



**MISSOURI**  
**Health Education/Physical Education Grades 5-8**  
**Teen Health Course 1 © 2005**

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 8, all students should be able to</i>	
1.a. apply knowledge of system interrelationships to predict health problems that could occur as a result of dysfunction (1.6; 1.10)	SE: 151-153, 196-197 <i>Health Skills Activity</i> 152 <i>Thinking Critically</i> 153, 164 TWE: C 164
2.a. describe the physical changes that occur during puberty and the interrelationship among systems that cause these changes (2.3)	SE: 165-166 <i>Figure</i> 167 <i>Reviewing Terms and Facts</i> 169 TWE: MA 167
3.a. analyze how learning is influenced by their memory, environment, learning styles and learning strategies (1.2)	SE: Pages 14-17, 166-167, 172 can be used to facilitate this goal.
4.a. conduct research to answer questions and evaluate information about the immune system (1.2)	SE: 185 <i>Thinking Critically</i> 186 <i>Reviewing Terms and Facts</i> 186 <i>Figure</i> 193 TWE: VL 185
5.a. research the physical, emotional, social and intellectual changes occurring during puberty (1.2)	SE: 165-169, 173 <i>Hands On Health</i> 168 <i>Thinking Critically</i> 169 TWE: JW 166
6.a. use a variety of resources and technologies in order to describe the structure, function and interactions of the endocrine, reproductive, nervous and immune systems (1.4)	SE: 9, 150-153, 161-162, 165-167 TWE: MA 162 FYI 166
7.a. sequence the process and events of the human life cycle including fertilization, fetal development and birth (1.8)	SE: 172, 233 <i>Reviewing Terms and Facts</i> 173 TWE: HL 156 C 173
<b>B. Social Systems</b>	
<b>What All Students Should Be Able To Do</b>	
<i>By the end of grade 8, all students should be able to</i>	
1.a. differentiate between negative peer pressure and positive peer support when making informed and responsible decisions (4.1)	SE: 63-64 <i>Health Skills Activity</i> 64 <i>Figure</i> 65 <i>Thinking Critically</i> 65 TWE: CLA 64

OBJECTIVES	PAGE REFERENCES
2.a. evaluate ideas and perspectives regarding the influence friendships, peers, and acquaintances have on choices and behaviors during adolescence (1.6)	SE: 10, 40, 60-64, 219 <i>Health Skills Activity</i> 18, 248 <i>Time Health</i> 24-25 TWE: DEM 63
3.a. evaluate the importance of effective listening skills in building and maintaining friendships (2.6)	SE: 68-69, 72-73
4.a. discuss problems with a trusted adult when encountering confusing or difficult situations (3.2)	SE: 45, 59, 195 <i>Photo</i> 10 TWE: BC 43, 44
5.a. solve problems related to the management of feelings experienced during stress, disappointment, separation or loss (3.5)	SE: 9-10, 41-45 <i>Hands On Health</i> 44 <i>Time Health</i> 46-47, 48-49, 176-177 <i>Health Skills Activity</i> 136 TWE: C 45
5.b. analyze ways individuals can respond to the needs of people with varying abilities (4.3)	SE: <i>Health Skills Activity</i> 34 TWE: IS 134, 269
6.a. analyze cultural influences on personal health practices and decisions (4.1)	SE: 10 TWE: IS 11
7.a. select appropriate resources in the community to determine their role in prevention and treatment of health-related problems (American Cancer Society, March of Dimes, American Heart Assoc., etc.) (1.7; 3.4; 3.7)	SE: 103, 121, 237 <i>Figure</i> 106
7.b. examine the viewpoints and collaborative efforts of individuals, communities, and government regarding societal health issues in order to make decisions that are informed and responsible, e.g., recycling efforts, pollution controls (3.6; 4.6)	SE: 278-282 <i>Hands On Health</i> 282 <i>Figure</i> 283 <i>Thinking Critically</i> 283 TWE: C 283
8.a. exchange information, questions and ideas while recognizing the perspectives of others (4.1)	SE: 72-73 <i>Developing Good Character</i> 72 <i>Time Health</i> 76-77, 78-79 TWE: CLA 72
<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 8, all students should be able to</i>	
1.a. analyze the relationship between behaviors and health (1.7)	SE: 14-19 <i>Time Health</i> 26-27, 108-109, 144-145, 174-175 <i>Health Skills Activity</i> 152, 264 TWE: CLA 18
1.b. assess personal health needs during adolescence and apply strategies to address those needs or problems (3.2; 3.3)	SE: 7, 90-93, 116-120, 165-169 <i>Hands On Health</i> 6 <i>Thinking Critically</i> 13 <i>Time Health</i> 174-175 TWE: CLA 92 MA 167

OBJECTIVES	PAGE REFERENCES
2.a. identify factors that can affect growth and development, differentiating between those they can or cannot change, e.g., heredity, family, environment, physical activity, hormones and disease; examine ways to enhance or adapt the identified factors (4.7)	SE: 37, 121-125, 126-132, 133-137, 138-141, 165-167, 170-171, 196-201 TWE: C 201
3.a. identify ways in which one can alter, enhance or adapt to influences on growth and development (4.7)	SE: 126-132, 138-141, 197, 199-201 <i>Health Skills Activity</i> 140 <i>Time Health</i> 142-143 TWE: HL 123
<b>B. Nutrition Principles and Practices</b> <b>What All Students Should Be Able To Do</b> <i>By the end of grade 8, all students should be able to</i>	
1.a. conduct laboratory inquiries to determine the presence of fat, protein, starches and sugar in food samples (1.2; 1.4)	SE: <i>Health Skills Activity</i> 119 <i>Applying Health Skills</i> 125 TWE: CLA 127
1.b. identify food sources that supply each of the essential nutrients (1.10)	SE: 116-118, 121-124 TWE: BC 122
2.a. apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution (1.7)	SE: 117-118, 129, 130-131 TWE: CLA 127
2.b. describe the contribution specific nutrients make toward growth, repair and cellular needs of the body (1.16)	SE: 116-120 TWE: COM 118
3.a. organize foods into groups with similar nutrient composition (1.5)	SE: 122-123 <i>Applying Health Skills</i> 125 TWE: D 123
4.a. select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid (4.7)	SE: 121-124, 126-129 <i>Hands On Health</i> 125 <i>Thinking Critically</i> 125 TWE: CLA 124
5.a. make informed decisions regarding food choices based on an understanding of balance, moderation and variety (4.1)	SE: 126-131 TWE: D 129
6.a. evaluate factors which influence food choices and their impact on nutrition and health (4.7)	SE: 126 <i>Photo</i> 126 <i>Quick Write</i> 126 TWE: QW 126
7.a. identify problems that can occur with body image during adolescence and formulate appropriate strategies to address this concern (3.1; 3.2)	SE: 131-132 TWE: FYI 130
8.a. analyze food labeling information to determine calories, nutrients and serving size in a product (1.2)	SE: <i>Health Skills Activity</i> 119
<b>C. Consumer Health</b> <b>What All Students Should Be Able To Do</b> <i>By the end of grade 8, all students should be able to</i>	
1.a. identify agencies that provide consumer protection service (1.9)	SE: 103 <i>Figure</i> 106

OBJECTIVES	PAGE REFERENCES
1.b. analyze consumer health issues and products to make wise decisions (1.10; 4.1)	SE: 100-103 <i>Quick Write</i> 100 <i>Health Skills Activity</i> 102 <i>Time Health</i> 108-109, 110-111
2.a. develop strategies to solve consumer health problems (3.2; 3.3)	SE: 100-103 <i>Health Skills Activity</i> 102 TWE: C 103
3.a. use critical-thinking skills to analyze marketing and advertising techniques (4.4)	SE: 101, 103 <i>Time Health</i> 110-111 TWE: HL 101, 123
<b>D. Life Management Skills</b> <b>What All Students Should Be Able To Do</b> <i>By the end of grade 8, all students should be able to</i>	
1.a. apply the decision-making process to adolescent health issues (4.1)	SE: 14-19 <i>Health Skills Activity</i> 18, 57 <i>Time Health</i> 26-27, 142-143, 250-251 TWE: C 233
1.b. evaluate the process used in solving problems and verify whether the solution addresses the problem to which it was applied (3.4; 3.7)	SE: 39-40, 41-45, 72-75 <i>Time Health</i> 76-77, 284-285 TWE: WT 74
1.c. distinguish between problems that can be solved independently and those that need the help of a peer, adult or professional (3.1)	SE: 43-45, 59, 195, 249 <i>Photo</i> 10 <i>Health Skills Activity</i> 39 TWE: BC 43, 44
1.d. apply peer pressure reversal techniques to reduce or resist negative peer pressure and aggressive behavior (3.2; 3.3)	SE: 63-65 <i>Health Skills Activity</i> 18, 64, 248 TWE: CLA 64
1.e. apply stress management skills to reduce stress-related problems (3.2; 3.3)	SE: 41-45 <i>Hands On Health</i> 44 <i>Time Health</i> 46-47, 176-177 <i>Health Skills Activity</i> 136 TWE: BC 44
1.f. recognize conflict situations and apply conflict resolution/mediation strategies. (3.2; 3.3)	SE: 70-75 <i>Health Skills Activity</i> 72 <i>Time Health</i> 78-79 TWE: CLA 72
2.a. explore career opportunities in the health-related profession and how these roles meet the needs of the health consumer (4.8)	SE: <i>Career Corner</i> 113, 147, 179, 207, 227, 289 TWE: HL 106
<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 8, all students should be able to</i>	
1.a. use a variety of resources to compile information regarding the cause, transmission, treatment and prevention of communicable diseases, e.g., HIV/AIDS, mononucleosis, etc. (1.4; 1.8)	SE: 187-190, 192-194 <i>Thinking Critically</i> 190 TWE: HL 189

OBJECTIVES	PAGE REFERENCES
2.a. develop questions and ideas to determine optimal conditions for growth of organisms (1.1)	SE: 183 TWE: HL 183
3.a. outline the body's lines of defenses and the stages of disease progression including incubation, acute, recovery and relapse (1.8)	SE: 183-185 <i>Figure 185</i> <i>Applying Health Skills 186</i> TWE: COM 185
4.a. locate, select and organize information about non-communicable diseases, focusing on adolescence, e.g., diabetes, asthma, joint disease, cancer, mental disorder (1.4)	SE: 196-201 <i>With a Group 199</i> <i>Health Skills Activity 199</i> TWE: C 201
4.b. differentiate between communicable and non-communicable diseases, their causative factors, symptoms, treatment and potential prevention measures (1.6)	SE: 182-185, 187-190, 191-195, 196-201 <i>Hands On Health 186</i> TWE: HL 89 R 197
5.a. assess non-communicable diseases prevalent in adolescents, e.g., asthma, diabetes, then analyze the impact they could have on adolescent physical, social and emotional development (1.7; 3.1; 3.8)	SE: Pages 196-201 can be used to analyze the impact on adolescent development.
6.a. recognize adolescent health concerns and select appropriate strategies to solve or prevent problems, e.g., anorexia, bulimia, acne, scoliosis (3.1; 3.2; 3.3)	SE: 90-91, 131-132 <i>Health Skills Activity 91</i> TWE: D 131 MA 167
7.a. identify health behaviors and practices that can reduce disease risks, considering their short and long term effects on human health, e.g., stress management, exercise, low fat diet, avoiding congested malls during flu outbreaks (1.6; 3.1; 4.7)	SE: 41-43, 118, 127, 133-137, 197 <i>Health Skills Activity 136</i> TWE: MA 136
8.a. analyze how the Department of Health, the Centers for Disease Control and other public health agencies affect individuals and communities in disease reduction, control, or prevention, e.g., food inspection, safe storage and handling, flu vaccines, education, no smoking ordinances (1.9)	SE: 103, 121, 237 <i>Figure 106</i>
<b>B. Injury Prevention and Safety</b> <b>What All Students Should Be Able To Do</b> <i>By the end of grade 8, all students should be able to</i>	
1.a. assess home and school environment for potential unsafe situations and recommend corrective action (3.1; 4.5; 4.7)	SE: 261-262, 264 TWE: CLA 264
1.b. recognize problems in daily living that may contribute to self destructive behaviors and apply strategies to reduce the risks of harm to self and others (3.2; 3.6)	SE: 39-40, 230-233, 240-245 <i>Applying Health Skills 40</i> TWE: MA 244
2.a. use information about weather safety and exercise precautions to make informed and reasoned decisions to reduce the risk of injury during exercise and sports (1.10; 4.1)	SE: 266-269, 270-271 <i>Thinking Critically 271</i> TWE: C 271

OBJECTIVES	PAGE REFERENCES
3.a. prioritize and demonstrate the steps involved in assessing an emergency situation, including the 911 call format. Analyze why the processes are used in a sequential order, e.g., ABC of emergencies (3.4; 4.7)	SE: <i>Figure 272</i>
3.b. demonstrate the Heimlich Maneuver and rescue breathing, and other basic first-aid procedures (4.7)	SE: 272-276 <i>Developing Good Character 273</i> TWE: C 277
<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 8, all students should be able to</i>	
1.a. differentiate among the effects of drugs on the body based on their classification, e.g., stimulant, depressant, hallucinogen, narcotic. Categorize into illegal or legal (3.5; 4.7)	SE: 240-245 TWE: MA 244
2.a. evaluate information regarding body functions and the use of TAOD to determine a cause and effect relationship, e.g., alcohol and impaired judgment, marijuana and short term memory loss, smoking and low birth weight babies (1.6; 1.7)	SE: 212-217, 231-233, 240-245 <i>Health Skills Activity 216</i> TWE: RC 213, 243
3.a. present different opinions and arguments about the effects of TAOD on the individual and others (2.3)	SE: 212-217, 231-233, 240-245 <i>With a Group 216</i> TWE: HL 214
4.a. make informed decisions regarding the use of tobacco based on knowledge of short and long term effects on the body, and effects on both the individual and society (4.1)	SE: 212-217 <i>Thinking Critically 217</i> TWE: D 213
5.a. Differentiate between over the counter and prescription drugs, their purpose, precautions and guidelines for use (3.5; 4.7)	SE: 234-239 <i>Developing Good Character 235</i> TWE: MA 235
6.a. compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use (1.1; 3.6)	SE: 40, 63-65, 219 TWE: CLA 64 C 221
7.a. plan strategies to resist pressures both from self and others to use TAOD (3.2; 3.3; 3.7)	SE: 64-65, 218-221, 247-248 <i>Health Skills Activity 248</i> TWE: C 221
<b>D. Environmental Health</b> <b>What All Students Should Be Able To Do</b> <i>By the end of grade 8, all students should be able to</i>	
1.a. recognize existing and potential environmental health problems within their community and address these problems through creative solutions and health advocacy (3.1; 3.2; 3.3)	SE: 278-283 TWE: FYI 280
2.a. evaluate the potential results of an environmental solution considering such issues as aesthetics, ethics, and societal responsibility (3.6; 3.7; 4.3)	SE: 280-283 TWE: BC 282

OBJECTIVES	PAGE REFERENCES
3.a. work as individuals and collaborate with others to safeguard the health of the environment (recycling, reducing waste, reusing items, etc.) (4.7)	SE: 281-283 <i>Hands On Health</i> 282 <i>Applying Health Skills</i> 283 TWE: BC 282 C 283
<b>IV. Efficiency of Human Movement and Performance</b>	
<b>A. Fundamental Movement Skills and Games</b> <b>What All Students Should Be Able To Do</b>	
<i>By the end of grade 8, all students should be able to</i>	
1.a. combine locomotor, nonlocomotor and manipulative skills in sequences of specific movement forms (1.10)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.
1.b. detect, analyze, and correct errors in personal movement patterns (1.6)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.
1.c. using mature motor patterns, combine movement skills and concepts effectively in a variety of games and activities (1.10)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.
2.a. engage in activities that provide for challenge, problem solving, decision making and risk taking (4.7)	SE: 136-137, 267-269 TWE: COM 267 D 267, 268, 269
<b>B. Sports Skills and Life-Time Activities</b> <b>What All Students Should Be Able To Do</b>	
<i>By the end of grade 8, all students should be able to</i>	
1.a. demonstrate application of terminology, scoring, rules of play, skill techniques, etiquette, safety principles and basic intermediate game strategies for the sport units covered in the instructional program (1.10)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.
1.b. analyze and use basic to intermediate offensive and defensive strategies in games and modified versions of sports (1.10)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.
1.c. discover the history and role of games, sports and dance in getting to know and understand people of diverse cultures (1.6)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.
2.a. consistently demonstrate basic to intermediate competence in a variety of activities to include dual individual and team sports, outdoor pursuit skills, aquatics, tumbling and gymnastics (1.10)	SE: Pages 133-137, 138-141, 267-269 can be used to help facilitate this goal.
2.b. use technological tools and other resources to locate, select, and organize information (1.4)	SE: 9 <i>With a Group</i> 199, 216, 277 <i>Building Health Skills</i> 224-225 TWE: CLA 98
<b>C. Rhythms and Dance</b> <b>What All Students Should Be Able To Do</b>	
<i>By the end of grade 8, all students should be able to</i>	
1.a. discuss cultural and historical context of at least one dance currently danced in the community (2.3)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.

OBJECTIVES	PAGE REFERENCES
1.b. design and perform rhythm and dance that combine locomotor and nonlocomotor movements into smooth flowing sequences with intentional changes in direction, speed and flow (2.5)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.
1.c. demonstrate appropriate social skills while participating in dance activities, including etiquette and courtesies appropriate to various dance forms (1.10)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.
1.d. competently perform dances from various cultures and describe similarities and differences in patterns, positions and steps (2.5)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.
2.a. recognize the aesthetic and creative aspects of dance performance (1.9)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.
2.b. discover, evaluate and discuss how dance is different from other forms of human movement (1.6)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.
2.c. describe ways to use the body and movement activities to communicate ideas and feelings (2.4)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.
3.a. demonstrate how dance can improve individual fitness (1.10)	SE: 137
4.a. exhibit basic dance skills and fundamentals while performing various dances, e.g., folk, square, aerobic, line (2.5)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.
<b>D. Principles of Human Movement</b> <b>What All Students Should Be Able To Do</b> <i>By the end of grade 8, all students should be able to</i>	
1.a. identify and apply critical elements to improve performance in selected skills (1.10)	SE: 138-141 <i>Quick Write</i> 138 <i>Health Skills Activity</i> 140 <i>Applying Health Skills</i> 141 TWE: B 138
1.b. identify the characteristics of highly skilled performances in a few movement forms (1.10)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.
2.a. recognize and apply principles of motor learning, e.g., transfer of learning (1.10)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.
2.b. detect, analyze and correct errors in personal movement patterns through self-evaluation and peer/teacher feedback (4.5)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.
3.a. recognize and apply biomechanical principles that impact the quality of movement, e.g., Newton's laws of motion, spin, rotation and torque (1.10)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.
3.b. discover, evaluate and explain how growth in height and weight influences the mechanical nature of performance in physical activities (1.6)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.

OBJECTIVES	PAGE REFERENCES
3.c. identify isometric, isotonic and isokinetic exercises and relate each to efficient development of muscular strength and endurance (1.6)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.
<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 8, all students should be able to</i>	
1.a. differentiate between activities that will improve skill-related components versus those that will improve health-related components of fitness; correctly demonstrate a variety of activities for both (3.5; 1.10)	SE: 134-135 <i>Figure 139</i>
1.b. determine personal target heart rate and understand its importance to cardiovascular training (4.7)	SE: 140 TWE: DEM 140
3.a. define the acronym FIT and the principles of overload, progression and specificity as they relate to exercise (1.10)	SE: 138-141 <i>Health Skills Activity 140</i> <i>Applying Health Skills 141</i> TWE: BC 140
3.b. use technological tools and other resources to locate, select and organize information (1.4)	SE: 9 <i>With a Group 199, 216, 277</i> <i>Building Health Skills 224-225</i> TWE: CLA 98
4.a. demonstrate an improved and/or acceptable level of health fitness standards as defined by a recognized fitness test (4.7)	SE: Pages 133-137, 138-141 can be used to help facilitate this goal.
4.b. analyze and evaluate the relationship of regular exercise to the development of the individual (1.6)	SE: 133-137 TWE: MA 136 C 137
4.c. use technological tools and other resources to locate, select and organize information (1.4)	SE: 9 <i>With a Group 199, 216, 277</i> <i>Building Health Skills 224-225</i> TWE: CLA 98
5.a. develop skills necessary to reduce and manage stress (4.7)	SE: 41-45 <i>Hands On Health 44</i> <i>Health Skills Activity 136</i> TWE: C 45
6.a. identify and evaluate responsible decision making behaviors as they affect wellness (4.1; 4.7)	SE: 14-19, 129 <i>Health Skills Activity 18</i> <i>Building Health Skills 26-27, 142-143, 250-251</i> TWE: C 249
6.b. identify benefits resulting from participation in different forms of physical activities (3.8)	SE: 133-135 <i>Quick Write 133</i> TWE: MA 136
6.c. determine the relationship between nutrition and weight control (1.6)	SE: 126-131 <i>Thinking Critically 125</i> TWE: MA 131

OBJECTIVES	PAGE REFERENCES
6.d. use technological tools and other resources to locate, select and organize information (1.4)	SE: 9 <i>With a Group</i> 199, 216, 277 <i>Building Health Skills</i> 224-225 TWE: CLA 98
<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 8, all students should be able to</i>	
1.a. demonstrate and show support of decisions made by game officials whether they are students, teachers or officials outside of school (2.3)	SE: Pages 133-137 can be used to help facilitate this goal.
1.b. describe personal and group conduct, including ethical behavior, appropriate for engaging in physical activity (2.3)	SE: Pages 133-137 can be used to help facilitate this goal.
1.c. distinguish between compliance and noncompliance of game rules (1.10; 4.3)	SE: Pages 133-137 can be used to help facilitate this goal.
1.d. work cooperatively with a group to achieve group goals in competitive as well as cooperative settings (4.6)	SE: <i>With a Group</i> 34, 64, 72, 119, 152, 199, 216 TWE: CLA 155
2.a. engage in activities that provide for challenge, problem solving and decision making (4.7)	SE: <i>Health Skills Activity</i> 140
2.b. recognize the influence of peer pressure by identifying positive and negative peer influences (3.1; 3.3)	SE: 40, 63-65, 219 TWE: CLA 64
3.a. demonstrate knowledge of similarities and differences in people of various ages, gender, and abilities and the cultural significance they contribute to various games, dances and physical activities (1.10)	TWE: IS 134
3.b. acknowledge and support physical and performance limitations of self and others (4.1)	SE: 138, 140-141 TWE: BC 140
<b>C. Injury Prevention/Treatment and Rehabilitation</b> <b>What All Students Should Be Able To Do</b> <i>By the end of grade 8, all students should be able to</i>	
1.a. demonstrate effective injury prevention practices before, during and after activity (4.7)	SE: 140-141, 263, 266-269 TWE: D 269
1.b. recognize incorrect techniques and methods of stretching and exercising and discuss how these can injure the body (1.10)	SE: Stretching is discussed on pages 140-141. TWE: CLA 140
1.c. discuss the exercise guidelines pertinent to local environmental conditions (e.g., humidity, pollen count, heat, cold) (1.10)	SE: 141, 266-269 <i>Thinking Critically</i> 141 TWE: D 269
1.d. discuss how local climate and environmental factors relate to and affect activity (e.g., dress, performance, activity selection) (1.10)	SE: 266-269 TWE: D 269
1.e. identify the myths and facts of exercise, including activity, equipment and products (3.1)	SE: Facts about exercise are found on pages 133-137.

OBJECTIVES	PAGE REFERENCES
2.a. identify common exercise-related injuries (strain, sprain, blisters) and the appropriate treatment (3.1)	SE: <i>Connect to Language Arts</i> 140 <i>Health Skills Activity</i> 277
2.b. use technological tools and other resources to locate, select and organize information (1.4)	SE: 9 <i>With a Group</i> 199, 216, 277 <i>Building Health Skills</i> 224-225 TWE: CLA 98

### Codes Used for TWE Pages

B	Bellringer Activity
BC	Beyond the Classroom
C	Close
CLA	Cooperative Learning Activity
COM	Comprehending
D	Discussing
DEM	Demonstrating
FYI	FYI
HL	Health Literacy
IS	Inclusion Strategies
JW	Journal Writing
MA	More About
QW	Quick Write
R	Reviewing
RC	Reading Check
VL	Visual Learning
WT	What Teens Want to Know