

Mary H. Bronson, Ph.D. Michael J. Cleary, Ed.D., C.H.E.S. Betty M. Hubbard, Ed.D., C.H.E.S.

> Contributing Authors Dinah Zike, M.Ed. TIME®



New York, New York Columbus, Ohio Chicago, Illinois Woodland Hills, California

Mary H. Bronson, Ph.D., recently retired after teaching for 30 years in Texas public schools. Dr. Bronson taught health education in grades K–12, as well as health education methods classes at the undergraduate and graduate levels. As Health Education Specialist for the Dallas School District, Dr. Bronson developed and implemented a district-wide health education program. She has been honored as Texas Health Educator of the Year by the Texas Association for Health, Physical Education, Recreation, and Dance and selected Teacher of the Year twice, by her colleagues. Dr. Bronson has assisted school districts throughout the country in developing local health education programs. She is also the coauthor of the Glencoe *Health* textbook.

**Betty M. Hubbard, Ed.D., C.H.E.S.,** has taught science and health education in grades 6–12, as well as undergraduate- and graduatelevel courses. She is a professor at the University of Central Arkansas, where, in addition to teaching, she conducts in-service training for health education teachers in school districts throughout Arkansas. In 1991, Dr. Hubbard received the university's teaching excellence award. Her publications, grants, and presentations focus on researchbased, comprehensive health instruction. Dr. Hubbard is a fellow of the American Association for Health Education and serves as the contributing editor for the Teaching Ideas feature of the *American Journal of Health Education*. **Michael J. Cleary, Ed.D., C.H.E.S.,** is a professor at Slippery Rock University where he teaches methods courses and supervises field experiences. Dr. Cleary taught health education at Evanston Township High School in Illinois and later served as the Lead Teacher Specialist at the McMillen Center for Health Education in Fort Wayne, Indiana. Dr. Cleary has published widely on curriculum development and assessment in K-12 and college health education. Dr. Cleary is also coauthor of the *Glencoe Health* textbook.

# **Contributing Authors**

**Dinah Zike, M.Ed.,** is an international curriculum consultant and inventor who has designed and developed educational products and three-dimensional, interactive graphic organizers for over thirty years. As president and founder of Dinah-Might Adventures, L.P., Dinah is author of over 100 award-winning educational publications. Dinah has a B.S. and an M.S. in educational curriculum and instruction from Texas A & M University. Dinah Zike's *Foldables*<sup>®</sup> are an exclusive feature of McGraw-Hill textbooks.

**TIME** is the nation's leading news and information magazine. With over 80 years of experience, TIME provides an authoritative voice in the analysis of the issues of the day, from politics to pop culture, from history-making decisions to healthy living. TIME Learning Ventures brings the strength of TIME and TIME For Kids' editorial and photographic excellence to educational resources for school and home.

The **McGraw·Hill** Companies

Copyright © 2009 by The McGraw-Hill Companies, Inc. All rights reserved. Except as permitted under the United States Copyright Act, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without prior written permission of the publisher.

Printed in the United States of America.

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

 ISBN: 978-0-07-877425-6
 (Course 2 Student Text)

 MHID: 0-07-877425-X
 (Course 2 Student Text)

 ISBN: 978-0-07-877426-3
 (Course 2 Teacher Wraparound Edition)

 MHID: 0-07-877426-8
 (Course 2 Teacher Wraparound Edition)

1 2 3 4 5 6 7 8 9 079 12 11 10 09 08 07



# **Health Consultants**

# Alia Antoon, M.D.

Chief of Pediatrics Shriners Hospital for Children Assistant Clinical Professor, Pediatrics Harvard Medical School Boston, Massachusetts

# Elissa M. Barr, Ph.D., C.H.E.S.

Assistant Professor of Public Health University of North Florida Jacksonville, Florida

# Beverly Bradley, Ph.D., R.N., C.H.E.S.

School Health Consultant Retired Assistant Clinical Professor University of California, San Diego San Diego, California

# Donna Breitenstein, Ed.D.

*Professor and Coordinator, Health Education* Appalachian State University Boone, North Carolina

# Roberta L. Duyff, M.S., R.D., C.F.C.S.

*Food and Nutrition Consultant/President* Duyff Associates St. Louis, Missouri

### Kristin Danielson Fink, M.A.

National Director Community of Caring Salt Lake City, Utah

### Kathryn J. Gust, M.A.

*Instructional Technology Specialist* Freedom High School Morganton, North Carolina

# Christine A. Hayashi, M.A. Ed., J.D.

Attorney at Law, Special Education Law Adjunct Faculty, Educational Leadership and Policy Studies Development California State University, Northridge Northridge, California

### Michael E. Moore, M.A., LCSW

School Psychologist Special Education Coordinator Centerville/Abington Community Schools Centerville, Indiana

# Tinker D. Murray, Ph.D., FACSM

Professor of Health, Physical Education, and Recreation Texas State University San Marcos, Texas

### Don Rainey, M.S., C.S.C.S.

*Director, Physical Fitness and Wellness* Texas State University San Marcos, Texas

# John Rohwer, Ed.D.

*Professor of Health Education* Bethel University St. Paul, Minnesota

# Michael Rulon, M.S.

*Instructional Coach Health Instructor* Albuquerque Public Schools Albuquerque, New Mexico

# Robin Scarcella, Ph.D.

*Director, Academic English/ESL* University of California, Irvine Irvine, California

### Diane Tanaka, M.D.

Assistant Professor of Clinical Pediatrics Keek School of Medicine Attending Physician Division of Adolescent Medicine University of Southern California Los Angeles, California

# **Robert Wandberg, Ph.D.**

*Staff Development* St. Paul Public Schools St. Paul, Minnesota

# **Reviewers**

# **Neile Bennett**

*Health Educator* Pierce County Middle School Blackshear, Georgia

# **Kathy Bowman-Harrow**

Supervisor, Health Education Orange County Public Schools Orlando, Florida

# **David Bryant**

Health/Physical Education Athletic Director Greene County Middle School Snow Hill, North Carolina

# **Mary Capaforte**

*Healthful Living Teacher Department Chair* Lufkin Road Middle School Apex, North Carolina

# Pamela Rizzo Connolly, M.E.

*Curriculum Coordinator for Health and Physical Education* North Catholic High School Diocese of Pittsburgh Pittsburgh, Pennsylvania

# **Jason S. Chandler**

*Physical Education/Health Teacher Head Certified Athletic Trainer* Prince George County Public Schools Prince George County, Virginia

### **Audrey Maria Diamond**

Science Teacher Ellis G. Arnall Middle School Newnan, Georgia

### Allison Duckworth, M.A.

*Physical Education Teacher Head Athletic Trainer* Freedom High School Morganton, North Carolina

### Valerie Hernandez, BSN, RN, M.S.

*Registered Nurse/Health Educator* Escambia County School District Pensacola, Florida

# **Andy Keyes**

*Health/Physical Education Teacher* Hastings Middle School Upper Arlington, Ohio

# **April Lane**

*Health Teacher* Portland Middle School Portland, Tennessee

# Norma H. Lee, M.A.

Wellness Instructor Jefferson County High School Dandridge, Tennessee

# **Cindy Meyer**

*Health Educator* South Oldham Middle School Crestwood, Kentucky

# Bobby Jean Moore, M.A.T.

*Health Education Specialist* Creekland Middle School Lawrenceville, Georgia

# **Dale Mueller**

*Health/Physical Education Teacher* New Holstein School District New Holstein, Wisconsin

# **Tammy Smith**

*Administrator* Tulsa Public Schools Tulsa, Oklahoma

# Joan Gilger Stear, M.Ed

*Health Education Instructor* West Clermont Institute of Performing Arts Glen Este High School Cincinnati, Ohio

# Stacia K. Tatum

*Physical Education Teacher* Westridge Middle School Orlando, Florida

# **Jeanne Title**

*County Coordinator* Office of Safety and Wellness Napa County Office of Education Napa, California

### **Lisa Ward**

*Health and Physical Education Teacher* Kernodle Middle School Greensboro, North Carolina

# **Robert T. Wieselberg**

*Health Educator* Westridge Middle School Orlando, Florida



# CHAPTER 1

# Understanding Health and Wellness

Lesson 1	Your Total Health
Lesson 2	Skills for Building Health
	Health Skills Activity: A Physical Fitness Campaign 15
Lesson 3	What Affects Your Health?
	Health Skills Activity: Evaluating Information in Ads 21
Lesson 4	Health Risks and Your Behavior
Building	Health Skills: Making Healthy Choices (Advocacy)
HANDS-C	ON HEALTH: A Picture of Health
Chapter	1 Reading Review
Chapter	1 Assessment



# **Table of Contents**

Myrleen Ferguson Cate/PhotoEdit



# **Taking Charge of Your Health**

Lesson 1	Making Responsible Decisions	36
	Health Skills Activity: Is It Always Right to Help a Friend?	39
Lesson 2	Setting and Reaching Your Goals	42
	Health Skills Activity: Setting a Physical Activity Goal	43
Lesson 3	Building Good Character	47
	Health Skills Activity: Organizations to Get Involved With	50
Building	J Health Skills: Setting a Health Goal (Goal Setting)	52
HANDS-C	ON HEALTH: Read All About Your Big Decision	54
Chapter	2 Reading Review	55
Chapter	2 Assessment	56

CHAPTER



Lesson 1	Becoming Physically Fit	60
Lesson 2	Exploring Skeletal and Muscular Systems	66
Lesson 3	Exploring the Circulatory System	71
Lesson 4	Creating Your Fitness Plan	77
	Health Skills Activity: Planning for Fitness	79
Lesson 5	Weight Training and Sports	84
	Health Skills Activity: Mental Conditioning for Sports	89
Lesson 6	Preventing Physical Activity Injuries	91
	Health Skills Activity: Taking Safety Seriously	93
Building	Health Skills: Which Sports to Choose? (Decision Making).	
TIME	nealth news: Meet Me at the Gym	
Chapter	3 Reading Review	
Chapter	3 Assessment	100





# **Nutrition**

Lesson 1	Nutrients for Good Health	104
Lesson 2	Creating a Healthy Eating Plan	111
Lesson 3	Planning Healthful Meals	116
	Health Skills Activity: Eating Right When Eating Out	120
Lesson 4	Digestion and Excretion	122
Lesson 5	Body Image and Healthy Weight	128
Lesson 6	Maintaining a Healthy Weight	131
Building	Health Skills: Media Messages About Food	
	(Analyzing Influences)	136
HANDS-C	ON HEALTH: Keeping a Food Diary	138
Chapter	4 Reading Review	139
Chapter	4 Assessment	140



# Mental and Emotional Health

Lesson 1	What Is Mental and Emotional Health?	144
Lesson 2	Your Self-Concept and Self-Esteem	149
Lesson 3	Your Emotions	153
Lesson 4	Managing Stress	156
Lesson 5	Mental and Emotional Problems	159
Lesson 6	Help for Mental and Emotional Problems	163
	Health Skills Activity: Community Resources for Mental and Emotional Problems	164
Building	Health Skills: Dealing with Stress (Stress Management)	166
TIME	ealth news: Stressed Out	168
Chapter	5 Reading Review	169
Chapter	5 Assessment	170



# **Building Healthy Relationships**

Lesson 1	Building Communication Skills
Lesson 2	Understanding Family Relationships 178
	Health Skills Activity: Communicating with Parents or Guardians
Lesson 3	Your Friendships and Peer Pressure
Lesson 4	Abstinence and Refusal Skills
	Health Skills Activity: Saying No to Risk Behaviors 193
Building	Health Skills: Expressing Your Feelings (Communication Skills) 194
HANDS-C	<b>DN HEALTH:</b> One Story, Three Endings 196
Chapter	6 Reading Review 197
Chapter	6 Assessment 198





# Resolving Conflicts and Preventing Violence



Lesson 1	Understanding Conflict	202
Lesson 2	Conflict-Resolution Skills	206
	Health Skills Activity: Settling a Disagreement	209
Lesson 3	Preventing Violence	211
Lesson 4	Getting Help for Abuse	217
Building	Health Skills: Mediating a Conflict (Conflict Resolution)	222
TIME	ealth news: Getting an Early Start on Peace	224
Chapter	7 Reading Review	225
Chapter	7 Assessment	226



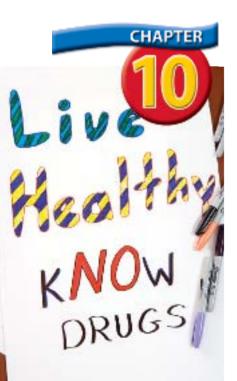
# Tobacco

Lesson 1 How Tobacco Use Affects the Body	230
Health Skills Activity: Convincing Others Not to Smoke	234
Lesson 2 The Respiratory System	236
Lesson 3 Tobacco Use and Teens	242
Health Skills Activity: Quitting Tobacco Use	245
Lesson 4 Tobacco Use and Society	248
Health Skills Activity: Promoting a Tobacco-Free Community	250
Lesson 5 Saying No to Tobacco Use	252
Health Skills Activity: Refusing Tobacco	254
Building Health Skills: Media Messages About Tobacco	
(Analyzing Influences)	256
HANDS-ON HEALTH: Inside Your Lungs	258
Chapter 8 Reading Review	259
Chapter 8 Assessment	260



# Alcohol

Lesson 1 Alcohol Use and Abuse	264
Health Skills Activity: Alcoholism	269
Lesson 2 The Nervous System	272
Health Skills Activity: Skateboard Safety	276
Lesson 3 Alcohol Use and Teens	278
Health Skills Activity: Dealing With Emotions	280
Lesson 4 Alcohol Use and Society	282
Health Skills Activity: Helping a Friend	284
Lesson 5 Saying No to Alcohol Use	286
Health Skills Activity: Encouraging Teens to Avoid Alcohol	288
Building Health Skills: Saying No to Alcohol (Refusal Skills)	290
TIME health news: News About Teens and Alcohol Use	292
Chapter 9 Reading Review	293
Chapter 9 Assessment	294



# Drugs

Lesson 1	Drug Use and Abuse	298
	Health Skills Activity: Taking Medicine	299
Lesson 2	Types of Drugs and Their Effects	303
	Health Skills Activity: Drug Use and Pregnancy	309
Lesson 3	Drug Risks and Teens	310
	Health Skills Activity: Campaign for a Drug-Free School	314
Lesson 4	Staying Drug Free	316
	Health Skills Activity: Refusing Drugs	319
Building	<b>J Health Skills:</b> Helping Others Say No to Drugs (Advocacy)	320
HANDS-C	ON HEALTH: Good News	322
Chapter	10 Reading Review	323
Chapter	10 Assessment	324





# Personal Health and Consumer Choices

Lesson 1	Healthy Teeth, Skin, Hair, and Nails	328
Lesson 2	Healthy Eyes and Ears	334
Lesson 3	Smart Consumer Choices	340
	Health Skills Activity: Choosing the Right Product	
Lesson 4	Using Medicines Safely	347
	Health Skills Activity: Scheduling a Dosage	350
Lesson 5	Choosing Health Care	352
Building	J Health Skills: Glasses or Contact Lenses? (Decision Making) .	356
TIME	health news: Acne Facts	358
Chapter	11 Reading Review	359
Chapter	11 Assessment	360





# **Growing and Changing**

Changes During Adolescence	364
Health Skills Activity: Managing Anger	368
The Endocrine System	370
Health Skills Activity: Managing Diabetes	372
The Male Reproductive System	374
Health Skills Activity: How to Do a Testicular Self-Examination	377
The Female Reproductive System	378
Health Skills Activity: Promoting Breast Self-Examinations	381
Heredity and Human Development	383
The Life Cycle	388
Health Skills Activity: Strategies for Reducing Stress	391
Health Skills: Using S.T.O.P. to Choose Abstinence	
(Refusal Skills)	394
N HEALTH: Analyzing Inherited Traits	396
2 Reading Review	397
2 Assessment	398
	Health Skills Activity: Managing Anger



# **Communicable Diseases**

Lesson 1	What Are Communicable Diseases?	402
	Health Skills Activity: Safe Drinking Water?	405
Lesson 2	The Immune System	407
	Health Skills Activity: Keeping your Immune System Healthy	410
Lesson 3	Common Communicable Diseases	413
Lesson 4	Preventing the Spread of Disease	418
	Health Skills Activity: Wash Your Hands!	420
Lesson 5	Sexually Transmitted Diseases	422
	Health Skills Activity: Finding Information About STDs	425
Lesson 6	HIV/AIDS	427
	Health Skills Activity: Media Messages About Sexual Activity	430
Building	Health Skills: Finding the Facts About Disease	
	(Accessing Information)	432
TIME	ealth news: Germ Survival Guide	434
Chapter	13 Reading Review	435
Chapter	13 Assessment	436



# Noncommunicable Diseases

Lesson 1	Allergies and Asthma	440
Lesson 2	Heart Disease	446
	Health Skills Activity: What Ads Say About Fat	449
Lesson 3	Cancer	451
	Health Skills Activity: Promote Ways to Reduce Cancer Risk	457
Lesson 4	Diabetes and Arthritis	458
	Health Skills Activity: Juvenile Rheumatoid Arthritis	461
Building	Health Skills: Lifelong Good Health Habits: Emily's Walk	
	(Goal Setting)	464
HANDS-O	ON HEALTH: Determining Lung Capacity	466
Chapter	14 Reading Review	467
Chapter	14 Assessment	468







# **Personal Safety**

Lesson 1	Preventing Injury	472
Lesson 2	Staying Safe at Home	475
Lesson 3	Staying Safe Outdoors	480
	Health Skills Activity: Preventing Drowning	483
Lesson 4	Weather Emergencies and Natural Disasters	486
	Health Skills Activity: Creating an Emergency Supplies Kit	491
Lesson 5	Giving First Aid	493
Building	Health Skills: Safety at Home (Practicing Healthful Behaviors)	500
TIME	ealth news: 10 Tips for Cyber Safety	502
Chapter	15 Reading Review	503
Chapter	15 Assessment	504



# The Environment and Your Health

Lesson 1	How Pollution Affects Your Health	508
Lesson 2	Protecting the Environment	513
	Health Skills Activity: Choosing Environment-Friendly Products .	514
Building	Health Skills: Finding Facts About the Environment (Accessing Information)	518
HANDS-O	ON HEALTH: Managing the Packaging	520
Chapter	16 Reading Review	521
Chapter	16 Assessment	522
Reading	Skills Handbook	524
Glossary	·	534
Glosario		544
Index		556

# Physical activity and fitness are important to good health. Use the Fitness Zone Handbook and Glencoe's Online **Fitness Zone to develop** personal fitness.

# **Fitness Zone Handbook**

The Fitness Zone Handbook on pages xviii to 1 can help you create a personal fitness plan to balance your activities and build your overall fitness level. You'll also learn about the elements of fitness and discover fun group activities.

# Be Healthy and Active with Health



### **Physical Fitness Plan**

Physical FITNESS FIAN Everyone should have a fitness plan. A personal plan can help you get started in developing your physical fitness. If you are already active or even athletic, a physical fit-ness plan can help you balance your activities and maintain a healthy level of activity.

### **Planning a Routine**

Planning a Routine When you're ready to start a fitness rou-tine, it may be tempting to exercise as hard as approach is likely to leave you discouraged and even injured. Instead, you should plan a titness routine that will let your body adjust so dividy. Gudually increase both the length of times you spend exercising and the number of times you exercise each week. For example, you might start by doing a fitness activity for hear of time you exercise, to say 7 min-the third week of your plan. When you are

exercising 20 minutes, 3 days a week, you're exercising 20 minutes, 5 days a week, you re ready to add a fourth day to your fitness rou-tine. Eventually, you will be exercising for 20 to 30 minutes, 5 days a week.

### Warming Up

Warming UP There's more to a physical fitness plan than fitness activities. It's important to prepare your body for exercise. Preparation involves warm-up activities that will raise your body temperature and get your muscles ready for your fitness activity. Easy warm-up activities include walkine. marchine. and ioregine. as

temperature and ges your arrow activities include walking, marching, and jogging, as well as basic calisthenics. When you're developing your own fit-ness plan, you should include warm-ups in your schedule. As you increase the time you spend doing a fitness activity, you should also increase the time you spend warming up. This chart shows how you can plan the time you spend on warm-ups and fitness activities.

activities

Sample Physical Fitness Plan					Wednesday		Thursday		Friday	
DAY	Monday		Tues	day			Warm Up	Activity	Warm Up	Activity
WEEK	Warm Up	Activity	Warm Up	Activity	Warm Up	Activity	Wattit Op		5 min	5 min
1	5 min	5 min			5 min	5 min			5 min	7 min
<u> </u>	5 min	7 min			5 min	7 min			5 min	10 min
2		10 min			5 min	10 min			5 min	12 min
3	5 min	12 min			5 min	12 min				15 min
4	5 min				7 min	15 min		~	7 min	-
5	7 min	15 min			7 min	17 min		~	7 min	17 min
6	7 min	17 min	~		-	20 min			10 min	20 min
7	10 min	20 min			10 min	20 min			10 min	20 min
8	10 min	20 min	10 min	20 min	10 min		10 min	20 min	10 min	20 min
9	10 min	20 min	10 min	20 min	10 min	20 min	10 min	201111		

xviii Fitness Zone Handbook

# **Ge Online**

## Get energized with Glencoe's Online Fitness Zone at glencoe.com

Fitness Zone Online is a multimedia resource that helps students find ways to be physically active each day.

The Nutrition and Physical Activity Resources include:

- Clipboard Energizer Activities
- Fitness Zone Videos
- **Polar Heart Rate Monitor Activities**
- Tips for Healthy Eating, Staying Active, and Preventing Injuries
- Links to additional Nutrition and Physical Activity Resources

# **Reading in the health classroom with Teen Health**

Lesson 2

The Endocrine System

Focusing on the Main Ideas In this lesson, you will learn to

identify two disorders of the endocrine system and how to treat them.

describe how the endocrine development.

find information about m

Reading Strategy Analyzing a Graphic Use the

m Fill in th

Parts of the Endocrine System

Parts of the Endocrine System Hormones are one of the things that make your body change during pubery. <u>Hormones</u> are chemical substance produced in certain splands but help to regulate the way your body functions. They are produced by the organs of the endocrine system. The **endocrine system** is the system of glands throughout the body that regulate body functions. **Figure 12.2** shows the parts of the endocrine system.

Each gland of the endocrine system makes one or more spe-cific hormones. Hormones act like chemical signals that tell your organs and tissues what to do. For example, the pancress makes the hormones insulin and glucagon. When the pancress releases insulin into the blood, it lowers the level of sugar in the blood. When the pancress releases glucagon, it raises the blood sugar level. It blood sugar is too low, you feel weak and light-headed. If it's too high, you can feel nauseated.

Identify What are two hormones produced by the pancreas?

Each gland of the endocrine system makes one or more spe-

a concept map

endocrine system.

Glands and Hormone

Guide to Reading

Building Vocabulary The ancient Greek word metabole means "change." Look up the meaning of the word metabolism: Explain what you think the word metabolism has to do with

hormones (p. 370)

ndocrine system (p. 370) metabolism (p. 371)

change.

O wat INVIT

Write down three things you know about hormones. Revisit this list after you have read the lesson.

# Preview the Lesson

Get a preview of what's coming by reading the lesson objectives in Focusing on the Main Ideas. You can also use this feature to prepare for guizzes and tests.

# Strengthen **Your Reading** Skills

Complete the Reading Strategy activity to help vou understand some of the information in the lesson.

# **Review Key Terms**

Complete the Building Vocabulary activity to become familiar with these terms before you read the lesson. Vocabulary terms are highlighted in yellow to make them easy to find.

# Do the QuickWrite

This feature will help you start thinking about the information in the lesson.

### Look at the Reading Checks

When you see a Reading Check, stop and answer the question to make sure that you understand what you have just read.

# **Reading Skills Handbook**

The Reading Skills Handbook on pages 524-533 offers strategies to help you become a faster, more effective reader. Strong reading skills can help you improve your grades, study skills, and writing skills.

