



NEW JERSEY
Core Curriculum Content Standards for
Comprehensive Health and Physical Education Grade 6
Teen Health Course 1 © 2005

STRANDS AND PROGRESS INDICATORS	PAGE REFERENCES
Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:	
STANDARD 2.1 (WELLNESS) ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.	
A. Personal Health	
1. Discuss the physical, social, emotional, and intellectual dimensions of wellness.	SE: 4-7, 8, 32-35, 60, 133 <i>Hands-On Health 6</i> TWE: HL 5
2. Describe the appropriate use of healthcare and personal hygiene products.	SE: 100-103, 104-107 <i>Health Skills Activity 102</i> <i>Thinking Critically 103</i> <i>Applying Health Skills 103</i> <i>Time Health 108-109</i> <i>Building Health Skills 110-111</i> TWE: CLA 102
3. Discuss how health data, such as blood pressure, body composition, and cholesterol, can be used to assess and improve wellness.	SE: <i>Thinking Critically 203</i> <i>Time Health 206-207</i> TWE: WT 203
4. Discuss how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness.	SE: 8-13, 32-35, 39-40, 218-221, 246-248 <i>Developing Good Character 5</i> <i>Health Skills Activity 39</i> <i>Building Health Skills 204-205, 252-253</i> TWE: WT 12
5. Discuss how technology impacts wellness.	SE: 9, 189-190, 194, 198 <i>Applying Health Skills 107</i> <i>Time Health 202-203</i> TWE: HL 189
B. Growth and Development	
1. Compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness.	SE: 150-153, 154-160, 161-164, 165-166 <i>Health Skills Activity 152</i> <i>Thinking Critically 153</i> <i>Building Health Skills 176-177</i> TWE: C 153
2. Compare the rate of physical, social, emotional, and intellectual change during various life stages and discuss ways to foster healthy growth.	SE: 165-169, 170-173 <i>Quick Write 165</i> <i>Developing Good Character 167</i> <i>Hands-On Health 168</i> <i>Health Skills Activity 171</i> TWE: C 169, 173

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3. Discuss how heredity and physiological changes contribute to an individual's uniqueness.	SE: 169, 170-173 TWE: QW 170
C. Nutrition	
1. Discuss factors that influence food choices.	SE: 10, 126 <i>Quick Write</i> 126 TWE: QW 126
2. Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan.	SE: 116-120, 121-124, 127-129 <i>Hands-On Health</i> 125 <i>Thinking Critically</i> 125 <i>Building Health Skills</i> 144-145 TWE: COM 129
3. Analyze nutrition information on food packages and labels.	SE: <i>Health Skills Activity</i> 119 <i>Time Health</i> 143 <i>Building Health Skills</i> 145 TWE: MA 129
4. Discuss the short- and long-term benefits and risks associated with nutritional choices.	SE: 129, 197-201 <i>Health Skills Activity</i> 199 <i>Applying Health Skills</i> 201 TWE: CCA 198 C 201
D. Diseases and Health Conditions	
1. Compare and contrast methods used to diagnose and treat diseases and health conditions.	SE: 187-190, 192, 196-201 <i>Quick Write</i> 187 <i>Time Health</i> 203 TWE: MA 188 HL 192
2. Differentiate among communicable, non-communicable, acute, chronic, and inherited diseases and health conditions.	SE: 182, 187-190, 196-201 <i>Quick Write</i> 196 TWE: MA 188
3. Compare and contrast diseases and health conditions prevalent in adolescents, including asthma, obesity, diabetes, Lyme disease, STDs, and HIV/AIDS.	SE: 191-195, 200-201 <i>Applying Health Skills</i> 201 TWE: MA 200
4. Discuss the use of public health strategies to prevent diseases and health conditions.	SE: 105, 188-190, 195, 197 <i>Thinking Critically</i> 190 <i>Time Health</i> 202-203 TWE: HL 189
5. Compare and contrast forms of mental illness such as phobias, anxiety and panic disorders, and depression.	SE: Pages 36-38 can be used to help facilitate this goal. <i>Figure 2.3</i> 38 <i>Health Skills Activity</i> 39
E. Safety	
1. Compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents.	SE: 258-259 <i>Quick Write</i> 258 TWE: QW 258

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2. Analyze the short- and long-term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries.	SE: 259, 261-265, 266-271 <i>Quick Write</i> 258, 261 <i>Health Skills Activity</i> 260, 264 <i>Developing Good Character</i> 263 TWE: COM 259
3. Demonstrate and assess basic first aid procedures, including victim and situation assessment, rescue breathing and choking, and care of minor cuts, sprains, and bleeding.	SE: 272-276 <i>Health Skills Activity</i> 277 <i>Applying Health Skills</i> 277 TWE: COM 274
4. Discuss the physical, social, and emotional impacts of all forms of abuse and discuss what to do if any form of abuse is suspected or occurs.	SE: 58-59 <i>Applying Health Skills</i> 59 TWE: CT 58
F. Social and Emotional Health	
1. Examine how personal assets (e.g., self esteem, positive peer relationships) and protective factors (e.g., parental involvement) support healthy social and emotional development.	SE: 32-35, 39, 54, 63 <i>Health Skills Activity</i> 34, 39 TWE: COM 62
2. Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying.	SE: 70-75 <i>Quick Write</i> 70 <i>Time Health</i> 76-77 <i>Building Health Skills</i> 78-79 <i>Applying Health Skills</i> 265 TWE: WT 77
3. Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence.	SE: 75, 264 <i>Quick Write</i> 70 <i>Developing Good Character</i> 72 <i>Time Health</i> 76-77 <i>Applying Health Skills</i> 265 TWE: WT 74 CT 76
4. Describe the physical and emotional signs of stress and the short- and long-term impacts of stress on the human body.	SE: 42-43 <i>Figure</i> 42 <i>Thinking Critically</i> 45 <i>Time Health</i> 46-47 TWE: D 43
5. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.	SE: 57, 59 <i>Health Skills Activity</i> 39 TWE: CLA 47 D 57
6. Discuss how stereotyping might influence one's goals, choices, and behaviors.	SE: <i>Figure</i> 74 could be expanded to help meet this objective

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STANDARD 2.2 (INTEGRATED SKILLS) ALL STUDENTS WILL USE HEALTH-ENHANCING PERSONAL, INTERPERSONAL, AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.	
A. Communication	
1. Summarize health information from a variety of valid and reliable health resources.	SE: 9 <i>Time to Think</i> 109, 223 <i>Applying Health Skills</i> 160, 239 <i>With a Group</i> 199, 216, 277
2. Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience.	SE: <i>Applying Health Skills</i> 19, 65, 245 <i>Building Health Skills</i> 27, 177 <i>Time to Think</i> 47, 77, 223 <i>Hands-On Health</i> 244 TWE: CLA 72
3. Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness.	SE: 11, 39-40, 64-65, 66-69, 72-73 <i>Health Skills Activity</i> 11, 64, 72, 248 <i>Applying Health Skills</i> 40, 69, 169 <i>Building Health Skills</i> 224-225 <i>Hands-On Health</i> 244 TWE: C 69
4. Describe and demonstrate active and reflective listening.	SE: 68, 72
5. Compare and contrast the economic and social purposes of health messages presented in the media.	SE: 100-103, 126 <i>Building Health Skills</i> 26-27, 110-111 <i>Thinking Critically</i> 103 TWE: HL 101 AN 102
B. Decision Making	
1. Demonstrate effective decision making in health and safety situations.	SE: 14-19 <i>Health Skills Activity</i> 18, 57 <i>Building Health Skills</i> 144-145, 252-253 TWE: D 15
2. Analyze the influence of family, peers, and the media on health decisions and investigate how conflicting interests may influence decisions and choices.	SE: 10, 63-65, 219 <i>Health Skills Activity</i> 18, 57 <i>Media Watch</i> 214 <i>Applying Health Skills</i> 221 TWE: HL 232
3. Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made.	SE: 18 <i>Health Skills Activity</i> 18, 177, 199, 216
4. Explain how personal ethics influence decision making.	SE: 16-17 <i>Developing Good Character</i> 17 <i>Building Health Skills</i> 252 TWE: D 17
C. Planning and Goal Setting	
1. Use health data and information to formulate health goals.	SE: 21-22 <i>Building Health Skills</i> 204-205

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2. Develop strategies to support the achievement of short- and long-term health goals.	SE: 20-23, 138-141 <i>Health Skills Activity</i> 22, 140 <i>Applying Health Skills</i> 23, 141 <i>Building Health Skills</i> 204-205 TWE: BC 140
D. Character Development	
1. Describe actions and situations that show evidence of good character.	SE: 17, 19 <i>Developing Good Character</i> 5, 17, 39, 62, 72 <i>Media Watch</i> 18 TWE: CT 17
2. Discuss the characteristics of a role model and how role models influence the personal goals and ethical standards of others.	SE: 17, 19 <i>Developing Good Character</i> 17 <i>Figure 3.2</i> 55
E. Leadership, Advocacy, and Service	
1. Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role.	SE: Pages 27, 177, 253 along with the <i>With a Group</i> activities on pages 34, 64, 72, 119, 152, 199, 216, 264, 277 can be used to facilitate this goal.
2. Evaluate personal and group contributions towards the achievement of a goal or task, analyze a group's ability to improve its performance, and provide appropriate feedback.	SE: Pages 27, 177, 253 along with the <i>With a Group</i> activities on pages 34, 64, 72, 119, 152, 199, 216, 264, 277 can be used to facilitate this goal.
3. Develop and articulate a group's goals and vision.	SE: Pages 27, 177, 253 along with the <i>With a Group</i> activities on pages 34, 64, 72, 119, 152, 199, 216, 264, 277 can be used to facilitate this goal.
4. Compare the use of cooperative and competitive strategies to achieve a group goal and recommend strategies to keep a group on target and free from conflict.	SE: Pages 67-69, 71 can be combined with the <i>With a Group</i> activities on pages 34, 64, 72, 119, 152, 199, 216, 264, 277 to achieve this goal.
5. Discuss how individuals can make a difference by helping others, investigate opportunities for volunteer service, and participate in activities through school or community-based health or service organizations.	SE: 281-282 <i>Developing Good Character</i> 106 <i>Applying Health Skills</i> 283 TWE: CLA 281
6. Formulate and express a position on health issues and educate peers about the health issue or cause.	SE: <i>Applying Health Skills</i> 19, 93, 137, 217, 233 <i>Building Health Skills</i> 286-287 TWE: C 93
7. Discuss local and state laws that impact personal, family, and community wellness and formulate ways that individuals and groups can work together to improve wellness.	SE: 240, 247, 265 <i>Thinking Critically</i> 221 <i>Developing Good Character</i> 241 <i>Connect to Social Studies</i> 245 TWE: GS 247

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F. Health Services and Careers	
1. Categorize health and fitness services available in the school and community and demonstrate how to access them.	SE: 59, 104-107, 249 <i>Health Skills Activity 39</i> <i>Applying Health Skills 59</i> TWE: HL 106
2. Investigate health and fitness career opportunities.	SE: <i>Career Corner</i> 113, 147, 179, 207, 227, 255, 289 TWE: GS 58 HL 106
STANDARD 2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL LEARN AND APPLY INFORMATION ABOUT ALCOHOL, TOBACCO, OTHER DRUGS AND MEDICINES TO MAKE DECISIONS THAT SUPPORT A HEALTHY, ACTIVE LIFESTYLE.	
A. Medicines	
1. Discuss factors to consider when choosing an over-the-counter medicine.	SE: 234-239 <i>Developing Good Character 235</i> <i>Applying Health Skills 239</i> TWE: D 238
2. Discuss medicines used to treat common diseases and health conditions.	SE: 188, 198, 201, 234-235 TWE: MA 188, 235
3. Discuss the safe administration and storage of over-the-counter and prescription medicines.	SE: 237-238 <i>Developing Good Character 235</i> TWE: BC 238
4. Describe factors that impact the effectiveness of a medicine.	SE: 235-236 TWE: MA 235
B. Alcohol, Tobacco, and Other Drugs	
1. Describe how tobacco use contributes to the incidence of respiratory diseases, cancer, and cardiovascular disease.	SE: 196-198, 212-217 <i>Health Skills Activity 216</i> TWE: C 217
2. Describe ways to reduce the health impact of tobacco smoke on non-smokers.	SE: 217 TWE: R 217
3. Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries.	SE: 230-233 <i>Thinking Critically 233</i> TWE: D 231
4. Discuss the short- and long-term physical and behavioral effects of inhalant use, including brain, heart, and lung damage and death.	SE: 244 <i>List 245</i> TWE: MA 244
5. Discuss the classifications of illegal drugs and controlled substances and give examples of each.	SE: 240-245 TWE: R 242
6. Describe the physical and behavioral effects of each classification of drugs.	SE: 240-245 <i>Quick Write 240</i> TWE: C 245
7. Discuss the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.	SE: 193, 195, 243
8. Discuss the legal and financial consequences of the use, sale, and possession of illegal substances.	SE: 240, 247 TWE: GS 247

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C. Dependency/Addiction and Treatment	
1. Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.	SE: 213, 233, 239, 240 <i>Figure 213</i>
2. Identify ways to quit using alcohol, tobacco, and other drugs and discuss factors that support an individual to quit.	SE: 248-249 <i>Time Health 222-223</i> <i>Building Health Skills 224-225</i> TWE: HL 220 C 249
3. Discuss factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as advertising and the media, group pressures, low self-esteem, genetics, and poor role models.	SE: 63-65, 218-219, 230, 247 <i>Media Watch 214</i> <i>Applying Health Skills 249</i> TWE: D 247
4. Describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle.	SE: 233, 248-249 <i>Building Health Skills 224-225, 252-253</i> <i>Applying Health Skills 249</i> TWE: C 249
STANDARD 2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL LEARN THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.	
A. Relationships	
1. Compare and contrast the interconnected and cooperative roles of family members.	SE: 8, 54-57 <i>Hands-On Health 6</i> <i>Quick Write 54</i> <i>Developing Good Character 56</i> <i>Thinking Critically 59</i> TWE: QW 54
2. Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs.	SE: 8, 33-34, 54-57 <i>Hands-On Health 6</i> <i>Quick Write 54</i> <i>Developing Good Character 56</i> <i>Thinking Critically 59</i> <i>Photo 60</i> TWE: QW 54 C 59
3. Describe the characteristics of a healthy relationship and discuss factors that support and sustain it.	SE: 8, 11, 17, 34, 54-57, 60-62 <i>Hands-On Health 6</i> <i>Health Skills Activity 57</i> <i>Thinking Critically 59</i> TWE: C 59 D 61
4. Describe how peer relationships may change during adolescence.	SE: 168 <i>Health Skills Activity 11</i> TWE: D 61
5. Discuss different forms of dating and explain the role of dating in personal growth.	See Glencoe's <i>Human Sexuality</i> © 2004.

STRANDS AND PROGRESS INDICATORS	PAGE REFERENCES
B. Sexuality	
1. Describe the individual growth patterns of males and females during adolescence.	SE: 165-169, 173 <i>Quick Write</i> 165 <i>Developing Good Character</i> 167 TWE: QW 165
2. Discuss strategies to remain abstinent and resist pressures to become sexually active.	SE: 39, 195 <i>Applying Health Skills</i> 195
3. Discuss the possible physical, social, and emotional impacts of adolescent sexual activity.	See Glencoe's <i>Human Sexuality</i> © 2004.
4. Describe behaviors that place one at risk for HIV/AIDS, STDs, or unintended pregnancy.	SE: 191-195 <i>Applying Health Skills</i> 195
5. Identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them.	See Glencoe's <i>Human Sexuality</i> © 2004.
6. Discuss how parents, peers, and the media influence attitudes about sexuality.	See Glencoe's <i>Human Sexuality</i> © 2004.
C. Pregnancy and Parenting	
1. Discuss fertilization, embryonic development, and fetal development.	SE: 171-172 <i>Thinking Critically</i> 173 TWE: CT 172
2. Describe the signs and symptoms of pregnancy.	See Glencoe's <i>Human Sexuality</i> © 2004.
3. Recommend prenatal practices that support a healthy pregnancy.	SE: 233 <i>Health Skills Activity</i> 171
4. Discuss the potential challenges faced by adolescent parents and their families.	See Glencoe's <i>Human Sexuality</i> © 2004.
5. Recommend sources of information and help for parents.	See Glencoe's <i>Human Sexuality</i> © 2004.
STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.	
A. Movement Skills	
1. Demonstrate developmentally appropriate form when using movement skills in applied settings.	SE: Pages 133-137 can be used to help facilitate this goal. See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
2. Demonstrate the use of force and motion to impact the quality of physical movement.	SE: Pages 133-137 can be used to help facilitate this goal. See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
3. Employ the principles of space, effort, and relationships to modify movement.	SE: Pages 133-137 can be used to help facilitate this goal. See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
4. Modify movement in response to dynamic, interactive environments.	SE: Pages 133-137 can be used to help facilitate this goal. See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.

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5. Use visual and verbal cues to improve performance during a physical activity.	SE: Pages 133-137 can be used to help facilitate this goal. See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
6. Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback.	SE: Pages 133-137 can be used to help facilitate this goal. See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
7. Apply a learned skill to another movement setting.	SE: Pages 133-137 can be used to help facilitate this goal. See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
8. Perform planned movement sequences based on a theme and using rhythm or music.	SE: Pages 133-137 can be used to help facilitate this goal. See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
B. Movement Concepts	
1. Analyze movement sequences for the proper use of body mechanics and suggest improvements.	SE: Pages 133-137 can be used to help facilitate this goal. See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
2. Discuss how the principles of force and motion impact the quality of movement.	SE: Pages 133-137 can be used to help facilitate this goal. See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
3. Analyze how the use of energy and flow contributes to more effective, efficient, or creative movement.	SE: Pages 133-137 can be used to help facilitate this goal. See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
4. Describe how to refine and increase control when performing movement skills.	SE: Pages 133-137 can be used to help facilitate this goal. See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
5. Discuss how to modify movement in response to dynamic, interactive environments.	SE: Pages 133-137 can be used to help facilitate this goal. See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
6. Analyze how a movement skill can be transferred to another movement setting.	SE: Pages 133-137 can be used to help facilitate this goal. See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
7. Discuss how practice, regular participation, and appropriate feedback improve performance.	SE: Pages 133-137 can be used to help facilitate this goal. See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
8. Discuss how movement activities pose opportunities for self-expression, creativity, and teamwork.	SE: Pages 133-137 can be used to help facilitate this goal. See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.

STRANDS AND PROGRESS INDICATORS	PAGE REFERENCES
C. Strategy	
1. Describe and demonstrate the use of offensive, defensive, and cooperative strategies.	See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
D. Sportsmanship, Rules, and Safety	
1. Compare the roles and responsibilities of participants and observers and recommend strategies to improve behavior, participation, and enjoyment.	See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
2. Summarize general and specific activity rules, describe how they enhance participation and safety, and follow them during activities.	SE: 140-141, 266-269 <i>Health Skills Activity</i> 260 TWE: D 269
3. Select, use, and care for equipment used during physical activity.	See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
E. Sport Psychology	
1. Describe and demonstrate the use of mental preparation strategies prior to and during participation in physical activity.	See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
STANDARD 2.6 (FITNESS) ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.	
A. Fitness and Physical Activity	
1. Describe the physical, social, and emotional benefits of regular physical activity.	SE: 45, 128, 133-135 <i>Photo</i> 36 <i>Quick Write</i> 133 TWE: D 136
2. Differentiate among activities that improve skill fitness versus health-related fitness.	SE: 133-137, 139 TWE: MA 136
3. Describe how body systems adapt over time to regular physical activity.	SE: 134, 138 <i>Health Skills Activity</i> 140
4. Describe how gender, age, heredity, training, and health behaviors impact fitness.	See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
5. Investigate technological advances that impact physical activity and fitness.	See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
6. Describe the relationship between physical activity, healthy eating, and body composition.	SE: 127-131, 135-136 <i>Thinking Critically</i> 132 TWE: MA 131, 136 C 137
B. Training	
1. Discuss the relationship between practice, training, and injury prevention.	SE: <i>Health Skills Activity</i> 260 TWE: D 269
2. Discuss how the principles of training including FIT, overload, progression, and specificity improve personal fitness.	SE: <i>Health Skills Activity</i> 140, 260 <i>Applying Health Skills</i> 141
3. Apply the appropriate training principles to various forms of physical activity used to improve personal fitness.	SE: 134-135, 136-137 See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.

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4. Describe the physical and behavioral effects of anabolic steroids and other performance-enhancing substances and discuss legal and competition issues related to their use.	SE: 245 TWE: CT 245
C. Achieving and Assessing Fitness	
1. Engage in moderate to vigorous forms of physical activity that address each component of fitness.	SE: 134-137 <i>Figure 134</i> TWE: AN 134
2. Engage in physical activity at a target heart rate for a minimum of 20 minutes.	SE: 140 (defined) could be expanded to meet this objective See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
3. Monitor physiological indicators before, during, and after exercise.	SE: 140-141
4. Assess personal fitness, develop a personal fitness plan based on the findings, and use technology to implement the plan.	SE: <i>Health Skills Activity 140</i> <i>Applying Health Skills 141</i>
5. Demonstrate age- and gender-specific progress towards improving each component of fitness.	See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.

Codes Used for TWE Pages

AN	Analyzing
BC	Beyond the Classroom
C	Close
CCA	Cross Curriculum Activity
CLA	Cooperative Learning Activity
COM	Comparing
CT	Critical Thinking
D	Discussing
GS	Guest Speaker
HL	Health Literacy
MA	More About
QW	Quick Write
R	Researching
WT	What Teens Want to Know