



# Glencoe Health

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STANDARDS	PAGE REFERENCES
<b>Lifetime Wellness : Grades 9-12</b>	
<b>Course Description :</b> The content of the course includes seven standards: Disease Prevention and Control, Nutrition, Substance Use and Abuse, Mental/Emotional/Social Health, Sexuality and Family Life, Safety and First Aid and Personal Fitness. Each content area is addressed in a classroom and/or physical activity setting. Personal fitness and nutrition should be emphasized and integrated throughout the course. Students are provided opportunities to explore how content areas are interrelated. Students acquire knowledge and skills necessary to make informed decisions regarding their health and well-being throughout their lifetime.	
<b>Standard Number: 1.0 Disease Prevention and Control</b>	
<b>Standard:</b> The student will identify the causes, signs and symptoms, treatments and prevention of communicable and non-communicable diseases related to total wellness and health maintenance.	
<b>Learning Expectations:</b>	
<b>The student will:</b>	
1.1 differentiate communicable and non-communicable diseases. (Linkage: 6.8)	<b>Student Edition:</b> 628, 633-636, 645-648, 658-663, 669-672, 695-697, 702-708 <i>Reviewing Facts and Vocabulary</i> 632 #1 <i>Thinking Critically</i> 716 #7 <b>Teacher Wraparound Edition:</b> MA 688; UA 689

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<p>1.2 determine heredity, environmental and lifestyle factors which place the student at risk for disease. (Linkage: 3.4, 3.5, 3.10, 3.11, 6.10, 6.11, 7.2, 7.3)</p>	<p><b>Student Edition:</b> 630-632, 638-644, 645-649, 693, 699 <i>Hands On Health</i> 680 <i>Health Skills Activity</i> 637 <i>Project-Based Assessment</i> 718 <i>Thinking Critically</i> 717 #20 <b>Teacher Wraparound Edition:</b> MI 692; MR 706; TW 636, 698</p>
<p>1.3 describe different types of pathogens and how they affect health. (Linkage: 6.8, 6.12, 7.2, 7.3)</p>	<p><b>Student Edition:</b> 628-630, 649, 658, 671-672 <i>Reviewing Facts and Vocabulary</i> 632 #3 <i>Thinking Critically</i> 682 #13 <b>Teacher Wraparound Edition:</b> CT 662; MA 628; WS 648</p>
<p>1.4 explain causes, modes of transmission, signs and symptoms, treatments and prevention of Communicable diseases (e.g., STIs, HIV/AIDS, mononucleosis). (Linkage: 6.8, 6.10, 6.12, 7.2, 7.3)</p>	<p><b>Student Edition:</b> 628-632, 633-636, 638-644, 645-649, 658-663, 664-668, 669-672, 674-678 <i>Time Health</i> 650 <b>Teacher Wraparound Edition:</b> En 632; MA 638; WS 648</p>
<p>1.5 explain causes, signs and symptoms, treatments and prevention of non-communicable diseases (e.g., obesity, Type I and Type II diabetes, asthma, heart disease). (Linkage: 3.4, 3.11)</p>	<p><b>Student Edition:</b> 688-693, 695-701, 702-708 <i>Hands-On Health</i> 714 <i>Project-Based Assessment</i> 718 <i>Real World Connection</i> 694 <i>Thinking Critically</i> 716 #10, 717 #19 <b>Teacher Wraparound Edition:</b> AL 705; MI 699</p>
<p>1.6 identify appropriate community agencies providing resources for disease treatment, information and support (e.g., local health department, American Red Cross, American Lung Association, American Heart Association, American Cancer Society, local Crisis Pregnancy Center). (Linkage: 7.4)</p>	<p><b>Student Edition:</b> 792-793, 796-799 <i>Applying Health Skills</i> 663 #6 <b>Teacher Wraparound Edition:</b> AL 793, 796; HC 8, 24, 648, 690, 714, 798; PS 674; TW 666</p>
<p>1.7 recognize the need for annual physical exams. (Linkage 3.4, 3.5, 3.11, 4.6, 6.5)</p>	<p><b>Student Edition:</b> 413, 449, 455, 700 <i>Health Skills Activity</i> 457 <i>Thinking Critically</i> 814 #8 <b>Teacher Wraparound Edition:</b> TW 456</p>

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1.8 identify the physician as a community resource and discuss ways to locate a physician. (e.g., local health departments, insurance provider lists, hospitals, clinics)	<b>Student Edition:</b> 792-794, 796-799 <b>Teacher Wraparound Edition:</b> PS 674
<b>Performance Indicators:</b>	
<b>At Level 1, the student will:</b>	
<ul style="list-style-type: none"> <li>review vocabulary (e.g., disease, communicable disease, non-communicable disease, obesity, pathogens, diabetes, asthma, hypertension, hepatitis, immunity, vaccine, STI, HIV/AIDS).</li> <li>list common communicable and non-communicable diseases.</li> <li>describe behaviors and preventative measures to control the spread of communicable disease.</li> </ul>	<b>Student Edition:</b> 628-632, 633-636, 638-644, 645-649, 658-663, 664-668, 669-672, 674-678 <i>Reviewing Facts and Vocabulary</i> 632 #1 <i>Thinking Critically</i> 716 #7 <i>Time Health</i> 650 <b>Teacher Wraparound Edition:</b> En 632; MA 638, 688; UA 689; WS 648
<b>At Level 2, the student will:</b>	
<ul style="list-style-type: none"> <li>list and define the types of pathogens that cause communicable disease (e.g., virus, bacteria, fungi).</li> <li>describe how a person can protect himself/herself against the spread of pathogens.</li> <li>differentiate the symptoms of the common cold, allergies and the flu.</li> <li>identify modes of transmission, signs and symptoms and treatment of STIs.</li> <li>discuss healthy behaviors for avoiding STIs.</li> <li>differentiate HIV and AIDS.</li> <li>describe risk factors and warning signs of cancer, heart disease, hypertension, diabetes and obesity.</li> <li>determine when to seek medical care.</li> <li>research available community health resources.</li> <li>describe the role of immunizations in the prevention of various diseases (e.g., flu, hepatitis, meningitis, measles, mumps, rubella).</li> </ul>	<b>Student Edition:</b> 628-630, 643-644, 649, 658-663, 664-668, 669-672, 674-678, 688-693, 695-701, 702-708, 792-793, 796-799 <i>Reviewing Facts and Vocabulary</i> 632 #3 <i>Thinking Critically</i> 682 #13, 716 #10, 717 #19 <b>Teacher Wraparound Edition:</b> AL 705; CT 662; HC 8, 24, 648, 690, 798

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<b>At Level 3, the student will:</b>	
<ul style="list-style-type: none"> <li>define immune system, T-cells, B-cells and antibodies.</li> <li>outline the immune system's response to a pathogen.</li> <li>categorize STIs as bacterial, parasitic or viral pathogens.</li> <li>discuss risk factors associated with an unhealthy lifestyle.</li> <li>discuss the effects of STIs on total wellness.</li> </ul>	<p><b>Student Edition:</b> 639-642, 658-663, 665-666, 669-672 <i>Reviewing Facts and Vocabulary</i> 644 #1, #3 <i>Thinking Critically</i> 682 #7, #13, 663 #4</p> <p><b>Teacher Wraparound Edition:</b> CT 660; UA 677</p>
<b>Standard Number 2.0 Mental, Emotional and Social Health</b>	
<p><b>Standard:</b> The student will acquire the knowledge and skills necessary to make informed decisions regarding their mental, emotional and social well-being.</p>	
<b>Learning Expectations:</b>	
<b>The student will:</b>	
2.1 identify and describe Maslow's Hierarchy of Needs. (Linkage: 3.4, 6.2)	<p><b>Student Edition:</b> 70-71, 507 <i>Thinking Critically</i> 507 #5 <i>Understanding Key Concepts</i> 86 #7</p> <p><b>Teacher Wraparound Edition:</b> RS 70</p>
2.2 describe characteristics of mental, emotional and social health. (Linkage: 6.1)	<p><b>Student Edition:</b> 66-71, 72-76, 78-82, 100-101, 114-116, 118-121, 142-247, 169-171 <i>Reviewing Facts and Vocabulary</i> 83 #1 <i>Thinking Critically</i> 86 #8</p> <p><b>Teacher Wraparound Edition:</b> AL 67</p>
2.3 identify various emotions and their effects on the mind and body. (Linkage: 1.5, 6.12, 7.6)	<p><b>Student Edition:</b> 78-82, 115 <i>Health Skills Activity</i> 83 <i>Thinking Critically</i> 86 #9</p> <p><b>Teacher Wraparound Edition:</b> AL 67; HL 106; HSP 115; MA 78; MR 80</p>

STANDARDS	PAGE REFERENCES
2.4 explain how to develop and maintain a positive self-concept and high self-esteem. (Linkage: 4.8, 6.2, 6.12, 7.2, 7.6, 7.7)	<b>Student Edition:</b> 66-69, 75-76, 170 <i>Thinking Critically</i> 86 #10 <i>Time Health</i> 84 <b>Teacher Wraparound Edition:</b> MI 69; MR 68
2.5 list the factors that affect personality development. (Linkage: 6.2, 6.3, 7.2)	<b>Student Edition:</b> 72-76 <i>Thinking Critically</i> 87 #25
2.6 recognize stressors and formulate personal stress management techniques. (Linkage: 1.5, 4.8, 6.12, 7.2, 7.7)	<b>Student Edition:</b> 92-95, 97-101 <i>Hands On Health</i> 106 <i>Real World Connection</i> 96 <i>Reviewing Facts and Vocabulary</i> 96 #2 <b>Teacher Wraparound Edition:</b> CL 97; HL 640; RL 97; Sf 98; TT 79, 99
2.7 identify and practice coping, negotiation, delaying and refusal skills. (Linkage: 5.2b, 6.7, 6.10, 6.12, 7.5)	<b>Student Edition:</b> 36, 98, 102-105, 202-204, 225-226 <i>Hands On Health</i> 212 <i>Health Skills Activity</i> 227 <i>Project-Based Assessment</i> 110 <b>Teacher Wraparound Edition:</b> HS 98; PS 104
2.8 describe stages of the grief process. (Linkage: 1.5)	<b>Student Edition:</b> 103-105 <i>Project-Based Assessment</i> 110 <i>Thinking Critically</i> 110 #38, #39 <b>Teacher Wraparound Edition:</b> HS 103
2.9 identify positive ways of resolving interpersonal conflict. (Linkage: 5.2b, 6.1, 6.7, 6.10)	<b>Student Edition:</b> 34-35, 36, 220-223, 224-228 <b>Teacher Wraparound Edition:</b> CA 36; He 219; MI 227; Sf 220; UA 222
2.10 recognize the signs of potential suicide.	<b>Student Edition:</b> 122-124 <i>Real World Connection</i> 125 <i>Thinking Critically</i> 133 #27 <i>Time Health</i> 130 <b>Teacher Wraparound Edition:</b> HS 124; MI 123; MR 122

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<p>2.11 examine characteristics of mental disorders. (Linkage: 3.5, 6.2, 7.2, 7.3, 7.6)</p> <ul style="list-style-type: none"> <li>a. anxiety disorders (e.g., phobias, obsessive-compulsive, panic, post-traumatic stress disorders).</li> <li>b. affective disorders (e.g., clinical depression, bipolar disorder).</li> <li>c. personality disorders (e.g., anti-social personality disorder, passive-aggressive personality disorder, schizophrenia).</li> <li>d. eating disorders (e.g., anorexia nervosa, bulimia nervosa)</li> </ul>	<p><b>Student Edition:</b> 114-116, 118-121, 300-301 <i>Project-Based Assessment</i> 88, 134 <i>Thinking Critically</i> 117 #4, 133 #20 <i>Time Health</i> 130</p> <p><b>Teacher Wraparound Edition:</b> AL 115; MA 116; PM 121; UA 301</p>
<p>2.12 identify community resources providing information for mental health and suicide prevention. (Linkage: 1.6, 7.4)</p>	<p><b>Student Edition:</b> 126-129 <i>Health Skills Activity</i> 117 <i>Thinking Critically</i> 110 #40 <i>Writing Critically</i> 105 #7</p> <p><b>Teacher Wraparound Edition:</b> HC 124; PC 66</p>
<p><b><u>Performance Indicators:</u></b> <b><i>At Level 1, the student will:</i></b></p>	
<ul style="list-style-type: none"> <li>• review vocabulary (e.g., self-esteem, self-concept, personality, defense mechanism, stressor, stress).</li> <li>• define mental, emotional and social health.</li> <li>• list characteristics of good mental, emotional and social health.</li> <li>• identify various emotions.</li> <li>• list personal stressors.</li> <li>• list warning signs for suicide.</li> <li>• distinguish positive and negative ways to resolve interpersonal conflicts.</li> </ul>	<p><b>Student Edition:</b> 66-69, 72-76, 78-82, 92-95, 102-105, 122-124, 202-204, 225-226 <i>Hands On Health</i> 212 <i>Health Skills Activity</i> 227 <i>Project-Based Assessment</i> 110 <i>Reviewing Facts and Vocabulary</i> 83 #1 <i>Thinking Critically</i> 86 #10</p> <p><b>Teacher Wraparound Edition:</b> AL 67; HL 106; MA 78; MR 80</p>

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<b>At Level 2, the student will:</b>	
<ul style="list-style-type: none"> <li>• explain Maslow’s Hierarchy of Needs.</li> <li>• identify characteristics of positive support groups.</li> <li>• examine the effects of various emotions on the mind and body.</li> <li>• list factors that shape personality.</li> <li>• examine ways to develop a positive self-concept and self-esteem.</li> <li>• explain the contributions of heredity, environment and personal behavior to the development of an individual’s personality.</li> <li>• discuss signs, symptoms and treatment for depression.</li> <li>• describe the fight or flight response.</li> <li>• describe personal stress management techniques.</li> <li>• identify the stages of grief.</li> <li>• practice strategies to follow during conflict resolution.</li> <li>• identify and demonstrate suicide prevention communication skills.</li> <li>• list resources for mental health assistance.</li> </ul>	<p><b>Student Edition:</b>  66-69, 70-71, 72-76, 78-82, 92-95, 97-101, 102-105, 122-124, 126-129, 202-204, 225-226  <i>Hands On Health</i> 212  <i>Health Skills Activity</i> 227  <i>Project-Based Assessment</i> 110  <i>Reviewing Facts and Vocabulary</i> 83 #1  <i>Thinking Critically</i> 86 #10</p> <p><b>Teacher Wraparound Edition:</b>  AL 67; HC 124; HL 106; MA 78; MR 80; PC 66</p>
<b>At Level 3, the student will:</b>	
<ul style="list-style-type: none"> <li>• design a plan to improve self-concept.</li> <li>• discuss the physiological changes which occur during the fight or flight response.</li> <li>• explain how defense mechanisms are used to deal with stressful situations.</li> <li>• participate in peer mediation.</li> </ul>	<p><b>Student Edition:</b>  66-69, 75-76, 92-94, 228  <i>Figure 3.11</i> 81  <i>Thinking Critically</i> 86 #10  <i>Time Health</i> 84  <i>Reviewing Facts and Vocabulary</i> 83 #3</p> <p><b>Teacher Wraparound Edition:</b>  AL 81; MI 69; MR 68</p>

STANDARDS		PAGE REFERENCES
<b>Standard Number:</b> 3.0 Nutrition		
<b>Standard:</b> The student will assess the effects of nutritional choices and incorporate strategies that contribute to an improved quality of life.		
<b>Learning Expectations:</b>		
<b>The student will:</b>		
3.1	identify the six classes of nutrients and describe their functions.	<b>Student Edition:</b> 258-265 <i>Project-Based Assessment</i> 286 <i>Thinking Critically</i> 285 #16, 286 #34 <b>Teacher Wraparound Edition:</b> AI 267; HSP 264; MA 258, 262; WS 260
3.2	evaluate personal nutritional and energy needs. (Linkage: 4.5a)	<b>Student Edition:</b> 265, 266-273, 290-291, 303-304 <i>Figure 10.6</i> 263 <i>Figure 10.7</i> 264 <i>Real World Connection</i> 270 <i>Thinking Critically</i> 314 #31 <b>Teacher Wraparound Edition:</b> AL 272; HL 282; HSP 270; TW 262, 268
3.3	compare and contrast dietary guidelines (e.g., USDA, Mayo, Harvard).	<b>Student Edition:</b> 266-273 <i>Thinking Critically</i> 314 #33 <i>Understanding Key Concepts</i> 285 #22 <b>Teacher Wraparound Edition:</b> CL 269; RS 267; WS 268
3.4	identify the relationship between healthy eating and total wellness (Linkage: 1.2, 1.5, 2.1, 4.6, 6.5, 6.12, 7.7)	<b>Student Edition:</b> 101, 254, 270-273, 290-295, 303-307 <b>Teacher Wraparound Edition:</b> CT 271; MA 270; MS 310; WS 263
3.5	discuss eating disorders and their effects on the total wellness of the individual. (Linkage: 1.2, 2.11)	<b>Student Edition:</b> 300-301 <i>Project-Based Assessment</i> 314 <i>Thinking Critically</i> 313 #23, #24 <i>Writing Critically</i> 302 #7

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3.6 assess personal daily dietary practices to each of the categories to the current USDA Food Guide Pyramid.	<b>Student Edition:</b> 266-273 <i>Thinking Critically</i> 285 #25 <i>Time Health</i> 310 <b>Teacher Wraparound Edition:</b> AL 263, 269, 272, 304; CL 269, 271; HSP 270; UA 267; WS 268
3.7 interpret information provided on food labels.	<b>Student Edition:</b> 274-277 <i>Applying Health Skills</i> 281 #6 <i>Hands On Health</i> 282 <i>Reviewing Facts and Vocabulary</i> 281 #1, #2 <i>Thinking Critically</i> 281 #4, #5 <b>Teacher Wraparound Edition:</b> HSP 275; TT 275
3.8 identify “fad diets” and their impact on total wellness.	<b>Student Edition:</b> 298-299 <i>Thinking Critically</i> 302 #5, 313 #19, #21 <b>Teacher Wraparound Edition:</b> AL 299; CT 259; HC 298; MI 298; TW 308
3.9 describe food safety including food storage, cooking and sanitation. (Linkage: 5.1)	<b>Student Edition:</b> 277, 278-281 <i>Thinking Critically</i> 286 #35 <i>Understanding Key Concepts</i> 286 #33 <b>Teacher Wraparound Edition:</b> CT 278, 279; MR 280; WS 279
3.10 identify factors that influence food choices (e.g., culture, family/friends, advertising, time and money, emotions, taste, spiritual beliefs). (Linkage: 1.2, 6.2)	<b>Student Edition:</b> 255-256 <i>Health Skills Activity</i> 257 <i>Thinking Critically</i> 257 #4, 284 #19 <i>Writing Critically</i> 257 #7 <b>Teacher Wraparound Edition:</b> CA 255, 271; PS 256
3.11 examine the relationship between diet and disease (e.g., obesity, hypertension, diabetes, elevated cholesterol levels). (Linkage: 1.2, 1.5)	<b>Student Edition:</b> 303-305, 698, 706 <i>Figure 25.4</i> 693 <i>Figure 25.7</i> 699 <i>Project-Based Assessment</i> 718 <b>Teacher Wraparound Edition:</b> HC 254; HSP 305; MA 304; PS 266

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<b>Performance Indicators:</b>	
<b>At Level 1, the student will:</b>	
<ul style="list-style-type: none"> <li>review vocabulary (e.g., nutrition, diet, nutrients, calorie, carbohydrates, fats, proteins, vitamins, minerals, atherosclerosis, cholesterol, fiber, high density lipoproteins (HDL), low density lipoproteins (LDL), hypertension, cardiovascular disease, obesity, diabetes, osteoporosis, cancer, plaque, overweight, underweight).</li> <li>label the categories in the current USDA Food Guide Pyramid.</li> <li>identify eating disorders (e.g., anorexia nervosa, bulimia nervosa, binge eating).</li> <li>compare healthy and unhealthy foods.</li> </ul>	<p><b>Student Edition:</b> 258-265, 266-273, 274-277, 300-301, 303-305, 698, 706</p> <p><i>Project-Based Assessment</i> 286</p> <p><i>Thinking Critically</i> 285 #25, 314 #33</p> <p><i>Understanding Key Concepts</i> 285 #22</p> <p><b>Teacher Wraparound Edition:</b> AI 267; CL 269; HSP 264; MA 258, 262; RS 267; WS 260, 268</p>
<b>At Level 2, the student will:</b>	
<ul style="list-style-type: none"> <li>list and describe the six nutrient classifications.</li> <li>identify the three nutrients that provide the body with energy (i.e., fats, carbohydrates, proteins).</li> <li>examine factors influencing diet.</li> <li>identify food sources for each of the classifications of nutrients.</li> <li>define each eating disorder and the resulting effects on the body .</li> <li>calculate food and energy needs (e.g., caloric need, actual caloric intake and use).</li> <li>design a daily menu that meets the goals of the current USDA Food Guide Pyramid.</li> <li>describe problems associated with popular fad diets.</li> <li>interpret information provided on food labels.</li> <li>recognize and assess the effects of advertisements on food choices.</li> <li>analyze the relationship between food choices and diseases (e.g., obesity, diabetes, elevated cholesterol levels, colon cancer, hypertension, osteoporosis).</li> <li>analyze fast foods and snacks (e.g., fat grams, sugar content, caloric content)</li> </ul>	<p><b>Student Edition:</b> 258-265, 266-273, 290-291, 298-299, 300-301, 303-304, 698, 706</p> <p><i>Project-Based Assessment</i> 286</p> <p><i>Real World Connection</i> 270</p> <p><i>Thinking Critically</i> 285 #16, 286 #34, 302 #5, 313 #19, #21, 314 #31</p> <p><b>Teacher Wraparound Edition:</b> AL 272, 299; CT 263; HC 298; HL 282; MI 298; TW 308</p>

STANDARDS	PAGE REFERENCES
<b>At Level 3, the student will:</b>	
<ul style="list-style-type: none"> <li>analyze the current recommended daily allowance (RDA) guidelines.</li> <li>establish the connection between saturated fats and cholesterol with heart disease.</li> <li>discuss psychological implications associated with eating disorders.</li> <li>assess food safety and handling procedures.</li> </ul>	<p><b>Student Edition:</b> 276, 277, 278-281, 300-301 <i>Project-Based Assessment</i> 314 <i>Thinking Critically</i> 286 #35, 313 #23, #24 <i>Understanding Key Concepts</i> 286 #33 <i>Writing Critically</i> 302 #7</p> <p><b>Teacher Wraparound Edition:</b> CT 278, 279; MR 280; WS 279</p>
<b>Standard Number:</b> 4.0 Personal Fitness	
<p><b>Standard:</b> The student will acquire the knowledge and skills necessary to achieve and maintain a health-enhancing level of personal fitness.</p>	
<b>Learning Expectations:</b>	
<b>The student will:</b>	
<p>4.1 identify and define concepts of physical fitness</p> <ol style="list-style-type: none"> <li>identify and describe the health-related components of physical fitness (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition).</li> <li>identify and describe the skill-related components of physical fitness (i.e., balance, reaction time, speed, power, agility, coordination).</li> </ol>	<p><b>Student Edition:</b> 324-330, 332-333 <i>Understanding Key Concepts</i> 347 #22</p> <p><b>Teacher Wraparound Edition:</b> MA 324; Re 330</p>
<p>4.2 identify the anatomy and the functions of the muscular, skeletal and cardiovascular systems. (Linkage: 7.2)</p>	<p><b>Student Edition:</b> 382-386, 387-390, 408-412 <i>Figure 12.1</i> 319 <i>Hands On Health</i> 400 <i>Reviewing Facts and Vocabulary</i> 323 #2, 391 #1 <i>Thinking Critically</i> 402 #9' 403 #23</p> <p><b>Teacher Wraparound Edition:</b> AL 388; CL 387; Sf 408</p>

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<p>4.3 describe and apply principles related to physical activity.</p> <ul style="list-style-type: none"> <li>a. describe and demonstrate proper warm-up and cool-down procedures when participating in physical activity.</li> <li>b. define the training principles of overload, progression, and specificity.</li> <li>c. describe the F.I.T.T. (frequency, intensity, time and type) principle.</li> <li>d. calculate resting, target and maximum heart rate as it relates to personal fitness planning.</li> </ul>	<p><b>Student Edition:</b>  324-325, 334-336  <i>Real World Connection</i> 329  <i>Thinking Critically</i> 330 #4, 347 #27  <i>Understanding Key Concepts</i> 346 #14</p> <p><b>Teacher Wraparound Edition:</b>  RS 335</p>
<p>4.4 apply proper safety practices when participating in physical activity. (Linkage: 5.1, 5.2c, 5.2d, 7.2)</p>	<p><b>Student Edition:</b>  337-342  <i>Fitness Zone</i> 634  <i>Real World Connection</i> 343  <i>Writing Critically</i> 343 #7</p> <p><b>Teacher Wraparound Edition:</b>  MI 337; MR 340; TW 338; WS 341</p>

STANDARDS	PAGE REFERENCES
<p>4.5 analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness and activity goals.</p> <p>a. assess individual health-related fitness levels by measuring flexibility, cardiovascular endurance, muscular strength, muscular endurance and body composition using appropriate methods. (Linkage: 3.2)</p> <p>b. design a personal fitness plan and set goals based on the health-related fitness assessment results that will lead to, or maintain, a satisfactory fitness level.</p> <p>c. select aerobic and anaerobic activities needed for successful participation in lifetime activities (e.g., aerobic walking, circuit training, cycling, dance aerobics, racquet activities, rhythmic movement, rock climbing, rope jumping, rowing, running, skating, snow skiing, step aerobics, strength training, swimming, water aerobics).</p> <p>d. demonstrate improvement in the health-related fitness components. (Linkage: 2.4, 6.2, 7.6)</p>	<p><b>Student Edition:</b> 325-327, 328, 330, 331-333 <i>Health Skills Activity</i> 334 <i>Real World Connection</i> 329 <i>Thinking Critically</i> 336 #4</p> <p><b>Teacher Wraparound Edition:</b> MI 327; TW 322; UA 328</p>
<p>4.6 list the health problems associated with inadequate levels of health-related fitness. (Linkage: 1.2, 1.5, 3.4, 6.12, 7.6)</p>	<p><b>Student Edition:</b> 321-322 <i>Figure 25.4</i> 693 <i>Figure 25.7</i> 699 <i>Reviewing Facts and Vocabulary</i> 323 #3</p> <p><b>Teacher Wraparound Edition:</b> MI 321; TW 334</p>
<p>4.7 distinguish between facts and fallacies as related to fitness products, services and marketing.</p>	<p><b>Student Edition:</b> 46-48, 52-53, 307-308 <i>Health Skills Activity</i> 309</p> <p><b>Teacher Wraparound Edition:</b> HL 46; MR 300; TW 334</p>

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4.8 discuss the social, emotional, physical and mental benefits associated with participation in physical fitness activities. (Linkage: 2.4, 2.6, 6.12, 7.3, 7.7)	<b>Student Edition:</b> 296, 318-321 <i>Fitness Zone</i> 697 <i>Hands On Health</i> 344 <i>Real World Connection</i> 694 <i>Reviewing Facts and Vocabulary</i> 323 #2 <i>Thinking Critically</i> 346 #9 <b>Teacher Wraparound Edition:</b> HL 344, 640; MA 320, 324; TW 334; UA 319
4.9 identify resources and facilities in the community that promote physical fitness and wellness.	<b>Student Edition:</b> <i>Figure 12.4</i> 323 <b>Teacher Wraparound Edition:</b> CL 331; HC 332; PS 318
<b>Performance Indicators:</b>	
<b>At Level 1, the student will:</b>	
<ul style="list-style-type: none"> <li>review vocabulary (e.g., aerobic, anaerobic, metabolism, target heart rate, warm-up, cool down, F.I.T.T., physical fitness, health-related fitness components, skills-related fitness components).</li> <li>list and define the health-related components of fitness (i.e., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition).</li> <li>list and define the skill-related components of fitness (i.e., power, agility, balance, speed, coordination, reaction time).</li> <li>differentiate health-related and skill-related fitness.</li> </ul>	<b>Student Edition:</b> 324-327, 328, 330, 331-333, 334-336 <i>Health Skills Activity</i> 334 <i>Real World Connection</i> 329 <i>Thinking Critically</i> 330 #4, 336 #4, 347 #26, #27 <i>Understanding Key Concepts</i> 346 #14 <b>Teacher Wraparound Edition:</b> MI 327; RS 335; TW 322; UA 328

STANDARDS	PAGE REFERENCES
<b>At Level 2, the student will:</b>	
<ul style="list-style-type: none"> <li>describe the social, mental, emotional and physical benefits of being physically fit.</li> <li>differentiate aerobic and anaerobic exercise and provide examples of each.</li> <li>design a personal fitness plan.</li> <li>compare a physically fit person to a sedentary person (e.g., body weight, mental health, blood pressure, life expectancy).</li> <li>examine popular fitness products (e.g., shoes, clothing, equipment, foods, sports drinks, facilities).</li> <li>define and differentiate isometric, isotonic and isokinetic exercises.</li> <li>calculate resting, maximum and target heart rates.</li> <li>recognize and apply proper warm-up and cool-down procedures associated with exercise.</li> <li>differentiate moderate and high intensity exercises and give examples of each.</li> <li>practice skills associated with different cardiovascular activities.</li> <li>examine common injuries associated with exercise.</li> <li>identify the major muscles of the muscular system.</li> <li>identify the bones of the skeletal system.</li> <li>identify the parts of the heart and describe how blood circulates through the heart.</li> </ul>	<p><b>Student Edition:</b>  296, 318-321, 325-327, 328, 330, 331-333, 337-342  <i>Hands On Health</i> 344  <i>Fitness Zone</i> 697  <i>Real World Connection</i> 329  <i>Reviewing Facts and Vocabulary</i> 323 #2  <i>Thinking Critically</i> 336 #4, 346 #9</p> <p><b>Teacher Wraparound Edition:</b>  HL 344, 640; MA 320, 324; TW 322, 334; UA 319</p>
<b>At Level 3, the student will:</b>	
<ul style="list-style-type: none"> <li>analyze a friend's exercise plan and make suggestions for improvement.</li> <li>discuss how steroids affect the body.</li> <li>identify biomechanical principles of the health components of fitness.</li> </ul>	<p><b>Student Edition:</b>  307, 325-327, 328, 330, 331-333  <i>Health Skills Activity</i> 334  <i>Real-World Connection</i> 329  <i>Thinking Critically</i> 336 #4</p> <p><b>Teacher Wraparound Edition:</b>  HL 328; MI 327; MR 306; TW 322; UA 328</p>

STANDARDS		PAGE REFERENCES
<b>Standard Number:</b> 5.0 Safety and First-Aid		
<b>Standard:</b> The student will acquire the knowledge and skills necessary to recognize, respond and apply appropriate procedures to accidental and life-threatening situations.		
<b>Learning Expectations:</b>		
<b>The student will:</b>		
5.1	identify hazardous and life-threatening situations and the consequences of each. (Linkage: 3.5, 3.9, 4.4, 7.1, 7.6)	<b>Student Edition:</b> 720-730, 731-738, 739-742, 744-749, 778-782 <i>Project-Based Assessment 754</i> <i>Thinking Critically 743 #4</i> <b>Teacher Wraparound Edition:</b> CT 741; HSP 742; MA 740, 748; MI 726; MR 744; TW 734; WS 735, 741
5.2	explain how individual attitudes and behaviors affect personal safety and the safety of others. <ol style="list-style-type: none"> <li>identify potential hazards associated with technology (e.g., internet, cell phones, digital cameras, video games).</li> <li>analyze and apply strategies to avoid or manage conflict associated with school violence and bullying (e.g., harassment, name calling, teasing, exploitation, physical contact). (Linkage: 2.7, 2.9, 6.10, 7.2)</li> <li>recognize and apply personal safety guidelines regarding modes of transportation (e.g., automobile, motorcycle, bicycle, all-terrain vehicles, marine vehicles, skateboards, utility vehicles). (Linkage: 4.4)</li> <li>identify dangers associated with participating in high-risk behaviors (e.g., misuse of firearms, not using safety equipment including seatbelts, impaired driving). (Linkage: 4.4, 7.2)</li> </ol>	<b>Student Edition:</b> 726, 730, 735, 739-742, 744-749, 778-782 <i>Thinking Critically 738 #4</i> <b>Teacher Wraparound Edition:</b> AL 737; CT 741; HSP 742; MA 740, 748; MI 726, 741; MR 744; RS 735; UA 728; WS 735, 741

STANDARDS	PAGE REFERENCES
5.3 identify and demonstrate the skills necessary in responding to medical emergencies.	<b>Student Edition:</b> 758-763, 764-770, 771-777 <i>Hands On Health</i> 784 <i>Project-Based Assessment</i> 788 <i>Thinking Critically</i> 787 #17 <b>Teacher Wraparound Edition:</b> CL 759; HSP 760, 781; MA 768, 774; MR 762; TT 771; UA 767
5.4 describe and demonstrate proper first aid techniques for common injuries.	<b>Student Edition:</b> 758-763, 770, 771-777 <i>Hands On Health</i> 784 <i>Project-Based Assessment</i> 788 <i>Thinking Critically</i> 786 #8 <b>Teacher Wraparound Edition:</b> HSP 760; MI 774; MR 762
5.5 identify and demonstrate the steps for aiding a choking victim.	<b>Student Edition:</b> 768-769 <i>Thinking Critically</i> 770 #5 <i>Understanding Key Concepts</i> 787 #15 <b>Teacher Wraparound Edition:</b> HSP 767
5.6 explain and demonstrate the steps used in administering Cardiopulmonary Resuscitation (CPR), rescue breathing and the use of an Automated External Defibrillator (AED).	<b>Student Edition:</b> 764-768 <i>Reviewing Facts and Vocabulary</i> 770 #2 <b>Teacher Wraparound Edition:</b> HSP 767; MA 768; MI 765

STANDARDS	PAGE REFERENCES
<b>Performance Indicators:</b>	
<b>At Level 1, the student will:</b>	
<ul style="list-style-type: none"> <li>review vocabulary (e.g., first-aid, CPR, AED, rescue breathing, predator, exploitation, wounds, shock, Heimlich maneuver, ABC's: airway, breathing, circulation, severe bleeding).</li> <li>list situations considered to be emergencies (e.g., breathing problems, severe bleeding, broken bone, chest pain).</li> <li>identify the relationship between attitudes and safety behavior.</li> <li>identify safe and unsafe behaviors.</li> <li>list guidelines for using 911 (e.g., caller's name, location, number of victims, condition of victims).</li> </ul>	<p><b>Student Edition:</b> 720-730, 731-738, 739-742, 744-749, 758-763, 764-770, 771-777 <i>Hands On Health</i> 784 <i>Project-Based Assessment</i> 788 <i>Thinking Critically</i> 743 #4, 787 #17</p> <p><b>Teacher Wraparound Edition:</b> HSP 742; MA 740, 748; MI 726, 741; WS 735</p>
<b>At Level 2, the student will:</b>	
<ul style="list-style-type: none"> <li>distinguish CPR and rescue breathing.</li> <li>identify signs and symptoms of life-threatening and non-life-threatening situations (e.g., stroke, seizures, heart attack, asthma attack, sprains).</li> <li>describe first-aid treatment involved in treating common injuries.</li> <li>role play first-aid procedures for life threatening and non-life-threatening situations.</li> <li>simulate steps for aiding a choking victim.</li> <li>simulate steps for administering CPR and using an AED.</li> <li>describe ways to avoid being susceptible to exploitation (e.g., internet predators, child pornography, inappropriate physical and/or emotional contact).</li> <li>list appropriate and inappropriate usage of technology (internet, cell phones).</li> <li>evaluate the consequences of participating in high-risk behaviors.</li> <li>describe and role play the relationships among attitudes, behaviors, vulnerability to violence and the prevention of violence.</li> <li>design a disaster plan.</li> </ul>	<p><b>Student Edition:</b> 726, 730, 735, 739-742, 744-749, 758-763, 764-770, 771-777 <i>Project-Based Assessment</i> 754, 788 <i>Thinking Critically</i> 770 #5, 738 #4, 743 #4</p> <p><b>Teacher Wraparound Edition:</b> HSP 742; MA 740, 748; MI 726, 741; WS 735</p>

STANDARDS	PAGE REFERENCES
<b>At Level 3, the student will:</b>	
<ul style="list-style-type: none"> <li>• earn certification for First-Aid, CPR and AED.</li> <li>• create first-aid kit.</li> <li>• create safety infomercials.</li> </ul>	<p><b>Student Edition:</b> 782 <i>Applying Health Skills</i> 770 #6, 749 #6, 763 #6 <i>Hands On Health</i> 784 <i>Project-Based Assessment</i> 754, 788 <i>Writing Critically</i> 777 #7</p> <p><b>Teacher Wraparound Edition:</b> AL 740; CL 735, 759; WS 761</p>
<b>Standard Number: 6.0 Sexuality and Family Life</b>	
<p><b>Standard:</b> The student will examine human sexuality (e.g., biology, behavior, responsibilities, attitudes) and recognize the influence of society and family values on decision making.</p>	
<b>Learning Expectations:</b>	
<b>The student will:</b>	
6.1 define the aspects of positive relationships (e.g., family, dating, friendship, professional, community).	<p><b>Student Edition:</b> 142-147, 148-150, 152-156, 166-171, 192-196, 198-204 <i>Hands On Health</i> 158 <i>Project-Based Assessment</i> 162, 216 <i>Thinking Critically</i> 157 #5, 160 #8</p> <p><b>Teacher Wraparound Edition:</b> AL 146; MI 145; Sf 170; TT 145; WS 149</p>
6.2 examine the influence of families, cultural traditions and economic factors on human development (e.g., personality, values, sexuality, self-esteem).	<p><b>Student Edition:</b> 170-171, 478-480 <i>Applying Health Skills</i> 157 #6 <i>Health Skills Activity</i> 177 <i>Thinking Critically</i> 187 #22, 216 #34, 244 #7</p> <p><b>Teacher Wraparound Edition:</b> AI 169; CA 167, 206, 234, 448; MI 205</p>
6.3 describe gender differences, expectations and biases often encountered in today's society and compare them to the past.	<p><b>Student Edition:</b> 234</p> <p><b>Teacher Wraparound Edition:</b> TW 234</p>

STANDARDS	PAGE REFERENCES
6.4 explain human reproduction (i.e., male and female reproductive systems, pregnancy).	<b>Student Edition:</b> 446-450, 452-456, 470-477, 496-498 <i>Hands On Health</i> 458 <i>Thinking Critically</i> 457 #5 <b>Teacher Wraparound Edition:</b> CT 454; MA 446, 452; WS 453, 455
6.5 Recognize the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).	<b>Student Edition:</b> 448-449, 455, 470-475 <i>Applying Health Skills</i> 451 #7, 457 #6 <i>Project-Based Assessment</i> 462 <i>Real World Connection</i> 451 <b>Teacher Wraparound Edition:</b> AL 449; HC 472; PS 448; WS 449
6.6 recognize abstinence from all sexual activity as a positive choice.	<b>Student Edition:</b> 205-210, 449, 455, 664 <i>Thinking Critically</i> 211 #4, 216 #35 <i>Writing Critically</i> 211 #7 <b>Teacher Wraparound Edition:</b> MI 208; WS 665
6.7 identify and practice skills needed to resist persuasive tactics regarding sexual activity.	<b>Student Edition:</b> 205-208, 506 <i>Applying Health Skills</i> 668 #6 <i>Hands On Health</i> 212 <i>Health Skills Activity</i> 666 <i>Thinking Critically</i> 216 #33 <b>Teacher Wraparound Edition:</b> AL 207; HL 208; HSP 210; WS 208
6.8 identify the potential outcomes of engaging in sexual behaviors (e.g., pregnancy, STIs including HIV/AIDS, emotional).	<b>Student Edition:</b> 208-210, 658-663 <i>Hands On Health</i> 680 <i>Thinking Critically</i> 211 #2, 216 #32 <b>Teacher Wraparound Edition:</b> AF 661; AI 209; AL 209; CT 209
6.9 compare various contraceptive methods.	<b>Student Edition:</b> 664 <b>Teacher Wraparound Edition:</b> HL 658

STANDARDS	PAGE REFERENCES
6.10 identify short-term and long-term effects of sexual harassment and date rape.	<b>Student Edition:</b> 234, 238-241 <i>Thinking Critically</i> 246 #35 <b>Teacher Wraparound Edition:</b> HL 240
6.11 discuss the alternatives of an unplanned pregnancy (e.g., adoption, single parenting, marriage, abortion).	<b>Student Edition:</b> 505 <b>Teacher Wraparound Edition:</b> CT 209
6.12 discuss Tennessee Code Annotated 68-11-255, Procedure for surrendering custody of unwanted infant without criminal liability. <a href="http://michie.lexisnexis.com/tennessee/lpext.dll?f=templates&amp;fn=main-h.htm&amp;cp">http://michie.lexisnexis.com/tennessee/lpext.dll?f=templates&amp;fn=main-h.htm&amp;cp</a>	The following references can be used in classroom discussion and extended to meet this objective. <b>Student Edition:</b> 505-508
6.13 discuss the consequences associated with teen pregnancy (e.g., physical, mental, emotional, social, economical).	<b>Student Edition:</b> 507 <i>Reviewing Facts and Vocabulary</i> 211 #2 <i>Thinking Critically</i> 211 #5 <b>Teacher Wraparound Edition:</b> CT 219
6.14 examine the lifelong responsibilities and requirements of parenthood.	<b>Student Edition:</b> 505-507 <i>Health Skills Activity</i> 477 <b>Teacher Wraparound Edition:</b> MI 505
<b>Performance Indicators:</b>	
<b>At Level 1, the student will:</b>	
<ul style="list-style-type: none"> <li>review vocabulary (e.g., abstinence, relationship, friendship, dating, date rape, puberty, sexual activity, reproduction, reproductive system, sexually transmitted infections, sexual harassment).</li> <li>examine the positive outcomes pertaining to abstinence.</li> <li>review the characteristics of puberty.</li> <li>list and discuss different family structures.</li> <li>recognize the effects of media and marketing in forming attitudes toward sexual activity.</li> </ul>	<b>Student Edition:</b> 142-147, 148-150, 152-156, 166-171, 192-196, 198-204, 205-210, 234, 238-241, 455, 449, 664 <i>Thinking Critically</i> 211 #4, 216 #35, 246 #35 <i>Writing Critically</i> 211 #7 <b>Teacher Wraparound Edition:</b> HL 240; MI 208; WS 665

STANDARDS	PAGE REFERENCES
<b>At Level 2, the student will:</b>	
<ul style="list-style-type: none"> <li>state factors contributing to a positive relationship (e.g., trust, honesty, caring, consideration, loyalty, communication).</li> <li>recognize that abstinence from all sexual activity is the healthiest choice.</li> <li>discuss reasons for abstaining from all sexual activity.</li> <li>identify the anatomy and functions of the male and female reproductive systems.</li> <li>identify disorders of the male and female reproductive systems.</li> <li>identify proper care of the male and female reproductive system.</li> <li>explain the menstrual cycle (e.g., hormonal changes, ovulation, uterine lining changes, menstrual period).</li> <li>identify signs of pregnancy.</li> <li>describe tests used to determine pregnancy (i.e., blood, urine).</li> <li>describe the stages of fetal development.</li> <li>discuss hormones and their effects on body changes.</li> <li>provide examples of positive peer pressure and negative peer pressure and manipulation.</li> <li>practice refusal skills using verbal and nonverbal tactics.</li> <li>research teen pregnancy statistics and issues.</li> <li>define contraception.</li> <li>identify and discuss contraceptive methods.</li> <li>identify causes, modes of transmission, treatment and prevention measures associated with STIs, including HIV/AIDS.</li> </ul>	<p><b>Student Edition:</b>  205-208, 446-450, 452-456, 470-477, 496-498, 506  <i>Applying Health Skills</i> 668 #6  <i>Hands On Health</i> 212, 458  <i>Health Skills Activity</i> 666  <i>Thinking Critically</i> 216 #33, 457 #5</p> <p><b>Teacher Wraparound Edition:</b>  AL 207; CT 454; HL 208; HSP 210; MA 446, 452;  WS 208, 453, 455</p>
<b>At Level 3, the student will:</b>	
<ul style="list-style-type: none"> <li>discuss the process of heredity relative to human reproduction.</li> <li>discuss the future of genetics and its influence on reproduction.</li> </ul>	<p><b>Student Edition:</b>  478-483  <i>Time Health</i> 488</p> <p><b>Teacher Wraparound Edition:</b>  HL 480; MI 479, 481, 482</p>

STANDARDS		PAGE REFERENCES
<b>Standard Number: 7.0 Substance Use and Abuse</b>		
<b>Standard:</b> The student will differentiate appropriate and inappropriate use of chemical substances.		
<b>Learning Expectations:</b>		
<b>The student will:</b>		
7.1	describe the illegal use of alcohol, tobacco and other chemical substances.	<b>Student Edition:</b> 532-533, 556-557, 572, 573-574, 592, 595, 601 <i>Writing Critically</i> 571 #7 <b>Teacher Wraparound Edition:</b> CA 596
7.2	identify the effects of substance misuse and abuse on society (e.g., school, crime, disease, pregnancy, STI, job, personal relationships, physical enhancement, athletic performance).	<b>Student Edition:</b> 533, 545, 546, 553-555, 573-575, 578-580, 582, 596 <i>Activating Prior Knowledge</i> 564 <i>Reviewing Facts and Vocabulary</i> 597 #3 <i>Thinking Critically</i> 560 #11, 587 #23 <b>Teacher Wraparound Edition:</b> MR 544
7.3	recognize that combining chemical substances can have serious consequences (e.g., death, injury, sensory impairments).	<b>Student Edition:</b> 528, 568 <i>Thinking Critically</i> 537 #20, 571 #4, 587 #9, 619 #25
7.4	identify school and community resources for treatment and intervention (e.g., DARE, school counselor, teacher, local health department, hotlines, Alcoholics Anonymous).	<b>Student Edition:</b> 551, 582-583, 614 <i>Teens Making a Difference</i> 556 <i>Unit Project</i> 520 <b>Teacher Wraparound Edition:</b> HC 548, 614; HSP 582
7.5	identify strategies to avoid misuse of chemical substances.	<b>Student Edition:</b> 549, 550, 576-577, 611-612 <i>Applying Health Skills</i> 577 #6 <i>Hands On Health</i> 616 <i>Health Skills Activity</i> 552, 571 <i>Teens Making a Difference</i> 556 <i>Thinking Critically</i> 587 #25 <i>Time Health</i> 558, 584 <b>Teacher Wraparound Edition:</b> WS 555

STANDARDS	PAGE REFERENCES
7.6 explain the effects of chemical substances on total wellness.	<b>Student Edition:</b> 529, 533, 542-546, 567-570, 578-583, 593-596, 600-601, 605-610 <i>Real World Connection</i> 547 <i>Time Health</i> 558, 584 <b>Teacher Wraparound Edition:</b> CL 449; HL 328, 568; MR 545
7.7 list the benefits of a lifestyle free from chemical misuse.	<b>Student Edition:</b> 550, 576 <i>Thinking Critically</i> 547 #5, 552 #4, 577 #5, 587 #24
<b><u>Performance Indicators:</u></b>	
<b><i>At Level 1, the student will:</i></b>	
<ul style="list-style-type: none"> <li>review vocabulary (e.g., substance abuse, illicit drugs, gateway drugs, misuse, abuse, OTC, prescription, steroids, drug interaction, tar, nicotine, carbon monoxide, blood alcohol level, co-dependency, enabling).</li> <li>distinguish between over-the-counter and prescription drugs.</li> <li>list reasons individuals might use tobacco products and alcohol.</li> <li>describe behaviors and practice refusal skills necessary to resist peer pressure.</li> <li>identify consequences of substance misuse (e.g., legal, physical, social, emotional).</li> </ul>	<b>Student Edition:</b> 524-529, 531, 533, 545, 546, 548-550, 553-555, 572, 573-575, 576-577, 578-580, 593, 611-612 <i>Applying Health Skills</i> 577 #6 <i>Hands On Health</i> 616 <i>Health Skills Activity</i> 552, 571 <i>Thinking Critically</i> 587 #25 <b>Teacher Wraparound Edition:</b> CL 449; HL 568; MR 544, 545

STANDARDS	PAGE REFERENCES
<b>At Level 2, the student will:</b>	
<ul style="list-style-type: none"> <li>• discuss legal issues of buying and consuming alcohol and tobacco.</li> <li>• explain the effects of chemical substances on behavior (e.g., alcohol, prescription medication, methamphetamine, gasoline, paint, glue, aerosols).</li> <li>• describe physiological (e.g., brain, liver, fetus, central nervous system) effects of substance use.</li> <li>• list effects of alcoholism (e.g., physical, social, economic).</li> <li>• identify smokeless tobacco products and their effects (e.g. cancer, gingivitis, tooth decay, discoloration of teeth).</li> <li>• discuss effects of secondhand smoke.</li> <li>• discuss media influences on tobacco, alcohol and substance use.</li> <li>• list the classifications of drugs and give examples of each (e.g., depressants, stimulants, hallucinogens, narcotics, inhalants, designer drugs, performance-enhancing drugs).</li> <li>• discuss and explain harmful effects of methamphetamine on individuals and society (e.g., families, socioeconomic impact, health, environment, government funding).</li> <li>• discuss risks associated with alcohol consumption (e.g., DWI, DUI, riding with an impaired driver, cirrhosis, alcohol poisoning, underage drinking, sexual activity).</li> <li>• discuss risks associated with substance use and misuse (e.g., death, overdose, sensory impairment).</li> </ul>	<p><b>Student Edition:</b>  529, 532-533, 542-546, 556-557, 567-570, 572, 573-574, 578-583, 592-596  <i>Real World Connection</i> 547  <i>Time Health</i> 58, 584  <i>Writing Critically</i> 571 #7</p> <p><b>Teacher Wraparound Edition:</b>  CL 449; HL 568; MR 545</p>
<b>At Level 3, the student will:</b>	
<ul style="list-style-type: none"> <li>• identify programs designed to treat alcoholism and substance abuse.</li> <li>• debate laws relative to alcohol, tobacco, and other chemical substances.</li> </ul>	<p><b>Student Edition:</b>  551, 582-583, 614  <i>Real World Connection</i> 622-623</p> <p><b>Teacher Wraparound Edition:</b>  CA 596, 574; HC 548, 614; HSP 582</p>