



# Health Quest

## Teacher's Guide

### CONTENTS

Curriculum Overview . . . . .	3
LIFEPAC® Management . . . . .	7
Teacher Notes . . . . .	17
Scripture Memory Exercises . . . . .	25
Alternate Tests . . . . .	33
Answer Keys . . . . .	49
Self Test Keys . . . . .	67
LIFEPAC Test Keys . . . . .	83
Alternate Test Keys . . . . .	89

**Editor:**

Alan Christopherson, M.S.



Alpha Omega Publications®

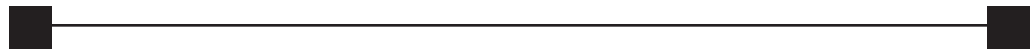
804 N. 2nd Ave. E., Rock Rapids, IA 51246-1759

© MCMXCIX by Alpha Omega Publications, Inc. All rights reserved.

LIFEPAC is a registered trademark of Alpha Omega Publications, Inc.

All trademarks and/or service marks referenced in this material are the property of their respective owners. Alpha Omega Publications, Inc. makes no claim of ownership to any trademarks and/or service marks other than their own and their affiliates', and makes no claim of affiliation to any companies whose trademarks may be listed in this material, other than their own.

# Health Quest



LIFEPAC Management

## ***STRUCTURE OF THE HEALTH QUEST CURRICULUM***

The Health Quest LIFEPAC curriculum is conveniently structured to provide one teacher handbook containing teacher support material with answer keys and five student worktexts. The worktext format of the Health Quest LIFEPACs allows the student to read the textual information and complete workbook activities all in the same booklet.

Each LIFEPAC is divided into 3 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. Vocabulary words are used to develop word recognition. 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.

Adult checkpoints, which are essential to maintain quality learning, are found at various locations throughout the LIFEPAC. The adult 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.

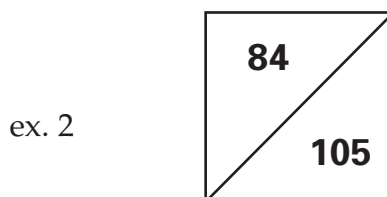
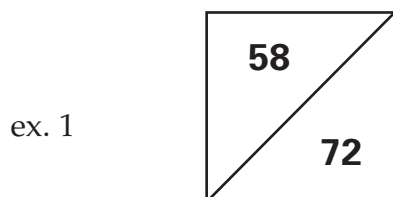
Answer and test keys have the same numbering system as the LIFEPACs and appear at the back of this handbook. The student may be given access to the answer keys (not the test keys) under teacher supervision so that he can score his own work.

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. The teacher should also preview the objectives that appear at the beginning of each LIFEPAC for additional preparation and planning.

### TEST SCORING and GRADING

Answer keys and test keys give examples of correct answers. 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 in the Health Quest LIFEPACs are scored at 3 points per answer for the content-based questions and one point per answer for the Scripture memory 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.

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

---

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.

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 all the text for the entire section, but answer none of the activities.

## *Health Quest LIFEPAC Management*

---

- b. Return to the beginning of the section and memorize each vocabulary word and definition.
  - c. Reread the section, complete the activities, check the answers with the answer key, correct all errors, and have the teacher check.
  - d. Read the self test but do not answer the questions.
  - e. 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.
  - f. Answer the questions to the self test without looking back.
  - g. Have the self test checked by the teacher.
  - h. Correct the self test and have the teacher check the corrections.
  - i. Repeat steps a–h 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:** Scan the whole LIFEPAC.  
Question yourself on the objectives.  
Read the whole LIFEPAC again.  
Recite through an oral examination.  
Review weak areas.

### ***GOAL SETTING and SCHEDULES***

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

The first factor 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.

## **FORMS**

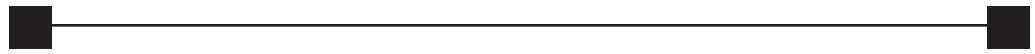
The sample weekly lesson plan and student grading sheet forms are included in this section as teacher support materials and may be duplicated at the convenience of the teacher.

The student grading sheet is provided for those who desire to follow the suggested guidelines for assignment of letter grades found on page LM-5 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.



# Health Quest



Teacher Notes

### ***HEALTH QUEST PENTATHLON THEME***

The Health Quest Pentathlon theme is set along the roadway/track of life and sets before the student five challenges similar to the Olympic Pentathlon. Each Health Quest LIFEPAC begins a new health challenge. Students are given a variety of activities that address learning style preferences (visual, auditory, kinesthetic learners) as well as activity preferences.

Built-in application exercises encourage critical thinking, enabling students to confidently evaluate health alternatives and make wise decisions in life.

### ***HEALTH QUEST PENTATHLON POSTER***

The Health Quest Pentathlon Poster (shown on the following page) is a 22" x 34" full-color poster that corresponds to completion of Health Quest Pentathlon (HQP) activities at the end of each section of the Health Quest LIFEPACs. There are three sections per LIFEPAC with approximately three HQP activities per section. When the student completes all of the HQP activities (or any alternate activities the parent/teacher should choose), he or she is awarded a gold medal sticker to place in the appropriate location on the Health Quest Pentathlon poster. Each Pentathlon event has a place for three gold stickers. Students earn a total of 15 gold stickers to complete their circuit around the Health Quest Pentathlon Track.

The HQP activities are explained in each LIFEPAC and can be modified as the parent/teacher desires.

### ***HEALTH QUEST SCRIPTURE MEMORY ACTIVITIES***

Each Health Quest LIFEPAC includes a Scripture passage for memorization. The King James Version (KJV) has been used for these Scripture memory exercises.

This Teacher's Guide includes Scripture memory activities in the King James Version of the Bible and includes KJV text and answer keys for each of these activities.

### ***INSTRUCTIONS FOR THE HEALTH QUEST CURRICULUM***

The Health Quest curriculum is structured so that the daily instructional material is written directly into the LIFEPACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are assigned to a quiet work activity when it is necessary to spend instructional time with one particular student.



# HEALTH QUEST

## Pentathlon

Building Healthy Lifestyles for the Glory of God

Start here →

Congratulations! You've completed the **HQP** Activities for Section I. Place your gold medal sticker here.

Congratulations! You've completed the **HQP** Activities for Section II. Place your gold medal sticker here.

Congratulations! You've completed the **HQP** Activities for Section III. Place your gold medal sticker here.

Congratulations! You've completed the **HQP** Activities for Section I. Place your gold medal sticker here.

Congratulations! You've completed the **HQP** Activities for Section II. Place your gold medal sticker here.

Congratulations! You've completed the **HQP** Activities for Section III. Place your gold medal sticker here.

Congratulations! You've completed the **HQP** Activities for Section I. Place your gold medal sticker here.

Congratulations! You've completed the **HQP** Activities for Section II. Place your gold medal sticker here.

Congratulations! You've completed the **HQP** Activities for Section III. Place your gold medal sticker here.

Congratulations! You've completed the **HQP** Activities for Section I. Place your gold medal sticker here.

Congratulations! You've completed the **HQP** Activities for Section II. Place your gold medal sticker here.

Congratulations! You've completed the **HQP** Activities for Section III. Place your gold medal sticker here.

Congratulations! You've completed the **HQP** Activities for Section I. Place your gold medal sticker here.

Congratulations! You've completed the **HQP** Activities for Section II. Place your gold medal sticker here.

Congratulations! You've completed the **HQP** Activities for Section III. Place your gold medal sticker here.

## ***COURSE OBJECTIVES AND CONSIDERATIONS***

### **Course Objectives**

Health Quest Pentathlon has been developed as an upper elementary Health course to accomplish the following objectives:

1. The students will gain an awareness of health as it applies personally to their own bodies, mind and emotions as well as generally in their living environment, community and world.
2. The students will learn to identify the components of a healthy lifestyle and set reasonable goals to achieve a lifestyle of wellness.
3. The students will grow to understand that good health is a life long pursuit.
4. The students will receive continuous opportunity and motivation to apply health principles in their everyday lives participating in the Health Course theme, "Health Quest Pentathlon."
5. The students will become aware that incorporating sound health practices engender a lifestyle of moderation and wellness.
6. The students will grow in understanding their responsibility to properly steward the bodies God has given them as directed in the Bible.
7. The students will gain appreciation of health as it applies to the broader society and world and their responsibility to engender good health around them.

### **Course Considerations**

This course has been developed to establish lifelong good health habits and in consideration of the pre-teen students:

1. Expanding awareness about their changing bodies
2. Growing susceptibility to health fads, trends and unhealthy lifestyles
3. Maturing ability to incorporate health living steps into their own lifestyle to avoid injury and disease
4. Developing aptitude to apply material they learn into their own lives and the surrounding environment.
5. Broadening concern of health as it applies to the environment, their community and the world around them.

## **ADDITIONAL RESOURCES TO AUGMENT LEARNING**

Many other health resources exist which would benefit students and educators in studying the topics covered in the Health Quest Pentathlon.

### **Organizations**

These will often allow field trips and/or provide on-site group presentations as well as handouts.

- Adopt-A-Highway Program (contact your state's Department of Transportation)
- American Red Cross
- Community Action Center (providing relief to underprivileged)
- Department of Public Safety
- Hospital/Emergency Medical Services
- Local Fire Department
- Local Poison Control Center
- Local Volunteer Center
- National Response Center (toxic chemicals and oil spills)

### **Health-Related Web-sites**

While not exhaustive, this list should provide links to many other valuable sites. Many of these sites offer to send materials.

- |  |  |
|--|--|
| <a href="http://www.cancer.org">www.cancer.org</a>   | American Cancer Society (healthful living)                           |
| <a href="http://www.ada.org">www.ada.org</a>   | American Dental Association (healthy teeth)                          |
| <a href="http://www.heart.org">www.heart.org</a>   | American Heart Association (healthful living)                        |
| <a href="http://www.ama-assn.org">www.ama-assn.org</a>   | American Medical Association (physician/patient relationship)        |
| <a href="http://www.redcross.org">www.redcross.org</a>   | American Red Cross (first aid, first aid supplies, handling crises)  |
| <a href="http://www.cdc.gov">www.cdc.gov</a>   | Centers for Disease Control and Prevention                           |
| <a href="http://www.epa.gov">www.epa.gov</a>   | Environmental Protection Agency (community and environmental health) |
| <a href="http://www.fda.gov">www.fda.gov</a>   | Food and Drug Administration   |
| <a href="http://www.radix.net/~mschelling/health.html">www.radix.net/~mschelling/health.html</a> | Health-related Web-sites   |
| <a href="http://www.nalusda.gov/homepage.html">www.nalusda.gov/homepage.html</a>                 | National Agriculture Library (nutrition)                             |
| <a href="http://www.dairyinfo.com">www.dairyinfo.com</a>   | National Dairy Council (nutrition)                                   |
| <a href="http://www.nsc.org/">www.nsc.org/</a>   | National Safety Council (safety, injury and violence)                |
| <a href="http://www.usda.gov">www.usda.gov</a>   | USDA (nutrition, Food Pyramid)                                       |

### **HEALTH QUEST PENTATHLON SOURCES USED**

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

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

*American Red Cross Standard First Aid: Workbook*. American Red Cross, 1988.

*Encarta Encyclopedia*. Microsoft, 1997.

*Funk and Wagnalls Encyclopedia*. Funk and Wagnalls, 1994.

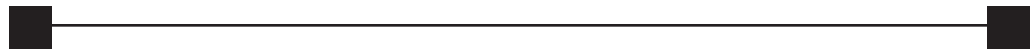
### **ADDITIONAL RESOURCES**

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

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

Williamson, G.I., *Westminster Confession of Faith: A Study Manual*. Phillipsburg, NJ: Presbyterian and Reformed Publishing, 1989.

# Health Quest



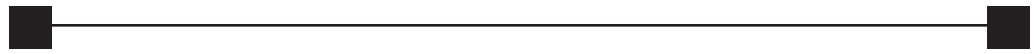
Scripture Memory Exercises

*PSALM 139 (King James Version)*

- 1 O Lord, thou hast searched me, and known me.
- 2 Thou knowest my downsitting and mine uprising, thou understandest my thought afar off.
- 3 Thou compassest my path and my lying down, and art acquainted with all my ways.
- 4 For there is not a word in my tongue, but, lo, O Lord, thou knowest it altogether.
- 5 Thou hast beset me behind and before, and laid thine hand upon me.
- 6 Such knowledge is too wonderful for me; it is high, I cannot attain unto it.
- 7 Whither shall I go from thy spirit? or whither shall I flee from thy presence?
- 8 If I ascend up into heaven, thou art there: if I make my bed in hell, behold, thou art there.
- 9 If I take the wings of the morning, and dwell in the uttermost parts of the sea;
- 10 Even there shall thy hand lead me, and thy right hand shall hold me.
- 11 If I say, Surely the darkness shall cover me; even the night shall be light about me.
- 12 Yea, the darkness hideth not from thee; but the night shineth as the day: the darkness and the light are both alike to thee.
- 13 For thou hast possessed my reins: thou hast covered me in my mother's womb.
- 14 I will praise thee; for I am fearfully and wonderfully made: marvellous are thy works; and that my soul knoweth right well.
- 15 My substance was not hid from thee, when I was made in secret, and curiously wrought in the lowest parts of the earth.
- 16 Thine eyes did see my substance, yet being unperfect; and in thy book all my members were written, which in continuance were fashioned, when as yet there was none of them.
- 17 How precious also are thy thoughts unto me, O God! how great is the sum of them!
- 18 If I should count them, they are more in number than the sand: when I awake, I am still with thee.
- 19 Surely thou wilt slay the wicked, O God: depart from me therefore, ye bloody men.
- 20 For they speak against thee wickedly, and thine enemies take thy name in vain.
- 21 Do not I hate them, O Lord, that hate thee? and am not I grieved with those that rise up against thee?
- 22 I hate them with perfect hatred: I count them mine enemies.
- 23 Search me, O God, and know my heart: try me, and know my thoughts:
- 24 And see if there be any wicked way in me, and lead me in the way everlasting.



# Health Quest



Alternate LIFEPAK Tests

**Draw a line under the correct answers** (each answer, 2 points).

1. [**Sickness, Health, Success**] is the condition of being sound in body and mind, and free from physical disease or pain.
2. [**Bones, Organs, Cells**] are the smallest structural unit of the human body.
3. Organs are made of different kinds of [**tissues, bones, systems**] that work together.
4. Organs also work together with other organs as a [**structure, system, organ**].
5. [**Cells, Tissues, Bones**] fitted together in the shape of a skeleton give the body structure.
6. There are [**206, 260, 106**] bones in the human body that work together to form the [digestive, circulatory, skeletal] system.
7. [**Tendons, Ligaments, Joints**] attach the muscles to the bone.
8. The muscles that require conscious control are called [**voluntary, involuntary**] muscles.
9. [**Voluntary, Involuntary**] muscles such as those in the walls of your stomach and intestines work without conscious control.
10. The large intestine absorbs most of the [**air, water, waste**] from the food and some vitamins and minerals.
11. The brain works together with the [**blood vessels, chyme, spinal cord**] and nerves to form the nervous system.
12. The left side of the cerebrum controls the [**left, right**] side of the body.
13. The endocrine glands put chemicals called [**saliva, hormones, urine**] into the blood stream.
14. Hormones control [**many, all, none**] of the body's functions.
15. The pituitary gland controls and regulates all the other [**cells, organs, glands**].
16. Life begins at [**birth, conception, infancy**].
17. A baby grows for nine months in a special place inside its mother called the [**pancreas, uterus, esophagus**].
18. You are entering a stage in your life called [**puberty, old age, adulthood**].
19. Your heart almost [**shrinks, triples, doubles**] in size.
20. The right side of the cerebrum controls the [**left, right**] side of the body.

## Health Quest Alternate Test 1

---

Fill in the blanks with the correct answers from the list below (each answer, 2 points).

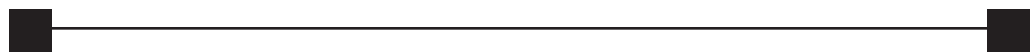
air	carbon dioxide
heart	left
oxygen	respiratory
right	upper
ventricle	villi

21. With every beat of the \_\_\_\_\_, gallons of blood are pumped through blood vessels that reach every cell of the body.
22. The two \_\_\_\_\_ parts of the heart are called the left and right atrium.
23. The two lower parts of the heart are called the left and right \_\_\_\_\_.
24. Arteries work with the \_\_\_\_\_ side of the heart, carrying blood full of oxygen to the rest of the body.
25. Veins work with the \_\_\_\_\_ side of the heart to bring blood in need of oxygen back to the heart.
26. Red blood cells bring oxygen to cells and take \_\_\_\_\_ away.
27. The trachea cleans the \_\_\_\_\_ and channels it into the lungs through two large tubes called bronchi.
28. The alveoli work to put \_\_\_\_\_ into the blood and remove carbon dioxide.
29. The \_\_\_\_\_ system works with the circulatory system to supply oxygen to the body and remove waste from it.
30. Small, hair-like parts called \_\_\_\_\_ absorb nutrients from the food.

Match these items by writing the correct letter in the blank (each answer, 2 points).

- |   |                        |
|---|------------------------|
| 31. _____ "Bad communications corrupts good manners"    | a. Leviticus 19:32     |
| 32. _____ "Do all to the glory of God"                  | b. physical            |
| 33. _____ The most important kind of growth             | c. adulthood           |
| 34. _____ Your parents are helping you prepare for this | d. spiritual           |
| 35. _____ Should be made according to God's will        | e. obey                |
| 36. _____ Should be shown to the elderly                | f. respect             |
| 37. _____ Friends should encourage you to do this       | g. 1 Corinthians 10:31 |
|   | h. 1 Corinthians 15:33 |
|   | i. future plans        |

# Health Quest



Answer Keys  
Self Test Keys  
LIFEPAC Test Keys  
Alternate Test Keys

**SECTION ONE**

- |     |                       |      |                                       |
|-----|-----------------------|------|---------------------------------------|
| 1.1 | known                 | 1.2  | Adult check                           |
|     | downsitting, uprising | 1.3  | Health, disease, pain                 |
|     | path                  | 1.4  | Pentathlon, five                      |
|     | down                  | 1.5  | investigate, search, pursue           |
|     | ways                  | 1.6  | Cells                                 |
|     | word, tongue          | 1.7  | building blocks (or structural units) |
|     | knowest               | 1.8  | cells                                 |
|     | beset, before         | 1.9  | Tissues                               |
|     | laid, hand            | 1.10 | Organs                                |
|     | wonderful             | 1.11 | together, organs                      |
|     | high                  | 1.12 | skeleton                              |
|     | Spirit                | 1.13 | vital organs                          |
|     | flee                  | 1.14 | 206, skeletal                         |
|     | heaven                | 1.15 | arms, legs                            |
|     | bed, hell             | 1.16 | skull (or pelvis)                     |
|     | wings                 | 1.17 | joint                                 |
|     | uttermost, sea        | 1.18 | Ligaments                             |
|     | hand                  | 1.19 | Tendons                               |
|     | right                 | 1.20 | move, support                         |
|     | darkness              | 1.21 | digest food, blood                    |
|     | night, light          | 1.22 | voluntary                             |
|     | hideth                | 1.23 | Involuntary                           |
|     | night                 | 1.24 | Adult check                           |
|     | darkness, light       | 1.25 | Adult check                           |
|     | possessed             | 1.26 | Adult check                           |
|     | mother's womb         |      |                                       |
|     | fearfully             |      |                                       |
|     | Marvelous             |      |                                       |
|     | soul                  |      |                                       |
|     | substance             |      |                                       |
|     | secret                |      |                                       |
|     | curiously             |      |                                       |
|     | unperfect             |      |                                       |
|     | book                  |      |                                       |
|     | none                  |      |                                       |
|     | them                  |      |                                       |

SECTION TWO

- 2.1 f
- 2.2 c
- 2.3 j
- 2.4 b
- 2.5 i
- 2.6 d
- 2.7 h
- 2.8 e
- 2.9 a
- 2.10 l
- 2.11 g
- 2.12 lungs, oxygen
- 2.13 carbon dioxide
- 2.14 respiratory
- 2.15 Any order:  
warmed, cleaned, moistened
- 2.16 trachea
- 2.17 larynx
- 2.18 bronchi
- 2.19 alveoli
- 2.20 “takes out the trash”
- 2.21 tongue
- 2.22 Saliva
- 2.23 esophagus
- 2.24 chyme, small
- 2.25 small
- 2.26 liver and pancreas
- 2.27 nutrients
- 2.28 water
- 2.29 f
- 2.30 c
- 2.31 e
- 2.32 b
- 2.33 a

- 2.34 Examples:  
helps you think, feel emotions;  
controls your nervous system;  
controls heartbeat, breathing,  
digestion, muscle movement, saves  
you from danger
  - 2.35 Any order:
    - a. cerebrum
    - b. cerebellum
    - c. brain stem
  - 2.36 cerebrum
  - 2.37 brain stem
  - 2.38 cerebellum
  - 2.39 control center
  - 2.40 telephone wire
  - 2.41 cerebrum
  - 2.42 c
  - 2.43 e
  - 2.44 g
  - 2.45 j
  - 2.46 h
  - 2.47 f
  - 2.48 i
  - 2.49 d
  - 2.50 b
  - 2.51 Adult check
  - 2.52 Adult check
  - 2.53 Adult check
- (**Note:** Since this activity is listed as “optional,” the Section II gold medal sticker may be awarded after completing activity 2.52 OR another related activity of your choice maybe substituted.)

**SELF TEST 1**

- |       |                  |       |                  |
|-------|------------------|-------|------------------|
| 1.01  | disease          | 1.026 | possessed        |
| 1.02  | Pentathlon       |       | womb             |
| 1.03  | smallest         |       | fearfully        |
| 1.04  | Organs, tissues  |       | Marvelous        |
| 1.05  | different        |       | substance        |
| 1.06  | together         |       | secret           |
| 1.07  | Bones, structure |       | curiously, earth |
| 1.08  | protect          |       | unperfect        |
| 1.09  | bones, skeletal  |       | written          |
| 1.010 | Ligaments        |       | continuance      |
| 1.011 | attach, muscles  |       | none             |
| 1.012 | Muscles          |       |                  |
| 1.013 | voluntary        |       |                  |
| 1.014 | Involuntary      |       |                  |
| 1.015 | bones            |       |                  |
| 1.016 | cells            |       |                  |
| 1.017 | organs           |       |                  |
| 1.018 | joint            |       |                  |
| 1.019 | heart            |       |                  |
| 1.020 | g                |       |                  |
| 1.021 | c                |       |                  |
| 1.022 | b                |       |                  |
| 1.023 | f                |       |                  |
| 1.024 | a                |       |                  |
| 1.025 | e                |       |                  |

## *Health Quest 1 Self Test Key*

---

### **SELF TEST 2**

- |       |                    |       |             |
|-------|--------------------|-------|-------------|
| 2.01  | blood vessels      | 2.031 | thyroid     |
| 2.02  | atrium             | 2.032 | excretory   |
| 2.03  | ventricle          | 2.033 | digestive   |
| 2.04  | Arteries           | 2.034 | nervous     |
| 2.05  | right              | 2.035 | endocrine   |
| 2.06  | Red blood cells    | 2.036 | circulatory |
| 2.07  | mouth              |       |             |
| 2.08  | trachea            |       |             |
| 2.09  | alveoli            |       |             |
| 2.010 | circulatory        |       |             |
| 2.011 | Saliva             |       |             |
| 2.012 | chyme              |       |             |
| 2.013 | nutrients          |       |             |
| 2.014 | large intestine    |       |             |
| 2.015 | waste              |       |             |
| 2.016 | excretory          |       |             |
| 2.017 | kidneys            |       |             |
| 2.018 | urine              |       |             |
| 2.019 | nerves             |       |             |
| 2.020 | cerebrum           |       |             |
| 2.021 | left, cerebrum     |       |             |
| 2.022 | right, cerebrum    |       |             |
| 2.023 | brain stem         |       |             |
| 2.024 | hormones           |       |             |
| 2.025 | Hormones           |       |             |
| 2.026 | pancreas, blood    |       |             |
| 2.027 | skeletal, muscular |       |             |
| 2.028 | pituitary          |       |             |
| 2.029 | Endorphins         |       |             |
| 2.030 | respiratory        |       |             |



**TEST 1**

- |                        |                    |
|------------------------|--------------------|
| 1. e                   | 34. respiratory    |
| 2. f                   | 35. thyroid        |
| 3. h                   | 36. excretory      |
| 4. l                   | 37. digestive      |
| 5. m                   | 38. nervous        |
| 6. n                   | 39. endocrine      |
| 7. d                   | 40. circulatory    |
| 8. a                   | 41. possessed      |
| 9. c                   | mother's womb      |
| 10. i                  | praise, fearfully  |
| 11. o                  | wonderfully        |
| 12. g                  | marvelous, works   |
| 13. b                  | soul               |
| 14. j                  | substance, hid     |
| 15. k                  | secret             |
| 16. q                  | curiously, wrought |
| 17. disease            | lowest, earth      |
| 18. Pentathlon         | substance          |
| 19. puberty            | unperfect, book    |
| 20. first              | fashioned          |
| 21. Bones, muscles     | none               |
| 22. responsibilities   |                    |
| 23. oxygen             |                    |
| 24. vocal cords        |                    |
| 25. Organs, tissues    |                    |
| 26. 206, skeletal      |                    |
| 27. muscles, voluntary |                    |
| 28. conception         |                    |
| 29. attach, muscles    |                    |
| 30. pancreas, blood    |                    |
| 31. skeletal, muscular |                    |
| 32. pituitary          |                    |
| 33. Endorphins         |                    |

**ALTERNATE TEST 1**

- |                    |                        |
|--------------------|------------------------|
| 1. Health          | 31. h                  |
| 2. Cells           | 32. g                  |
| 3. tissues         | 33. d                  |
| 4. system          | 34. c                  |
| 5. Bones           | 35. i                  |
| 6. 206             | 36. f                  |
| 7. Tendons         | 37. e                  |
| 8. voluntary       | 38. possessed, covered |
| 9. Involuntary     | mother's, praise       |
| 10. water          | wonderfully, Marvelous |
| 11. spinal cord    | works, soul            |
| 12. right          | substance, hid         |
| 13. hormones       | secret, wrought        |
| 14. many           | eyes                   |
| 15. glands         | unperfect              |
| 16. conception     | continuance, none      |
| 17. uterus         |                        |
| 18. puberty        |                        |
| 19. doubles        |                        |
| 20. left           |                        |
| 21. heart          |                        |
| 22. upper          |                        |
| 23. ventricle      |                        |
| 24. left           |                        |
| 25. right          |                        |
| 26. carbon dioxide |                        |
| 27. air            |                        |
| 28. oxygen         |                        |
| 29. respiratory    |                        |
| 30. villi          |                        |