



**MISSOURI**  
**Health Education/Physical Education Grades 5-8**  
**Teen Health Course 3 © 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: 398 <i>Figure 301, 321</i> <i>Connect to Science 387</i> <i>Time Health 406-407</i> <i>Building Health Skills 408-409</i> TWE: VL 301
2.a. describe the physical changes that occur during puberty and the interrelationship among systems that cause these changes (2.3)	SE: 429-430 <i>Figure 431</i> TWE: RC 430
3.a. analyze how learning is influenced by their memory, environment, learning styles and learning strategies (1.2)	SE: 426-429 TWE: MA 427 WT 428
4.a. conduct research to answer questions and evaluate information about the immune system (1.2)	SE: 450-453, 465 <i>Applying Health Skills 453</i> TWE: CL 451
5.a. research the physical, emotional, social and intellectual changes occurring during puberty (1.2)	SE: 429-430 <i>Figure 431</i> <i>Thinking Critically 431</i> TWE: RC 430
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: 385-389, 396-399, 400-405, 450-453 <i>Building Health Skills 408-409</i> TWE: CL 451
7.a. sequence the process and events of the human life cycle including fertilization, fetal development and birth (1.8)	SE: 404, 416-420, 426-431, 432-435 TWE: MA 417
<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: 147-148 <i>Building Health Skills 52-53</i> <i>Time To Think 135</i> <i>Thinking Critically 150</i> <i>Health Skills Activity 258, 284, 324</i> TWE: B 147

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: 12 <i>Building Health Skills</i> 22-23 <i>Quick Write</i> 147, 309 <i>Health Skills Activity</i> 332 TWE: MA 148
3.a. evaluate the importance of effective listening skills in building and maintaining friendships (2.6)	SE: 37 <i>Developing Good Character</i> 108 <i>Health Skills Activity</i> 180 <i>Building Health Skills</i> 184-185
4.a. discuss problems with a trusted adult when encountering confusing or difficult situations (3.2)	SE: 98-100, 101-105, 152, 258-259, 289, 463 TWE: D 102
5.a. solve problems related to the management of feelings experienced during stress, disappointment, separation or loss (3.5)	SE: 39-43, 92-95, 106-109 <i>Time Health</i> 110-111 <i>Building Health Skills</i> 112-113 TWE: C 109
5.b. analyze ways individuals can respond to the needs of people with varying abilities (4.3)	SE: 123, 126-127 TWE: IS 233
6.a. analyze cultural influences on personal health practices and decisions (4.1)	SE: 49, 478 <i>Connect to Social Studies</i> 36 <i>Figure</i> 193
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: 75, 311, 379 <i>Health Skills Activity</i> 66 <i>Thinking Critically</i> 75 TWE: D 75 MA 482
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: 552-557 <i>Time Health</i> 538-539 <i>Health Skills Activity</i> 556 <i>Applying Health Skills</i> 557 TWE: BC 554
8.a. exchange information, questions and ideas while recognizing the perspectives of others (4.1)	SE: 34-37, 123, 128, 143, 169-170 <i>Hands On Health</i> 36 <i>Figure</i> 120, 169 <i>Time Health</i> 134-135
<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, 449 <i>Figure</i> 15 <i>Health Skills Activity</i> 18, 46 <i>Building Health Skills</i> 22-23, 408-409, 470-471 TWE: C 19
1.b. assess personal health needs during adolescence and apply strategies to address those needs or problems (3.2; 3.3)	SE: 8, 192-195, 202-203, 236-240, 250-255, 345-348, 356-359 TWE: C 348

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: 229, 421-425, 485, 487-488, 493 TWE: D 422
3.a. identify ways in which one can alter, enhance or adapt to influences on growth and development (4.7)	SE: 193-195, 221-223, 423-425 <i>Building Health Skills</i> 20-21, 212-213, 214-215 <i>Figure</i> 193 TWE: HL 423
<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>Hands-On Health</i> 200
1.b. identify food sources that supply each of the essential nutrients (1.10)	SE: 196-201 <i>Figure</i> 205, 211 <i>Health Skills Activity</i> 206 TWE: CC 198
2.a. apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution (1.7)	SE: 192, 196, 208-210, 253 TWE: RC 210
2.b. describe the contribution specific nutrients make toward growth, repair and cellular needs of the body (1.16)	SE: 195, 197-198 TWE: CC 198
3.a. organize foods into groups with similar nutrient composition (1.5)	SE: <i>Figure</i> 198, 204, 205, 211 TWE: CC 198 CL 205
4.a. select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid (4.7)	SE: 202-206, 208-211 <i>Health Skills Activity</i> 210 <i>Building Health Skills</i> 214-215 TWE: C 211
5.a. make informed decisions regarding food choices based on an understanding of balance, moderation and variety (4.1)	SE: 202-206, 208-211 <i>Health Skills Activity</i> 210 <i>Building Health Skills</i> 214-215 TWE: C 211
6.a. evaluate factors which influence food choices and their impact on nutrition and health (4.7)	SE: 193-194 <i>Quick Write</i> 192 <i>Figure</i> 193 TWE: CT 193 CP 193
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: 250-252, 256-259 <i>Media Watch</i> 257 <i>Time Health</i> 260-261 <i>Building Health Skills</i> 262-263 TWE: D 260

OBJECTIVES	PAGE REFERENCES
8.a. analyze food labeling information to determine calories, nutrients and serving size in a product (1.2)	SE: 206 <i>Health Skills Activity 206</i> <i>Figure 207</i> TWE: DE 203 VL 207
<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: 70-71, 73 <i>Thinking Critically 71</i> TWE: CL 70
1.b. analyze consumer health issues and products to make wise decisions (1.10; 4.1)	SE: 59-61 <i>Media Watch 59</i> <i>Hands-On Health 70</i> TWE: D 61
2.a. develop strategies to solve consumer health problems (3.2; 3.3)	SE: 68-71 <i>Health Skills Activity 61</i> TWE: CL 70
3.a. use critical-thinking skills to analyze marketing and advertising techniques (4.4)	SE: 59-60 <i>Hands-On Health 70</i> <i>Building Health Skills 76-77, 78-79</i> TWE: MA 59, 69 CC 60
<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: 28-30 <i>Health Skills Activity 30, 210, 258, 483</i> TWE: C 33
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: 30, 168-170 <i>Health Skills Activity 99, 171, 258, 483</i> <i>Time Health 110-111, 182-183, 558-559</i> <i>Hands-On Health 352</i> TWE: CL 170
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: 98-100, 101-105, 152, 258-259, 289, 463 TWE: D 102
1.d. apply peer pressure reversal techniques to reduce or resist negative peer pressure and aggressive behavior (3.2; 3.3)	SE: 147-148 <i>Thinking Critically 150</i> <i>Health Skills Activity 240, 258, 284, 324, 332</i> TWE: MA 47
1.e. apply stress management skills to reduce stress-related problems (3.2; 3.3)	SE: 39-43 <i>Health Skills Activity 43</i> <i>Time Health 50-51, 110-111</i> <i>Building Health Skills 112-113, 500-501</i> TWE: WT 40

OBJECTIVES	PAGE REFERENCES
1.f. recognize conflict situations and apply conflict resolution/mediation strategies. (3.2; 3.3)	SE: 164-167, 168-170 <i>Health Skills Activity</i> 171 <i>Time Health</i> 182-183 TWE: CL 170 C 171
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> 25, 55, 217, 317, 339, 413, 473 TWE: D 64
<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: 446-449, 454-457, 458-463, 464-467 <i>Quick Write</i> 446 <i>Hands-On Health</i> 448 <i>Applying Health Skills</i> 449 <i>Building Health Skills</i> 470-471 TWE: CT 465
2.a. develop questions and ideas to determine optimal conditions for growth of organisms (1.1)	SE: 448 TWE: HA 444
3.a. outline the body's lines of defenses and the stages of disease progression including incubation, acute, recovery and relapse (1.8)	SE: 450-453 TWE: MA 452
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: 476-479, 480-483, 484-488, 489-493, 494-497 TWE: HL 495 BC 496
4.b. differentiate between communicable and non-communicable diseases, their causative factors, symptoms, treatment and potential prevention measures (1.6)	SE: 446-449, 476-479 <i>Quick Write</i> 446 <i>Time Health</i> 498-499 TWE: HL 492
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: 482, 495 TWE: WT 487 D 495
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: 256-259, 345-346 TWE: MA 257
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: 6, 449, 487-488, 493 <i>Figure</i> 493 <i>Time Health</i> 498-499 TWE: MA 490 HL 492

OBJECTIVES	PAGE REFERENCES
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: 72-74 <i>Figure 73</i> <i>Health Skills Activity 346</i> TWE: VL 73
<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: 508-513 <i>Time Health 182-183</i> <i>Applying Health Skills 513</i> TWE: C 513
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: 276-280, 281-285, 286-289, 301, 306-307, 320-323, 325-329 <i>Building Health Skills 292-293</i> TWE: C 289
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: 517-519, 520-523 <i>Building Health Skills 540-541</i> TWE: HL 517
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: 512, 526 TWE: CL 526
3.b. demonstrate the Heimlich Maneuver and rescue breathing, and other basic first-aid procedures (4.7)	SE: 524-527, 528-532, 533-537 <i>Hands-On Health 535</i> TWE: CL 531 D 536
<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: 276-280, 281-285 <i>Figure 278, 280, 283</i> TWE: MA 279
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: 298-301, 306-307, 322-323, 325 <i>Figure 278, 280, 283, 321</i> <i>Quick Write 281</i> TWE: MA 279
3.a. present different opinions and arguments about the effects of TAOD on the individual and others (2.3)	SE: 320-323, 325-327 <i>Figure 278, 280, 283, 321</i> <i>Quick Write 281</i> <i>Hands-On Health 326</i> <i>Time Health 334-335</i> TWE: MA 279

OBJECTIVES	PAGE REFERENCES
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: 298-302, 303-307 <i>Time Health</i> 312-313 <i>Building Health Skills</i> 314-315 TWE: C 302
5.a. Differentiate between over the counter and prescription drugs, their purpose, precautions and guidelines for use (3.5; 4.7)	SE: 270-275 <i>Quick Write</i> 270 <i>Health Skills Activity</i> 274 <i>Thinking Critically</i> 275 TWE: CT 271
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: <i>Building Health Skills</i> 52-53, 292-293 <i>Health Skills Activity</i> 240, 284, 300, 332 <i>Time Health</i> 334-335 TWE: CL 284
7.a. plan strategies to resist pressures both from self and others to use TAOD (3.2; 3.3; 3.7)	SE: 286-289, 330-333 <i>Building Health Skills</i> 292-293 <i>Health Skills Activity</i> 332 TWE: CL 331
<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: 546-551, 552-557 <i>Hands-On Health</i> 549 TWE: MA 549
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: 552-557 <i>Building Health Skills</i> 558-559, 560-561 TWE: BC 554
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: 552-557 <i>Quick Write</i> 552 <i>Health Skills Activity</i> 556 <i>Time Health</i> 558-559 <i>Building Health Skills</i> 560-561 TWE: HL 553
<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 220-223, 224-229, 230-235 may be used to help facilitate this goal.
1.b. detect, analyze, and correct errors in personal movement patterns (1.6)	SE: Pages 220-223, 224-229, 230-235 may 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 220-223, 224-229, 230-235 may 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: 515-519 TWE: WT 512

OBJECTIVES	PAGE REFERENCES
<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 220-223, 224-229, 230-235 may 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 220-223, 224-229, 230-235 may 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 220-223, 224-229, 230-235 may 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 220-223, 224-229, 230-235 may be used to help facilitate this goal.
2.b. use technological tools and other resources to locate, select, and organize information (1.4)	SE: 45-46 <i>Media Watch</i> 59 <i>Building Health Skills</i> 78-79 <i>Health Online</i> 203, 304 <i>Applying Health Skills</i> 207 TWE: CL 209
<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 220-223, 224-229, 230-235 may be used to help facilitate this goal.
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 220-223, 224-229, 230-235 may 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 220-223, 224-229, 230-235 may 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 220-223, 224-229, 230-235 may be used to help facilitate this goal.
2.a. recognize the aesthetic and creative aspects of dance performance (1.9)	SE: Pages 220-223, 224-229, 230-235 may 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 220-223, 224-229, 230-235 may be used to help facilitate this goal.

OBJECTIVES	PAGE REFERENCES
2.c. describe ways to use the body and movement activities to communicate ideas and feelings (2.4)	SE: Pages 220-223, 224-229, 230-235 may be used to help facilitate this goal.
3.a. demonstrate how dance can improve individual fitness (1.10)	SE: 231
4.a. exhibit basic dance skills and fundamentals while performing various dances, e.g., folk, square, aerobic, line (2.5)	SE: Pages 220-223, 224-229, 230-235 may 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: Pages 220-223, 224-229, 230-235 may be used to help facilitate this goal.
1.b. identify the characteristics of highly skilled performances in a few movement forms (1.10)	SE: Pages 220-223, 224-229, 230-235 may 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 220-223, 224-229, 230-235 may 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 220-223, 224-229, 230-235 may 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 220-223, 224-229, 230-235 may 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 220-223, 224-229, 230-235 may be used to help facilitate this goal.
3.c. identify isometric, isotonic and isokinetic exercises and relate each to efficient development of muscular strength and endurance (1.6)	SE: 225-226 TWE: HL 237
<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: 224-229, 232-235 TWE: HL 227
1.b. determine personal target heart rate and understand its importance to cardiovascular training (4.7)	SE: 235 <i>Hands-On Health</i> 226
3.a. define the acronym FIT and the principles of overload, progression and specificity as they relate to exercise (1.10)	SE: FIT isn't specifically discussed; however, pages 220-223 can be used to help facilitate this goal.

OBJECTIVES	PAGE REFERENCES
3.b. use technological tools and other resources to locate, select and organize information (1.4)	SE: 45-46 <i>Media Watch 59</i> <i>Building Health Skills 78-79</i> <i>Health Online 203, 304</i> <i>Applying Health Skills 207</i> TWE: CL 209
4.a. demonstrate an improved and/or acceptable level of health fitness standards as defined by a recognized fitness test (4.7)	SE: <i>Figure 225, 227, 228</i> TWE: BC 225 VL 225
4.b. analyze and evaluate the relationship of regular exercise to the development of the individual (1.6)	SE: 220-223, 230-235 <i>Health Skills Activity 231</i> TWE: EI 221
4.c. use technological tools and other resources to locate, select and organize information (1.4)	SE: 45-46 <i>Media Watch 59</i> <i>Building Health Skills 78-79</i> <i>Health Online 203, 304</i> <i>Applying Health Skills 207</i> TWE: CL 209
5.a. develop skills necessary to reduce and manage stress (4.7)	SE: 39-43 <i>Health Skills Activity 222</i> <i>Thinking Critically 223</i> TWE: DE 42
6.a. identify and evaluate responsible decision making behaviors as they affect wellness (4.1; 4.7)	SE: 6, 28-30 <i>Hands-On Health 7</i> <i>Building Health Skills 22-23</i> TWE: C 7
6.b. identify benefits resulting from participation in different forms of physical activities (3.8)	SE: 220-223, 231 <i>Figure 221</i> TWE: BC 221
6.c. determine the relationship between nutrition and weight control (1.6)	SE: 250-255 <i>Hands-On Health 252</i> <i>Building Health Skills 260-261</i> TWE: D 252 HL 254
6.d. use technological tools and other resources to locate, select and organize information (1.4)	SE: 45-46 <i>Media Watch 59</i> <i>Building Health Skills 78-79</i> <i>Health Online 203, 304</i> <i>Applying Health Skills 207</i> TWE: CL 209
<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: <i>Time Health 242-243</i>

OBJECTIVES	PAGE REFERENCES
1.b. describe personal and group conduct, including ethical behavior, appropriate for engaging in physical activity (2.3)	SE: 237, 239, 513 <i>Developing Good Character</i> 237 <i>Time Health</i> 242-243 TWE: HL 243
1.c. distinguish between compliance and noncompliance of game rules (1.10; 4.3)	SE: 239 <i>Time Health</i> 242-243
1.d. work cooperatively with a group to achieve group goals in competitive as well as cooperative settings (4.6)	SE: 237 <i>Developing Good Character</i> 237 <i>Time Health</i> 242-243
2.a. engage in activities that provide for challenge, problem solving and decision making (4.7)	SE: 515-519 TWE: WT 512
2.b. recognize the influence of peer pressure by identifying positive and negative peer influences (3.1; 3.3)	SE: 49, 147-148 <i>Building Health Skills</i> 52-53 <i>Thinking Critically</i> 150 <i>Health Skills Activity</i> 258, 284, 324 TWE: MA 47 CL 48
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)	SE: 229 <i>Developing Good Character</i> 237 TWE: IS 233 CT 239
3.b. acknowledge and support physical and performance limitations of self and others (4.1)	SE: 229, 240, 508 TWE: D 240
<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: 236-241, 513, 515-519 <i>Building Health Skills</i> 244-245 TWE: MA 240
1.b. recognize incorrect techniques and methods of stretching and exercising and discuss how these can injure the body (1.10)	SE: 233-234, 239-240 <i>Hands-On Health</i> 374 TWE: VL 233
1.c. discuss the exercise guidelines pertinent to local environmental conditions (e.g., humidity, pollen count, heat, cold) (1.10)	SE: 517-519 TWE: L 232
1.d. discuss how local climate and environmental factors relate to and affect activity (e.g., dress, performance, activity selection) (1.10)	SE: 517-519 TWE: L 232
1.e. identify the myths and facts of exercise, including activity, equipment and products (3.1)	SE: Myths and facts can be incorporated into lessons using pages 220-223, 224-229, 230-235, 236-241
2.a. identify common exercise-related injuries (strain, sprain, blisters) and the appropriate treatment (3.1)	SE: 528-532 TWE: ALS 529 D 531 CL 531 C 532

OBJECTIVES	PAGE REFERENCES
2.b. use technological tools and other resources to locate, select and organize information (1.4)	SE: 45-46 <i>Media Watch</i> 59 <i>Building Health Skills</i> 78-79 <i>Health Online</i> 203, 304 <i>Applying Health Skills</i> 207 TWE: CL 209

### Codes Used for TWE Pages

ALS	Applying Life Skills
B	Bellringer
BC	Beyond the Classroom
C	Close
CC	Cross Curriculum
CL	Cooperative Learning Activity
CP	Cultural Perspectives
CT	Critical Thinking
D	Discussing
DE	Demonstrating
EI	Examining Issues
HA	Hands-On Activity
HL	Health Literacy
IS	Inclusion Strategies
L	Listing
MA	More About
RC	Reading Check
VL	Visual Learning
WT	What Teens Want to Know