



NEW JERSEY
Core Curriculum Content Standards for
Comprehensive Health and Physical Education Grade 12
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STRANDS AND PROGRESS INDICATORS	PAGE REFERENCES
Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, 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. Compare and contrast healthcare and personal hygiene products and services commonly used by adolescents and young adults.	SE: 48-53, 54-59, 64-67 <i>Real Life</i> 51 <i>Hands-On Health</i> 66 TWE: CLA 51
2. Investigate the impact of health choices and behaviors on personal, family, and community wellness.	SE: 4-9, 10-14, 17-21, 31, 33-36, 678-679, 682-685 <i>Real Life</i> 19 <i>Time Health</i> 534 TWE: MA 19
3. Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.	SE: <i>Did You Know</i> 145, 152, 541, 565 <i>Figure</i> 146, 679, 684, 685 <i>Health Minute</i> 548 TWE: MA 541
4. Debate the social and ethical implications of the use of technology and medical advances to support wellness.	SE: 16 <i>Time Health</i> 22 <i>Applying Health Skills</i> 503 <i>Figure</i> 676 TWE: MA 22, 500, 508 HL 218, 502
B. Growth and Development	
1. Recommend behaviors to enhance and support the optimal functioning of body systems.	SE: 6, 10-12, 20-21, 31, 75-79, 123-126, 373, 378 <i>Time Health</i> 534 TWE: MA 13
2. Predict and discuss significant developmental issues or concerns that impact each life stage.	SE: 162-163, 504-507, 514-515, 520-523, 529-533, 576 TWE: HL 502 MA 505
3. Predict the impact of heredity and genetics on human growth and development.	SE: 12, 498-503 <i>Exploring Issues</i> 502 <i>Did You Know</i> 503 TWE: CLA 12

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C. Nutrition	
1. Analyze and evaluate current dietary recommendations, resources, and trends from a variety of sources.	SE: 114-121, 122-129 <i>Health Minute</i> 115, 126 <i>Figure</i> 125, 129 <i>Real Life</i> 127 TWE: MA 124
2. Design and evaluate a nutrition plan for a healthy young adult considering cost, availability, nutritional balance, freshness, nutritional value, and culture.	SE: 114-121, 122-129, 130-137 <i>Hands-On Health</i> 118 <i>Figure</i> 119, 120, 121 <i>Beyond the Classroom</i> 139, 165 TWE: HL 128
3. Recommend healthy ways to lose, gain, or maintain weight.	SE: 78-79, 144-150, 157-158 <i>Beyond the Classroom</i> 165 TWE: HL 123 MA 148
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.	SE: 110-113, 114-121, 151-156, 162-163 <i>Hands-On Health</i> 153 TWE: MA 120
D. Diseases and Health Conditions	
1. Analyze the availability and effectiveness of current and emerging diagnostic and treatment modalities for various diseases and health conditions.	SE: 16, 501-503, 676, 686-687 <i>Time Health</i> 22 <i>Exploring Issues</i> 502 <i>Did You Know</i> 503 TWE: MA 500, 686
2. Discuss the relationship between signs and symptoms of disease and the functioning of the body's immune system.	SE: 627-634, 635-638 TWE: CLA 638
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.	SE: 6, 19, 31, 678-679, 682-685, 691-694 <i>Health</i> 548 <i>Hands-On Health</i> 678 <i>Figure</i> 679 TWE: WT 683
4. Investigate and assess local, state, national, and international public health efforts.	SE: 64-67, 291-294 <i>Beyond the Classroom</i> 23, 69, 243 <i>Hands-On Health</i> 66 TWE: MA 66
5. Investigate the impact of mental illness on personal, family, and community wellness.	SE: 224-229 Q&A 225 <i>Time Health</i> 242 TWE: WT 227
E. Safety	
1. Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries.	SE: 95-97, 98-103, 706-713, 714-718 <i>Real Life</i> 100 TWE: MA 717

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2. Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.	SE: 95-97, 98-102, 706-713, 714-718 <i>Real Life</i> 100, 716 <i>Hands-On Health</i> 708 TWE: CLA 715
3. Assess the short- and long-term impacts of injuries on the individual, family members, the community, and the workplace.	SE: Pages 706 and 713 can be used as a discussion prompt to facilitate this goal.
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.	SE: 736-741, 742-748, 749-754 <i>Health Skills Activity</i> 739 <i>Exploring Issues</i> 745 <i>Hands-On Health</i> 753 <i>Time Health</i> 760 TWE: MA 743, 747
5. Describe and demonstrate ways to protect against sexual assault and discuss what to do if sexually assaulted.	SE: 345-346, 350-351 <i>Real Life</i> 345 <i>Health Minute</i> 350 TWE: D 345
F. Social and Emotional Health	
1. Discuss psychological principles and theories of personality development.	SE: 175-177 <i>Reviewing Facts</i> 177 TWE: CT 176
2. Analyze the impact of physical development, social norms and expectations, self-esteem, and perceived vulnerability on adolescent social and emotional growth and behavior.	SE: 11-15, 37-41, 153-156, 170-177, 178-183 TWE: MA 13 HL 171
3. Analyze how peer norms and expectations, the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior.	SE: 342-343, 596-597, 609-610 <i>Did You Know</i> 344 <i>Applying Health Skills</i> 347 TWE: CLA 337, 343
4. Predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community.	SE: 286-290, 335-337 <i>Time Health</i> 268 TWE: WT 336
5. Predict how a family might cope with crisis or change and suggest ways to restore family balance and function.	SE: 280-285, 291-295 <i>Applying Health Skills</i> 295 TWE: MA 281, 282
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. Use appropriate research methodology to investigate a health problem or issue.	SE: <i>Applying Health Skills</i> 67, 97, 295, 370, 405, 422, 431, 457 <i>Beyond the Classroom</i> 69 TWE: CLA 12
2. Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.	SE: <i>Applying Health Skills</i> 41, 79, 156, 187, 253, 261, 573, 591 TWE: HL 260

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3. Teach others how to use communication skills, including refusal, negotiation, and assertiveness.	SE: 254-261, 262-267 <i>Applying Health Skills</i> 253, 261, 267, 279 <i>Hands-On Health</i> 258 TWE: HL 29 CLA 259
4. Employ strategies to improve communication and listening skills and assess their effectiveness.	SE: 28-29, 254-261 <i>Health Skills Activity</i> 29, 285 <i>Figure</i> 257 <i>Hands-On Health</i> 258 TWE: HL 29 MA 257
5. Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television.	SE: 15-16, 49 <i>Applying Health Skills</i> 113, 317 TWE: MA 15 CLA 321
B. Decision Making	
1. Demonstrate and evaluate the use of decision making skills.	SE: 33-36 <i>Figure</i> 34 <i>Applying Health Skills</i> 36, 407, 522, 629, 686 TWE: CLA 34
2. Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.	SE: 12-16, 111, 529-533 <i>Hands-On Health</i> 15 <i>Reviewing Facts</i> 16 TWE: WT 11
3. Use reliable and valid health information to assess social situations and conditions that impact health and safety.	SE: 15-16, 20-21, 48-51 <i>Real Life</i> 51 <i>Time Health</i> 534 TWE: MA 50 HL 52
4. Analyze the use of ethics and personal values when making decisions.	SE: 33-36, 37-39 <i>Applying Health Skills</i> 36 <i>Health Skills Activity</i> 155, 232 <i>Hands-On Health</i> 277 TWE: SW 38
5. Critique significant health decisions and debate the choices made.	SE: 17-21, 305, 318-323, 575-576 <i>Time Health</i> 534, 642 TWE: HL 85
C. Planning and Goal Setting	
1. Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.	SE: 79, 87-92, 122-129 <i>Applying Health Skills</i> 86, 92, 121 <i>Health Skills Activity</i> 89 <i>Beyond the Classroom</i> 139, 165 TWE: HL 123

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2. Evaluate how family, peers, healthcare providers, and the community support or hinder the achievement of a wellness plan.	SE: 13-14, 58-59, 64, 111 <i>Hands-On Health</i> 15 <i>Applying Health Skills</i> 86 <i>Beyond the Classroom</i> 139, 669 <i>Exploring Issues</i> 149 TWE: A 13
D. Character Development	
1. Demonstrate character based on core ethical values.	SE: 37-41 <i>Real Life</i> 39 TWE: SW 38
2. Analyze how role models, and the core ethical values they represent, influence society.	SE: 40 TWE: CT 40 D 40
3. Analyze the impact of community or public service on individual and community core ethical values.	SE: 41 <i>Real Life</i> 39 <i>Exploring Issues</i> 40 TWE: HC 39
E. Leadership, Advocacy, and Service	
1. Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.	SE: Group activities found in <i>Applying Health Skills</i> on pages 156, 261, 279, 334, 379 can be used to facilitate this goal.
2. Evaluate personal participation as both a leader and follower.	SE: Group activities found in <i>Applying Health Skills</i> on pages 156, 261, 279, 334, 379 can be used to facilitate this goal.
3. Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.	SE: Group activities found in <i>Applying Health Skills</i> on pages 156, 261, 279, 334, 379 can be used to facilitate this goal.
4. Evaluate a group's ability to be respectful, supportive, and adherent to codes of conduct.	SE: Group activities found in <i>Applying Health Skills</i> on pages 156, 261, 279, 334, 379 can be used to facilitate this goal.
5. Develop and articulate the group's goals, shared values, vision, and work plan.	SE: Group activities found in <i>Applying Health Skills</i> on pages 156, 261, 279, 334, 379 can be used to facilitate this goal.
6. Plan, implement, and evaluate activities to benefit a health organization, cause, or issue.	SE: 777-781 <i>Time Health</i> 42, 668, 782 <i>Beyond the Classroom</i> 43, 783 <i>Hands-On Health</i> 780 TWE: HC 773
7. Assess community awareness and understanding about a local, state, national, or international health issue.	SE: 777-781 <i>Real Life</i> 770 <i>Hands-On Health</i> 780 <i>Time Health</i> 782 <i>Beyond the Classroom</i> 783 TWE: HC 782

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F. Health Services and Careers	
1. Access health and fitness services, programs, and resources and evaluate them for cost, availability, accessibility, benefits, and accreditation.	SE: 54-59, 64-65 <i>Applying Health Skills</i> 59, 67 <i>Thinking Critically</i> 67 <i>Beyond the Classroom</i> 69 TWE: HC 57
2. Analyze the preparation, licensing, and responsibilities of wellness and fitness professionals.	SE: 61 <i>Thinking Critically</i> 67 <i>Career Corner</i> 381, 437, 481, 509, 557 TWE: A 55 HC 56
3. Compare and contrast health insurance and reimbursement plans.	SE: 57 Q&A 57 <i>Thinking Critically</i> 59 <i>Beyond the Classroom</i> 69 TWE: HC 57
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. Investigate the use of new or experimental medicines and discuss the potential risks and benefits.	SE: Pages 586-589 can be used to prompt discussion, and facilitate this goal.
2. Evaluate the effectiveness of a medicine, considering the dosage, side effects, route of administration, cost, and benefits vs. risks.	SE: 586-591 <i>Applying Health Skills</i> 591 TWE: CLA 588
3. Debate the benefits and dangers of naturally occurring substances such as herbal supplements.	SE: Q&A 96, 161 TWE: MA 604
B. Alcohol, Tobacco, and Other Drugs	
1. Investigate tobacco use as a contributing or causative factor in the incidence of cancer, heart disease, emphysema and other lung diseases, and stroke.	SE: 542-545, 682-684 <i>Figure</i> 679, 685 TWE: CT 543
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.	SE: 494, 551-553 <i>Health Skills Activity</i> 553 TWE: MA 552
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.	SE: 568-573, 574-578 TWE: CL 569
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.	SE: 343, 570, 594 <i>Figure</i> 569, 575, 595 TWE: CC 569 D 600

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5. Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes.	SE: 343, 570-571, 600, 610 <i>Did You Know</i> 565 <i>Hands-On Health</i> 572 TWE: MA 570
6. Predict the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs.	SE: 598-602, 603-610 <i>Figure</i> 599, 604 <i>Did You Know</i> 599, 610 TWE: MA 599, 608
7. Investigate the relationship between injected drug use and the incidence of diseases such as HIV and hepatitis.	SE: 594, 608, 610, 638, 661 TWE: D 659
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.	SE: 351, 565, 596, 608 TWE: MA 351
C. Dependency/Addiction and Treatment	
1. Compare and contrast the physical, social, and emotional indicators of possible substance abuse.	SE: 565, 576-578, 592-594, 599-601 <i>Figure</i> 613 TWE: HL 576
2. Compare and contrast the physical and psychological stages of dependency.	SE: 542, 548-549, 576-578, 595, 599-600, 605 TWE: EX 604
3. Assess and evaluate factors that influence the use of alcohol, tobacco, and other drugs.	SE: 546-548, 563-565, 593-594 <i>Real Life</i> 549, 564 <i>Did You Know</i> 563 TWE: MA 549
4. Evaluate factors that support an individual to quit using substances.	SE: 548-550, 578-579, 612-615 <i>Real Life</i> 549 TWE: C 550, 615
5. Predict the short- and long-term impacts of substance abuse on the individual, the family, the community, and society.	SE: 565, 569-571, 574-578, 596-597 <i>Applying Health Skills</i> 597 TWE: CL 575
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. Investigate how different family structures, values, rituals, and traditions meet basic human needs.	SE: 249, 274-279 <i>Hands-On Health</i> 277 TWE: C 279
2. Discuss how personal independence, past experiences, and social responsibility influence the choice of friends in young adulthood.	SE: 249, 302-306, 517 <i>Real Life</i> 253 <i>Health Skills Activity</i> 304 TWE: MA 305
3. Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships.	SE: 248-252, 254-261, 318-323 <i>Real Life</i> 253 <i>Hands-On Health</i> 258 TWE: HL 249

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4. Compare and contrast adolescent and adult dating practices.	SE: 313-317, 523 <i>Exploring Issues</i> 314 <i>Health Minute</i> 317 <i>Time Health</i> 534 TWE: MA 314
5. Describe the important characteristics of a spouse or life partner and describe factors to consider when contemplating a lifetime commitment such as marriage.	SE: 524-526 <i>Hands-On Health</i> 525 TWE: D 526
6. Discuss the importance of physical and emotional intimacy in a healthy relationship.	SE: 313, 318-323, 521, 523
7. Develop strategies to address domestic or dating violence and end unhealthy relationships.	SE: 286-290, 316, 350-351 Q&A 287 <i>Health Skills Activity</i> 351 <i>Time Health</i> 354 TWE: HL 350
B. Sexuality	
1. Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures.	SE: 316-317, 318-323, 651 <i>Health Minute</i> 317 <i>Real Life</i> 321 <i>Time Health</i> 534 <i>Hands-On Health</i> 650 <i>Health Skills Activity</i> 657 TWE: CLA 321 HL 322
2. Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.	SE: 648-651, 652-657, 658-661, 667 <i>Real Life</i> 660 TWE: C 661
3. Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk elimination strategies.	SE: Pages 318-323 can be used to prompt discussions to facilitate this goal.
4. Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexuality and reproductive health.	SE: Pages 318-323 can be used to prompt discussions to facilitate this goal.
5. Investigate current and emerging topics related to sexual orientation.	See Glencoe's <i>Human Sexuality</i> © 2004 to address this indicator.
6. Investigate female and male reproductive and sexual health issues and discuss the importance of education and preventive healthcare (e.g., breast/testicular exam).	SE: 473, 477 <i>Hands-On Health</i> 471 <i>Health Minute</i> 472 <i>Did You Know</i> 477
C. Pregnancy and Childbirth	
1. Compare and contrast embryonic and fetal development in single and multiple pregnancies.	SE: 486-489 Q&A 487 <i>Real Life</i> 490 TWE: D 489 C 491
2. Describe the stages of labor and childbirth and compare childbirth options.	SE: 490-491 TWE: CLA 490

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3. Analyze the physical and emotional changes that occur during each trimester of pregnancy and postpartum.	SE: <i>Applying Health Skills</i> 491
4. Compare and contrast pregnancy options.	SE: Pages 318-323 can be used to prompt discussions to facilitate this goal.
5. Discuss physical, emotional, social, cultural, religious, and legal issues related to pregnancy termination.	SE: Pages 318-323 can be used to prompt discussions to facilitate this goal.
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.	SE: 494-495 <i>Did You Know</i> 494 TWE: MA 494
7. Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child.	SE: 527-528 <i>Health Skills Activity</i> 506, 528 <i>Did You Know</i> 527 TWE: MA 527
8. Assess and evaluate parenting strategies used at various stages of child development.	SE: 504-507, 527-528 <i>Health Skills Activity</i> 506 TWE: D 505
9. Investigate the legal rights and responsibilities of teen mothers and fathers.	SE: 527-528 <i>Did You Know</i> 527 TWE: CL 527
10. Discuss factors that influence the decision to have or to adopt a child.	SE: 527
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.	SE: 318-323, 526 <i>Real Life</i> 321 TWE: CLA 321
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 mature, mechanically correct form and control when combining and modifying movement skills in applied settings.	SE: Pages 80-86 can be used to facilitate this goal.
2. Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.	SE: Pages 80-86 can be used to facilitate this goal.
3. Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity.	SE: Pages 80-86 can be used to facilitate this goal.

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4. Transfer specialized movement skills that use similar patterns from one movement activity to another.	SE: Pages 80-86 can be used to facilitate this goal.
5. Design and perform smooth flowing sequences with intentional changes in direction, flow, and speed (e.g., martial arts, line dance, roller blading, swimming).	SE: Pages 80-86 can be used to facilitate this goal.
B. Movement Concepts	
1. Analyze a movement performance and discuss how each part can be made more interesting, creative, efficient, and/or more effective.	SE: Pages 80-86 can be used to facilitate this goal.
2. Predict changes in movement performance based on the application of balance, counter balance, weight transfer, and agility.	SE: Pages 80-86 can be used to facilitate this goal.
3. Analyze the impact of kinesthetic awareness, “perfect” practice, motivation, and appropriate challenges in facilitating the learning and refinement of a movement skill.	SE: Pages 80-86 can be used to facilitate this goal.
4. Analyze how movement activities reflect culture, era, geography, or historical context.	SE: 88-89 TWE: CC 89
C. Strategy	
1. Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings.	This objective can be met during a discussion of safety in sports activities. SE: 96
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.	This objective can be met during a discussion of training and good sportsmanship. SE: 93-95, 96
2. Investigate the impact of rules and regulations on the health and safety of participants.	This objective can be met during a discussion of good sportsmanship. SE: 96
E. Sport Psychology	
1. Compare, contrast, and apply sport psychology techniques to mentally prepare for physical activity.	SE: 94, 96 <i>Health Minute 90</i>
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. Predict the short- and long-term physical, social, and emotional benefits and potential problems associated with regular physical activity.	SE: 74-79 <i>Hands-On Health 76</i> TWE: D 75
2. Summarize the causes, influences, and responses of body systems during exercise.	SE: 75, 78, 83-86 TWE: WT 78

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3. Describe how preventive healthcare, physiological monitoring, hydration, a safe environment, and exercising with a partner contribute to safe fitness activities.	SE: 89, 94-97 TWE: HL 96
4. Evaluate the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.	SE: 81, 83, 88-89, 93-96 TWE: WT 83
B. Training	
1. Develop and implement a training program to maximize health benefits and prevent exercise-related injuries and illnesses.	SE: 88-92, 93-97 TWE: HL 96
2. Apply training principles to establish a progression of activity that will improve each component of fitness and justify the use of each principle.	SE: 83-86 <i>Real Life 84</i> TWE: D 85
3. Compare and contrast the use of drugs, fitness products, and fads to achieve fitness.	SE: 94-95 <i>Exploring Issues 95</i> TWE: MA 95
C. Achieving and Assessing Fitness	
1. Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness.	SE: 83-86, 90-92 <i>Real Life 84</i> <i>Figure 88</i> <i>Health Skills Activity 89</i> TWE: D 85 HL 90
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.	SE: 83-86, 92 <i>Real Life 84</i> TWE: D 85
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.	SE: 74-79, 80-86, 87-92 <i>Health Skills Activity 89</i>
4. Demonstrate age and gender-specific progress towards the achievement of fitness goals for each component of health-related and skill-related fitness.	SE: <i>Chart 82, 83</i>
5. Modify a fitness plan to accommodate for injury, illness, pregnancy, aging, and disability.	SE: 530-531 <i>Figure 530</i> TWE: MA 531
6. Discuss the use of body mass index, body fat percentage, and fat deposition as measures of fitness.	SE: 81, 83 TWE: WT 83

Codes Used for TWE Pages

A	Activity
C	Close
CC	Curriculum Connections
CL	Cooperative Learning
CLA	Cooperative Learning Activity
CT	Critical Thinking
D	Discussing
EX	Explaining
HC	Home and Community
HL	Health Literacy
MA	More About
SW	School to Work
WT	What Teens Want to Know