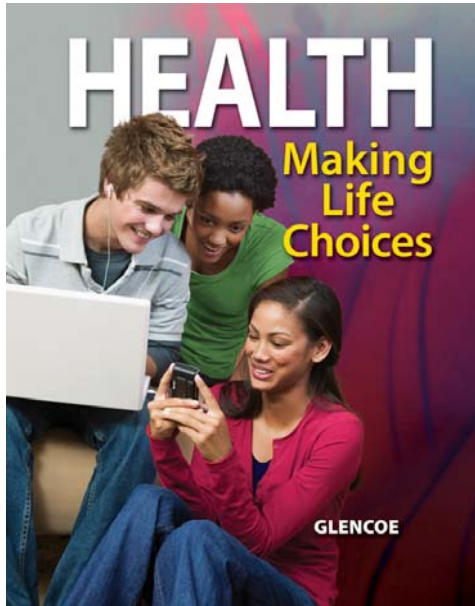




Glencoe

Core Curriculum Content Standards
Comprehensive Health and
Physical Education
Grade 12



HEALTH

**Making
Life
Choices**

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STANDARDS	PAGE REFERENCES
<p align="center">STANDARD 2.1 Wellness <i>ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.</i></p>	
<p>Descriptive Statement: This standard aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.</p>	
<p align="center">Strands and Cumulative Progress Indicators <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will</i></p>	
<p>2.1.12 A. Personal Health</p>	
<p>1. Compare and contrast healthcare and personal hygiene products and services commonly used by adolescents and young adults.</p>	<p>Student Edition: Chapter 10 Sections 1, 2 Chapter 27 Section 3 Teacher Annotated Edition: TM67, TM160 Chapter 10 Sections 1, 2 Chapter 27 Section 3</p>

STANDARDS	PAGE REFERENCES
<p>2. Investigate the impact of health choices and behaviors on personal, family, and community wellness.</p>	<p>Student Edition: Chapter 1 Sections 1, 2</p> <p>Teacher Annotated Edition: TM 23, TM24 Chapter 1 Sections 1, 2</p>
<p>3. Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.</p>	<p>This entire Health text is based on health data, which promotes behavior change. The following Sections can specifically be used to meet this standard.</p> <p>Student Edition: Chapter 1 Sections 1, 2, 3 Chapter 17 Sections 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Teacher Annotated Edition: TM23, TM24, TM103, TM104, TM105, TM106, TM107 Chapter 1 Sections 1, 2, 3 Chapter 17 Sections 1, 2, 3, 4, 5, 6, 7, 8</p>
<p>4. Debate the social and ethical implications of the use of technology and medical advances to support wellness.</p>	<p>Student Edition: Chapter 15 Section 2 Chapter 16 Sections 1, 2, 3</p> <p>Teacher Annotated Edition: TM94, TM98, TM 99, TM100 Chapter 15 Section 2 Chapter 16 Sections 1, 2, 3</p>

STANDARDS	PAGE REFERENCES
2.1.12 B. Growth and Development	
<p>1. Recommend behaviors to enhance and support the optimal functioning of body systems.</p>	<p>Student Edition: Chapter 1 Section 1 Chapter 7 Sections 3, 4, 5, 6, 7, 8 Chapter 9 Sections 1, 2, 3, 4, 5 Chapter 15 Section 2 Chapter 16 Section 3 Chapter 17 Sections 1, 2, 3, 4, 5, 6, 7, 8 Chapter 24 Section 2</p> <p>Teacher Annotated Edition: TM19, TM20, TM51, TM52, TM53, TM61, TM61-62, TM62, TM63, TM64, TM94; TM100, TM103-TM104, TM104, TM106, TM142 Chapter 1 Section 1 Chapter 7 Section 3 Chapter 9 Sections 1, 2, 3, 4, 5, 6 Chapter 15 Section 2 Chapter 16 Section 3 Chapter 17 Sections 1, 2, 3, 4, 5, 6, 7, 8 Chapter 24 Section 2</p>
<p>2. Predict and discuss significant developmental issues or concerns that impact each life stage.</p>	<p>Student Edition: Chapter 3 Section 1 Chapter 19 Section 1 Chapter 20 Sections 4, 5, 6, 7, 8 Chapter 23 Sections 1, 2, 3</p> <p>Teacher Annotated Edition: TM28, TM122, TM122-TM123, TM123, TM124, TM125, TM137 Chapter 3 Section 1 Chapter 19 Section 1 Chapter 20 Sections 4, 5, 6, 7, 8 Chapter 23 Sections 1, 2, 3</p>
<p>3. Predict the impact of heredity and genetics on human growth and development.</p>	<p>Student Edition: Chapter 17 Section 1 Chapter 19 Section 1</p> <p>Teacher Annotated Edition: TM103, TM104, TM114, TM115 Chapter 17 Section 1 Chapter 19 Section 1</p>

STANDARDS	PAGE REFERENCES
2.1.12 C. Nutrition	
<p>1. Analyze and evaluate current dietary recommendations, resources, and trends from a variety of sources.</p>	<p>Student Edition: Chapter 7 Section 2 Teacher Annotated Edition: TM50 Chapter 7 Section 2</p>
<p>2. Design and evaluate a nutrition plan for a healthy young adult considering cost, availability, nutritional balance, freshness, nutritional value, and culture.</p>	<p>Student Edition: Chapter 7 Section 2 Chapter 9 Sections 2, 3, 4, 5 Teacher Annotated Edition: TM50, TM60, TM61, TM62, TM63, TM64 Chapter 7 Section 2 Chapter 9 Sections 2, 3, 4, 5</p>
<p>3. Recommend healthy ways to lose, gain, or maintain weight.</p>	<p>Student Edition: Chapter 8 Sections 4, 5, 6 Chapter 9 Sections 1, 2, 3, 4, 5 Teacher Annotated Edition: TM57, TM58, TM59, TM61, TM62, TM63, TM64 Chapter 8 Sections 4, 5, 6 Chapter 9 Sections 1, 2, 3, 4, 5</p>
<p>4. Analyze and evaluate how healthy and unhealthy eating patterns impact the functioning of the human body, including healthy bone development and immune system functioning.</p>	<p>Student Edition: Chapter 6 Sections 2, 9 Chapter 7 Section 1 Chapter 8 Section 1 Teacher Annotated Edition: TM43, TM46, TM49, TM50, TM55 Chapter 6 Sections 2, 9 Chapter 7 Section 1 Chapter 8 Section 1</p>

STANDARDS	PAGE REFERENCES
2.1.12 D. Diseases and Health Conditions	
<p>1. Analyze the availability and effectiveness of current and emerging diagnostic and treatment modalities for various diseases and health conditions.</p>	<p>Student Edition: Chapter 15 Sections 2, 4 Chapter 16 Sections 1, 3 Chapter 17 Sections 2, 3, 4, 5, 6, 7, 8 Chapter 27 Section 2</p> <p>Teacher Annotated Edition: TM94, TM95, TM96, TM98, TM99, TM100, TM101, TM104, TM105, TM106, TM107, TM108, TM159, TM160 Chapter 15 Sections 2, 3, 4 Chapter 16 Sections 1, 3 Chapter 17 Sections 2, 3, 4, 5, 6, 7, 8 Chapter 27 Section 2</p>
<p>2. Discuss the relationship between signs and symptoms of disease and the functioning of the body's immune system.</p>	<p>Student Edition: Chapter 15 Sections 1, 2 Chapter 16 Section 1</p> <p>Teacher Annotated Edition: TM93, TM94, TM98, TM99 Chapter 15 Sections 1, 2 Chapter 16 Section 1</p>
<p>3. Compare and contrast diseases and health conditions occurring in adolescence and young adulthood with those occurring later in life, including cancer, cardiovascular diseases, respiratory diseases, arthritis, osteoporosis, and Alzheimer's.</p>	<p>Student Edition: Chapter 15 Section 1 Chapter 16 Sections 1, 2 Chapter 17 Sections 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Teacher Annotated Edition: TM93, TM98, TM99, TM100, TM103, TM104, TM105, TM106, TM107, TM108 Chapter 15 Section 1 Chapter 16 Sections 1, 2 Chapter 17 Sections 1, 2, 3, 4, 5, 6, 7, 8</p>

STANDARDS	PAGE REFERENCES
<p>4. Investigate and assess local, state, national, and international public health efforts.</p>	<p>Student Edition: Chapter 10 Section 4 Chapter 15 Section 2 Chapter 16 Sections 1, 2</p> <p>Teacher Annotated Edition: TM68, TM69, TM94, TM98, TM99, TM100 Chapter 10 Section 4 Chapter 15 Section 2 Chapter 16 Sections 1, 2</p>
<p>5. Investigate the impact of mental illness on personal, family, and community wellness.</p>	<p>Student Edition: Chapter 2 Sections 1, 2, 3, 4 Chapter 3 Section 4 Chapter 5 Sections 1, 2, 3, 4 Chapter 10 Section 3</p> <p>Teacher Annotated Edition: TM23, TM24, TM25, TM30, TM38, TM37, TM 39, TM40, TM68 Chapter 2 Sections 1, 2, 3, 4 Chapter 3 Section 4 Chapter 5 Sections 1, 2, 3, 4</p>
<p>2.1.12 E. Safety</p>	
<p>1. Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries,</p>	<p>Student Edition: Chapter 9 Section 6 Chapter 24 Sections 1, 2, 3, 4</p> <p>Teacher Annotated Edition: TM64, TM141, TM142, TM143 Chapter 9 Section 6 Chapter 24 Sections 1, 2, 3, 4</p>
<p>2. Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.</p>	<p>Student Edition: Chapter 9 Section 6 Chapter 24 Sections 1, 2, 3</p> <p>Teacher Annotated Edition: TM64, TM141, TM142, TM143 Chapter 9 Section 6 Chapter 24 Sections 1, 2, 3</p>

STANDARDS	PAGE REFERENCES
<p>3. Assess the short- and long-term impacts of injuries on the individual, family members, the community, and the workplace.</p>	<p>Student Edition: Chapter 24 Sections 1, 2, 3,-4 Chapter 27 Sections 1, 2</p> <p>Teacher Annotated Edition: TM141, TM142, TM143, TM159, TM160 Chapter 24 Sections 1, 2, 3, 4 Chapter 27 Sections 1, 2</p>
<p>4. Describe and demonstrate first aid procedures, including Basic Life Support and automatic external defibrillation, caring for bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies</p>	<p>Student Edition: Chapter 25 Sections 1, 2, 3, 4</p> <p>Teacher Annotated Edition: TM147, TM148, TM149, TM150, TM151 Chapter 25 Sections 1, 2, 3,-4</p>
<p>5. Describe and demonstrate ways to protect against sexual assault and discuss what to do if sexually assaulted.</p>	<p>Student Edition: Chapter 24 Section 4</p> <p>Teacher Annotated Edition: TM143 Chapter 24 Section 4</p>
<p>2.1.12 F. Social and Emotional Health</p>	
<p>1. Discuss psychological principles and theories of personality development.</p>	<p>Student Edition: Chapter 2 Sections 1, 2, 3, 4 Chapter 3 Sections 2, 3, 4 Chapter 5 Sections 1, 2, 3 Chapter 10 Section 3 Chapter 19 Sections 2, 3</p> <p>Teacher Annotated Edition: TM23, TM24, TM25, TM26, TM27, TM28, TM29, TM30, TM38, TM39, TM68, TM115, TM116, TM117 Chapter 2 Sections 1, 2, 3, 4 Chapter 3 Sections 2, 3, 4 Chapter 5 Sections 1, 2, 3 Chapter 10 Section 3 Chapter 19 Sections 2, 3</p>

STANDARDS	PAGE REFERENCES
<p>2. Analyze the impact of physical development, social norms and expectations, self-esteem, and perceived vulnerability on adolescent social and emotional growth and behavior.</p>	<p>Student Edition: Chapter 2 Sections 2, 3, 4 Chapter 3 Sections 1, 2, 3, 4 Chapter 5 Sections 1, 2, 3, 4 Chapter 8 Section 4 Chapter 18 Section 2 Chapter 19 Sections 1, 2</p> <p>Teacher Annotated Edition: TM 24, TM25, TM27, TM28, TM29, TM30, TM37, TM38, TM39, TM40, TM57, TM111, TM112, TM114, TM115, TM116 Chapter 2 Sections 2, 3, 4 Chapter 3 Sections 1, 2, 3, 4 Chapter 5 Sections 1, 2, 3, 4 Chapter 8 Section 4 Chapter 18 Section 2 Chapter 19 Sections 1, 22</p>
<p>3. Analyze how peer norms and expectations, the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior.</p>	<p>Student Edition: Chapter 2 Section 4 Chapter 3 Sections 1, 2, 4 Chapter 4 Section 1 Chapter 5 Sections 1, 2 Chapter 11 Section 1 Chapter 12 Sections 2, 5 Chapter 13 Sections 1, 2, 3 Chapter 14 Sections 1, 4 Chapter 19 Sections 3, 4</p> <p>Teacher Annotated Edition: TM25, TM 27, TM28, TM29, TM30, TM32, TM33, TM37, TM38, TM71, TM76, TM77, TM79, TM83, TM84, TM85, TM88, TM89, TM90, TM91, TM116, TM117, TM118 Chapter 2 Section 4 Chapter 3 Sections 1, 2, 4 Chapter 4 Section 1 Chapter 5 Sections 1, 2 Chapter 11 Section 1 Chapter 12 Sections 2, 5 Chapter 13 Sections 1, 2, 3 Chapter 14 Sections 1, 4 Chapter 19 Sections 3, 4</p>

STANDARDS	PAGE REFERENCES
<p>4. Predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community.</p>	<p>Student Edition: Chapter 2 Section 4 Chapter 3 Sections 1, 2, 3, 4 Chapter 5 Sections 1, 2, 3, 4</p> <p>Teacher Annotated Edition: TM25, TM27, TM28, TM29, TM30, TM37, TM38, TM39, TM40 Chapter 2 Section 4 Chapter 3 Sections 1, 2, 3, 4 Chapter 5 Sections 1, 2, 3, 4</p>
<p>5. Predict how a family might cope with crisis or change and suggest ways to restore family balance and function.</p>	<p>Student Edition: Chapter 2 Section 2 Chapter 4 Sections 3, 4 Chapter 5 Sections 1, 4 Chapter 19 Sections 1, 2, 3, 4</p> <p>Teacher Annotated Edition: TM24, TM34, TM35, TM37, TM38, TM40, TM 114, TM115, TM116, TM117, TM 118 Chapter 2 Section 2 Chapter 4 Sections 3, 4 Chapter 5 Sections 1, 4 Chapter 19 Sections 1, 2, 3, 4</p>

STANDARDS	PAGE REFERENCES
<p style="text-align: center;">STANDARD 2.2 Integrated Skills</p> <p style="text-align: center;"><i>ALL STUDENTS WILL USE HEALTH-ENHANCING PERSONAL, INTERPERSONAL, AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.</i></p>	
<p>Descriptive Statement: This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be cross-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard.</p>	
<p style="text-align: center;">Strands and Cumulative Progress Indicators</p> <p style="text-align: center;"><i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will</i></p>	
<p>2.2.12 A. Communication</p>	
<p>1. Use appropriate research methodology to investigate a health problem or issue.</p>	<p>Student Edition: Chapter 1 Section 2 Chapter 7 Section Q&A Chapter 8 Sections 3, 4 Chapter 9 Section 5 Chapter 12 Section 6 Chapter 21 Section 3</p> <p>Teacher Annotated Edition: TM20, TM64, TM79, TM129, TM128 Chapter 1 Section 2 Chapter 7 Section Q&A Chapter 9 Section 5 Chapter 12 Section 5 Chapter 21 Section 3</p>
<p>2. Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.</p>	<p>See Glencoe's <i>Fitness Zone Online</i> to opportunities to evaluate fitness videos and choose links to additional health presentations.</p>

STANDARDS	PAGE REFERENCES
<p>3. Teach others how to use communication skills, including refusal, negotiation, and assertiveness.</p>	<p>Student Edition: Chapter 2 Section 2 Chapter 3 Section 4 Chapter 12 Section Q&A Chapter 13 Section 5 Chapter 14 Section 5 Chapter 19 Section 2 Chapter 24 Section 1</p> <p>Teacher Annotated Edition: TM24, TM 30, TM91, TM115, TM116 Chapter 2 Section 2 Chapter 3 Section 4 Chapter 12 Section Q&A Chapter 14 Section 5 Chapter 19 Section 2 Chapter 24 Section 1</p>
<p>4. Employ strategies to improve communication and listening skills and assess their effectiveness.</p>	<p>Student Edition: Chapter 2 Section 2 Chapter 3 Section 3 Chapter 19 Section 2 Chapter 26 Section 2</p> <p>Teacher Annotated Edition: TM24, TM29, TM30, TM116, TM154 Chapter 2 Section 2 Chapter 3 Section 3 Chapter 19 Section 2 Chapter 26 Section 2</p>

STANDARDS	PAGE REFERENCES
<p>5. Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television.</p>	<p>Student Edition: Chapter 1 Section 2 Chapter 2 Section 1 Chapter 8 Sections 3, 4 Chapter 10 Section 2 Chapter 13 Section 1 Chapter 18 Section 2 Chapter 19 Section 2</p> <p>Teacher Annotated Edition: TM20, TM23, TM57, TM67, TM68, TM83, TM84, TM111, TM112, TM116 Chapter 1 Section 2 Chapter 8 Sections 3, 4 Chapter 10 Section 2 Chapter 13 Section 1 Chapter 18 Section 2 Chapter 19 Section 2</p>
<p>2.2.12 B. Decision Making</p>	
<p>1. Demonstrate and evaluate the use of decision making skills.</p>	<p>Student Edition: Chapter 1 Section 3 Chapter 2 Section 3</p> <p>Teacher Annotated Edition: TM21, TM24, TM25 Chapter 1 Section 3 Chapter 2 Section 3</p>

STANDARDS	PAGE REFERENCES
<p>2. Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.</p>	<p>Student Edition: Chapter 1 Section 3 Chapter 2 Section 3 Chapter 7 Section 2 Chapter 12 Sections 2, 5, 6 Chapter 13 Sections 1, 3, 5 Chapter 14 Sections 1, 5</p> <p>Teacher Annotated Edition: TM 21, TM24, TM25, TM50, TM76, TM77, TM79, TM80, TM83, TM84, TM85, TM86, TM88, TM88-89, TM89, TM91 Chapter 1 Section 3 Chapter 2 Section 3 Chapter 7 Section 2 Chapter 12 Sections 2, 5, 6 Chapter 13 Sections 1, 3, 4, 5 Chapter 14 Sections 1, 5</p>
<p>3. Use reliable and valid health information to assess social situations and conditions that impact health and safety.</p>	<p>Student Edition: Chapter 15 Sections 1, 4 Chapter 16 Sections 1, 2 Chapter 24 Sections 1, 2, 3, 4</p> <p>Teacher Annotated Edition: TM93, TM95, TM96, TM98, TM99, TM100, TM124, TM141, TM142, TM143 Chapter 15 Sections 1, 4 Chapter 16 Sections 1, 2 Chapter 24 Sections 1, 2, 3, 4</p>
<p>4. Analyze the use of ethics and personal values when making decisions.</p>	<p>Student Edition: Chapter 2 Sections 1, 3, 4 Chapter 19 Section 1</p> <p>Teacher Annotated Edition: TM 23, TM24, TM25, TM114, TM115 Chapter 2 Sections 1, 3, 4 Chapter 19 Section 1</p>

STANDARDS	PAGE REFERENCES
<p>5. Critique significant health decisions and debate the choices made.</p>	<p>Student Edition: Chapter 1 Section 1 Chapter 7 Section 2 Chapter 8 Section 2 Chapter 9 Section 1 Chapter 12 Section 2 Chapter 13 Sections 1, 5 Chapter 14 Section 1</p> <p>Teacher Annotated Edition: TM19, TM20, TM 50, TM56, TM61, TM76, TM77, TM83, TM84, TM86, TM88, TM88-89; TM89 Chapter 1 Section 1 Chapter 7 Section 2 Chapter 8 Section 2 Chapter 9 Section 1 Chapter 12 Section 2 Chapter 13 Sections 1, 5 Chapter 14 Section 1</p>
<p>2.2.12 C. Planning and Goal Setting</p>	
<p>1. Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.</p>	<p>Student Edition: Chapter 7 Section 1 Chapter 8 Section 1 Chapter 9 Sections 1, 2, 3, 4, 5 Chapter 20 Section 8 Chapter 23 Sections 1, 2</p> <p>Teacher Annotated Edition: TM49, TM50, TM 55, TM61, TM62, TM63, TM64, TM 124, TM125, TM137, TM138 Chapter 7 Section 1 Chapter 8 Section 1 Chapter 9 Sections 1, 2, 3, 4, 5 Chapter 20 Section 8 Chapter 23 Sections 1, 2</p>

STANDARDS	PAGE REFERENCES
<p>2. Evaluate how family, peers, healthcare providers, and the community support or hinder the achievement of a wellness plan.</p>	<p>Student Edition: Chapter 1 Section 2 Chapter 2 Section 4 Chapter 3 Section 4 Chapter 23 Section 1</p> <p>Teacher Annotated Edition: TM20, TM25, TM 30, TM137, TM138 Chapter 1 Section 2 Chapter 2 Section 4 Chapter 3 Section 4 Chapter 23 Section 1</p>
<p>2.2.12 D. Character Development</p>	
<p>1. Demonstrate character based on core ethical values.</p>	<p>Student Edition: Chapter 2 Sections 1, 3, 4 Chapter 3 Section 4 Chapter 19 Sections 1, 2</p> <p>Teacher Annotated Edition: TM23, TM24, TM25, TM30, TM114, TM115, TM116 Chapter 2 Sections 1, 3, 4 Chapter 3 Section 4 Chapter 19 Sections 1, 2</p>
<p>2. Analyze how role models, and the core ethical values they represent, influence society.</p>	<p>Student Edition: Chapter 2 Sections 1, 3, 4 Chapter 3 Section 4 Chapter 19 Sections 1, 2</p> <p>Teacher Annotated Edition: TM23, TM24, TM25, TM30, TM114, TM115, TM116 Chapter 2 Sections 1, 3, 4 Chapter 3 Section 4 Chapter 19 Sections 1, 2</p>

STANDARDS	PAGE REFERENCES
<p>3. Analyze the impact of community or public service on individual and community core ethical values.</p>	<p>Student Edition: Chapter 2 Sections 1, 3, 4 Chapter 3 Section 4 Chapter 19 Sections 1, 2</p> <p>Teacher Annotated Edition: TM23, TM24, TM25, TM30, TM114, TM115, TM116 Chapter 2 Sections 1, 3, 4 Chapter 3 Section 4 Chapter 19 Sections 1, 2</p>
<p>2.2.12 E. Leadership, Advocacy, and Service</p>	
<p>1. Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.</p>	<p>Personal strengths that lead to the achievement of goals and tasks are discussed in the following sections.</p> <p>Student Edition: Chapter 3 Section 1</p> <p>Teacher Annotated Edition: Chapter 3 Section 1</p>
<p>2. Evaluate personal participation as both a leader and follower.</p>	<p>The following sections could be extended to meet this standard.</p> <p>Student Edition: Chapter 1 Section 3 Chapter 2 Sections 1, 2, 3, 4</p>
<p>3. Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.</p>	<p>Motivation is discussed in the following section.</p> <p>Student Edition: Chapter 1 Section 3</p> <p>Teacher Annotated Edition: Chapter 1 Section 3</p>
<p>4. Evaluate a group's ability to be respectful, supportive, and adherent to codes of conduct.</p>	<p>The following sections could be extended to meet this standard.</p> <p>Student Edition: Chapter 1 Sections 1, 2, 4</p>
<p>5. Develop and articulate the group's goals, shared values, vision, and work plan.</p>	<p>The following sections could be extended to meet this standard.</p> <p>Student Edition: Chapter 1 Sections 1, 2, 4</p>

STANDARDS	PAGE REFERENCES
<p>6. Plan, implement, and evaluate activities to benefit a health organization, cause, or issue.</p>	<p>The following sections can be used to help meet this standard.</p> <p>Student Edition: Chapter 26 Sections 2, 3, 4, 5, 6</p> <p>Teacher Annotated Edition: TM153, TM154, TM155, TM156, TM157 Chapter 26 Sections 2, 3, 4, 5, 6</p>
<p>7. Assess community awareness and understanding about a local, state, national, or international health issue.</p>	<p>The following sections highlight broad health issues and can be used to help meet this standard.</p> <p>Student Edition: Chapter 13 Sections 1, 2, 3, 4 Chapter 14 Sections 1, 2, 3, 4 Chapter 16 Sections 1, 2, 3</p>
<p>2.2.12 F. Health Services and Careers</p>	
<p>1. Access health and fitness services, programs, and resources and evaluate them for cost, availability, accessibility, benefits, and accreditation.</p>	<p>The following sections can be used to help meet this standard.</p> <p>Student Edition: Chapter 27 Sections 1, 3</p> <p>Teacher Annotated Edition: TM64, TM159 Chapter 27 Sections 1, 3</p>
<p>2. Analyze the preparation, licensing, and responsibilities of wellness and fitness professionals.</p>	<p>Health professions are covered in the following sections.</p> <p>Student Edition: Chapter 5 Section 4 Chapter 27 Section 3</p> <p>Teacher Annotated Edition: TM39, TM40, TM160 Chapter 5 Section 4 Chapter 27 Section 3</p>
<p>3. Compare and contrast health insurance and reimbursement plans.</p>	<p>Student Edition: Chapter 27 Section 2</p> <p>Teacher Annotated Edition: TM159, TM160 Chapter 27 Section 2</p>

STANDARDS	PAGE REFERENCES
<p>STANDARD 2.3 Drugs and Medicines</p> <p><i>ALL STUDENTS WILL LEARN AND APPLY INFORMATION ABOUT ALCOHOL, TOBACCO, OTHER DRUGS AND MEDICINES TO MAKE DECISIONS THAT SUPPORT A HEALTHY, ACTIVE LIFESTYLE.</i></p>	
<p>Descriptive Statement: This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.</p>	
<p>Strands and Cumulative Progress Indicators</p> <p><i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will</i></p>	
<p>2.3.12 A. Medicines</p>	
<p>1. Investigate the use of new or experimental medicines and discuss the potential risks and benefits.</p>	<p>Student Edition: Chapter 11 Section 2 Teacher Annotated Edition: TM72 Chapter 11 Section 2</p>
<p>2. Evaluate the effectiveness of a medicine, considering the dosage, side effects, route of administration, cost, and benefits vs. risks.</p>	<p>Student Edition: Chapter 11 Sections 2, 3, 4 Teacher Annotated Edition: TM72, TM73 Chapter 11 Sections 2, 3, 4</p>
<p>3. Debate the benefits and dangers of naturally occurring substances such as herbal supplements.</p>	<p>Student Edition: Chapter 3 Section 3 Chapter 25 Section Q&A Teacher Annotated Edition: TM29, TM30 Chapter 3 Section 3 Chapter 25 Section Q&A</p>
<p>2.3.12 B. Alcohol, Tobacco, and Other Drugs</p>	
<p>1. Investigate tobacco use as a contributing or causative factor in the incidence of cancer, heart disease, emphysema and other lung diseases, and stroke.</p>	<p>Student Edition: Chapter 14 Section 2 Teacher Annotated Edition: TM89 Chapter 14 Section 2</p>

STANDARDS	PAGE REFERENCES
2. Assess the impact of passive smoke on the health of children, individuals with allergies and asthma, and nonsmokers and describe initiatives created to lessen the impact.	Student Edition: Chapter 14 Section 3 Teacher Annotated Edition: TM90 Chapter 14 Section 3
3. Summarize the impact of alcohol use and abuse on body systems and organs including the cardiovascular system, the liver, the reproductive system, and the immune system.	Student Edition: Chapter 13 Section 2 Teacher Annotated Edition: TM84 Chapter 13 Section 2
4. Describe the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and assess how the use and abuse of alcohol and other drugs impairs, behavior, judgment, and memory.	Student Edition: Chapter 12 Section 4 Chapter 13 Sections 2, 3 Teacher Annotated Edition: TM77, TM78, TM79, TM84, TM85 Chapter 12 Section 4 Chapter 13 Sections 2, 3
5. Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes.	Student Edition: Chapter 12 Section 5 Chapter 13 Section 3 Teacher Annotated Edition: TM79, TM85 Chapter 12 Section 5 Chapter 13 Section 3
6. Predict the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs.	Student Edition: Chapter 12 Sections 1, 3, 4 Teacher Annotated Edition: TM76, TM77, TM78, TM79 Chapter 12 Sections 1, 3, 4
7. Investigate the relationship between injected drug use and the incidence of diseases such as HIV and hepatitis.	Student Edition: Chapter 12 Section 4 Chapter 16 Sections 2, 3 Teacher Annotated Edition: TM77, TM78, TM79, TM98, TM99, TM100 Chapter 12 Section 4 Chapter 16 Sections 2, 3

STANDARDS	PAGE REFERENCES
<p>8. Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs and the incidence of date rape, sexual assault, STDs, and unintended pregnancy.</p>	<p>Student Edition: Chapter 16 Section 3 Chapter 18 Section Q&A</p> <p>Teacher Annotated Edition: TM100, TM101 Chapter 16 Section 3 Chapter 18 Section Q&A</p>
<p>2.3.12 C. Dependency/Addiction and Treatment</p>	
<p>1. Compare and contrast the physical, social, and emotional indicators of possible substance abuse.</p>	<p>Student Edition: Chapter 12 Sections 2, 3, 4 Chapter 19 Section 3</p> <p>Teacher Annotated Edition: TM76, TM77, TM78, TM79, TM116, TM117 Chapter 12 Sections 2, 3, 4 Chapter 19 Section 3</p>
<p>2. Compare and contrast the physical and psychological stages of dependency.</p>	<p>Student Edition: Chapter 3 Section 4 Chapter 12 Sections 1, 3 Chapter 13 Sections 1-2, 4 Chapter 14 Sections 1-2, 5</p> <p>Teacher Annotated Edition: TM30, TM75, TM76, TM77, TM83, TM84, TM85, TM86, TM88, TM88-TM89, TM89, TM91 Chapter 3 Section 4 Chapter 12 Sections 1, 3 Chapter 13 Sections 1, 2, 4 Chapter 14 Sections 1, 2, 5</p>
<p>3. Assess and evaluate factors that influence the use of alcohol, tobacco, and other drugs.</p>	<p>Student Edition: Chapter 12 Section 2 Chapter 13 Section 1 Chapter 14 Section 1</p> <p>Teacher Annotated Edition: TM76, TM77, TM83, TM84, TM88, TM88-TM89, TM89 Chapter 12 Section 2 Chapter 13 Section 1 Chapter 14 Section 1</p>

STANDARDS	PAGE REFERENCES
<p>4. Evaluate factors that support an individual to quit using substances.</p>	<p>Student Edition: Chapter 12 Section 7 Chapter 13 Section 4 Chapter 14 Section 5</p> <p>Teacher Annotated Edition: TM80, TM81, TM85, TM86, TM91 Chapter 12 Section 7 Chapter 13 Section 4 Chapter 14 Section 5</p>
<p>5. Predict the short-and long-term impacts of substance abuse on the individual, the family, the community, and society.</p>	<p>Student Edition: Chapter 12 Sections 3, 5 Chapter 13 Sections 2-3, Q&A Chapter 14 Sections 2, 3, 4 Chapter 15 Section Q&A Chapter 19 Section 3</p> <p>Teacher Annotated Edition: TM77, TM79, TM84, TM85, TM89, TM90, TM91, TM116, TM117 Chapter 12 Sections 3, 5 Chapter 13 Sections 2, 3, Q&A Chapter 14 Sections 2, 3, 4 Chapter 15 Section Q&A Chapter 19 Section 3</p>

STANDARDS	PAGE REFERENCES
<p>STANDARD 2.4</p> <p>Human Relationships and Sexuality</p> <p><i>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.</i></p>	
<p>Descriptive Statement: This standard seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Additionally, students learn medically-accurate information about both abstinence and contraception and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted diseases, HIV/AIDS, and unintended pregnancy.</p>	
<p>Strands and Cumulative Progress Indicators</p> <p><i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will</i></p>	
<p>2.4.12 A. Relationships</p>	
<p>1. Investigate how different family structures, values, rituals, and traditions meet basic human needs.</p>	<p>Student Edition: Chapter 3 Section 1 Chapter 19 Sections 1, 2</p> <p>Teacher Annotated Edition: TM27, TM28, TM29, TM114, TM115, TM116 Chapter 3 Section 1 Chapter 19 Sections 1, 2</p>
<p>2. Discuss how personal independence, past experiences, and social responsibility influence the choice of friends in young adulthood.</p>	<p>Student Edition: Chapter 1 Section 2 Chapter 2 Sections 1, 2, 3, 4 Chapter 3 Section 4</p> <p>Teacher Annotated Edition: TM19, TM20, TM23, TM24, TM25, TM30 Chapter 1 Section 2 Chapter 2 Section 4 Chapter 3 Section 4</p>
<p>3. Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships.</p>	<p>Student Edition: Chapter 18 Section 2</p> <p>Teacher Annotated Edition: TM 111, TM112 Chapter 18 Section 2</p>

STANDARDS	PAGE REFERENCES
4. Compare and contrast adolescent and adult dating practices.	Student Edition: Chapter 18 Sections 1, 2 Chapter 19 Section 1 Teacher Annotated Edition: TM110, TM111, TM114, TM115 Chapter 18 Sections 1, 2 Chapter 19 Section 1
5. Describe the important characteristics of a spouse or life partner and describe factors to consider when contemplating a lifetime commitment such as marriage.	Student Edition: Chapter 18 Section 2 Teacher Annotated Edition: TM111, TM112 Chapter 18 Section 2
6. Discuss the importance of physical and emotional intimacy in a healthy relationship.	Student Edition: Chapter 18 Section 2 Teacher Annotated Edition: TM111, TM112 Chapter 18 Section 2
7. Develop strategies to address domestic or dating violence and end unhealthy relationships.	Student Edition: Chapter 18 Section 2, Q&A Chapter 19 Section 3 Teacher Annotated Edition: TM111, TM112, TM116, TM117 Chapter 18 Section 2, Q&A Chapter 19 Section 3
2.4.12 B. Sexuality	
1. Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures.	Student Edition: Chapter 18 Section 2 Chapter 21 Sections 2, 3 Teacher Annotated Edition: TM111, TM112, TM138, TM139 Chapter 18 Section 2 Chapter 21 Sections 2, 3

STANDARDS	PAGE REFERENCES
<p>2. Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.</p>	<p>Student Edition: Chapter 12 Section 4 Chapter 13 Sections 1, 2 Chapter 16 Section 3, Q&A Chapter 18 Section 1, Q&A</p> <p>Teacher Annotated Edition: TM77, TM78, TM79, TM83, TM 84 Chapter 12 Section 4 Chapter 13 Sections 1, 2 Chapter 16 Section 3, Q&A Chapter 18 Section 1, Q&A</p>
<p>3. Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk elimination strategies.</p>	<p>Student Edition: Chapter 20 Section 1 Chapter 22 Sections 1, 2, 3, 4</p> <p>Teacher Annotated Edition: TM120, TM121, TM131, TM132, TM133, TM134, TM135 Chapter 20 Section 1 Chapter 22 Sections 1, 2, 3, 4</p>
<p>4. Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexuality and reproductive health.</p>	<p>Student Edition: Chapter 21 Sections 1, 2, 3, 4 Chapter 22 Sections 1, 2, 3, 4</p> <p>Teacher Annotated Edition: TM127, TM128, TM129, TM131, TM132, TM133, TM134 Chapter 21 Sections 1, 2, 3, 4 Chapter 22 Sections 1, 2, 3, 4</p>
<p>5. Investigate current and emerging topics related to sexual orientation.</p>	<p>Student Edition: Chapter 3 Section 2 Chapter 22 Section 4</p> <p>Teacher Annotated Edition: TM28, TM29, TM134, TM135 Chapter 3 Section 2 Chapter 22 Section 4</p>

STANDARDS	PAGE REFERENCES
<p>6. Investigate female and male reproductive and sexual health issues and discuss the importance of education and preventive healthcare (e.g., breast/testicular exam).</p>	<p>Student Edition: Chapter 6 Sections 11, 12 Chapter 21 Sections 1, 2, 3</p> <p>Teacher Annotated Edition: TM127, TM128, TM129 Chapter 6 Sections 11, 12 Chapter 21 Sections 1, 2, 3</p>
<p>2.4.12 C. Pregnancy and Childbirth</p>	
<p>1. Compare and contrast embryonic and fetal development in single and multiple pregnancies.</p>	<p>Student Edition: Chapter 20 Sections 5, 6</p> <p>Teacher Annotated Edition: TM123 Chapter 20 Sections 5, 6</p>
<p>2. Describe the stages of labor and childbirth and compare childbirth options.</p>	<p>Student Edition: Chapter 20 Section 7</p> <p>Teacher Annotated Edition: TM124 Chapter 20 Section 7</p>
<p>3. Analyze the physical and emotional changes that occur during each trimester of pregnancy and postpartum.</p>	<p>Student Edition: Chapter 20 Sections 4, 5</p> <p>Teacher Annotated Edition: TM122, TM123 Chapter 20 Sections 4-5</p>
<p>4. Compare and contrast pregnancy options.</p>	<p>Student Edition: Chapter 22 Section 5</p> <p>Teacher Annotated Edition: TM135 Chapter 22 Section 5</p>
<p>5. Discuss physical, emotional, social, cultural, religious, and legal issues related to pregnancy termination.</p>	<p>Student Edition: Chapter 22 Section 5</p> <p>Teacher Annotated Edition: TM135 Chapter 22 Section 5</p>

STANDARDS	PAGE REFERENCES
<p>6. Investigate the relationship between prenatal exposure to alcohol, tobacco and other drugs, infections, and environmental hazards, and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, and disabilities.</p>	<p>Student Edition: Chapter 14 Section 3 Chapter 20 Sections 1, 4, 5, 6 Teacher Annotated Edition: TM90, T M122, TM123, TM124 Chapter 14 Section 3 Chapter 20 Sections 1, 4, 5, 6</p>
<p>7. Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child.</p>	<p>Student Edition: Chapter 19 Section 1 Chapter 20 Section 8 Teacher Annotated Edition: TM114, TM115, TM124, TM125 Chapter 19 Section 1 Chapter 20 Section 8</p>
<p>8. Assess and evaluate parenting strategies used at various stages of child development.</p>	<p>Student Edition: Chapter 3 Section 1 Chapter 20 Section 8 Teacher Annotated Edition: TM27, TM28, TM124 Chapter 3 Section 1 Chapter 20 Section 8</p>
<p>9. Investigate the legal rights and responsibilities of teen mothers and fathers.</p>	<p>Student Edition: Chapter 18 Section 2 Chapter 20 Sections 1, 8 Chapter 22 Section 5 Teacher Annotated Edition: TM111, TM112, TM120, TM121, TM124, TM125, TM135 Chapter 18 Section 2 Chapter 20 Sections 1, 8 Chapter 22 Section 5</p>
<p>10. Discuss factors that influence the decision to have or to adopt a child.</p>	<p>Student Edition: Chapter 20 Section 2 Teacher Annotated Edition: TM121 Chapter 20 Section 2</p>

STANDARDS	PAGE REFERENCES
<p>11. Analyze trends in teen pregnancy rates, teen births, and out-of-wedlock births, considering shifts in marriage patterns, sexual norms, contraceptive practices, the availability of abortion, and the size and composition of the teen population.</p>	<p>Student Edition: Chapter 18 Section 1 Chapter 20 Section 1 Chapter 22 Sections 1, 2, 3, 4, 5</p> <p>Teacher Annotated Edition: TM110, TM111, TM120, TM121, TM131, TM132, TM133, TM134, TM135 Chapter 18 Section 1 Chapter 20 Section 1 Chapter 22 Section 5</p>
<p style="text-align: center;">STANDARD 2.5 Motor Skill Development</p> <p style="text-align: center;"><i>ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.</i></p> <p>Descriptive Statement: This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally-appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.</p> <p style="text-align: center;">Strands and Cumulative Progress Indicators <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will</i></p> <p>2.5.12 A. Movement Skills</p>	
<p>1. Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings.</p>	<p>Student Edition: Chapter 9 Sections 2, 4, 5</p> <p>Teacher Annotated Edition: TM62, TM63, TM64 Chapter 9 Sections 2, 4, 5</p>
<p>2. Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.</p>	<p>Student Edition: Chapter 9 Sections 5-6</p> <p>Teacher Annotated Edition: TM64 Chapter 9 Sections 5, 6</p>
<p>3. Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity.</p>	<p>Student Edition: Chapter 9 Section 5</p> <p>Teacher Annotated Edition: TM64 Chapter 9 Section 5</p>

STANDARDS	PAGE REFERENCES
4. Transfer specialized movement skills that use similar patterns from one movement activity to another.	Student Edition: Chapter 9 Sections 2, 3, 4, 5 Teacher Annotated Edition: TM61, TM62, TM63, TM64 Chapter 9 Sections 2-5
5. Design and perform smooth flowing sequences with intentional changes in direction, flow, and speed (e.g., martial arts, line dance, roller blading, swimming).	Student Edition: Chapter 9 Section 6 Teacher Annotated Edition: TM64 Chapter 9 Section 6
2.5.12 B. Movement Concepts	
1. Analyze a movement performance and discuss how each part can be made more interesting, creative, efficient, and/or more effective.	The following sections can be used to help meet this standard. Student Edition: Chapter 9 Section 4, 5 Teacher Annotated Edition: TM63 Chapter 9 Section 4, 5
2. Predict changes in movement performance based on the application of balance, counter balance, weight transfer, and agility.	With teacher guidance and instruction for proper movement performance, the following sections could be used to meet this standard. Student Edition: Chapter 9 Section 2
3. Analyze the impact of kinesthetic awareness, “perfect” practice, motivation, and appropriate challenges in facilitating the learning and refinement of a movement skill.	With teacher guidance and instruction for proper movement performance, the following sections could be used to meet this standard. Student Edition: Chapter 9 Sections 2, 4, 5
4. Analyze how movement activities reflect culture, era, geography, or historical context.	When planning a personal activity program, activities reflecting culture, era, geography, or historical context will be used. Student Edition: Chapter 9 Section 2
2.5.12 C. Strategy	
1. Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings.	The following section, discussing physical activities, could be expanded to meet this standard. Student Edition: Chapter 9 Section 3

STANDARDS	PAGE REFERENCES
2.5.12 D. Sportsmanship, Rules, and Safety	
1. Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.	Student Edition: Chapter 9 Sections 2, 3, 4, 5
2. Investigate the impact of rules and regulations on the health and safety of participants.	The following section can be further expanded to meet this standard. Student Edition: Chapter 9 Sections 5 Teacher Annotated Edition: Chapter 9 Section 5
2.5.12 E. Sport Psychology	
1. Compare, contrast, and apply sport psychology techniques to mentally prepare for physical activity.	Student Edition: Chapter 9 Section 1 Teacher Annotated Edition: TM61 Chapter 9 Section 1
<p style="text-align: center;">STANDARD 2.6 Fitness</p> <p style="text-align: center;"><i>ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.</i></p> <p>Descriptive Statement: This standard enables students to understand the components of health-related fitness (cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill-related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.</p> <p style="text-align: center;">Strands and Cumulative Progress Indicators <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will</i></p>	
2.6.12 A. Fitness and Physical Activity	
1. Predict the short- and long-term physical, social, and emotional benefits and potential problems associated with regular physical activity.	Student Edition: Chapter 8 Section 4 Chapter 9 Sections 1, 6 Teacher Annotated Edition: TM57, TM61, TM64 Chapter 8 Section 4 Chapter 9 Sections 1, 6

STANDARDS	PAGE REFERENCES
2. Summarize the causes, influences, and responses of body systems during exercise.	Student Edition: Chapter 9 Section 1 Teacher Annotated Edition: TM61 Chapter 9 Section 1
3. Describe how preventive healthcare, physiological monitoring, hydration, a safe environment, and exercising with a partner contribute to safe fitness activities.	Student Edition: Chapter 1 Sections 1, 2 Chapter 8 Sections 2, 3, 4, 5, 6 Chapter 9 Sections 1, 2, 3, 4, 5, 6 Chapter 23 Sections 1, 2 Chapter 24 Section 3 Teacher Annotated Edition: TM19, TM 20, TM 56, TM57, TM58, TM59, TM61, TM62, TM63, TM64, TM137, TM138, TM142, TM143 Chapter 1 Sections 1, 2 Chapter 8 Sections 2, 3, 4, 5, 6 Chapter 9 Sections 1, 2, 3, 4, 5, 6 Chapter 23 Sections 1, 2 Chapter 24 Section 3
4. Evaluate the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.	Student Edition: Chapter 8 Section 2 Chapter 23 Sections 1, 2 Teacher Annotated Edition: TM 56, TM137, TM138, Chapter 8 Section 2 Chapter 23 Sections 1, 2
2.6.12 B. Training	
1. Develop and implement a training program to maximize health benefits and prevent exercise-related injuries and illnesses.	Student Edition: Chapter 9 Sections 1, 2, 3, 4, 5, 6 Teacher Annotated Edition: TM62, TM63, TM64 Chapter 9 Sections 1, 2, 3, 4, 5, 6
2. Apply training principles to establish a progression of activity that will improve each component of fitness and justify the use of each principle.	Student Edition: Chapter 9 Sections 1, 2, 3, 4, 5, 6 Teacher Annotated Edition: TM62, TM63, TM64 Chapter 9 Sections 1, 2, 3, 4, 5, 6

STANDARDS	PAGE REFERENCES
3. Compare and contrast the use of drugs, fitness products, and fads to achieve fitness.	Student Edition: Chapter 9 Section 5, Q&A Teacher Annotated Edition: TM64 Chapter 9 Section 5, Q&A
2.6.12 C. Achieving and Assessing Fitness	
1. Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness.	Student Edition: Chapter 9 Sections 1, 2, 3, 4, 5, 6 Teacher Annotated Edition: TM62, TM63, TM64 Chapter 9 Sections 1, 2, 3, 4, 5, 6
2. Perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during, and after exercise, and modify exercise appropriately in response.	Student Edition: Chapter 9 Sections 1, 2, 3, 4, 5, 6 Teacher Annotated Edition: TM62, TM63, TM64 Chapter 9 Sections 1, 2, 3, 4, 5, 6
3. Assess personal level of fitness, design a personal fitness plan considering current health and fitness status, goals and interests, skill level, accessibility and costs, and use technology to implement, monitor, and evaluate the plan.	Student Edition: Chapter 9 Sections 1, 2, 3, 4, 5, 6 Teacher Annotated Edition: TM62, TM63, TM64 Chapter 9 Sections 1, 2, 3, 4, 5, 6
4. Demonstrate age and gender-specific progress towards the achievement of fitness goals for each component of health-related and skill-related fitness.	Student Edition: Chapter 9 Sections 1, 2, 3, 4, 5, 6 Teacher Annotated Edition: TM62, TM63, TM64 Chapter 9 Sections 1, 2, 3, 4, 5, 6
5. Modify a fitness plan to accommodate for injury, illness, pregnancy, aging, and disability.	Student Edition: Chapter 9 Sections 1, 2, 3, 4, 5, 6 Chapter 23 Section 2 Teacher Annotated Edition: TM62, TM63, TM64 Chapter 9 Sections 1, 2, 3, 4, 5, 6 Chapter 23 Section 2

STANDARDS	PAGE REFERENCES
<p>6. Discuss the use of body mass index, body fat percentage, and fat deposition as measures of fitness.</p>	<p>Student Edition: Chapter 8 Section 2</p> <p>Teacher Annotated Edition: TM56 Chapter 8 Section 2</p>