



**MISSOURI**  
**Health Education and Physical Education, Grades 9-12**  
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OBJECTIVES	PAGE REFERENCES
<b>I. Functions and Interrelationships of Systems</b>	
<b>A. Body Systems</b>	
<b>What All Students Should Be Able To Do</b>	
<i>By the end of grade 12, all students should be able to</i>	
1.a. determine the impact both history and current practices have on the development of a healthy body (1.10)	SE: 16, 686-687 <i>Reviewing Facts and Vocabulary 16</i> <i>Time Health 22</i> <i>Applying Health Skills 503</i> TWE: MA 22, 686, 693
2.a. recognize actual problems related to healthy system functioning encountered in daily living situations, e.g., stress, inactivity, high-fat diet, etc. Using appropriate technology and other resources, formulate logical and creative strategies to predict, prevent and solve health problems (3.1; 3.2)	SE: 674-680, 681-687 <i>Hands-On Health 118, 678</i> <i>Real Life 692</i> TWE: MA 118, 686
3.a. design and conduct laboratory inquiries to test hypotheses and to form conclusions about body functions (1.3)	SE: <i>Hands-On Health</i> on page 449 and <i>Health Skills Activity</i> on page 629 can be used to help facilitate this objective.
4.a. conduct research to answer questions regarding dominant and recessive traits to determine inherited characteristics (1.2)	SE: Pages 499-503 can be used to facilitate conducting research in this area. <i>Time Health 508</i> TWE: RC 500
4.b. evaluate information, ideas and arguments regarding current technological health advances and research to determine their perspective regarding a health-care issue, e.g., gene testing, organ transplants, etc; evaluate the results considering such issues as ethics (1.6; 3.8)	SE: 500-503 <i>Real Life 490</i> <i>Exploring Issues 502, 614</i> TWE: CL 12
<b>B. Social Systems</b>	
<b>What All Students Should Be Able To Do</b>	
<i>By the end of grade 12, all students should be able to</i>	
1.a. evaluate factors that affect personal and family health including heredity, lifestyles, economics and health-care access (1.6; 3.1)	SE: 6, 12-16, 31, 77, 111-113, 146-147 <i>Hands-On Health 15, 118, 449</i> TWE: C 16
2.a. evaluate the extent to which strategies such as shared decision-making, collaboration and consensus building enhance group dynamics (3.7)	SE: 278-279, 339-340 <i>Eye on the Media 354</i> <i>Hands-On Health 607</i> TWE: CL 20, 769

OBJECTIVES	PAGE REFERENCES
3.a. propose solutions to reduce the barriers that prevent individuals from leading healthy productive lives (3.6)	SE: <i>Real Life</i> 19, 100, 549, 639, 770 <i>Exploring Issues</i> 149, 378, 518 TWE: C 771
4.a. select and apply appropriate strategies to solve problems related to health-care systems, considering such issues as cost of experimental drugs, medical ethics, access issues; verify whether or not a solution addresses the problem to which it was applied (3.6; 3.8)	SE: <i>Thinking Critically</i> 59 <i>Exploring Issues</i> 95, 288, 378, 455, 502, 544, 614, 666 TWE: MA 50
5.a. explore and prepare for educational and job opportunities in health and fitness-related careers (4.8)	SE: <i>Career Corner</i> 23, 381, 459, 481, 509 <i>Health Skills Activity</i> 522 TWE: HC 57
6.a. distinguish between constructive and destructive ways to deal with problems and emotions (3.1; 3.5)	SE: 184-187, 188-190 <i>Health Skills Activity</i> 186 <i>Hands-On Health</i> 191 <i>Applying Health Skills</i> 191 TWE: SW 185
<b>II. Health Maintenance and Enhancement</b>	
<b>A. Personal and Family Health</b>	
<b>What All Students Should Be Able To Do</b>	
<i>By the end of grade 12, all students should be able to</i>	
1.a. assess exercise programs and activities to determine if they meet the criteria for health- or skill-related fitness (1.2)	SE: 74-79, 80-86, 87-92 <i>Hands-On Health</i> 76 <i>Health Minute</i> 90 TWE: WT 83
2.a. design strategies for improving and monitoring health-related fitness (4.5)	SE: 80-86, 87-92 <i>Real Life</i> 84 <i>Health Skills Activity</i> 89 TWE: CL 81
3.a. analyze factors, e.g., time, cost, accessibility, related to regular participation in physical activity (1.10; 4.7)	SE: 88-89 TWE: HC 84 HL 85
4.a. make reasoned and informed decisions regarding a personal fitness program (4.1)	SE: 87-92, 93-97, 98-103 <i>Figure</i> 78 <i>Real Life</i> 100 TWE: MA 99
5.a. evaluate the factors that influence relationships and the impact that relationships have on self and others, e.g., friendships, dating, marriage (1.6)	SE: 248-253, 254-261, 278-279, 302-306, 316, 318-323 <i>Did You Know?</i> 249 <i>Time Health</i> 268, 354 TWE: HL 249
5.b. develop and discuss a list of characteristics that help to develop and foster positive long-term relationships (1.1)	SE: 248-253, 254-261, 278-279, 302-306 <i>Health Minute</i> 317 TWE: HL 249
6.a. develop strategies to deal with health-related issues common to each stage of the human life cycle (3.5)	SE: 77-79, 94, 122-129, 148-150, 205-209, 529-533 TWE: MA 494

OBJECTIVES	PAGE REFERENCES
7.a. analyze issues of teen pregnancy considering the physical, social and economic effect upon the adolescent and the family (3.1; 4.3)	SE: 320-322 TWE: CL 320
7.b. investigate and analyze the health risk to mother and baby of teenage pregnancy (3.2)	SE: 320-322 TWE: CL 320
8.a. evaluate how behaviors and prenatal care influence the health of the mother and the baby (1.6; 3.8; 4.7)	SE: 162, 492-497, 552, 575-576, 596 <i>Hands-On Health</i> 495 TWE: MA 162, 494
8.b. evaluate information about methods of contraception including abstinence (1.6)	SE: 318-323 <i>Real Life</i> 321 <i>Thinking Critically</i> 323 <i>Time Health</i> 534 <i>Hands-On Health</i> 650 TWE: CT 319 MA 324
<b>B. Nutrition Principles and Practices</b> <b>What All Students Should Be Able To Do</b> <i>By the end of grade 12, all students should be able to</i>	
1.a. use a variety of resources and technology to calculate and analyze the nutritional content of foods (3.1; 3.7)	SE: 114-121, 124-126, 130-133 <i>Real Life</i> 127 <i>Figure</i> 128, 131 TWE: HL 131
2.a. use technological tools and other resources to locate, select and organize information regarding the influence of nutrients on the body systems and body composition (1.4)	SE: 110-113, 114-121, 128, 144-146, 162-163 <i>Reviewing Facts and Vocabulary</i> 121 <i>Time Health</i> 164, 436, 458 TWE: HL 123
3.a. explain the relationship between nutrients and disease prevention (2.2; 2.4)	SE: 113-114, 118, 122, 424 <i>Hands-On Health</i> 118 TWE: MA 118
4.a. investigate and explain the factors that influence a safe food supply (1.10)	SE: 123, 134-137 <i>Thinking Critically</i> 137 TWE: MA 136 C 137
5.a. plan a diet and fitness program based on the relationship between food intake and exercise in weight management and activity (4.5)	SE: 77-79, 144-150, 158 <i>Did You Know?</i> 78 TWE: WT 78 MA 148
6.a. assess how nutritional needs change throughout the life cycle (1.6)	SE: 162-163, 493-494 <i>Thinking Critically</i> 163 TWE: MA 162
7.a. analyze the factors that influence dietary choices including life style, ethnicity, family, media and advertising (4.7)	SE: 111-113 <i>Applying Health Skills</i> 113 <i>Time Health</i> 164 TWE: CLA 112
8.a. analyze food labels to interpret the nutrient information (1.2)	SE: 130-133 <i>Real Life</i> 127 <i>Figure</i> 131 <i>Did You Know?</i> 132 TWE: HL 131

OBJECTIVES	PAGE REFERENCES
<b>C. Consumer Health</b> <b>What All Students Should Be Able To Do</b> <i>By the end of grade 12, all students should be able to</i>	
1.a. make informed health decisions by analyzing health information from a variety of resources (1.3; 4.1)	SE: 8-9, 48-53 <i>Thinking Critically</i> 9 <i>Time Health</i> 68, 380, 410, 436 TWE: MA 8
1.b. evaluate the reliability of health services, products and information (1.6)	SE: 9, 15-16, 48-51, 151 <i>Time Health</i> 68, 380, 642 TWE: HL 52
2.a. evaluate the idealized body image and elite performance levels portrayed by the media and determine the influence on a young adult's self concept, goal setting and health decisions (1.6; 4.7)	SE: 144, 151, 154 <i>Quick Start</i> 144
3.a. analyze health claims made by the media to determine their impact on personal and family health (1.1)	SE: 15-16, 49, 151 <i>Applying Health Skills</i> 53 <i>Time Health</i> 68 <i>Real Life</i> 564 TWE: MA 50
<b>D. Life Management Skills</b> <b>What All Students Should Be Able To Do</b> <i>By the end of grade 12, all students should be able to</i>	
1.a. identify common stressors and develop strategies to address the stressor; then evaluate the extent to which the strategy was effective (3.1; 3.2; 3.7)	SE: 198-199, 204, 205-209 <i>Health Minute</i> 208 <i>Thinking Critically</i> 217 TWE: CL 201
1.b. identify and apply practices that preserve and enhance the safety and health of others (4.7)	SE: 134-137, 570-571, 625-626, 706-713, 719-724 TWE: CL 711
2.a. explore, prepare and seek educational and job opportunities (4.8)	SE: <i>Career Corner</i> 23, 381, 459, 481, 509 <i>Health Skills Activity</i> 522 TWE: HC 57
<b>III. Risk Assessment and Reduction</b>	
<b>A. Disease Prevention and Control</b> <b>What All Students Should Be Able To Do</b> <i>By the end of grade 12, all students should be able to</i>	
1.a. analyze information about the transmission and prevention of communicable disease to formulate and support a thesis or interpretation regarding the reoccurrence of resistant strains of pathogens (1.1; 1.2)	SE: 622-626, 627-631, 641 Q & A 631 TWE: MA 629
2.a. evaluate how HIV/AIDS affects an individual's personal, social and economic well-being (3.1)	SE: 658-661, 662-667 TWE: C 667
3.a. evaluate (STDs) to determine patterns of transmission, relationship between causative agent, treatment options and perspectives regarding past and present ways to treat and/or prevent them (1.2; 1.6)	SE: 648-651, 652-656 <i>Hands-On Health</i> 650 TWE: MA 653

OBJECTIVES	PAGE REFERENCES
5.a. using different technological tools, develop a comparison chart including effectiveness, side effects, complications, and social considerations of various methods of contraceptives (1.8; 2.7)	A comparison chart for contraceptives can be integrated into a lesson by the teacher when discussing the previous objective on STDs and the following objective on abstinence.
5.b. make reasoned and informed decisions regarding the benefits of abstinence by evaluating information on contraception to determine effectiveness, side effects and potential complications (1.7; 4.1)	SE: 20-21, 318-323 <i>Real Life</i> 321 <i>Hands-On Health</i> 650 TWE: CL 656
6.a. select and apply self-assessment techniques to improve early detection of diseases and treatment options, including self breast examinations, testicular exams and Pap tests (1.10; 4.7)	SE: 471, 473, 477, 686 <i>Hands-On Health</i> 471 <i>Health Minute</i> 472 <i>Did You Know?</i> 477 TWE: HL 478
7.a. assess costs, benefits and consequences associated with self-examination (3.8)	SE: 471, 473, 477, 686 <i>Hands-On Health</i> 471 <i>Health Minute</i> 472 <i>Did You Know?</i> 477 TWE: HL 478
8.a. conduct laboratory investigations to determine the effects controlled and variable conditions have on the growth of organisms (1.2)	SE: Laboratory investigations can be conducted using the pages on communicable disease as a guide. (pages 622-641)
9.a. using information from a variety of resources, evaluate risk factors to determine why there are cause and effect relationships between lifestyle choices and cardiovascular disease (1.4; 1.6)	SE: 75, 77, 113, 118, 122, 423-425 <i>Reviewing Facts and Vocabulary</i> 121 <i>Thinking Critically</i> 545 TWE: CL 426
9.b. conduct research to answer questions regarding epidemiological studies about communicable diseases (1.2)	SE: <i>Applying Health Skills</i> 641 Epidemiology and communicable diseases can be found on pages 65, 622-625, 635-641 and can be used to prompt research in order to answer questions. TWE: MA 640
10.a. identify the relationship between smoking and emphysema or other behaviors that can contribute to chronic disease (1.6)	SE: 540-545, 574-578, 660-661, 678-679, 682-685 TWE: CL 685
11.a. analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (1.2; 3.2)	SE: 674-679, 688-694 <i>Real Life</i> 692 <i>Thinking Critically</i> 694 TWE: MA 693
12.a. interpret past human experiences regarding disease epidemics and apply the knowledge learned to new situations regarding disease detection, treatment and prevention (1.9; 1.10)	SE: 639-641 <i>Did You Know?</i> 637, 661 <i>Real Life</i> 639 <i>Applying Health Skills</i> 641 TWE: MA 640, 693

OBJECTIVES	PAGE REFERENCES
<b>B. Injury Prevention and Safety</b> <b>What All Students Should Be Able To Do</b> <i>By the end of grade 12, all students should be able to</i>	
1.a. demonstrate strategies for resisting social problems related to abuse, exploitation or sexual harassment (3.1; 3.2; 4.7)	SE: 316-317, 330-334, 335-338, 345-346, 348-353 <i>Health Minute</i> 317 <i>Real Life</i> 345 <i>Time Health</i> 354 TWE: WT 336
1.b. consider the viewpoints of others when discussing issues regarding sexual harassment, its effects upon individuals and strategies to prevent or handle it (2.3; 3.2)	SE: 345-346, 350-351 <i>Real Life</i> 345 <i>Time Health</i> 354 TWE: MR 346
2.a. describe and analyze methods that can be effective in preventing rape, assault, homicide and other personal safety risks (3.7; 4.7)	SE: 316, 330-334, 344-346, 350-351, 565 <i>Did You Know?</i> 346 <i>Time Health</i> 354 TWE: MR 346
2.b. apply problem-solving skills to assess unsafe situations and the potential risks of injuries, then determine strategies to reduce their risk (3.2; 3.3; 3.6; 4.1)	SE: 316, 330-334, 335-340, 341-347, 565 <i>Time Health</i> 354 TWE: C 347
3.a. identify situations or health conditions that can cause cardiopulmonary arrest and describe the life-saving procedures such as CPR (3.1; 4.7)	SE: 677, 742-746 <i>Exploring Issues</i> 745 TWE: MA 743
3.b. identify potential causes related to spinal cord injuries and demonstrate appropriate first-aid procedures for handling such injuries (3.1; 4.7)	SE: 407-408, 747, 751-752 <i>Health Skills Activity</i> 407 TWE: FYI 408
4.a. describe the most common weather-related emergencies and verify whether a procedure addresses the injury problem to which it was applied (3.5; 3.7; 3.8)	SE: 98-101, 725-729 TWE: HL 100
5.a. select and apply appropriate first-aid procedures and practices to treat a variety of injuries and emergency situations including shock, bleeding, fractures, etc. (3.2; 3.3)	SE: 736-741, 742-748, 749-754 <i>Hands-On Health</i> 753 TWE: MA 744, 747
<b>C. Tobacco, Alcohol and Other Drugs (TAOD)</b> <b>What All Students Should Be Able To Do</b> <i>By the end of grade 12, all students should be able to</i>	
1.a. make informed decisions regarding the use of alcohol based on knowledge of its short and long term effects on the body and its effects on both the individual and society (3.8; 4.1; 4.7)	SE: 562-567, 568-573, 574-578 <i>Time Health</i> 580 TWE: MA 571
1.b. identify, analyze and evaluate a drug related issue or problem and predict long-term consequences (1.6; 4.3)	SE: 592-597, 598-602, 603-610 <i>Time Health</i> 580 <i>Did You Know?</i> 599, 610 TWE: MA 604

OBJECTIVES	PAGE REFERENCES
2.a. evaluate personal risks for chemical dependency based upon personal, family and environmental factors (4.3; 4.7)	SE: 576-579, 589, 595-597, 599, 605, 608, 610 TWE: MA 599
3.a. identify and describe the long-term physical and psychological effects of steroid use, considering their effect upon individuals and society in which an idealized body image and win-at-all costs mentality takes precedent over health (1.1; 4.7)	SE: 94, 158, 472, 601-602 <i>Health Skills Activity</i> 601 TWE: MA 95
4.a. analyze the effects of tobacco, alcohol and other drugs on the unborn child (3.1; 4.3)	SE: 552, 575-578, 596-597 <i>Thinking Critically</i> 491 TWE: D 552 MA 552
5.a. evaluate information to determine a cause and effect relationship between alcohol use and emergency situations (1.6)	SE: 565, 567, 570-573 <i>Hands-On Health</i> 572 TWE: MA 570
6.a. work individually and with others to propose alternatives to teenage drinking, tobacco and other drug use (3.6; 4.6)	SE: 550, 613 <i>Real Life</i> 549 <i>Health Minute</i> 612 TWE: HC 564
<b>D. Environmental Health</b> <b>What All Students Should Be Able To Do</b> <i>By the end of grade 12, all students should be able to</i>	
1.a. examine ways that individuals, communities and state and federal government cooperate to promote environmental health (3.2; 4.3)	SE: 768, 776, 777-781 <i>Real Life</i> 770 <i>Hands-On Health</i> 780 TWE: HL 779 C 781
1.b. apply aesthetic consideration when addressing environmental health issues (1.10; 4.7)	SE: 770-771, 774
2.a. assess environmental health risks in their community and in the workplace. Compare present environmental problems to the past and propose ways to reduce environmental health problems in the future (2.1; 3.1; 3.2)	SE: 772-776, 777-781 <i>Personal Health Inventory</i> 765 Q & A 769 <i>Real Life</i> 770 TWE: MA 770
2.b. analyze family histories to determine genetic risks and potential health problems related to exposure to environmental pollutants (1.9; 1.10)	SE: <i>Real Life</i> on page 770 can be used to meet this objective. TWE: FYI 689
<b>IV. Efficiency of Human Movement and Performance</b>	
<b>B. Sports Skills and Lifetime Activities</b> <b>What All Students Should Be Able To Do</b> <i>By the end of grade 12, all students should be able to</i>	
1.a. demonstrate consistently the application of sports terms, scoring, etiquette and rules of play, skill techniques, safety principles, intermediate to advanced game strategies for sport units covered in the instructional program (1.10)	SE: 95-97 <i>Vocabulary</i> 87 <i>Thinking Critically</i> 97 TWE: HL 96

OBJECTIVES	PAGE REFERENCES
1.b. recognize the influences of participation in sport on developing appreciation of cultural, ethnic, gender, and physical diversity (1.6)	SE: This objective can be met when discussing physical activity and physical challenges. See pages 74-76 and 695-699. <i>Time Health</i> 42 TWE: RC 698 C 699
2.a. consistently demonstrate intermediate to advanced competence in a variety of activities to include individual/dual and team sports, outdoor pursuit skills, aquatics, gymnastics and tumbling (1.10)	SE: This objective can be incorporated into a lesson concerning physical activity. See pages 74-79, 80-86, and 93-97. TWE: TPK 93
2.b. independently apply advanced skill-specific information for a self-selected activity (1.10)	SE: 87-92 TWE: HL 90
3.a. recognize that physical activity can provide opportunities for positive social interaction (1.6)	SE: 77 <i>Hands-On Health</i> 76 TWE: CL 81
3.b. work as individuals and collaborate with others to accomplish tasks or reach goals when involved in various physical activities (4.6)	SE: 84-86 <i>Applying Health Skills</i> 86 TWE: HL 85
3.c. identify participation factors such as risk and safety factors, personal characteristics, performance styles and activity preferences that contribute to enjoyment and self-expression throughout the life cycle (4.1)	SE: 79, 88-90, 95-97, 98-101, 714-718 <i>Photo Caption</i> 79 <i>Real Life</i> 100 TWE: HL 96
<b>C. Rhythms and Dance</b> <b>What All Students Should Be Able To Do</b> <i>By the end of grade 12, all students should be able to</i>	
1.a. analyze and evaluate the relationship of dance to the development of culture (1.6)	SE: Benefits of dance can be discussed while covering physical activity. See pages 74-79. <i>Hands-On Health</i> 76 TWE: TPK 74 GS 75
2.a. perform, produce and evaluate a variety of dances which represent different cultural backgrounds (1.9; 2.5)	SE: Benefits of dance can be discussed while covering physical activity. See pages 74-79. <i>Hands-On Health</i> 76 TWE: TPK 74 GS 75
2.b. perform basic skills and demonstrate social etiquette in many dance forms and refine these skills through practice, self-evaluation and correction, e.g., social, contemporary, jazz, aerobic, folk and square (1.10)	SE: Benefits of dance can be discussed while covering physical activity. See pages 74-79. <i>Hands-On Health</i> 76 TWE: TPK 74 GS 75
3.a. demonstrate dance and rhythmic activities that use a variety of equipment to communicate ideas and develop various components of fitness (1.10; 2.1)	SE: Benefits of dance can be discussed while covering physical activity. See pages 74-79. <i>Hands-On Health</i> 76 TWE: TPK 74 GS 75

OBJECTIVES	PAGE REFERENCES
3.b. discuss the recreational and social aspects of dance (2.1; 2.3; 2.4)	SE: 77 <i>Hands-On Health</i> 76 TWE: CL 81
<b>D. Principles of Human Movement</b> <b>What All Students Should Be Able To Do</b> <i>By the end of grade 12, all students should be able to</i>	
1.a. critically evaluate the acquisition, execution and continued improvement of skilled physical performances in a variety of complex activities (1.6)	SE: 81-86 <i>Real Life</i> 84 <i>Thinking Critically</i> 86 TWE: C 86
1.b. analyze how the bones, joints and muscles of the human body work as anatomic levers (3.5)	SE: 386-389 <i>Thinking Critically</i> 389 TWE: MA 387
2.a. apply the processes and knowledge learned from scientific principles to gain more efficient use of the body in daily activities, e.g., lifting and reducing injury (1.10)	SE: 83-86 <i>Reviewing Facts and Vocabulary</i> 86 TWE: HL 90
3.a. apply the processes and knowledge learned from scientific principles to develop effective practice procedures in order to ensure proficient performance in self-selected activities (1.10)	SE: 83-86, 90-91, 93-94 TWE: C 86
<b>V. Physical Activity and Lifetime Wellness</b>	
<b>A. Personal Fitness/Wellness</b> <b>What All Students Should Be Able To Do</b> <i>By the end of grade 12, all students should be able to</i>	
1.a. make personal fitness choices by comparing and contrasting the components of health-related fitness and skill-related fitness and the benefits each offers to the development of total fitness (3.8; 4.1; 4.7)	SE: 87-89 <i>Applying Health Skills</i> 92 <i>Time Health</i> 104 TWE: HL 90
2.a. demonstrate the skill, knowledge, and desire to monitor and adjust activity levels to meet personal fitness needs (4.5)	SE: 92 <i>Real Life</i> 84 <i>Health Minute</i> 90 TWE: HL 90
3.a. participate regularly in health-enhancing fitness activities independent of teaching mandates (4.7)	SE: 78-79, 88-89, 714-718 <i>Time Health</i> 104 TWE: HC 84 HL 85 SW 91
3.b. independently and willingly participate in games, sports, dance, outdoor pursuits and other physical activities that contribute to the attainment of personal goals and maintenance of wellness (4.7)	SE: 78-79, 88-89, 714-718 <i>Time Health</i> 104 TWE: HC 84 HL 85 SW 91
4.a. apply the acronym FIT (frequency, intensity, time) and the principles of overload, progression and specificity to a personal fitness plan (3.1)	SE: 90-92 <i>Figure</i> 91 <i>Reviewing Facts and Vocabulary</i> 92 TWE: VL 91

OBJECTIVES	PAGE REFERENCES
5.a. identify both short-term and long-term effects of stress upon the individual (3.1)	SE: 200-203 <i>Did You Know?</i> 201 TWE: HL 202
5.b. participate in a variety of self-selected activities that aid in stress management (4.7)	SE: 205-209 <i>Hands-On Health</i> 191, 207 <i>Applying Health Skills</i> 203 <i>Health Minute</i> 208 TWE: MA 13 CC 207
5.c. determine the relationship between nutrition, exercise, and weight control by identifying nutrition and exercise as an essential element of weight control and by distinguishing between factual and fictitious ideas about weight control (3.7)	SE: 78-79, 123, 144-150, 151-156 <i>Applying Health Skills</i> 150, 156 TWE: WT 78
5.d. evaluate the negative aspects of chemical dependency upon the body in relationship to wellness (1.6)	SE: 594-595, 598-602, 603-610 <i>Figure</i> 599 <i>Applying Health Skills</i> 610 TWE: MA 604
<b>B. Responsible Personal and Social Behavior in Physical Activity Settings</b> <b>What All Students Should Be Able To Do</b> <i>By the end of grade 12, all students should be able to</i>	
1.a. independently create a safe environment for skill practice (1.10)	SE: 89, 95-97 TWE: HL 96
1.b. accept a responsible leadership role by modeling and encouraging others to apply appropriate etiquette in physical activity settings (4.3)	SE: 96 <i>Time Health</i> 42
2.a. demonstrate mature personal control by acting as a neutralizer in avoiding conflict or as a mediator in settling conflict (4.7)	SE: 264-267 TWE: HC 266
2.b. compare and contrast, individually and collaboratively, how attitudes, actions, and personal choice can affect themselves, family members, and others (1.1)	SE: 274-279, 294-295 <i>Health Minute</i> 264 <i>Exploring Issues</i> 265 <i>Thinking Critically</i> 279 <i>Figure</i> 289 TWE: HL 265
3.a. develop strategies for including persons of diverse backgrounds and abilities in physical activity (3.2)	SE: Pages 695-697, 698 can be used to stimulate ideas to meet this objective. <i>Time Health</i> 42
<b>C. Injury Prevention/Treatment and Rehabilitation</b> <b>What All Students Should Be Able To Do</b> <i>By the end of grade 12, all students should be able to</i>	
1.a. use proper injury prevention techniques during practice and game play (4.7)	SE: 90-91, 95-97 <i>Real Life</i> 100 TWE: HL 96

OBJECTIVES	PAGE REFERENCES
1.b. gain an understanding of exercise-related injuries and maladies such as sprains, strains, wounds, and exercise induced asthma (1.10)	SE: 102-103, 739-741 <i>Figure 102</i> <i>Applying Health Skills 103</i> <i>Health Skills Activity 739</i> TWE: C 103
2.a. distinguish between life-threatening and non-life-threatening injuries and when to seek medical attention (1.10)	SE: 99-103, 749-754 <i>Figure 737, 757</i> TWE: MA 743
2.b. demonstrate competence in basic first aid and CPR (4.7)	SE: 739-741, 742-754, 755-759 TWE: MA 743
3.a. display an awareness of when to seek medical advice for rehabilitation and the importance of following rehabilitation protocol (1.10)	SE: 578-579, 614-615 TWE: D 614

### Codes Used for TWE Pages

C	Close
CC	Curriculum Connections
CL	Cooperative Learning
CLA	Cooperative Learning Activity
CT	Critical Thinking
D	Discussing
FYI	FYI
GS	Guest Speaker
HC	Home and Community
HL	Health Literacy
MA	Motivating Activity
MR	Myth & Reality
RC	Reinforcing Concepts
SW	School to Work
TPK	Tying to Prior Knowledge
VL	Visual Learning
WT	What Teens Want to Know