



# High School Health

Teacher's Guide



Alpha Omega Publications®

# High School Health Teacher's Guide

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Alpha Omega Publications®

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### STRUCTURE OF THE LIFEPAC CURRICULUM

The LIFEPAC curriculum is conveniently structured to provide one teacher handbook containing teacher support material with answer keys and ten student worktexts for each subject at grade levels two through twelve. This  $\frac{1}{2}$  credit course has five workbooks and the Teacher's guide. The worktext format of the LIFEPACs allows the student to read the textual information and complete workbook activities all in the same booklet. The easy to follow LIFEPAC numbering system lists the grade as the first number(s) and the last two digits as the number of the series. For example, the Language Arts LIFEPAC at the 6th grade level, 5th book in the series would be LAN0605.

Each LIFEPAC is divided into 3 to 5 sections and begins with an introduction or overview of the booklet as well as a series of specific learning objectives to give a purpose to the study of the LIFEPAC. The introduction and objectives are followed by a vocabulary section which may be found at the beginning of each section at the lower levels, at the beginning of the LIFEPAC in the middle grades, or in the glossary at the high school level. Vocabulary words are used to develop word recognition and should not be confused with the spelling words introduced later in the LIFEPAC. The student should learn all vocabulary words before working the LIFEPAC sections to improve comprehension, retention, and reading skills.

Each activity or written assignment has a number for easy identification, such as 1.1. The first number corresponds to the LIFEPAC section and the number to the right of the decimal is the number of the activity.

Teacher checkpoints, which are essential to maintain quality learning, are found at various locations throughout the LIFEPAC. The teacher should check 1) neatness of work and penmanship, 2) quality of understanding (tested with a short oral quiz), 3) thoroughness of answers (complete sentences and paragraphs, correct spelling, etc.), 4) completion of activities (no blank spaces), and 5) accuracy of answers as compared to the answer key (all answers correct).

The self test questions are also number coded for easy reference. For example, 2.015 means that this is the 15th question in the self test of Section II. The first number corresponds to the LIFEPAC section, the zero indicates that it is a self test question, and the number to the right of the zero the question number.

The LIFEPAC test is packaged at the centerfold of each LIFEPAC. It should be removed and put aside before giving the booklet to the student for study.

Answer and test keys have the same numbering system as the LIFEPACs and appear at the back of this handbook. The student may be given access to the answer keys (not the test keys) under teacher supervision so that he can score his own work.

A thorough study of the Curriculum Overview by the teacher before instruction begins is essential to the success of the student. The teacher should become familiar with expected skill mastery and understand how these grade level skills fit into the overall skill development of the curriculum. The teacher should also preview the objectives that appear at the beginning of each LIFEPAC for additional preparation and planning.

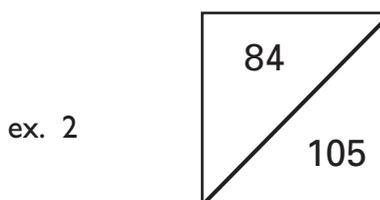
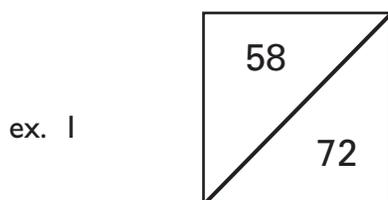
# High School Health LIFEPAC Management

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## TEST SCORING and GRADING

Answer keys and test keys give examples of correct answers. They convey the idea, but the student may use many ways to express a correct answer. The teacher should check for the essence of the answer, not for the exact wording. Many questions are high level and require thinking and creativity on the part of the student. Each answer should be scored based on whether or not the main idea written by the student matches the model example. "Any Order" or "Either Order" in a key indicates that no particular order is necessary to be correct.

Most self tests and LIFEPAC tests at the lower elementary levels are scored at 1 point per question; however, the upper levels may have a point system awarding 2 to 5 points for various questions. Further, the total test points will vary; they may not always equal 100 points. They may be 78, 85, 100, 105, etc.



A score box similar to ex. 1 above is located at the end of each self test and on the front of the LIFEPAC test. The bottom score, 72, represents the total number of points possible on the test. The upper score, 58, represents the number of points your student will need to receive an 80% or passing grade. If you wish to establish the exact percentage that your student has achieved, find the total points of his correct answers and divide it by the bottom number (in this case 72.) For example, if your student has a point total of 65, divide 65 by 72 for a grade of 90%. Referring to ex. 2, on a test with a total of 105 possible points, the student would have to receive a minimum of 84 correct points for an 80% or passing grade. If your student has received 93 points, simply divide the 93 by 105 for a percentage grade of 89%. Students who receive a score below 80% should review the LIFEPAC and retest using the appropriate Alternate Test found in the Teacher's Guide.

The following is a guideline to assign letter grades for completed LIFEPACs based on a maximum total score of 100 points.

- LIFEPAC Test = 60% of the Total Score (or percent grade)
- Self Test = 25% of the Total Score (average percent of self tests)
- Reports = 10% or 10\* points per LIFEPAC
- Oral Work = 5% or 5\* points per LIFEPAC

\*Determined by the teacher's subjective evaluation of the student's daily work.

## High School Health LIFEPAC Management

Example:

LIFEPAC Test Score	=	92%	92	x	.60	=	55 points
Self Test Average	=	90%	90	x	.25	=	23 points
Reports						=	8 points
Oral Work						=	4 points

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TOTAL POINTS						=	90 points
--------------	--	--	--	--	--	---	-----------

Grade Scale based on point system:

100	-	94	=	A
93	-	86	=	B
85	-	77	=	C
76	-	70	=	D
Below		70	=	F

### **TEACHER HINTS and STUDYING TECHNIQUES**

LIFEPAC Activities are written to check the level of understanding of the preceding text. The student may look back to the text as necessary to complete these activities; however, a student should never attempt to do the activities without reading (studying) the text first. Self tests and LIFEPAC tests are never open book tests.

Language arts activities (skill integration) often appear within other subject curriculum. The purpose is to give the student an opportunity to test his skill mastery outside of the context in which it was presented.

Writing complete answers (paragraphs) to some questions is an integral part of the LIFEPAC Curriculum in all subjects. This builds communication and organization skills, increases understanding and retention of ideas, and helps enforce good penmanship. Complete sentences should be encouraged for this type of activity. Obviously, single words or phrases do not meet the intent of the activity, since multiple lines are given for the response.

Review is essential to student success. Time invested in review where review is suggested will be time saved in correcting errors later. Self tests, unlike the section activities, are closed book. This procedure helps to identify weaknesses before they become too great to overcome. Certain objectives from self tests are cumulative and test previous sections; therefore, good preparation for a self test must include all material studied up to that testing point.

The following procedure checklist has been found to be successful in developing good study habits in the LIFEPAC curriculum.

1. Read the introduction and Table of Contents.
2. Read the objectives.
3. Recite and study the entire vocabulary (glossary) list.
4. Study each section as follows:
  - a. Read the introduction and study the section objectives.
  - b. Read all the text for the entire section, but answer none of the activities.
  - c. Return to the beginning of the section and memorize each vocabulary word and definition.
  - d. Reread the section, complete the activities, check the answers with the answer key, correct all errors, and have the teacher check.
  - e. Read the self test but do not answer the questions.
  - f. Go to the beginning of the first section and reread the text and answers to the activities up to the self test you have not yet done.
  - g. Answer the questions to the self test without looking back.
  - h. Have the self test checked by the teacher.
  - i. Correct the self test and have the teacher check the corrections.
  - j. Repeat steps a–i for each section.

5. Use the SQ3R\* method to prepare for the LIFEPAC test.
6. Take the LIFEPAC test as a closed book test.
7. LIFEPAC tests are administered and scored under direct teacher supervision. Students who receive scores below 80% should review the LIFEPAC using the SQ3R\* study method and take the Alternate Test located in the Teacher Handbook. The final test grade may be the grade on the Alternate Test or an average of the grades from the original LIFEPAC test and the Alternate Test.

\*SQ3R: **S**can the whole LIFEPAC.

**Q**uestion yourself on the objectives.

**R**ead the whole LIFEPAC again.

**R**ecite through an oral examination.

**R**evise weak areas.

# **High School Health LIFEPAC Management**

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## **GOAL SETTING and SCHEDULES**

Each school must develop its own schedule, because no single set of procedures will fit every situation. The following is an example of a daily schedule that includes the five LIFEPAC subjects as well as time slotted for special activities.

### Possible Daily Schedule

8:15	–	8:25	Pledges, prayer, songs, devotions, etc.
8:25	–	9:10	Bible
9:10	–	9:55	Language Arts
9:55	–	10:15	Recess (juice break)
10:15	–	11:00	Mathematics
11:00	–	11:45	Social Studies
11:45	–	12:30	Lunch, recess, quiet time
12:30	–	1:15	Science
1:15	–		Drill, remedial work, enrichment*

\*Enrichment: Computer time, physical education, field trips, fun reading, games and puzzles, family business, hobbies, resource persons, guests, crafts, creative work, electives, music appreciation, projects.

Basically, two factors need to be considered when assigning work to a student in the LIFEPAC curriculum.

The first is time. An average of 45 minutes should be devoted to each subject, each day. Remember, this is only an average. Because of extenuating circumstances a student may spend only 15 minutes on a subject one day and the next day spend 90 minutes on the same subject.

The second factor is the number of pages to be worked in each subject. A single LIFEPAC is designed to take 3 to 4 weeks to complete. Allowing about 3-4 days for LIFEPAC introduction, review, and tests, the student has approximately 15 days to complete the LIFEPAC pages. Simply take the number of pages in the LIFEPAC, divide it by 15 and you will have the number of pages that must be completed on a daily basis to keep the student on schedule. For example, a LIFEPAC containing 45 pages will require 3 completed pages per day. Again, this is only an average. While working a 45 page LIFEPAC, the student may complete only 1 page the first day if the text has a lot of activities or reports, but go on to complete 5 pages the next day.

Long range planning requires some organization. Because the traditional school year originates in the early fall of one year and continues to late spring of the following year, a calendar should be devised that covers this period of time. Approximate beginning and completion dates can be noted on the calendar as well as special occasions such as holidays, vacations and birthdays. Since each LIFEPAC takes 3-4 weeks or eighteen days to complete, it should take about 180 school days to finish a set of ten LIFEPACs. Starting

at the beginning school date, mark off eighteen school days on the calendar and that will become the targeted completion date for the first LIFEPAC. Continue marking the calendar until you have established dates for the remaining nine LIFEPACs making adjustments for previously noted holidays and vacations. If all five subjects are being used, the ten established target dates should be the same for the LIFEPACs in each subject.

### **FORMS**

The sample weekly lesson plan and student grading sheet forms are included in this section as teacher support materials and may be duplicated at the convenience of the teacher.

The student grading sheet is provided for those who desire to follow the suggested guidelines for assignment of letter grades found on page 3 of this section. The student's self test scores should be posted as percentage grades. When the LIFEPAC is completed the teacher should average the self test grades, multiply the average by .25 and post the points in the box marked self test points. The LIFEPAC percentage grade should be multiplied by .60 and posted. Next, the teacher should award and post points for written reports and oral work. A report may be any type of written work assigned to the student whether it is a LIFEPAC or additional learning activity. Oral work includes the student's ability to respond orally to questions which may or may not be related to LIFEPAC activities or any type of oral report assigned by the teacher. The points may then be totaled and a final grade entered along with the date that the LIFEPAC was completed.

The Student Record Book which was specifically designed for use with the Alpha Omega curriculum provides space to record weekly progress for one student over a nine week period as well as a place to post self test and LIFEPAC scores. The Student Record Books are available through the current Alpha Omega catalog; however, unlike the enclosed forms these books are not for duplication and should be purchased in sets of four to cover a full academic year.

T E A C H E R



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### INSTRUCTIONS FOR HIGH SCHOOL HEALTH

This course is one of many elective courses offered by AOP for high school students. It is designed to enlarge the Christian's understanding of human health while strengthening him or her in the faith. The course is based on the premise that human health is dependent upon several interrelated components-physical health, spiritual health, social health, emotional health, and the environment.

The methodology of the course seeks to utilize the principles of classical education. Classical education consists of three phases of learning: grammar, logic, and rhetoric. These three phases are collectively known as the trivium. During the grammar phase, basic facts or principles of a subject are learned. During the logic (or dialectic) phase, an understanding of the relationship of between the basic facts of a subject is fostered. The ability to apply the knowledge and understanding of a subject in an eloquent manner is taught during the rhetoric phase. The trivium is not unlike the Scriptural pattern of learning: knowledge (Proverbs 1:7), understanding (Job 28:28), and wisdom (Ecclesiastes 12:9).

The student is required to master the “grammar” of health by completing simple questions dispersed throughout the text. His or her knowledge of the grammar of health as presented in this course will be checked on Self-Tests and Tests.

A logical understanding of the grammar of health is encouraged through the completion of short answer questions and various activities. Short answer questions and the various activities are dispersed throughout the text. Short answer questions encourage attentive reading and prepare the student for the corresponding short answer questions that are included on Self-Tests and Tests. Activities that incorporate charts and tables are meant to foster a cognitive understanding of the relationship between the facts.

Activities that incorporate physical activity foster an understanding of health with the use of tangible means.

The ability to apply the knowledge and understanding of health in an eloquent manner is tested by the completion of short answer questions on Self-Tests and Tests. Activities that encourage lifestyle evaluation and change also accomplish the goal of the course-the wise application of health knowledge. Activities that include discussion questions, provide an opportunity for the teacher to lovingly encourage the student to apply the truth in his or her own life.

### Selected Bibliography

Listed below are writings that have been used and consulted in the creation of this work. However, it is not a complete listing of the sources that were consulted.

Adams, Jay E., *The Biblical View of Self-Esteem, Self-Love & Self-Image* (Eugene, OR: Harvest House Publishers, 1986).

Adams, Jay E., *Competent to Counsel* (Grand Rapids, MI.; Zondervan Publishing House, 1970).

*The American Medical Association Home Medical Encyclopedia*, ed. Hough, Heidi (New York: Random House, 1989).

Cooper, Kenneth, *The Aerobics Program for Total Well-Being* (New York: Bantam Books, 1982).

*Community First Aid and Safety/American Red Cross* (St. Louis, MO: Mosby-Year Book, Inc. 1993).

Davis, Adelle, *Let's Eat Right to Keep Fit* (New York: Signet, 1970).

## High School Health Teacher Notes

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Dunne, Lavon, *Nutrition Almanac*, 3rd ed. (New York: McGraw-Hill Publishing Company, 1990).

Fitzpatrick, Elyse, *Love to Eat, Hate to Eat* (Eugene, OR: Harvest House Publishers, 1999).

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Lester, Lane, *Creation Sourcebook* (Lynchburg, VA: SIMBIOSYS, 1990).

Owen, Jim, *Christian Psychology's War on God's Word* (Santa Barbara, CA: EastGate Publishers, 1993).

Ray, Dixy Lee, *Trashing the Planet: How Science Can Help Us Deal with Acid Rain, Depletion of the Ozone, and Nuclear Waste (Among Other Things)* (Washington, D.C.: Regnery Gateway, 1990).

Sproul, R.C., *Essential Truths of the Christian Faith* (Wheaton, IL: Tyndale House Publishers, 1992).

Sproul, R.C., *Not A Chance: The Myth of Chance in Modern Science and Cosmology* (Grand Rapids, MI: Baker Books, 1994).

Tripp, Paul David, *War of Words: Getting to the Heart of Your Communication Struggles* (Phillipsburg, NJ: P & R Publishing, 2000).

West, Jim, "A Sober Assessment of Reformational Drinking." *Modern Reformation*, March/April, 2000, pp. 38-42.

The Westminster Confession of Faith (Atlanta, GA: Committee for Christian Education & Publications, 1990).

### Health-Related Web-sites

American Cancer Society:	<a href="http://www.cancer.org">www.cancer.org</a>
American Dental Association:	<a href="http://www.ada.org">www.ada.org</a>
American Heart Association:	<a href="http://www.amhrt.org">www.amhrt.org</a>
American Medical Association:	<a href="http://www.ama-assn.org">www.ama-assn.org</a>
American Red Cross:	<a href="http://www.redcross.org">www.redcross.org</a>
Centers for Disease Control and Prevention (CDC):	<a href="http://www.cdc.gov">www.cdc.gov</a>
Food and Drug Administration (FDA):	<a href="http://www.fda.gov">www.fda.gov</a>
President's Challenge Fitness Award:	<a href="http://www.indiana.edu/~preschal">www.indiana.edu/~preschal</a>
National Dairy Council:	<a href="http://www.dairyinfo.com">www.dairyinfo.com</a>
National Safety Council:	<a href="http://www.nscl.org">www.nscl.org</a>

A L T E R N A T E



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Fill in the blanks with correct answer from the following word list (each problem, 6 points).

adolescence  
stomach  
digestive

pituitary  
lungs  
circulatory

growth hormone  
involuntary

1. \_\_\_\_\_ is the period of transition between childhood and adulthood.
2. During adolescence, puberty begins when the \_\_\_\_\_ gland increases the amount of \_\_\_\_\_ in your bloodstream.
3. The respiratory system works with the \_\_\_\_\_ system to add oxygen to the blood and remove carbon dioxide from the body.
4. The \_\_\_\_\_ system prepares food for absorption into the bloodstream.
5. While in the \_\_\_\_\_, food is broken down by powerful acids and turned into chyme.
6. \_\_\_\_\_ muscles move without conscious control.
7. The main organ of the respiratory system is the \_\_\_\_\_.

Answer true or false to each of the following (each answer, 2 points).

8. \_\_\_\_\_ During puberty, abnormal levels of hormones can cause people to experience an extreme of emotions.
9. \_\_\_\_\_ The best friends to have are those that seek out the answers to questions about life in God's Word.
10. \_\_\_\_\_ Adult behavior is characterized by selfishness.
11. \_\_\_\_\_ Married and single people are called by God to live a life of service to others.
12. \_\_\_\_\_ Human life begins at birth.
13. \_\_\_\_\_ The human heart has two chambers.
14. \_\_\_\_\_ The main purpose of the nervous system is to gather, store and respond to information.
15. \_\_\_\_\_ During the second trimester of gestation the embryo is surrounded to the lining of the uterus by the by the placenta, and attached by the umbilical cord.
16. \_\_\_\_\_ A neuron transmits information by electrical impulse.

Underline the correct answer in each of the following sentences (each answer, 2 points).

17. Conception occurs when the (male, female) gamete fertilizes the (male, female) gamete.
18. The effort made by the mother's body to move the baby from the uterus and through the birth canal is called (conception, labor, gestation).
19. Man's ability to use (words, hand signals, body gestures) to communicate sets him apart from the animal kingdom.
20. During childhood, (physical, emotional, social) development is not as rapid as in infancy.
21. The (systemic, pulmonary) circulation disperses oxygen rich blood throughout the body.
22. Body movement occurs when the skeletal system works with the (digestive, muscular, endocrine) system.

# High School Health Alternate Test LIFEPAC I

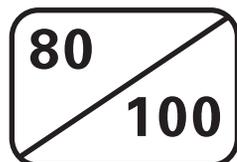
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## Matching (each answer, 2 points).

- |           |  |                          |
|-----------|--|--------------------------|
| 23. _____ | defends your body from any organisms that threaten the life of cells   | a. bronchi               |
| 24. _____ | basic structural unit of the body  | b. immune system         |
| 25. _____ | the outer layer of the skin, which makes the body waterproof, gives it color, and helps to maintain hydration levels | c. kidneys               |
| 26. _____ | removes excess water, salts, uric acids and chemicals from the blood   | d. human body            |
| 27. _____ | regulates the body's metabolism, growth, and the functions of the sexual organs                                      | e. endocrine system      |
| 28. _____ | the part of the circulatory system that brings carbon dioxide-filled blood to the lungs                              | f. epidermis             |
| 29. _____ | the skeleton that protects the body's vital organs   | g. axial                 |
| 30. _____ | the "head and crown" of creation   | h. pulmonary circulation |
| 31. _____ | two large tubes through which air passes from the trachea into the lungs   | i. cell                  |

## Multiple choice. Circle the correct answer (each answer, 2 points).

32. Why should elderly people be treated with respect?
- a. The Bible states that they have acquired much wisdom, and therefore, deserve honor.
  - b. They are old.
  - c. The Bible says they need a lot of attention.
  - d. They can't see and hear as well as they use to.
33. According to the Bible, what is the goal of life?
- a. To be happy.
  - b. To glorify God.
  - c. To achieve your potential.
  - d. To get married and have a family.
34. According to Psalm 139, what is God's involvement in the creation of every person?
- a. He is involved only when people pray for the baby.
  - b. He created the laws of nature and set them in motion.
  - c. He forms our bodies and ordains our days.
  - d. None. He watches from afar.
35. Why is the study of health important to the Christian?
- a. Caring for your health is part of God's cultural mandate to "tend and keep" the creation.
  - b. Caring for your health makes you feel good.
  - c. Caring for your health makes you look better.
  - d. Caring for your health helps you to live longer.
36. The nervous system is composed of?
- a. The CNS and the peripheral nervous system.
  - b. The axial and appendicular systems.
  - c. The pulmonary and the systemic systems
  - d. The endocrine glands and the lymphatic nodes.



My Score \_\_\_\_\_  
Adult check \_\_\_\_\_  
Initial \_\_\_\_\_ Date \_\_\_\_\_

A N S W E R



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## Suggested Additional Reading for LIFEPAC I

*The American Medical Association Home Medical Encyclopedia*, ed. Hough, Heidi (New York: Random House, 1989).

Gray, Henry, *Gray's Anatomy* (New York: Bounty Books, 1975).

Hoekema, Anthony, *Created in God's Image* (Grand Rapids, MI: William B. Eerdmans Publishing Company, 1986).

Lester, Lane, "The Origin of Skin Colors." Center for Creation Studies, 1990.

- Deuteronomy 21:20-21
- I.7 Gluttons and drunkards are rebellious people. By overindulging their desires for food and drink, they abuse their bodies, and therefore, forsake God's commands to tend and keep the Creation. Our health is not to be taken for granted. Rather, it is to be valued and preserved.
- I Corinthians 10:31
- I.8 Whatever we do, we should do it to God's glory. Good health should be pursued for God's glory and not our own.
- I Timothy 4:1-5
- I.9 All foods are good for us if received with thanksgiving. We are not bound by Old Testament regulations.

## SECTION ONE

Examples:

- |     |   |      |       |
|-----|---|------|-------|
| I.1 | Caring for our health is a fulfillment of God's mandate to mankind to rule and care for the Creation.                                     | I.10 | False |
| I.2 | That it was very good.  | I.11 | False |
| I.3 | Spiritually, emotionally, physically, socially, and environmentally, Adam and Eve and the rest of creation were free of disease and pain. | I.12 | True  |
| I.4 | When we take care of our health, we are fulfilling God's command to "tend the garden (creation)."   | I.13 | False |
| I.5 | a. The ground was cursed.   | I.14 | True  |
|     | b. Their bodies were cursed.  | I.15 | False |
|     |   | I.16 | True  |
|     |   | I.17 | True  |
|     |   | I.18 | True  |

## Activity-What's the Difference?

The student should explain briefly the principles of good health that are found in the following verses.

Genesis 1:28

- I.6 We are to rule over the Creation in such a way that it is able to provide bountifully for our health. Caring for the Creation is in essence caring for our own health.

# High School Health Answer Key LIFEPAAC I

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## SECTION TWO

- 2.1 To gather, store, and respond to information.
- 2.2 The CNS and the peripheral.
- 2.3 The brain and the spinal cord.
- 2.4 To receive information from the sense organs, analyze the information, and initiate responses.
- 2.5 It links the CNS to the rest of the body.
- 2.6 An electrical impulse.
- 2.7 The autonomic nervous system.
- 2.8 To send signals to muscles that are voluntarily controlled.
  
- 2.9 Red
- 2.10 systemic
- 2.11 heart
- 2.12 pulmonary
- 2.13 aorta
- 2.14 four
- 2.15 systemic
- 2.16 systemic
- 2.17 Capillaries
- 2.18 lungs
  
- 2.19 circulatory
- 2.20 lungs
- 2.21 moistened
- 2.22 larynx
- 2.23 bronchi
- 2.24 alveola
- 2.25 carbon dioxide
- 2.26 diaphragm

## Activity-Your Adaptive Heart

*The student should follow the directions carefully and record his/her results in the chart provided.*

- 2.27 If the student has followed the directions correctly, the activities that require an increasing amount of movement will increase his/her heart rate.
- 2.28 The student's explanation should contain information about how the heart and the lungs work together to supply the muscles with oxygen. The lungs bring oxygen into the body and pass it into the bloodstream. The heart then circulates the blood throughout the body, supplying muscles with oxygen. As the demand for oxygen increases, the heart and the lungs must work harder. This results in an increased heart rate and labored breathing.
  
- 2.29 False
- 2.30 False
- 2.31 True
- 2.32 False
- 2.33 False
  
- 2.34 skeletal
- 2.35 voluntarily
- 2.36 Involuntary
- 2.37 smooth
- 2.38 CNS, muscle
  
- 2.39 digestive
- 2.40 salivary
- 2.41 pharynx
- 2.42 [small] balls, esophagus
- 2.43 stomach
- 2.44 duodenum

**SELF TEST I**

		1.06	b
1.01	The creation of humanity (humans).	1.07	j
1.02	Spiritually, emotionally, physically, socially, and environmentally Adam and Eve and the rest of Creation were free of disease and pain.	1.08	a
		1.09	g
1.03	Man was created to care for God's creation. Practicing good health is an obedient response to God's command to care for His creation.	1.010	f
		1.011	e
1.04	a. The ground was cursed.	1.012	d
	b. The human body was cursed.	1.013	h
1.05	Caring for our health is part of being faithful to God's mandate to "tend and keep" the Creation.	1.014	i
		1.015	c

## High School Health Self Test Key LIFEPAAC I

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### SELF TEST 2

2.01	e	2.025	four
2.02	g	2.026	systemic
2.03	f	2.027	axial
2.04	a	2.028	axial
2.05	i	2.029	muscular
2.06	d	2.030	To gather, store and respond to information.
2.07	c	2.031	a. The CNS    b. the peripheral nervous system.
2.08	b	2.032	a. The brain    b. the spinal cord.
2.09	h	2.033	The CNS receives information from the sense organs, analyzes the information, and initiates responses. Whereas, the peripheral nervous system links the CNS to the rest of the body, carrying its messages to the designated body part.
2.010	digestive	2.034	An electrical impulse.
2.011	small balls, esophagus	2.035	The autonomic nervous system controls organs and involuntary muscles. The somatic nervous system controls voluntary muscles.
2.012	stomach	2.036	The male organs function as the initiator. The female organs function as receivers and carriers.
2.013	intestines	2.037	At conception, when the female gamete is fertilized by the male gamete.
2.014	skeletal	2.038	He forms our bodies and ordains our days.
2.015	Involuntary	2.039	Spiritually, emotionally, physically, socially, and environmentally, Adam and Eve and the rest of creation were free of disease and pain.
2.016	CNS, muscle	2.040	Caring for our health is part of the being faithful to God's mandate to mankind to "tend and keep" the Creation.
2.017	circulatory		
2.018	bronchi		
2.019	integumentary		
2.020	kidneys		
2.021	urinary bladder		
2.022	endocrine		
2.023	pituitary		
2.024	pulmonary		

## High School Health Test Key LIFEPAAC I

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1. Adolescence
2. pituitary, growth
3. respiratory
4. digestive
5. chyme
6. Involuntary
7. lungs
8. False
9. False
10. True
11. False
12. True
13. False
14. False
15. True
16. False
17. male, female
18. labor
19. words
20. physical
21. systemic
22. muscular
23. c
24. a
25. b
26. d
27. e
28. f
29. g
30. d
31. b
32. a
33. a
34. Human body.
35. To glorify God.
36. He forms our bodies and ordains our days.
37. Caring for our health is part of the being faithful to God's mandate to mankind to "tend and keep" the Creation.

## High School Health Alternate Test Key LIFEPAAC I

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|-----|---------------------------|-----|----------|
| 1.  | Adolescence               | 19. | words    |
| 2.  | pituitary, growth hormone | 20. | physical |
| 3.  | circulatory               | 21. | systemic |
| 4.  | digestive                 | 22. | muscular |
| 5.  | stomach                   |     |          |
| 6.  | Involuntary               | 23. | b        |
| 7.  | lungs                     | 24. | i        |
|     |                           | 25. | f        |
| 8.  | True                      | 26. | c        |
| 9.  | True                      | 27. | e        |
| 10. | False                     | 28. | h        |
| 11. | True                      | 29. | g        |
| 12. | False                     | 30. | d        |
| 13. | False                     | 31. | a        |
| 14. | True                      |     |          |
| 15. | False                     | 32. | a        |
| 16. | True                      | 33. | b        |
|     |                           | 34. | c        |
| 17. | male, female              | 35. | a        |
| 18. | labor                     | 36. | a        |