

EXERCISE 1

Directions. Complete the following sentence. Underline any Key Word(s) that you use in completing it. Then, define all of the underlined words in the spaces provided below the mission statement.

The mission of MSCC is to _____.

The definition of mission is _____

_____.

The definition of MSCC is _____

_____.

The definition of _____ is _____

_____.

EXERCISE 2

Directions. Column A provides definitions of Key Words that are listed in Column B. Match the Key Word with the appropriate definition by placing its letter in the space to the left of Column A. (Note: You will not have to use all of the choices in Column B.)

Column A	Column B
_____ The title of the MSCC courses taught at the middle school level	a. cadet
_____ A middle school student enrolled in MSCC	b. challenges
_____ Being the only one of its kind; being noteworthy, unsurpassed, or remarkable	c. MSCC
_____ Situations where a combination of time and/or circumstances are favorable for a particular purpose	d. LET
_____ To arouse the interest of one's actions or efforts; to stimulate; the quality of requiring full use of one's abilities, energy, or resources	e. motivate
	f. opportunities
	g. unique

EXERCISE 3

Directions. Complete the crossword puzzle by using the Key Words listed below.

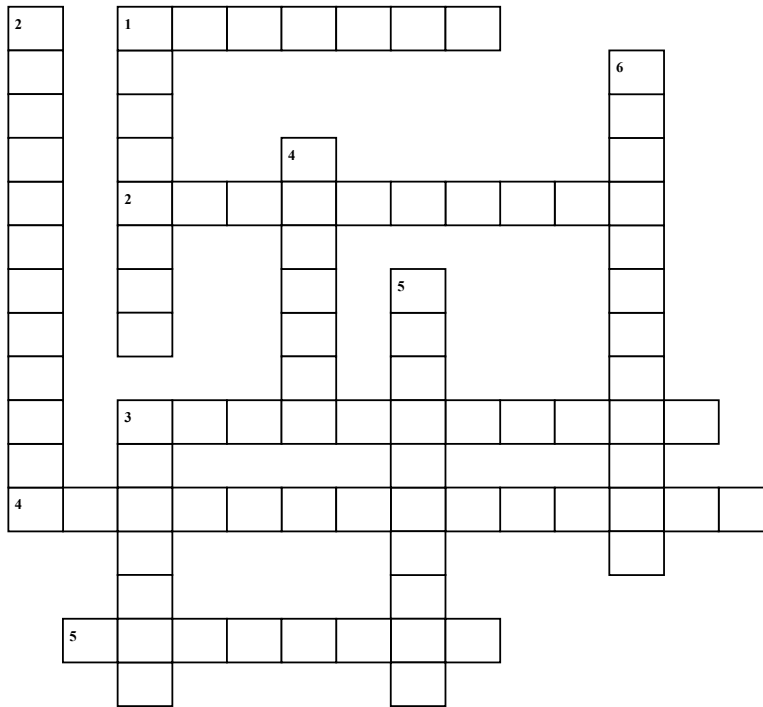
abridge	citizen	jurisdiction	naturalization
allegiance	citizenship	<i>jus sanguinis</i>	renounce
ascribed	immunities	<i>jus soli</i>	

ACROSS:

1. To shorten or condense, especially by leaving out less important parts
2. Special exemptions, as from laws, taxes, military service, etc.
3. The status or condition of being a citizen and the duties, rights, and privileges of this status
4. The act of conferring the rights of citizenship upon
5. To give up, reject, or disown by formal declaration

DOWN:

1. Regarded as belonging to something as a quality or attribute
2. A range or extent of authority; the territory over which authority is exercised
3. A person who is born in a country or who chooses to become a member of a country by law
4. Determining a person's citizenship by their place of birth ("by right of the soil")
5. Loyalty to a government, country, or ruler
6. Determining a person's citizenship by the parents' citizenship ("by right of the blood")



UNIT 1 CH2 L1 RIGHTS, RESPONSIBILITIES, AND PRIVILEGES OF AN AMERICAN CITIZEN

EXERCISE 1

Directions. Complete the following sentences using terms from the lesson on *How to Become a Citizen*.

1. The two ways to become a citizen of the United States are by _____ and by _____.
2. Black Americans obtained their citizenship by passage of the _____.
3. The two ways to obtain citizenship by birth are by _____ and by _____.
4. The original inhabitants of a region or country are referred to as _____.
5. American Indians obtained their citizenship by passage of an _____.
6. A person who is a citizen of a nation, but who lives abroad is a _____.
7. Early American families supported the idea of _____ which stated that children born into these families should be educated so they could make a choice about their citizenship.

EXERCISE 2

Directions. Review the list of 24 characteristics of participating American citizens and the profiles on Marva Collins and Carlos Arboleya. Then, select five characteristics that both of these individuals exhibited, one characteristic that was predominately displayed only by Marva Collins, and one characteristic that was predominately displayed only by Carlos Arboleya. Write out the characteristics in the spaces provided below.

Five characteristics that both people exhibited:

1. _____

2. _____

3. _____

4. _____

5. _____

One characteristic exhibited predominately by Marva Collins: _____

One characteristic exhibited predominately by Carlos Arboleya: _____

EXERCISE 1

Directions. Use the phrases indicated below to complete the following sentences. You may have to use some of these phrases more than once or not at all.

- | | | |
|--|------------------------------|------------------|
| step out of the vehicle | face the flag | under arms |
| sit quietly inside the vehicle | face the source of the music | in uniform |
| render the hand salute | stand at parade rest | wearing headgear |
| | stand at attention | |
| step out of the vehicle and render the hand salute | | |
| place your right hand over your left breast | | |
| place your right hand over your heart | | |

1. If you are outdoors, in civilian clothes without a hat, and you hear the national anthem, but cannot see the flag, you should _____, _____
_____, and _____.
2. If you are outdoors, in uniform, you hear the national anthem, and you can see the flag, you should _____,
and _____.
3. If you are indoors, you hear the national anthem, and you can see the flag, you should _____ and _____;
you should only salute if you are _____.
4. If you are the passenger of a privately owned vehicle traveling on a military base when you hear the national anthem, but you cannot see the flag, you should _____
_____ until the last note is played. If, however, you are the driver dressed in civilian attire, you should _____,
_____, _____,
and _____.

EXERCISE 1

Directions. Next to each of the numbers below there are three sentences using an underlined Key Word; however, only one of these sentences is correct. Circle the letter of the correct sentence.

1.
 - a. The “Star-Spangled Banner” was written by Francis McHenry during the War of 1812.
 - b. The “Star-Spangled Banner” was written by Francis Scott Key during the War of 1812.
 - c. The “Star-Spangled Banner” was written by Francis Scott Key during the Revolutionary War.
2.
 - a. Being under arms means that a person is carrying a weapon and the equipment that pertains directly to it, such as a pistol belt or holster.
 - b. Being under arms means that a person is carrying a weapon or the equipment that pertains directly to it, such as a pistol belt or holster.
 - c. Being under arms means that a person is carrying a loaded weapon and the equipment that pertains directly to it, such as a pistol belt, holster, and additional ammunition.
3.
 - a. Armed only with pistols, the two police officers demonstrated how a bombardment can work to flush out a fugitive from an abandoned house.
 - b. The attempted bombardment of the office building by the terrorists was foiled by the police who caught them in the act.
 - c. When the attack ended, the bombardment was successful because the craters left by the bombs destroyed the underground tunnels.
4.
 - a. You must give the same respect upon hearing “To the Colors” as you would for the national anthem.
 - b. “America the Beautiful” is the national anthem of the United States.
 - c. Congress took only 17 years to ratify what the American people had decided would be their national anthem.

EXERCISE 2

Directions. Use the phrases indicated below to complete the following sentences. You may have to use some of these phrases more than once or not at all.

- | | | |
|--|------------------------------|------------------|
| step out of the vehicle | face the flag | under arms |
| sit quietly inside the vehicle | face the source of the music | in uniform |
| render the hand salute | stand at parade rest | wearing headgear |
| | stand at attention | |
| step out of the vehicle and render the hand salute | | |
| place your right hand over your left breast | | |
| place your right hand over your heart | | |

1. If you are outdoors, in civilian clothes without a hat, and you hear the national anthem, but cannot see the flag, you should _____, _____
_____, and _____.
2. If you are outdoors, in uniform, you hear the national anthem, and you can see the flag, you should _____,
and _____.
3. If you are indoors, you hear the national anthem, and you can see the flag, you should _____ and _____;
you should only salute if you are _____.
4. If you are the passenger of a privately owned vehicle traveling on a military base when you hear the national anthem, but you cannot see the flag, you should _____
_____ until the last note is played. If, however, you are the driver dressed in civilian attire, you should _____,
_____,
and _____.

UNIT 1 CH3 L6 MSCC TRADITIONS, CUSTOMS, AND COURTESIES

EXERCISE 1

Directions. Column A provides definitions of Key Words listed in Column B. Match the Key Word with the appropriate definition by placing its letter in the space to the left of Column A.

Column A	Column B
_____ To attire with a certain degree of uniformity	a. cannon salutes
_____ A drum and bugle salute	b. courtesies
_____ Long-established practices followed as a matter of course among a people	c. customs
_____ Having the ability within itself to move	d. dress
_____ Being without a hat or headgear	e. esprit de corps
_____ The firing of a salute normally by a battery of guns	f. mess
_____ The passing down of elements of a culture from one generation to another	g. position of honor
_____ A sign or form of exchange used to greet or to show respect and recognition	h. reporting
_____ Polite gestures or remarks	i. ruffles and flourishes
_____ The policy of keeping seniors to your right while walking or sitting	j. salute
_____ A common feeling of pride found in members of a group	k. self-propelled
_____ Removing the case from Colors attached to a staff	l. traditions
_____ Presenting oneself to a senior	m. uncasing
_____ A place in the military where meals are served	n. uncovered

UNIT 1 CH3 L6 MSCC TRADITIONS, CUSTOMS, AND COURTESIES

EXERCISE 2

Directions. Column A provides explanations of how to execute a proper salute given the situations listed in Column B. Match the situation with the appropriate explanation by placing its letter in the space to the left of Column A.

Column A

Column B

- | | | | |
|-------|---|----|--|
| _____ | Place the tip of your right forefinger to the forehead near and slightly to the right of your right eyebrow | a. | wearing headgear with a visor and with glasses |
| _____ | Place the tip of your right forefinger to that point on the glasses where the temple piece of the frame meets the right edge of your right brow | b. | uncovered with glasses |
| _____ | Place the tip of your right forefinger on the rim of the visor slightly to the right of your right eye | c. | wearing headgear without a visor and without glasses |

UNIT 2 CH1 L1

BASIC TRAITS OF LEADERSHIP

EXERCISE 1

Directions. Column A provides definitions of Key Words that are listed in Column B. Match the Key Word with the appropriate definition by placing its letter in the space to the left of Column A.

Column A	Column B
_____ Taking action in the absence of orders	a. bearing
_____ Being impartial and fair in exercising authority	b. carriage
_____ Displaying sincere interest in the performance of duties	c. courage
_____ The ability to deal with others in a respectful manner	d. decisiveness
_____ Mental or physical stamina	e. dependability
_____ Mental or physical quality allowing one to face and overcome fear	f. deportment
_____ Awareness acquired by education, training, or experience	g. endurance
_____ Things that one can use to support or to help deal with a situation	h. enthusiasm
_____ Performing one's duty in a willing manner	i. initiative
_____ The avoidance of putting one's own comfort and advancement at the expense of others	j. integrity
_____ One's conduct or demeanor	k. judgment
_____ Achieving and maintaining high standards of appearance and conduct	l. justice
_____ Uprightness and soundness of moral principle	m. knowledge
_____ The manner of holding and moving one's head and body; posture	n. loyalty
_____ Faithfulness to country, one's organization, seniors, subordinates, and peers	o. resources
_____ Making decisions promptly and expressing them in a clear and forceful manner	p. tact
_____ Weighing facts and possible solutions on which to base decisions	q. unselfishness

EXERCISE 2

The definition of leadership ends with the phrase “by providing purpose, direction, and motivation.” For each of these three influences of leadership (purpose, direction, and motivation), complete the following chart by explaining:

- What they “give” to subordinates.
- What leaders or the leadership situation are expected to do.
- What the end results for subordinates are expected to be.

Three answers are provided for you.

	<i>These influences “give” to subordinates:</i>	<i>Leaders or the leadership situation must:</i>	<i>Subordinates are expected to:</i>
Purpose: a reason why they should do difficult things, especially under dangerous, stressful circumstances.	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Direction: _____	_____	set and enforce priorities and standards;	_____
_____	_____	provide demanding and	_____
_____	_____	challenging training.	_____
	_____	_____	_____
Motivation: _____	_____	_____	use their initiative when
_____	_____	_____	they see the need for
_____	_____	_____	action.
_____	_____	_____	_____
_____	_____	_____	_____

UNIT 2 CH1 L1

BASIC TRAITS OF LEADERSHIP

EXERCISE 3

Directions. Familiarize yourself with the 14 leadership traits on pages 114 to 117 of the student text. Then, review the three case studies on pages 118 and 119 to determine which traits Jon, Marla, and Brian displayed or encouraged their subordinates to display.

Once you have reviewed them, complete the following chart by placing a check mark down the appropriate column for each case study and trait. The “+” means that Jon, Marla, and Brian displayed/ encouraged that leadership trait in a *positive* manner; the “-” means that they displayed/encouraged that trait in a *negative* manner. (**Note:** You may encounter situations where one or more leadership traits may have been displayed in both a positive and a negative manner.)

	CASE #1		CASE #2		CASE #3	
	+	-	+	-	+	-
<u>Bearing</u>						
<u>Courage</u>						
<u>Decisiveness</u>						
<u>Dependability</u>						
<u>Endurance</u>						
<u>Enthusiasm</u>						
<u>Initiative</u>						
<u>Integrity</u>						
<u>Judgment</u>						
<u>Justice</u>						
<u>Knowledge</u>						
<u>Loyalty</u>						
<u>Tact</u>						
<u>Unselfishness</u>						

UNIT 2 CH2 L1 BEING A GOOD LEADER: KNOWING THE SITUATION

EXERCISE 1

Directions. Use the Key Words listed below to complete the following paragraph.

atmosphere
climate

cohesive
leadership situation

promoted
readily

Every _____ is different; however, every one of them can be a positive reflection on the organization if properly supported and _____ by the chain of command. Likewise, in order to create _____ units and teams within those units, leaders must generate -- by their example -- an _____ of trust, respect, and confidence. By _____ using these fundamentals as well as the traits of leadership, the overall _____ of the organization will function more smoothly.

UNIT 2 CH2 L1 BEING A GOOD LEADER: KNOWING THE SITUATION

EXERCISE 2

Directions. Complete each sentence below using the words *leaders* and/or *followers*. **NOTE:** Each sentence will require you to use one of three possible combinations: (1) using either word once (*leaders or followers*), (2) using the same word twice (*leaders, leaders*), or (3) using both words once (*leaders, followers*). Examples of each combination are given in the parentheses.

1. The attitude of _____ is another important factor in influencing _____.
2. Create a leadership situation that encourages _____ to actively participate.
3. _____ should consider the level of motivation, attitudes, behaviors, etc. of _____.
4. When _____ see that _____ are committed to accomplishing a mission successfully, they are inspired to work harder to complete it.
5. The mission produces the need for effective _____.
6. _____ will respect _____ who are knowledgeable, competent, and fair.
7. _____ communicate standards by their example.
8. Instill in _____ a sense of competence, motivation, initiative, loyalty, and commitment so that _____ can execute actions properly and on time.
9. _____ are responsible for leading.
10. By caring and showing concern, _____ will feel that _____ respect and value them as individuals.
11. _____ must constantly strive to earn the respect of _____.
12. Mutual respect in a unit makes _____ feel as if they are productive, and promotes unity, pride, and discipline.
13. _____ seek responsibility; _____ take responsibility for their actions.

UNIT 3 CH1 L1 STATIONARY MOVEMENTS

EXERCISE 1

Directions. Complete the crossword puzzle by using the Key Words listed below.

acknowledgment	file	pivot
attention	flank	quick time
close interval	formations	rank
cover	halt	rest
double interval	line	steps
double time	normal interval	

ACROSS:

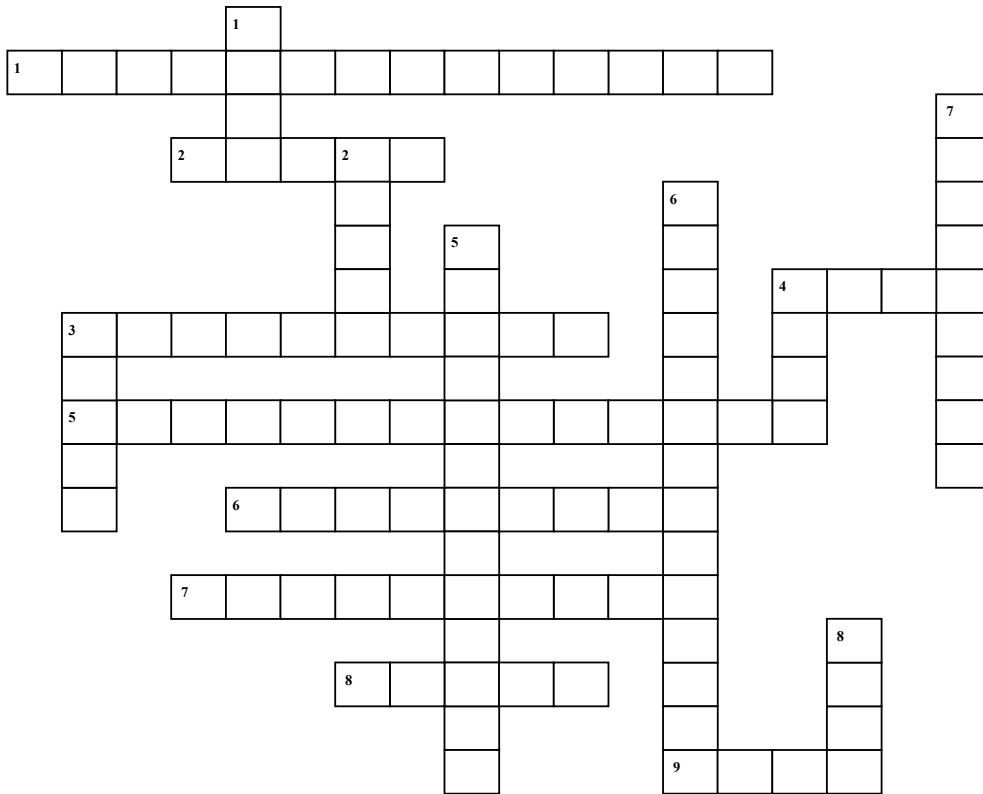
1. The lateral space between people in a formation that is determined by each person holding their left arm at shoulder height and their middle finger touching the right shoulder of the person on their left
2. Prescribed distances measured from one heel to the other heel of a marching person
3. Arrangements of people or elements of a unit in a prescribed manner
4. A line formation that is one element in depth
5. Recognition of someone's authority
6. A position in which a person stands erect, with arms at sides, heels together, and head and eyes straight ahead
7. To march in the cadence of 180 steps or counts per minute with a 30-inch step
8. To align oneself directly behind the person in front of you while maintaining correct distance
9. A formation in which people or elements are side by side

DOWN:

1. The end of a movement where you assume the position of attention
2. The point at which a person turns while marching
3. The right or left side of a formation
4. A position where you remain standing with your right foot in place; in certain situations you may move or talk in this position unless otherwise directed
5. The lateral space between people in a formation that is determined by each person placing the heel of their left hand on their hip with their elbow in line with the body and touching the right arm of the person on their left
6. The lateral space between people in a formation that is determined by each person holding both their arms at shoulder height and their fingertips touching the fingertips of the people to their left and right
7. To march in the cadence of 120 steps or counts per minute with a 30-inch step
8. A column formation that has a front of one person (or element)

UNIT 3 CH1 L1 STATIONARY MOVEMENTS

EXERCISE 1 (CONTINUED)



UNIT 3 CH1 L1 STATIONARY MOVEMENTS

EXERCISE 2

Directions. Name the four positions of rest; then, for each position, identify one requirement that is unique to it and one “rest” command that your drill leader can give from it.

POSITION	REQUIREMENT	COMMAND
1) _____	_____ _____	_____
2) _____	_____ _____	_____
3) _____	_____ _____	_____
4) _____	_____ _____	_____

UNIT 3 CH1 L2 STEPS IN MARCHING

EXERCISE 1

Directions. Name four movements that you can execute when marching at a 30-inch step and three movements that you can execute when marching at a 15-inch step. Then, as above, identify one “steps” command that your drill leader can give from each of these movements. (**Note:** Indicate the command “*halt*” if it is the only command that your text specifies can be given from one of these movements.)

MOVEMENT

COMMAND

Answers for 30-inch step:

- | | |
|----------|-------|
| 1) _____ | _____ |
| 2) _____ | _____ |
| 3) _____ | _____ |
| 4) _____ | _____ |

Answers for 15-inch step:

- | | |
|----------|-------|
| 1) _____ | _____ |
| 2) _____ | _____ |
| 3) _____ | _____ |

UNIT 3 CH1 L2 STEPS IN MARCHING

EXERCISE 2

Directions. Fill in the blanks in the following questions.

1. When at the halt, start all marching movements from the _____.
2. The command to march in place is _____.
3. Unless otherwise directed, use _____-inch steps when marching forward and execute all marching movements in _____ cadence; the only exception to the latter is for the command _____.
4. The only two movements that can be executed while not “marching at attention” are _____ and _____.
5. When executed from the halt, all steps begin on the _____ foot, except for _____, which begins on the _____ foot.
(give only one example)
6. The command to face to the rear is _____.

UNIT 3 CH1 L3 SQUAD DRILL

EXERCISE 1

Directions. Column A provides examples of commands used in squad drill. Column B lists the categories of squad drill to which these commands belong. Match each category with the appropriate example by placing its letter to the left of Column A. You may have to use some of the categories in Column B more than once.

Column A	Column B
_____ <i>“Normal interval, march”</i>	a. changing direction
_____ <i>“Dress right, dress”</i>	b. changing intervals
_____ <i>“Column right (left), march</i>	c. counting off
_____ <i>“Fall in”</i>	d. dismissing the squad
_____ <i>“File from the left (right), march”</i>	e. forming the squad
_____ <i>“Column half right (half left), march”</i>	f. forming a column of twos and re-forming
_____ <i>“Fall out”</i>	g. marching to the flank
_____ <i>“Count, off”</i>	h. obtaining normal interval
_____ <i>“Rear, march”</i>	i. resting the squad
_____ <i>“Dismissed”</i>	
_____ <i>“Incline, around”</i>	
_____ <i>“Right (left) flank, march”</i>	

UNIT 3 CH1 L4 PLATOON DRILL

EXERCISE 1

Directions. Circle the correct answer.

1. When a platoon forms in a line, its squads are numbered from _____ to _____; when a squad forms in line, its members are numbered from _____ to _____.
 - a. left, right, front, rear
 - b. front, rear, left, right
 - c. right, left, front, rear
 - d. front, rear, right, left
2. Both a squad and a platoon have two prescribed formations; they are _____.
 - a. line and rank
 - b. column and file
 - c. line and column
 - d. column and column of twos
3. To form a squad column from a line formation, the command is _____.
 - a. *“right, face”*
 - b. *“fall in”*
 - c. *“left, face”*
 - d. *“column right, march”*
4. When executing squad drill, the column of twos is always formed from a _____ formation when at the halt.
 - a. line
 - b. rank
 - c. file
 - d. mass
5. A platoon executes open ranks from a _____ formation while at the halt.
 - a. line
 - b. column
 - c. file
 - d. column of twos
6. When a squad and platoon drill as separate units in a line formation, the squad leader’s position is _____ steps _____ and centered on the squad and the platoon leader’s position is _____ steps _____ and centered on the platoon.
 - a. 6, to the left, 3, on the left flank
 - b. 3, to the left, 6, on the left flank
 - c. 6, in front of, 3, in front of
 - d. 3, in front of, 6, in front of
7. When the platoon is in a line formation with four squads, the _____ squad leader serves as the base; when in a column formation, the _____ squad leader serves as the base.
 - a. first, first
 - b. first, fourth
 - c. first, third
 - d. fourth, first

UNIT 4 CH1 L1 CHOOSING THE RIGHT EXERCISE PROGRAM FOR YOU

EXERCISE 1 (CONTINUED)

8. _____ exercise builds muscle strength by using resistance with joint movement.

Aerobic
Anaerobic

Isometric
Isotonic

UNIT 4 CH1 L2 YOU ARE WHAT YOU EAT

EXERCISE 1

Directions. Column A provides definitions of Key Words that are listed in Column B. Match the Key Word with the appropriate definition by placing its letter in the space to the left of Column A.

Column A

- _____ Coarse food that aids the movement of food through the intestines
- _____ The chemical process by which the body produces energy and maintains vital functions
- _____ Nutrients occurring naturally in plant and animal tissue that are required for functioning of the body
- _____ Sugar and starch which provide energy to the body
- _____ A condition characterized by a lack of calcium in the bone mass
- _____ A unit used to measure energy
- _____ Elements of the earth used by the body to supply necessary nutrition
- _____ Having too little of a nutrient in the body
- _____ Nutrients that are made up of amino acids and supply energy to the body
- _____ All substances found in food which nourish the body
- _____ A drug, drink, or other substance that speeds up the activity of the mind or body
- _____ A disease that causes too much blood sugar to build up in the body
- _____ Nutrients that are insoluble in water and provide energy to the body

UNIT 4 CH1 L2 YOU ARE WHAT YOU EAT

EXERCISE 1 (CONTINUATION)

Column B

- a. calorie
- b. carbohydrates
- c. deficient
- d. diabetes
- e. fats
- f. fiber
- g. metabolism
- h. minerals
- i. nutrients
- j. osteoporosis
- k. protein
- l. stimulant
- m. vitamins

UNIT 4 CH1 L2 YOU ARE WHAT YOU EAT

EXERCISE 2

Directions. Next to each of the following “if” statements about calorie consumption and use, write the appropriate “then” statement to indicate how weight is affected.

1. If you consume more calories daily than your body uses daily, then _____

_____.

2. If you eat the same amount of calories daily that your body uses daily, then _____

_____.

3. If you eat less calories daily than your body uses daily, then _____

_____.

UNIT 4 CH1 L2 YOU ARE WHAT YOU EAT

EXERCISE 3

Directions. Fill in the blanks with the correct answers.

1. The way to burn more calories is to be more _____.
2. According to the Food Guide Pyramid, you should use _____, _____, and _____ sparingly.
3. Your body needs _____ for energy, but too much can lead to weight gain and high cholesterol.
4. Fiber keeps toxic materials from entering your blood stream and, for this reason, may lessen your chances of _____ and _____.
5. More than _____ percent of the body is water.
6. You should eat at least _____ servings of vegetables and _____ servings of fruit daily.
7. Food supplies us with vitamins and _____ to keep our bodies' processes functioning properly, and carbohydrates, _____, and _____ for energy.
8. One nutrient that we do not get from food that is vital to keeping us alive is _____.

UNIT 4 CH1 L2 YOU ARE WHAT YOU EAT

EXERCISE 4

Directions. Answer the following questions in the spaces provided.

1. List three food items that contain “empty calories.”

2. List at least three food items that contain calcium.

3. List at least three food items that contain fiber.

4. List two functions that water performs in the body.

5. List three changes a person can make in their diet to lower their intake of fats.

6. List one effect that too much of each of the following can have on a person’s health.

Cholesterol: _____

Salt: _____

Caffeine: _____

UNIT 4 CH1 L2 YOU ARE WHAT YOU EAT

EXERCISE 5

Directions. From the following menu items, “order” a meal that is low in calories and fats, and high in nutrition by circling your choices. **Note:** There is no exact answer to this exercise.

Beverages: Soda, Tea, Coffee, Milk, Skim Milk, Chocolate Milk, Orange Juice, Apple Juice

Sandwiches: Served on your choice of white or wheat bread with your choice of lettuce, tomato, onion, pickle, mayonnaise, or mustard -- Ham and Cheese; Bacon, Lettuce, Tomato with Cheese; Grilled Cheese; Broiled Chicken; Roast Beef; Fried Fish

Soup: Cup or bowl -- Bean Soup, Vegetable Soup, Cheese Soup, Cream of Broccoli Soup

Salad: Served with Italian, Light Italian, Ranch, or Bleu Cheese Dressing -- Spinach (with mushrooms and bacon bits), Chef (with turkey, ham, and cheddar cheese), Garden (with lettuce, tomato, cucumber), Grilled Chicken

Side Orders: Potato Chips, Beet Salad, Three-Bean Salad, Potato Salad, Cole Slaw

UNIT 4 CH2 L1 READY, GO... CROSSING THE FINISH LINE

EXERCISE 1

Directions. For each of the following activities, indicate whether it is aerobic (AE), anaerobic (AN), isometric (IM), or isotonic (IT) by writing the appropriate letters in the spaces provided.

1. _____ Walking briskly for 45 minutes
2. _____ Squeezing a beach ball between your knees
3. _____ Swimming one length of a pool as fast as possible
4. _____ Mowing the lawn at a brisk pace with a push mower for 30 minutes
5. _____ Holding arm weights at shoulder level with elbows bent, straightening the arms to push the weights overhead, then bending the elbows to bring them back down
6. _____ In baseball, running from third base to home as fast as possible
7. _____ Standing in a doorway and pushing your palms against the door frame on either side of your body
8. _____ Sitting in a chair with ankle weights on and feet on the floor, raising the lower part of the legs until the knees are straight, then lowering them back to the floor
9. _____ Rollerblading non-stop for 20 minutes

UNIT 4 CH2 L1 READY, GO... CROSSING THE FINISH LINE

EXERCISE 2

Directions. List at least five benefits of exercise in the space provided below.

UNIT 4 CH2 L1 READY, GO... CROSSING THE FINISH LINE

EXERCISE 3

Directions. Circle the letter of the correct answer.

1. The _____ period of an exercise program should bring you into endurance and/or muscle strengthening activities and last for at least _____ minutes.
 - a. warm-up, five to seven
 - b. conditioning, fifteen
 - c. warm-up, eighteen to twenty
 - d. conditioning, twenty

2. During the _____ period of an exercise program, your muscles relax and your heart rate _____.
 - a. warm-up, decreases
 - b. warm-up, increases
 - c. cool-down, decreases
 - d. cool-down, increases

3. When weight training to build strength without bulk, _____.
 - a. keep lighter weights and do the same number of repetitions
 - b. keep lighter weights and increase repetitions
 - c. progress to heavier weights with fewer repetitions
 - d. increase weights and repetitions

4. The _____ period of an exercise program sends extra blood through the muscles and _____ increases the heart rate.
 - a. warm-up, slowly
 - b. warm-up, quickly
 - c. conditioning, slowly
 - d. conditioning, quickly

5. _____ during the _____ period of an exercise program can prevent muscle cramps and soreness.
 - a. Lifting weights, conditioning
 - b. Walking slowly, conditioning
 - c. Sitting still, cool-down
 - d. Stretching, cool-down

UNIT 4 CH2 L1 READY, GO... CROSSING THE FINISH LINE

EXERCISE 3 (CONTINUED)

6. In order for an exercise program to be beneficial, it should have _____ parts, last for at least _____ minutes, and be done at least _____ times a week.
- a. two, thirty, three
 - b. two, forty-five, four
 - c. three, thirty, three
 - d. three, forty-five, four

UNIT 4 CH2 L1 READY, GO... CROSSING THE FINISH LINE

EXERCISE 4

Directions. Below each of the following scenarios, explain what the person could change about his or her situation to stick with an exercise program.

1. Liza's friend had started jogging six months ago and now jogged four miles several times a week. Liza wanted to start getting more exercise, so she asked her friend if she could join her. Liza thought she might have to struggle a little at first, but she was sure she could keep up. The first evening they jogged together, Liza barely made one mile. Disappointed with herself, she went home as her friend jogged on.

2. Daniel wanted to join a health club. He bought a three-month membership to a club thirty minutes from his house, since it was newer and larger than the one five minutes from his house. Unfortunately, with driving time to and from the club, his exercise program took almost two hours. With work and school, he rarely had that much time available, so he rarely worked out.

3. Joyce decided to take aerobic dancing. The classes were offered six days a week, but Joyce only wanted to take it twice a week on Mondays and Thursdays. This was the only exercise she participated in. After one month, Joyce was frustrated -- she still could not keep up with the class and was always sore the following day. She felt she was making no progress.

UNIT 5 CH1 L1 LIFE SAVING STEPS TO CONSIDER/YOUR RESPONSE

EXERCISE 1

Directions. Column A provides descriptions of Key Words that are listed in Column B. Match the Key Word with the appropriate description by placing its letter in the space to the left of Column A. (**Note:** You will have to use some of the choices in Column B more than once.)

Column A	Column B
_____ Inability to move a muscle or group of muscles	a. convulsion
_____ May result in convulsions	b. epilepsy
_____ A violent disturbance of the mind or emotions	c. paralysis
_____ Affects consciousness and muscular control	d. shock
_____ Characterized by reduced blood volume and pressure	
_____ A nervous disorder of the brain	
_____ An abnormal, uncontrollable, violent contraction of the muscles	

UNIT 5 CH 1 L1 LIFE SAVING STEPS TO CONSIDER/YOUR RESPONSE

EXERCISE 2

Directions. Give two specific examples for each of the following Key Words. To get you started, an example of a catastrophe is given for you.

catastrophe: a family's house burns down _____
disability: _____
obstruction: _____

EXERCISE 3

Directions. Fill in the blanks with the correct answers.

1. To protect against infectious diseases when performing first aid, wear _____ to keep from contacting blood and body fluids, and use a(n) _____ to avoid direct contact when giving mouth-to-mouth resuscitation or CPR.
2. The first aid procedure that supplies oxygen to a victim's lungs is _____.
3. When performing CPR, it should take about _____ seconds to do 15 chest compressions on an adult.
4. Manually pumping blood through a victim's body by compressing the chest is known as closed _____.

UNIT 5 CH 1 L2 THE FIRST LIFE-SAVING STEPS

EXERCISE 1

Directions. Describe where each of the following Key Words is located on the body.

abdomen: _____

breastbone: _____

carotid artery: _____

UNIT 5 CH1 L2 THE FIRST LIFE-SAVING STEPS

EXERCISE 2

Directions. Complete each sentence by selecting the most appropriate Key Word(s) from the choices below and writing them in the spaces provided.

antiseptic
cardiopulmonary resuscitation
circulation
compressing

evaluating
Heimlich Maneuver
immobilized

infectious
life-support system
resuscitation

1. When you give someone mouth-to-mouth _____, you are supplying him or her with oxygen and are therefore acting as a(n) _____.
2. In order to restore _____, perform _____ which involves _____ the chest to manually pump blood through the body.
3. When Donna was choking on a piece of food, Alice dislodged the food from her airway using the _____.
4. The common cold is a(n) _____ disease because it is capable of spreading rapidly to others.
5. In order to prevent bacteria growth on a wound, use a(n) _____ cleanser.
6. After _____ the accident victims to determine what injuries they had, Dave _____ the man with the back injury to keep him as still as possible.

UNIT 5 CH2 L1 CONTROLLING THE BLEEDING

EXERCISE 1

Directions. Column A provides descriptions of Key Words that are listed in Column B. Match the Key Word with the appropriate description by placing its letter in the space to the left of Column A.

Column A	Column B
_____ The most distant parts	a. amputation
_____ A bandage twisted tight with a stick	b. dressing
_____ The trunk of the human body	c. extremities
_____ A limb that has been cut off the body	d. sterile
_____ Ointment and bandages applied to a wound	e. torso
_____ Relating to internal organs of the body	f. tourniquet
_____ Free from living organisms	g. visceral

UNIT 5 CH2 L1 CONTROLLING THE BLEEDING

EXERCISE 2

Directions. Complete the following paragraph by selecting the most appropriate Key Words from the choices below and writing them in the spaces provided.

artery (-ies)

capillary (-ies)

vein(s)

_____ carry blood from the heart to all parts of the body, while _____ carry blood from all parts of the body back to the heart. The smallest _____ and _____ are connected by _____. _____ are the smallest blood vessels and usually bleed slowly when cut. When a(n) _____ is cut, bright red blood spurts with each heartbeat. If a(n) _____ is cut, bleeding is characterized by a steady flow of dark blood.

UNIT 5 CH2 L1 CONTROLLING THE BLEEDING

EXERCISE 3

Directions. Next to each of the following numbers below are three sentences using an underlined Key Word, with the Key Word used correctly in only one of the sentences. Circle the letter of the correct sentence.

1. a. After David got his third speeding ticket, his parents constricted his use of the car to one night a week only.
 b. Gena tied Gary's tie so tight that it constricted his airway, and he had to loosen the tie to breathe properly.
 c. Since the dog kept chewing on the furniture when it was left alone in the house, the family constricted it to the garage whenever they went out.

2. a. When Jane burned her fingers starting the campfire, she contaminated the camp's drinking water by sticking her hand in the camp's only cooler of ice water.
 b. The fire spread so rapidly that it contaminated several buildings before it could be put out.
 c. By the end of the meeting, John had contaminated the entire group into following his policy and turning against Allen's decision.

3. a. The drama coach elevated Andrew from the play after Andrew missed three rehearsals in a row.
 b. In order to make it easier for the smaller children to reach the toys, the daycare teacher elevated the toys to the lower shelf.
 c. After hiking all morning in boot's that were too small, Judy lay on the couch with her swollen feet elevated on a stack of pillows for the rest of the day.

UNIT 5 CH2 L1 CONTROLLING THE BLEEDING

EXERCISE 4

Directions. Answer the following questions in the spaces provided.

1. In most cases, what is the best way to control bleeding?

2. Under what circumstance only should you use a tourniquet?

3. What outcome can a tourniquet have on the limb to which it is applied?

4. What first aid technique to stop bleeding should you study in a first aid class before actually performing it on an injured person?

5. What kind of injury could require applying plastic wrap or foil to the wound?

UNIT 5 CH2 L1 CONTROLLING THE BLEEDING

EXERCISE 5

Directions. In the space provided, write down what first aid actions you would take in the following situations. If you believe the situation requires more than first aid, indicate whether the injured person should be taken to an emergency room or if you would call 911.

1. You are in your house when your younger sister comes in with a scraped knee that is barely bleeding but is very dirty.

2. You are on a hike with a friend who slices his calf on a piece of rusty barbed wire while climbing over a fence. The cut is bleeding but does not appear to be that deep. You have a backpack with bottled water, some sandwiches, and potato chips; you left the first aid kit back at the campsite. You are about one mile from your campsite and about one mile from the cave you were hiking to see.

3. You and a friend have ridden your bikes several miles down a deserted rural road when your friend hits a rock in the road, loses control of the bike, and falls. Your friend lands on a broken bottle, cutting the lower part of her arm. The cut is very deep and is bleeding severely. From what you can see and your friend can feel, there is no glass left in the flesh. You have nothing with you but your bikes and the clothes you are wearing.

UNIT 5 CH2 L1 CONTROLLING THE BLEEDING

EXERCISE 5 (CONTINUED)

4. Your father is peeling potatoes for dinner and cuts the palm of his hand. The cut looks very deep and is bleeding badly.

5. You and a friend see your neighbor fall off of a ladder, striking his head on a brick planter. When you reach your neighbor, he is on his back and bleeding severely from a wound to the side of his head. He is breathing but unconscious.

UNIT 5 CH3 L1 TREATING FOR SHOCK AND IMMOBILIZING FRACTURES

EXERCISE 1

Directions. Complete the following paragraph by selecting the most appropriate Key Words from the choices below and writing them in the spaces provided. (**Note:** You will have to use some of the words more than once.)

clammy	nervous system	sprain
faint	sling	trauma
field expedient sling	splinted	vital
mucous membranes		

Ann and Mike had hiked up the mountain ahead of the others when Mike slipped on loose rocks, falling backwards into Ann and causing them both to tumble down the mountain. When they stopped falling, Ann stood up, felt a sharp pain in her ankle, and exclaimed that she thought she had a _____. Then she saw Mike holding his arm, which was bloody with a jagged, broken bone cutting through the skin. Ann sat down because she felt dizzy and was afraid she would _____. Just then, the rest of the group came running up. Daryl, the group leader, told everyone to remain calm so they would not worsen the _____ for Ann and Mike. He sent two people down the mountain to get help, then got the rest of the group organized. To immobilize Mike's arm, they _____ it against a straight branch cut from a small tree. Since they did not have a large bandage to use as a _____, they created a _____ with Mike's shirttail. They also _____ Ann's ankle in case it was broken and not just a _____. The group kept Ann calm, since they knew her _____ did not handle stress or pain well and that she had a tendency to _____. Mike's skin was pale and felt _____, and the _____ around his eyes were pale, so Daryl treated him for shock. He wanted to ensure Mike's body maintained blood supply to his _____ organs until help arrived.

U5 CH3 L1 TREATING FOR SHOCK AND IMMOBILIZING FRACTURES

EXERCISE 2

Directions. Fill in the blanks with the correct answers.

1. Procedures for treating shock include improving _____, ensuring an adequate supply of _____, and maintaining normal body _____.
2. _____ is a mild form of shock caused by a lack of blood to the brain.
3. A(n) _____ or simple fracture is a break in the bone that does not penetrate the skin.
4. A(n) _____ or compound fracture occurs if the sharp edges of a splintered bone cut through the skin.
5. For fractures in which the broken bone has cut through the skin, keep the exposed bone _____ by covering it with a _____, sterile dressing.
6. To immobilize a broken leg or arm when no splinting material is available, tie the broken leg to the _____ or the broken arm to the _____.

U5 CH3 L1 TREATING FOR SHOCK AND IMMOBILIZING FRACTURES

EXERCISE 3

Directions. Arrange the following steps for treating shock in sequence by placing the correct numbers (1 through 5) in the spaces provided.

- _____ Loosen clothing which may bind around the neck and waist.
- _____ Position the victim on his or her back.
- _____ Reassure the victim and do not give him or her any food or drink.
- _____ Keep the victim from becoming cold or overheating.
- _____ Elevate the victim's feet higher than the heart.

U5 CH4 L1 DRUGS OUT OF CONTROL

EXERCISE 1

Directions. For each of the following Key Words, circle the letter of the correct definition.

1. addicted
 - a. Dependent on a substance, habit, or behavior
 - b. Habitually abusing an illegal drug
 - c. Requiring a drug for medical reasons

2. depressant
 - a. A drug used to treat people who are suicidal
 - b. A drug that makes the user feel emotionally depressed
 - c. A drug that reduces the activity of a bodily function

3. euphoria
 - a. Experiencing sights, sounds, and smells that are not real
 - b. The sense of being out of control
 - c. A strong feeling of well-being or pleasure

4. hallucinations
 - a. Real images that deceive or mislead a person
 - b. Imagined sights, sounds, smells, and other feelings
 - c. Tricks that mislead the mind or judgment

5. hepatitis
 - a. Inflammation of the liver
 - b. A fatal disease of the immune system
 - c. A viral disease that infects the lungs

6. HIV
 - a. A fatal disease of the immune system
 - b. The virus that causes AIDS
 - c. A viral disease of the central nervous system

U5 CH4 L1 DRUGS OUT OF CONTROL

EXERCISE 1 (CONTINUED)

7. moderation
 - a. A state in which one avoids all forms of confrontation
 - b. The act of observing reasonable limits and avoiding extremes
 - c. Tending toward extreme views, habits, or conditions

8. narcolepsy
 - a. An investigation of narcotics violations
 - b. A condition characterized by excessive sleepiness
 - c. A state of unconsciousness produced by narcotics

9. overdose
 - a. An excessive amount of a drug that is poisonous or lethal
 - b. Any amount of a drug taken for nonmedical reasons
 - c. Taking more than the recommended amount of a drug

10. paranoia
 - a. A mental disorder in which sufferers believe others are trying to harm them
 - b. An event or object that is not scientifically explainable
 - c. A tendency to be too trustful of others

11. psychosis
 - a. A behavioral state characterized by violent and criminal acts
 - b. Serious mental derangement characterized by lost contact with reality
 - c. Extraordinary sensitivity, perception, and understanding

12. void
 - a. An empty space
 - b. A considerable quantity
 - c. Without expression

13. withdrawal
 - a. Removal from a person of all temptation to take a drug to which they are addicted
 - b. Confining a person addicted to a drug until they are no longer addicted
 - c. Symptoms that occur when a person quits taking a drug to which they are addicted

U5 CH4 L1 DRUGS OUT OF CONTROL

EXERCISE 2

Directions. Column A provides descriptions of Key Words that are listed in Column B. Match the Key Word with the appropriate description by placing its letter in the space to the left of Column A.

Column A	Column B
_____ An animal tranquilizer used by humans as a hallucinogen	a. alcohol
_____ Any laboratory-made drug created to resemble an illegal drug but chemically different to avoid classification as an illegal drug	b. amphetamine
_____ An addictive drug found in tobacco	c. barbiturate
_____ A hallucinogenic drug produced from the peyote cactus	d. cocaine
_____ A drug used medically to relieve pain, produce sleep, and dull the senses	e. designer drug
_____ A designer drug similar to methamphetamine	f. ecstasy
_____ A powerful hallucinogen also known as acid	g. hallucinogen
_____ A sedative legal for medical use in Europe and Latin America	h. heroin
_____ A beverage containing ethanol which causes intoxication	i. inhalant
_____ A mixture of the stimulant ephedrine and other chemicals	j. LSD
_____ A drug used medically as a local anesthetic and abused as a stimulant	k. marijuana
_____ A designer drug that closely resembles cocaine	l. mescaline
_____ Any drug that causes hallucinations	m. methamphetamine
_____ Any drug that has a soothing, tranquilizing effect	n. methcathinone
_____ The dried flowers and leaves of the cannabis plant	o. narcotic
_____ A hallucinogenic drug obtained from a type of mushroom	p. nicotine
_____ A drug used medically to calm people, produce sleep, and prevent convulsions	q. PCP
_____ Any chemical that is “huffed” or “bagged” to achieve a high	r. psilocybin
_____ A narcotic drug derived from morphine	s. rohypnol
_____ A stimulant of the central nervous system that is used medically to treat obesity, narcolepsy, and childhood hyperactivity	t. sedative

U5 CH4 L1 DRUGS OUT OF CONTROL

EXERCISE 3

Directions. Next to each of the following situations, indicate whether it describes a case of drug use (U), misuse (M), or abuse (A).

_____ Jane is so upset after work on Tuesday that she takes a double dose of prescribed sleeping pills that night to help her sleep.

_____ Larry has a headache so he takes aspirin as recommended on the bottle.

_____ Joey snorts cocaine with other guests at a party.

_____ Linda drinks an entire bottle of champagne to celebrate her 21st birthday.

_____ Max wants to get over his cold quickly, so instead of taking the correct dose of medication every four hours as prescribed, he takes it every two hours.

_____ Ann's new job is so stressful that she smokes marijuana every night to calm down.

_____ Kathy takes antibiotics for her sinus infection as her doctor prescribed.

_____ Alex takes Ritalin to control his hyperactivity but sometimes shares it with his best friend who is not hyperactive.

U5 CH4 L1 DRUGS OUT OF CONTROL

EXERCISE 4

Directions. Answer the following questions in the spaces provided.

1. List four abilities that alcohol impairs in a person who has too much to drink.

2. Why is it so dangerous to drink and drive?

3. List five health risks associated with long-term alcohol abuse.

4. What plant does marijuana come from? _____

5. List four health problems associated with marijuana use.

6. What two types of drugs covered in this chapter are depressants?

7. What plant does cocaine come from? _____

8. What is crack? _____

9. List two indications and two possible results of an overdose of cocaine.

Indications: _____

Results: _____

10. List four signs of barbiturate abuse.

11. Explain how accidental poisoning can occur when taking barbiturates.

U5 CH4 L1 DRUGS OUT OF CONTROL

EXERCISE 4 (CONTINUED)

12. List two ways that narcotics are used medically.

13. List two possible results of a heroin overdose.

14. List three types of stimulants covered in this chapter.

15. What is “ice” and to what type of drug is it comparable?

16. List six possible results of taking high doses of amphetamines.

17. List four types of hallucinogens covered in this chapter.

18. What risks does a person incur when sharing needles to inject drugs?

19. List four possible effects of PCP abuse.

20. List five toxic chemicals that are abused as inhalants.

U5 CH4 L1 DRUGS OUT OF CONTROL

EXERCISE 4 (CONTINUED)

21. List ten health risks associated with inhaling toxic chemicals.

22. What affect does rohypnol have on the abuser?

23. List seven signs of drug abuse.

24. If a person is unconscious because of a drug overdose, how should you position them until help arrives? Give two reasons why this position is best.

25. What first aid action should you take if someone has overdosed in the last thirty minutes and is conscious?

U6 CH1 L1 INTRODUCTION TO MAPS

EXERCISE 1

Directions. Column A provides definitions of Key Words that are listed in Column B. Match the Key Word with the appropriate definition by placing its letter in the space to the left of Column A.

Column A	Column B
_____ The topographic (or character) of a tract of land	a. bar scales
_____ To align or position oneself (or a map) with the land	b. contour lines
_____ The height of a point above or below mean sea level	c. contrast
_____ Well-known	d. elevation
_____ Lines on a map connecting equal points of elevation	e. intermittent
_____ Instructions placed around the outer edge of a map	f. landforms
_____ The shape of land formations on the earth's surface	g. legend
_____ To show differences when compared	h. man-made
_____ Rulers used to measure distances on a map	i. marginal information
_____ Alternately stopping and starting	j. orient
_____ Manufactured, created, or constructed by man	k. prominent
_____ Natural or man-made features on the earth's surface	l. relief
_____ Maps showing relief and the position of landforms	m. terrain
_____ An explanatory description on a map	n. topographic maps

U6 CH1 L1 INTRODUCTION TO MAPS

EXERCISE 2

Directions. Describe in three steps how to orient a map without using a compass.

- 1. _____

- 2. _____

- 3. _____

EXERCISE 3

Directions. Column A provides descriptions of the ten items of marginal information discussed in the text, which are listed in Column B. Match the item of marginal information with the appropriate description by placing its letter in the space to the left of Column A.

Column A	Column B
_____ Contains information for identifying the grid zone and provides instructions for giving grid references	a. Adjoining map sheets diagram
_____ Identifies the agency that prepared and printed the map	b. contour interval note
_____ Statements of general information about the map	c. declination diagram
_____ Illustrates the symbols used on the map	d. grid reference box
_____ Indicates the prominent cultural or geographic feature	e. legend
_____ Indicates the direction and relationship of north	f. scales
_____ Is a reference number for the map sheet	g. sheet name
_____ Shows the numbers of the surrounding map sheets	h. sheet number
_____ Gives the ratio of map distance to ground distance	i. special notes
_____ Indicates the vertical distance between lines of elevation	j. unit imprint