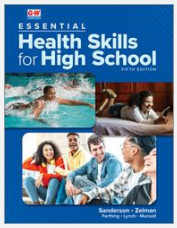
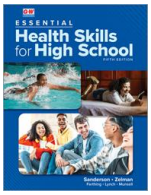
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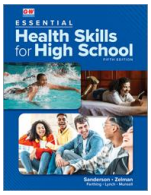
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Early High School



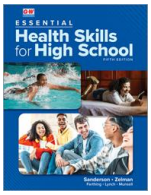
Standards		Correlating Text Pages
STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity		
A. Demonstrate physical competency in a variety of motor skills and movement patterns.		
19.A.4a	Perform skills efficiently in a variety of leisure activities, sports, creative movement, and work-related activities.	**Instruction**: 234-238, 240, 245-250 234 Figure 4.4.3 Anaerobic Activity Versus Aerobic Activity 235 Figure 4.4.4 Flexibility 236 Skills Related Fitness 240 Figure 4.5.1 Training Principles for Increasing Fitness 245 Figure 4.5.6 Steps for Muscle-Strengthening Activities 245 Figure 4.5.7 Steps for Stretching 246 Staying Safe During Physical Activity 250 Prevent and Treat Injuries **Application**: 230 Reading and Notetaking Activity, Warm Up Activity 238 Critical Thinking Skills #3 252 Critical Thinking Skills #2
19.A.4b	Participate daily in moderate to vigorous physical activity while performing movement patterns in a variety of activities.	**Instruction**: 236-246 236 Figure 4.4.5 How Much Physical Activity Should You Get 240 Figure 4.5.1 Training Principles for Increasing Fitness 241 Figure 4.5.2 Bring Physical Activity into Your Daily Life 242 Figure 4.5.3 Overcoming Obstacles to Physical Activity 245 Figure 4.5.6 Steps for Muscle-Strengthening Activities 245 Figure 4.5.7 Steps for Stretching 246 Figure 4.5.8 Places to Get Physical Activity **Application**: 237 Health Across the Life Span - Steps to a Healthier Life 238 Critical Thinking Skills #3 239 Warm Up Activity 240 Case Study - Getting More Physical Activity 243 Skills for Health and Wellness - Making a Physical



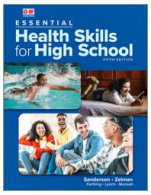
	Standards	Correlating Text Pages
		Activity and Fitness Plan 252 Critical Thinking Skills #1-2, Health and Wellness Skills #1-3
B. Analyze various movement concepts and applications.		
19.B.4a	Analyze various movement patterns for efficiency and effectiveness.	**Instruction**: 240, 242-250 240 Figure 4.5.1 Training Principles for Increasing Fitness 244 Figure 4.5.4 Calculating Maximum and Target Heart Rate 244 Cross Training 245 Figure 4.5.6 Muscles Strengthening 245 Figure 4.5.7 Stretching 248 Pace Yourself, Stay Hydrated 248 Figure 4.5.9 A Warm Up 249 Figure 4.5.10 Strategies for Hot Weather 249 Figure 4.5.11 Strategies for Cold Weather **Application**: 243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan 252 Comprehend Concepts #2, Critical Thinking Skills #2
19.B.4b	Analyze multiple movement patterns with additional combination movement patterns and their effects on the brain.	**Instruction**: 231, 233-234 231 Figure 4.4.1 Benefits of Physical Activity 233 Improved Mental, Emotional, and Social Health 234 Better Performance in School **Application**: 230 Warm Up Activity 233 Research in Action - Physical Activity and Mental and Emotional Health 238 Comprehend Concepts #1, Critical Thinking Skills #1
C. Demonstrate knowledge of rules, safety and strategies during physical activity.		
19.C.4a	Develop rules and safety procedures for physical activities.	**Instruction**: 245-251 245 Figure 4.5.6 Steps for Muscle-Strengthening Activities 245 Figure 4.5.7 Steps for Stretching 248 Figure 4.5.9 Warm Up and Cool Down 249 Use Caution in Extreme Conditions 250 Figure 4.5.12 Understand the Female Athlete Triad 251 Figure 4.5.13 The R.I.C.E. Treatment **Application**: 252 Comprehend Concepts #2, Critical Thinking Skills #2



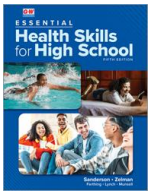
	Standards	Correlating Text Pages
19.C.4b	Select and apply offensive, defensive, and cooperative strategies in selected activities, games, and sports.	**Instruction**: 246-247 246 Be Respectful 247 Sportsmanship
STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.		
A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.		
20.A.4a	Interpret the effects of exercise/physical activity on the level of health-related and skill-related fitness.	**Instruction**: 231-238 231 Figure 4.4.1 Benefits of Physical Activity 232 Figure 4.4.2 Lower Risk of Chronic Conditions 234 Better Performance in School 235 Figure 4.4.4 Flexibility 236 Skill Related Fitness **Application**: 230 Warm Up Activity 233 Research in Action - Physical Activity and Mental and Emotional Health 237 Health Across the Life Span - Steps to a Healthier Life 238 Comprehend Concepts #1-2, Critical Thinking Skills #1
20.A.4b	Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and know the implications of and the benefits from participation in those programs.	**Instruction**: 231-234, 239-246 231 Figure 4.4.1 Benefits of Physical Activity 232 Figure 4.4.2 Lower Risk of Chronic Conditions 234 Better Performance in School 239 Strategies for Getting Physical Activity 240 Figure 4.5.1 Training Principles for Increasing Fitness 241 Figure 4.5.2 Bring Physical Activity into Your Daily Life 242 Vary Frequency, Intensity, Time, and Type 242 Figure 4.5.3 Overcoming Obstacles to Physical Activity 244 Cross Training 245 Figure 4.5.6 Steps for Muscle Strengthening Activities 245 Stretch Your Muscles **Application**: 230 Warm Up Activity 233 Research in Action - Physical Activity and Mental and Emotional Health 237 Health Across the Life Span - Steps to a Healthier Life 239 Warm Up Activity 240 Case Study - Getting More Physical Activity



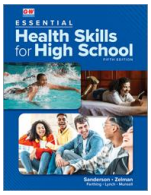
	Standards	Correlating Text Pages
		243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan
B. Assess individual fitness levels.		
20.B.4a	Record and interpret health-related physiological data (e.g., blood pressure, body mass index, oxygen exchange), with and without the use of technology.	**Instruction**: 243-244 244 Figure 4.5.4 Calculating Maximum and Target Heart Rate 244 Figure 4.5.5 Taking a Pulse
20.B.4b	Prepare an individual health- related fitness profile and evaluate fitness level on each component.	**Instruction**: 239-242 244 Figure 4.5.4 Calculating Maximum and Target Heart Rate 244 Figure 4.5.5 Taking a Pulse **Application**: 44 Skills for Health and Wellness - Creating a Health Management Plan 237 Health Across the Life Span 239 Warm Up Activity 243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan
20.B.4c	Understand and explain the importance of fitness as it relates to academic performance.	**Instruction**: 231, 233-234 231 Figure 4.4.1 Benefits of Physical Activity 233 Improved Mental, Emotional, and Social Health 234 Better Performance in School **Application**: 230 Warm Up Activity 233 Research in Action - Physical Activity and Mental and Emotional Health 238 Comprehend Concepts #1, Critical Thinking Skills #1
C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.		
20.C.4a	Set realistic, short-term, health- related fitness goals based on individual profiles.	**Instruction**: 28-29, 125 28 Setting and Reaching Goals 29 Figure 1.4.5 Goals **Application**: 24 Reading and Notetaking Activity, Warm Up Activity 30 Comprehend Concepts #2, Critical Thinking Skills #2
20.C.4b	Analyze personal fitness data and academic performance and describe the correlation between the two.	**Instruction**: 231, 233-234 231 Figure 4.4.1 Benefits of Physical Activity 233 Improved Mental, Emotional, and Social Health 234 Better Performance in School



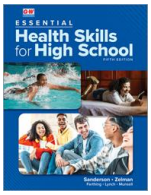
	Standards	Correlating Text Pages
		Application: 230 Warm Up Activity 233 Research in Action - Physical Activity and Mental and Emotional Health 238 Comprehend Concepts #1, Critical Thinking Skills #1
20.C.4c	Evaluate physical fitness services, products, and advertising.	**Instruction**: 34-35, 246-247 34 Evaluating Health Information 246 School and Community Programs 247 Use Proper Equipment **Application**: 27 Case Study - Good Information Enables a Good Decision 31 Warm Up Activity 33 Health in the Media - Analyzing Health Advertisements 36 Research in Action - Debunking Health Claims 37 Figure 1.5.4 Tips for Choosing Health Products 247 Health in the Media - Choosing Fitness Products
20.C.4d	Design and implement a personal fitness program.	**Instruction**: 28-29 28 Setting and Reaching Goals 29 Figure 1.4.5 Goals **Application**: 24 Warm Up Activity 44 Skills for Health and Wellness - Creating a Health Management Plan
STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity.		
A. Demonstrate personal responsibility during group physical activities		
21.A.4a	Demonstrate decision-making skills both independently and with others during physical activities.	**Instruction**: 24-28 25 Figure 1.4.1 Using the Decision Making Process 26 Figure 1.4.2 Explore Alternatives and Options 27 Figure 1.4.3 Factors to Consider When Evaluating a Decision 28 Figure 1.4.4 Collaborative Decision Making **Application**: 24 Reading and Notetaking Activity, Warm Up Activity 27 Case Study - Good Information Enables a Good Decision 30 Comprehend Concepts #1, Critical Thinking Skills #1, Health and Wellness Skills #1, #3



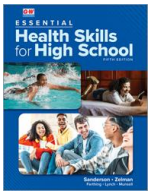
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21.A.4b	Apply identified procedures and safe practices to all group physical activity settings.	**Instruction**: 246-251 246 Be Respectful 247 Use Proper Equipment 248 Pace Yourself, Stay Hydrated 248 Figure 4.5.9 Warm Up and Cool Down 249 Use Caution in Extreme Conditions 250 Understand the Female Athlete Triad 250 Prevent and Treat Injuries 251 Figure 4.5.13 The R.I.C.E. Treatment **Application**: 242 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan 252 Comprehend Concepts #2, Critical Thinking Skills #2
21.A.4c	Complete a given task on time.	**Instruction**: 28-29 28 Setting and Reaching Goals 29 Figure 1.4.5 Goals **Application**: 24 Reading and Notetaking Activity, Warm Up Activity 30 Comprehend Concepts #2, Critical Thinking Skills #1-2
B. Demonstrate cooperative skills during structured group physical activity.		
21.B.4a	Work cooperatively with others to achieve group goals in competitive and non- competitive situations (e.g., challenge course, orienteering).	**Instruction**: 28-29 28 Setting and Reaching Goals 28 Figure 1.4.4 Collaborative Decision Making 29 Figure 1.4.5 Goals **Application**: 24 Reading and Notetaking Activity, Warm Up Activity 30 Comprehend Concepts #2, Critical Thinking Skills #1-2
STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.		
A. Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.		
22A.4a	Compare and contrast communicable, chronic, and degenerative illnesses (e.g., influenza, cancer, arthritis).	**Instruction**: 413-431, 440-447, 450-455, 457-463 415 Figure 7.3.1 Bacteria 416 Figure 7.3.2 Parasites 417 Figure 7.3.3 Methods of Transmission 417 Figure 7.3.4 Objects That Can Spread Infections, If Contaminated 418 Figure 7.3.5 The First Line of Defense 419 Figure 7.3.6 Phagocytes



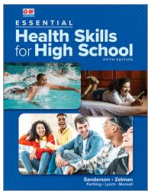
	Standards	Correlating Text Pages
		420 Figure 7.3.7 What Causes Non Communicable Diseases 421 Figure 7.3.8 Genetic Factors 425 Figure 7.4.1 Common Communicable Diseases 426 Figure 7.4.2 COVID-19 429 Figure 7.4.4 Hepatitis 430 Figure 7.4.5 Changing Environments and Climates 441 Figure 7.6.1 Cardiovascular System 442 Figure 7.6.2 Diseases of Blood Vessels 443 Figure 7.6.3 Blood Pressure 443 Figure 7.6.4 Blood Pressure Ranges 444 Figure 7.6.5 Stroke 445 Figure 7.6.6 Heart Attack 445 Figure 7.6.7 Congestive Heart Failure 446 Figure 7.6.8 Types of Arrhythmias 452 Figure 7.7.1 Common Cancers 453 Figure 7.7.2 Skin Cancer 458 Figure 7.8.1 Diabetes Mellitus 460 Figure 7.8.2 Epilepsy 461 Arthritis 463 Figure 7.8.3 Asthma **Application**: 413 Reading and Notetaking Activity, Warm Up Activity 414 Local and Global Health - The Unequal Burden of Communicable Disease 423 Critical Thinking Skills #1-2, Health and Wellness Skills #1-2 424 Reading and Notetaking Activity, Warm Up Activity 431 Comprehend Concepts #1-2, Critical Thinking Skills #1, Health and Wellness Skills #2 440 Warm Up Activity 452 Case Study - Understanding Risk 464 Comprehend Concepts #1-4, Critical Thinking Skills #1-3, Health and Wellness Skills #1-3
22.A.4b	4b Analyze possible outcomes of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness).	**Instruction**: 423, 432-436, 447-448, 455 423 Figure 7.3.9 Promoting Health After a Diagnosis 433 Figure 7.5.1 Hand Washing 435 Figure 7.5.2 Use Respiratory Etiquette 437 Figure 7.5.4 Bacterial Infections 447 Figure 7.6.9 Preventing Cardiovascular Diseases



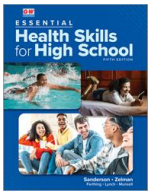
	Standards	Correlating Text Pages
		448 Figure 7.6.10 Methods of Diagnosing Cardiovascular Diseases 455 Figure 7.7.3 Reducing Your Risk for Cancer **Application**: 422 Local and Global Health - Promoting Health with Self Care 423 Health and Wellness Skills #1 431 Health and Wellness Skills #2 432 Warm Up Activity 434 Case Study - Blocking Germs Every Day 436 Skills for Health and Wellness - Help Prevent the Spread of Disease 438 Research in Action - Combating Antibiotic Resistance 439 Comprehend Concepts #1-2, Critical Thinking Skills #1-2, Health and Wellness Skills #1-3 446 Skills for Health and Wellness - Promote Heart Health 449 Comprehend Concepts #3, Critical Thinking Skills #3, Health and Wellness Skills #1, #3 450 Warm Up Activity 454 Research in Action - At Home Cancer Tests 456 Comprehend Concepts #3, Health and Wellness Skills #2-3
22.A.4c	Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community (e.g., first aid, CPR).	**Instruction**: 328-335, 337-348, 350-355 329 Figure 6.1.1 Reducing Fall Hazards in the Home 330 Figure 6.1.2 Poisoning Prevention 332 Figure 6.1.4 Motor Vehicle Safety 333 Figure 6.1.5 Give Driving Your Full Attention 335 Figure 6.1.6 Workplace Safety 338 Figure 6.2.1 First Aid Kit Essentials 339 Figure 6.2.2 Calling 911 340 Figure 6.2.3 Treating Minor Injuries 341 Figure 6.2.4 Venomous Snakes in North America 342 Figure 6.2.5 Administering an EpiPen 342 Figure 6.2.6 Burns 344 Figure 6.2.7 CPR 344 Figure 6.2.8 Using an Automated External Defibrillator (AED) 345 Figure 6.2.9 Signs and Symptoms of Frostbite 346 Figure 6.2.10 Heat Related Illnesses 348 Figure 6.2.11 The Five and Five Method



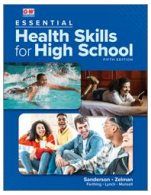
	Standards	Correlating Text Pages
		351 Figure 6.3.1 Behaviors to Report 353 Figure 6.3.2 Staying Safe in Social Situations 353 Figure 6.3.3 Fire Prevention and Safety 354 Figure 6.3.4 What to Include in an Escape Plan 355 Figure 6.3.5 Disaster Preparedness **Application**: 328 Warm Up Activity 331 Health in the Media - Social Media Challenges and Dares 336 Comprehend Concepts #1-3, Critical Thinking Skill's #1-3, Health and Wellness Skills #1-3 337 Reading and Notetaking Activity, Warm Up Activity 347 Local and Global Health - Extreme Weather and a Changing Climate 349 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-2 350 Warm Up Activity 352 Case Study - Staying Safe 356 Comprehend Concepts #1-4, Critical Thinking Skills #1-4, Health and Wellness Skills #1-4
22.A.4d	Research and report about a career in health promotion, health care and injury prevention.	**Instruction**: 36-37, 39-44, 49-53, 69, 176, 180-181, 186, 322-323 35 Figure 1.5.3 Lifelong Learners 37 Figure 1.5.5 Advocate Health Promotion 40 Primary Care Physician 40 Figure 1.6.1 Medical Specialists 49 Community Resources 50 Figure 1.7.4 Ways You Can Help 51 Support Environmental Justice 51 Public Health 52 Figure 1.7.6 Health Organizations 69 Figure 1.9.5 Mediators 176 Therapists 180 Figure 3.5.2 Counselors 181 Figure 3.5.3 What Does a Therapist Do? 186 Figure 3.5.6 National Alliance on Mental Illness (NAMI) 322 Figure 5.6.8 Rehabilitation Programs 323 Support Groups **Application**: 38 Comprehend Concepts #4, Critical Thinking Skills #1,



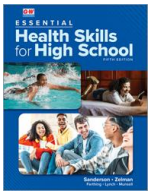
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		Health and Wellness Skills #2 39 Warm Up Activity 41 Case Study - Health Resources: What Are Available and How to Access Them 45 Comprehend Concepts #1-4, Health and Wellness Skills #3 46 Warm Up Activity 53 Comprehend Concepts #2-3, Critical Thinking Skills #2, Health and Wellness Skills #1, #3 182 Case Study - Mental Health Medical Record Profiles
B. Describe and explain the factors that influence health among individuals, groups, and communities.		
22.B.4a	Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).	**Instruction**: 10-14, 16-22 10 Risk and Protective Factors 16 Physical Environment 17 Figure 1.3.1 Climate, Geography, and Pollution 17 Figure 1.3.2 Home, School, and Work Conditions 18 Social Environment 19 Figure 1.3.3 Cultural Practices That Affect Health and Wellness 19 Media and Technology 21 Figure 1.3.5 Education and Income 22 Access to Health Services **Application**: 16 Reading and Notetaking Activity, Warm Up Activity 18 Local and Global Health - Perceptions and Norms: The Impact on Health 20 Health in the Media - How Has Technology Affected Health 22 Skills for Health and Wellness - What Factors Affect Your Health 23 Comprehend Concepts #1-4, Critical Thinking Skills #1-4, Health and Wellness Skills #1-2
C. Explain how the environment can affect health.		
22.C.4a	Analyze how environmental conditions can affect health on a large scale (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion).	**Instruction**: 368-380 369 Figure 6.5.1 Natural Resources 371 Figure 6.5.2 Higher Income Countries and Waste 372 Figure 6.5.3 Climate Change Affects Health 373 Figure 6.5.4 Air Pollution



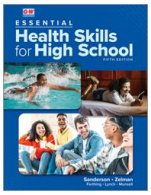
	Standards	Correlating Text Pages
		374 Figure 6.5.5 Acid Rain, Smog, Ozone 375 Figure 6.5.6 Avoiding Air Pollution 376 Figure 6.5.7 Water Pollution 377 Figure 6.5.8 Plastic 378 Figure 6.5.9 Examples of Hazardous Chemicals **Application**: 368 Reading and Notetaking Activity, Warm Up Activity 370 Local and Global Health - Water and Sanitation 379 Research in Action - Which Substances Are Carcinogens 380 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-3
D. Describe how to advocate for the health of individuals, families and communities		
22.D.4a	Identify health resources to help influence others in making healthy choices.	**Instruction**: 24-27, 31-38, 39-44, 46-53, 381 27 Figure 1.4.3 Factors to Consider When Evaluating a Decision 32 Figure 1.5.1 Health Websites 34 Figure 1.5.2 Evaluating Health Information 35 Figure 1.5.3 Lifelong Learners 37 Figure 1.5.4 Tips for Choosing Health Products 38 Figure 1.5.5 Communicating Health Information 40 Figure 1.6.1 Medical Specialists 42 Figure 1.6.3 Minors Can Consent For 43 Getting Regular Checkups and Screenings 43 Figure 1.6.4 Questions to Ask Your Doctor 49 Promoting the Health of Your Community 50 Figure 1.7.4 Ways You Can Help 51 Support Environmental Justice 52 Figure 1.7.6 Federal Health Organizations **Application**: 27 Case Study - Good Information Enables a Good Decision 31 Warm Up Activity 33 Health in the Media - Analyzing Health Advertisements 36 Research in Action -Debunking Health Claims 38 Comprehend Concepts #1-4, Critical Thinking Skills #1-4, Health and Wellness Skills #1-2 39 Warm Up Activity 41 Case Study - Health Resources: What Are Available and How to Access Them 44 Skills for Health and Wellness - Creating a Health Management Plan



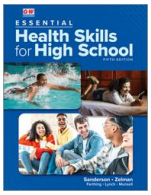
Standards		Correlating Text Pages
		53 Health and Wellness Skills #3
STATE GOAL 23: Understand human body systems and factors that influence growth and development.		
A. Describe and explain the structure and functions of the human body systems and how they interrelate.		
23A.4a	Explain how body system functions can be maintained and improved (e.g., exercise/fitness, nutrition, safety).	**Instruction**: 2-8, 13-14, 43, 151-159, 207-215, 231-236 2 Dimensions of Health and Wellness 4 Figure 1.1.1 Health, Well-Being, and Wellness 4 Physical Health 5 Figure 1.1.2 Mental and Emotional Health 6 Social Health 7 The Continuum of Health 8 Figure 1.1.3 Health Continuum 13 Figure 1.2.3 Behavioral Factors 43 Figure 1.6.4 Getting Regular Checkups and Screenings 152 Reduce Stress 153 Set Healthy Boundaries 154 Manage Your Time 155 Figure 3.2.3 Using Positive Self Talk 156 Handle Stressful Situations 157 Figure 3.2.5 Deep Breathing 158 Take Care of Yourself 159 Figure 3.2.7 Using Mindfulness to Reduce Stress 212 Figure 4.2.5 Choose Nutrient Dense Foods 213 Limit Added Sugars, Saturated Fats, and Sodium 214 Figure 4.2.6 Making Healthier Food Choices 215 Figure 4.2.7 Avoid Unhealthy Strategies 231 Figure 4.4.1 Benefits of Physical Activity **Application**: 2 Warm Up Activity 3 Case Study - The Interactions of Your Health 9 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-3 15 Health and Wellness Skills #5 44 Skills for Health and Wellness - Creating a Health Management Plan 45 Health and Wellness Skills #3 151 Warm Up Activity 158 Skills for Health and Wellness - Trying Relaxation Techniques 160 Comprehend Concepts #1-4, Critical Thinking Skills #1-4, Health and Wellness Skills #1-5



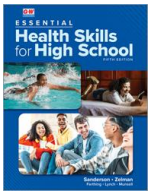
	Standards	Correlating Text Pages
		233 Research in Action - Physical Activity and Mental and Emotional Health 207 Warm Up Activity 211 Skills for Health and Wellness - Weight and Nutrition
B. Explain the effects of health-related actions on the body systems.		
23.B.4a	Explain immediate and long- term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/ emotional health).	**Instruction**: 2-8, 13-14, 43, 151-159, 207-215, 231-236 2 Dimensions of Health and Wellness 4 Figure 1.1.1 Health, Well-Being, and Wellness 4 Physical Health 5 Figure 1.1.2 Mental and Emotional Health 6 Social Health 7 The Continuum of Health 8 Figure 1.1.3 Health Continuum 13 Figure 1.2.3 Behavioral Factors 43 Figure 1.6.4 Getting Regular Checkups and Screenings 152 Reduce Stress 153 Set Healthy Boundaries 154 Manage Your Time 155 Figure 3.2.3 Using Positive Self Talk 156 Handle Stressful Situations 157 Figure 3.2.5 Deep Breathing 158 Take Care of Yourself 159 Figure 3.2.7 Using Mindfulness to Reduce Stress 212 Figure 4.2.5 Choose Nutrient Dense Foods 213 Limit Added Sugars, Saturated Fats, and Sodium 214 Figure 4.2.6 Making Healthier Food Choices 215 Figure 4.2.7 Avoid Unhealthy Strategies 231 Figure 4.4.1 Benefits of Physical Activity **Application**: 2 Warm Up Activity 3 Case Study - The Interactions of Your Health 9 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-3 15 Health and Wellness Skills #5 44 Skills for Health and Wellness - Creating a Health Management Plan 45 Health and Wellness Skills #3 151 Warm Up Activity 158 Skills for Health and Wellness - Trying Relaxation Techniques



	Standards	Correlating Text Pages
		160 Comprehend Concepts #1-4, Critical Thinking Skills #1-4, Health and Wellness Skills #1-5 233 Research in Action - Physical Activity and Mental and Emotional Health 207 Warm Up Activity 211 Skills for Health and Wellness - Weight and Nutrition
C. Describe factors that affect growth and development.		
23.C.4a	Describe changes in physical health and body functions at various stages of the life cycle.	**Application**: 123 Health Across the Life Span - How Does Mindset Affect Aging? 237 Health Across the Life Span - Steps to a Healthier Life *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 31-35, 38-43 31 Stages of Human Development 31 Figure 9.4.3 Infant Milestones 32 Figure 9.4.4 Development of Toddlers 32 Figure 9.4.5 Motor Skills of Preschoolers 33 Figure 9.4.6 Development During Middle Childhood 34 Figure 9.4.7 Stages of Adulthood 39 Figure 9.5.1 Sex Hormones 40 Figure 9.5.3 The Human Sexual Response Cycle **Application**: 35 Health Across the Life Span - The Aging Process 38 Warm Up Activity 41 Research in Action - The Adolescent Brain
D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.		
23.D.4a	Explain how brain functions can be maintained and improved through activity.	**Instruction**: 231, 233-234 231 Figure 4.4.1 Benefits of Physical Activity 233 Improved Mental, Emotional, and Social Health 234 Better Performance in School **Application**: 230 Warm Up Activity 233 Research in Action - Physical Activity and Mental and Emotional Health 238 Comprehend Concepts #1, Critical Thinking Skills #1
STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.		



Standards		Correlating Text Pages
A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.		
24A.4a	Describe the effects (e.g., economic losses, threats to personal safety) of conflict and violence upon the health of individuals, families, and communities.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 69-76, 84, 87, 92-101, 103, 108-110 69 Figure 10.11 Violent Behavior 71 Figure 10.1.3 Emotional Signs of Bullying 75 Effects of Cyberbullying 84 Effects of Sexual Harassment 87 Figure 10.2.6 Consequences of Sexual Assault 93 Figure 10.3.1 Types of Abuse 94 Pattern of Abuse 95 Intimate Partner Violence 97 Sibling Abuse 98 Elder Abuse 99 Figure 10.3.7 Signs of Abuse 103 School Violence 108 Hate Crimes 109 Terrorism **Application**: 71 Research in Action - Do Violent Video Games Cause Violence 75 Case Study - Rumors: A Harmless Story 101 Critical Thinking Skills #1 102 Warm Up Activity
24A.4b	Formulate strategies to prevent conflict and resolve differences.	**Instruction**: 63-69 64 Figure 1.9.1 Conflicts 65 Figure 1.9.2 Resolving Conflicts 66 Figure 1.9.3 Identify the Cause of the Conflict 67 Figure 1.9.4 Examples of Compromises for Common Conflicts 69 Figure 1.9.5 Using Mediation **Application**: 63 Reading and Notetaking Activity, Warm Up Activity 65 Research in Action - The Magic Relationship Ratio 68 Skills for Health and Wellness - Solve a Conflict with a Friend 70 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-3



Standards		Correlating Text Pages
B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.		
24.B.4a	Explain how decision making affects the achievement of individual health goals.	**Instruction**: 24-28 25 Figure 1.4.1 Using the Decision Making Process 26 Figure 1.4.2 Explore Alternatives and Options 27 Figure 1.4.3 Factors to Consider When Evaluating a Decision 28 Figure 1.4.4 Collaborative Decision Making **Application**: 24 Reading and Notetaking Activity, Warm Up Activity 27 Case Study - Good Information Enables a Good Decision 30 Comprehend Concepts #1, Critical Thinking Skills #1, Health and Wellness Skills #1, #3
C. Demonstrate skills essential to enhancing health and avoiding dangerous situations		
24.C.4a	Formulate a plan to achieve individual health goals.	**Instruction**: 28-29, 125 28 Setting and Reaching Goals 29 Figure 1.4.5 Goals **Application**: 24 Reading and Notetaking Activity, Warm Up Activity 30 Comprehend Concepts #2, Critical Thinking Skills #2