

Goodheart-Willcox Publisher		
Correlation of <i>Comprehensive Health</i> ©2018 to the Core Curriculum Content Standards for Comprehensive Health and Physical Education		
COMPETENCY		CORRELATING PAGES
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
A. Personal Growth and Development		
2.1.8.A.1	Assess and apply Health Data to enhance each dimension of personal wellness.	112 (Health across the Life Span), 211 (Local and Global Health), 506 (Health in the Media), 544 (Research in Action)
2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.	139 (#6), 302-305, 665-666, 666 (Real World Health)
2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.	246, 252 (#34), 387, 391 (Research in Action), 413, 421, 433 (Research in Action)
2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.	88 (Health in the Media), 122, 128 (#32), 252 (#37), 321 (Health in the Media)
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.	17, 215 (Real World Health), 569, 642 (Real World Health), 688 (Local and Global Health), 777, 784
2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.	690, 712 (Real World Health), 720 (Warm-Up Activity), 729 (Real World Health)
B. Nutrition		
2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.	118 (Real World Health)
2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.	82, 120-125
2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.	81-89, 102 (Hands-On Activity)
2.1.8.B.4	Analyze the nutritional values of new products and supplements.	99 (#5), 103 (Math Practice), 128 (Hands-On Activity)
2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.	82, 163-164
2.1.12.B.2	Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.	89 (Local and Global Health), 117 (Local and Global Health)
2.1.12.B.3	Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's	69-79

	health.	
C. Diseases and Health Conditions		
2.1.8.C.1	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.	369, 389-396, 391 (Research in Action), 393 (Case Study), 400-403, 427-428
2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.	89 (Local and Global Health), 117 (Local and Global Health), 174 (Local and Global Health), 275 (Local and Global Health), 314 (Hands-On Activity), 688 (Local and Global Health)
2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.	503-507, 512 (Real World Health)
2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.	52-53, 110, 161-165, 236, 242, 261-262, 341-343, 362 (Figure 12.8), 365-368, 389-396, 400-403, 415-421, 423-429, 431-435, 503-507
2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.	62 (#32), 102 (#27), 128 (#29), 154 (#27), 252 (#35), 282 (#21), 346 (#30), 378 (#30), 406 (#30), 438 (#17), 470 (#24), 524 (#24 and #25), 554 (#29), 586 (#30), 658 (#28), 732 (#36), 756 (#40)
2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.	149, 514-515, 518
2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.	509-511, 518-519
D. Safety		
2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.	46-47, 187, 307 (Skills for Health and Wellness), 385 (Personal Profile), 386 (Skills for Health and Wellness), 515, 544 (Research in Action), 567-569, 579 (Skills for Health and Wellness), 583 (Real World Health)
2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.	307 (Skills for Health and Wellness), 562 (Warm-Up Activity), 564, 565-566, 570 (Warm-Up Activity), 579 (Skills for Health and Wellness), 580 (Figure 19.12), 583 (Real World Health), 586 (#29 and Hands-On Activity)
2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the traffic safety system.	201, 224 (Hands-On Activity), 486, 775-776
2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.	789, 790, 793-794, 795-796, 799, 800
2.1.12.D.1	Determine the causes and outcomes of	46-47, 57-58, 176, 189-190, 201, 294-295, 298,

	intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.	486, 510 (Research in Action), 577, 650
2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.	550, 554 (#27), 579 (Skills for Health and Wellness), 579-580
2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.	294, 314 (#24), 336 (Real World Health)
2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.	776 (Lesson Activities #1)
2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).	
2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.	789-790, 799, 800, 801-803

E. Social and Emotional Health

2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.	387, 396 (Real World Health), 447 (Personal Profile), 465, 518, 531, 548, 756 (#43)
2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.	448 (Research in Action), 449 (Real World Health), 467 (Real World Health)
2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.	679 (Real World Health)
2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.	479 (Real World Health), 494 (Case Study)
2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.	559
2.1.12.E.2	Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.	445 (Health in the Media), 477 (Health in the Media)
2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.	311 (Real World Health), 447 (Personal Profile), 470 (#25), 476, 488-489, 493, 514, 518, 534-537, 537 (Real World Health), 693, 696 (#24)
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.	447 (Personal Profile), 449 (Real World Health), 479 (Real World Health), 495 (Real World Health), 498 (#26)

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.	530 (Warm-Up Activity), 533-534, 535 (Personal Profile), 558 (Warm-Up Activity), 575 (Warm-Up Activity)
2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.	23, 278-279, 342, 387 (Real World Health), 476, 542, 543 (Case Study), 554 (#28), 560-561, 743 (Skills for Health and Wellness)
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.	534-536, 539, 543
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.	559-561
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.	445 (Health in the Media), 450 (Warm-Up Activity), 477 (Health in the Media), 532, 565
B. Decision-Making and Goal Setting		
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.	271, 277, 311 (#5)
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.	23, 293 (Warm-Up Activity), 498 (Hands-On Activity), 543, 626 (#22), 681, 728, 756 (#42)
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.	118 (Real World Health), 181, 194 (Hands-On Activity), 224 (#28), 454 (Health across the Life Span), 732 (#34), 756 (Hands-On Activity)
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.	76-77, 109-110, 137, 224 (Hands-On Activity), 238, 259, 291, 294-299, 301, 334 (Figure 11.16), 336, 346 (Hands-On Activity), 406 (#32), 559, 573-574, 577-578
2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.	528-555, 537 (Real World Health)
C. Character Development		
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.	451-455
2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.	26, 29, 150 (Health in the Media), 567
2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.	455
2.2.12.C.1	Analyze the impact of competition on personal character development.	188, 535
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.	455, 701, 727, 732 (#36), 742, 752-753, 756 (#41), 756 (Hands-On Activity)
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to	757 (Math Practice)

	address those issues.	
D. Advocacy and Service		
2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.	62 (#32), 470 (#24), 732 (#36)
2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.	115 (Research in Action), 127 (#20), 154 (#30), 448 (Research in Action), 454 (Health across the Life Span), 455 (Real World Health), 712 (Real World Health)
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.	62 (#32), 99 (Real World Health), 128 (#29), 154 (#27), 252 (#35), 282 (#21), 378 (#30), 406 (#30), 438 (#17), 470 (#24), 524 (#25), 554 (#29), 586 (#30), 658 (#28), 733 (#26), 756 (#41)
E. Health Services and Information		
2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.	13 (Warm-Up Activity), 14-17, 18-19, 20 (Real World Health), 93-94, 183, 183 (#11), 184 (Before You Read), 232 (Real World Health), 252 (#37), 279, 730, 756 (#40)
2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.	34 (#28), 62 (#29), 128 (#31), 190-191, 212, 467, 493, 494, 515, 739, 745, 757 (#43)
2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.	13 (Warm-Up Activity), 14-17, 18-19, 20 (Real World Health), 27-31, 31 (Real World Health), 59, 93-94, 109, 118, 183, 183 (#11), 184 (Before You Read), 232 (Real World Health), 252 (#37), 279, 401 (Local and Global Health), 517, 690-691, 706 (Real World Health), 707, 729 (Real World Health), 730, 732 (Hands-On Activity), 756 (#40)
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.	26-31, 41 (Local and Global Health), 89 (Local and Global Health), 354 (Local and Global Health), 401 (Local and Global Health), 478 (Local and Global Health), 622 (Local and Global Health), 689, 703, 722, 729 (Research in Action)
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.		
A. Medicines		
2.3.8.A.1	Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.	322
2.3.8.A.2	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.	322-323
2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.	321, 324, 612
2.3.12.A.2	Summarize the criteria for evaluating the effectiveness of a medicine.	321, 322

2.3.12.A.3	Relate personal abuse of prescription and over-the-counter medicines to wellness.	322-323
B. Alcohol, Tobacco, and Other Drugs		
2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.	272 (Warm-Up Activity), 335
2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.	336
2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.	259-264
2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.	
2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.	287-288, 294, 296 (Health across the Life Span), 297, 298, 302
2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.	298-299, 307 (Skills for Health and Wellness), 332, 336 (Real World Health), 339-340
2.3.8.B.7	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.	333-335
2.3.8.B.8	Analyze health risks associated with injected drug use.	336
2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.	266 (Warm-Up Activity), 272 (Warm-Up Activity), 298, 311 (Case Study), 335, 341
2.3.12.B.2	Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.	336
2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.	296 (Health across the Life Span), 296-298
2.3.12.B.4	Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.	298-299, 307 (Skills for Health and Wellness), 332, 336
2.3.12.B.5	Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.	336
C. Dependency/Addiction and Treatment		
2.3.8.C.1	Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.	267 (Health across the Life Span), 275 (Local and Global Health), 302-303

2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.	309-311, 342-343
2.3.12.C.1	Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.	346 (Hands-On Activity)
2.3.12.C.2	Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.	343 (#7)
2.3.12.C.3	Analyze the societal impact of substance abuse on the individual, family, and community.	272 (Warm-Up Activity), 282 (#20), 311 (Case Study), 311 (Real World Health), 346 (Hands-On Activity)
2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.		
A. Relationships		
2.4.8.A.1	Predict how changes within a family can impact family members.	536-537
2.4.8.A.2	Explain how the family unit impacts character development.	531
2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.	561, 570 (Warm-Up Activity)
2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.	546-547, 548, 549
2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.	540-542, 543 (Case Study), 549-551, 554 (#29)
2.4.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.	551, 579 (Skills for Health and Wellness)
2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.	531
2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.	682, 750 (Research in Action)
2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.	449, 451, 455, 465, 540 (Skills for Health and Wellness), 544 (Real World Health), 678, 682
2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.	536-537, 541, 550-551
2.4.12.A.5	Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).	571, 575 (Warm-Up Activity), 576-577, 579 (Skills for Health and Wellness), 581, 583 (Real World Health), 586 (Hands-On Activity)
2.4.12.A.6	Analyze how various technologies impact the	539-540

	development and maintenance of local and global interpersonal relationships.	
B. Sexuality		
2.4.8.B.1	Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.	665, 676, 737-738
2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.	23, 385, 396 (Real World Health), 702-703, 703 (Skills for Health and Wellness), 742, 743 (Skills for Health and Wellness), 756 (Hands-On Activity)
2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.	708-712, 714-719, 719 (#8 and Real World Health), 721-727, 732 (Hands-On Activity)
2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.	383, 385 (Personal Profile), 387 (#6), 406 (#29), 701 (Personal Profile)
2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.	747 (Local and Global Health), 748-750, 749 (Research in Action), 751-753, 753 (Real World Health), 755 (#38), 756 (#41)
2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.	238 (Real World Health), 393 (Case Study), 396, 428, 623
2.4.12.B.1	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.	614-615, 651 (Warm-Up Activity), 652-653, 701-702
2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data.	396 (Real World Health), 406 (#30), 703, 729, 754 (#18)
2.4.12.B.3	Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.	579 (Skills for Health and Wellness), 706, 716-717
2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.	747 (Local and Global Health), 748, 750, 751, 752, 753 (Real World Health)
2.4.12.B.5	Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).	391 (Research in Action), 393 (Case Study), 396, 400-401, 428, 603 (Skills for Health and Wellness), 623, 720 (Real World Health)
C. Pregnancy and Parenting		
2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.	391 (Research in Action), 600-601
2.4.8.C.2	Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period	608-609, 632-634, 638-642, 644-645

	following birth.	
2.4.8.C.3	Determine effective strategies and resources to assist with parenting.	635 (Skills for Health and Wellness), 652, 655 (Real World Health), 658 (#28 and #30)
2.4.8.C.4	Predict short- and long-term impacts of teen pregnancy.	652-653, 658 (#29 and Hands-On Activity), 701-702
2.4.8.C.5	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.	510, 611-616, 616 (Real World Health)
2.4.12.C.1	Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.	41, 58, 595, 606-623
2.4.12.C.2	Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.	264, 265 (#8), 297-298, 299 (#5), 390, 393, 394, 612, 614, 616 (#4, #6, #8)
2.4.12.C.3	Evaluate the methods and resources available to confirm pregnancy.	391 (Research in Action)
2.4.12.C.4	Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.	727-728
2.4.12.C.5	Evaluate parenting strategies used at various stages of child development based on valid sources of information.	646 (Real World Health), 647 (Warm-Up Activity), 650 (#4), 671 (Figure 22.5), 694 (#8)
2.4.12.C.6	Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.	653, 654-655, 655 (Real World Health)
2.4.12.C.7	Analyze factors that affect the decision to become a parent.	631 (Personal Profile), 701
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
A. Movement Skills and Concepts		
2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).	179 (Figure 6.15), 180 (Figure 6.16), 182, 183 (Figure 6.18), 183 (#9), 194 (#33)
2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.	178-180, 194 (#34)
2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).	
2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.	178-180
2.5.12.A.1	Explain and demonstrate ways to apply	182, 193 (#25)

	movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).	
2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.	178-180, 183 (#9)
2.5.12.A.3	Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).	
2.5.12.A.4	Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.	
B. Strategy		
2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.	561, 586 (#32), 672 (#7)
2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.	446-447, 449 (#7 and Real World Health), 464-465, 491-493
2.5.8.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.	62 (#30), 128 (#29), 191 (Real World Health), 224 (Hands-On Activity)
2.5.12.B.1	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.	561, 586 (#32), 672 (#7)
2.5.12.B.2	Apply a variety of mental strategies to improve performance.	446-447, 449 (#7 and Real World Health), 464-465, 491-493
2.5.12.B.3	Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.	449 (Real World Health), 461 (Real World Health), 470 (Hands-On Activity)
C. Sportsmanship, Rules, and Safety		
2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.	188
2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.	185-191
2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.	168 (#8)
2.5.12.C.1	Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.	180, 182, 191 (#6)
2.5.12.C.2	Develop rule changes to existing games,	184-191, 184 (Warm-Up Activity), 191 (#6)

	sports, and activities that enhance safety and enjoyment.	
2.5.12.C.3	Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.	174 (Local and Global Health)
2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.		
A. Fitness and Physical Activity		
2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.	161-165
2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.	180-183, 183 (#12), 194 (Hands-On Activity)
2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.	173, 183
2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.	119 (Warm-Up Activity), 120-124, 128 (#29)
2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.	171, 194 (Hands-On Activity)
2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.	137, 333
2.6.12.A.1	Compare the short- and long-term impact on wellness associated with physical inactivity.	48, 54, 425, 428
2.6.12.A.2	Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals. (FITT and additional training principles)	194 (Hands-On Activity)
2.6.12.A.3	Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.	112-118, 118 (Real World Health)
2.6.12.A.4	Compare and contrast the impact of health-related fitness components as a measure of fitness and health.	183 (#8), 193 (#23)
2.6.12.A.5	Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.	137, 333