

STANDARD 2.1 (WELLNESS) by Grade 12**A. Personal Health**

1. Compare and contrast healthcare and personal hygiene products and services commonly used by adolescents and young adults.
2. Investigate the impact of health choices and behaviors on personal, family, and community wellness.
3. Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.
4. Debate the social and ethical implications of the use of technology and medical advances to support wellness.

HPW Key*

TE: pp212-216; **SA:** 65, 66; **TR47:** Buying Health Products and Services; **SRCD:** Nutrition Value Chart

TE: pp9-15, pp61-62, pp129-130, pp183-185, pp197-199; **SA:** 1, 2, 3, 13, 57, 58, 59, 61; **EA:** 1, 2, 20, 33, 39, 40; **TR1:** Total Wellness Continuum; **TR14:** Resolving Conflict; **TR31:** Social Implications of Alcohol Abuse; **C:** Resolving Conflict

TE: pp81-83, pp125-126, pp335-336; **SA:** 17, 37, 38, 86, 87; **EA:** 8, 9, 10; **TR23:** Time Management

TE: pp123-124, p333

B. Growth and Development

1. Recommend behaviors to enhance and support the optimal functioning of body systems.
2. Predict and discuss significant developmental issues or concerns that impact each life stage.
3. Predict the impact of heredity and genetics on human growth and development.

HPW Key*

TE: pp 65-71, pp79-85, pp221-233; **SA:** 14, 15; **EA:** 6, 7, 8
TR15: The Stress Response; **TR16:** Physiological Responses to Stress; **TR17:** Psychological Responses to Stress; **TR18:** Stress-Related Illness; **TR22:** Stress Management Techniques; **CD:** Life Begins: Physical and Mental Health; **CD:** Fun Facts: Body Systems; **V:** Handling Stress

TE: pp49-50, pp73-77, pp232-233; **SA:** 10, 16, 18, 19; **EA:** 8; **TR19:** Common Stressors; **TR20:** Personal Stressors; **TR21:** Reactions to Stress; **CD:** Life Begins: The Life Cycle

TE: p226; **CD:** Life Begins: Genetics

C. Nutrition

1. Analyze and evaluate current dietary recommendations, resources, and trends from a variety of sources.
2. Design and evaluate a nutrition plan for a healthy young adult considering cost, availability, nutritional balance, freshness, nutritional value, and culture.

HPW Key*

TE: pp 186-195; **SA:** 60; **EA:** 33, 37, 38; **TR35:** Dietary Guidelines; **TR36:** MyPyramid; **TR37-39:** Optional Pyramids; **TR40:** Food Labels; **SRCD:** Finding a Way to a healthier You; **SRCD:** Anatomy of MyPyramid; **SRCD:** Food Labels; **SRCD:** What Counts as a Cup/Oz Equivalent?

TE: pp 203-205; **EA:** 39, 41; **TR42-43:** Vegetarian Diets; **SRCD:** Nutrition Value Chart

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| 3. Recommend healthy ways to lose, gain, or maintain weight. | TE: pp205-211; SA: 63, 64; TR45: Benefits of Exercise; TR46: Components of Fitness |
| 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. | TE: pp181-182, pp187-189, pp206-207; SA: 61; EA: 32, 33, 34, 35, 36, 39, 40; TR44: Health Consequences of Eating Disorders |

D. Diseases and Health Conditions

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| 1. Analyze the availability and effectiveness of current and emerging diagnostic and treatment modalities for various diseases and health conditions. | HPW Key* TE: pp296-299, pp317-318; SA: 83; EA: 52; TR69: Medical tests for Early Detection; SRCD: STDs: An Overview; SRCD: FAQs About STDs; SRCD: STDs and Pregnancy |
| 2. Discuss the relationship between signs and symptoms of disease and the functioning of the body's immune system | TE: pp312-316, pp321-322; TR76: The Immune System; TR77: The Immune Response; TR79: AIDS; TR80: Transmission of AIDS; TR81: How HIV Attacks the Immune System |
| 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. | TE: pp 290-311; SA: 82; TR64: Cancer Trends/Statistics; TR65: Normal vs Abnormal Cell Growth; TR66-67: Risk Factors for Cancer; TR70: Cardiovascular Disease; TR72-74: Chronic Diseases of the CVS; TR75: Eliminating High Risk Behaviors |
| 4. Investigate and assess local, state, national, and international public health efforts. | TE: pp167-169, pp173-176, pp325-333; SA: 55, 56, 85 |
| 5. Investigate the impact of mental illness on personal, family, and community wellness. | TE: pp89-92; SA: 20, 21, 22, 23; TR24: Warning Signs of Depression; V: I Don't Really Want to Leave, or Dying is not an Option |

E. Safety

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| 1. Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries. | HPW Key* TE: p265, p268; SA: 77; TR56: The Truth About Violence; V: In Real Life: Sexual Harassment |
| 2. Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness. | TE: pp266-268, p284; SA: 77, 80; TR57: Strategies for Preventing Violence |
| 3. Assess the short- and long-term impacts of injuries on the individual, family members, the community, and the workplace. | TE: pp 280-283; TR62: Common Causes of Emergencies |
| 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. | TE: pp271-284; SA: 78, 79, 80; EA: 49, 50; TR60: CPR; TR61: ABCs of CPR; TR63: Shock |

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5. Describe and demonstrate ways to protect against sexual assault and discuss what to do if sexually assaulted. **TE:** pp262-263; **SA:** 76; **V:** Acquaintance Rape: The Ultimate Betrayal

F. Social and Emotional Health

1. Discuss psychological principles and theories of personality development.
2. Analyze the impact of physical development, social norms and expectations, self-esteem, and perceived vulnerability on adolescent social and emotional growth and behavior.
3. Analyze how peer norms and expectations, the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior.
4. Predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community.
5. Predict how a family might cope with crisis or change and suggest ways to restore family balance and function.

HPW Key*

TE: pp16-21, pp24-31, pp86-89; **SA:** 4, 5, 6, 20, 21, 22, 23; **EA:** 3, 4; **TR2:** It's OK to Have a C Day; **TR5:** Techniques for Fostering Self-Esteem; **TR24:** Warning Signs of Depression; **V:** The Truth About Body Image; **V:** Dying is Not An Option or I Don't Really Want to Leave

TE: pp73-77, pp257-259, p265; **SA:** 16; **EA:** 8, 46; **TR19-21:** Common/Personal Stressors; **TR53:** Violence in America; **TR55:** Violence in the Media; **V:** The Truth About Violence

TE: pp57-60, pp260-262, pp266-268; **SA:** 6, 12; **EA:** 48; **TR13:** Dealing With Conflict; **TR54:** ABCs of Anger; **TR57:** Strategies for Preventing Violence; **TR58:** Preventing Handgun Violence; **C:** Responding to Conflict

TE: pp47-51; **SA:** 9, 10, 11

STANDARD 2.2 (INTEGRATED SKILLS) by Grade 12

A. Communication

1. Use appropriate research methodology to investigate a health problem or issue.
2. Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.
3. Teach others how to use communication skills, including refusal, negotiation, and assertiveness.
4. Employ strategies to improve communication and listening skills and assess their effectiveness.
5. Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television.

HPW Key*

TE: pp47-48, p158, p265; **SA:** 53

TE: p141, p105, p107

TE: p31, pp83-85, pp107-108, pp125-126; **SA:** 18

TE: pp41-44, pp 60-62, p107, pp125-126; **SA:** 8, 13; **EA:** 5; **TR59:** Fighting Fair

TE: pp104-105

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B. Decision Making

1. Demonstrate and evaluate the use of decision making skills.
2. Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.
3. Use reliable and valid health information to assess social situations and conditions that impact health and safety.
4. Analyze the use of ethics and personal values when making decisions.
5. Critique significant health decisions and debate the choices made.

HPW Key*

TE: p133, pp139-141, p144, p253, pp336-338; **SA:** 41, 42, 43, 46, 74; **EA:** 24; **TR34:** The Decision Making Process

TE: pp3-4, p13, pp70-71, pp103-106, p119, p121, pp183-185; **SA:** 2, 15, 26, 27, 35, 57, 58, 59; **EA:** 14, 15, 16; **TR1:** Total Wellness Continuum; **TR30:** Current Trends in Tobacco Use

TE: pp 105-106, pp114-117, p124, p138, pp257-259, p265; **SA:** 31, 32, 33, 34, 36; **EA:** 15, 46; **TR53:** Violence in America; **V:** The Truth about Violence; **SRCD:** Prescription Pain and Other Medications; **SRCD:** Six Major Conclusions of the Surgeon General's Report: The Health Consequences of Involuntary Exposure to Tobacco Smoke; **SRCD:** Smoking and Pregnancy

TE: pp21-23

TE: p105, pp123-124, p251

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.
2. Evaluate how family, peers, healthcare providers, and the community support or hinder the achievement of a wellness plan.

HPW Key*

TE: p11, p13, p17, p29, pp33-36, pp41-42; **SA:** 7; **EA:** 1,2,3,4,5; **V:** Setting Goals for Healthy Living

TE: p33, pp156-157; **SA:** 53; **EA:** 28

D. Character Development

1. Demonstrate character based on core ethical values.
2. Analyze how role models, and the core ethical values they represent, influence society.
3. Analyze the impact of community or public service on individual and community core ethical values.

HPW Key*

TE: pp21-23, pp29-30, pp60-62, p326; **C:** Roleplay scenarios

TE: p41, pp47-48, pp104-105, p107; **SA:** 27, 29

TE: pp153-155; **SA:** 52; **EA:** 27

E. Leadership, Advocacy, and Service

1. Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.
2. Evaluate personal participation as both a leader and follower.

HPW Key*

TE: pp5-6, pp19-21, pp27-28, pp41-42, p44, pp161-163; **SA:** 4, 5, 8; **EA:** 5

TE: pp163-164; **EA:** 29

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- 3. Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity. **TE:** pp 27-28
- 4. Evaluate a group’s ability to be respectful, supportive, and adherent to codes of conduct. **TE:** pp5-6, pp162-163; **EA:** 29
- 5. Develop and articulate the group’s goals, shared values, vision, and work plan. **TE:** pp126-127, p141, p158, pp164-165; **SA:** 38, 53
- 6. Plan, implement, and evaluate activities to benefit a health organization, cause, or issue. **TE:** p107, p126, p158, pp167-171; **SA:** 28, 29, 53; **EA:** 30, 31; **C:** Problem Solving Cards: Community Health
- 7. Assess community awareness and understanding about a local, state, national, or international health issue. **TE:** pp153-155, pp173-177; **SA:** 52, 54, 55, 56; **EA:** 27

F. Health Services and Careers

- 1. Access health and fitness services, programs, and resources and evaluate them for cost, availability, accessibility, benefits, and accreditation.
- 2. Analyze the preparation, licensing, and responsibilities of wellness and fitness professionals.

HPW Key*

TE: pp332-333

STANDARD 2.3 (DRUGS AND MEDICINES) by Grade 12

A. Medicines

- 1. Investigate the use of new or experimental medicines and discuss the potential risks and benefits.
- 2. Evaluate the effectiveness of a medicine, considering the dosage, side effects, route of administration, cost, and benefits vs. risks.
- 3. Debate the benefits and dangers of naturally occurring substances such as herbal supplements.

HPW Key*

TE: pp114-117; **SA:** 31, 32, 33, 34; **SRCD:** Prescription Pain and Other Medications

TE: pp111-114; **SA:** 30; **TR26:** Drugs as Medicines; **TR27:** Factors Influencing Drug Use; **TR28:** Drug Safety; **TR29:** OTC vs Prescription Drugs

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.

HPW Key*

TE: pp118-122; **SA:** 35; **EA:** 16, 17, 18, 19; **TR30:** Current Trends in Drug Use; **CD:** Smoking and Chewing

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| 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. | TE: pp123-124; SA: 36; CD: Smoking and Chewing; SRCD: Tips for Teens: The Truth About Tobacco; SRCD: Six Major Conclusions of the Surgeon General's Report: The Health Consequences of Involuntary Exposure to Tobacco Smoke; SRCD: Smoking and Pregnancy |
| 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. | TE: pp131-133; EA: 21, 22, 23; SRCD: Tips for Teens: The Truth about Alcohol |
| 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. | TE: pp132-133 |
| 5. Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes. | TE: p138 |
| 6. Predict the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs. | TE: pp143-149; SA: 44, 45, 47, 48, 49, 50, 51; EA: 25; SRCD: Tips for Teens: The Truth about Marijuana/ Steroids/ Inhalants; SRCD: Marijuana Facts for Teen |
| 7. Investigate the relationship between injected drug use and the incidence of diseases such as HIV and hepatitis. | TE: pp335-336; SA: 86, 87; SRCD: How Getting High Can Get You AIDS |
| 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. | TE: pp148-149; SRCD: Tips for Teens: The Truth about Club Drugs; SRCD: Prescription Pain and Other Medications |

C. Dependency/Addiction and Treatment

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| 1. Compare and contrast the physical, social, and emotional indicators of possible substance abuse. | HPW Key* TE: pp134-135; SA: 39; SRCD: FAQs About Alcohol Abuse and Dependence |
| 2. Compare and contrast the physical and psychological stages of dependency. | TE: pp135-137; SA: 40; TR32: Stages of Alcoholism; TR33: Warning Signs of Dependence |
| 3. Assess and evaluate factors that influence the use of alcohol, tobacco, and other drugs. | TE: pp103-106; SA: 26, 27; EA: 14, 15 |
| 4. Evaluate factors that support an individual to quit using substances. | TE: pp126-127; SA: 38; CD: Smoking and Chewing |
| 5. Predict the short-and long-term impacts of substance abuse on the individual, the family, the community, and society. | TE: pp136-138; SA: 40; TR32: Stages of Alcoholism |

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STANDARD 2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) by Grade 12

A. Relationships

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| 1. Investigate how different family structures, values, rituals, and traditions meet basic human needs. | HPW Key* TE: pp41-42, pp235-238; SA: 68, 69; EA: 5 |
| 2. Discuss how personal independence, past experiences, and social responsibility influence the choice of friends in young adulthood. | TE: p242 |
| 3. Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships. | TE: p246 |
| 4. Compare and contrast adolescent and adult dating practices. | |
| 5. Describe the important characteristics of a spouse or life partner and describe factors to consider when contemplating a lifetime commitment such as marriage. | TE: pp241-246; SA: 71, 72 |
| 6. Discuss the importance of physical and emotional intimacy in a healthy relationship. | TE: pp241-242 |
| 7. Develop strategies to address domestic or dating violence and end unhealthy relationships. | TE: pp 262-263, p268; SA: 76, 77 |

B. Sexuality

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| 1. Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures. | HPW Key* TE: pp249-254; SA: 73, 74, 75; EA: 44, 45; V: The Truth About Sex |
| 2. Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy. | TE: pp249-250, p253, p317, pp335-336; SA: 74, 75, 83, 86, 87; EA: 44, 52; V: The Truth About Sex |
| 3. Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk elimination strategies. | TE: pp251-252; SRCD: Birth Control |
| 4. Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexuality and reproductive health. | TE: p245, pp249-250; SA: 73; EA: 44 |
| 5. Investigate current and emerging topics related to sexual orientation. | TE: pp238-239; SA: 70 |
| 6. Investigate female and male reproductive and sexual health issues and discuss the importance of education and preventive healthcare (e.g., breast/testicular exam). | TE: pp296-299; TR69: Medical Tests for Early Detection |

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C. Pregnancy and Parenting

1. Compare and contrast embryonic and fetal development in single and multiple pregnancies.
2. Describe the stages of labor and childbirth and compare childbirth options.
3. Analyze the physical and emotional changes that occur during each trimester of pregnancy and postpartum.
4. Compare and contrast pregnancy options.
5. Discuss physical, emotional, social, cultural, religious, and legal issues related to pregnancy termination.
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.
7. Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child.
8. Assess and evaluate parenting strategies used at various stages of child development.
9. Investigate the legal rights and responsibilities of teen mothers and fathers.
10. Discuss factors that influence the decision to have or to adopt a child.

HPW Key***TE:** pp232-233; **CD:** Life Begins: Conception**TE:** pp232-233; **CD:** Life Begins: Labor & Birth**TE:** p 233; **CD:** Life Begins: Pregnancy, The Mother**TE:** p233; **CD:** Life Begins: Risks to the Unborn**TE:** pp49-51; **SA:** 10, 11**TE:** pp51-55; **SRCD:** Adventures in Parenting; **TR6:** Goals of Good Parenting; **TR7:** Parenting Skills; **TR8:** Responding to Your Child; **TR9:** Preventing Risky Behaviors/Problems; **TR10:** Monitoring Children's Contacts; **TR11:** Mentoring Your Child**STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) by Grade 12****Descriptive Statement:**

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.

To meet this standard see PE program

STANDARD 2.6 (FITNESS) by Grade 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.

HPW Key***TE:** p208; **TR45:** Benefits of Exercise

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| 2. Summarize the causes, influences, and responses of body systems during exercise. | TE: pp209-210; TR46: Components of Fitness |
| 3. Describe how preventive healthcare, physiological monitoring, hydration, a safe environment, and exercising with a partner contribute to safe fitness activities. | TE: p211; SA: 64 |
| 4. Evaluate the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition. | TE: p182, pp187-190, pp197-198, pp205-208; EA: 35, 36; SA: 61, 63; TR44: Health Consequences of Eating Disorders |
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B. Training

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| 1. Develop and implement a training program to maximize health benefits and prevent exercise-related injuries and illnesses. | HPW Key* To meet this standard see PE program |
| 2. Apply training principles to establish a progression of activity that will improve each component of fitness and justify the use of each principle. | To meet this standard see PE program |
| 3. Compare and contrast the use of drugs, fitness products, and fads to achieve fitness. | TE: pp145-147, pp213-214; SA: 47; EA: 25; TR47: Buying Health Products & Services |
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C. Achieving and Assessing Fitness

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| 1. Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness. | To meet this standard see PE program |
| 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. | To meet this standard see PE program |
| 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. | To meet this standard see PE program |
| 4. Demonstrate age and gender-specific progress towards the achievement of fitness goals for each component of health-related and skill-related fitness. | To meet this standard see PE program |
| 5. Modify a fitness plan to accommodate for injury, illness, pregnancy, aging, and disability. | To meet this standard see PE program |
| 6. Discuss the use of body mass index, body fat percentage, and fat deposition as measures of fitness. | To meet this standard see PE program |

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