulary Set
each vocabulary term. Write the correct definition on the line next to each term. physical abuse a pattern of intentionally causing bodily harm or injury to another person is emotional development and the sense of value of using one's words to abuse or harm another person a pattern of
sexual intercourse imposed on a person against him or her will repeatedly post, harassing, or threatening a person a partner one related to another 120 Chapter 9 Activity Workbook 131 Abuse in Relationships on page(s) Identify six indications that a dating relationship can be abusive. 1. A partner presses 2. sexual
activity. 3. A partner tries to do the 4. serious or exclusive relationship immediately. 5. A partner acts jealous or 6. Possessive. One partner tries to control the other with physical violence. Report four forms of abuse. 1. Physical abuse Emotional abuse 4. Sexual Abuse Tracking Date Rape and
Acquaintance Rape on page(s) Explain the difference between date rape acquaintance. Date rape occurs when a person in a dating relationship forces the other person to take part in sexual intercourse. In an acquaintance rape, the perpetrator is someone the victim knows by accident or considers a friend. Describe the relationship between drug and alcohol use and date rape appearance. Alcohol
often plays a role in date rape. Drinking reduces people's inhibitions and reduces their judgment. Both females are more likely to be sexually assaulted when they drink. In addition, men overcoming abuse on pages are more likely to be sexually assaulted when they drink. In addition, men overcoming abuse on pages are more likely to be sexually assaulted when they drink. In addition, men overcoming abuse on pages are more likely to be sexually assaulted when they drink. In addition, men overcoming abuse on pages are more likely to commit sexual assaults when under the influence of alcohol. Identify six strategies to avoid date rape. 1. Avoid dripping yourself with a dating 2. Keep an eye on your
partner you don't know well. drinks in social settings. 3. Avoid alcohol and drugs. 4. Do not depend on your transfer date. 5. Be clear about sexual boundaries. 6. If you feel dizzy or disoriented, let someone you trust know. Identify the best way for abuse victims to work through their emotions. Seeking professional help is the best way to work through these Chapter 9 feelings and avoid long-term health
consequences. Chapter 9 Student Activity Workbook 121 132 Academic Integration: Social Studies Chapter 9 Conflict Resolution and Violence Prevention NCSS.IV Individual Development and Identity (Turn to Pages for Full Standard Language.) Lesson 4 Prevention and Overuse Dear Diary Instructions: Read the following diary entries. Determine the type of abuse described. Then list the actions that the
individuals involved must take to protect themselves from abuse or overcome the abuse they have experienced. 1. Dear Diary, A boy at school, Ken, is starting to bother me. Lately he's been following me to scare me, and I don't know what to do. Stephanie Type of Abuse:
Stalking Recommended Actions: Stephanie should report Ken's stalking behavior to a trusted adult immediately. Chapter 9 2. Dear Diary, everything was going fine with him. He's my boyfriend, and we were on a date. He's doing it okay? Keesha Type of Abuse: Date
Rape/Sexual Abuse Recommended Actions: 3. Dear Diary, I worry about the way my girlfriend, Sarah, has been treating me since I started studying with Melissa. What am I supposed to do? Brian Abuse type: abuse: Abuse Recommended actions: Date rape is illegal should be reported to the
authorities immediately. Keesha should then tell a trusted adult and seek advice. Brian should consider ending his relationship with Sarah as it has become an unhealthy relationship. You should then tell a trusted adult and seek advice. Brian should consider ending his relationship with Sarah as it has become an unhealthy relationship. You should then tell a trusted adult and seek advice. Brian should consider ending his relationship with Sarah as it has become an unhealthy relationship. Brian should consider ending his relationship. Brian should consider ending his relationship with Sarah as it has become an unhealthy relationship. Brian should consider ending his relationship with Sarah as it has become an unhealthy relationship. Brian should consider ending his relationship with Sarah as it has become an unhealthy relationship. Brian should consider ending his relationship with Sarah as it has become an unhealthy relationship. Brian should consider ending his relationship with Sarah as it has become an unhealthy relationship. Brian should consider ending his relationship with Sarah as it has become an unhealthy relationship. Brian should consider ending his relationship with Sarah as it has become an unhealthy relationship with Sarah as it has become an unhealthy relationship. Brian should consider ending his relationship with Sarah as it has become an unhealthy relationship with Sarah as it has become an unhealthy relationship with Sarah as it has become an unhealthy relationship with Sarah as it has become an unhealthy relationship with Sarah as it has become an unhealthy relationship with Sarah as it has become an unhealthy relationship with Sarah as it has become an unhealthy relationship with Sarah as it has become an unhealthy relationship with Sarah as it has become an unhealthy relationship with Sarah as it has been should be as which with the sarah as it has been should be as which with the sarah as it has been should be as which with the sarah as it has been should be as which with the sarah as it 
Health Test Taking Tips for Preparing for Tests When taking a multiple choice test, answer all questions without skipping or jumping around. Don't delay any questions that contain negative wording, such as no or less. Make sure you consider the question you are being asked, not the
opposite of that question. Instructions: Select the best answer and highlight your answers in the answer space on the next page. 1. The most useful factor in making healthy food choices is understanding your A. Family environment. B. the effect of emotions on food. C. nutrition. D. psychology. 5. Which pair of food types provides carbohydrates? A. Fruits and dairy products B. Eggs and soy products C.
Vegetable oils and nuts D. Meat and legumes 2. A thermal energy unit is called F. a calorie. C. an appetite. H. a vitamin. J. a nutrient. 3. What type of nutrients is NOT a source of energy for the body? F. Carbohydrates G. Fat H. Proteins J. Vitamins
6. What statement applies to adolescents? F. 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 fibers are types of what nutrients? A. Sugar B.
Proteins C. Carbohydrates D. Vitamins Chapter 10 Student Activity Workbook 123 134 8. Which best describes nutrients and calories J. Foods that are low in saturated and trans fats 9. Which appears first in a list of ingredients on a food label? A. food
used to improve taste, texture, and appearance B. Percentage of daily value of various nutrients C. Nutritional claims on the value of food D. The ingredient that makes up the largest share of food by weight 11. What is the likely effect of eating foods that are high in trans fats? F. Increase fat-soluble
vitamin levels G. Reduce heart risk H. Increase in total cholesterol in the blood J. Reduction of the risk of osteoporosis Chapter What term applies to foods produced without the use of certain agricultural chemicals? F. Organic G. Healthy H. Light J. Thick-free 13. Lauren's father often travels during the week to work and eats many of his meals in restaurants. Write a paragraph that suggests some
techniques he could use to keep his diet healthy. Write your reply to interval 1 A B C D 2 F G H 3 A B C D 4 F G J 7 A B C D 12 F G H Lauren's father should be careful to keep portion sizes small; avoid ordering fried foods and sticking with grilled, baked, or grilled foods; eat in a salad bar; avoid mayonnaise, butter, sour cream
that add fat to a dish; and drink water instead of soft drinks. 124 Chapter 10 Student Activity Workbook 135 Chapter 10 Nutrition for Health Real World Link Guiding Your Food Choices Choosing Nutritious Foods and Balancing Meals Help Keep You Physically Healthy. Instructions: Report meals and snacks worth a day based on a 2,000 calorie diet a day. Use MyPyramid to guide your choices and the
number of portions from each food group. To determine the size of portions for packaged foods, check the nutrition labels. For fresh food, check reliable websites that have nutrition data. Chapter 10 Chapter 1
Vegetables Fruit Milk Meat & Descriptions recommended in MyPyramid? How can you customize your food choices to better follow recommended foods and the number of portions recommended in MyPyramid? How can you customize your food choices to better follow mypyramid? How can you customize your food choices to better follow mypyramid? How can you customize your food choices to better follow mypyramid?
recommendations and how they could tailor their plans to better follow recommendations. Chapter 10 Nutrition Directions: Use the following outline to help organize your notes as you read through the course. Basic concept details Think and review before reading, write a sentence or two about
why you think diet is important. After reading, the new information you've learned. Before reading Sample Answer: Good nutrition is important because it gives you energy. After reading Sample Answer: Good nutrition is important because it gives you energy. After reading Sample Answer: Good nutrition is important because it gives you energy. After reading Sample Answer: Good nutrition is important because it gives you energy.
One of the missing words in each sentence is listed on the left. nutrients hunger appetite psychological 1. Nutrition is the process by which the body receives and uses food. 2. Hunger is a natural physics We're going to eat. 3. Calories are units of thermal energy that provides food to the body. 4. Nutrients are substances that your body needs to grow, repair, and provide you with energy. 5.
Appetite is a desire, and not a need, to eat. 6. Psychological means directed towards the mind. Chapter 10 Student Activity Workbook 127 138 Why nutrition matters on page(s) 254. Describe the relationship between nutrients are substances in foods that your body needs to perform various functions, including energy supply. Measuring the energy your body receives from
food is called calories. on pages 255. List the benefits of good nutrition. During teen years lifelong supports growth and development, provides fuel for activity, helps you stay mentally alert, keeps you looking and feel good Prevents weight gain and related diseases like type 2 diabetes; reduces the risk of cardiovascular disease, stroke, cancer and osteoporosis What affects your dietary choices? Describe
the following influences on food choices. on pages 255. Hunger and appetite hunger is the natural movement to eat. The body sends a signal when it's time to eat you may feel tired or dizzy. These signals stop when you're satisfied. Appetite is the psychological desire to eat. The aromas of food, for example, can cause appetite. Chapter 10 on page 256. Food and emotions People
sometimes eat in response to an emotional rather than physical need. Stress, loneliness and boredom can lead to food that is not related to the body's need for food. Recognizing how emotions affect food can help you break unhealthy patterns. Your Food and Environmental Factors include: Family and Culture: Food Choices Often Reflect Heritage. Friends: Friends and peers can influence
food choices in positive and negative ways. Time and money: Busy schedules can lead to excessive use of convenience food. Advertising: Advertising in positive and negative ways. Time and money: Busy schedules can lead to excessive use of convenience food. Advertising jingles and
food cues are designed to influence you in the ways described in Lesson 1. Read each jingle or cue and write a sentence or two about how it tries to affect you. 1. Carla s Cranberry Raisin makes your lips slap! Academic integration: English NCTE.6 Knowledge application (Turn to pages for full standard language.) This slogan is addressed to your appetite, describing the pleasant experience of drinking
juice. 2. The choice that is new, hip, and now! This slogan addresses an emotional need for a sense of belonging to a group, suggesting that young people like this product and that they will be young, hip, and now! This slogan addresses an emotional need for a sense of belonging to a group, suggesting that young people like this product and that they will be young, hip, and now! This slogan addresses an emotional need for a sense of belonging to a group, suggesting that young people like this product and that they will be young, hip, and now! This slogan addresses an emotional need for a sense of belonging to a group, suggesting that young people like this product and that they will be young, hip, and now! This slogan addresses an emotional need for a sense of belonging to a group, suggesting that young people like this product and that they will be young, hip, and now! This slogan addresses an emotional need for a sense of belonging to a group.
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spicy! Just like Mom did back home in Italy! This slogan appeals to your appetite by suggesting the delicious taste of the food. It also suggests that the food will provide a connection to family (Mama) and culture (Italia). 5. When you're on the go, grab a box of BoBos! This jingle appeals to your desire for food that is convenient. Chapter 10 Chapter 10 Chapter 10 Student Activity Workbook 129 140 Note Taking Chapter
10 Nutrition for Health Lesson 2 Nutritional Ingredients Instructions: As you read, fill out the charts below to help you organize your notes. Basic concept details Review and rethink before carefully reading the lesson, s skimming it by reading the lesson, s skimming it by reading headings, captions, and sentences that contain highlighted vocabulary. Write a phrase or sentence that identifies what you think the lesson is most important idea will
be. After reading the chapter carefully, review what you wrote based on what you wrote based on what you have learned. Before reading Sample Answer: Every nutrient in your body plays a unique and essential role. Chapter 10 New and Academic Vocabulary Carbohydrates Herbal Protein Cholesterol Vitamins Inorganic Ingredients Osteoporosis Reaction Write a
vocabulary word to answer every question. 1. What nutrients are a type of carbohydrate? fiber 2. What nutrients helps maintain and build body cells and tissues? protein 3. What nutrients are sometimes water soluble and sometimes fat soluble? vitamins 130 Chapter 10 Student activity
workbook 141 6. What health condition is associated with calcium deficiency? osteoporosis 7. What term refers to a response to a stimulus or influence? Reaction Giving your body what it needs on page(s) 258. List the ways in which your body uses nutrients. 1. As an energy source 2. To heal, build, and repair tissue 3. To maintain growth 4. To help transport oxygen to cells 5. To regulate body functions as response to a stimulus or influence? Reaction Giving your body uses nutrients. 1.
Describe the types and role of each nutrient. Nutritional Items Role Carbohydrates Sugar, Starch, Fiber Body's Main Fuel Source; fiber helps digestion and reduce the risk of heart disease and type 2 diabetes Protein 11 unnecessary and 9 essential amino acids supports growth, maintains cells and tissues, provides energy, hemoglobin in red blood cells carries oxygen, functions as hormones Fat Vitamins
Water saturated, unsaturated, trans fatty lipodistic, water soluble calcium, phosphorus, magnesium, iron provide energy, promote brain development, enhance blood clotting, control inflammation, maintain healthy skin and hair A, E, and folic acid help to grow and maintain tissues and cells; B vitamins help the body to use other nutrients for energy; C protects against infection; D and K help build calcium
bones, phosphorus, and magnesium form and maintain bones; calcium reduces the risk of osteoporosis. iron is required for energy use and supports the immune system Chapter 10 Student Activity Workbook 131 142 Academic Integration: Science Chapter 10 Nutrition for Health NSES.6 Science in
Personal and Social Perspectives (Turn to pages for full formal language.) Lesson 2 Nutrients Categorization and Classification Directions: Use your knowledge for important terms used in this course to complete the following exercises. 1. How do the following nutrients help maintain body function? Write a sentence or two that describe what these nutrients have in common. Carbohydrate protein fats
Carbohydrates, proteins, and fats provide the nutrients and calories your body uses for energy. 2. The following are all that kind of nutrients? Tell me how your body uses them. Starch fiber sugar All three are carbohydrates, the body's main source of energy. Starches are long chains of sugars that
are connected to each other. The body breaks these before they're used. Fiber is a hard compound chapter of 10 carbohydrates that help with digestion and reduce the risk of heart disease. 3. Explain how the acids listed below are the same and different. amino acids and fatty acids. Amino
acids and fatty acids provide energy. They help regulate certain body systems. Fatty acids help maintain healthy skin and hair. Folic acid helps the body form and maintain new cells and reduces the body does not produce them on its own and must be taken through
the food we eat. 132 Chapter 10 Student Activity Workbook 143 Chapter 10 Nutrition for Health Note Taking Lesson 3 Healthy Food Guidelines: As you read, fill out the charts below to help you organize your notes. Basic food concept details 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. Sample answer: MyPyramid acts as a symbol because it reminds you of all aspects of a healthy lifestyle. Color bars are different sizes because you need different quantities of each food group every day. The number running up the stairs recalls to be active for good health throughout your life. New and Academic Vocabulary Dietary Guidelines for Americans Define Each
Vocabulary Term. Write the correct definition on the line next to each term. a set of recommendations for healthy eating and active living MyPyramid nutrients in calories to form a mental picture of Compare two different foods and explain which are more And why. Possible answer: A large carrot and half an
ounce of crisps have about the same number of calories. Carrot is higher in nutrients, which makes it more nutrient danks indicate that you make healthy food choices. The five major zones represent the five food groups. Different backs indicate that you
need more of some types of food than others. Steps remind you to be physically active. List of food options that contribute to a healthy diet. Nutrient-dense foods such as fruits, vegetables, calcium-rich foods, whole grains, lean meat, fish, beans, and nuts; limited fats, salt and sugar Identify a good target for physical activity. Teens: 60 minutes a day; adults: 30 to 60 minutes a day Explain how nutrient-dense
foods can help you stay fit. Nutrient-dense foods have a high proportion of nutrients in calories and give you a lot of energy without extra calories that are hard to burn. Healthy eating patterns on the Page(s) Tips list for healthy eating and food choices. Breakfast Dinner Dish Chapter 10 Prepare the night before to save time. Eat instant oatmeal or grits, hard-cooked eggs, wholegrain buns or muffins,
breakfast burritos, leftovers. Snack Snacks on fresh fruits, raw vegetables, at quarter to bread or other cereals, and a quarter to protein; add low-fat fruit and dairy. Restaurant Meal Keep portions small by separating a meal with a friend or taking leftovers at home; order grilled or baked rather than fried
foods; use the salad bar, but go easy for toppings that add fat; drink water, not soft drinks. 134 Chapter 10 Student Workbook Activity 145 Chapter 10 Nutrition For Juli formal language.) Instructions: You have learned that to function properly, your body
needs the nutrients found in food. Take on the role of the author of a health column in a local newspaper. This column of the week focuses on nutrients needed for healthy living. Read each situation below. Write your answer to the gaps provided. 1. Sylvia writes: I continue I read about the importance of getting the right nutrients in the foods I eat. What
exactly are the nutrients I need? The main nutrients are carbohydrates, proteins, fats, vitamins, minerals, and water. 2. Jenna writes: I heard that eating foods rich in carbohydrate intake? Possible answer: Carbohydrates are starches and sugars in food.
Carbohydrates provide energy, which your body uses to Work. Carbohydrate-rich foods include cereal products such as bran cereals, oatmeal, and brown rice, as well as popcorn, nuts, vegetables and fruits. 3. Joel writes: The doctor told me that I should increase my protein intake. What kind of food would you suggest I eat? Possible answer: For complete proteins, consider animal products such as fish,
meat, eggs, milk, cheese, yogurt, and soy products. You can also combine incomplete proteins found in foods like rice and beans, or peanut butter and bread. 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? Possible answer: Although certain types of fat may increase the risk of heart disease, the body needs some fat. Fats
provide a concentrated form of energy, and help transport certain vitamins into the blood. Fats are a source of linoleic acid, which is essential for growth and healthy skin. Nutritionists recommend that no more than 20 to 30 percent of your calorie intake be from fat. 5. Tess writes: Everyone says you have to drink a lot of water every day. What's so important about water? Possible response: Water is
important for every function of the body. It carries nutrients and transports waste away from cells. It lubricates the joints and mucous membranes, and helps you swallow and chapter 10 Nutrition for Health Lesson 4 Nutrition Labels and Food Safety Guidelines: As you
read, fill out the charts below to help you organize your notes. Key Concept Q and A Snauth the headings, captions and highlight vocabulary words in this lesson before reading it carefully. Write a question or two that does organic mean when you see it on a food label?
Answers Sample answer: Foods labeled USDA Organic are produced without the use of certain synthetic fertilizers or pesticides. New and Academic Vocabulary Write the correct vocabulary term in the left column for each definition below. Chapter 10 food to produce the
desired effect 2. a condition in which the body's immune system reacts to substances in certain foods 3. food poisoning 4. the process of processing a substance with heat for destruction or development of pathogens 5. the spread of bacteria or other pathogens from one food to another 6. a negative reaction to food that does not include the immune system; an object of concern or interest 136 Chapter 10
Student Activity Workbook 147 Nutrition Label Basics on page(s) Complete the web with details about nutrition labels. Ingredients are listed in order by weight; similar ingredients are listed Food Labels Nutrition Facts Panel Gives Information about Nutrients in Food Based on a Portion Size; lists calories per serving and how many come from fat. identifies %DV (percentage of daily value the amount you
need per day) Nutritional claims Uses words defined by federal law such as low, light, reduced, high, good source, and healthy organic labeling foods labeled USDA Organically produced without the use of certain chemicals, fertilizers, or pesticides; are not genetically modified or subject to certain types of Radiation Open Dating Dates that say how long food will remain fresh Food Safety on page(s)
Description of food-related diseases and how it occurs. Foodborne diseases, caused by bacteria and viruses that can occur naturally in animals and spread to food from unsafe conditions in the way they are bred or slaughtered. List of tips for maintaining food safety. Clean the separate wash and dry hands frequently. Keep raw food separate. Cook Chill Cook completely and at the right temperature
Describe the foods associated with sensitivities some people have. Food Sensitivities Food Allergens as if they were pathogens; common allergens are milk, eggs, peanuts, nuts, soy, wheat, fish and shellfish. symptoms vary, but allergens are milk, eggs, peanuts, nuts, soy, wheat, fish and shellfish. symptoms vary, but allergens are milk, eggs, peanuts, nuts, soy, wheat, fish and shellfish.
common than food allergies; does not include the immune system. a common food intolerance is lactose intolerance, in which a person cannot digest lactose, a sugar found in milk. Chapter 10 Chapter 10 Student Activity Workbook 137 148 Academic Integration: English Chapter 10 Health Nutrition NCTE.7 Data Assessment (Turn to page for full standard language.) Lesson 4 Nutrition labels and food safety
knowing what you eat Directions: The law requires that packaged food you like. Find the Nutrition leeds food will meet. Choose a packaged food you like. Find the Nutrition leeds food will meet. Choose a packaged food you like. Find the Nutrition leeds food will meet. Choose a packaged food you like. Find the Nutrition leeds food will meet. Choose a packaged food you like. Find the Nutrition leeds food will meet. Choose a packaged food you like. Find the Nutrition leeds food will meet.
container: Number of calories per serving: Calories per serving: Calories from fat per serving: Calories from fat per serving: Sodium: Total carbohydrates: Dietary fiber: Sugars: Protein: Percentage of daily value of vitamins and minerals: 1. are the three main ingredients section of the table. 2.
How well does it meet the nutritional needs of the body? Students should report which nutrients are included in the food and which are missing. 3. How can you use the nutritional needs of the body? Students should report which nutrients are included in the food and which are missing. 3. How can you use the nutritional needs of the body? Students should report which nutrients are included in the food and which are missing. 3. How can you use the nutritional needs of the body? Students should report which nutrients are included in the food and which are missing. 3. How can you use the nutritional needs of the body? Students should report which nutrients are included in the food and which are missing. 3. How can you use the nutritional needs of the body? Students should report which nutrients are included in the food and which are missing. 3. How can you use the nutritional needs of the body? Students should report which nutrients are included in the food and which are missing. 3. How can you use the nutrition data table to help you can you use the nutrition and needs of the body? Students should report which nutrients are needed to help you can you use the nutrition and needs of the body? Students should report which nutrients are needed to help you can you use the nutrition and needs of the nutrients are needed to help you can you use the nutrition and needs of the nutrients are needed to help you can you use the nutrients are needed to help you can you use the nutrients are needed to help you can you use the nutrients are needed to help you can you use the nutrients are needed to help you can you use the nutrients are needed to help you can you use the nutrients are needed to help you can you use the nutrients are needed to help you can you use the nutrients are needed to help you can you use the nutrients are needed to help you can you use the nutrients are needed to help you can you use the nutrients are needed to help you are needed to help
Preparing for Test Tests Taking Chapter 11 Weight Management and Nutritional Behaviors Study for testing in a few days or weeks, and constantly reviewing class material. When studying from a book. They do a good job summarizing important points. Chapter 11 Directions:
Choose the best answer and highlight your answers in the answer space on the next page. 1. What is the process by which the body breaks down substances to get energy? A. Caloric intake B. BMI C. Metabolism D. Cycling weight 5. Which of the following is not considered a fad diet? A. Liquid Diets B. Fasting C. Exercise D. Diet Pills 2. What happens if you consume more calories than you burn? F. You
will lose weight. G. Your body will store extra energy as fat. H. Your metabolism will increase. J. Your BMI will be reduced. 3. Which of the following is not a way to maintain a healthy weight? A. Take 60 minutes of physical activity every day. B. Follow the instructions for daily portions 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 6. Which group is most likely to develop an eating disorder? F. Athletes C. Teen Girls H. Teen Boys J. Older Women 7. Which of the following is not a lealth consequence of anorexia? A. High blood pressure B. Fragile bones C. Smaller organs D. Reduced body temperature 8. Which of the following is not a lealth consequence of anorexia? A. High blood pressure B. Fragile bones C. Smaller organs D. Reduced body temperature 8. Which of the following is not a
health consequence of bulimia? F. Dehydration C. Tooth damage H. Irregular heart rhythms J. Obesity Chapter 11 Student Activity Workbook 139 150 Chapter Which of the following factors affects your nutritional needs? A. Place of residence B. Income C. Eye color D. Gender 10. What is not a health condition affected by what you eat? F. Diabetes G. Coeliac H. High blood pressure J. Multiple sclerosis
Which of the following is NOT considered a performance enhancer? F. Energy drinks G. Gluten H. Creatin J. Androstenedone 11. What is the definition of body composition? A. Measuring body weight range for your height Response Interval 1 A B C D 2 F F J 3 A B C
D 4 F 5 A B C D 6 F G H J 7 A B C D 8 F G H J 13 A B C D 12 F G G H J 13. Write a paragraph that describes the steps get to maintain a healthy body weight. Write your reply to item 13 in this space. Responses will vary but should include eating a healthy body weight. Write a paragraph that describes the steps get to maintain a healthy body weight. Write your reply to item 13 in this space. Responses will vary but should include eating a healthy body weight.
Weight Management Strategies Your Weight Management and Healthy Diet Is Is at any age. Real World Connection Chapter 11 Weight Management and Nutritional Behaviors Directions: Students in Mr. Spicia wrote magazine entries describing their weight, BMI, eating habits, and physical activity. Read each paragraph and identify the health risks that each student may face. They then offer
recommendations for healthy weight management strategies. 1. Celine: I am a suitable weight for my height, and my BMI is 21. Because my weight and BMI, but does not follow a balanced diet. She also has a sedentary life, which could eventually cause
obesity. Chapter 11 Recommendations: physically active. Celine should follow the dietary guidelines for Americans and be 2. Terrance: My BMI is 29, and I know I weigh too much. I have a really great appetite and usually eat a ton of fast food when I go out with my friends. I play football in the fall, but now it's off-season. Potential health risks: Terrance addresses the health risks of overweight, which include
cardiovascular disease, type 2 diabetes, cancer, high blood pressure, and osteoarthritis. Recommendations: Terrence should engage in physical activity throughout the year, consume more nutrient-dense foods, and reduce portion size. 3. Jen: My weight is a little below what it should be for my height, and my BMI is 18. I work out every day. To stay slim, I often skip meals. Potential health risks: Jen may not
get the nutrients she needs, and she may also be at risk for developing an eating disorder. Recommendations: Jen should continue her exercise program and add healthy weight gain strategies to her lifestyle. You could also consider talking to someone about a possible eating disorder. Chapter 11 Student Activity Workbook 141 152 Chapter 11 Name Date Note Date Taking Chapter 11 Weight
Management and Eating Behaviors Lesson 1 Maintaining a Healthy Weight Directions: Use the following outline to help organize your read, through the course. Basic concept previous knowledge. Before you read, write a sentence or two about how weight and health relate. Rewrite suggestions after you read, adding more to explain this relationship based on what you've learned. Before
reading sample answer: Being overweight has a negative impact on your health. After reading sample reply: Consume more claories than you burn through physical activity, your body stores the extra energy as fat. New and academic vocabulary metabolism body mass index overweight underweight Set each vocabulary term. Write the correct definition on the line next to each term. the process by which
the body breaks down substances and takes energy from food an analogy that allows you to assess your body size in relation to your height and weight a condition in which a person is less than the standard weight range for his or her psychological height directed towards and excessive amount of body fat a condition in which a person is heavier than normal weight meight he or she has an excessive amount of body fat a condition in which a person is less than the standard weight range for his or her psychological height directed towards.
the mind 142 Chapter 11 Student Activity Workbook 153 The calorie link in pages(s) Definition of energy balance. The balance between calories because there are 9 calories in one gram of fat and 4 in one gram of protein or carbohydrates.
Sugary foods, fried foods, and those served in a cream sauce are high in calories. Lower calorie foods Fresh fruits and vegetables are rich in water and fiber. You can eat more without gaining weight. Chapter 11 Maintaining healthy weight on pages that affect your ideal weight. Age, sex, height, body frame, stage, growth rate Identify two ways to check your body composition to find out if you are
overweight. Body Mass Index (BMI), or skin-fold test your weight danagement page(s) List of health risks of any problem. Overweight Hypertension, Cardiovascular Disease, Asthma, Some Cancers Underweight Describe health ways to achieve weight goals. Lose weight Choose nutrient-dense foods, track
portion sizes, eat fewer high-fat and sugary foods, increase activity, participate in strength training, drink more water Problem fighting disease, lack of calories and nutrients to develop, feeling weak, concentration problem Increase Weight Use MyPyramid to choose higher calorie, nutrient-rich foods; make full use of the optional calories eat nutritious snacks; Exercise to Build Lean Tissue Chapter 11
Student Workbook Activity 143 154 Chapter 11 Name Date Class Academic Integration: Mathematics Chapter 11 Weight Your Energy Balance Directions: Burning Calories or Reducing the Number of Calories 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 reply following questions. Show your work. 1. If you consume 500 calories to equal 1 pound of body fat. Use this information to reply following questions. Show your work. 1. If you consume 500 calories less than you usually do each day, how long will it take you to lose 1 pound? 7 days: 3, = 7 2. How
much should you reduce your daily calorie intake in order to lose 5 pounds in 35 days? 500 calories: 3,500 x 5 = 17,500 calories a day, how long will it take you to lose 1 pound? 7 days: 3, = 7 4. Use the formula found in the 293 of your book on calculating
body mass index (BMI) for a 15-year-old female who is 5 4 (64 inches) tall and weighs 110 pounds. (Show your work.) BMI = 18.9; = 1,719 = 0,027 = Chapter 11 Student Activity Workbook 155 Lesson 2 Body Image and Eating Disorders Directions: Use the outline below to help organize your notes as you read through the course. Note Taking Chapter 11 Weight Management and Eating Disorders Directions: Use the outline below to help organize your notes as you read through the course. Note Taking Chapter 11 Weight Management and Eating Behaviors
Chapter 11 Basic Details Meaning Skim's Lesson. Write two questions that come to mind as you read the headings and captions New and Academic Vocabulary Write the correct term in the left column for each definition below. eating disorder mania diet body image body weight cycling bring anorexia nervosa bulimia nervous binge eating disorder mania diet body image body weight captions that can cause
serious illness or death 2. weight loss plan that tends to be popular only for a short period of time 3. the way you see your body 4. repeated pattern of weight loss and recovery 5. set or set 6. eating disorder in which huge amounts of food are
consumed simultaneously chapter 11 Student activity workbook 145 156 Chapter 11 Picture of your body on page(s) Identify problems and peers. Body image solutions Accept yourself, focus on the qualities you like yourself, be active, and search for supportive
friends and family. Fad Diets on the Page(s) Problems Mania diets often rely on tricks that help people burn fat quickly, but dieters recover just as quickly. The lack of nutrients in fad diets other secover just as quickly. The lack of nutrients in fad diets often rely on tricks that help people burn fat quickly. The lack of nutrients in fad diets often should not diet. Doctors can advise overweight teenagers on a low-calorie plan under supervision. Teens
should get regular physical activity and follow the guidelines of MyPyramid. Eating disorders on page(s) Nervous anorexia problems. Nervous bulimia: swelling and leads to dehydration and damage to teeth, stomach, intestines and kidneys. Binge
eating: compulsive overeating leads to obesity and related diseases. Nutritional Disorders Solutions Medical help is required. Sufferers need behavioral therapy to break the cycle, and psychological and family therapy to deal with emotional problems. Support groups can help. A starting point is talking to a trusted adult. 146 Chapter 11 Student Activity Workbook 157 Name Date Class Lesson 2 Body Image
and Eating Disorders Eating Disorders Eating Disorders Academic Integration: English Chapter 11 Weight Management and Eating Behaviors NCTE.5 Communication Strategies (Turn to pages for standard language.) Instructions: Paula prepares a report discussing eating disorders. Unfortunately, her computer collapsed while she was doing the outline of the report. Reorganize Paula's notes by placing the statements from
the list under the appropriate headings. Some statements belong to more than one heading. Eating disorders are often associated with 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, pain and inflammation of the throat, and swollen glands. Teen girls and young women are
more likely to develop eating disorders. This disease is more common in men than women and leads to obesity. This disease can lead to heart problems and sudden cardiac death. The first step in treating, or vomiting. People can't overcome these diseases just
with willpower. They need medical help. Some people with this disease quickly or exercise obsessively after a binge. Nervous anorexia Eating disorders are often associated with this disease see themselves as overweight, even when they are dangerously thin. This disease can lead to
heart problems and sudden cardiac death. The first step in treating this disease is to get the patient's body weight back to normal. People can't overcome these diseases just with willpower. They need medical help. Bulimia nervosa Eating disorders are often associated with depression and low self-esteem. Teen girls and young women are more likely to develop eating disorders. Some people with this
disease quickly or exercise obsessively after a binge. Consequences of this disease include dehydration, pain and inflammation of the throat, and swollen glands. People can't overcome these diseases just with willpower. They need medical help. Binge eating disorders are often associated with depression and low self-esteem. Teen girls and young women are more likely to develop eating
disorders. People with this binge disorder, or overconsecating compulsively, but not clearing, or vomiting. This disease is more common in men than women and leads to obesity. People can't overcome these diseases just with willpower. They need medical help. Chapter 11 11 Student Activity Workbook 147 158 Chapter 11 Name Date Class Note Taking Chapter 11 Weight Management and Eating
Behaviors Lesson 3 Lifelong Nutrition Directions: Use the following outline to help organize your notes as you read through the course, write some suggestions for what you learned in your reading. Before Reading Sample Answer
Dietary Supplements Give extra vitamins and minerals. After reading sample answer: Vegetarian dietary supplements performance enhancers herbal supplements megadoses lifelong nutritional needs on page(s) Set each vocabulary
term. Write the correct definition on the line next to each term. a person who eats mostly or only foods derived from plant sources products that provide one or more nutritional needs of each group: teens Need extra calories to support adult growth Calories needs reduction
depending on the level of activity men generally need more calories to develop baby very active people Need extra calories to maintain weight 148 Chapter 11 Student Activity Workbook 159 vegetarians You need to be sure to include adequate proteins, iron, calcium, zinc, and certain B
vitamins, especially B 12 people with diabetes Careful monitoring of carbohydrate intake is required; weight loss is recommended if overweight people with food allergies You should avoid certain foods and pay particular attention to ingredient lists Chapter 11 people with lactose intolerance You should avoid or reduce milk consumption and take lactase people with celiac disease Wheat and oat-based
foods, including pasta, beer, and people with high blood pressure Should reduce salt in the diet people with high cholesterol Should reduce the intake of saturated and trans fats on the page(s) Describe the specific nutritional needs of each group: adolescent athletes need 2,000 to 5,000 calories per day (depending on the intensity of training), more protein and carbohydrates than inactive people, and
more nutrient-dense foods athletes need to make weight should eat enough to meet Using Supplements on page(s) 308. daily nutritional needs and follow a reasonable plan athletes day before a competition Should they eat 3 to 4 hours before competition? should eat meals high in
 carbohydrates and low in fat and protein Identify the risks health-related performance enhancers and dietary supplements: anabolic steroids power, less muscle fatigue, damage to organs energy drinks Increased heart rate due to caffeine; dehydration herbal supplements Bad
 substitute for nutrients in real food; can stress systems and lead to heart attacks, stroke, or liver damage megadoses of vitamins Can be created in the body until they become toxic Chapter 11 Student Activity Workbook 149 160 Chapter 11 Name Date Class Class Integration: English Chapter 11 Weight Management and Eating Behaviors NCTE.3 Evaluation Strategies (Turn to pages for full standard
language.) Lesson 3 Lifelong Diet General and Specific Guidelines Terms: Words and Phrases may be general or specific term describes a single idea. A general term describes a wide range of ideas or meanings. For example, eating disorder is a general term describes a wide range of ideas or meanings. For example, eating disorder is a general term describes a single idea. A general term describes a wide range of ideas or meanings. For example, eating disorder is a general term describes a single idea. A general term describes a wide range of ideas or meanings. For example, eating disorder is a general term describes a wide range of ideas or meanings.
Set each general term below. Then, in the space provided, specify a more specific term: Herbal supplement A chemical from plants that can be marketed as a dietary supplement 2. General term: Vegetarian Possible answer: a person who eats mostly or only foods
derived from plants Special term: Vegan A type of vegetarian who does not eat anything that came from an animal 3. General term: Performance enhancer Possible response: a particular food or substance enhancing athletic ability Specific term: Creatine A
type of performance enhancer that helps release energy 150 Chapter 11 Student Activity Workbook 161 Chapter 12 Physical Activity Workbook 161 Chapter 12 Physical Activity workbook 161 Chapter 19 Phy
the other answer options. Instructions: Select the best answer and highlight your answers 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 5. Which of the following is not a sign of hypothermia? A. Breathing and heart rate slows B. Shock or heart
failure occurs C. Cold, faint hands D. Ability to move reduces capital Which of the following is a way to control flexibility? F. Seat test and reach G. Three-minute step test H. Partial cookies J. Push-ups 3. What is the right way to understand your heart rate while exercising? A. Take
your pulse for 10 seconds and multiply the result by six. D. Take your pulse for 10 seconds and multiply the effect with which it can result from repeated or prolonged exposure to the sun; F. Hypothermia G. Concussion H. Diabetes J. Skin cancer 6. What is the ability of your heart, lungs and blood vessels to send fuel and oxygen to your tissues during long periods of activity? Anaerobic Exercise C.
Aerobic Exercise H. Cardiorespiratory Endurance J. Muscle Endurance 7. Which of the following is a sedentary activity? A. Walking to school B. Cleaning your room C. Playing games on computer D. Yoga 8. Which of the following is not the result of a concussion? F. Severe headache G. Dislocations H. Loss of consciousness J. Memory loss Chapter 12 Student Activity Workbook 151 162 9. Which of the
following is one way teens could reduce the risk of injury during sports activities? A. Participation in anaerobic activities B. Participation in fewer activities B. Participation in fewer activities B. Participation in fewer activities C. Play for shorter periods of time D. Use the appropriate safety equipment 11. Which of the following is not
a symptom of thermal exhaustion? F. Heavy sweating G. Cold, wet skin H. Dizziness or fainting J. Decrease in heart rate Response In interval 1 A B C D 2 F G H J 3 A B D 4 F G H J 5 A B C D 6 F G H J 7 A B 8 F G J 9 A B C D 10 F G J 11 A B D 12 F D 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. Improved mood 13. Kevin is a freshman in high school who is unhappy with his physical condition. Write a paragraph describing some ways in which Kevin can incorporate regular physical activity into his life and improve his physical condition. Write your reply to item 13 in this space. Possible
answer: Kevin should create a weekly routine for himself. Walking to and from school every day; playing basketball on Monday, Wednesday and Friday; and jogging on Tuesday and Fitness Real World Connection Design of a Personal Activity
Program Exercise as Often As You Should? What physical activities do you participate in? Instructions: Use this copy of the Physical activity Pyramid to evaluate the variety and frequency of your physical activity Pyramid. At the end of the week, evaluate how the variety
and frequency of your activities compare to recommended: 2 or more days a week Flexibility activities Recommended: 2 or more days a week Flexibility activities Recommended: 2 or more days a week Aerobic activities Recommended: 2 or more days a week Flexibility activities Recommended: 2 or more days a week Flexibility activities Recommended: 2 or more days a week Flexibility activities Recommended: 2 or more days a week Flexibility activities Recommended: 2 or more days a week Flexibility Recommended: 2 or more days a week Flexibility activities Recommended: 3 or more days a week Flexibility Recommended: 2 or more days a week Flexibility activities Recommended: 2 or more days a week Flexibility Recommended: 2 or more days a week Flexibility activities Recommended: 3 or more days a week Flexibility Recommended: 2 or more days a week Flexibility Recommended: 2 or more days a week Flexibility Recommended: 2 or more days a week Flexibility Recommended: 3 or more days a week Flexibility Recommended: 2 or more days a week Flexibility Recommended: 3 or more days a week Flexibility Recommended: 4 o
Chapter 12 Student Activitiey Workbook 153 16 Sedentary Activities Aerobic Aerobic Aerobic Aerobic Aerobic Aerobic Aerobic Aero
recommendations described in the Physical Activity Pyramid? How can you customize your personal activity plan to better follow the recommendations? Charts are different. Students' assessments will vary, but they should indicate how well their personal activity programs to better follow the recommendations.
154 Chapter 12 Student Activity Workbook 165 Chapter 12 Physical Activity and Fitness Note Taking Lesson 1 Benefits of Physical Activity Directions: As you read, fill out the charts below to help you organize your notes. Basic concept details Consider and rethink before reading, name a few activities you take part in regularly, and list the benefits they offer. After reading the course, write a sentence or two
saying what additional activities you can include in your life for the benefit my social health. Sample answer: I could join the swimming team at school. Exercise would benefit my physical health, and the opportunity to make new friends would benefit my social health. New and Academic
Vocabulary Complete each sentence. The missing words are listed on the left. physical activity devote the exercise to sedentary 1. Physical activity that is planned, structured, and repetitive, and which improves or maintains fitness. 4. Fitness is the ability to
perform daily tasks easily and have enough energy to meet unexpected demands. 5. To devote yourself to something is to give time or effort to this Chapter 12 Student Activity and good health. Being physically active benefits almost every system in your body, as well as your mental,
emotional and social health. Report the benefits of physical activity. Natural Benefits Chapter 12 Improving fitness, avoiding healthy lung and heart Mental and Emotional Benefits Stress relief, mood improvement, better sleep, improved self-esteem Social Benefits Formation
and strengthening friendships, learning relationship skills, building confidence, stress management Risks of being inactive on page(s) 322. Identify the risks of inactivity. Health problems Being inactive puts you at risk for various health problems, including unhealthy weight gain, obesity, cardiovascular disease, type 2 diabetes, 2, types of cancer, asthma, osteoporosis, osteoarthritis, psychological problems
and premature death. 156 Chapter 12 Student Activity Workbook 167 Academic Integration: English Chapter 12 Physical Activity Directions: Most newspaper articles are actual reports on news events, written by journalists. Newspapers also employ editorial writers who offer
their opinion on current news events. Imagine that you were asked to fill in for the editorial writer in the local newspaper. Select one of the following news and write a few notes for an editorial column on the topic. Decide what opinion your editorial writer in the local newspaper. Select one of the following news and write a few notes for an editorial writer in the local newspaper. Select one of the following news and write a few notes for an editorial writer in the local newspaper.
state legislature voted today to reduce the amount of physical education required for high school graduation. The opinion I will express in my editorial: Chapter 12 Statements of opinion will differ, but should reflect support for physical activity decreases during
adolescent years; 14% of adolescents are overweight, which poses serious health risks. one in three adolescents does not engage in intense physical activity. Accept other reasonable statements that support the student's opinion. 2. Today, the mayor announced support for the construction of a fitness center open to all residents of the city. The construction of the centre will require a tax increase, which will
be put to a public vote at the next election. The mayor will address voters' concerns about raising taxes at a city meeting Thursday night. The opinion I will express in my editorial: Statements of opinion will differ, but should reflect support for the need for fitness. Support facts: fitness benefits people of all ages. fitness activities provide an opportunity for community interaction; increased taxes
could be offset by reduced health care costs; physical condition can reduce obesity and related disorders. Accept other reasonable statements that support the student's opinion. Chapter 12 Physical condition can reduce obesity and Fitness guidelines: As you read, fill in the charts below to help you organize your notes. Chapter 12 Basic Concept
Details Think and think again before reading sample answer: I would like to improve my flexibility by stretching. After reading sample answer: I would like to improve my flexibility by stretching daily and by joining membership yoga.
class. New and Academic Vocabulary Cardiorespiratory Endurance Write a vocabulary term to answer each question. 1. What describes an intense, brief explosion of activity in which the muscles to perform physical tasks for a period of time without
tiring? muscle strength 3. What is the ability of your heart, lungs and blood vessels to send fuel and oxygen to your tissues during long periods of activity? cardiorespiratory resistance 4. What is the amount of strength your muscles can exert? muscle strength 5. What describes the ability to move your body parts through the full range of their movement? flexibility 6. Which defines all rhythmic activities that
use large muscle groups for a long time; aerobic exercise 7. What term refers to the completion of a cycle? 158 Chapter 12 Student Activity Workbook period 169 Fitness Data on pages(s) Assessment of your fitness on pages(s) List of five fitness elements that affect your health Cardiorespiratory Endurance Muscle Endurance Muscle Strength Flexibility Body Composition Describe the various tests you can
use to evaluate your own fitness. Cardiorespiratory Strength Measurement Test Muscle Strength and Endurance Measurement Flexibility Describe the various forms of exercise that will help you improve the various elements of your fitness. Type Fitness Exercise Form Benefits
Cardiorespiratory Strength Muscle Strength Muscle Strength Muscle Strength Aerobic Exercise Boosts heart and lungs; reduces the risk of cardiovascular disease, type 2 diabetes and certain cancers. helps with weight control Increases muscle mass, boosts metabolism, protects joints from injury, increases endurance Improves circulation,
posture, and coordination; eases stress. reduces the risk of injury Builds bone mass, reduces the risk of developing osteoporosis Chapter 12 Student Activity Workbook 159 170 Academic Integration: Mathematics Chapter 12 Physical Activity Workbook 159 170 Academic Integration: Mathematics Chapter 12 Physical Activity Workbook 159 170 Academic Integration: Mathematics Chapter 12 Physical Activity Workbook 159 170 Academic Integration: Mathematics Chapter 12 Physical Activity Workbook 159 170 Academic Integration: Mathematics Chapter 12 Physical Activity Workbook 159 170 Academic Integration: Mathematics Chapter 12 Physical Activity Workbook 159 170 Academic Integration: Mathematics Chapter 12 Physical Activity Workbook 159 170 Academic Integration: Mathematics Chapter 12 Physical Activity Workbook 159 170 Academic Integration: Mathematics Chapter 12 Physical Activity Workbook 159 170 Academic Integration: Mathematics Chapter 12 Physical Activity Workbook 159 170 Academic Integration: Mathematics Chapter 12 Physical Activity Workbook 159 170 Academic Integration: Mathematics Chapter 12 Physical Activity Workbook 159 170 Academic Integration: Mathematics Chapter 12 Physical Activity Workbook 159 170 Academic Integration: Mathematics Chapter 12 Physical Activity Workbook 159 170 Academic Integration: Mathematics Integration Integrati
language.) Lesson 2 Improve Your Fitness Chapter 12 Cardiorespiratory Health Guidelines: Cardiovascular Disease is the number one cause of death in the United States. Heart attack and stroke are two conditions you may be aware of. Good cardiorespiratory health. Part 1:
Measure your cardiorespiratory resistance using the three-minute step test described in the course. Lesson. your pulse rate in the course is already excellent, develop a plan to maintain it. By making your plan, consider what types of activities improve cardiorespiratory endurance. If your score is already excellent, develop a plan to maintain it. By making your plan, consider what types of activities improve cardiorespiratory endurance.
How can you incorporate these activities into your life. Responses will vary but should include three specific activities and explain how you will make these activities should be aerobic rather than anaerobic) and reasonable, logical ways in which these activities could be
included in the student's life. 160 Chapter 12 Student Activity Workbook 171 Chapter 12 Physical Activity Program Instructions: As you read, fill in the charts below to help you organize your notes. Basic Food Concept Details for Thought As you read this lesson, think about how you can design a personal activity program for yourself. Consider
the resources, goals, and time available for physical activity when creating your activity plan. Take a few notes before you start reading, then edit after you're done. The answers will vary. Chapter 12 New and Academic Vocabulary term. Then write the definition of each term. ater erath grneist heart
rest rate the number of times your heart beats per minute, when you are not active doavoiler overload exercise at a level that is beyond your regular daily activities to improve a given element of fitness ocol-nodw cool-down low-level activity that prepares your body to
return to a state rest nporoosgsre evolution gradually increasing the requirements for your body ramw-pu warm up a gentle cardiovascular activity that prepares the muscles for the work natecin example to mention as a case or example to mention as a case 
the activities you like and other factors that concern you. Identify some personal needs when designing a fitness plan. It is important to choose a variety of the following: moderate-intensity physical activities, aerobic activities, strength training,
and flexibility exercises. Principles of a workout. Stages of a workout warm-up Workout Warm-up Workout Cool-down Description Mild cardiovascular activity
that prepares muscles for work Part of the exercise session when you exercise on top of your Low Level activity that prepares the body to return to rest mode Explain how you can track your progress by keeping a fitness calendar. Report your activities, how long you work out, how often and at what level. You can also measure the resting heart rate. 162 Chapter 12 Student
Activity Workbook 173 Chapter 12 Physical Activity and Fitness Course 3 Design of a Personal Activity Program Building Your Fitness Academic Integration: Science NSES.6 Personal and Social Personal Activity and Fitness Course 3 Design of a Personal Activity Program Building Your Fitness Course 3 Design of a Personal Activity Program Building Your Fitness Academic Integration: Science NSES.6 Personal Activity Program Building Your Fitness Academic Integration: Science NSES.6 Personal Activity Program Building Your Fitness Academic Integration: As you have set yourself a goal to improve your fitness by the end of the year. To achieve your goal, you need to get organized. As you have learned to get organized in the year.
in this course, an effective fitness plan is based on four principles: specificity, overload, evolution, and regularity. In addition, you have learned that there are three stages to a workout; warm-up, workout, and cooling. Using the diagrams below, describe the details of your fitness plan and describe how to deal with each principle of fitness. List of the types of exercises that will constitute the stages of your
training. Then answer the questions below. Chapter 12 Principles of Building Your Fitness Specialty Overload Evolution Normality Responses should indicate that students understand that in order to increase physical capacity, it is necessary to train at a
higher level than normal daily activity. The answers should show that students understand that it is necessary to increase the demands on their bodies a little at a time in order to see the results. Responses should show that students understand that in order to achieve their goals, they must continue to work on a regular basis. Stages of your workout Warm-up Workout Cool-down Students should indicate
what types of warm-up activities they will incorporate into their workouts? responses should indicate that students understand that training is when you exercise at your highest peak.
Students should indicate the types of activities they will incorporate into their psychoses; responses should indicate that students understand that cooling is a low-level activity that prepares the body to return to a state of calm. Chapter Capital Student Activity Workbook 163 174 1. What are some of the benefits of incorporating a warm-up into your workout? Gradually increases heart rate and body
temperature; muscles are less prone to injuries when they are hot. 2. Why is it necessary to exercise at a higher level than your regular daily activities? If you increase the requirements for your body, it will adapt by growing stronger. Capital How many times a week should you work out in order to maintain the fitness gains you've made? To maintain your fitness level, you need at least three balanced
workouts a week. 4. If you have time to stretch only once during a workout, at what stage is it best to do so? If you only have time to stretch during a workout session, it is best to stretch during a workout, at what stage is it best to stretch during the recharge stage. 5. What decisions will help you stick with your personal activity plan? Possible answer: Including activities I like, such as cycling, jogging, or weightlifting will help me stick with my personal
activity schedule. 6. Identify the four elements of the F.I.T.T. formula and discuss how they relate to the principles of fitness. The four elements are frequency, intensity, type of activity and time. Frequency is related to the principles of fitness. The intensity is related to the principle of overload or to the idea that it is necessary to train at a higher level than normal daily activity. The type of
activity relates to the principle of specificity or to the choice of appropriate types of activities to improve a particular element of suitability. Time is related to the principle of evolution, or the idea that to achieve a given level of fitness, you need to gradually increase the demands of the body. 164 Chapter 12 Student Activity Workbook 175 Chapter 12 Physical Activity and Fitness Note Taking Lesson 4 Fitness
Safety and Injury Avoidance Instructions: As you read, fill in the charts below to help you organize your notes. Key Concept Q and A Snauth the headings, captions and highlight vocabulary words in this lesson before reading it carefully. Write a question or two that you expect will be answered in the lesson. After careful reading, write the answer to the question. Questions Sample question: What is the
difference between a strain and a sprain? Sample Answers: Strains occur when the muscles are overstretched or torn. Sprains occur when the ligaments around a joint are injured. Chapter 12 New and Academic Vocabulary Exceeding Write the Right One in the left column for each definition below. 1. overwork of the body heat exhaustion heat stroke frostbite hypothermia muscle cramps strains 2. a form of
physical stress in the body caused by overheating 3. a dangerous situation in which the body loses its ability to cool down through sweating 4. damage to the skin and tissues caused by extreme cold 5. dangerously low body temperature 6. sudden and sometimes painful muscle contractions 7. excessive stretching and tearing of one by one exposure sprains 8. injuries to the ligaments around a joint 9. the
status of unprotected Chapter 12 Student Activity Workbook 165 176 Security First on pages(s) Explain how you can protect yourself during physical activity, obey the rules, and practice good athleticism Chapter 12 List of some common
safety equipment used during physical activity. Comfortable, well-fitting shoes; Socks? non-binding, weather-appropriate clothing; helmets, lights and reflectors for cycling; cups or sports supporters for men; sports bras for women Describe the dangers of participating in physical activities in severe weather events. In extreme heat conditions, the risks include heat exhaustion and heat stroke; extreme colds,
hypothermia and frostbite are hazards. Treat injuries on the page(s) Explain how to deal with injuries sustained during exercise or physical activity. Can you treat minor injuries yourself? serious injuries require professional medical treatment. Indicate the types of minor and serious injuries. Small blisters, muscle cramps, stems, sprains, Tendonitis Major Fractures, Dislocations, Dimensions 166 Chapter 12
Student Workbook Activity 177 Chapter 12 Physical Activity and Fitness Lesson 4 Fitness Lesson 4 Fitness Safety and Injury Avoidance Safety First Academic Integration: English NCTE.7 Data Evaluation (Turn to pages for full standard language.) Instructions: Roberto, an experienced youth baseball player, is looking forward to the high school team's first practice of the season. He wants to be prepared to play at his best
to make varsity. He's got two months to get into shape. He hopes to run, bike, or play baseball every day. He decided to prepare checklists to ensure that his training program is safe and productive. What training and safety proposals would you recommend for Roberto? Write four for each activity. Baseball every day. He decided to prepare checklists to ensure that his training program is safe and productive. What training and safety proposals would you recommend for Roberto? Write four for each activity. Baseball every day.
Wear appropriate equipment, including a helmet, sports shoes, and gloves. Drink plenty of fluids to avoid dehydration. Pay attention to the environment to avoid dehydration. Wear appropriate equipment, including a helmet, lights, and reflectors. Drink plenty of fluids to avoid dehydration.
Pay attention to the environment to avoid weather-related hazards. Execution responses vary. Some possible answers include: Warming up and cooling after each practice. Wear well-fitting sneakers and socks. Drink plenty of fluids to avoid dehydration. Chapter 12 Student Activity Workbook 167 178 Test Taking Chapter 13 Personal Health Care Chapter 13 Tips for Preparing for Relax Tests. The more
agitated you are, the harder it's going to be for you to. To. If you feel nervous, close your eyes and take five deep breaths. Continue to breathe slowly and deeply until you feel calm. After you complete your answers in the answer space below. 1. In what state does a
person hear a ringing, humming, whistling, roaring, whistling, roaring, whistling, or other sound, even when there is no external sound? A. Strabismus B. Macular degeneration C. Tinnitus D. Dysosmia 2. What method is used to treat glaucoma? A. Vision Therapy B. Laser Therapy C. Contact Lenses
D. Antibiotics 4. What structures within the patriot secrete sweating through the ducts in the pores on the surface of the skin? F. Sebaceous glands G. Coloring H. Blood vessels J. Sweat glands 5. What is not a characteristic of moles that should be checked for early detection of melanoma? A. Color B. Border irregularity C. Alignment D. Diameter 6. Which damages the tooth by sealing the saliva that
usually protects against bacteria; F. Calcium G. Sklera D. Water humor 8. What eye structure bends and focuses light before the lens enters? A. Cornea b. Retina G. Sklera D. Water humor 8. What structure is part of the outer ear? F. Labyrinth G. Cochlea H. Headphones ossicles J. Auricle Answer Space 1 A B C D 2 F G J 3 A B C D 4 F F J 5 A B C D 6 F G H J 7 A B C 8 F G H J 168 Chapter 13 Student
Activity Workbook 179 Directions: Cycle T if the statement is true or F if the statement is false. Rewrite any false statement is function are the most important minerals they consume for healthy teeth. F. A person with 20/60 vision is said to be insightful. F. A person with 20/60 vision is said to be insightful. F. A person with 20/60 vision is said to be insightful. F. A person with 20/60 vision is said to be insightful. F. A person with 20/60 vision is said to be insightful. F. A person with 20/60 vision is said to be insightful. F. A person with 20/60 vision is said to be insightful. F. A person with 20/60 vision is said to be insightful. F. A person with 20/60 vision is said to be insightful. F. A person with 20/60 vision is said to be insightful. F. A person with 20/60 vision is said to be insightful. F. A person with 20/60 vision is said to be insightful. F. A person with 20/60 vision with 20/60 vision is said to be insightful. F. A person with 20/60 vision with 
vision is said to be myopia. 11. T F Pigment on the skin is called melanoma. F. Dye on the skin is called melanin. 12. T F Acoustic oesties are the smallest bones in the body. T 13. Lacey aspires to be a model. She often studies the pages of beauty magazines and wishes she looked just like the models she admires. She particularly likes the way in which skin models look 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 reply to item 13 in this space. Possible answer: Lacey should wash her face every morning and evening with mild soap, bath or shower daily, avoid touching the with her hands, carefully choose skin care products to avoid irritation and eat a balanced diet that is rich in vitamins and minerals,
especially vitamin A. Chapter 13 Personal health, various behaviors such as brushing your teeth
regularly, flossing, bathing, bathing your hair, and protecting your skin are important. Regular check-ups with a health care providers about the availability and cost of community health care providers. Community health research services in your area that provide vision tests,
dental examinations, hearing tests or skin cancer tests. 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 bodies provide health checks? Responses may include local hospitals, schools or leisure centres. 2.
When are Community health checks made available to the public? Responses can report monthly or weekly views. The time and day should be included. 3. Who is entitled to participate in Community health checks? Students should pay the cost per person or family. 5. Which areas of
personal health are included in Community health checks? Answers should indicate whether the tests include dental examinations, vision tests, hearing tests and skin cancer tests. 170 Chapter 13 Student Activity Workbook 181 Chapter 13 Personal Health Care Note Taking Lesson 1 Healthy Skin, Hair, and Nails Directions: Use the following outline to help organize your notes as you read through the
course. Basic concept consider and rethink before reading Sample Answer: Your skin protects you by covering your entire body. After reading sample answer: The skin helps keep you cool, protects your internal organs, and keeps you safe
from pathogens. New and academic skin vocabulary epidermis dermis melanin sebaceous glands melanoma hair follicles Write the correct vocabulary term under each definition. 1. the thickest layer of skin under the epidermis consisting of connective tissue and containing blood vessels and nerves 2. structures within the skin that produce a fatty secretion called sebum sebum glands 3. bags or cavities
surrounding the roots of hair follicles 4. the outer, thinner layer of skin consisting of living and dead skin cells 5. the most severe form of melanoma skin cancer 6. a pigment that gives the skin, hair, and iris of their eyes melanin 7. to get rid of removing Chapter 13 Student Activity Workbook 171 182 Your skin on pages(s) Keeping your skin healthy on the pages(s) List the two main layers of your
skin. skin, thyrio Name the three main functions of your skin. protection, temperature control, feel Identify five tips that will help keep your skin healthy Wash your face every morning and evening. Wash, bathe or shower daily. Avoid touching your face every morning and evening wash, bathe or shower daily. Avoid touching your face every morning and evening. Wash, bathe or shower daily.
associated with tattooing and piercing of the skin. Risks include the transport of blood-borne pathogens from viruses such as hepatitis B, hepatitis C and HIV. Name seven common skin problems. Chapter 13 Your hair on page(s) 361. Your nails on pages 362. Common skin problems 1. acne 5. boils 2. warts 6. vitiligo 3. dermatitis 7. Moles 4. Fungal infections List of four features that you should look for
when checking moles for early detection of melanoma. Asymmetry, border irregularity, color, diameter Name two functions of your nails. Protect and support finger and foot tissues Name two personal care techniques that will keep your nails
healthv. Keeping the nails clean. Keeping the nails clean. Keeping nails evenly cut to help prevent split nails and hangnails 172 Chapter 13 Student Workbook Activity 183 Chapter 13 Personal Healthy Skin, Hair, and Nails Point of View Academic Integration: English NCTE.5 Communication Strategies (Turn to pages for full standard language.) Keeping your skin healthy improves more than your physical
appearance. It is also an important part of maintaining your overall health. Instructions: Read the following situations that describe various choices people make for skin care. Decide whether the behaviors described will have a positive or negative effect on a person's health. Write a sentence that describes the effect. Example: Deciding to skip the tanning bed and use sunscreen outside. Result: The
decision to skip the tanning bed and use sunscreen outside has a positive effect on your health. Prevention of sunburn reduces the risk of skin cancer. 1. Deciding to sleep up to five before the arrival of the bus, which means no morning shower. Effect: No daily shower has a negative effect on your social health. Without showers, bacteria that remains in the body can cause body odor. 2. Getting your
eyebrow pierced because your friends did. Getting an eyebrow piercing has a negative effect on your health. Piercings cause scarring and puts your Chapter 13 at risk of infection by bacteria or the transfer of viruses such as hepatitis B, 
your health. A good diet contributes to healthy skin. 4. Gently wash your face gently twice a day and avoiding fatty products has a positive effect on your health. It can help control the acne epidemic. 5. Ignoring several large moles on your back because they do not cause you pain. Result: Not getting moles checked by a dermatologist has a
negative effect on your health. Some types of moles may develop into melanoma, the most common form of skin cancer, Early detection and treatment is vital to control the spread of this cancer. 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 course. Key Concept Skim and Scan Before reading the course, read all section titles, images, tables and charts. Write a question. Before reading sample question: How long should I spend brushing my teeth? After reading Sample reply: Brushing for two full minutes is
an adequate amount of time. Chapter 13 New vocabulary periodontal pulp plate stench periodontal disease malocclusion Write a vocabulary word to answer every question. 1. What is a layer of thrush, periodontal ligaments and jaw; period 4. What is a misalignment of the
upper and lower teeth, also referred to as bad bite? 5. What is an inflammation caused by bacterial infection? periodontal disease 6. Which is also referred to as bad breath; stench 174 Chapter 13 Student activity workbook 185 your teeth on page(s) 363. Explain why it's important to have healthy teeth. Having healthy teeth is important for your appearance and your overall physical health. Identify the three
main parts of a Crown Neck Root tooth Keeping Your Teeth and Mouth Healthy on page(s) Describe how bacteria cause caries. The bacteria to penetrate the tooth and cause tooth decay. List six steps you can take to keep your teeth and gums strong and healthy.
teeth and gums healthy tooth and mouth problems on the page(s) Eat a well balanced diet, 4. Take regular dental examinations, 2. Reduce sugary drinks and thread after each meal, 6. Avoid all tobacco products, Stench (bad breath) Periodontal disease Malocclusion (bad bite)
Affected wisdom teeth Cause Caused by eating certain foods, bad bad hygiene, smoking, bacteria on the tongue, rotten teeth, and gum disease. It was caused by a bacterial infection. When the plate hardens, it accumulates stone. This caused when wisdom teeth crowd or push
into other teeth or become infected. Chapter 13 Chapter 14 Chapter
from the list and compare your current habits with recommended practices. Then decide how you could improve or change your habits to meet the proposed practice. a. Brush your teeth after each 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
sport 1. Suggestion: brush for a full two minutes Comparison with current habits: I brush only for about a minute. Can improve: I'll increase the time I spend brushing in two minutes. 2. Suggestion: avoid sugary and sticky snacks Compared to current habits: Often snack on sugary treats such as candy bars. Ways I can improve: I'll increase the time I spend brushing in two minutes. 2. Suggestion: thread
daily Comparison with current habits: I currently do not thread. Ways I can improve: I'll start flossing every morning and evening. 176 Chapter 13 Student Activity Workbook 187 Chapter 13 Personal Health Care Note Taking Lesson 3 Healthy Eyes and Ears Directions: Use the following outline to help organize your notes as you read through the course. Basic Food Concept 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've finished reading the chapter, write down some sentences that describe how your brain comes from bright signals that your eyes
receive. When light enters your eye, it forms a visual image. Light stimulates the rods and hearths in the to send nerve impulses to the brain. New and academic vocabulary term. 1. stinine 2. asrsel 3. Hitanbiyr 4. arneit 5. corneal aceoner a transparent bending tissue and 6.
yaruodti soeslsci tinnitus a situation in which a person hears ringing, humming, whistling, roaring, whistling, or other sounds when there is no real external sclera sound the white part of the maze eye the inner retina ear the inner layer of the eye eye focuses light before the acoustic lens ossicles insert three small bones attached chapter 13 together connecting the drum to the inner ear 7. troinpo section a
part that is advantageous from the entire chapter 13 Student Activity Workbook 177 188 Your eyes on page(s) Explain how your brain receives most of its sensory information. Most sensory information your brain receives most of its sensory information your brain receives comes from bright signals taken from your eyes. Name the eyeball (hard, cornea and retina) Explain how the
eye converts light rays into images. When light passes through the cornea, daughter and lens to reach the retina, an image is formed. The light rays are focused first by the convex cornea, then later refined by the lens onto the retina, an image is formed. The light rays are focused first by the convex cornea, then later refined by the lens onto the retina, an image is formed. The light rays are focused first by the convex cornea, then later refined by the lens onto the retina, an image is formed. The light rays are focused first by the convex cornea, then later refined by the lens onto the retina, an image is formed. The light rays are focused first by the convex cornea, then later refined by the lens onto the retina, an image is formed. The light rays are focused first by the convex cornea, then later refined by the lens onto the retina, an image is formed.
your eyes healthy on page(s) 371. images you recognize. List four behaviors that will keep your eyes healthy on the page(s) List the three main parts of the ear. 1. Outer ear 2. Middle ear 3. Inner ear Identify the two main functions of the ear. Listen,
balance List of four guidelines that will help you keep your ears healthy. 1. See a healthy. 1. See a healthcare professional if you think you have an infection. 2. Wear a hat that covers both the auricles and ear lobes in cold weather. 3. Wear protective gear when playing sports. 4. Keep foreign objects away from the ear. Name two categories of hearing loss. Conductive hearing loss, sensory hearing loss 178 Chapter 13
Student Workbook Activity 189 Chapter 13 Personal Health Care Lesson 3 Healthy Eyes and Ears That Are Too Loud! Academic Integration: Mathematics Academic Integration: Mathematics NCTM-MEA.1 Measurement (Turn to pages for full standard language.) Instructions: The volume of sound is measured in decibels. Your ears can only tolerate so many decibels before damage occurs. The diagram
below lists the decibel level of everyday sounds. Answer the following questions based on the information provided in the chart. Decibel level of daily sounds decibels.30 Caliber rifle 155 db Jet engine plane 140 db Noisy restaurant / heavy traffic 60 db Normal
conversation 50 db Quiet office 40 db Quiet office 40 db Quiet whisper 30 db Hum insect 20 db Sheet rustling 10 db No sound 0 db 1. Judging by the chart, how many decibels (db) of sound are your ears exposed to a rock concert? A. 40 db B. 60 db C. 110 db D. 155 db 2. Which of the following sounds is moderate, according to the diagram? A. Heavy traffic noise B. a noisy restaurant C. a metro station D. conversation
Extreme Extreme Sensation limit Pain limit Pain limit Pain limit Exposure limit for 8 hours Moderate hearing limit 3. If noises above 70dB can be dangerous to hearing, then which of the following sounds is a potential hazard? A. Heavy traffic noise B. a noisy restaurant C. a metro station D. conversation Chapter 13 Chapter 13 Student Activity Workbook 179 190 Test Taking Chapter 14 The Skeletal, Muscular, and Nervous
Systems Tips for Preparing for Study Tests during the Hours of the Day When You Feel More Energetic. If you are a morning person, then study early. If you are a morning person at night, then study session. Instructions: Select the best answer and highlight your answers
in the answer space on the next page. 1. Which parts of the body consist of long bones? A. Face and vertebrae B. Feet and ankles C. Feet and ankles C. Feet and ankles are examples of the type of joint; F. Joint joint G. Pivot joint
H. Ball-and-socket joint J. Ellipsoid joint J. Ellipsoid joint J. Ellipsoid joint J. Ellipsoid joint J. What usually happens in the abdomen by stretching to lift a heavy object? A. Bruise B. Hernia G. Tendonitis D. Muscle strain 4. Repeated seizures characterize which disorder of the nervous system; F. Epilepsy G. Alzheimer's disease J. Parkinson's disease J. Parkinson's disease 6. Which of the following best describes the physical tension found in the
fibers of a muscle? F. Muscle tone G. Muscular atrophy H. Muscle weakness J. Muscle spasms 7. What results when the ligaments that attach the bone to the joint are torn as the bone are not involved in which of the following? F. Production of red blood cells G. Storage of
minerals H. Organ protection J. Production of calcium response space 1 A B C D 2 F G J 3 A B C D 4 F H J 5 A B C D 6 F H J 7 A B 8 F G J Instructions: Cycle T if the sentence is true or F if the sentence is false. Rewrite any false statements to make them true. 9. T F The brain is a large column of nerve tissue about
the thickness of your index finger. 10. T F Care for your skeletal system includes eating a healthy diet, getting regular physical activity, wearing protective equipment during physical activity, and getting regular system. F. The complex metwork that allows communication between the brain and all other areas of the body called the muscular system. F. The complex which allows communication between the brain and all other areas of the body called the muscular system. F. The complex methods communication between the brain and all other areas of the body called the muscular system. F. The complex network that allows communication between the brain and all other areas of the body called the muscular system. F. The complex methods are the brain and all other areas of the body called the muscular system. F. The complex methods are the brain and all other areas of the body called the muscular system. F. The complex methods are the brain and all other areas of the body called the muscular system. F. The complex methods are the brain and all other areas of the body called the muscular system. F. The complex methods are the brain areas of the body called the muscular system. F. The complex methods are the brain areas of the body called the muscular system. F. The complex methods are the brain areas of the brain a
between the brain and all other areas of the body is called the nervous system. 12. T F muscles are elastic as rubber bands extend to a wide range of motion. T 13. Because your skeletal system to avoid disturbances and injuries. Write your reply to item 13 in
this space. Possible answer: I can take care of my skeletal system by eating a healthy diet, take regular physical activity, and take regular exams. Chapter 14 Student Activity workbook 181 192 Real World Connection Chapter 14, wear protective gear during physical activity, and take regular exams. Chapter 14 Student Activity, and take regular exams. Chapter 14 Student Activity workbook 181 192 Real World Connection Chapter 14, wear protective gear during physical activity, and take regular exams.
very different than just maintaining a healthy weight and looking good. Your bones, muscles and nerves need certain vitamins and minerals to keep them strong. Instructions: 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 issue related to the system you choose, not the entire system.
Include an image and a slogan. Make sure the cue says how the behavior depicted can protect the overall health of the system. Use the space below to design your poster. When your poster is complete, present it to the class. Poster 2: Theme
Skeletal System Sample theme: Medical examinations. Art and cue will show that during regular checks, your Doctor Chapter 14 may examine you for skeletal disorders such as scoliosis. Poster 3: Nervous System Theme Sample Theme: Safety equipment while engaged in physical activity or while operating or driving in
motor vehicles. Sketch of the poster: 182 Chapter 14 Student Activity Workbook 193 Chapter 14 The Skeletal, Muscular and Nervous System Note Taking Lesson 1 The Skeletal System Directions: Use the following outline to help organize your notes as you read through the course. Basic concept consider and rethink before reading the course, write a sentence describing what you know about
osteoporosis. After you finish reading, use what you have learned to rewrite your sentence. Before reading Sample answer: Osteoporosis is when the elderly begin to lose bone matter. After reading sample reply: occurs when the bones weaken and become brittle. To help bones remain strong and healthy and reduce the risk of developing osteoporosis, people should eat foods containing calcium, vitamin
D, and phosphorus. New vocabulary cartilage ossification link tendon osteoporosis scoliosis Structure and functions of the skeletal system on page(s) Write the correct vocabulary term under each definition. 1. the process by which the bone is formed, renewed and repaired by osteosis 2. a band band slightly elastic connective tissue connecting one bone to another connector 3. lateral or lateral curvature of
spinal scoliosis 4. a strong, flexible connective tissue cartilage 5. a condition involving progressive loss of bone tissue osteoporosis 6. a fibrous string that attaches muscles to the tendon of the bones List of six functions of your skeletal system. 1. Provides support for upper body 2. Protects internal tissues and organs 3. It acts as a framework for connected muscles 4. Allows the movement of edges and
digits 5. Produces new red and white blood cells 6. Stores Fat and Minerals Chapter 14 Student Activity Workbook 183 194 List four bone categories and give examples of each. Bones Flat Bo
ligaments, tendons Name four types of flexible joints and give examples of each type of common ball shaft and socket Pivot Ellipsoid Example hip, shoulder Elbow, knee, ankle, fingers Spinal wrist Care for the Skeletal system on page(s) 383. A list of some ways you can take care of your skeletal system. A healthy diet, exercise, wearing protective gear, and having regular check-ups are ways to care for
your skeletal system. Chapter 14 Understanding skeletal problems on pages 384. Say three kinds of fractures. Hairline, transverse, comminuted List of five possible injuries to your joints. 1. Dislocation 4. Callus 2. Torn cartilage 5. Arthritis 3. Bursitis Describe what can cause recurrent movement injury. A recurring movement injury can result from tissue damage caused by prolonged, repetitive movements.
184 Chapter 14 Student Activity Workbook 195 Academic Integration: Mathematics Chapter 14 The Skeletal, Muscular and Nervous System NCTM-NUM.1 Number and Functions (Turn to pages for full standard language.) Lesson 1 Muscle System Protected Bones Directions: The following graph shows how many schools require students to wear protective equipment for various activities and classes.
Answer the following questions based on the information provided in the chart. Percentage School Sports Intramural Sports School Labs * * Includes photography, chemistry, biology, or other science Source: Journal of School Health, 2001 Physical Activities during Physical Education Courses Wood Shop or Metal Shop 1.
According to the bar chart, what percentage requires students to wear protective equipment in a wood or metal shop; A. Under 90% C. Over 100 percent B. 100 percent D. Information is not provided in the chart. 2. Which of the following observations can be inferred from the elements of the graph? A. Most injuries to the nervous system result from explosions in chemistry labs. B. The use of protective
equipment in school activities is so important that schools require it. C. Most of the injuries to the skeletal system result from injuries on the pitch. D. None of the Above. Chapter 14 
read through the course. Basic concept Think and rethink think about the muscles within your body and how they work. Write a sentence using what you have learned. Before reading Sample Answer: Involuntary muscles work, even if you're not thinking about them. After reading sample response:
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Involuntary muscles help you breathe, hit your heart, and move food through your digestive system. New Vocabulary Write a vocabulary word to answer each question. smooth muscle curve exsensitive cardiac musclar hernia tendinitis 2. What is a type of skeletal muscle that closes a
 joint? curve 3. What type of muscle forms the wall of the heart? heart muscle 4. What problem usually occurs in the abdomen from stretching to lift a heavy object? hernia 5. What type of muscle forms the wall of the heart? heart muscle 4. What problem may arise from injury, excessive use, or natural
 aging of the muscle system? tendonitis 186 Chapter 14 Student Workbook Activity 197 How muscles work on page(s) 388. Explain the role of muscle system? tendonitis 186 Chapter 14 Student Workbook Activity 197 How muscles work on page(s) 388. Explain the role of muscle system? tendonitis 186 Chapter 14 Student Workbook Activity 197 How muscles contract, or shorten. Identify three types of muscle system? tendonitis 186 Chapter 14 Student Workbook Activity 197 How muscles contract, or shorten. Identify three types of muscle system?
 muscle. 1. Type of muscle area of body function Smooth muscle digestive system, bladder, lining of blood vessels, passages leading to the body Causes movements of the body Forms the wall of the heart Care for your muscles on page(s)
 389. Identify two strategies to help you care for your muscle system. Proper nutrition and regular physical activity can help you take care of your muscle system. List of five tips that will help you care for your muscle system and maintain muscle system and maintain muscle understanding muscle problems in the pages(s) Tips for caring for your muscle system. List of five tips that will help you care for your muscle system and maintain muscle system and maintain muscle understanding muscle problems in the pages(s) Tips for caring for your muscle system.
 muscle. 3. Practice good posture to strengthen back muscles. 4. Use appropriate equipment and wear appropriate clothes to protect muscles during physical activity. 5. List of five possible muscle strains or Sprains Tendinitis Hernia Muscular Dystrophy
Chapter 14 Chapter 14 Student Activity Workbook 187 198 Academic Integration: English Chapter 14 The Skeletal, Muscle, and Nervous System NCTE.4 Communication Skills (Turn to pages for full formal language.) Lesson 2 The Muscle System Strong Words Directions: Imagine that the muscles in your body want to advertise their importance and their specific function in the body. What cues could an
 advertising agency develop to advertise the three types of muscles in the human body? In the following areas, help the advertising agency develop cues for each type of muscle students advertising cues should reflect the function or structure of the heart muscle. For example:
 Heart Muscles contract for you 100,000 times daily. 2. Skeletal Muscle Students advertising cues should reflect the function or structure of the smooth muscle. For example: Smooth muscles move your meal. 188 Chapter
14 Student Activity Workbook 199 Chapter 14 The Skeletal, Muscular and Nervous System Note Taking Lesson, think about the last time you experienced a headache. Try to remember what may have caused the headache. After
you have finished reading the course carefully, write a sentence that names the various causes of headaches. Sample answer: Headaches can be caused by muscle tension in the back and neck, eye fatigue, exposure to fumes, a sinus infection, dehydration, or allergies to certain foods. New and Academic Vocabulary Unscramble each vocabulary term. Then write the definition of each term. neurons 1.
 snneour neurons nerve cells cerabrum 2. nbira mset brain stem three inch nerve cells and cerebellum strain epilepsy cerebral palsy fibers layer that connects the spinal cord to the rest of the brain 3. Icae ypsal cerebral palsy fibers layer that connects the spinal cord to the rest of the brain 3. Icae ypsal cerebral palsy fibers layer that connects the spinal cord to the rest of the brain 3. Icae ypsal cerebral palsy fibers layer that connects the spinal cord to the rest of the brain 3. Icae ypsal cerebral palsy fibers layer that connects the spinal cord to the rest of the brain 3. Icae ypsal cerebral palsy fibers layer that connects the spinal cord to the rest of the brain 3. Icae ypsal cerebral palsy fibers layer that connects the spinal cord to the rest of the brain 3. Icae ypsal cerebral palsy fibers layer that connects the spinal cord to the rest of the brain 3. Icae ypsal cerebral palsy fibers layer that connects the spinal cord to the rest of the brain 3. Icae ypsal cerebral palsy fibers layer that connects the spinal cord to the rest of the brain 3. Icae ypsal cerebral palsy fibers layer that connects the spinal cord to the rest of the brain 3. Icae ypsal cerebral palsy fibers layer that connects the spinal cord to the rest of the brain 3. Icae ypsal cerebral palsy fibers layer than 3. Icae ypsal cerebral palsy
centre of conscious thinking, learning and memory 5. Yesppiel epilepsy a nervous system disorder characterized by recurrent seizures 6. mcuelrleeb cerebellum the second largest part of the brain; Chapter 14 Activity Workbook 189 200 How the nervous system works on page(s)
 392. Describe the main function of the nervous system. The nervous system. The nervous system coordinates all activities of the body by transmitting massage through nerves. Understanding neurons on page(s) Identify the two organs that make up the central
 nervous system. brain, spinal cord List of the three main parts of the brain. encephalomy, cerebellum, brain stem The peripheral nervous system on page(s) Describe the main function of the peripheral nervous system. The peripheral nervous system on page(s) Describe the main function of the peripheral nervous system. The peripheral nervous system on page(s) Describe the main function of the peripheral nervous system.
Autonomous nervous system Physical nervous system Chapter 14 Care for the nervous system on page(s) Name some behaviors that will help you care for your nervous system. To help care for your nervous system on page(s) Name some behaviors that will help you care for your nervous system.
 Headaches Head injuries 4. List two diseases and disorders of the nervous system and explain the possible causes of each. Illness or Disorder Epilepsy Spinal Injuries Meningitis Causes Brain Damage at Birth, infections, head injury, exposure to toxins Cerebral palsy Brain damage before, during, or after birth 190 Chapter 14 Student Activity Workbook 201 Lesson 3 The Nervous System Act to Boost
 Academic Integration: English Chapter 14 The Skeletal, Muscular, and Nervous Systems NCTE.12 Language Application (Turn to pages for full standard language.) Instructions: Imagine that the nerve impulses in your body kept a travel diary. What would they visit? What kind of neurons would they describe? What sights would they see as they travel through your body? Which destinations would they visit? What kind of neurons would they
 travel to? Read the example below. Then write a travel magazine entry about the nerve impulses involved in each situation described below. Example: Ltasha's hand to her spinal cord through sensory neurons. Then I passed on an interneuron and
 climbed her spinal cord, where, in nanoseconds, i stimulated a motor neuron to bring the impulse to her hand away from the hot stove. 1. Marcos is backstage at the piano recital, waiting his turn to perform. His heart beats fast, and he breathes fast. Travel Journal Entry: Travel magazine entries should indicate that the sympathetic nervous system, a part of the autonomic nervous system, has been tossed
 The impulse travels to sensory neurons from the internal organs to the brain. Motor neurons then carry carry to speed up heart rate and breathing rate. 2. Jenny, a volleyball player, prepares to serve the possible match point. She throws the ball high into the air with her right hand. Travel Journal Entry: Travel magazine listings should indicate that the cerebellum has been tossed.
This area of the brain constantly receives messages from sensory neurons in the inner ear and muscles, and uses this information to maintain posture and balance. The cerebellum makes it possible to complete a 
 System Chapter 15 Tips for Preparing for Tests If there is any information you are not sure about, ask your instructor or a classmate to help you understand the material. Try to show up at least five minutes before the test start so you can find a comfortable spot in the room where you will be able to concentrate. Instructions: Select the best answer and highlight your answers in the answer space on the next
 page. 1. About how many times does the heart beat a day? A. 10,000 B. 1,000 C. 100,000 D. 1,000, What structure, also called vocal box, connects the neck to the trachea? F. larynx G. lymphatic H. bronchi J. diaphragm 3. What condition is the effect of crystallization of salts in the urine? A. nephritis B. kidney stones C. uremia D. cystitis 4. Which best characterizes cardiovascular haemophilia disorder? F.
Abnormal sounds occur as blood flows through the heart. G. White blood cells are produced excessively and abnormally. H. The ability of the blood to carry oxygen is reduced. J. Blood does not clot properly due to low coagulation factors. 5. Which of the following is a correct statement about the urinary tract? A. The kidneys store urine until it is ready to be eliminated. B. Urine consists of water and body
 waste containing oxygen. C. The kidneys monitor and maintain the body's acid-base and the rest of the water. D. When the body is dehydrated, the bladder signals to the brain that you are thirsty. 6. What is a functional problem of the digestive system? A. Constipation B. gastritis C. peptic ulcers D.
 colitis 192 Chapter 15 Student Activity Workbook 203 8. What condition causes inflammation of the lining of the digestive system? F. colitis G. colon cancer H. hemorrhoids J. Crohn's disease Response In space 1 A B C D 2 F G J 3 A B C D 4 F G J 7 A B C D 4 F G J 7 A B C B G H J Instructions: Cycle T if the statement true or F if the statement is false. Rewrite any false statements to make them true. 9.
T F Kidneys remove waste from the blood through tiny filtration units called ureters. F. Kidneys remove waste from the blood through microscopic filtration units called nephrones. 10. T F F the main function of the respiratory system is breathing, the exchange of gases between the body and the environment as we inhale and exhale. T 11. T F Asthma is an inflammation of the bronchi caused by infection or
 exposure to irritants such as tobacco smoke or air pollution. F. Bronchitis is an inflammation of the bronchi caused by infection or exposure to irritants such as tobacco smoke or air pollution. F. Bronchitis is an inflammation of the bronchi caused by infection or exposure to irritants such as tobacco smoke or air pollution. 12. T F Approximately 55 percent of the total blood volume consists of plasma. T 13. Cardiovascular disease is a growing health concern in the United States. Both your own health behaviors and your family history
 contribute to the risk of cardiovascular disease. Explain some ways in which you can reduce your risk of cardiovascular disease. Write your reply to item 13 in this space. Possible answer: I can prevent the risk of cardiovascular disease by researching my family history of cardiovascular disease. Write your reply to item 13 in this space. Possible answer: I can prevent the risk of cardiovascular disease by researching my family history of cardiovascular disease.
regular exercise, eating a well-balanced diet, avoiding tobacco and other medications, and avoiding stress. Chapter 15 Ch
 school to listen to student presentations on health issues. Impressing recruiters with an excellent presentation will significantly increase your chances of being accepted to the university of your choice. Instructions: Research a disorder of the cardiovascular, respiratory, or digestive system. Then write a research paper to present to college recruiters. Recruiters have chosen a number of criteria for the
 newspaper. The guidelines are as follows: Documents should define and explain the disorder and identify its causes. Students should describe symptoms, provide a timeline for the onset of symptoms, and date. The report must be two to three pages
 long, double leading, and typed. The literature should report at least three references with this disorder. 194 Chapter 15 Information to be included in the paper Set and explain the disorder. Identify the causes of the disorder. Describe the symptoms a person experiences with this disorder. Identify the causes of the disorder in the disorder in the disorder in the disorder. Identify the causes of the disorder in the disorde
Chapter 15 The Cardiovascular, Respiratory and Digestive Systems Directions: Use the following outline to help organize your notes as you read through the course. Basic concept consider and Lymphatic Systems Directions: Use the following outline to help organize your notes as you read through the course. Basic concept consider and Lymphatic Systems Directions: Use the following outline to help organize your notes as you read through the course. Basic concept consider and Lymphatic Systems Directions: Use the following outline to help organize your notes as you read through the course. Basic concept consider and Lymphatic Systems Directions: Use the following outline to help organize your notes as you read through the course. Basic concept consider and Lymphatic Systems Directions: Use the following outline to help organize your notes as you read through the course. Basic concept consider and Lymphatic Systems Directions: Use the following outline to help organize your notes as you read through the course. Basic concept consider and Lymphatic Systems Directions: Use the following outline to help organize your notes as you read through the course. Basic concept consider and Lymphatic Systems Directions: Use the following outline to help organize your notes as you read through the course.
use what you have learned to rewrite your sentence. Before reading High blood pressure can lead to clogged arteries and a possible heart attack, and stroke. Prevention involves maintaining a healthy weight, avoiding salt, staying physically active,
 managing stress, and avoiding tobacco and drug use. New and academic plasma vocabulary hemoglobin platelets capillary lymph pathogen blood from arteriols and small vessels called venulas, which empty into veins capillaries 2. the protein that carries oxygen into the blood 3. the clear fluid that fills the
 spaces around the body's lymphatic cells 4. types of cells in the blood that cause blood clots to form blood cells 5. a measure of the amount of force that places blood on the walls of blood pressure 6. the liquid in which other parts of the blood are suspended plasma Chapter a microorganism that causes pathogenic disease Chapter
 15 Student Activity Workbook 195 206 Why blood circulates on page(s) 408. How blood circulation works on the pages explain the main functions of the cardiovascular system and name the function of each. Component Heart Blood Function
 The heart is the pump that makes the cardiovascular system work. The blood delivers oxygen, hormones and nutrients to the cells and transports the waste. Blood vessels carry blood throughout the body. How lymphatic system helps fight infection and
provides immunity to the disease. List of six behaviors that will help you maintain a healthy circulatory system. 1. Eat a balanced diet. Health behaviors 4. Avoid tobacco use. 2. Maintain a healthy weight. 5. Avoid illegal drugs. Chapter 15 Cardiovascular problems. Some
 cardiovascular problems are inherited; others result from illness, poor nutrition, or aging. List disorders of the cardiovascular system. Cardiovascular disorders 1. Congenital heart defects 4. Anemia 2. The heart murmurs 5. Hemophilia 3. Pickled veins 6. Leukaemia 196 Chapter 15 Student Activity Workbook 207 Academic Integration: English Chapter 15 The heart murmurs 5. Hemophilia 3. Pickled veins 6. Leukaemia 196 Chapter 15 Student Activity Workbook 207 Academic Integration: English Chapter 15 The Cardiovascular, Respiratory, and Digestive
 System NCTE.7 Data Evaluation (Turn to Pages for Full Standard Language.) Lesson 1 Cardiovascular and Lymphatic The case of missed note instructions: A medical student replace her lost notes by completing the following case studies. Case study 1 Patient: 38-year-
 old male Symptoms: susceptible to infection, severe anemia, and uncontrolled bleeding Possible treatment: Leukemia Chemotherapy, radiation, bone marrow transplantation Case study 2 Patient: 15-year-old female Symptoms: heart works ineffectively, oxygenated blood mixing with oxygen-depleted blood Possible diagnosis: Possible treatment: Congenital heart failure (diaphragm
defect) Medication, possibly surgical case study 3 Patient: 39-year-old male symptoms: none, blood pressure reading 160/100, 30 kg overweight, smoker Possible Diagnosis: High blood pressure Possible treatment: Lose extra weight, start an exercise program, manage stress, stop using tobacco, follow a healthy diet plan Chapter 15 Chapter 15 Student Activity Workbook 197 208 Note Taking Chapter 15
The Cardiovascular, Respiratory and Digestive System Lesson 2 Respiratory Directions 2 Respiratory Directions 2 Respiratory Directions 2 Respiratory System Directions 2 Respiratory Directions 2 Respiratory System Directions 2 Respiratory Directions 2 Respiratory System Directions 3 Respiratory System Directions 2 Respiratory System Directions 3 Res
 two parts of breathing. Before reading In internal breathing, oxygen moves from blood to cells, and carbon dioxide moves from the blood. After reading Sample answer: In external breathing, oxygen moves from the blood to cells, and carbon dioxide moves from the blood to the lungs. New and academic vocabulary diaphragm Write a vocabulary word to answer each question. 1. In which structure
of the lungs is the trachea branched? bronchi Chapter 15 trachea bronchi asthma tuberculosis emphysema extended 2. What respiratory problem is characterized by symptoms such as cough, fever, fatigue and weight loss? tuberculosis 3. What disease gradually destroys the walls of the alveoli? emphysema 4. What part of the body is also called the trachea? t
 characterized by involuntary contraction of the or smooth muscles of the airways leading to chest tightness and breathing difficulties? asthma 6. Which muscle allows breathing to occur? aperture 7. What condition does it mean to open up? extension 198 Chapter 15 Student Workbook Activity 209 What happens during the on pages 416. How breathing works on pages 417. Maintaining your respiratory
 health on page(s) 419. Respiratory System Problems on page(s) Explain the role of the respiratory system are three main components. Lungs, trachea and diaphragm diaphragm because it is important to maintain your respiratory health. Respiratory problems can affect the
functioning of other body systems and, in turn, many other aspects of your daily life. Identify four behaviors to help you maintain good respiratory system and describe the symptoms of each. Respiratory problem sinusitis Symptoms of nasal congestion,
 headache, fever Bronchitis asthma pneumonia tuberculosis cough, wheezing, shortness of breath aggravated by physical activity Tightening in the chest, difficulty breathing Cough, fever, chills, chest pain Cough, fever, fatigue, weight loss Difficulty breathing, chronic cough Chapter 15 Chapter 15
 and Digestive System NCTE.11 Participation in Society (Turn to pages for full standard language.) Lesson 2 The Respiratory system Chapter 15 What is my line? Instructure of the respiratory system is described, and write your answer in the space
 provided. 1. Indications: Found inside the thoracic cavity Protected from the ribs The air flows naturally into them Structure: 3. Indications: Vocal box Connects the neck and trachea Contains the vocal cords Structure: 4. Indications: Tissue fin Above the
 larynx Closes the entrance to larynx and trachea Structure: Lungs tarynx and trachea Structure: 15 Cardiovascular, Respiratory, and Digestive System Lesson 3 The Digestive System Directions: Use the following
outline to help organize your notes as you read through the lesson. Basic Food Concept for Thought As you read this lesson, think about the many functions of your digestive system. Sample answer: Digestive
 functions include digestion, absorption, absorption, and elimination. New and Academic Vocabulary Unscramble each vocabulary term. Then definition of each term. mastic 1. saiptpiecnid inflammation of appendicitis peristalsis 2. nmoaisttaic gastric juices mastic the process of chewing bile peptic ulcer appendicitis 3. cpietp ruelc peptic ulcer wounds in the lining of the digestive system 4. spiesrliast peristaltic a series
of involuntary muscle contractions that move food through through digestive system 5. ebli bile a yellow-green, bitter liquid important for the distribution and absorption of fats 6. cirtsag siciuj gastric juices secretions from the lining of the stomach containing hydrochloric acid and pepsin, an enzyme that digests protein Chapter 15 Chapter 15 Student Activity Workbook 201 212 What happens during digestion
on page(s) 422. Describe what happens to food during digestion. Food is first broken down into a form that the body can use, and then absorbed as food or eliminated as waste. Name the three main processes that take place during digestion and briefly describe the function of the digestion process. The mechanical and chemo distribution of food within the stomach
and intestines The passage of digested food from the digestive system to the cardiovascular system The elimination of non-digested food or body waste How digestion works on page(s) Describe the two mechanical process involves secretions produced by digestive
organs. List the organs that make up the digestive system. Esophagus, stomach, pancreas, liver, gallbladder, small intestine, large intestine chapter 15 Digestive system. Eat a variety of low-fat, high-fiber foods; wash hands before preparing or eating food; Eat slowly and chew food thoroughly drink 8
 glasses of water every day. avoid using food as a way of dealing with emotions Identify two categories of digestive problems of caries, gastritis, peptic ulcer, gallstones, lactose intolerance, appendicitis, colitis, colon cancer, hemorrhoids, Crohn's disease,
 cirrhosis 202 Chapter 15 Student Workbook 213 Academic Integration: English Chapter 15, Respiratory, and digestive system Dinner's Destinations You also enjoyed
a large glass of cold milk and some fruit for dessert. What about your dinner after you eat it? Through which organs does the food go through? What happens to each of these organs? Instructions: In the areas provided below, describe the passage of food through the of your body. For each organ listed, describe the process that occurs in this part of the digestive tract. Mouth: The food first enters the
mouth, where the teeth chew it. The salivary glands produce saliva, which begins the process of digestion. The tongue helps the mouth swallow. Esophagus: The food then enters the esophagus; a muscle tube. The salivary glands produce saliva, which begins the process of digestion. The food then enters the esophagus: The food then enters the esophagus. Stomach: The food then enters the stomach with gastric juices. Hydrochloric acid in the stomach kills germs in food.
 Small intestine: The food then moves to the small intestine, where the juices from the pancreas and liver act on it. The fat in the food dissolves, and the walls of the nutrients and transfer them to the blood. Thick intestine: The large intestine absorbs water, vitamins and salt from food. Feces form as the body prepares to eliminate waste. Chapter 15 Chapter 15 Student Activity Workbook 203
214 Note Taking Chapter 15 The Cardiovascular, Respiratory and Digestive System Lesson 4 The instructions of the excretory system: Use the following outline to help organize your notes as you read through the course to answer. After reading the
course carefully, write the answer to your question. Before reading Sample Question: What kind of waste does the body produces waste in the form of solids, liquids, and gases. New and Academic Vocabulary term. Write the correct definition on the line next to each term. nephrons the functional units of kidney ureters tubes that
 connect the kidneys to the bladder Chapter 15 urethra cystitis hemodialysis monitors how excretion Works on the page(s) the tube that connects the bladder to the outside of the body an inflammation of the excretory system. The excretory system
uses various instruments to remove all types of waste from the body. 204 Chapter 15 Student Activity Workbook 215 Describe the ways in which each of the following parts of the body excretes waste from the body. 204 Chapter 15 Student Activity Workbook 215 Describe the ways in which each of the following parts of the body excretes waste from your body. Lung excretion The lungs expel carbon dioxide gas from waste when exhaled. Gut skin When the skin produces sweat, it removes excess water and salts from the body through pores. Solid
 waste produced by the digestive system is excreted through the colon. Liver urinary system The liver processes and excretes in bile, such as drugs, alcohol, and certain cellular waste. The urinary system filters out waste and excretory health Drink at least 8 glasses of water Day.
Limit your intake of caffeine and soft drinks. Eat a balanced diet. Practice of good hygiene and personal health care. Take regular medical examinations. Excreting system problems on pages(s) Name two common urinary tract disorders. Briefly describe each disorder, as well as methods of treatment. 1. Cystitis inflammation of the bladder. Cyst. includes a visit to the doctor and, where appropriate,
 antibiotics. 2. Urethritis inflammation of the urethra. Treatment includes a visit to the doctor and possibly antibiotics. Identify three types of kidney problems. Briefly describe each problem List of three treatment methods used in the case of renal failure Nephritis inflammation of the kidneys Kidney problems. Briefly describe each problem List of three treatment methods used in the case of renal failure Nephritis inflammation of the kidneys Kidney problems.
 kidneys Hemodialysis Periton Hemodialysis Kidney Transplantation Chapter 15 Ctudent Activity Workbook 205 216 Academic Integration: Science Chapter 15 Ctudent Activity Workbook 205 216 Academic Integration: Science Chapter 15 Cardiovascular Analysis Cardiovascular Analy
Analysis Cardiovascular Analysis Peritoneal Kidney Transplantation Chapter 15 Chapter 15
Analysis Cardiovascular Analysis Cardiovascular Hemodialysis Peritoneal Kidney Transplantation Chapter 15 Chapter, and digestive system How dialysis works Instructions: Below are descriptions of two types of dialysis, a medical procedure for removing waste and extra fluid from the
blood after the kidneys have stopped working. Read the descriptions, and then answer the questions below. Hemodialysis: In dialyzer, an artificial membrane filters the blood, removing the waste. The dialyzer then returns purified blood to the body of the person as fluid called
 dialystate. The process usually takes about three to four hours. People who have chronic kidney failure usually need dialysis: In peritoneal dialysis; the peritoneal dialysis; the peritoneal membrane that surrounds the digestive organs, creating a space called the abdominal cavity. The
 dialysis solution flows into the abdominal cavity through a catheter. The dialysis solution is left in the abdominal cavity and the waste in the blood passes into it. The dialysis solution is made between an artery and a vein. B. Waste is filtered by blood. C. The dialysis solution
passes into the abdominal cavity. D. Substances in the blood pass through the peritoneal dialysis, where is waste filtered from the blood? A. in the abdominal cavity B. in the dialysis, blood is filtered into the body. In peritoneal dialysis, blood is filtered into a
 machine. B. Hemodialysis always lasts longer than peritoneal dialysis. C. In peritoneal dialysis, blood is filtered into the body. In dialysis, blood is filtered into a machine. D. Peritoneal dialysis never includes surgery. Hemodialysis never includes surgery. Hemodialysis always involves surgery. 206 Chapter 15 Student Activity Workbook 217 Tips for Preparing Preparation Test Tests Taking Chapter 16 Endocrine and Reproductive Health Take
 Notes in Class Every Day. Ask your teacher questions when you don't understand some or all of the material covered. Edit the information as you come to it. Learning information is very different from getting acquainted with it. Chapter 16 Directions: Choose the best answer and highlight your answers in the answer space on the next page. 1. What disorder of the female reproductive system is characterized
by bags full of fluids in the ovary? A. Ovarian cysts B. Cervical cancer C. Blocked fallopian tubes D. Endometriosis 2. Among which ages make most females begin their first menstrual cycle; F. 21 and 27 G. 15 and 20 H. 10 and 15 J. 17 and which occurs on day 21 of the menstrual cycle; A. A new egg matures in 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 journey through the fallopian tubes. 4. What is a soft tubular structure that collects and transfers sperm to the male body? F. Protector G. Sperm vesicular X. Testicles J. Epididymida 5. Toxic shock syndrome (TSS) is: A. Spread during sexual intercourse B. A rare bacterial infection C. A fluid-filled sac in the ovaries D. A disorder caused by hormonal changes 6. Which male
reproductive problem is characterized by a separation of the intestine to push into the addominal wall near the top of the scroth? F. Mumps G. Testicular cancer H. Infertility J. Bubonic hernia 7. What hormone be stimulated hormone be stimula
Chapter 16 Student Activity Workbook 207 218 Chapter Nervous Intensity, 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 G. Endometriosis H. Menstrual cramps J. Premenstrual syndrome G. Endometriosis H. Menstrual cramps J. Premenstrual syndrome G. Endometriosis H. J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H 
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 shoulder enlargement, muscle growth, appearance of the face and other body hair, and deepening of the voice. F. Testosterone initiates physical changes that signal maturity, including shoulder enlargement, muscle growth, appearance of the face and other body hair, and deepening of the voice. F. Testosterone initiates physical changes that signal maturity, including shoulder enlargement, muscle growth, appearance of the face and other body hair, and deepening of the voice. F. Testosterone initiates physical changes that signal maturity, including shoulder enlargement, muscle growth, appearance of the face and other body hair, and deepening of the voice. F. Testosterone initiates physical changes that signal maturity, including shoulder enlargement, muscle growth, appearance of the face and other body hair, and deepening of the voice. F. Testosterone initiates physical changes that signal maturity, including shoulder enlargement, muscle growth, appearance of the face and other body hair, and deepening of the voice. F. Testosterone initiates physical changes that signal maturity, including shoulder enlargement, muscle growth, appearance of the face and other body hair, and deepening of the voice. F. Testosterone initiates physical changes that signal maturity, including shoulder enlargement, muscle growth, appearance of the face and other body hair, and the face and t
body hair, and deepening of the voice. 10. T F Each testis is divided into hundreds of tiny tubules in which sperm is formed. T 13. Jimmy is a high school
 senior with a family history of testicular testicles He often wonders if he'll get testicular cancer himself. Write a paragraph describing how Jimmy can do a selfexam to help detect any signs of testicular testicle with both hands. Roll the testicle gently between
the thumbs and fingers. (2) Find the epididymida, the soft tubelike structure behind the testicle that collects and carries sperm. Familiarize yourself with it so you don't confuse it with a piece. Cancerous lumps are usually found on the side of the testicle, but can appear on the front. (3) Although lumps do not always indicate the presence of cancer, be sure to consult a healthcare professional if you find a
lump, or if you are experiencing swelling or pain. 208 Chapter 16 Student Workbook Activity 219 Real World Connection Chapter 16 Endocrine and Reproductive Health Systems During your teen years, your body develops in the body of an adult male or female. It is important to take care of your body during this period so that it can grow in a healthy way. Instructions: The editor
of a teen health journal has asked you to share your reproductive health experience. Your mission is to write a cover story about health behaviors that will help adolescents maintain a healthy reproductive health yer reproductive health behaviors that will help adolescents maintain a healthy reproductive health behaviors that will help adolescents maintain a healthy reproductive health yer reproductive health behaviors that will help adolescents maintain a healthy reproductive health yer reproductive health behaviors that will help adolescents maintain a healthy reproductive health yer reproductive health behaviors that will help adolescents maintain a healthy reproductive health yer reproduct
 following spaces to track your sources, prepare an outline, and write a draft of the first paragraph. Then write your article on another should use proper grammar and an informative writing style, and should demonstrate knowledge of the subject throughout the
 article. Bibliography Structure Chapter 16 Draft Introductory Paragraph Chapter 16 Student Activity Workbook 209 220 Chapter 16 Name Date Note Taking 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 course. Basic concept consider and rethink before reading the course, list as
 many glands of the endocrine system as you can. After reading Sample response: thyroid, parathyroids, testicles, ovaries, hypothalamus, pineal gland, other reading Sample response: thyroid, parathyroids, testicles, ovaries, hypothalamus, pineal gland, other reading Sample response: thyroid, parathyroids, testicles, ovaries, hypothalamus, pineal gland, other reading Sample response: thyroid, parathyroids, testicles, ovaries, hypothalamus, pineal gland, other reading Sample response: thyroid gland, other reading Sample response: thyroid gland, pituitary gland, other reading Sample response: thyroid gland, pituitary gland, pituita
parathyroid glands pancreas adrenal glands in between Write the correct vocabulary term under each definition. 1. a gland that regulates and endocrine pancreatic systems 2. glands that help the body cope with stress and respond to adrenal emergencies 3. a gland that regulates
 and controls the activities of all other endocrine pituitary glands 5. ductless, or tubeless, or groups of cells that secrete hormones directly into the bloodstream endocrine plands 6. glands that produce a hormone functions s 8. being in an average position or stage
 intermediate 210 Chapter 16 Student Activity Workbook 221 How the endocrine system works on page(s) Explain the main function of the endocrine system. Thy endocrine system includes several organs that work together to regulate body functions. List and briefly describe the 10 glands of the endocrine system. Thyroid Gland Function Produces Hormones That Regulate Metabolism, Body Heat, and
Bone Growth Chapter 16 Parathyroid Glands Testicles Mortgage Pineal glands Produce a hormone that regulates the body balance of calcium and phosphorus Male reproductive glands that produce sperm to fertilize Female reproductive glands that produce sperm to fertilize Female reproductive glands that produce the ovaries Connects the hormone
melatonin Pituitary Gland regulates and controls the activities of all other endocrine glands Regulates the development of the immune system Adrenals Produce hormones, glucagon and insulin, that regulate the level of glucose in the blood Identify the three parts, or lobes, of
the pituitary gland. Anterior lobe, intermediate lobe and posterior lobe List of the two parts that make up each adrenal gland. Adrenal cortex and adrenal mede Describe how you can maintain your endocrine health. Eat balanced meals, get enough sleep, use stress management techniques, exercise regularly, have regular medical examinations Chapter 16 Student Activity Workbook 211 222 Chapter 16
Name Date Class Academic Integration: Science Chapter 16 Endocrine and Reproductive Health NSES.1 Skills necessary to do scientific research. on the Instructions: Read the descriptions and think about the purpose of
 each experiment. Then answer the questions below. Experiment #1: Scientists took a group of 10 adult mice and injected five of them with varying amounts of melatonin, a hormone associated with regulating sleep cycles in humans. Then 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. Scientists observed the mice until all of them developed characteristics. Experiment #3: Scientists observed the mice until all of them with varying amounts of pituitary hormones that stimulate body growth in humans. Scientists observed the mice
until all of them evolved into adults. Experiment #4: Scientists took a group of 20 mice, consisting of 10 young mice and 10 adult mice. They injected half of each group with thymus hormones that regulate the development of people's immune systems. The scientists then exposed all the mice to the same bacteria that cause disease. They observed all the mice to measure their responses and health. 1.
What were scientists trying to learn in the #1? They wanted to see if melatonin affected the development of mice. 4. In the #4, what were scientists trying to learn in the #3? They wanted to see how pituitary hormones affected the growth of mice. 4. In the #4, what were scientists trying to learn in the #3? They wanted to see if melatonin affected the development of mice. 4. In the #4, what were scientists trying to learn in the #3? They wanted to see if melatonin affected the development of mice. 4. In the #4, what were scientists trying to learn in the #3? They wanted to see if melatonin affected the development of mice. 4. In the #4, what were scientists trying to learn in the #3? They wanted to see if melatonin affected the development of mice. 4. In the #4, what were scientists trying to learn in the #3? They wanted to see if melatonin affected the development of mice. 4. In the #4, what were scientists trying to learn in the #3? They wanted to see if melatonin affected the development of mice. 4. In the #4, what were scientists trying to learn in the #3? They wanted to see if melatonin affected the development of mice. 4. In the #4, what were scientists trying to learn in the #3? They wanted to see if melatonin affected the development of mice. 4. In the #4, what were scientists trying to learn in the #3? They wanted to see if melatonin affected the development of mice. 4. In the #4, what were scientists trying to learn in the #3? They wanted to see if melatonin affected the development of mice. 4. In the #4, what were scientists trying to learn in the #3? They wanted to see if melatonin affected the development of mice. 4. In the #4, what were scientists trying to learn in the #3? They wanted to see if melatonin affected the development of mice. 4. In the #4, what were scientists trying to learn in the #3? They wanted to see if melatonin affected the mice. 4. In the #4, what were scientists trying to learn in the #3? They wanted to see if melatonin affected the mice. 4. In the #4, what were scientists tr
to learn? They wanted to see if the thymus hormones affected the mice' immune systems. 5. In the #4, why did scientists wanted to see if the thymus hormones affected the immune systems are more developed. Scientists wanted to see if the thymus hormones? Adult immune systems are more developed. Scientists wanted to see if the thymus hormones affected the immune systems are more developed. Scientists wanted to see if the thymus hormones? Adult immune systems are more developed. Scientists wanted to see if the thymus hormones?
 Reproductive Health Lesson 2 The Male Reproductive System Directions: Use the following outline to help organize your notes as you read through the course. Chapter 16 Basic Concept Consider and rethink before reading the course, write a sentence describing the functions of the male reproductive system. After reading the course carefully, use what you have learned to rewrite your sentence. Before
reading Sample answer: The function of the male reproductive system is to reproductive system is to reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system is to reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm (male reproductive system are to produce and store sperm are to produce and store sperm (male reproductive system are to productive system are to productive sy
consists of spongy tissue containing many blood vessels? testosterone testicles scroth penis pen
7. What's an outer skin bag? scrod book Chapter 16 Student Activity Workbook 213 224 Chapter 16 How male reproductive system reaches maturity during the first adolescent years, usually between the ages of 12 and 15. List the three external organs of the male reproductive system
and describe each. Organ testicles penis scrost Description Two small glands that secrete testosterone and produce sperm An organ-shaped tube that extends from the trunk of the body just above the testicles An outer sac of the skin within which the testicles are located List the internal structures of the male reproductive system. Urethra, vas deferens, seminal vesticle, prostate and cowper glands,
 epididymida, and testicles maintaining reproductive health on page(s) of male reproductive system problems on page(s) 450. List of five steps males can take towards maintaining reproductive health Identify some potential problems of the male reproductive system Bathe regularly Wear protective equipment Practice abstinence Perform monthly self-examinations Take regular tests Bubonic hernia Infertility
Prostate cancer problems and cancer Prostate 214 Chapter 16 Student Activity Workbook 225 Academic Integration: English Chapter 16 Endocrine and Reproductive Health NCTE.12 Application of Language Skills (Turn to Pages for Full Standard Language) Lesson 2 The Male Reproductive Health NCTE.12 Application of Language Skills (Turn to Pages for Full Standard Language) Lesson 2 The Male Reproductive Health NCTE.12 Application of Language Skills (Turn to Pages for Full Standard Language) Lesson 2 The Male Reproductive Health NCTE.12 Application of Language Skills (Turn to Pages for Full Standard Language) Lesson 2 The Male Reproductive Health NCTE.12 Application of Language Skills (Turn to Pages for Full Standard Language) Lesson 2 The Male Reproductive Health NCTE.12 Application of Language Skills (Turn to Pages for Full Standard Language) Lesson 2 The Male Reproductive Health NCTE.12 Application of Language Skills (Turn to Pages for Full Standard Language) Lesson 2 The Male Reproductive Health NCTE.12 Application of Language Skills (Turn to Pages for Full Standard Language) Lesson 2 The Male Reproductive Health NCTE.12 Application of Language Skills (Turn to Pages for Full Standard Language) Lesson 2 The Male Reproductive Health NCTE.12 Application of Language Skills (Turn to Pages for Full Standard Language) Lesson 2 The Male Reproductive Health NCTE.12 Application of Language Skills (Turn to Pages for Full Standard Language) Lesson 2 The Male Reproductive Health NCTE.12 Application of Language Skills (Turn to Pages for Full Standard Language) Lesson 2 The Male Reproductive Health NCTE.12 Application (Turn to Pages for Full Standard Language) Lesson 2 The Male Reproductive Health NCTE.12 Application (Turn to Pages for Full Standard Language) Lesson 2 The Male Reproductive Health NCTE.12 Application (Turn to Pages for Full Standard Language) Lesson 2 The Male Reproductive Health NCTE.12 Application (Turn to Pages for Full Standard Language) Lesson 2 The Male Reproductive Health NCTE.12 Application (Turn to Pages fo
following study cards by assigning each card that names a structure of the male reproductive system to the card that indicates the role of that system. Chapter coiled tube where sperm and makes them more mobile; produces secretions combined with sperm containing liquid to form sperm 10. tubes extending from each epididymida to the urethra
2. passage through which sperm and urine leave the body 3. prostate gland and Cowper's glands 5. testicles 6. seminal kefyros 8. epididymida 9. vas deferens 11. forms sperm in hundreds of tiny tubes 12. urethra matching cards: 1 and 8; 2 and 12; 3 and 7; 4 and 6; 5 and 11; 9 and 10. Chapter 16 Student Workbook Activity 215 226 Chapter 16 Name Date Class Note Taking Chapter 16 Endocrine and
Reproductive Health Lesson 3 Directions of the Female Reproductive System: Use the following outline to help organize your notes as you read through the lesson, tead through the lesson that you expect the course to answer. After you have finished reading the course carefully, write the answer to your read through the lesson that you expect the course to answer. After you have finished reading the course to answer to your read through the lesson that you expect the course to answer to your read through the lesson that you expect the course to answer to your read through the lesson that you expect the course to answer to your read through the lesson that you expect the course to answer to your read through the lesson that you expect the course to answer to your read through the lesson that you expect the course to you read through the lesson that you expect the course to your read through the lesson that you expect the course to your read through the lesson that you expect the course to your read through the lesson that you expect the your read through the lesson that you expect the your read through the lesson that you expect the your read through the yo
question. Before reading Sample question: When does the female reproductive system mature? After Reading Sample Answer: Female Reproductive matures in adolescence and allows women to reproduce. New vocabulary eggs Write the definition of each vocabulary term on the lines provided. female gametes ovaries the female sex glands that store the eggs, or eggs, and produce the
fallopian tubes of the uterus fallopian tube female sex hormones the hollow, muscular, pear-shaped organ that nourishes and protects a fertilized egg until birth the process of a mature egg in a fallopian tube each month tubes with fingerlike projections that draw to the egg a muscular, pear-shaped organ that nourishes and protects a fertilized egg until birth the process of a mature egg in a fallopian tube each month tubes with fingerlike projections that draw to the egg a muscular, pear-shaped organ that nourishes and protects a fertilized egg until birth the process of a mature egg in a fallopian tube each month tubes with fingerlike projections that draw to the egg a muscular, pear-shaped organ that nourishes and protects a fertilized egg until birth the process of a mature egg in a fallopian tube each month tubes with fingerlike projections that draw to the egg a muscular, pear-shaped organ that nourishes and protects a fertilized egg until birth the process of a mature egg in a fallopian tube each month tubes with fingerlike projections that draw to the egg and the process of a mature egg in a fallopian tube each month tubes with fingerlike projections that draw to the egg and the process of a mature egg in a fallopian tube each month tubes with fingerlike projections that draw to the egg and the process of a mature egg in a fallopian tube each month tube each m
opening in the uterus 216 Chapter 16 Student Activity Workbook 227 Female Reproductive Organs on page(s) Name and describe the structures of the female reproductive System. Cervix Matrix Ovaries Structure Function Opening the uterus Protects and nourishes a developing fetus Containing eggs and productive System. Cervix Matrix Ovaries Structure Function Opening the uterus Protects and nourishes a developing fetus Containing eggs and productive System. Cervix Matrix Ovaries Structure Function Opening the uterus Protects and nourishes a developing fetus Containing eggs and productive System.
ovaries to the uterus Endometrial tissue lines of the uterus Passage from the uterus Passage from the diagram. Days 9 20 Days 21 Days Menstruation begins as a drop in hormone levels. A new egg matures in the ovary. The mature egg is released into one of the fallopian tubes. The egg travels through the fallopian tube into the uterus
 Maintaining reproductive health on page(s) 455. Women's reproductive problems on page(s) 456. List of three behaviors that can help females maintain Bathe's reproductive health on page(s) 456. Women's reproductive problems on page(s) 456. List of three behaviors that can help females maintain Bathe's reproductive health on page(s) 456. List of three behaviors that can help females maintain Bathe's reproductive health on page(s) 456. List of three behaviors that can help females maintain Bathe's reproductive health on page(s) 456. List of three behaviors that can help females maintain Bathe's reproductive health on page(s) 456. List of three behaviors that can help females maintain Bathe's reproductive health on page(s) 456. List of three behaviors that can help females maintain Bathe's reproductive health on page(s) 456. List of three behaviors that can help females maintain Bathe's reproductive health on page(s) 456. List of three behaviors that can help females maintain Bathe's reproductive health on page(s) 456. List of three behaviors that can help females maintain Bathe's reproductive health on page(s) 456. List of three behaviors that can help females maintain Bathe's reproductive health on page(s) 456. List of three behaviors that can help females maintain Bathe's reproductive health on page(s) 456. List of three behaviors that can help females maintain Bathe's reproductive health on page(s) 456. List of three behaviors that can help females maintain Bathe's reproductive health on page(s) 456. List of three behaviors that can help females maintain Bathe's reproductive health on page(s) 456. List of three behaviors that can help females maintain Bathe's reproductive health on page(s) 456. List of three behaviors that can help females maintain Bathe's reproductive health on page(s) 456. List of three behaviors that can help females maintain Bathe's reproductive health on page(s) 456. List of three behaviors that can help females maintain Bathe's reproductive health on page(s) 456. List of three behaviors t
 females examine their breasts once a month immediately after the menstrual period List of three possible menstrual problems females may face. Menstrual cramps, premenstrual syndrome, toxic shock syn
Workbook 217 228 Chapter 16 Name Date Class Academic Integration: Mathematics Chapter 16 Endocrine and Reproductive system According to the Centers for Disease Control and Prevention, 19 million new cases of STD infections occur each year in the United States. Almost
half of them occur between people years old. The most commonly reported STIs in the United States are chlamydia, is more common among women aged 10 and over, by age, total (10 years and older) years 2, years 2, years 5, years 5, years 5, years 5, years 5, years 1,00,000 Female STDs among women aged 10 and over, by age, total (10 years and older) years 2, years 2, years 5, years 5, years 5, years 5, years 5, years 6, years 1,00,000 Female STDs among women aged 10 and over, by age, total (10 years and older) years 1,00,000 Female STDs among women aged 10 and over, by age, total (10 years and older) years 1,00,000 Female STDs among women aged 10 and over, by age, total (10 years and older) years 1,00,000 Female STDs among women aged 10 and over, by age, total (10 years and older) years 2, years 2, years 1,00,000 Female STDs among women aged 10 and over, by age, total (10 years and older) years 2, years 3, years 1,00,000 Female STDs among women aged 10 and over, by age, total (10 years and older) years 2, years 3, years 3, years 3, years 4,00,000 Female STDs among women aged 10 and over, by age, total (10 years and older) years 3, years 4,00,000 Female STDs among women aged 10 and over, by age, total (10 years and older) years 3, years 4,00,000 Female STDs among women aged 10 and over, by age, total (10 years and older) years 4,00,000 Female STDs among women aged 10 and over, by age, total (10 years and older) years 4,00,000 Female STDs among women aged 10 and over, by age, total (10 years and older) years 4,00,000 Female STDs among women aged 10 and over, by age, total (10 years and older) years 4,00,000 Female STDs among women aged 10 and over, by age, total (10 years and older) years 4,00,000 Female STDs among women aged 10 and over, by age, total (10 years and older) years 4,00,000 Female STDs among women aged 10 and over, by age, total (10 years and older) years 4,00,000 Female STDs among women aged 10 and older) years 4,00,000 Female STDs among women aged 10 and older) years 4,00,000 Female STDs among women a
Services Chlamydia Gonorrhea years 1. Approximately times more cases of chlamydia were reported for women A. 7% C. 77% B. 10% D. 90% 3. For women 15 to 19, the number of chlamydia infections is about three times higher than for women A C B D In 2005, the chlamydia
rate per 100,000 was about three times higher for women than for men. Some 496 cases were reported for women. What was the approximate number of chlamydia cases for girls in a population of 1.5 million? A. 390 B. 3.930 C. 39.390 D. 393, 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 lead to. A. toxic shock syndrome B. premenstrual syndrome C. pregnancy D. infertility 8. Why could the number of cases of chlamydia and gonorrhea be greater for women of age than for women in older age groups? Females of
 age continue to develop emotionally and are not as mature as older women. They may not chapter 16 have as much knowledge about gender and STIs as they should, and may be more likely to engage in risk behaviors that can lead to STIs. Chapter 16 Student Activity Workbook 219 230 Test Taking Chapter 17 The beginning of the life cycle Tips for preparing for tests When preparing for a difficult test,
spend more time studying the information it causes you than the information you are familiar with. Keep your previous tests in a binder and review them as you study for upcoming tests. Knowing how your instructor plans his or her exams will help you prepare for future exams. Chapter 17 Directions: Choose the best answer and highlight your answers in the answer space on the next page. 1. Asking many
questions is typical of middle childhood A. B. childhood A. B. childhood A. B. childhood C. low self-esteem. D. self-control. 2. An amniocentesis F. can indicate what birth defects the mother has. G. performed after birth to check for FAS. H. is used to treat genetic disorders such as haemophilia. Jay's showing if the baby has a genetic disorder. 3. Which vitamin helps in the production of red blood cells and provides oxygen to cells? A.
Protein B. Iron C. D. Folic acid 4. Miscarriage and F. stillbirth can occur even when the pregnant woman used drugs or alcohol during pregnancy. H. do not occur in women who use illegal substances. J. is the result of ectopic pregnant woman used drugs or alcohol during pregnancy. H. do not occur in women who use illegal substances. J. is the result of ectopic pregnancy woman used drugs or alcohol during pregnancy. H. do not occur in women who use illegal substances. J. is the result of ectopic pregnancy woman used drugs or alcohol during pregnancy.
 risk has been associated with miscarriage, low birth weight, mental disabilities and behavioural problems in children? F. F. lead the exposure to mercury J. Exposure to mercury J. Exposure to a male. C. The sex of a baby is determined by sperm. D. Each egg and sperm
contain a complete set of 46 chromosomes. 220 Chapter 17 Student Activity Workbook 231 8. What is the chemical compound that constitutes genetic material? F. DNA G. Proteins H. Chromosomes J. Genes Response In space 1 A B C D 2 F G J 3 A B C D 4 F G H J 5 A B C D 4 F G H J 7 A B 8 F G J Directions: Cycle T if the statement is true or F if the statement is false. Rewrite any false statements to
make them true. 9. Sampling T F Choronic villi is a procedure in which a syringe is inserted through an abdominal wall of a pregnant female 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 46 chromosomes. T Chapter T F A pregnant woman and her developing child. 12. T F During middle childhood, children learn to start the game instead of
 following the example of others. T 13. Imagine that your sister-in-law, giving her advice on how she can best care for her body during her pregnancy in order to ensure good health for herself and her baby. Write your reply to item 13 in this space. Advice should include
 making regular visits to the doctor; consume an increase in nutrients, including calcium, protein, iron, vitamin A, vitamin B complex, and folic acid; maintaining a healthy weight. getting proper nutrition and rest; and get regular, doctor-approved physical activity. Chapter 17 Student Workbook Activity 221 232 Real World Connection Chapter 17 The beginning of the life cycle Chapter 17 Assignment of
 research: Human Genome Project In Human Genome Project, scientists tried to identify all genes in human DNA. The project started in 1990 and was supposed to last 15 years. However, the huge technological developments have made it possible for them to finish in 13 Instructions: Gather information from various academic sources about the human genome project, scientists tried to identify all genes in human DNA. The project started in 1990 and was supposed to last 15 years.
 information, write a two to three-page essay on what you've learned. Follow the instructions below to organize your information and help you prepare to write your essay. Format Guidelines for essay should include your name, class period, and date. Essay should be two to three pages, double line spacing, and and The literature should report at least three references. Information to be included
in the Outline paper the project history and budget. Member State that coordinated the project and which countries participated. State the project. Students should follow the instructions presented for the project. The information must come from scientific sources. All tasks must be original. Students' work should
clearly describe the history, budget and participants of the Human Genome Project. The objectives mentioned should include: to identify the sequences of 3 billion pairs of chemical databases that make up human DNA, to identify the sequences of 3 billion pairs of chemical databases that make up human DNA, to identify all approximately 20,000-25,000 genes in human DNA, to identify the sequences of 3 billion pairs of chemical databases that make up human DNA, to identify the sequences of 3 billion pairs of chemical databases, to the private and participants of the Human Genome Project.
 sector, and to address ethical, legal and social issues that may arise from the project. The benefits listed may include improving disease diagnosis, developing environmental monitoring techniques to detect pollutants, creating new energy sources, assessing health damage caused by radition exposure, improvements in DNA criminology, and other benefits. 222 Chapter 17 Student Activity Workbook 233
Chapter 17 The Beginning of life cycle Note Taking Lesson 1 Prenatal Development and Care Directions: Use the following outline to help organize your notes as you read the course, write a sentence or two describing why drinking alcohol is a health risk to a pregnant mother. After you finish reading, use what you've learned to rewrite your
suggestions. Before reading sample answer: When a female is pregnant, you should not drink alcohol level of the fetus breaks down alcohol more slowly than the adult does. This means that the alcohol level of the fetus remains high and remains in the bloodstream longer. A high level of alcohol can lead to fetal alcohol syndrome
Chapter 17 New and academic vocabulary fertilization implantation fetus prenatal care fetal alcohol syndrome finally Write the correct vocabulary term under each definition. 1. the process by which the zygote is associated with the implantation of uterine walls 2. a cell complex that develops between the third and eighth weeks of pregnancy fetus 3. a group that with alcohol birth defects involving both
 physical and mental problems fetal alcohol syndrome 4. the name for a group of developing cells after approximately the eighth week of pregnancy fetus 5. in indeterminate later time finally 6. the union of a male spermatozoa and a female egg fertilization; the steps that a pregnant woman can take to provide for her own health and the health of her baby prenatal care Chapter 17 Student Activity Workbook
 223 234 The beginning on page(s) briefly explain how the cell that begins human life is formed. The tiny cell that turns into a human body is formed by the early stages of development. 1. Amniotic sac a thin, filled with liquid membrane that surrounds
 and protects the developing fetus. 2. Umbilical cord a structure that connects the fetus to the mother's placenta Indicate the stages of fetal and fetal development and identify a significant change that takes place during each stage. Stage of development and identify a significant change that takes place during each stage. Stage of development and identify a significant change that takes place during each stage.
weight increases rapidly Third trimester Possible response: the fetus begins to pass water through the bladder A healthy fretus on page(s) A healthy fetus on page(s) and nutrition for both
the mother and her baby. Explain the risks involved with too much or too little weight gain during a pregnancy. Gaining very little weight can lead to a small baby not fully developed. Gaining too much weight can lead to a small baby not fully developed. Gaining too much weight can lead to a small baby not fully developed. Gaining very little weight can lead to a small baby not fully developed. Gaining very little weight can lead to a small baby not fully developed. Gaining very little weight can lead to a small baby not fully developed.
gestational hypertension, preeclampsia, ectopic pregnancy 224 Chapter 17 Student Activity Workbook 235 Chapter 17 The beginning of the life cycle Lesson 1 Prenatal Development and Care Everything happens before birth Academic Integration: English NCTE.1 Reading for Perspective (Turn to pages for full formal language.) Instructions: Read the following list of events in the stages of fetal and fetal
 development. Then fill in the chart by placing each event in the quarter during which it usually appears. 1. Embryo can dream 2. The heart starts beating 3. Fingers and toes consist of 4. Weight increases rapidly 5. The spinal cord develops faster than the rest of the body 6. The fetus can hear conversations 7. The fetus passes water through the bladder 8. The baby's about to be born 9. The nervous
 system responds to stimuli 10. Fetus weighs six to nine pounds 11. Embryo has regular sleep/wake cycle 12. The fetus uses all five senses 13. The fetus consist of 3. The spinal cord develops faster than the rest of the body 4. The nervous system
 responds to stimuli 5. Embryo develops human profile Second Quarter 1. The fetus can kick 2. Weight increases quickly 3. The fetus uses all five senses 3. Embryo Embryo 6 to 9 pounds 4. The fetus passes water through the bladder 5. The baby is about to be
born Chapter 17 Student Activity Workbook 225 236 Note Taking Chapter 17 The beginning of the life cycle Lesson 2 Heredity and Genetic Directions: Use the following outline to help organize your notes as you read through the course. Chapter 17 Basic Concept Think and think again before you read the lesson, write a sentence that lists some common features that parents pass on to their children. After
 reading the course carefully, use what you have learned to rewrite your sentence. Before reading sample answer: Parents and their children tend to look alike. After reading sample answer: Parents pass on common characteristics such as hair color, eye color, height, and ear shape. New and academic vocabulary chromosomes DNA genes genetic disorder amniocentesis chorionic villi sampling gene
 therapy Write a vocabulary word to answer every question. 1. Which structures are arranged in pairs and are found in most human body cells? chromosomes 2. Sickle cell anemia is a type whose condition? genetic disorder 3. What procedure can be used to determine the age and gender of an embryo? chorionic sampling villi 4. Which happens in strands and constitutes all living things? DNA 5. What is a
 procedure through which doctors can examine chromosomes in embryonic cells obtained from amniotic fluid? amniocentesis 6. What structures did the two of you go through? genes 7. What experimental treatment replaces defective genes with normal genes? gene therapy 226 Chapter 17 Student Activity Workbook 237 Inheritance on page(s) Explain the relationship between chromosomes and genes.
Genes are parts of chromosomes. Together, chromosomes and genes are the key units of heredity. Describe the role of DNA in determining heredity. A newborn child carries a combination of DNA sequences contain different individual characteristics. Genetic and fetal development in the pages explain the function of chromosomes in
 determining heredity. Chromosomes carry hereditary characteristics to parents, which are passed on to their children. Indicate two types of genes. Gene Type I Dominant Gene Type II Recessive Explain how the chromosome carried by sperm determines the sex of a child. If the sperm carries an X chromosome, the child will be female. If chapter 17 genetic disorders on page(s) fight genetic diseases on
 page(s) 482. sperm carries a Y chromosome, the child will be List and explain two common technologies used to detect genetic disorders. 1. Amniocentesis a process in which a syringe is inserted through an abdominal wall of a pregnant female to remove a sample of amniotic fluid surrounding the developing fetus 2. Chorionic villi sampling a process in which a syringe is inserted through an abdominal wall piece of membrane is removed from
 the chorion Explain how scientists can use information obtained from the human genome project to learn more genetic diseases progress and can help scientists identify people who may be susceptible to genetic diseases or disorders. Chapter 17 Student Activity Workbook 227 238 Academic
 Integration: Mathematics Chapter 17 The beginning of the NCTM-ALG life cycle. 2 Algebra (Turn to pages for full standard language.) Lesson 2 Heredity and Genetics Early Testing Directions: The following graph shows the effects of improved prenatal care on two serious birth Defects. Answer the following graph shows the effects of improved prenatal care on two serious birth Defects.
 Spina bifida Anencephaly Source: Centers for Disease Control and Prevention, The line graph shows the effects of positive prenatal care on two very serious birth defects affecting a baby's nervous system. According to the graph, what percent 2. Which of the following BEST
captures a trend that appears in the chart? A. Between 1995 and the most recent year presented, spina bifida decreased by about 12 percent. B. Among the first and most recent years presented, anencephaly decreased by about 12 percent. B. Among the first and most recent years presented, spina bifida decreased by about 12 percent. B. Among the first and most recent years presented, anencephaly decreased by about 12 percent. B. Among the first and most recent years presented, anencephaly decreased by about 12 percent. B. Among the first and most recent years presented, anencephaly decreased by about 12 percent. B. Among the first and most recent years presented, anencephaly decreased by about 12 percent. B. Among the first and most recent years presented, anencephaly decreased by about 12 percent. B. Among the first and most recent years presented, anencephaly decreased by about 12 percent. B. Among the first and most recent years presented, anencephaly decreased by about 12 percent. B. Among the first and most recent years presented, anencephaly decreased by about 12 percent. B. Among the first and most recent years presented and the most recent years presented and the first and most recent years presented and the first and most recent years presented and the first and th
 who ate foods rich in folic acid increased by about 47 percent. 228 Chapter 17 Student Activity Workbook 239 Chapter 17 The Beginning of life cycle Note Taking Lesson 3 Birth Through Childhood Directions: Use the following outline to help organize your notes as you read through the course. Basic Food Concept for Thought As you read this lesson, remember your childhood and try to remember some of
the various health views you received. After you finish reading the course carefully, write a sentence that names some common health tests include vision and hearing tests, as well as screenings for scoliosis. Chapter 17 New flexibility of vocabulary development tasks Define each vocabulary term. Write the correct definition on the
 line next to each term. events that need to happen in order for a person to continue to grow towards becoming a healthy, mature adult the confidence that a person can control his or her body; scoliosis and the environment an abnormal lateral, or side-to-side, curvature of the spine Chapter 17 Student Workbook Activity 229 240 Childhood on page(s) Identify the four of childhood and childhood In early
childhood Middle childhood List some of the most important developmental tasks of childhood. During this stage a child learns to eat solid food, sit, crawl and walk. Infants also learn to trust others. Name the stage of childhood. Children learn to start the game instead of following the
example of others. Chapter 17 Children's health examinations on page(s) Describe how children take, either at school, by a pediatrician, or at a health clinic. 1. Vision 2. Hearing 3. Scoliosis Identify two other types of
 health checks that children can undergo. Children are tested for lead poisoning annually until the age of four. Children with a family history of cholesterol or anemia problems can also be checked for these conditions. 230 Chapter 17 Student Activity Workbook 241 Chapter 17 The beginning of the life cycle Lesson 3 Birth through Childhood Academic Integration: English NCTE.3: Evaluation Strategies (Turn
to pages for full standard language.) Making the login instructions: After reading this excerpt, answer the questions below. Waiting for 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 can find out if they're going to have a boyfriend or a girl. They can recognize the legs and hands, and they can see the head
 and eyes, allowing them a preview look of their new baby. When the baby is born, parents, family, and friends are excited to see the tiny infant up close and personal. Some of the most miraculous and critical developments in an infant, however, cannot be detected by modern technology or by vision. From the first month after conception, an infant's brain developments in an infant, however, cannot be detected by modern technology or by vision. From the first month after conception, an infant's brain develops at a huge rate, and continues to develop
after birth in ways that will shape it throughout life. Parents play a crucial role in protecting a young child's brain before birth and helping it develop after birth. The interactions a child has with their parents or guardians in the first months of life really 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 astonishing rate.
 Before a child is born, it already has 100 billion brain cells. Brain cells seek to connect with each other even before birth. In fact, everyone has the ability to make up to 15,000 connections. Brain cells are connected through there are sufficient brain cells, the networks for their connection
do not fully develop at the time of birth. Thus, the unfinished brain forms its networks in direct reaction to the world around it. The mild actions parents take to stimulate their infants' brain networks are critical to a child's development. Research shows that networks that are poorly installed in the early years of life are rarely sufficiently development. Research shows that networks that are poorly installed in the early years of life are rarely sufficiently development. Research shows that networks that are poorly installed in the early years of life are rarely sufficiently development. Research shows that networks in direct reaction to the world around it.
create 1,000 trillion networks by the age of three. Starting at the age of about 11, the brain begins to get rid of certain 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 embracing a child, gently touching hands, fingers, and toes, speaking softly, singing, and reading
 establishes and strengthens brain networks. These actions also release hormones that help human development. A strong bond between parent and child provides more than just reassurance. improves the physical state of the brain. Chapter 17 Chapter 17 Chapter 17 Student Activity Workbook 231 242 Chapter Brain Cells A. form faster after birth. B. connect with each other before birth. C. makes up to 900
connections. D. develop as an infant grows. 2. What helps shape the structure of an infant brain? F. The body size of the infant to speak and cry B. Learning to walk and run C. Holding and embracing an infant D. Playing with other infants 4. Children are able to learn other
 languages more easily than adults because f. adults because f. adults already know a language well. Kids can focus more on one thing. H. adults forget things and children remember. As people get older, they lose their brain connected through nerve signals. F. Brain cells are connected through nerve signals. F. Brain cells are connected through
 electrical stimuli carried out by chemicals. 6. Complex networks in the brain help people think and learn. T 7. The unfinished brain forms its networks for thought and learning in response to the world around it. What kind of experiences or answers should parents give to help develop their infant's brain. Parents should make eye contact with their infant, hold and hug their child, gently touch their child's arms,
 fingers, and toes, speak softly, sing, and read to help their child's brain development. 232 Chapter 17 Student Activity Workbook 243 Chapter 18 The life cycle continues the test by taking advice on preparing for tests studying in groups is often an effective strategy when preparing tests. Remember, many 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. Instructions: Select the best answer and highlight your answers in the above 2. What is a developmental achievement that occurs after puberty? F. F.
H. Development of identity J. Adoption of a system of personal values 3. What is generally a characteristic of middle adulthood? A. Looking back to life without regret 4. Which occurs often in women, but usually not in men, during puberty; F. Body hair appears G. Sweating increases H.
All permanent teeth grow in J. Body fat increases 5. Parents can help their children to self-status from A. by punishing children to break the rules occasionally D. by constantly applying rules and discipline. 6. What can reduce a person's ability to adapt to marriage? F. Having hobbies in common
C. Being willing to compromise H. Be reluctant to communicate feelings J. Sharing attitudes about values 7. At what age do people generally reach natural maturity? A. Late adolescence B. Early adolescence C. Middle adulthood Chapter 18 Chapte
creativity and problem solving skills? F. Frontal cortex G. Amygdala H. Cerebellum J. Corpus callosum Answer Space 1 A B C D 4 F J 5 A B C D 4 F J 5 A B C D 4 F J 5 A B C D 4 F J 5 A B C D 4 F J 5 A B C D 4 F J 5 A B C D 4 F J 5 A B C D 4 F J 5 A B C D 6 F G J 7 A B C B C D 6 F G J 7 A B C B C D 6 F G J 7 A B C B C D 6 F G J 7 A B C B C D 6 F G J 7 A B C B C D 6 F G J 7 A B C B C D 6 F G J 7 A B C B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D 7 A B C D
birth, a female body contains about half of the eggs it will ever produce. F. At birth, a female body contains all the eggs it will ever produce. T1. T F Emotional maturity is the point at which the body and its organs develop. Chapter 18 F. Natural maturity is where the body and its organs develop. 12. T F Middle and late adulthood are times of contribution and reflection. T 13. Jimmy and Amanda have been
dating since 9th grade. They are in love with each other and discuss the possibility of marriage, although they still have a year of high school remaining. Write a paragraph explaining some consequences of teen marriage could include financial difficulties, restrictions on educational and career plans,
 emotional stress and limitations on social and personal life. 234 Chapter 18 Student Workbook Activity 245 18 The life cycle continues real world connection using the Internet to collect information. First, find information about the physical, mental, emotional and social changes that
occur in humans at different stages of the life cycle. Focus on young adulthood, middle adulthood, mid
cycle, changes throughout the life cycle, physical, mental, emotional, social changes throughout the life cycle 3. List the websites or home pages you visited (include URLs and full names). Websites will vary. Chapter Describe the criteria you used to select information. How did you determine whether a Web site contained valid information? Possible answers include: The author's credentials or
 collaborations, if the sources are listed, how often the site is updated, whether the site is hosted by a trusted organization such as manuals, encyclopedias, newspapers, magazines and magazines and magazines. Possible answers include: Web information is extensive and
expansive, Web information can be accessed more easily than traditional sources, Web information is usually free 6. Describe three disadvantages of using the Internet in relation to traditional sources of information may be missing from Internet
sources, information on websites may not be valid Chapter 18 Student Activity Workbook 235 246 Note Download chapter 18 Lifecycle continues lesson. Basic concept consider and rethink before reading the course, listing some of the changes that males and females experience during
 adolescence. After reading, use what you've learned to complete your list. Before reading Chapter 18 New and Academic Vocabulary puberty: An hour of changes in sweating. Write the correct vocabulary term below each definition. 1. the time at
 which a person begins to develop certain characteristics of adult adolescence of sex of 2. which make sense important 3. the ability to reason and Abstract Cognitive Solutions Sample Response: Females: breasts grow, waist narrows, hips widen, body fat increases, menstruation begins. Men: facial hair appears, the voice deepens, the shoulders widen, the muscles grow, the hairline subsides. Both: body
 hair appears, permanent teeth grow, increases sweating. 4. the period between childhood and adolescence List three areas of a person's life in which change occurs during adolescence. Male gametes, or sperm, begin
production on the testicles during puberty. Female gametes are eggs, or eggs. Eggs mature at the start of ovulation, Identify five areas of the brain Ceretrum Cereblum Amygdala Frontal Cortex Functions Language, communication, movement, sense of smell, memory, intelligence identification, development of muscle
 coordination skills and physical movement Emotions Design, strategy, impulse control, Corpus callosum creativity reasoning, problem solving List of three cognitive skills developed during adolescence on page(s) List of three emotional needs teens may start
looking for as they emotionally mature List two social changes experienced by adolescents. Develop strong friendships based on common goals, experiences and values. assessment of the rich quality of ethnic and cultural diversity Identify four developmental tasks that teenagers achieve Meaning Personal Values Sense of Self Emotional and Psychological Independence System of Personal Value
Professional Goals Control of Behaviors Chapter 18 Student Activity Workbook 237 248 Academic Integration: Science and Technology (Turning to pages for full formal language.) Lesson 1 Chapter 18 Directions: Imagine that you are a police artist whose specialty helps find missing children. You work with computer
 software that allows you to create and modify images. Much of your work involves starting with a picture of a child who disappeared when he was young, and creating a picture of what the child may look like now that several years have passed. This often means adding changes brought about by adolescence. Below are the descriptions of the two cold cases involving missing children who disappeared
years ago. Read each case. Then answer the questions below. Case #1: Denny was 10 years old when he disappeared seven years ago. His parents, who are both tall, gave you a picture of Denny playing in the yard on his tenth birthday. Although he's skinny, he's tall for his age. You can scan the photo on your computer and create two photos of what Denny will it would look like now, if he was standing
in the yard. Denny's face is different in the two photos. Case #2: Althea was 8 years old when she disappeared 10 years ago. Her parents gave you a picture of her walking the family dog. In the picture, he has very short hair and a big smile showing two missing front teeth. You can scan the photo on your computer and create a picture of what a smiling Althea Looks like he was walking with a dog
now. 1. In your photos of Denny, what should you do about his parents are tall, so Denny has probably experienced a growth boost and is probably experienc
 pictures because Denny may or may not have facial hair right now. Facial hair right now. Facial hair is a feature of puberty, but puberty affects adolescents differently. In one image he has facial hair, and in the other he doesn't do it because he hasn't grown up yet or because he's shaving. 238 Chapter 18 Student Activity Workbook 249 3. Besides making Althea taller, what other changes would you make to her body? Why?
 He'd have breasts and wider hips. These are changes that puberty causes in women. 4. What changes would be the most significant difference in the face of Althea? Why? She would be older and their bodies would be filled. In boys, puberty causes
the shoulder enlargement. in girls, it causes the hips to widen. Also, their faces will fill up and look bigger. Chapter 18 Chapter 
 read the lesson, write a sentence that describes some common causes of conflicting values, financial problems, lack of trust and jealousy. After reading sample answer: Differences in spending and savings habits, conflicting devotion, lack of communication, lack of
 intimacy, jealousy, infidelity, lack of attention, conflicting decisions about children, and abuse. Chapter 18 New and Academic Vocabulary physical maturity emotional maturity commitment adoption self-directed unconditional love Write a vocabulary word to answer every question. 1. What is a promise that a married couple makes to each other? commitment 2. What is a state of maturity in which a person
 has a strong personal identity and is able to develop close relationships? emotional maturity 3. What term describes children who have learned boundaries and can control their behaviour? self-directed 4. What is one of the main responsibilities of raising children? unconditional love 6. What term refers to
 legally taking another parent's child as their own? adoption 240 Chapter 18 Student Workbook 251 Maturation physically and emotionally on pages 502. Name two maturity states that people need to reach before they are considered adults. Physical maturity, emotional maturity, emotionally on pages 505. List the three stages of adulthood and name the goals associated
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with each stage. Stage New Adulthood Middle Adulthood Middle Adulthood Middle Adulthood Late admity Goal Development a sense that they have contributed to society Feeling satisfied with life Explain the big differences between a dating relationship and a marriage. In a marriage, the couple make a deeper commitment to each other than to a dating relationship and a marriage. In a marriage, the couple make a deeper commitment to each other than to a dating relationship. They also consider the long-term consequences in

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decision-making. List of three factors that can determine how well a person will adapt to marriage Contact Emotional Security Values and Interests Chapter 18 Paternity on page(s) 506. List of two ways in which spouses can reduce marriage of teen marriages end in
divorce within the first few years. Interference in personal freedoms and educational or professional goals, lack of life experience, financial pressures Name four responsibilities of parenting. Providing Guidance Parents Instilling Values Setting Limits Giving Unconditional Love Chapter 18 The life cycle continues NCTM-
ALG.2 Algebra (Turn to pages for full formal language.) Lesson 2 Adulthood, Marriage, and Fertility Transitions in Adult Responsible decisions. Answer the following questions based on the information provided in the chart. Chapter 18 Percent Importance of
Abstinence Source: Journal of School Health, 2001 School with Couorse Health that prepares teens for adult responsibilities Dating and Relationship Care Skills of the Reproductive Marriage and Engagement System 1. According to the bar chart, what percent D. Over 90 percent D. Ov
more schools teach skills related to dating and relationships than skills related to marriage and engagement? A. About 11 percent more B. About 19 percent more B. About 21 percent more B. About 80 percent more B. About 19 percent more B. About 19
important issues than the care of the reproductive system C. All of the above D. None of the above D. None of the above D. None of the above 242 Chapter 18 Student Activity Workbook 253 Chapter 18 The Life Cycle Continues Note Taking Lesson. Basic Food Concept for Thought As you read this lesson, think about health issues faced by
individuals during middle adulthood. After you finish reading the course carefully, list several areas of health that can become a concern during middle adulthood. Sample answer: Vision, hearing, muscles and joints, bones, teeth and gums, heart disease, cancer New vocabulary transitions blank-nest integrity syndrome Unscramble each vocabulary term. Then write the definition of each term. typme-esnt
eomrdyns empty-nest syndrome the feelings of sadness or loneliness that arise when children leave home and enter adulthood tyigrentni integrity a constant adherence to a moral code tinosinsart transitions critical changes occurring at all stages of life Chapter 18 Chapter 18
adulthood. Transitions can include family and individual achievements, the arrival of the first grandchild, the achievement of a career goal, or recognition of a person's contribution to a community. Identify examples of certain transitions that occur frequently during middle adulthood. Transition Physical Examples Rate of Physical Change Slows Down, Women Enter Menopause Mental Brain Exercise to
Remain Mentally Active, Starting New Career, Returning to School, Learning New Hobbies Chapter 18 Emotional Taking Pride in Personal Achievements; having concerns about whether someone has achieved goals, been loved and appreciated, and has made a positive influence on other Late Adity lives on the pages(s) Social Addressing the death of parents, watching children leave home, applying
talents and life experiences to community and social programs, pursuing new interests Explain how living with integrity can affect late adulthood. Living with integrity can thelp people look back on their lives with feelings of satisfaction and fulfillment. Describe the roles of public health policies and programs such as the Social Security system, Medicare, and Medicaid. The social security system provides
benefits to the elderly and disabled. Medicare and Medicaid provide health through life cycle Continues course 3 health through life cycle Transitions Academic integration: English NCTE.12 Application of language skills (Turn to pages for full language.) Instructions: Read the following excerpt for a
married couple and describe possible physical, mental, emotional and social transitions they face 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 teenage children, Maria and Richie. Pedro and Penelope have been married for 22 years.
while he's been teaching school for 24 years. Physical transitions: Both Pedro and Penelope will experience slower physical ctivity, eating nutritious foods, and managing their weight. Mental transitions: The brain still needs stimulation. Adults should
continue to participate in mental activities to strengthen the brain. Suggestions: They could solve puzzles, read and play strategy games to provide themselves with mental activities to strengthen the brain. Suggestions: They could also consider going back to school, learning a new hobby, or starting a new hobby, or sta
achieved their goals, or have made positive differences in other lives. Suggestions: You should continue to set goals and look ahead, studying events such as retirement, the birth of grandchildren, new ambitions, mortgage repayment, and travel opportunities. Social: Further transitions will include watching their children grow up and leave the house, which can cause them to experience empty nest
syndrome. Suggestions: They could apply their talents and life experiences to community programs, pursue new interests and make new friends. Chapter 18 Student Activity Workbook 245 256 Test Taking Chapter 19 Medications and Medications and Medications Tips for Preparing for Trials By Taking Items Like Extra Pencils, Paper Fragments, and a Watch With You. Always review your work tasks
after your instructor has returned them. Please specify any information you do not understand to better prepare for the test. Instructions: Select the best answer and highlight your answers in the answer space on the next page. Chapter What is not a way in which medicines are categorized? A. Medications that relieve pain and other symptoms B. Medications that help prevent disease C. Medications that
help build muscle mass D. Medications that fight pathogens or infectious agents that cause disease 2. What are the criteria the FDA uses to regulate prescription drugs? F. What term describes when medicines work together in a positive way? A. Additional interaction C. Synergistic effect D. Competitive interaction 4. What is a class of chemical agents that destroy microorganisms that
cause diseases called bacteria, leaving the patient unharmed? F. Antifungals G. Antitoxins H. Anti-Ics J. Antibiotics 5. anti-inflammatory agent is often recommended for children in place of aspirin; A. Acetaminophen B. Drugs G. Ibuprofen D. Codeine 6. What is not an example of drug abuse? F. F. instructions or included in the package of medicines H. Taking too much or too little medicine J. Taking a
medicine according to the instructions of a pharmacist 246 Chapter 19 Workbook of student activity 257 7. Which of the following is NOT listed on the labels of OVER-the-counter medicines? A. Possible side effects B. Symptoms treated by product C. Instructions for taking the drug D. Safety assessment of the drug 8. Morphine, codeine, and aspirin are all F. antibiotics. G. analgesics. H. vaccines. J.
antibiotics. Reply to interval 1 A B C D 2 F G H J 3 A B 4 F G J 5 A B C D 6 F G J 7 A B C D 6 F G J 7 A B C D 8 F G H J Directions: Cycle T if the statement is true or F if the statement is false. Rewrite any false statements to make them true. 9. T F Deliberately taking more than the recommended dose of a prescription painkiller is an example of substance abuse. T 10. T F Inhaled medicines, such as asthma medications,
are delivered in fine fog or powder. T 11. T F Body-regulating drugs are often used to treat people suffering from mental illnesses. F. Antidepressants and antipsychotic drugs can help people suffering from mental illnesses. F. Antidepressants and antipsychotic drugs can help people suffering from mental illnesses. F. Antidepressants and antipsychotic drugs can help people suffering from mental illnesses.
abroad for the summer. He has taken care of almost everything about his journey, except for vaccinated before he travels. Write a paragraph explaining to Francisco what a vaccine is and how to protect it while traveling. Write your reply to item 13 in this space. A vaccine is a
preparation that prevents a person from contracting a particular disease. Vaccines contain weakened or dead pathogens that remember how to make these antibodies that remember how to make these antibodies that remember how to make these antibodies that remember how to make these antibodies. This provides you with long-term protection against specific pathogens.
Chapter 19 Student Activity Workbook 247 258 Real World Link Chapter 19 Medications and Medications Medications and Medication
you're interested in. 1. Give the names of two organizations that actively prevent drug abuse in your community. Sample answer: Community recreation centres, hospitals, health clinics, school 2. Research voluntary opportunities within an organization and learn how to become a volunteer. Describe your findings. Responses should describe what students have learned about volunteer positions in their
chosen organization. Chapter Which of the volunteer volunteer volunteer volunteer and give the reasons why they found them interested? Why? The answers should excribe the and give the reasons why they found them interested them and give the reasons why they found them interesting. 4. Pursue one of the volunteer which of
work they have done and their overall impressions of the experience. 248 Chapter 19 Student Activity Workbook 259 Chapter 19 Medications Note Taking Lesson 1 The Role of Medications of the experience. 248 Chapter 19 Student Activity Workbook 259 Chapter 19 Medications Note Taking Lesson 1 The Role of Medications of the experience.
medications affect your body. After you finish reading, use what you have learned to write a sentence that describes how antihistamines work. Before reading Sample response: Antihistamines work the immune system that cause an allergic reaction. New and academic vocabulary drugs
Write the correct vocabulary under each definition. 1. occurs when drugs work together in a positive way additional drugs interaction vaccine side effects interaction synergistic interaction competitive interaction and trugs interaction synergistic interaction synergistic interaction of body or mind drugs 3. to counteract the effect of neutralisation 4. occurs when a drug is a result is cancelled or
reduced when taken with another competitive interaction 5. medicinal products used to treat or prevent diseases or other medicinal products resulting in a greater effect than when the medicinal products are taken alone with a synergistic effect; adverse reactions to medicinal products other than those intended for adverse reactions in Chapter 19 8. a preparation
that prevents a person from contracting a specific disease vaccine Chapter 19 Student activity workbook 249 260 Types of medicines and the page or pages Explain how to classify medicines that thelp prevent the disease 2. Medications that fight pathogens 3.
Medications that relieve pain and other symptoms 4. Medications that manage chronic diseases, help maintain or restore health and regulate body systems List four types of drugs that fight pathogens (s) Antitoxins fight bacteria that produce substances toxic to the body. Antibiotics destroy disease-causing microorganisms called bacteria.
Anti-viral drugs suppress viruses, but they don't kill them. Antifungals can suppress or kill fungal cells. List four types of drugs that people use to control chronic diseases. 1. Allergy Medications Chapter 19 Taking Drugs on the Page(s) Body-Regulating Drugs and antipsychotic drugs Cancer Treatment Drugs List of four ways in which drugs can be delivered to the body. 1. Oral medicines taken orally 2.
Local medicines applied to the skin 3. Inhaled medicines delivered in fine fog or powder 4. Injectable drugs delivered through a shooting list of three types of drug interaction of additives 2. Synergistic effect 3. Competitive interaction Describe the difference between tolerance and withdrawal. Tolerance is a condition in which the body becomes used in a drug's effects. Withdrawal occurs when
a person who is normally dependent on a drug stops using it. 250 Chapter 19 Student Activity Workbook 261 Chapter 19 Drug and Drug Courses 1 The Role of Drugs Academic Integration: Science NSES.7 History and Nature of Science (Turn to pages for full standard language.) The first vaccine instructions: Below is a brief history of the first vaccine. Read the story and answer the questions below.
Smallpox is used to be a serious health problem in much of the world. The first recorded smallpox epidemic occurred as early as 1350 BC in what is now the Middle East. The disease arrived in 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 severe) did not catch smallpox. In 1796, Jenner exposed the boy to smallpox. The boy didn't get sick. Jenner had found a way to stop people from inseping. He called the discovery of the vaccine. (Vaca is Latin for the
cow.) The new technique for the prevention of smallpox was soon put into use, and by 1800, hundreds of thousands of people had been vaccine to a medicine that. A. Relieves pain B. manages chronic diseases C. helps restore health D. fights pathogens 2. What was in Jenner's smallpox vaccine? A. smallpox pathogens B. antitoxins C. pathogens cowpox D. antibiotics 3.
Why don't the milkmen who developed smallpox, these antibodies also protected them from smallpox, their body to produce antibodies to this disease. When
the boy was exposed in smallpox, these antibodies protected him. 5. Based on the above story, what would have remembered how to make antibodies to fight it. Chapter 19 Student Activity Workbook 251 262 Note Taking Chapter 19 19 and
Medications Lesson 2 Using SafeLy Medication Directions: Use the following outline to help organize your notes as you read through the course. Basic concept consider and rethink before you read the lesson, write a sentence outlining three pieces of
advice you'll give people to help them avoid abuse of medications to lose weight or stay awake, avoid using medications to fit, and avoid taking medications that were prescribed to someone else. Chapter 19 New and academically prescribed
vocabulary prescription drugs over-the-counter (OTC) drugs abuse 2. What is the possible effect of drug abuse Write a vocabulary word to answer every question. 1. The use of drugs over-the-counter (OTC) drugs abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect of drug abuse 9. What is the possible effect 
without the knowledge or approval of the healthcare provider is an example of which the term? abuse of a medicinal product 5. What type of medicine on page(s) List a few pieces of information that the FDA requires drug manufacturers to provide
before approving a drug for use. Chemical composition, intended use, effects, possible side effects Give two criteria that the FDA tests for during clinical trials. Drug Efficacy, Harmful Side Effects List the information that drug manufacturers should include on all OTC and prescription drug labels. Active ingredient, inactive ingredients, uses, purpose, instructions, warnings, expiration date Please indicate the
additional information to be included in a prescription drug label. Specific instructions for taking the drug, the name of the patient's name, the patient and address of the pharmacy, the date of completion of the prescription number, if spare parts Medicines involves the
use of a in ways other than intended use. Drug abuse involves deliberately taking drugs for non-medical reasons. Cite six examples of drug abuse. 1. Non-compliance with the instructions on the packaging of the medicine 3. Taking too much or too little of a drug 4. Taking a
medicine for a longer or shorter period of time than prescribed or recommended 5. Stop using a medicine without informing your healthcare provider 6. Blend Mixing without the knowledge or approval of the healthcare provider 9 not use medications to fit in;
do not use medicines prescribed to a family member or friend Chapter 19 Student Activity Workbook 253 264 Academic Integration: English Chapter 19 Medicines and Medicines NCTE.12 Applying language skills (Turn to pages for full standard language.) Lesson 2 Using drugs safely The importance of labelling As you have learned, reading the product label on over-the-counter (OTC) medicines is
important for your health and safety. The Food and Drug Administration (FDA) has made it easier to read drug labels, ensuring that labels on all over-the-counter drugs include certain information and have information Facts Active ingredient (in each tablet)
Purpose Chlorpheniramine maleate 2 mg Antihistamine Uses temporarily relieves these symptoms due to hay fever or other upper respiratory problem such as emphysema or chronic bronchitis urination problem due to an enlarged prostate gland Ask a doctor or pharmacist befor
use if you are taking sedatives or sedatives or sedatives When using this product drowsiness can occur, especially in children If pregnant or breastfeeding, ask a health professional before use. Keep away from the kids. In case of overdose, get medical
help or contact a Poison Control Center immediately. Instructions adults and children 12 years and older take 2 tablets every 4 to 6 hours. children aged 6 years to under 12 years take 1 tablet every 4 to 6 hours. children aged 6 years to under 12 years take 1 tablet every 4 to 6 hours. children aged 6 years to under 12 years take 1 tablet every 4 to 6 hours.
excessive moisture Inactive Ingredients D& C yellow no. 10, lactose, magnesium steatic, microcrystalline cellulose, progelatinized starch 1. What is the active ingredient in this medicine? - Sleepiness, stimulation 3. what cases should people
contact a doctor before taking this medicine? If they have glaucoma, breathing problems, or trouble urinating; take sedatives or sedatives or sedatives for Preparing for Testing with index cards is an effective way to memorize information
Write a vocabulary word on one side of the card and define it on the other. Re-interrupting your class notes is another effective way to remember information. While you're studying, re-tap your notes once or twice to absorb the information. Instructions: Choose the best answer and highlight your answers in the answer space below. 1. Which substance reduces oxygen levels in the blood of a pregnant
mother and fetus? A. Pitch B. Nicotine C. Carbon monoxide D. Carcinogen 2. Tar contained in tobacco smoke is harmful to the lungs because F. clogs blood vessels. Z is a stimulant. H. Paralyzes the ventricles. Jay's addictive. 3. According to the Surgeon General, what is the only way to fully protect people from the harmful effects on the health of tobacco on the environment? A. Prohibition of smoking at
home B. Prohibition of smoking in public places C. Prohibition of smoking completely D. Increase of the legal smoking age in which it is not an effect of nicotine on the body; F. Increased heart disease B. Emphysema C. Oral cancer D. Lung cancer 6. For which
age group is environmental tobacco particularly harmful? F. Middle-aged adults C. Elderly H. Young adults J. Infants and children 7. What's one reason most teenagers start using tobacco users experience? F. Difficulty concentrating G. Sleep disorders H.
Irritability J. Uncontrolled stirring Response Interval 1 A B D 2 F G H 3 A B C D 4 F H J 5 A B C D 6 F F H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J 7 A B C D 8 F G H J Chapter 20 Chapte
complications, the consequences of smoking include costs to society, costs to individuals, and legal consequences. 10. T F Some teenagers avoid tobacco use because of family values. T 11. T F A low level of exposure to secondhand smoke is not dangerous to your health. F. No amount of exposure to secondhand smoke is safe. 12. T F Many teenagers start using tobacco because they feel it makes
them look sophisticated. T 13. Frank's father is a chronic smoker, often smoking more than two packs a day. Frank's on his school team and he's worried about his health at home. He knows second-hand smoke is dangerous and doesn't want to risk his health just by being at home. Write a paragraph explaining some steps Frank could take to reduce his exposure to his father's tobacco secondhand. Write
your reply to item 13 in this space. Chapter 20 Sample answer: Frank should encourage his father to quit smoking. It should try to smoke-free areas in the house. You have to try to open the windows when possible to help release the air into the house. You have to try to open the windows when possible to help release the air into the house. Installing air purifiers will help remove some pollutants from the air. 256 Chapter 20 Student Activity Workbook 267 Chapter 20 Tobacco Real World
Connection An anti-tobacco campaign, in order to make better health decisions, is important to keep people informed about the risks associated with smoking and the strategies that adolescents can use to protect themselves from the dangers of
tobacco. Fill in the following information to guide your project. 1. What artwork will you include in your brochure? Artworks can include photographs or drawings of cigarettes, pipes or cigares. the effects of tobacco use, such as yellowed teeth and bad breath; or other negative effects of tobacco use. 2. What catchy slogans or phrases will you use in your brochure? Slogans or phrases can discuss the dangers
of nicotine, tar, and carbon monoxide, or they can focus on health problems or the consequences of tobacco use. 3. In the space provided, write the main topic of your brochure. Be sure to include information on both the short- and long-term effects of tobacco use, the risks of environmental tobacco (ETS) for non-smokers, common reasons why adolescents start using tobacco, and strategies that
adolescents can use to avoid tobacco use. Short-term effects: changes in brain chemistry; increased breathing and heart rate. dull buds taste and decreased appetite; bad breath and yellowed teeth. smelling hair, skin, and clothes. Long-term effects: Chronic bronchitis, emphysema, lung cancer, coronary heart disease and stroke, weakened immune system. ETS risks: causes eye irritation, headaches, ear
infections and cough. worsens asthma and other respiratory problems. increases the risk of coronary heart disease. Common reasons teens start using tobacco: belief that tobacco will help them control their weight, cope with stress, or seem mature and independent. Teenagers are often influenced by TV, movies and commercials. Strategies to avoid: surround yourself with positive influences, reduce peer
pressure, prepare yourself with denial skills. Chapter 20 Chapter 20 Student Activity Workbook 257 268 Note Taking Chapter 20 Lesson 1 Health Risks of Tobacco Use Directions: Use the following outline to help organize your notes as you read through the lesson. Basic concept consider and rethink before reading the course, write a sentence that describes why it is so difficult for some people to quit
smoking. After you finish reading, use what you have learned to rewrite your sentence. Before reading It is difficult for some people to quit smoking because it is an addictive habit. After reading sample response: Tobacco contains an addictive drug Write the correct vocabulary
term under each definition. 1. carcinogenic substance causing cancer Chapter 20 carcinogenic to tar, smoke-free tobacco for carbon monoxide gas 4. substance that causes normal or psychological dependence addictive drug 5. thickened, white, leather spots inside the mouth that can
develop into leukoplakia oral cancer 6. a thick, sticky, dark liquid produced when smoke burns tar; a group or a total of ten decade 258 Chapter 20 Student Activity Workbook 269 8. a drug that increases the action of the central nervous system, heart, and other organs stimulant 9. smoke smelling from the nose, kept in the mouth, or chewed tobacco toxic substances in tobacco products on page(s) 543.
Mention three toxic substances found in tobacco products and briefly describe how each affects the body. The nicotine substance affects the body and oxygen cells Pipes, Cigars, and smokeless smoke on page(s)
544. Identify some of the evidence supporting the claim that pipes and cigars are just as dangerous, if not more, than cigarettes. Pipe and cigar smokers have an increased risk of developing cancers of the lips, mouth, throat, larynx, lungs and esophagus. Harmful effects of tobacco use on pages 545.
Other effects of tobacco use on the pages list four short-term effects of tobacco use. 1. Brain chemistry changes 2. Breathing and heart rate increases 4. Users have bad breath, yellowed teeth, and smelly hair, skin, and clothes List of five health problems caused by long-term tobacco use. 1. Chronic bronchitis 2. Emphysema 3. Lung cancer 4. Coronary
heart disease and stroke 5. Weakened Immune System List Three Other Consequences of Tobacco Use Cost to Society Chapter 20 Cost to Individuals Legal Consequences Chapter 20 NCSS Tobacco. X Political Ideas and Practices (Turn to pages for full standard language.) Lesson 1 The Health Risks of Tobacco
Cigarette Use Directions: One of your most effective defenses against being affected for tobacco use is your ability to understand and analyze cigarette advertising. Below are descriptions of actual cigarette has this title: The best choice for you and your wallet!
What's that? strategy s? Why is the ad message misleading? This advertising strategy is to suggest that people can save money by buying this brand of cigarettes. The truth is that the average cost for a person who smokes a pack of cigarettes aday is about $1,500 per year, and choosing the brand won't make much difference. 2. An ad celebrating a brand's 75th year features this title: 75 years and still
smokin. What is the obvious message of this ad? What's the unspeakable message of the ad? Why is the ad message false? This message of advertising is that the brand is 75 years old. His unspeakable message is that people can smoke and live long lives. true is that those who smoke cigarettes are much more likely to be infected with diseases that can shorten their lives than those who do not use
tobacco. Chapter One ad features an elderly woman saying, Right, decent women shouldn't have fun. So a young woman responds, shame on me, because I really like having fun. What is the audience intended for this ad is intended for teenage girls
and young women. Its strategy is appealing to their desire to have fun and rebel against power. it is true that people under the age of 18 who use tobacco to rebel against power could face legal consequences or be suspended or lysed from school. 4. An advertisement for a thin cigarette shows a smiling, attractive young woman, with this title: The thinnest minute in town. What is the audience intended for
this ad? How does advertising target this audience? Why is the ad message false? This ad is aimed at teenage girls and young women. Her strategy is appealing to their desire to be subtle. The truth is that smoking reduces the body's ability to physical activity, which can lead to weight gain. 260 Chapter 20 Student Activity Workbook 271 Chapter 20 Tobacco Note Taking Lesson 2 Choosing to Live
Tobacco Free Directions: Use the following outline to help organize your notes as you read through the course as you read through the course carefully, use what you have learned to write a sentence describing tho wyou can resist the from the efforts of the median to help organize your notes as you read through the course. Basic concept consider and rethink before reading the lesson, write a sentence describing how you can resist the from the efforts of the median to help organize your notes.
that make tobacco use seem attractive. Before reading sample answer: The last time I saw a character smoking on TV was while watching a cartoon. After reading sample answer: Knowing the advertising techniques in the media and knowing the dangers of tobacco use will help me avoid temptation. New Vocabulary Write a vocabulary word to answer each question. nicotine withdrawal nicotine replaces
tobacco cessation program 1. What physical symptom do people often experience when they stop using tobacco? smoking cessation programme 3. What substances do people often use to relieve the symptoms of nicotine withdrawal? Nicotine Substitutes Chapter 20 Chapter 20
Student Workbook Activity 261 272 Teens and Tobacco on page(s) Identity certain reasons for tobacco use among adolescents. Some teenagers falsely believe that tobacco will help them control their weight or cope with stress. Other teenagers falsely believe that tobacco will help them control their weight or cope with stress. Other teenagers falsely believe that smoking will make them look mature and independent. Teenagers are often influenced by TV, movies and commercials. List of four factors that have
contributed to a reduced number of high school students using tobacco products Smoking Ban Legislation Policies Family Values Positive Peer Pressure Benefits of Living Tobacco Free on page(s) 550. Identify the benefits of living without tobacco. Better cardiovascular endurance and lung function; improving fitness and athletic performance; reduced risk of living cancer, heart disease and stroke. sense or
freedom because you know that you do not depend on an addictive substance; less stress? greater confidence in social situations because you look and feel better List of three strategies that will help you avoid tobacco use. Chapter 20 Exit from tobacco use on pages surround yourself with positive influences. 2. Reduce peer pressure. 3. Use denial skills. Describe some of the symptoms of nicotine
withdrawal. Sample answers: Irritability, difficulty concentrating, anxiety, sleep disorders, cravings for tobacco List of four strategies for people who want to stop using tobacco. 1. Prepare for the day of abandonment. 2. Get support and encouragement. 3. Access to professional health services. 4. Replace tobacco use with healthier alternatives. 262 Chapter 20 Student Activity Workbook 273 Chapter 20
Tobacco Lesson 2 Choosing to Live Tobacco Free Academic Integration: Mathematics NCTM-Data. 5 Data Analysis and Probability (Turn to Pages for Full Standard Language.) Instructions: Have you read that smoking is a very dangerous and addictive habit. With more information available on the effects of tobacco use, more teenagers are choosing to live smoke-free lives. Answer the following questions
based on the information provided in the chart. Percent of Smoking Habits of People of Age Source: American Lung Association, According to the line chart, what percent percent never smoked current smoker 2. At what rate did the between the first and last years that occur? A.
About 3 percent B. About 4 percent C. About 4 percent C. About 12 percent D. About 20 percent 3. What health trend does this graph show? A. The proportion of smokers has steadily decreased for the years presented. B. The percent D. About 12 percent D. About 13 percent D. About 14 percent D. About 15 percent D. About 16 percent D. About 17 percent D. About 18 percent D. About 18 percent D. About 19 perce
Chapter 20 Tobacco Lesson 3 Promoting a Smoke Free Free Instructions: Use the outline below to organize your notes as you read this lesson, think about how smoking can affect people other than the smoker. After you have finished reading the course carefully, write a sentence or two describing what you have learned about the health risks of
tobacco for non-smokers. Smokers are not the only people negatively affected by cigarette smoke mainstream smoke unscramble and define each vocabulary term. meartsdesi dmske sidestream smoke smoke from the flaming end of a cigarette, not the only people negatively affected by cigarette smoke. Anyone who breathes in environmental tobacco (ETS) is also at risk for health problems. New and academic vocabulary term. meartsdesi dmske sidestream smoke 
pipe, or cigar eramtsnima osmek Chapter 20 sidestream tobacco smoke exhaled from a smoker's lungs latmenonirenev oaccbot ekosm environmental smoke smoke on page(s) Explain the difference between mainstream tobacco and side tobacco. Mainstream
smoke is smoke that exhales from a smoker's lungs, and sidestream smoke is smoke from the flaming end of a cigarette. Sidestream tobacco has non-smokers. Eye irritation, headaches, ear infections, coughing in people of all ages, worsening asthma and other respiratory
problems, increased risk of coronary heart disease Explain how nicotine and carbon monoxide can be dangerous for a mother and her fetus. Nicotine constricts the blood vessels of the fetus. Carbon monoxide reduces oxygen levels in the blood. This increases the risk of reduced fetal development, spontaneous abortion and prenatal death, preterm birth, low birth weight, deformities and stillbirth. Reduce
your risks on pages 555. List some strategies you can use to reduce the impact of ETS on your home, esciety in the page areas inside your home, open windows when possible, ask guests to refrain from smoking in public
places. 1. Laws prohibiting the sale of tobacco to minors shall be strictly enforced. 2. Some states have successfully sued tobacco companies to recover treatment costs related to tobacco companies to recover treatment costs related to tobacco. 3. Community activities promoting a healthy people 2010 is to promote
health and disease prevention at national level. One of its objectives is to reduce tobacco use and the number of tobacco-related deaths. Chapter 20 Workbook on Student Activity 265 276 Academic Integration: Social Studies Chapter 20 Workbook on Student Activity 265 276 Academic Integration: Social Studies Chapter 20 Workbook on Student Activity 265 276 Academic Integration: Social Studies Chapter 20 Workbook on Student Activity 265 276 Academic Integration: Social Studies Chapter 20 Workbook on Student Activity 265 276 Academic Integration: Social Studies Chapter 20 Workbook on Student Activity 265 276 Academic Integration: Social Studies Chapter 20 Workbook on Student Activity 265 276 Academic Integration: Social Studies Chapter 20 Workbook on Student Activity 265 276 Academic Integration: Social Studies Chapter 20 Workbook on Student Activity 265 276 Academic Integration: Social Studies Chapter 20 Workbook on Student Activity 265 276 Academic Integration: Social Studies Chapter 20 Workbook on Student Activity 265 276 Academic Integration: Social Studies Chapter 20 Workbook on Student Activity 265 276 Academic Integration: Social Studies Chapter 20 Workbook on Student Activity 265 276 Academic Integration: Social Studies Chapter 20 Workbook on Student Activity 265 276 Academic Integration In
Directions: Write two short essays in response to the following questions. Use what you've learned in Lesson 3 and additional research from Internet or library resources to support your position. 1. List of various laws restricting tobacco use. Do you think these types of laws
restricting tobacco use and support the reasons why they feel these laws are or are not useful in promoting a smoke-free society. Chapter What steps can adolescents take to help the Healthy People 2010 program achieve its goal of reducing the number of people using tobacco and the number of people using tobacco use? The answers will vary, but could include participating in activities that promote
a healthy lifestyle, starting or participating for stricter government control of tobacco and its availability, circulating prevention group, joining a group of young people, campaigning for stricter government control of tobacco and its availability, circulating prevention group, joining a group of young people, campaigning for stricter government control of tobacco and its availability, circulating prevention group, joining a group of young people, campaigning for stricter government control of tobacco and its availability, circulating prevention group, joining a group of young people, campaigning for stricter government control of tobacco and its availability, circulating prevention group, joining a group of young people, campaigning for stricter government control of tobacco and its availability, circulating prevention group, joining a group of young people, campaigning for stricter government control of tobacco and its availability, circulating prevention group, joining a group of young people, campaigning for stricter government control of tobacco and its availability, circulating prevention group, joining a group of young people, campaigning for stricter government control of tobacco and its availability, circulating people, campaigning for stricter government control of tobacco and its availability, circulating prevention group, joining a group of young people, campaigning for stricter government control of tobacco and its availability, circulating people, campaigning for stricter government control of tobacco and its availability, circulating people, campaigning for stricter government control of tobacco and its availability, circulating people, campaigning for stricter government control of tobacco and its availability circulating people government control of tobacco and its availability circulating people government control of tobacco and its availability circulating people government control of tobacco and its availability circulating people government control of tobacco and its availability circula
Activity Workbook 277 Chapter 21 Alcohol Tips for Preparing for Test Testing Download While Studying the Content in Your Book, highlight or highlight or highlight your answers in the answer space on the next page. 1. What statement about
the effect of alcohol on the body is accurate? A. In general, alcohol moves in the bloodstream faster in men than in women. B. Smaller people feel equal results if they consume equal amounts of alcohol into the bloodstream faster in men than in women. B. Smaller people feel equal results if they consume equal amounts of alcohol into the bloodstream. 2.
Which organization helps the families and friends of alcoholics cope and recover from the consequences of living with an alcoholic? F. Al-Anon/ Alateen G. Alcoholics Anonymous H. Mothers When Drunk Driving J. National Drug Transportation and Referral Therapy Service 3. Which of the is not an effect of alcohol on the body; A. Reduced ability to judge distances B. Increased motor skills C. Slow reflexes
D. Reduced concentration 4. What is the truth about the effect of alcohol on the liver? F. Alcohol causes the liver defact on the liver acid production, which can lead to dehydration. J. Toxic chemicals released as the liver metabolizes alcohol causes the liver to increase urine production, which can lead to dehydration. J. Toxic chemicals released as the liver metabolizes alcohol causes the liver metabolizes alcohol causes the liver acid production increases with the use of alcohol, often resulting in nausea and vomiting. H. Alcohol causes the liver metabolizes alcohol causes inflammation and scarring of
liver tissue. 5. Infants born with foetal foetal syndrome can have A. heart, liver, and kidney defects. B. vision and hearing problems. C. alcoholism. H. alcohol poisoning. J. moderate alcohol consumption. 7. When a person depends on alcohol, he or she A. has a nervous system
disorder. B. is drunk. C. has fetal alcohol syndrome. Dee's an alcoholism? F. Tolerance G. Acceptance H. Detoxification J. Advice Answer Interval 1 A B C D 2 F G J 3 B C D 4 F H H J 5 A B 6 F G J Directions: Cycle T if the statement is true or F if the statement is false. Rewrite
any false statements to make them true. 9. T F Normal dependence is a condition in which people believe they need a drug in order to feel good or function normally. F. Psychological dependence is a condition in which people believe they need a drug in order to feel good or function normally. 10. The coordination of the effects on alcohol consumption is the coordination of the effects of alcohol
consumption. T 11. T F A potentially fatal reaction to an alcohol overdose is called binge drinking. F. A potentially fatal reaction to an alcohol overdose is called alcohol poisoning. 12. T F The blood alcohol overdose is called binge drinking. F. A potentially fatal reaction to an alcohol overdose is called binge drinking. F. A potentially fatal reaction to an alcohol overdose is called alcohol overdose is called binge drinking. F. A potentially fatal reaction to an alcohol overdose is called binge drinking. F. A potentially fatal reaction to an alcohol overdose is called binge drinking. F. A potentially fatal reaction to an alcohol overdose is called alcohol overdose is called binge drinking. F. A potentially fatal reaction to an alcohol overdose is called binge drinking. F. A potentially fatal reaction to an alcohol overdose is called binge drinking. F. A potentially fatal reaction to an alcohol overdose is called binge drinking.
interaction with his classmates, and you think he can give in to peer pressure by agreeing to drink with them. Jamaal should schedule alcohol-free activities with his friends and avoid parties or social gatherings where alcohol is served. If Jamaal finds himself in a situation wherealcohol-free activities with his friends and avoid parties or social gatherings where alcohol is served. If Jamaal finds himself in a situation wherealcohol is served.
alcohol is present, he should be assertive and use denial skills. I could also use denial statements like, I don't drink alcohol Denial Alcohol Denial Alcohol Real World Link Alcohol Use during adolescent years can lead to dangerous behaviors and can seriously and
permanently affect brain development. However, many teenagers still choose to drink. In addition to harm your health, alcohol use increases the risk of sexual activity among adolescents, leading to STIs and unwanted pregnancy. It can also adversely affect a teenager's eligibility to participate in extracurricular
activities, including sport. As you have learned, teens can experience many benefits from staying alcohol-free, adolescents need to be aware of and exercise certain certain Chapter 21 Directions: Write a dialogue between Jenny and Jacob has experienced a high level of peer pressure to drink while socializing with friends. Jenny needs to talk to Jacob and educate
him on how to deny alcohol and avoid situations where alcohol will be present. Tips from Jenny to Jacob may include: The easiest way to stay alcohol-free is to never start using alcohol. You will feel less peer pressure to use alcohol if you choose friends who do not use alcohol and avoid situations where underage drinking occurs. If you find yourself in a situation where alcohol if you choose friends who do not use alcohol and avoid situations where underage drinking occurs. If you find yourself in a situation where alcohol is present, be assertive,
refuse to drink, leave the situation quickly, and call for a walk home. You can use a variety of denial strategies, such as providing personal reasons or values for your choice to be alcohol-free activities with friends and avoid parties or social gatherings where alcohol is served. Practice your denial skills at
home to build trust when you're with peers who drink alcohol. Some denial statements may include: I don't like the taste. No thanks, I have to be in great shape for the game this week. I don't drink alcohol besides, I have to go home. I really can't, my parents and I have a deal. I don't want to risk being kicked off the team. Chapter 21 Student Activity Workbook 269 280 Chapter 21 Name Date Class Note
Taking Chapter 21 Alcohol Lesson 1 Health Risks of Alcohol Use Directions: Use the following outline to help organize your notes as you read through the course. Key Concept Skim and Scan Before reading, write the answer to your question. Before reading Sample
Question: What effect does alcohol consumption have on the liver? After reading Sample response: Toxic chemicals are released as the liver metabolizes alcohol. These chemicals cause inflammation and scarring of liver tissue. New vocabulary term under each definition. 1. a drug that slows down the
central nervous system depressive 2. drinking five or more alcoholic beverages in one binge drinking session 3. severe and potentially fatal natural reaction to alcohol or other substance, and the physical and mental control of the person significantly reduces the
intoxication 6. the chemical action of yeast for the fermentation of sugars 270 Chapter 21 Student Activity Workbook 281 Alcohol on page(s) 566. Short-term effects of alcohol use. Adolescents are in risk, because alcohol affects their brain development. Identify some short-term effects of
alcohol consumption. Slowed reaction time, impaired vision, impaired vision, impaired judgment Chapter 21 List of six factors affecting the onset and intensity of alcohol effects, 1. Body size 4. Recruitment rate 2. Gender 5. Amount 3. Food 6. Medicine Describe three ways in which alcohol can change the way a drug affects your body The body can absorb the drug or alcohol more slowly, increasing the amount of time that
alcohol or medicine is in the body. Alcohol use can make some drugs less effective, while increasing the effectiveness of others. Enzymes in the body can change certain drugs into chemicals that damage the liver or other organs. Long-term effects of alcohol on page(s) Bing drinking and alcohol poisoning on page(s) 569. Identify the ways in which alcohol use can make some drugs less effective, while increasing the effectiveness of others. Enzymes in the body can change the liver or other organs. Long-term effects of alcohol on page(s) Bing drinking and alcohol poisoning on page(s) 69. Identify the ways in which alcohol use can make some drugs less effective, while increasing the effective and alcohol poisoning on page(s) 69. Identify the ways in which alcohol use can make some drugs less effective, while increasing the effective and alcohol poisoning on page(s) 69. Identify the ways in which alcohol use can make some drugs less effective and alcohol use can make some drugs less effective.
to the brain, loss of brain functions, brain damage Cardiovascular System Digestive System and pancreas Irritation of digestive lining, fatty liver, alcoholic hepatitis, cirrhosis of the liver Pancreas Swelling of the pancreas Ining Heart damage, high blood pressure Describe the dangerous effects of binge drinking. Binge drinking can lead to alcohol poisoning, a serious and potentially fatal natural reaction to an
alcohol overdose. Alcohol acts as a depressive to the organs of the body. Involuntary actions, such as breathing and the reflex that prevents drowning, may be reduced. Alcohol is also irritating to the stomach. Chapter 21 Alcohol NCTM-Data. Analysis and Probability (Turn to pages for full
standard language.) Lesson 1 Health Risks from Alcohol Use of Alcohol use of Alcohol and Accidents Instructions: In addition to the health risks that directly affect your body, alcohol use is associated with safety risks that may endanger your life. The graph below shows the relationship between alcohol and accidental death, homicide and suicide. Study the chart. Then answer the questions below. Alcohol Participation * in
Accidental Death, Homicide, and Suicide Rate Burn/Fire Hypothermia Scource: Smith et al., 2001 Drowing Fall Shooting Positive Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Structure and Alcohol Structure and Alcohol Structure and Suicide Rate Burn/Fire Hypothermia Scource: Smith et al., 2001 Drowing Fall Shooting Positive Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Structure and Alcohol Structure and Alcohol Structure and Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Rate Burn/Fire Hypothermia Scource: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute on Alcohol Drunk Suicide Car Crash Source: National Institute On Alcohol Drunk Suicide Car Crash Source: National Institute On Al
mg/dl. 1. For which three groups were about 50% of the victims either positive for alcohol or drunk? A. drowning, shooting, hypothermia B. burn/fire B. suicide C. homicide D. poisoning 3. Which group shows a breakdown between being positive about
alcohol use and being drunk? I'm drunk, huh? drowning B. fall C. shooting D. homicide 4. For which group did alcohol Lesson 2 Choosing to Live Alcohol-Free Directions: Use the following outline to help organize your notes as you read through the course. Basic
Meaning Note Taking Consider and Review before reading the course, write a sentence describing how alcohol abuse is accessive alcohol abuse, while alcoholism is a disease. After reading Sample response: Alcohol abuse is excessive alcohol
use, while alcoholism is a disease in which a person has a physical or psychological dependence on drinks containing alcohol Use on page(s) 572. Write a vocabulary word to answer each question. 1. What kind of dependence does a person develop a chemical need for a drug?
normal dependency 2. What is a disease in which a person has a physical or psychological dependence on alcohol-containing beverages? 3. What type of abuse is characterised by excessive alcohol use? alcohol use? alcohol use? alcohol use? alcohol use? alcohol use? alcohol abuse 4. What type of abuse is characterised by excessive alcohol use? a
affecting alcohol use psychological alcohol dependence isolated Peer Pressure Family Media messages Chapter 21 Student Activity Workbook 273 284 Chapter 21 Health Risks of Alcohol Use on page(s) Identify certain consequences that teens may face if caught buying, possessing, or consuming alcohol. Teenagers can be arrested, fined, and sentenced to a youth detention center. An arrest can limit
college and employment choices. Teens can damage their reputation and lose the trust of friends and family members. Describe the relationship between alcohol and violence for adolescents. Fighting is more likely to be victims or perpetrators of violent crimes such as rape, serious assault and robbery. Explain why
alcohol use can cause teenagers to compromise their values about sexual activity. Alcohol reduces judgment and reduces inhibitions. Teenagers who use alcohol are more likely to become sexually active in older and engage in unprotected sexual activity. Avoid alcohol on pages 576. Identify the risks faced by teenagers living in a household in which a family member abuses alcohol List some negative
consequences teens may face at school if they use alcohol. List of seven benefits you will enjoy throughout your life by staying alcohol-free Neglect, abuse, social isolation Financial difficulties or graduation, and may be suspended or expelled from school.
Maintaining a Healthy Body Creating Healthy Relationships Making Healthy Decisions Avoiding Universation: Social Studies Chapter 21 Alcohol NCSS. X Political Ideas and Practices (Turn to pages for full standard language.) Lesson 2 Choosing to live alcohol-free five
reasons to be alcohol-free Directions: Read the facts and statistics on alcohol below. Then answer the questions below. Chapter 21 A. Alcohol is the leading cause of death among young people, especially adolescents. It contributes substantially to teen car accidents, other traumatic injuries, suicide, date rape, and family and school problems. B. Children who drink alcohol from seventh grade are more
likely to report academic problems, substance use, and delinquent behavior in both high school and high school. From young adulthood, early alcohol use is associated with employment problems, other substance abuse, and criminal and other violent behavior. C. Young people who start drinking before the age of 15 are four times more likely to develop alcoholism than those who start drinking at 21. D.
About a third of drivers convicted or arrested for DUI (driving under the influence of alcohol) are repeat offenders. Q. About one in five cars driven on Friday and Saturday night after 10 p.m. has a drunk driver at the wheel. 1. Why does alcohol contribute substantially to car accidents in adolescents, other traumatic injuries, suicide and date rape? Alcohol reduces judgment and makes a person more likely to
engage in risk behaviors. 2. What would be one of the reasons why young people who start drinking to draw about alcohol and risk before the age of 15 means there is more likely to develop alcoholism than those who start drinking at 21? Starting to drink before the age of 15 means there is more likely to develop alcoholism than those who start drinking at 21? Starting to drink before the age of 15 means there is more likely to develop alcoholism than those who start drinking at 21? Starting to drink before the age of 15 means there is more likely to develop alcoholism than those who start drinking at 21? Starting to drink before the age of 15 means there is more likely to develop alcoholism than those who start drinking at 21? Starting to drink before the age of 15 means there is more likely to develop alcoholism than those who start drinking at 21? Starting to drink before the age of 15 means there is more likely to develop alcoholism than those who start drinking at 21? Starting to drink before the age of 15 means there is more likely to develop alcoholism than those who start drinking at 21? Starting to drink before the age of 15 means there is more likely to develop alcoholism than those who start drinking at 21? Starting the age of 15 means t
behaviour? Why? This fact is evidence that alcohol use increases the likelihood of participating in risk behaviors. Even after getting a DUI conviction or arrest, a third of drivers repeated the dangerous behavior. 4. How does Fact E show that alcohol use puts everyone at risk, even non-glass?? If approximately in five cars has a drunk driver at the wheel, anyone on the road can be involved in an alcohol-
related accident, even if they don't drink. Chapter 21 Student Activity Workbook 275 286 Chapter 21 Name Date Class Note Taking Chapter 21 Name Date Chapter 21 Na
and driving. After you have finished reading the course carefully, write a sentence that lists the ways in which alcohol consumption affects drivers. Sample response: Alcohol drinkers experience slowed reflexes, reduced ability to judge distance and speeds, an increase in risk-taking behaviors, decreased concentration, and increased oblivion. New Vocabulary Alcoholic Sobriety Write the correct vocabulary
term in the left column for each definition below. 1. an addict dependent on alcohol 2. live alcohol-free alcohol fetal alcohol syndrome alcohol and driving on page(s) the process of learning to live a life without alcohol syndrome alcohol syndrome alcohol and driving on page(s) the process of learning to live a life without alcohol syndrome al
Identify the factors that go into calculating blood alcohol concentration. Bac depends on the amount and type of alcohol consumption, as well as body size and gender. 276 Chapter 21 Student Activity Workbook 287 List some consequences that teenagers who drink and drive may face. Injuries or death of the driver and others. arrest, appearance in court and fine, as well as
police record; strictly limited driving rights and/or immediate confiscation of driving licences; higher rates of car insurance Chapter 21 Alcohol and Pregnancy on page(s) Explain why pregnant women should not use alcohol and Pregnancy on page(s) Explain why pregnant women should not use alcohol and Pregnancy on page(s) Explain why pregnant women should not use alcohol and Pregnancy on page(s) Explain why pregnant women should not use alcohol and Pregnancy on page(s) Explain why pregnancy o
syndrome. 1. Small head and deformities of the face, hands, or feet 2. Heart, liver and kidney defects 3. Vision and hearing problems 4. Problems of the central nervous system, developmental disabilities and inadequate coordination 5. Difficulties with learning and short attention span 6. Hyperactivity, anxiety, and social withdrawal Alcoholism on pages(s) Effects on family and society on page(s) 582.
Report some symptoms of alcoholism. Longing, loss of control, physical dependence, tolerance Describe some behavior of alcoholics varies can act aggressive and violent, or can be withdrawn. Indicate the stages of alcoholism. 1: Abuse; 2: Dependency; 3: Addiction Identify behaviors that people close to alcoholics sometimes exhibit. They develop unhealthy
behaviors, such as co-dependence. Co-dependence. Co-dependents ignore their emotional and physical needs and focus energy their feelings to the needs of alcoholics. Treatment for alcohol abuse on page(s) 583. Indicate the stages of recovery from alcoholism. 1: Entrance; 2: Detoxification; 3: Counseling; 4: Recovery Chapter 21 Student Activity Workbook 277 288 Academic Integration: Mathematics Chapter 21
Alcohol Chapter 21 NCTM-ALG.2 Algebra (Turn to pages for full standard language.) Lesson 3 The impact of BAC alcohol in the blood and the level of impairment drinks
body weight in pounds Only safe driving limit impairment begins driving skills, affected can be criminal charges Some What is the concentration of alcohol in the blood of a 120-pound male after two drinks of an accident? A. 1 B. 2 C. 3 D Which of
the following levels of alcohol in the blood falls within the safe driving limit? A B C D Chapter 21 Student Activity Workbook 289 Chapter 22 Illicit Drugs Test Taking Tips for Preparing for Tests Review your class notes every day to stay on top of the material. Get a good night's sleep and eat a nutritious breakfast in the morning before a big test. Instructions: Select the best answer and highlight your answers
in the answer space on the next page. 1. Which treatment would be most appropriate for a person with a long history of serious drug is sold as an over-the-counter cough suppressant, but is it dangerous when abused? F. DMX G. Morphine H. Heroin J. Codeine 3. What is a
possible consequence for babies when a pregnant woman uses drugs? A. Genetic abnormalities B. Drug addiction C. Behavioral problems D. All of the following applies to marijuana? F. It interferes and can permanently damage the immune system. G. Contains fewer carcinogenic chemicals than tobacco. H. Increases the level of testosterone in men. J. Enhances mental reflexes and
short-term memory. 5. What kind of drug treatment centre is intended for drug addicts? A. Therapeutic communities B. Short-term treatment C. Maintenance therapy D. Drug-free treatment of outpatients 6. What is an example of how drugs can affect mental health? F. Risk of overdose G. Higher risk of involuntary injuries H. Negative effect on relationships J. Blurred reasoning and paragraph 7. Which drug
has stimulating and hallucinogenic effects? A. Ecstasy B. Rufnol C. GHB D. Ketamine 8. Cocaine is what kind of drug? F. Hallucinogenic drug G. Psychoactive drug J. Stimulant response Interval 1 A B C D 2 F G J 3 A B C D 4 F H J 5 B C D 6 F F J 7 A B C D 8 F H Chapter 22 Chapter 24 Chapter 25 Chapter 25 Chapter 26 Chapter 26 Chapter 26 Chapter 27 Chapter 27 Chapter 27 Chapter 28 Chapter 28 Chapter 28 Chapter 28 Chapter 28 Chapter 29 Chap
Rewrite any false statements to make them true. 9. The use of T F marijuana can harm social interactions with friends. T 10. T F Steroids affect the central nervous system and change activity in the brain. Chapter T F Expenditure expenditure time users, but promises not to use it is an effective way for teenagers to resist
the pressure to do drugs. F. Practicing denial skills is an effective way for teenagers to resist the pressure to do drugs. 12. T F drug users often find it difficult to stop using on their own because addiction involves both psychological dependence. T 13. Suppose a friend of yours is experimenting with marijuana. She confided in you that she wished she hadn't used marijuana, but she felt
pressure from her peers and gave in. Write a letter to your friend that includes some denial strategies to avoid drug use, such as choosing friends who appreciate a drug-free lifestyle, participating in activities that do not include drugs, and choosing
 alternatives to drug use such as hobbies, sports, community activities, and school organizations. 280 Chapter 22 Student Activity Workbook 291 Chapter 22 Illicit Drugs Real World Link Drug Use and Athletic Performance is a good athlete requires that are typical of features and skills.
all good athletes. Refer to these features when answering questions. Cardiorespiratory Endurance Muscle Strength and Endurance Balance Balance Strength and Endurance Beative effects of marijuana use on physical health. Determine which of the
above characteristics an athlete would be at risk with marijuana use. Chapter 22 Paragraphs should describe the negative effects of marijuana use on physical health, which may include impaired reaction time and coordination, damage to the respiratory endurance, muscle
strength and endurance, agility, reaction time, speed, and coordination. 2. Using your book as a guide, research the negative effects of steroid use. Write a paragraph about the negative effects of steroid use on physical health, which may
include weakened ligaments and tendons, weight gain, acne, high blood pressure, and liver and kidney tumors. The athletic qualities at stake may include agility, flexibility, and cardiorespiratory endurance. Chapter 22 Student Activity Workbook 281 292 Note Taking Chapter 22 Illicit Drugs Lesson 1 Health Risks of Drug Use Directions: Use the following outline to help organize your notes as you read the
course. Lesson. 22 Key Concept Skim and Scan Before reading the course, read all section titles, images, tables and charts. Write a question: What is a good way for teenagers to protect themselves, as well as their family and friends, from drug use? After
reading sample response: Getting involved in anti-drug programs in your community is a good way to protect your family and friends from the dangers and violence associated with drug use. New and Academic Substance that is illegal or otherwise not permitted for illicit drug use alters the illicit use
of drugs by overdose 2. chemicals that people of any age cannot legally manufacture, possess, buy or sell illegal drugs 3. a strong, sometimes fatal reaction to taking a large amount of drug overdose 4. to make a different change 5. normal or psychological dependence on drug addiction 6. any unnecessary or improper use of chemicals for non-medical substance use 282 Chapter 22 Student Activity
Workbook 293 Substance Abuse on the page or pages Explain what substances about drug use can say no to drugs more easily than
teenagers whose friends accept and even encourage drug use. Family Members Role Models Messages media Perceptions Misleading information Parents and other family members who avoid drug use and who discourage drug experimentation can affect teenagers to abstain from drugs. Teens who choose drug-free patterns have an advantage in drug resistance. Media messages can affect teenagers to abstain from drugs. Teens who choose drug-free patterns have an advantage in drug resistance. Media messages can affect teenagers to abstain from drugs.
sense of drug use. Teens may think that drug use is higher than it actually is. Teens may think that some drug use can be beneficial. Chapter 22 How drugs affects Name some negative effects that are part of the addiction cycle. Identify some of the drug use for various groups of
people Physical health Mental health Social health Social health Social health Tolerance, physiological dependence, physio
children: The drugs the mother takes can enter the baby's developing body, causing even more damage to the baby than the mother is experiencing. Chapter 22 Student Activity Workbook 283 283 Academic Integration: English Chapter 22 Directions: Teens Face
Choices for Many Behaviors, Including Drug Use. Teenagers may be tempted to experiment with drugs at school, in their jobs, in their communities, or at home. Many factors mentioned has affected the teen to choose not to use drugs. Factors Influencing Teens to Avoid Drug Use:
Peer Pressure Family Members Role Patterns Multimedia Messages Perceptions Misleading Information 1. One of Carolyn's favorite TV shows is about a family that looks like her own. A recent episode featured a guest appearance by an actor he admires. In one scene, the actor refused to use drugs, though that meant he didn't fit in with some of his peers. A few days after watching the show, Carolyn
attended a party where someone offered her marijuana. He thought about the TV show and used denial skills to avoid accepting the drug. Influence: Multimedia Messages 2. Hector grew up with Ray and Anita. Everyone's going to graduate in a few months and have something special to celebrate. None of them have tried or engaged in drugs in any way. As they progressed through their high schools, they
made an agreement with each other to participate in sport, study hard and volunteer their time after school in order to avoid the temptation to use drugs. Influence: Peer pressure 3. Knowing the potential dangers of drug use, Mr. and Mrs. Konerko have taught their two teenagers a lot about drugs and the risks 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: Family members 4. Sarah has been a huge fan of professional women's tennis for most of her life. He has a lot of favorite players and watches as many tournaments as he can. At the summer tennis camp she attended, one of her favorite players spoke about the dangers of drug use. Since the camp, Sarah has worked hard to
avoid the dangers of drugs. Influence: Role models 284 chapter 22 student activity workbook 295 chapter 22 illegal drugs note taking it 2 Marijuana, Inhalers, and Steroid Directions: Use the following outline to help organize your notes as you read through the course. Basic Concept Think and review before reading the course, write a sentence that describes certain consequences that an athlete may face if
caught using steroids. After reading the course carefully, use what you have learned to rewrite your sentence. Before reading sample response: Athletes who fail a drug test for steroids may face exclusion from an event, elimination from a sport or given jail time. After reading sample response: Athletes who fail a drug test for steroids may face exclusion from an event, elimination from a sport or given jail time. After reading sample response: Athletes who fail a drug test for steroids may face exclusion from an event, elimination from a sport or given jail time. After reading sample response: Athletes who fail a drug test for steroids may face exclusion from an event, elimination from a sport or given jail time. After reading sample response: Athletes who fail a drug test for steroids may face exclusion from an event, elimination from a sport or given jail time.
and prison sentence. Chapter 22 New and Academic Vocabulary Marijuana Paranoia Inhaled Anabolic-Androgenic Steroids Intense Write a Vocabulary Word to Answer Every Question. 1. Which are often prescribed by doctors for allergies, asthma, and other medical conditions;
inhaled substances 3. What is a symptom that marijuana users often experience? paranoia 4. Which drug is considered a gateway drug and can lead the user to try other, more dangerous drugs? marijuana users often experience? paranoia 4. Which drug is considered a gateway drug and can lead the user to try other, more dangerous drugs? marijuana 5. What term does that mean it exists to an extreme degree? Intense Chapter 22 Marijuana Activity Workbook 285 296 on page(s) Identify three types of consequences associated with marijuana user.
Physical, mental, and emotional consequences Name some physical consequences of marijuana use can affect sperm production and testosterone levels. For females, marijuana use can increase testosterone levels. Chapter 22 Identify some mental and emotional consequences of marijuana use.
Slow mental reflexes? feelings of anxiety and paranoia. short-term memory suffers. distorted perception; loss of coordination; problem with thinking and solving problems; users can be sleepy. Explain why driving while under the influence of marijuana is dangerous. Marijuana interferes with depth perception, increases reaction time, causes drowsiness, reduces judgment and slows down reflexes. Inhaled
substances on page(s) 601. Consequences of steroid use on page(s) 601. Identify some direct effects of inhaled use. Inhaled substances suppress the central nervous system and can lead to the loss of brain cells. Long-term use can cause liver and kidney
damage, blindness, brain damage, paralysis, cardiac arrest and death. Name the effects of steroid use on both males and females: growth of facial hair, baldness, brain damage, paralysis, cardiac arrest and death. Name the effects for both sexes include weight gain, acne, high blood
pressure, and liver and kidney tumors. 286 Chapter Student Activity Workbook 297 Chapter 22 Illicit Drugs Lesson 2 Marijuana, Inhaled, and Steroids Reducing Substance Abuse Trends Among Teens Academic Integration: Mathematics NCTM-ALG.2 Algebra (Turn to Pages for Full Standard Language.) Guidelines: Drug Use Can Have Serious Consequences For Your Health and May Cause Death.
Answer the following questions based on the information provided in the chart. Percent Substance Abuse by Teens Chapter 22 All Other Illegal Drug Drugs Inhaled Source: Follow-up to future study, What was the change in the percent to 30.0 percent C. From 34.5 percent to
31.6 percent D. None of the above 2. What change occurred in the use of illicit drugs by adolescents between 2001 and 2006? A. Usage decreased from 30.2 percent to 31.6 percent. 3. Which of the following BEST summarizes the general trends shown in the chart? A. Teens use
dangerous substances, including drugs, has increased. B. The percentage of adolescents using marijuana has steadily decreased since 2001 in Chapter 22 Student Activity Workbook 287 298 Note Taking Chapter 22 Illicit Drugs Lesson 3
Psychoactive Drug Directions: Use the following outline to help organize your notes as you read through the course, write a sentence describing the negative health effects of ecstasy. Sample answer: Negative effects of ecstasy. Sample answer: Negative effects of ecstasy.
include confusion, depression, paranoia, and muscle breakdown. New and academic vocabulary psychoactive drugs that accelerate the central nervous system 2. nergsied urdgs to mimic the effects of other drug designer synthetic drugs that made euphoric antidepressant
opioid stimulants available 3. taiesop opiate drugs derived from the opium plant that can only be obtained by prescription and are used to relieve pain 4. hporaieu euphoria a feeling of intense prosperity or euphoria 5. ivectataochpsy rsgud psychoactive chemical drugs that affect the central nervous system and modify activity in the brain 6. Ilicnogensah hallucinogenic drugs that change moods, thoughts, and
sensation perceptions including vision, hearing, smell, and touch 7. a twitching depressive drugs that tend to slow down the central nervous system 8. elblaiava available present or ready for immediate use 288 Chapter 22 Student Workbook Activity 299 Effects of psychoactive drugs on pages(s) Name the four main groups Medicines. Stimulants, antidepressants, opiates, hallucinogenic Club Medications,
Stimulants, and Antidepressants on page(s) List of six types of club drugs. 1. Ecstasy 2. Rupnol 3. GHB 4. Ketamine 5. Methamphetamine 6. LSD Explain what stimulants are and list three types of stimulants. Explain why antidepressants are dangerous. Chapter 22 Suppressants may be
heart rate and breathing and lower blood pressure. Identify two types of antidepressants. Barbiturates, sedatives Hallucinogens are drugs that alter moods, affect judgment and increase heart and respiratory rhythms. The results are unpredictable and can lead to harmful or violent behavior. Name four types
of hallucinogens. PCP, DXM, mushrooms, peyote Explain what opiates are and why they are dangerous. Opiates are highly addictive drugs that dazzle the senses. The use of opiates. Codeine, Morphine, Heroin, Oxycodone Chapter 22 Student Activity Workbook
289 300 Academic Integration: Science Chapter 22 Illicit Drugs NSES.6 Personal and Social Perspectives (Turn to Pages for Full Standard Language.) Lesson 3 Psychoactive Drugs Understanding Ecstasy (MDMA) affects users. Read the slides. Then answer the questions below. Chapter 22 Transparency 1:
How Ecstasy Acts in the Body Ecstasy Changes Brain Chemistry. This leads to pleasant feelings of increased mood and empathy. Ecstasy is a supporting drug, which means that its pleasant effects increase the likelihood that someone taking it once will take it again. Drug enhancement is often addictive. Transparency 2: Side effects increase the likelihood that someone taking it once will take it again. Drug enhancement is often addictive. Transparency 2: Side effects increase the likelihood that someone taking it once will take it again. Drug enhancement is often addictive.
decreased judgment, sweating, dry mouth, increased heart rate, muscle spasms (especially jaw-tightening), hyperthermia (excessive body heat), and difficulty sleeping. Transparency 3: Multiple doses of ecstasy in one night. Multiple doses of ecstasy in one night. Multiple or high doses of ecstasy in one night.
ecstasy can lead to brain damage or death. Transparency 4: Is ecstasy addictive? There is evidence that ecstasy has the potential to be addictive. In one study, 43 percent of ecstasy users met the standards commonly used to determine dependence. These standards include: Continuing to use the drug, knowing that it can lead to physical or psychological harm Face withdrawal symptoms Tolerance to the
drug with repeated use Research has shown that monkeys will self-administer ecstasy. (No self-administration of non-addictive drugs.) Other research suggests that ecstasy affects the pathway in the brain. Because users achieve 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? Ecstasy changes brain chemistry. 290 Chapter 22 Student activity workbook 301 2. Give two two evidence that ecstasy do to the brain to produce its effects on the body? Ecstasy changes brain chemistry. 290 Chapter 22 Student activity workbook 301 2. Give two two evidence that ecstasy can be addictive. In one study, nearly half of ecstasy users met the standards commonly used to determine dependence. Also, monkeys will self-administer ecstasy, but do not self-
administer non-addictive drugs. In addition, research shows that ecstasy even though it has the negative side effects listed in Slide 2 may be harmful. This
supports evidence that ecstasy can be addictive because it meets one of the addiction standards in transparency 4: people continue to use the drug even chapter 22 When they know it can lead to physical or psychological harm. Chapter 22 Student Activity Workbook 291 302 Note Taking Note Taking Chapter 22 When they know it can lead to physical or psychological harm. Chapter 22 Student Activity Workbook 291 302 Note Taking Chapter 22 When they know it can lead to physical or psychological harm.
your notes as you read through the course. Chapter 22 Key Concept Skim and Scan Before reading the course, read all section titles, images, tables, and charts. Write a question: How can support groups help recover users remain drug-free? After reading
sample response: Support groups provide long-term moral support that recovery users should remain drug-free. New and academic school zones within 1,000 to 1,500 feet of schools, within which people caught selling drugs receive particularly severe penalties drug
community watches community rehabilitation organized community efforts by neighborhood residents to patrol, monitor, report, and otherwise try to stop drug deals and drug abuse the process of medical and psychological treatment for normal or psychological dependence on a drug or alcohol a population of individuals in a common post 292 Chapter 22 Student Activity Workbook 30 Use drugs on the
pages(s) Name the best way to resist pressure for drug use. One way to ensure that you avoid the risks of substance abuse is to fully commit to denying prior to their offer. List some strategies that can help you avoid drug use. One way to ensure that you avoid the risks of substance abuse is to fully commit to denying prior to their offer. List some strategies that can help you avoid drug use. One way to ensure that you avoid the risks of substance abuse is to fully commit to denying prior to their offer. List some strategies that can help you avoid the risks of substance abuse is to fully commit to denying prior to their offer.
that can serve as healthy alternatives to drug use. 1. Hobby Community activities 4. Sports Organizations School Chapter 22 Drug Prevention Efforts on page(s) 613. Describe some efforts that communities have made to make schools safe from the dangers of drugs. Schools have set up a drug-free school drug education categories, zero-tolerance policies and policies for the expulsion of students found to
be using drugs. Some schools conduct locker searches and maintain police patrols. Do drug-free on page(s) Identify specific sources of help in the community. Talk to the person when he or she is sober. Listen to the person's answer. Offer to go with your friend or family member to a counsellor or support group. List
of four types of drug treatment centers. 1. External patients without medication treatment 4. Short-Term Therapy Therapeutic Communities Chapter 22 Illicit Drugs Lesson 4 Drug-Free Academic Integration: English NCTE.3 Evaluation Strategies (Turn to Pages for Full Standard Language.) Chapter 22 Working to Be Drug-Free
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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 highlight the dangers of drug use and the benefits of drug shortages. Think catchy slogan #1 Slogan #2 Sample Answer: I Agree to Be Drug-Free Slogan #3 Sample Answer: If you do drugs in school, your become a Fool Zero Tolerance! Instructions: Research what kind of anti-drug efforts are able to ensure the safety of your neighborhood, your school, your become a Fool Zero Tolerance! Instructions: Research what kind of anti-drug efforts are able to ensure the safety of your neighborhood, your school, you become a Fool Zero Tolerance! Instructions: Research what kind of anti-drug efforts are able to ensure the safety of your neighborhood, your school, your school your school, your activity groups and other related efforts. 294 Chapter 22 Student Activity Workbook 305 Chapter 23 Communicable Diseases Test Taking Tips for Preparing for Tests Analyze Multiple Choice Questions Very Carefully. Note basic terms. Use your knowledge and predict what the answer should be. Find an answer option that looks like the one you predicted. Tell your parents or guardians about your exam schedule. They can help you with your study program, provide encouragement, and keep you motivated. Instructions: Choose the best answer and highlight your answers in the answer space below. 1. Which substance kills cells or interferes with their functions? A. Bacteria B. Protozoa C. Vector D. Toxin 2. What part of is tuberculosis attacking? F. Lungs C. Heart H. Brain J. Liver 3. What is an important reason why diseases that can be reported are monitored? A. To help countries prevention strategies B. Providing job security for health workers C. Thus, tourists can avoid countries with disease records 4. What's not a good idea if you want to protect yourself from actors? F. Wearing trousers 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 5. Which vaccines B. Vaccines are produced by pathogens grown in laboratories? A. Live virus vaccines are transmitted indirectly? F. Through sexual intercourse G. Through airborne transmission H. Through contaminated food J. Through vectors 7. Which refers to yellowing of the skin and eyes; A. Pneumonia B. Cirrhosis C. Influenza D. Jaundice 8. What statement on avian influenza is not true? F. It is transmitted to humans through direct contact with infected birds. G. There is no vaccine or treatment. H. It occurs naturally among birds. J. It has not spread to domesticated birds. Reply to interval 1 A B B D 2 F G H J 3 A B 4 F G J 5 A B C D 6 F G J 7 A B C 8 F G H J Chapter 23 Chapter 23 Chapter 23 Student Activity Workbook 295 306 Directions: Cycle T if the statement is true or F if the statement is false. Rewrite any false statement is false. Rewrite any false statement is fund to rections: Cycle T if the statement is false. Rewrite any false statement is false. Rewrite any false statement is fund to rections: Cycle T if the statement is false. Rewrite any false statement is false. attacks the digestive system. Hepatitis C attacks the liver. 11. T F Inflammatory reaction prevents further injury to tissue and stops invasive pathogens. T 12. T F People become passively immune when their body receives antibodies from other people or animals. 13. Over the last few days, you have noticed that your mother, father, and younger sister have been coughing, sneezing, and blowing their noses often all the symptoms of the common cold. You have plans to attend a high school sports 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 next few days to avoid catching the cold from your family members. Write your reply to item 13 in this space. Sample answer: To avoid catching the cold from my family members, I avoid close contact with sick family members, and get plenty of rest. 296 Chapter 23 Student Activity Workbook 307 Chapter 23 Communicable Diseases Real World Link Research communicable diseases communicable diseases communicable diseases such as cryofrontal, flu, pneumonia, streptococcus and tuberculosis pass easily from one person to another. To reduce your chances of getting sick, you need to take certain Health. Instructions: Research a contagious disease of your choice and write a short essay on what you can learn. Use resources like your school library, the Internet, newspapers, and academic journals. Look for information about the origin of the disease, how it is transmitted, and what symptoms exist in infected individuals. They also include some tips on how to avoid taking and spreading the disease, as well as on treatment methods. You may want to describe your personal experience, if any, with the disease. Essays should include information from various sources. Research should cover in detail the origin of the disease, how it is transmitted and what symptoms exist in those infected. Essays should also discuss prevention and treatment methods. Chapter 23 Chapter 23 Ctapter 24 Ctapter 25 Cta Diseases Directions: Use the following outline to help organize your notes as you read through the course. Basic concept Consider and rethink before reading, describe the causes of communicable diseases. After reading the course as you read through the course. Basic concept Consider and rethink before reading, describe the causes of communicable diseases. After reading, describe the causes of communicable diseases. Communicable diseases occur when pathogens enter your body. If your body does not fight pathogens quickly and successfully, you can develop an infection. Chapter 23 New and academic vocabulary terms. Then write the definition of each term. 1. rvoetc 2. vusri 3. abiarket 4. nidito 5. edsiae eclobmamcuin communicable disease a disease that 6. nioniftec carrier of an organism that transports and transmits pathogens to humans or other virus animals a piece of genetic material surrounded by protein bacteria coat single-celled microorganisms toxins that will cells or interfere with their functions spreads from one living organism to another or through environmental infection a condition that occurs when pathogens in the body multiply and damage the cells of the body; atcntoc contact association or link of surfaces 298 Chapter 23 Student Activity Workbook 309 Understanding the causes of communicable diseases are transmitted on the pages Describe the following pathogens and name the communicable diseases that may arise from each. Description Pathogen Disease Viruses A piece of the genetic Common Cold, material surrounded by flu from a protein coat Bacteria Fungi Protozoans Ricketts Single-celled organisms Plantlike organisms Single-celled organisms Look like a virus List of ways in which communicable diseases can spread. Direct Contact Strep Throat, Tuberculosis Athlete Foot Malaria Typhus, Rocky Mountain Spotted Fever Touching, Biting, Kissing, Sexual Contact, Puncture Wounds, Childbirth, Contact With Infected Animals Indirect Contact Touching Infected Objects Such as Knobs then rubbing your eyes; bitten by vectors such as flies, mosquitoes and ticks. ingestion of contacting and spreading communicable diseases Take precautions Wash your hands: before eating, after using the bath, after handling contact lenses after touching an object handled by an infected person Protect yourself from bodies: limit the time spent outdoors at dawn and dusk, wear pants and long-sleeved shirts to avoid insect bites, cover your skin and use repellent to avoid insect bites Other prevention strategies: avoid sharing personal items. handle food properly; eat well and exercise; avoid tobacco, alcohol and other drugs; refrain from sexual intercourse; cover your mouth when you rape or sneeze Chapter 23 Student Activity Workbook 299 310 Academic Integration: Science Chapter 23 Communicable Diseases NSES.6 Personal and Social Perspectives (Turn to pages for full standard language.) Lesson 1 Understanding Communicable Diseases Chapter 23 Yellow Fever Directions: Below is a Discussion of Yellow Fever. Read the discussion, and then answer the questions below. Yellow fever is a contagious disease caused by a virus. The carrier 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 descendants of the parents who brought the virus. Others get 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's no cure for yellow fever. When a person is infected, doctors treat their symptoms (fever, muscle pain, headache, chills, 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 these people die in 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 vaccinated as children are encouraged to get vaccinated again if they travel to high-risk areas. Today these areas are mainly confined to Africa and South America. Another important part of prevention is mosquito control, which includes the destruction of mosquito populations and exemption from breeding grounds, such as stagnant water systems. Finally, people in high-risk areas should do everything they can to avoid mosquitoes. 1. Yellow fever. A. It's not contagious. B. is a contagious disease. C. propagated by airborne transmission. D. transmitted by an infected person. 2. Yellow fever? A. les B. People C. 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 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 above material, which of the following will not help people in high-risk areas to stay safe from yellow fever? A. getting picked up B. Wearing long-sleeved attire C. sleeps under a mosquito net D. avoiding the use of insect repellent 300 Chapter 23 Student Activity Workbook 311 Chapter 23 Communicable Diseases Note Taking Lesson 2 Common Communicable Diseases Instructions: Use the outline below to help organize your notes as you read through the course. Basic concept consider and rethink before you read the lesson, write 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 Sample answer: What is tuberculosis and how easy is it to catch? After reading sample response: Tuberculosis is a bacterial disease that affects the lungs. It usually affects people with weak immune systems. New Respiratory Street Vocabulary Write a vocabulary word to answer every question. 1. What is a condition that causes yellowing of the skin and eyes? Chapter 23 mucous membrane pneumonia jaundice cirrhosis jaundice 2. What is the lining of the various cavities of the body, including the nose, ears, and mouth? mucosa 3. What term refers to liver scars? cirrhosis 4. What's the pass that makes breathing possible? respiratory tract 5. What is a lung infection in which air bags are filled with pus and other fluid? Pneumonia Chapter 23 Student Activity Workbook 301 312 Respiratory Infections on page(s) Describe each type of respiratory infection. Infection Symptoms Cause Treatment Common Cold Sneezing, Sore Throat, Runny Virus Plenty of Pain and Liquid Flu Fever, Fatigue, headache, muscle aching, cough Virus or bacterial infection Anti-viral drugs, antibiotics Strep throat Sore throat, fever, enlarged lymph nodes Bacterial infection Antibiotics Tuberculosis fatigue, cough, fever, weight loss, night sweats Bacterial infection Antibiotics Tuberculosis fatigue, Abdominal Feces of In-People, pain in washing, jaundice fected hands face after using public toilets Hepatitis B Hepatitis B Hepatitis B Hepatitis B Hepatitis C Fever, vomiting, fatigue, abdominal pain, loss of appetite Sexual contact, contact with the blood of infected people, sharing needles Direct contact with infected blood Avoid sharing razors and toothbrushes, refrain from sexual activity, avoid drug use, avoid getting tattoos or body piercings Avoid exchanging needles or personal care items, refrain from Activity and Drug Use 302 Chapter 23 Student Workbook Activity 313 Chapter 23 Communicable Diseases Learning About Communicable Dis language.) Instructions: You can reduce your chances of catching a contagious disease and treatments Diseases and treatments Disease Symptoms of the information provided in the table. Common Communicable Diseases and Treatments Disease Symptoms Contagious Period Medications Chicken Pox Itching Rash, fever 1 to 5 days before symptoms appear until crust spots appear over anti-itch lotion and/or antihistamine, painkiller Pneumonia High fever, chest pain, cough Varies Antibiotics for many types of Red Swollen lymph nodes, rash, fever 7 days before rash begins to 5 days after measles fever, runny nose, cough, rash 3 to 4 days before rash begins to 4 days after mumps Whooping Cough Fever, headache, swollen areas in the throat and under the jaw Fever, runny nose, dry cough (with a whooping sound) Fever, fatigue, weight loss, blood cough 7 days before symptoms appear in 9 days after inflammatory drugs No special treatment or antivirus treatment No special treatment: ice or heat can relieve the symptoms Antibiotic Antibiotics for many types of Chapter According to the table, which communicable disease do not have specific treatments? F. Chicken pox and rubella G. Measles and mumps H. Pertussis and tuberculosis J. Pneumonia and rubella 3. Which of the following can be inferred from the information in the table? A. Symptoms of a person infected with one of the diseases that occur B. How long family members and others who come into contact with the infected person are at risk C. Which drugs will fight infected with one of the diseases that occur B. How long family members and others who come into contact with the infected person are at risk C. Which drugs will fight infected person and/or alleviate the symptoms of D disease. All of the above Chapter 23 Student Activity Workbook 303 314 Note Taking Chapter 23 Communicable Diseases Lesson 3 Combating Communicable Diseases Directions: Use the following outline to help organize your notes as you read through the course. 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. Sample answer: White blood cells are the key to immune response because they recognize antigens in toxins and on the surfaces of pathogens. New and Academic Vocabulary term. Write the correct definition on the line next to each term. Chapter 23 immune system Reaction of phagocyte antigens a network of cells, tissues, organs, organs, and chemicals that fights pathogens a reaction to tissue damage caused by injury or infection of a type of white blood cell attacking invading pathogens that can cause an immune response immune lymphocyte antibody vaccine allow Physical and Chemical Barriers on page(s) 638. the State of protection from one Disease a specialized white blood cell that coordinates and performs many functions of specific ias a protein that acts against specific antigens a preparation of dead or weakened pathogens introduced into the body to stimulate an immune response to enable Describe two types of obstacles your body; chemical barriers (enzymes in tears) destroy pathogens. Natural barriers (skin) pathogens and the two main strategies your immune system on page (s) Name the two main strategies your immune system. uses to protect your body from pathogens. Inflammatory reaction, special defenses Describe the role of inflammatory reaction in the fight against all types of pathogens. Explain the role of the immune system in fighting specific pathogens. Prevents further tissue injury and stops invasive pathogens. Explain the role of the immune system in fighting specific pathogens. Prevents further tissue injury and stops invasive pathogens. Explain the role of the immune system in fighting specific pathogens. Explain the role of the immune system in fighting specific pathogens. Explain the role of inflammatory reaction protects against all types of pathogens. Explain the role of the immune system in fighting specific pathogens. Explain the role of inflammatory reaction protects against all types of pathogens. Explain the role of inflammatory reaction protects against all types of pathogens. Explain the role of inflammatory reaction protects against all types of pathogens. Explain the role of inflammatory reaction protects against all types of pathogens. Explain the role of inflammatory reaction protects against all types of pathogens. Explain the role of inflammatory reaction protects against all types of pathogens. Explain the role of inflammatory reaction protects against all types of pathogens. Explain the role of inflammatory reaction protects against all types of pathogens. Explain the role of inflammatory reaction protects against all types of pathogens. Explain the role of inflammatory reaction protects against all types of pathogens. Explain the role of inflammatory reaction protects against all types of pathogens. Explain the role of inflammatory reaction protects against all types of pathogens. Explain the role of inflammatory reaction protects against all types of pathogens. Explain the role of the ro system recognizes a specific pathogen and activates specific defenses to prevent infection from appearing again. Prevention strategies on pages Name the two types of lymphocytes that act as part of the immune response. Cells T and B cells List prevention strategies that will help your immune system function properly. Wash hands often? handle food properly; avoid insect bites. refrain from sexual intercourse Explain why health organizations monitor diseases. Disease monitoring helps health organizations predict where diseases may strike next and allows them to help countries prepare and develop prevention strategies. Name the four categories of vaccines. Live virus, toxoids, chapter 23 new and second generation Explain why immunization is important. Taking a vaccine is important. for maintaining your health, as well as protecting everyone around you from disease and infection. Chapter 23 Student Activity Workbook 305 316 Academic Integration: Science Chapter 23 Communicable diseases The World Health Organization (WHO) reports on measles Guidelines: The following information is obtained from a WHO report on measles. Read the report, and then answer the questions below. Chapter 23 Measles is caused by a virus and is one of the most contagious diseases known. Vaccination has played a key role in reducing measles. From 2000 to 2005, more than 360 million children worldwide received a measles vaccine, and measles deaths decreased by 60 percent between 1999 and the biggest improvement was in Africa, where measles cases and deaths decreased by nearly 75 percent. For 2005, the estimated measles deaths worldwide were 345,000. The measles virus is transmitted by airborne droplets (from coughing and sneezing), close personal contact with an infected person or direct contact with nasal secretions or secretions of infected persons Anyone who hasn't been vaccinated, or who hasn't been vaccinated, or who hasn't already had the disease, can be infected. Measles is now rare in many industrialised countries, but remains common in many developing countries. However, it costs less than a US dollar to immunize a child against measles. 1. According to WHO statistics, how many people died of measles in 2005? A. 260,000 C. 20,000,000 B. 345,000 D. 360,000, Someone who gets measles and recovers A. has lifelong immunity to measles at regular intervals. 3. According to the WHO, why is measles still a common disease in many developing countries? A. People do not have access to the vaccine is very expensive. 306 Chapter 23 Student Activity Workbook 317 Chapter 23 Communicable Diseases Note Taking Lesson 4 Emerging Diseases and Pandemic Directions: Use the following outline to help organize your notes as you read the course. Basic Concept Think and think again before reading the course, try to list using what you have learned. Before reading Sample answer: E. coli, bird flu, salmonella, recreational water diseases, Lyme disease, SARS, mad cow disease whose appearance has increased in chapter 23 in the last two decades or threatens to increase giardia epidemic pandemic community a microorganism that infects the digestive system an outbreak of the disease that affects many people in the same place and at the naturally between direct contact of birds with infected birds or infected birds or infected surfaces West Nile virus A pathogen carried by insects fed to infected birds Passed to humans through ingestion or contact with contaminated water How diseases affect the world on page(s) List of certain additional types of emerging HIV/AIDS Infections Lyme diseases. The mobility of people in our globalised world contributes to the spread of diseases. A tourist can get an infection in another country, return home, and spread to family, colleagues, and friends. 308 Chapter 23 Student Activity Workbook 319 Chapter 23 Communicable Diseases Academic Integration: Science NSES.6 Personal and Social Perspectives (Turn to pages for full standard language.) Lesson 4 Emerging Diseases and Pandemics Directions: The following graphic shows globally documented cases of avian influenza in humans since 1997 to study the graphic and answer the questions below. Chapter 23 Source: Health Protection Scotland 1. Given the information in the graphic, which region of the world has experienced the most cases of avian influenza? A. North America C. Asia B. Europe D. South America 2. How many cases of avian influenza were reported in the Netherlands in 2003? A. No C. 99 B. 89 D Which country represented in the graphic reported the most deaths from avian influenza in 2004? A. Canada B. Thailand C. Germany D. Vietnam 4. Explain why health officials are concerned about bird flu. Bird flu spreads rapidly from wild birds to domestic birds such as chickens, ducks and turkeys. Now it has spread to humans, some of whom have died. There is no vaccine or treatment. Chapter 23 Workbook on student activity 309 309

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