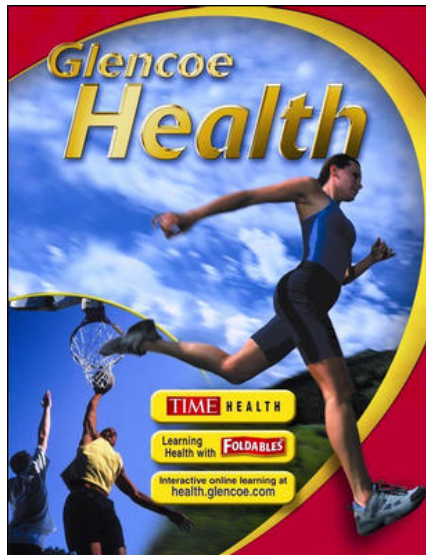




Glencoe

Health Education/
Physical Education
Grades 9-12



Glencoe Health

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STANDARDS	PAGE REFERENCES
I. Functions and Interrelationships of Systems	
A. Body Systems	
What All Students Should Be Able To Do <i>By the end of grade 12, all students should be able to</i>	
1.a. determine the impact both history and current practices have on the development of a healthy body (1.10)	Student Edition: 5-6, 12, 16, 58, 74-79, 686-687 <i>Applying Health Skills</i> 503 <i>Time Health</i> 22 Teacher Wraparound Edition: Ac 202; CC 207, 553; MA 22, 686, 693; WT 11
2.a. recognize actual problems related to healthy system functioning encountered in daily living situations, e.g., stress, inactivity, high-fat diet, etc. Using appropriate technology and other resources, formulate logical and creative strategies to predict, prevent and solve health problems (3.1; 3.2)	Student Edition: 6, 74-79, 200-203, 674-680, 681-687 <i>Hands-On Health</i> 118, 678 <i>Real-Life Application</i> 692 Teacher Wraparound Edition: Ac 202; CL 6; Di 75; MA 118, 686; RC 6; WT 11
3.a. design and conduct laboratory inquiries to test hypotheses and to form conclusions about body functions (1.3)	Student Edition: Chapters 15-18 can be used to meet this standard. <i>Hands-On Health</i> 449 could be extended to meet this standard. <i>Health Skills Activity</i> 629 could be extended to meet this standard.

STANDARDS	PAGE REFERENCES
4.a. conduct research to answer questions regarding dominant and recessive traits to determine inherited characteristics (1.2)	Student Edition: 12, 498-503 can be extended to meet this standard. <i>Time Health</i> 508 Teacher Wraparound Edition: RC 500
4.b. evaluate information, ideas and arguments regarding current technological health advances and research to determine their perspective regarding a health-care issue, e.g., gene testing, organ transplants, etc; evaluate the results considering such issues as ethics (1.6; 3.8)	Student Edition: 16, 15-16, 49, 498-503 <i>Real-Life Application</i> 490 <i>Time Health</i> 22 <i>Writing Critically</i> 71 #1 Teacher Wraparound Edition: CL 50; CLA 12, 321, 343; En 16; HL 76; MA 50, 77; MR 62
B. Social Systems What All Students Should Be Able To Do <i>By the end of grade 12, all students should be able to</i>	
1.a. evaluate factors that affect personal and family health including heredity, lifestyles, economics and health-care access (1.6; 3.1)	Student Edition: 6, 12-16, 31, 57, 77, 111-113, 146-147 <i>Hands-On Health</i> 15, 118, 449 <i>Thinking Critically</i> 59 #4 <i>Time Health</i> 22 Teacher Wraparound Edition: C 16; HL 206; WT 11
2.a. evaluate the extent to which strategies such as shared decision-making, collaboration and consensus building enhance group dynamics (3.7)	Student Edition: 262-265, 278-279, 339-340 <i>Hands-On Health</i> 525, 607 <i>Health Skills Activity</i> 304 Teacher Wraparound Edition: CLA 20, 259, 769; HL 251, 284
3.a. propose solutions to reduce the barriers that prevent individuals from leading healthy productive lives (3.6)	Student Edition: 335-340 <i>Real-Life Application</i> 19, 100, 549, 639, 770 <i>Writing Critically</i> 461 #1 Teacher Wraparound Edition: C 771; CL 342; HC 275, 333; HL 61; IS 484

STANDARDS	PAGE REFERENCES
4.a. select and apply appropriate strategies to solve problems related to health-care systems, considering such issues as cost of experimental drugs, medical ethics, access issues; verify whether or not a solution addresses the problem to which it was applied (3.6; 3.8)	Student Edition: Chapter 3, Lessons 2 and 3 can be used to help meet this standard.
5.a. explore and prepare for educational and job opportunities in health and fitness-related careers (4.8)	Student Edition: 69 <i>Career Corner</i> 23, 105, 139, 165, 193, 243, 325, 355, 381, 459, 481, 509 <i>Health Skills Activity</i> 522 <i>Writing Critically</i> 245 #2
6.a. distinguish between constructive and destructive ways to deal with problems and emotions (3.1; 3.5)	Student Edition: 20-21, 31, 170-177, 178-183, 184-187, 188-190 <i>Applying Health Skills</i> 191 <i>Hands-On Health</i> 191 <i>Health Skills Activity</i> 29 <i>Time Health</i> 192 Teacher Wraparound Edition: Di 189; DW 176; MA 182, 190; MR 189; SW 185
II. Health Maintenance and Enhancement	
A. Personal and Family Health What All Students Should Be Able To Do <i>By the end of grade 12, all students should be able to</i>	
1.a. assess exercise programs and activities to determine if they meet the criteria for health- or skill-related fitness (1.2)	Student Edition: 74-79, 80-86, 87-92, 93 <i>Health Minute</i> 417 Teacher Wraparound Edition: CL 82; Di 81, 82; TP 80; WT 83
2.a. design strategies for improving and monitoring health-related fitness (4.5)	Student Edition: 80-86, 87-92, 93 <i>Health Minute</i> 417 Teacher Wraparound Edition: CLA 81; Di 81, 82; SL 83; SW 75
3.a. analyze factors, e.g., time, cost, accessibility, related to regular participation in physical activity (1.10; 4.7)	Student Edition: 79, 88-89 Teacher Wraparound Edition: CC 88, 89; CLA 81; HC 84; HL 85

STANDARDS	PAGE REFERENCES
4.a. make reasoned and informed decisions regarding a personal fitness program (4.1)	Student Edition: 87-92, 93-97, 98-103 <i>Health Minute</i> 417 Teacher Wraparound Edition: Ac 90; CC 88; CLA 81; HL 90; MA 99
5.a. evaluate the factors that influence relationships and the impact that relationships have on self and others, e.g., friendships, dating, marriage (1.6)	Student Edition: 28-32, 248-253, 254-261, 262-267, 278-279, 294-295, 302-306, 316, 318-323 <i>Hands-On Health</i> 525 <i>Time Health</i> 268, 354 Teacher Wraparound Edition: HC 258; HL 249, 251, 284
5.b. develop and discuss a list of characteristics that help to develop and foster positive long-term relationships (1.1)	Student Edition: 28-32, 248-253, 254-261, 278-279, 294-295, 302-306 <i>Health Skills Application</i> 297 #1 <i>Writing Critically</i> 299 #2 Teacher Wraparound Edition: CL 251; HL 249, 284
6.a. develop strategies to deal with health-related issues common to each stage of the human life cycle (3.5)	Student Edition: 77-79, 94, 122-129, 148-150, 162-163, 205-209, 487-491, 492-497, 507, 520-523, 529-533 Teacher Wraparound Edition: MA 475, 494
7.a. analyze issues of teen pregnancy considering the physical, social and economic effect upon the adolescent and the family (3.1; 4.3)	Student Edition: 320-322 <i>Recalling the Facts</i> 326 #12 Teacher Wraparound Edition: CL 320; MA 527
7.b. investigate and analyze the health risk to mother and baby of teenage pregnancy (3.2)	Student Edition: 320-322 <i>Recalling the Facts</i> 326 #12 Teacher Wraparound Edition: CL 320; MA 527
8.a. evaluate how behaviors and prenatal care influence the health of the mother and the baby (1.6; 3.8; 4.7)	Student Edition: 162, 492-497, 552, 575-576, 596 Teacher Wraparound Edition: HC 493; HL 502; MA 162, 494, 500

STANDARDS	PAGE REFERENCES
8.b. evaluate information about methods of contraception including abstinence (1.6)	Student Edition: 20-21, 318-323 <i>Hands-On Health</i> 650 <i>Health Skills Application</i> 325 #4 <i>Time Health</i> 534 Teacher Wraparound Edition: CT 319; ER 648
B. Nutrition Principles and Practices What All Students Should Be Able To Do <i>By the end of grade 12, all students should be able to</i>	
1.a. use a variety of resources and technology to calculate and analyze the nutritional content of foods (3.1; 3.7)	Student Edition: 114-121, 124-126, 130-133 Teacher Wraparound Edition: CL 117; HL 131; Q 115
2.a. use technological tools and other resources to locate, select and organize information regarding the influence of nutrients on the body systems and body composition (1.4)	Student Edition: 110-113, 114-121, 128, 144-146, 162-163, 391 <i>Time Health</i> 164, 436, 458 Teacher Wraparound Edition: CC 147; CLA 392, 426; HL 123
3.a. explain the relationship between nutrients and disease prevention (2.2; 2.4)	Student Edition: 113, 118, 122, 391, 423-424, 447-449 <i>Applying Health Skills</i> 427 <i>Beyond the Classroom, Parental Involvement</i> 437 Teacher Wraparound Edition: CLA 392, 426; Di 117; HL 628; MA 117, 118
4.a. investigate and explain the factors that influence a safe food supply (1.10)	Student Edition: 134-137, 625 <i>Beyond the Classroom, School and Community</i> 23 <i>Recalling the Facts</i> 140 #11 <i>Writing Critically</i> 141 #2 Teacher Wraparound Edition: Ac 135; C 137; HC 135; MA 136
5.a. plan a diet and fitness program based on the relationship between food intake and exercise in weight management and activity (4.5)	Student Edition: 77-79, 144-150, 158 <i>Health Skills Application</i> 139 #3 Teacher Wraparound Edition: HL 123; MA 148; MR 149; WT 78

STANDARDS	PAGE REFERENCES
6.a. assess how nutritional needs change throughout the life cycle (1.6)	Student Edition: 121, 125, 162-163, 493-494 <i>Hands-On Health</i> 118 <i>Writing Critically</i> 439 #1 Teacher Wraparound Edition: CLA 161, 426; MA 162
7.a. analyze the factors that influence dietary choices including life style, ethnicity, family, media and advertising (4.7)	Student Edition: 111-113 <i>Time Health</i> 164 Teacher Wraparound Edition: CLA 112; HL 146
8.a. analyze food labels to interpret the nutrient information (1.2)	Student Edition: 130-133 <i>Reviewing the Facts</i> 140 #9 Teacher Wraparound Edition: CL 117; HL 131; QD 115
C. Consumer Health What All Students Should Be Able To Do <i>By the end of grade 12, all students should be able to</i>	
1.a. make informed health decisions by analyzing health information from a variety of resources (1.3; 4.1)	Student Edition: 8-9, 32, 48-53, 64-67, 151-152 <i>Eye on the Media</i> 73 <i>Time Health</i> 68, 380, 410, 436 Teacher Wraparound Edition: CC 152; CLA 305; HL 52; MR 62
1.b. evaluate the reliability of health services, products and information (1.6)	Student Edition: 9, 15-16, 32, 48-51, 54-59, 64-67, 151-152 <i>Time Health</i> 68, 380, 642 Teacher Wraparound Edition: CC 152; HL 31, 52; MR 62
2.a. evaluate the idealized body image and elite performance levels portrayed by the media and determine the influence on a young adult's self concept, goal setting and health decisions (1.6; 4.7)	Student Edition: 32, 144, 151, 154-156 <i>Health Skills Application</i> 165 #1 <i>Time Health</i> 68 Teacher Wraparound Edition: CLA 112, 516; HSP 147

STANDARDS	PAGE REFERENCES
3.a. analyze health claims made by the media to determine their impact on personal and family health (1.1)	Student Edition: 15-16, 49, 113, 151 <i>Applying Health Skills</i> 113 <i>Eye on the Media</i> 73 <i>Health Skills Application</i> 139 #1 <i>Time Health</i> 68 <i>Writing Critically</i> 71 #1 Teacher Wraparound Edition: CL 50; CLA 212, 365; MA 50; MR 62
D. Life Management Skills What All Students Should Be Able To Do <i>By the end of grade 12, all students should be able to</i>	
1.a. identify common stressors and develop strategies to address the stressor; then evaluate the extent to which the strategy was effective (3.1; 3.2; 3.7)	Student Edition: 31, 198-199, 204, 205-209 <i>Applying Health Skills</i> 32 Teacher Wraparound Edition: Ac 199; CL 200; CLA 201; WT 216
1.b. identify and apply practices that preserve and enhance the safety and health of others (4.7)	Student Edition: 134-137, 570-571, 625-626, 706-713, 719-724 <i>Beyond the Classroom, School and Community</i> 437 <i>Health Skills Activity</i> 8 <i>Real-Life Application</i> 19 Teacher Wraparound Edition: CI 7; CLA 20, 711; HC 396
2.a. explore, prepare and seek educational and job opportunities (4.8)	Student Edition: 69 <i>Career Corner</i> 23, 105, 139, 165, 193, 243, 325, 355, 381, 459, 481, 509 <i>Health Skills Activity</i> 522 <i>Writing Critically</i> 245 #2 Teacher Wraparound Edition: SW 518

STANDARDS	PAGE REFERENCES
III. Risk Assessment and Reduction	
A. Disease Prevention and Control What All Students Should Be Able To Do <i>By the end of grade 12, all students should be able to</i>	
1.a. analyze information about the transmission and prevention of communicable disease to formulate and support a thesis or interpretation regarding the reoccurrence of resistant strains of pathogens (1.1; 1.2)	Student Edition: 622-626, 627-631, 635-641, 641 Teacher Wraparound Edition: Ac 654; En 626; MA 623, 629
2.a. evaluate how HIV/AIDS affects an individual's personal, social and economic well-being (3.1)	Student Edition: 658-661, 662-667 Teacher Wraparound Edition: C 667
3.a. evaluate (STDs) to determine patterns of transmission, relationship between causative agent, treatment options and perspectives regarding past and present ways to treat and/or prevent them (1.2; 1.6)	Student Edition: 472, 648-651, 652-656 <i>Health Skills Application 325 #4</i> Teacher Wraparound Edition: Ac 654; CLA 660; ER 648; HL 650; MA 653
5.a. using different technological tools, develop a comparison chart including effectiveness, side effects, complications, and social considerations of various methods of contraceptives (1.8; 2.7)	Student Edition: 651 <i>Health Skills Application 325 #4</i> Teacher Wraparound Edition: CLA 660; ER 648
5.b. make reasoned and informed decisions regarding the benefits of abstinence by evaluating information on contraception to determine effectiveness, side effects and potential complications (1.7; 4.1)	Student Edition: 20-21, 318-323, 471, 651, 667 <i>Hands-On Health 650</i> <i>Health Skills Application 325 #4</i> <i>Thinking Critically 473 #5</i> <i>Time Health 534</i> <i>Writing Critically 327 #2</i> Teacher Wraparound Edition: CLA 656; Di 476; En 21; ER 648

STANDARDS	PAGE REFERENCES
<p>6.a. select and apply self-assessment techniques to improve early detection of diseases and treatment options, including self breast examinations, testicular exams and Pap tests (1.10; 4.7)</p>	<p>Student Edition: 365, 473, 477, 686 <i>Applying Health Skills</i> 479 <i>Hands-On Health</i> 471 <i>Health Skills Activity</i> 56 <i>Health Skills Application</i> 481 #3 Teacher Wraparound Edition: CI 477; HL 478; MA 55</p>
<p>7.a. assess costs, benefits and consequences associated with self-examination (3.8)</p>	<p>Student Edition: 365, 473, 477, 686 <i>Applying Health Skills</i> 479 <i>Hands-On Health</i> 471 <i>Health Skills Application</i> 481 #3 Teacher Wraparound Edition: CI 477; Di 477; HL 31, 478</p>
<p>8.a. conduct laboratory investigations to determine the effects controlled and variable conditions have on the growth of organisms (1.2)</p>	<p>Student Edition: 622-624 Teacher Wraparound Edition: En 626</p>
<p>9.a. using information from a variety of resources, evaluate risk factors to determine why there are cause and effect relationships between lifestyle choices and cardiovascular disease (1.4; 1.6)</p>	<p>Student Edition: 75, 77, 113, 118, 122, 423-425, 544, 674-680 <i>Applying Health Skills</i> 422 <i>Recalling the Facts</i> 106 #2 <i>Time Health</i> 436 Teacher Wraparound Edition: CLA 426; Ex 425; MA 420</p>
<p>9.b. conduct research to answer questions regarding epidemiological studies about communicable diseases (1.2)</p>	<p>Student Edition: <i>Applying Health Skills</i> 641, 661 <i>Real-Life Application</i> 639 <i>Time Health</i> 642 <i>Writing Critically</i> 671 #2 Teacher Wraparound Edition: MA 640</p>

STANDARDS	PAGE REFERENCES
10.a. identify the relationship between smoking and emphysema or other behaviors that can contribute to chronic disease (1.6)	Student Edition: 432, 435, 540-545, 574-578, 660-661, 678-679, 682-685 <i>Applying Health Skills</i> 431 <i>Hands-On Health</i> 430 Teacher Wraparound Edition: CLA 685
11.a. analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (1.2; 3.2)	Student Edition: 423-425, 540-545, 674-680, 688-694 Teacher Wraparound Edition: MA 124, 420, 693
12.a. interpret past human experiences regarding disease epidemics and apply the knowledge learned to new situations regarding disease detection, treatment and prevention (1.9; 1.10)	Student Edition: 639-641 <i>Applying Health Skills</i> 661 <i>Time Health</i> 642 <i>Writing Critically</i> 671 #2 Teacher Wraparound Edition: CC 642; MA 640, 693
B. Injury Prevention and Safety What All Students Should Be Able To Do <i>By the end of grade 12, all students should be able to</i>	
1.a. demonstrate strategies for resisting social problems related to abuse, exploitation or sexual harassment (3.1; 3.2; 4.7)	Student Edition: 286-290, 316-317, 330-334, 335-338, 345-346, 348-353 <i>Time Health</i> 354 Teacher Wraparound Edition: En 340; GS 349; RC 336; WT 336
1.b. consider the viewpoints of others when discussing issues regarding sexual harassment, its effects upon individuals and strategies to prevent or handle it (2.3; 3.2)	Student Edition: 336, 345-346, 350-351 <i>Time Health</i> 354 Teacher Wraparound Edition: En 340; MR 346
2.a. describe and analyze methods that can be effective in preventing rape, assault, homicide and other personal safety risks (3.7; 4.7)	Student Edition: 286-290, 316, 330-334, 344-347, 350-351, 565 <i>Time Health</i> 354 Teacher Wraparound Edition: CL 342; EN 340; Ex 608; HC 333, 338; MA 331; MR 346

STANDARDS	PAGE REFERENCES
2.b. apply problem-solving skills to assess unsafe situations and the potential risks of injuries, then determine strategies to reduce their risk (3.2; 3.3; 3.6; 4.1)	Student Edition: 316, 330-334, 335-340, 341-347, 565, 706-713, 714-718, 719-724 <i>Time Health</i> 354, 760 Teacher Wraparound Edition: C 347; CL 342; Ex 608; HC 333, 338; SW 397
3.a. identify situations or health conditions that can cause cardiopulmonary arrest and describe the life-saving procedures such as CPR (3.1; 4.7)	Student Edition: 677, 736-741, 742-748 <i>Hands-On Health</i> 753 Teacher Wraparound Edition: Ex 746; HC 750; MA 743, 744, 747, 751, 756
3.b. identify potential causes related to spinal cord injuries and demonstrate appropriate first-aid procedures for handling such injuries (3.1; 4.7)	Student Edition: 407-408, 751-752 <i>Applying Health Skills</i> 409 <i>Recalling the Facts</i> 413 #13 Teacher Wraparound Edition: MA 407
4.a. describe the most common weather-related emergencies and verify whether a procedure addresses the injury problem to which it was applied (3.5; 3.7; 3.8)	Student Edition: 98-101, 725-729 Teacher Wraparound Edition: CC 727; HL 100; MA 726
5.a. select and apply appropriate first-aid procedures and practices to treat a variety of injuries and emergency situations including shock, bleeding, fractures, etc. (3.2; 3.3)	Student Edition: 736-741, 742-748, 749-754 Teacher Wraparound Edition: MA 744, 747
C. Tobacco, Alcohol and Other Drugs (TAOD) What All Students Should Be Able To Do <i>By the end of grade 12, all students should be able to</i>	
1.a. make informed decisions regarding the use of alcohol based on knowledge of its short and long term effects on the body and its effects on both the individual and society (3.8; 4.1; 4.7)	Student Edition: 562-567, 568-573, 574-578 <i>Health Skills Application</i> 581 #1 <i>Recalling the Facts</i> 582 #7 <i>Time Health</i> 580 Teacher Wraparound Edition: MA 571

STANDARDS	PAGE REFERENCES
1.b. identify, analyze and evaluate a drug related issue or problem and predict long-term consequences (1.6; 4.3)	<p>Student Edition: 542-545, 565, 592-597, 598-602, 603-610 <i>Applying Health Skills</i> 473 <i>Did You Know</i> 425 <i>Health Skills Application</i> 411 #4 <i>Standardized Test Practice</i> 45 <i>Time Health</i> 580</p> <p>Teacher Wraparound Edition: MA 351, 595, 604, 612</p>
2.a. evaluate personal risks for chemical dependency based upon personal, family and environmental factors (4.3; 4.7)	<p>Student Edition: 548-549, 576-579, 589, 595-597, 599, 610</p> <p>Teacher Wraparound Edition: HL 576; MA 599</p>
3.a. identify and describe the long-term physical and psychological effects of steroid use, considering their effect upon individuals and society in which an idealized body image and win-at-all costs mentality takes precedent over health (1.1; 4.7)	<p>Student Edition: 94, 158, 472, 601-602 <i>Health Skills Application</i> 481 #2</p> <p>Teacher Wraparound Edition: MA 95</p>
4.a. analyze the effects of tobacco, alcohol and other drugs on the unborn child (3.1; 4.3)	<p>Student Edition: 494-495, 552, 575-578, 596-597 <i>Health Skills Application</i> 509 #2 <i>Thinking Critically</i> 579 #4</p> <p>Teacher Wraparound Edition: CLA 20; CT 496, 575; D 552; HL 502; MA 494, 552</p>
5.a. evaluate information to determine a cause and effect relationship between alcohol use and emergency situations (1.6)	<p>Student Edition: 565, 567, 570-573 <i>Recalling the Facts</i> 582 #7, 8</p> <p>Teacher Wraparound Edition: En 21; MA 570</p>

STANDARDS	PAGE REFERENCES
<p>6.a. work individually and with others to propose alternatives to teenage drinking, tobacco and other drug use (3.6; 4.6)</p>	<p>Student Edition: 546-547, 550, 551-555, 566-567, 613 <i>After You Read</i> 21 <i>Beyond the Classroom, Parent Involvement</i> 557 <i>Beyond the Classroom, School and Community</i> 557 <i>Health Skills Application</i> 557 #4 <i>Real-Life Application</i> 19 <i>Time Health</i> 556, 580 Teacher Wraparound Edition: CLA 20; HC 564; MA 565</p>
<p>D. Environmental Health What All Students Should Be Able To Do <i>By the end of grade 12, all students should be able to</i></p>	
<p>1.a. examine ways that individuals, communities and state and federal government cooperate to promote environmental health (3.2; 4.3)</p>	<p>Student Edition: 768, 776, 777-781 <i>Real-Life Application</i> 770 <i>Thinking Critically</i> 771 #4 <i>Time Health</i> 782 Teacher Wraparound Edition: C 781; HC 682, 782; HL 14, 779; MA 775; QD 768</p>
<p>1.b. apply aesthetic consideration when addressing environmental health issues (1.10; 4.7)</p>	<p>Student Edition: 770-771, 774 Teacher Wraparound Edition: Ac 13; HC 682; MA 767</p>
<p>2.a. assess environmental health risks in their community and in the workplace. Compare present environmental problems to the past and propose ways to reduce environmental health problems in the future (2.1; 3.1; 3.2)</p>	<p>Student Edition: 433, 766-771, 772-776, 777-781 Teacher Wraparound Edition: CLA 769; HC 682; HL 14; MA 767, 770; SW 768</p>
<p>2.b. analyze family histories to determine genetic risks and potential health problems related to exposure to environmental pollutants (1.9; 1.10)</p>	<p>Student Edition: 12-13, 433, 496 Teacher Wraparound Edition: Ac 12; CT 767; Di 12</p>

STANDARDS	PAGE REFERENCES
IV. Efficiency of Human Movement and Performance	
B. Sports Skills and Lifetime Activities What All Students Should Be Able To Do <i>By the end of grade 12, all students should be able to</i>	
1.a. demonstrate consistently the application of sports terms, scoring, etiquette and rules of play, skill techniques, safety principles, intermediate to advanced game strategies for sport units covered in the instructional program (1.10)	Student Edition: 95-97 Teacher Wraparound Edition: HL 96 <i>Also see Glencoe's Foundations of Personal Fitness © 2005 Chapter 3.</i>
1.b. recognize the influences of participation in sport on developing appreciation of cultural, ethnic, gender, and physical diversity (1.6)	Student Edition: 14 <i>Applying Health Skills 16</i> Teacher Wraparound Edition: CC 40, 129; CI 111; Di 14, 111
2.a. consistently demonstrate intermediate to advanced competence in a variety of activities to include individual/dual and team sports, outdoor pursuit skills, aquatics, gymnastics and tumbling (1.10)	Student Edition: Chapter 4, Lessons 1-3 could be used to meet this standard. <i>Also see Glencoe's Foundations of Personal Fitness © 2005 Chapter 3.</i>
2.b. independently apply advanced skill-specific information for a self-selected activity (1.10)	Student Edition: 87-92 Chapter 4, Lessons 1-3 could be used to meet this standard. Teacher Wraparound Edition: HL 90 <i>Also see Glencoe's Foundations of Personal Fitness © 2005 Chapter 3.</i>
3.a. recognize that physical activity can provide opportunities for positive social interaction (1.6)	Student Edition: 77 <i>Hands-On Health 76</i> Teacher Wraparound Edition: CL 6; CLA 81; HL 85; TP 74

STANDARDS	PAGE REFERENCES
3.b. work as individuals and collaborate with others to accomplish tasks or reach goals when involved in various physical activities (4.6)	Student Edition: 35-36, 84-86, 87-92 <i>Applying Health Skills</i> 86 Teacher Wraparound Edition: CLA 81; HL 85
3.c. identify participation factors such as risk and safety factors, personal characteristics, performance styles and activity preferences that contribute to enjoyment and self-expression throughout the life cycle (4.1)	Student Edition: 79, 88-90, 94-97, 98-103, 714-718 <i>Hands-On Health</i> 397 Teacher Wraparound Edition: Di 96; Ex 101; GS 102; HL 96, 100; MA 95, 99; WT 83
C. Rhythms and Dance What All Students Should Be Able To Do <i>By the end of grade 12, all students should be able to</i>	
1.a. analyze and evaluate the relationship of dance to the development of culture (1.6)	Student Edition: Chapter 4, Lessons 1-3 can be used to meet this standard.
2.a. perform, produce and evaluate a variety of dances which represent different cultural backgrounds (1.9; 2.5)	Student Edition: Chapter 4, Lessons 1-3 can be used to meet this standard.
2.b. perform basic skills and demonstrate social etiquette in many dance forms and refine these skills through practice, self-evaluation and correction, e.g., social, contemporary, jazz, aerobic, folk and square (1.10)	Student Edition: Chapter 4, Lessons 1-3 can be used to meet this standard.
3.a. demonstrate dance and rhythmic activities that use a variety of equipment to communicate ideas and develop various components of fitness (1.10; 2.1)	Student Edition: Chapter 4, Lessons 1-3 can be used to meet this standard.
3.b. discuss the recreational and social aspects of dance (2.1; 2.3; 2.4)	Student Edition: Chapter 4, Lessons 1-3 can be used to meet this standard.

STANDARDS	PAGE REFERENCES
<p>D. Principles of Human Movement What All Students Should Be Able To Do <i>By the end of grade 12, all students should be able to</i></p>	
<p>1.a. critically evaluate the acquisition, execution and continued improvement of skilled physical performances in a variety of complex activities (1.6)</p>	<p>Student Edition: 81-86 Chapter 4, Lessons 1-3 could be used to meet this standard. Teacher Wraparound Edition: C 86</p> <p>Also see Glencoe's <i>Foundations of Personal Fitness</i> © 2005 Chapter 3.</p>
<p>1.b. analyze how the bones, joints and muscles of the human body work as anatomic levers (3.5)</p>	<p>Student Edition: 386-389, 390-395 Teacher Wraparound Edition: MA 387</p>
<p>2.a. apply the processes and knowledge learned from scientific principles to gain more efficient use of the body in daily activities, e.g., lifting and reducing injury (1.10)</p>	<p>Student Edition: 81-86 Chapter 4, Lessons 1-3 could be used to meet this standard. Teacher Wraparound Edition: CL 81; HL 90, 96; WT 83</p> <p>Also see Glencoe's <i>Foundations of Personal Fitness</i> © 2005 Chapter 3.</p>
<p>3.a. apply the processes and knowledge learned from scientific principles to develop effective practice procedures in order to ensure proficient performance in self-selected activities (1.10)</p>	<p>Student Edition: 83-86, 90-91, 93-94 <i>Health Minute</i> 417 Teacher Wraparound Edition: C 86</p>

STANDARDS	PAGE REFERENCES
V. Physical Activity and Lifetime Wellness	
A. Personal Fitness/Wellness What All Students Should Be Able To Do <i>By the end of grade 12, all students should be able to</i>	
1.a. make personal fitness choices by comparing and contrasting the components of health-related fitness and skill-related fitness and the benefits each offers to the development of total fitness (3.8; 4.1; 4.7)	Student Edition: 87-89 <i>Applying Health Skills</i> 92 <i>Time Health</i> 104 Teacher Wraparound Edition: HL 90; TP 80
2.a. demonstrate the skill, knowledge, and desire to monitor and adjust activity levels to meet personal fitness needs (4.5)	Student Edition: 7, 34-36, 80-86, 87-92, 93-97 <i>Hands-On Health</i> 35 <i>Health Skills Application</i> 23 #1 <i>Real-Life Application</i> 84 <i>Time Health</i> 104 Teacher Wraparound Edition: CC 88; CLA 81; CT 78; HC 84; HL 76, 90; SW 75
3.a. participate regularly in health-enhancing fitness activities independent of teaching mandates (4.7)	Student Edition: 78-79, 88-89, 714-718 <i>Time Health</i> 104 Teacher Wraparound Edition: HC 84, 94; HL 85; SW 75, 91
3.b. independently and willingly participate in games, sports, dance, outdoor pursuits and other physical activities that contribute to the attainment of personal goals and maintenance of wellness (4.7)	Student Edition: 78-79, 88-90, 714-718 <i>Time Health</i> 42, 104 Teacher Wraparound Edition: HC 84; HL 85; SW 91
4.a. apply the acronym FIT (frequency, intensity, time) and the principles of overload, progression and specificity to a personal fitness plan (3.1)	Student Edition: 90-92 <i>Health Minute</i> 417 <i>Health Skills Application</i> 105 #3 Teacher Wraparound Edition: RC 91; VL 91

STANDARDS	PAGE REFERENCES
5.a. identify both short-term and long-term effects of stress upon the individual (3.1)	Student Edition: 31, 198-203 <i>Writing Critically</i> 461 #1 Teacher Wraparound Edition: Ac 201; HL 202; SW 199
5.b. participate in a variety of self-selected activities that aid in stress management (4.7)	Student Edition: 31, 205-209 <i>Applying Health Skills</i> 32 <i>Hands-On Health</i> 191, 207 Teacher Wraparound Edition: CC 207; CLA 201; MA 13
5.c. determine the relationship between nutrition, exercise, and weight control by identifying nutrition and exercise as an essential element of weight control and by distinguishing between factual and fictitious ideas about weight control (3.7)	Student Edition: 78-79, 123, 144-150, 151-156 Teacher Wraparound Edition: HL 123; MA 124, 148; MR 149; WT 78
5.d. evaluate the negative aspects of chemical dependency upon the body in relationship to wellness (1.6)	Student Edition: 548-549, 576-578, 594-595, 598-602, 603-610 Teacher Wraparound Edition: MA 599, 604
B. Responsible Personal and Social Behavior in Physical Activity Settings What All Students Should Be Able To Do <i>By the end of grade 12, all students should be able to</i>	
1.a. independently create a safe environment for skill practice (1.10)	Student Edition: 89, 95-97, 98-103, 714-718 Teacher Wraparound Edition: HL 96; WT 83
1.b. accept a responsible leadership role by modeling and encouraging others to apply appropriate etiquette in physical activity settings (4.3)	Student Edition: 96 <i>Applying Health Skills</i> 79 <i>Time Health</i> 42 <i>Writing Critically</i> 107 #2 Teacher Wraparound Edition: HC 39, 94; SW 75

STANDARDS	PAGE REFERENCES
2.a. demonstrate mature personal control by acting as a neutralizer in avoiding conflict or as a mediator in settling conflict (4.7)	Student Edition: 264-267, 295, 339-340 <i>Applying Health Skills</i> 187 <i>Beyond the Classroom, Parental Involvement</i> 269 <i>Health Skills Activity</i> 304 Teacher Wraparound Edition: HC 266; SW 185
2.b. compare and contrast, individually and collaboratively, how attitudes, actions, and personal choice can affect themselves, family members, and others (1.1)	Student Edition: 274-279, 294-295 <i>Beyond the Classroom, Parental Involvement</i> 193, 297 <i>Beyond the Classroom, School and Community</i> 193, 297 <i>Health Skills Activity</i> 8 Teacher Wraparound Edition: CI 7; Di 173; HC 39, 517; HL 29, 265; SW 6
3.a. develop strategies for including persons of diverse backgrounds and abilities in physical activity (3.2)	Student Edition: <i>Time Health</i> 42 Teacher Wraparound Edition: CI 82; IC 72, 82
C. Injury Prevention/Treatment and Rehabilitation What All Students Should Be Able To Do <i>By the end of grade 12, all students should be able to</i>	
1.a. use proper injury prevention techniques during practice and game play (4.7)	Student Edition: 90-91, 95-97, 98-103, 714-718 <i>Hands-On Health</i> 397 <i>Time Health</i> 760 <i>Writing Critically</i> 413 #1 Teacher Wraparound Edition: HL 96
1.b. gain an understanding of exercise-related injuries and maladies such as sprains, strains, wounds, and exercise induced asthma (1.10)	Student Edition: 98-103, 392-393, 739-741 Teacher Wraparound Edition: C 103
2.a. distinguish between life-threatening and non-life-threatening injuries and when to seek medical attention (1.10)	Student Edition: 99-103, 736-741, 749-754, 755-759 Teacher Wraparound Edition: HC 750; MA 743, 756

STANDARDS	PAGE REFERENCES
2.b. demonstrate competence in basic first aid and CPR (4.7)	Student Edition: 739-741, 742-748, 749-754, 755-759 Teacher Wraparound Edition: Ex 746; HL 750; MA 743, 744, 747, 751, 756
3.a. display an awareness of when to seek medical advice for rehabilitation and the importance of following rehabilitation protocol (1.10)	Student Edition: 578-579, 614-615 <i>Applying Health Skills</i> 103 Teacher Wraparound Edition: D 614; GS 102