



NEW JERSEY
Core Curriculum Content Standards for
Comprehensive Health and Physical Education Grade 8
***Teen Health Course 3* © 2005**

STRANDS AND PROGRESS INDICATORS	PAGE REFERENCES
Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, 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. Describe the appropriate selection and use of healthcare and personal hygiene products.	SE: 44-46, 58-62 <i>Hands-On Health 70</i> TWE: AA 79 AK 46 MA 45, 59, 346 ML 59
2. Evaluate the impact of health behaviors and choices on personal and family wellness.	SE: 14-19, 347, 351, 371, 375, 380, 384, 395 <i>Health Skills Activity 46, 346</i> TWE: C 380 DGC 351 WTWK 15
3. Interpret health data to make predictions about wellness.	SE: 225, 227, 228 <i>Hands-On Health 7, 226</i> <i>Health Skills Activity 46</i> TWE: CT 199
4. Investigate how technology and medical advances impact wellness.	SE: <i>Connect to Science 521</i> TWE: AK 332 HL 198, 355 Re 97 WTWK 77
B. Growth and Development	
1. Discuss how body systems are interdependent and interrelated.	SE: 368-371, 372-375, 376-380, 381-384, 385-389, 390-395, 396-399, 400-405 TWE: AK 386 CT 382 De 387 HA 366
2. Investigate the physical, social, emotional, and intellectual changes that occur at each life stage and how those changes impact wellness.	SE: 8-13, 87-90, 426-431, 432-435 TWE: CCA 222 HSP 87
3. Discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual's uniqueness.	SE: 10, 48-49, 421-425, 426-431, 432-435 TWE: HA 414 MA 11

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C. Nutrition	
1. Analyze how culture, health status, age, and eating environment influence personal eating patterns and discuss ways to improve nutritional balance.	SE: 193-195, 202-207, 208-211 TWE: BC 205, 212 CP 193 CT 193, 199 HL 213 HSP 209 MA 59
2. Describe healthy ways to lose, gain, or maintain weight.	SE: 202, 208-211, 250-255 TWE: BC 205 HL 254 Ob 253
3. Describe the impact of nutrients on the functioning of human body systems.	SE: 194-195, 196-201 TWE: CCA 198
4. Analyze how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis, and other health conditions.	SE: 199, 200, 201, 202-207, 208-211 <i>Time Health</i> 212-213 TWE: BC 205 HL 12, 203, 213 Re 194 WTWK 200
D. Diseases and Health Conditions	
1. Investigate current and emerging methods to diagnose and treat diseases and health conditions.	SE: 487, 492 TWE: BC 225 Di 272 HL 355, 357, 393, 423 MA 417 Re 487
2. Classify diseases and health conditions as communicable, non-communicable, acute, chronic, or inherited.	SE: 379, 383, 388, 446-449, 454-457, 458-463, 464-467, 476-479, 484-488, 489-493, 494-497 TWE: HL 376 MA 383, 394, 434 Re 355
3. Compare and contrast diseases and health conditions, including hepatitis, STDs, HIV/AIDS, breast cancer, and testicular cancer.	SE: 454-457, 458-463, 464-467, 476-479, 484-488, 494-497 TWE: HL 456 MA 394
4. Analyze local and state public health efforts to prevent and control diseases and health conditions.	SE: 453 TWE: BC 465 Di 272 MA 452
5. Investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders, and bipolar disorders.	SE: 96-100, 256-259 <i>Applying Health Skills</i> 105 TWE: CLA 98 Di 282
E. Safety	
1. Assess situations in the home, school, and community for perceived vs. actual risk of injuries.	SE: 509-513, 514-519, 520-523 TWE: Di 511 WTWK 512

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2. Investigate the short- and long-term impacts of injuries on the individual, the family, and the community.	SE: 177-181 TWE: An 180 MA 178, 240
3. Describe and demonstrate first aid procedures including situation and victim assessment, Basic Life Support, and the care of bleeding and wounds, burns, fractures, shock, and poisoning.	SE: 524-527, 528-532, 533-537 TWE: CL 526 CLA 531 MA 535
4. Discuss the short- and long-term physical, social, and emotional impacts of all forms of abuse.	SE: 177-181 TWE: An 180 CT 179 GS 178
5. Describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised.	SE: 175-176, 513, 514-519, 520-523 TWE: HL 231 WTWK 175
F. Social and Emotional Health	
1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional development.	SE: 86-90, 91-95, 118-123
2. Discuss the developmental tasks of adolescence, including the development of mature relationships, gender identification, a healthy body image, emotional independence, and life skills.	SE: 91-95, 142-146, 426-427 <i>Building Health Skills</i> 262-263 <i>Time Health</i> 260-261 TWE: HA 248 HL 119
3. Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.	SE: 164-167, 172-176, 177-181 <i>Building Health Skills</i> 52-53 <i>Time Health</i> 182-183 TWE: C 167 CCA 174 CT 173 WTWK 175
4. Analyze the effectiveness of home, school, and community efforts to prevent conflict, harassment, vandalism, and violence.	SE: 168-171, 176, 180-181 <i>Time Health</i> 182-183 TWE: AK 173 BC 169, 182 CCA 166 CL 180 CLA 170 HSP 171
5. Debate the consequences of conflict and violence on the individual, the family, and the community.	SE: 164-167, 172-176, 177-181 <i>Time Health</i> 182-183 TWE: An 180 CCA 174 Di 179 GS 178

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6. Describe situations that may produce stress, describe the body's responses to stress, and demonstrate healthy ways to manage stress.	SE: 39-43 <i>Time Health</i> 50-51, 406-407 TWE: An 40 HL 50 HSA 43 QW 39
7. Analyze how culture influences the ways families and groups cope with crisis and change.	TWE: IV 128
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. Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources.	SE: 44-49, 58-62, 72-75 <i>Time Health</i> 360-361 TWE: AK 46 Di 75 MA 45
2. Present health information using a multimedia approach, adapting the wording and delivery method for various topics and audiences.	SE: <i>Hands-On Health</i> 288 TWE: BC 288 CCA 279 En 181 HA 342 IS 61
3. Assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement.	SE: 37-38, 136-137, 147-150 <i>Building Health Skills</i> 52-53 <i>Health Skills Activity</i> 284 TWE: CLA 149, 284 MA 47
4. Assess the use of active and reflective listening.	SE: 35-38 <i>Applying Health Skills</i> 109 <i>Health Skills Activity</i> 11
5. Analyze the economic and political purposes and impacts of health messages found in the media.	SE: 59-61, 68-71 <i>Building Health Skills</i> 78-79 TWE: HA 248
B. Decision Making	
1. Demonstrate and assess the use of decision-making skills in health and safety situations.	SE: 28-33 <i>Health Skills Activity</i> 210 TWE: AS 29
2. Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.	SE: 28-33, 48-49, 58-62 <i>Building Health Skills</i> 52-53 <i>Health Skills Activity</i> 210 TWE: MA 47, 59
3. Predict social situations and conditions that may require adolescents and young adults to use decision-making skills.	SE: 28-33 <i>Health Skills Activity</i> 210 <i>Thinking Critically</i> 33 #5 <i>Thinking Critically</i> 54 #23 TWE: AS 29

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4. Discuss how ethical decision-making requires careful thought and action.	SE: 28-33 <i>Building Health Skills</i> 52-53 TWE: AS 29 HL 29
5. Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.	SE: 30 <i>Building Health Skills</i> 184-185 <i>Health Skills Activity</i> 210 TWE: TT 184 VL 29
C. Planning and Goal Setting	
1. Analyze factors that support or hinder the achievement of personal health goals.	SE: 31-33 <i>Applying Health Skills</i> 155 <i>Building Health Skills</i> 158-159 TWE: AS 32 MA 31
D. Character Development	
1. Analyze how character development can be enhanced and supported by individual, group, and team activities.	SE: 118-123 <i>Applying Health Skills</i> 90 <i>Time Health</i> 156-157 TWE: HL 119
2. Compare and contrast the characteristics of various role models and the core ethical values they represent.	SE: 118-123 TWE: CL 48 CT 48 HSP 123
3. Explain how community and public service supports the development of core ethical values.	SE: 121-122 <i>Health Skills Activity</i> 74
4. Analyze personal and group adherence to student codes of conduct.	SE: <i>Health Skills Activity</i> 121 <i>Time Health</i> 156-157
E. Leadership, Advocacy, and Service	
1. Demonstrate the ability to function effectively in both leadership and supportive roles.	SE: <i>Building Health Skills</i> 136-137 TWE: BC 135 CLA 558
2. Discuss motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments.	SE: 292-293 <i>Building Health Skills</i> 214-215 TWE: CLA 556
3. Develop and articulate a group's goals, shared values, and vision.	SE: <i>Building Health Skills</i> 136-137 TWE: BC 135, 554 CLA 556
4. Plan and implement volunteer activities to benefit a health organization or cause.	SE: 122 <i>Health Skills Activity</i> 74 <i>Time Health</i> 20-21 TWE: BC 107, 135, 554 CLA 556, 558 TtT 21

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5. Develop and defend a position or opinion on a health issue or problem and educate students and parents about the health issue or cause.	SE: <i>Building Health Skills</i> 214-215 <i>Health Skills Activity</i> 74 <i>Time Health</i> 20-21 TWE: BC 135, 554
F. Health Services and Careers	
1. Compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each comparing benefits and costs.	SE: 63-67 <i>Health Skills Activity</i> 231 TWE: Di 64 HSA 66 PR 104
2. Compare and contrast preparation and job requirements for health and fitness careers.	SE: <i>Career Corner</i> 55, 81, 115, 139, 217, 247, 265, 295, 317, 441, 473 TWE: An 64
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. Compare and contrast commonly used over-the-counter medicines.	SE: 270-275 TWE: An 272 Co 273 FYI 273
2. Classify commonly administered medicines and describe the potential side effects of each classification.	SE: 270-275 TWE: Re 275
3. Recommend safe practices for the use of prescription medicines.	SE: 270-275 TWE: Re 275
4. Compare and contrast the benefits and dangers of naturally occurring substances, such as herbs, organics, and supplements.	TWE: MA 278
B. Alcohol, Tobacco, and Other Drugs	
1. Investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries.	SE: 299-302 <i>Time Health</i> 312-313 TWE: CLA 312 DW 300
2. Investigate the health risks posed to nonsmokers by secondhand/passive smoking.	SE: 306, 307 TWE: Di 299
3. Investigate how the use and abuse of alcohol contributes to illnesses such as cancer, liver disease, heart disease, and injuries.	SE: 320-324, 325, 331 TWE: An 321 CT 323 WTWK 321
4. Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior.	SE: 167, 320-324, 325 TWE: Sy 459
5. Describe sudden sniffing syndrome and the resultant brain, nerve, and vital organ damage that can result from the use of inhaled substances.	SE: 283 TWE: MA 283

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6. Compare and contrast the physical and behavioral effects of each classification of drugs.	SE: 276-280, 281-285, 301, 321 TWE: FYI 284 MA 278, 279, 283 VL 321
7. Analyze health risks associated with injecting drug use.	SE: 277, 278, 280 <i>Reviewing Terms and Facts</i> 380 #3
8. Investigate the legal and financial consequences of the use, sale, and possession of illegal substances.	TWE: CCA 278 Di 174
9. Discuss how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy, and STDs.	SE: 277, 286, 323
C. Dependency/Addiction and Treatment	
1. Analyze the physical, social, and emotional indicators and stages of dependency.	SE: 304-305, 326-327 TWE: GS 305 MA 327
2. Discuss ways to quit using substances and discuss factors that support the ability to quit.	SE: 287-288, 311, 327-329 TWE: Di 311 HL 328 MA 310
3. Analyze factors that influence the use and abuse of alcohol, tobacco, and other drugs.	SE: 303, 306-307, 308-311, 330-333 TWE: Di 326 HSA 309
4. Describe how substance abuse affects the individual, the family, and the community.	SE: 286, 328 TWE: CT 323 Di 326
5. Discuss how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines.	SE: 274-275
6. Discuss theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks.	TWE: Di 326
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 current and historical role of marriage and the family in community and society.	TWE: MA 131
2. Discuss changes in family structures and the forces that influence change.	SE: 126-128, 130-133 TWE: Br 126
3. Analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.	SE: 12-13, 126-128, 129-133, 142-146 TWE: Di 130 DW 152

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4. Discuss factors that enhance and sustain loving, healthy relationships.	SE: 123 <i>Applying Health Skills</i> 128 <i>Hands-On Health</i> 127 TWE: HL 35
5. Describe how various cultures date or select life partners.	TWE: DW 152 could be extended to cover this objective.
6. Differentiate among affection, love, commitment, and sexual attraction.	SE: 151-155 TWE: DGC 155
7. Describe the signs of an unhealthy relationship and develop strategies to end it.	SE: 148-150, 177-181 TWE: CT 179 Di 154 MA 178
8. Develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age.	SE: 145-146, 151-155 <i>Building Health Skills</i> 158
B. Sexuality	
1. Discuss the influence of hormones, heredity, nutrition, and the environment on the physical, social, and emotional changes that occur at puberty.	SE: 8-13, 429-431 TWE: MA 11, 404 ML 430
2. Analyze internal and external pressures to become sexually active.	SE: 151-155 TWE: Di 153
3. Describe the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.	SE: 17, 151-155, 459 TWE: Di 153 Re 154
4. Discuss the potential short- and long-term physical, emotional, and social impacts of adolescent sexual activity.	SE: 154-155, 458-463 TWE: Di 154 GI 130 Re 154
5. Analyze how certain behaviors place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.	SE: 154-155, 458-463 TWE: Di 153, 154 Re 154
6. Compare and contrast methods of contraception, risk reduction, and risk elimination and explain how reliability, religious beliefs, age, gender, health history, and cost may influence their use.	See Glencoe's <i>Human Sexuality</i> © 2004.
7. Discuss topics regarding sexual orientation.	See Glencoe's <i>Human Sexuality</i> © 2004.
8. Discuss the importance of routine healthcare procedures such as breast self-examination and testicular examination.	SE: 402, 405 TWE: DW 402
C. Pregnancy and Parenting	
1. Describe fertilization and each stage of embryonic and fetal development.	SE: 404, 416-420 TWE: De 418 HL 419
2. Discuss the signs and symptoms of pregnancy and explain how pregnancy is confirmed.	See Glencoe's <i>Human Sexuality</i> © 2004.

STRANDS AND PROGRESS INDICATORS	PAGE REFERENCES
3. Analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth.	SE: 416-420 TWE: Di 418
4. Discuss the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth.	SE: 423 TWE: En 425
5. Describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal and post-natal development.	SE: 307, 322-323, 423, 424-425, 476-477 TWE: Di 423 En 425 Re 419
6. Describe the physical, economic, emotional, social, cultural, and intellectual responsibilities of parenthood.	SE: 131-132, 428-429 TWE: GS 132 IV 128
7. Describe effective parenting strategies and resources for help with parenting.	SE: 131-132 TWE: GS 132 IV 128
8. Analyze the challenges and responsibilities of being a teen mother and/or teen father.	SE: 132-133 TWE: An 424 MA 132 Re 154
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 mechanically correct form and control when using and combining movement skills in applied settings.	TWE: De 226 Also see Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
2. Demonstrate how equilibrium, rotation, and range of motion impact performance.	SE: 228 Also see Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
3. Apply the impact of various applications of force and motion during physical activity.	See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
4. Perform and assess the quality of movement flow in response to dynamic, interactive environments.	See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
5. Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.	See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
6. Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.	TWE: De 226 Also see Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
7. Create and perform movement activities that combine movement skills into smooth flowing sequences (e.g., gymnastic routine, interpretative dance, tai chi).	See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
B. Movement Concepts	
1. Describe how equilibrium, rotation, and range of motion impact performance.	SE: 228 Also see Glencoe's <i>Foundations of Personal Fitness</i> © 2005.

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2. Analyze the application of balance and counterbalance when performing or observing movement skills.	See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
3. Compare and contrast the use of space and flow in physical activities.	See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
4. Summarize how movement can be made more interesting, creative, or effective.	See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
5. Discuss the stages of movement skill development and the importance of practice.	See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
6. Describe the influence of history and culture on games, sports, and dance.	See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
C. Strategy	
1. Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.	See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
D. Sportsmanship, Rules, and Safety	
1. Analyze participant and observer behaviors for evidence of good sportsmanship.	SE: <i>Developing Good Character</i> 237 <i>Time Health</i> 242-243 TWE: CLA 242 HL 243
2. Employ general- and activity-specific rules and analyze their impact on participation.	TWE: HL 243 TtT 243
E. Sport Psychology	
1. Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.	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. Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.	SE: 220-221 TWE: EI 221
2. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.	See Glencoe's <i>Foundations of Personal Fitness</i> © 2005.
3. Predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness.	SE: 229 <i>Building Health Skills</i> 22-23 <i>Health Skills Activity</i> 231 TWE: MA 228
4. Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.	SE: 49, 223 TWE: Br 251 EI 35
5. Describe ways to achieve a healthy body composition through healthy eating and physical activity.	SE: 228, 250-255 TWE: BC 205 HL 254 Ob 253

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6. Distinguish between facts and fallacies regarding the marketing of fitness products, services, and information.	SE: 58-62 TWE: ML 59
B. Training	
1. Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.	SE: 240, 532 TWE: Di 240 MA 240
2. Apply training principles to establish a progression of activity that will improve each component of fitness.	SE: 224-229, 230 TWE: CT 234 HL 227
3. Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods.	SE: 224-229 TWE: HL 237
4. Investigate the physical, behavioral, legal, and competitive consequences of the use of anabolic steroids and other performance-enhancing substances.	SE: 241, 285 <i>Photo Caption 241</i> <i>Reviewing Terms and Facts 241 #4</i> <i>Health Skills Activity 240</i>
C. Achieving and Assessing Fitness	
1. Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.	SE: 224-229, 230
2. Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.	SE: <i>Hands-On Health 226</i> TWE: An 233
3. Monitor physiological responses before, during, and after exercise and compare changes.	SE: <i>Hands-On Health 226</i> TWE: HA 218
4. Use health data and information from internal and external sources to develop a personal fitness plan, and use technology to evaluate the implementation and outcomes of the plan.	SE: 225, 227, 228, 232-235 TWE: BC 221 MA 228
5. Demonstrate age- and gender-specific progress towards improving each component of fitness.	SE: 225, 227, 228, 230-235

Codes Used for TWE Pages

AA	Apply/Assess
AK	Applying Knowledge
An	Analyzing
AS	Applying Skills
BC	Beyond the Classroom
Br	Brainstorming
C	Close
CCA	Cross-Curriculum Activity
CL	Cooperative Learning
CLA	Cooperative Learning Activity
Co	Comprehending
CP	Cultural Perspectives
CT	Critical Thinking
De	Demonstrating
DGC	Developing Good Character
Di	Discussing
DW	Dealing With Sensitive Issues
EI	Examining the Issue
En	Enrichment
FYI	FYI
GI	Gathering Information
GS	Guest Speaker
HA	Hands-On Activity
HL	Health Literacy
HSA	Health Skills Activity
HSP	Health Skills Practice
IS	Inclusion Strategies
IV	Identifying Values
MA	More About
ML	Making Lists
Ob	Observing
PR	Providing Resources
QW	Quick Write
Re	Researching
Sy	Synthesizing
TT	Teaching Tips
TtT	Time to Think
VL	Visual Learning
WTWK	What Teens Want to Know