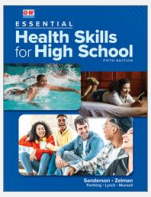
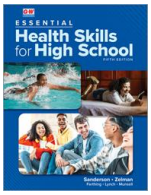
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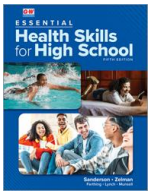
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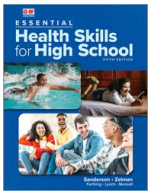
Standards		Correlating Text Pages
STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity		
A. Demonstrate physical competency in a variety of motor skills and movement patterns.		
19.A.5a	Demonstrate knowledge and skills in a self-selected individual sport, a team sport, 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.5b	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 Activity and Fitness Plan



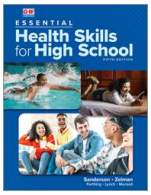
Standards		Correlating Text Pages
		252 Critical Thinking Skills #1-2, Health and Wellness Skills #1-3
B. Analyze various movement concepts and applications.		
19.B.5a	Apply the principles of efficient movement to evaluate personal performance.	**Instruction**: 240, 242-250 240 Figure 4.5.1 Training 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.5b	Develop and implement a variety of movement concepts to enhance brain function	**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.5a	Select components (e.g., equipment, boundaries, number of players, rules) which promote participation in novel or original physical activities.	**Instruction**: 245-251 245 Figure 4.5.6 Steps for Muscle-Strengthening Activities 245 Figure 4.5.7 Steps for Stretching 246 Be Respectful 247 Use Proper Equipment 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**:



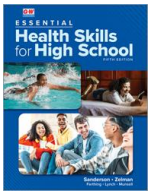
Standards		Correlating Text Pages
		252 Comprehend Concepts #2, Critical Thinking Skills #2, Health and Wellness Skills #1-3
19.C.5b	Analyze and apply complex offensive, defensive, and cooperative strategies for selected games and sports.	**Instruction**: 246-247 246 Be Respectful 247 Sportsmanship
STATE 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.5a	Implement an individualized health- related fitness plan which includes the principles of training.	**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 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 Staying Safe During Physical Activity 246 Figure 4.5.8 Places to Get Physical Activity 250 Prevent and Treat Injuries **Application**: 230 Reading and Notetaking Activity, Warm Up Activity 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 Activity and Fitness Plan 252 Critical Thinking Skills #1-2, Health and Wellness Skills #1-3
20.A.5b	Develop and implement various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics, implications and benefits of each.	**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 236 Figure 4.4.5 How Much Physical Activity Should You Get



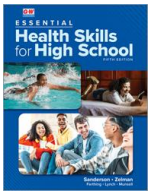
	Standards	Correlating Text Pages
		240 Figure 4.5.1 Training Principles for Increasing Fitness 241 Figure 4.5.2 Bring Physical Activity into Your Daily Life 242 Figure 4.5.3 Overcoming Obstacles to Physical Activity 245 Figure 4.5.6 Steps for Muscle-Strengthening Activities 245 Figure 4.5.7 Steps for Stretching 246 Staying Safe During Physical Activity 246 Figure 4.5.8 Places to Get Physical Activity 250 Prevent and Treat Injuries **Application**: 230 Reading and Notetaking Activity, Warm Up Activity 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 Activity and Fitness Plan 252 Critical Thinking Skills #1-2, Health and Wellness Skills #1-3
B. Assess individual fitness levels.		
20.B.5a	Collect and interpret health-related fitness data over a period of time, 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.5b	Evaluate the effects of fitness choices and heredity on wellness.	**Instruction**: 2-9, 10-14, 230-234 4 Figure 1.1.1 Health, Well Being, and Wellness 5 Figure 1.1.2 Mental and Emotional Health 6 Interactions of Health Dimensions 7 The Continuum of Health 8 Figure 1.1.3 Health Continuum 11 Genetic Factors 12 Figure 1.2.2 The Role of Genes 13 Figure 1.2.3 Behavior Factors 231 Figure 4.4.1 Benefits of Physical Activity 232 Figure 4.4.2 Reduce the Risk of Cardiovascular Diseases **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



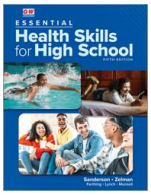
Standards		Correlating Text Pages
		10 Reading and Notetaking Activity, Warm Up Activity 15 Comprehend Concepts #1-3, Critical Thinking Skills #1-3 230 Reading and Notetaking Activity, Warm Up Activity 233 Research in Action - Physical Activity and Mental and Emotional Health 237 Health Across the Life Span 238 Comprehend Concepts #1-3, Critical Thinking Skills #1-3
20.B.5c	Analyze and explain the correlation between level of fitness and academic achievement.	**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.5a	Set realistic, long-term, health- related fitness goals based on individual profiles.	**Instruction**: 28-29, 125, 231-238, 239-242 28 Setting and Reaching Goals 29 Figure 1.4.5 Goals 231 Figure 4.4.1 Benefits of Physical Activity 232 Figure 4.4.2 Lower Risk of Chronic Conditions 235 Figure 4.4.4 Flexibility 236 Skill Related Fitness 241 Figure 4.5.2 Bring Physical Activity into Your Daily Life 242 Figure 4.5.3 Overcoming Obstacles to Physical Activity **Application**: 24 Reading and Notetaking Activity, Warm Up Activity 30 Comprehend Concepts #2, Critical Thinking Skills #2 123 Health Across the Life Span - How Does Mindset Affect Aging? 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 #1 239 Warm Up Activity 240 Case Study - Getting More Physical Activity



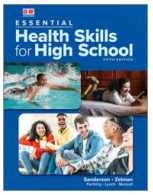
	Standards	Correlating Text Pages
		243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan 252 Critical Thinking Skills #1 *See Supplemental Human Development, Relationships, and Sexual Health* 35 Health Across the Life Span - The Aging Process
20.C.5b	Understand how aging, illness, and injury affect physical activity.	
20.C.5c	Use profile data to monitor an individual wellness/fitness plan.	**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
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.5a	Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).	**Instruction**: 246-247 246 Be Respectful 247 Sportsmanship
B. Demonstrate cooperative skills during structured group physical activity..		
21.B.5a	Demonstrate when to lead and when to be supportive to accomplish group goals.	**Instruction**: 28-29, 246-247 28 Setting and Reaching Goals 29 Figure 1.4.5 Goals 246 Be Respectful 247 Sportsmanship **Application**: 24 Reading and Notetaking Activity, Warm Up Activity 30 Comprehend Concepts #2, Critical Thinking Skills #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.		



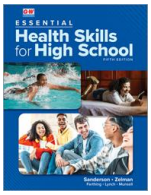
	Standards	Correlating Text Pages
22A.5a	Explain strategies for managing contagious, chronic, and degenerative illnesses (e.g., various treatment and support systems).	**Instruction**: 413-423, 425-431, 432-439, 447-448 413 Understanding Communicable Diseases 420 Understanding Noncommunicable Diseases 422 Diagnosis and Treatment for Noncommunicable Diseases 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 435 Get Needed Vaccinations 437 Treating Communicable Diseases 437 Figure 7.5.4 Fighting Antibiotic Resistance 447 Preventing and Treating Cardiovascular Diseases **Application**: 414 Local and Global Health - The Unequal Burden of Communicable Disease 422 Local and Global Health - Promoting Health with Self Care 423 Critical Thinking Skills #1 424 Warm Up Activity 427 Health in the Media - The Health Hazards of Misinformation 431 Critical Thinking Skills #1-2, 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
22.A.5b	Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations (e.g., impact of worksite health promotion programs).	**Instruction:** 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 435 Get Needed Vaccinations 447 Preventing and Treating Cardiovascular Diseases **Application**: 414 Local and Global Health - The Unequal Burden of Communicable Disease 422 Local and Global Health - Promoting Health with Self Care 427 Health in the Media - The Health Hazards of Misinformation 434 Case Study - Blocking Germs Every Day 436 Skills for Health and Wellness - Help Prevent the



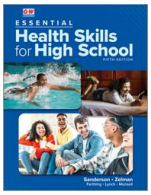
	Standards	Correlating Text Pages
		Spread of Disease 438 Research in Action - Combating Antibiotic Resistance 446 Skills for Health and Wellness - Promote Heart Health
22.A.5c	Explain how health and safety problems have been altered by technology, media and medicine (e.g., product testing; control of polio; advanced surgical techniques; improved treatments for cancer, diabetes, and heart disease; worksite safety management).	**Instruction**: 19-20, 141, 344, 408, 414, 435-436 19 Figure 1.3.4 Media and Technology 141 Stressors from Technology 344 Figure 6.2.8 Using an Automated External Defibrillator (AED) 435 Vaccinations 436 Figure 7.5.3 Common Vaccines **Application**: 20 Health in the Media - How Has Technology Affected Health 23 Comprehend Concepts #3, Critical Thinking Skills #3, Health and Wellness Skills #1 143 Health in the Media - Can Social Media Cause Stress 408 Health in the Media - Using Technology to Improve Sleep 414 Local and Global Health - The Unequal Burden of Communicable Disease 427 Health in the Media - The Health Hazards of Misinformation
B. Describe and explain the factors that influence health among individuals, groups, and communities.		
22.B.5a	Analyze how public health policies, laws, and the media function to prevent and control illness (e.g., product and food labeling, food safety and handling, school immunizations).	**Instruction**: 46-53, 208-210, 223-226 51 Public Health Goals 52 Figure 1.7.6 Health Organizations 208 Figure 4.2.1 Dietary Guidelines for Americans, MyPlate 223 Figure 4.3.2 Nutrition Facts and Food Labels 224 Ingredients List 225 Claims on Food Labels **Application**: 20 How Has Technology Affected Health? 33 Analyzing Health Advertisements 46 Warm Up Activity 53 Comprehend Concepts #2-3 275 Tobacco in the Media: Then and Now 408 Using Technology to Improve Sleep 427 The Health Hazards of Misinformation 459 Social Media and Disease



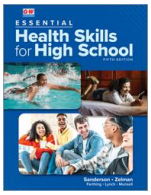
Standards		Correlating Text Pages
C. Explain how the environment can affect health.		
22.C.5a	Compare and contrast how individuals, communities, and states prevent and correct health- threatening environmental problems (e.g., recycling, banning leaf burning, restaurant inspections, OSHA standards in the workplace).	**Instruction**: 381-389 381 Laws Protecting the Environment 382 Clean Air Act, Safe Drinking Water Act, Resource Conservation and Recovery Act 383 Environmental Protection Strategies 383 Figure 6.6.1 Waste Management Hierarchy 384 Figure 6.6.2 Buy Green Products 385 Figure 6.6.3 Conserving Energy at Home 386 Figure 6.6.4 Renewable Energy 387 Reuse and Recycle 389 Figure 6.6.5 Ways You Can Advocate for Your Environment **Application**: 381 Reading and Notetaking Activity, Warm Up Activity 383 Case Study - Environmental Impact 385 Health in the Media - The Hidden Costs of Cheap Goods 387 Skills for Health and Wellness - Donating Used Belongings 390 Comprehend Concepts #1-2, Critical Thinking Skills #1-2, Health and Wellness Skills #1-4
D. Describe how to advocate for the health of individuals, families and communities		
22.D.5a	Explain how individuals can improve or help sustain school or community health initiatives and/or services.	**Instruction**: 46-53, 112-113, 215, 381-389 48 Figure 1.7.2 Evaluating Environmental Factors in Your Community 49 Promoting the Health of Your Community 50 Participate in Community Service 50 Figure 1.7.4 Ways You Can Help 51 Consider Organ Donation 51 Support Environmental Justice 112 Figure 2.4.6 Advocate for Positive Body Image 215 Advocate for Healthy Eating Patterns 384 Figure 6.6.2 Buy Green Products 385 Figure 6.6.3 Conserving Energy at Home 386 Use Efficient Transportation 387 Reuse and Recycle 388 Learn About Waste Treatment and Disposal 389 Figure 6.6.5 Ways You Can Advocate for Your



Standards		Correlating Text Pages
		Environment **Application**: 49 Local and Global Health - Challenges to Accessing Healthcare 46 Warm Up Activity 53 Critical Thinking Skills #2-3, Health and Wellness Skills #1-3 113 Health and Wellness Skills #4 219 Health and Wellness Skills #2 381 Warm Up Activity 382 Case Study - Environmental Impact 385 Health in the Media - The Hidden Costs of Cheap Goods 387 Skills for Health and Wellness - Donating Used Belongings 390 Critical Thinking Skills #1-2, Health and Wellness Skills #2-3
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.5a	Explain how the systems of the body are affected by exercise and the impact that exercise has on learning.	**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
B. Explain the effects of health-related actions on the body systems.		
23.B.5a	Understand the effects of healthy living on individuals and their future generations (e.g., not using alcohol, tobacco, and other drugs during pregnancy).	**Instruction**: 288-292, 432-436, 447-448, 455 293 Fetal Alcohol Spectrum Disorders 432 Preventing Communicable Diseases 433 Figure 7.5.1 Wash Your Hands 435 Figure 7.5.2 Respiratory Etiquette 435 Vaccinations 447 Preventing Cardiovascular Diseases 455 Figure 7.7.3 Reducing Your Risk for Cancer **Application**: 287 Local and Global Health - Consequences of Alcohol Use 422 Local and Global Health - Promoting Health with Self

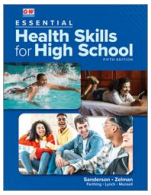


Standards		Correlating Text Pages
		Care 432 Warm Up Activity 434 Case Study - Blocking Germs Every Day 436 Skills for Health and Wellness - Help Prevent the Spread of Disease 446 Skills for Health and Wellness - Promote Heart Health 449 Health and Wellness Skills #3 450 Warm Up Activity 452 Case Study - Understanding Risk *See Supplemental Human Development, Relationships, and Sexual Health* **Instruction**: 23-25 23 Healthy Behaviors During Pregnancy **Application**: 18 Warm Up Activity 26 Comprehend Concepts #2, Health and Wellness Skills #2
C. Describe factors that affect growth and development.		
23.C.5a	Explain how the aging process affects body systems (e.g., vision, hearing, immune system).	**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, 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 Physical Development 40 Figure 9.5.2 Weight and Fat Gain **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.		



Standards		Correlating Text Pages
23.D.5a	Analyze and communicate information regarding physical activity and fitness levels and their effects on how the brain functions.	**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.		
A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.		
24A.5a	Compare and contrast 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
B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.		
24.B.5a	Explain immediate and long- term impacts of health decisions to the individual, family and community.	**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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Standards		Correlating Text Pages
C. Demonstrate skills essential to enhancing health and avoiding dangerous situations		
24.C.5a	Evaluate progress toward the attainment of a health goal.	**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