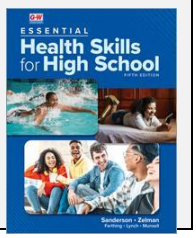
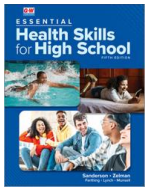
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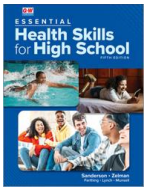
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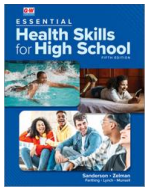
Academic Standards		Correlating Textbook Pages
10. 1. Concepts of Health ***Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:***		
A.	Evaluate factors that impact growth and development during adulthood and late adulthood. • acute and chronic illness • communicable and non- communicable disease • health status • relationships (e.g., marriage, divorce, loss) • career choice • aging process • retirement	**Instruction**: 8, 10-14, 21, 420-423, 436-438, 466-472, 480-483 8 Figure 1.1.3 Health Continuum 11 Figure 1.2.1 Cell Structure 12 Figure 1.2.2 The Role of Genes in Noncommunicable Diseases 13 Figure 1.2.3 Nutrition and Physical Activity 21 Figure 1.3.5 Percentage of Adults with Certain Health Conditions by Education 420 Figure 7.3.7 Obesity and Noncommunicable Diseases 421 Figure 7.3.8 An Example of Genetic Factors and Noncommunicable Diseases 423 Figure 7.3.9 Promoting Health After a Diagnosis 436 Figure 7.5.3 Common Vaccines 437 Figure 7.5.4 Fighting Antibiotic Resistance 467 Figure 8.1.1 Relationships 469 Figure 8.1.3 Care, Commitment, and Support 472 Figure 8.1.5 Unhealthy Relationship Signs 480 Figure 8.2.5 Relationships in Your Community **Application**: 9 Health and Wellness Skills #1-3 22 Skills for Health and Wellness - What Factors Affect Your Health 320 Skills for Health and Wellness - Refusing Substances 422 Local and Global Health - Promoting Health with Self Care 471 Health in the Media - Media Relationships: Healthy or Unhealthy *See Supplemental Human Development, Relationships, and Sexual Health* **Instruction:** 27-35, 36-37, 113, 130-131, 133-137, 163-167 28 Figure 9.4.1 Factors Affecting Development 29 Figure 9.4.2 Disabilities 34 Figure 9.4.7 Stages of Adulthood 37 Figure 9.4.8 Effects of Grief 113 Figure 11.1.1 Risk Factors for STIs 130 Figure 11.2.5 HIV Prevention 134 Figure 11.3.1 Benefits of Sexual Abstinence



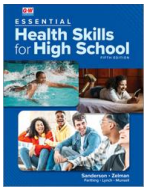
Academic Standards		Correlating Textbook Pages
		136 Figure 11.3.2 Condoms 137 Figure 11.3.3 Abstinence and Condoms 163 Figure 12.2.1 Evaluating Information About Sexual Health **Application**: 27 Reading and Notetaking Activity, Warm Up Activity 35 Health Across the Life Span - The Aging Process 36 Skills for Health and Wellness - Working Through Grief 37 Comprehend Concepts #1-2, Critical Thinking Skills #1-2, Health and Wellness Skills #1-2 121 Case Study - A Vaccine for an STI 124 Health and Wellness Skills #2 125 Warm Up Activity 133 Warm Up Activity 135 Health in the Media - Conversations About Sexual Activity 140 Comprehend Concepts #1, Critical Thinking Skills #1 162 Reading and Notetaking Activity, Warm Up Activity 164 Case Study - Is That Really True
B.	Evaluate factors that impact the body systems and apply protective/ preventive strategies. ● fitness level ● environment (e.g., pollutants, available health care) ● health status (e.g., physical, mental, social) ● nutrition	**Instruction**: 144-147, 173-174, 404, 418, 433, 435-436, 440-449, 458 144 Figure 3.1.3 Fight or Flight Response 146 Figure 3.1.4 Physical Effects 404 Figure 7.2.1 The Body Systems During Sleep 418 Figure 7.3.5 Body Systems of the First Line of Defense 436 Figure 7.5.3 Common Vaccines (Immune System) 441 Figure 7.6.1 Cardiovascular System **Application**: 440 Warm Up Activity 449 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-3
C.	Analyze factors that impact nutritional choices of adults. ● cost ● food preparation (e.g., time, skills) ● consumer skills (e.g., understanding food labels, evaluating fads) ● nutritional knowledge ● changes in nutritional requirements (e.g., age, physical activity level)	**Instruction**: 208-219, 221-228 208 Figure 4.2.1 MyPlate Food Guidance 210 Figure 4.2.4 MyPlate Plan 214 Figure 4.2.6 Making Healthier Food Choices 215 Figure 4.2.7 Characteristics of Fad Diets 217 Figure 4.2.8 Pairing Complementary Proteins 221 Figure 4.3.1 Strategies for Eating Healthy in Social Situations 223 Figure 4.3.2 Nutrition Facts 224 Figure 4.3.3 Checking the Ingredient List 226 Figure 4.3.4 Make Ahead Healthy Smacks **Application**: 199 Local and Global Health - Undernutrition: A Global Problem 207 Reading and Notetaking Activity, Warm Up Activity



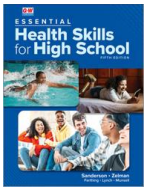
Academic Standards		Correlating Textbook Pages
		211 Skills for Health and Wellness - Weight and Nutrition 218 Case Study - Individual Dietary Needs 219 Comprehend Concepts #1-2, #4, Critical Thinking Skills #1-4, Health and Wellness Skills #1-2 220 Warm Up Activity 222 Research in Action - How Do Emotions Affect Your Food Choices 225 Health in the Media - Be Wary of Celebrity Endorsements 227 Skills for Health and Wellness - Following a Recipe 229 Comprehend Concepts #1-4, Critical Thinking Skills #1-4, Health and Wellness Skills #1-4
D.	Evaluate issues relating to the use/non-use of drugs. ● psychology of addiction ● social impact (e.g., cost, relationships) ● chemical use and fetal development ● laws relating to alcohol, tobacco and chemical substances ● impact on the individual ● impact on the community	**Instruction**: 261-270, 271-284, 285-296, 297-310 262 Figure 5.2.1 More People Die 262 Figure 5.2.2 Medications and the Brain 264 Figure 5.2.3 Medication Misuse Makes People More Likely To 265 Figure 5.2.4 Prescription Opioids 266 Figure 5.2.5 Opioid Overdose 268 Figure 5.2.6 Diet Pills 269 Figure 5.2.7 Types of PEDs 274 Figure 5.3.2 The Impact of Nicotine 276 Figure 5.3.3 Chemicals Found in Cigarette Smoke 277 Figure 5.3.4 Respiratory Conditions 278 Figure 5.3.5 Myths and Facts About Vaping 279 Figure 5.3.6 Aerosol Created by Vaping Devices 282 Figure 5.3.8 Secondhand Smoke During Pregnancy and Childhood 283 Figure 5.3.9 Thirdhand Smoke and Aerosol 286 Figure 5.4.1 Alcoholic Drinks 286 Figure 5.4.2 Drinking Alcohol 287 Figure 5.4.3 Factors Affecting BAC 288 Figure 5.4.4 Patterns of Alcohol Consumption 289 Figure 5.4.5 Effects on the Brain 290 Figure 5.4.6 As BAC Increases, So Does Impairment 291 Figure 5.4.7 Experimenting with Alcohol 292 Figure 5.4.8 Alcohol Poisoning 293 Figure 5.4.9 Cirrhosis 293 Figure 5.4.10 Risky Behaviors 294 Figure 5.4.11 Social Consequences 297 Figure 5.5.1 Symptoms of Withdrawal 300 Figure 5.5.2 Overdose 304 Figure 5.5.4 Myths and Facts About Marijuana **Application**: 258 Case Study - The Reality of Medication Abuse 261 Reading and Notetaking Activity, Warm Up Activity 263 Case Study - Prescription Problems



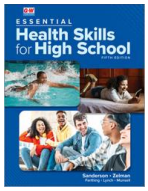
Academic Standards		Correlating Textbook Pages
		267 Local and Global Health - Impact of the COVID 19 Pandemic on Substance Use 268 Skills for Health and Wellness - Reporting Substance Use 270 Comprehend Concepts #1-2, Critical Thinking Skills #1-2, Health and Wellness Skills #1-2 271 Reading and Notetaking Activity, Warm Up Activity 273 Case Study - Just a Vape 281 Research in Action - Tobacco Use and Risky Behaviors 284 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-2 285 Reading and Notetaking Activity 287 Local and Global Health - Consequences of Alcohol Use 291 Case Study - The Impact of Alcohol 295 Health Across the Life Span - The Consequences of Drunk Driving Do Not Go Away 296 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-4 297 Reading and Notetaking Activity 299 Research in Action - Your Brain on Drugs 311 Comprehend Concepts #1-2, Critical Thinking Skills #1-2, Health and Wellness Skills #1-4
E.	Identify and analyze factors that influence the prevention and control of health problems. ● research ● medical advances ● technology ● government policies/regulations	**Instruction**: 40-44, 46-53, 191-193, 316-325, 423, 428, 432-436, 447-448, 455 40 Figure 1.6.1 Medical Specialists 43 Figure 1.6.4 Getting Regular Checkups and Screenings 48 Figure 1.7.2 Evaluating Environmental Factors in Your Community 50 Figure 1.7.3 Crisis Hotlines 52 Figure 1.7.5 National Public Health Goals 52 Figure 1.7.6 Federal Health Organizations 193 Figure 3.6.4 Suicide Prevention Resources 317 Figure 5.6.4 Analyzing Advertisements 318 Figure 5.6.5 Planning Ahead 319 Figure 5.6.6 Ways to Say No 321 Figure 5.6.7 Government Regulations on Substances 322 Figure 5.6.8 Types of Rehabilitation Programs 323 Figure 5.6.9 Examples of Medicinal Treatment 324 Figure 5.6.10 Support Groups 423 Figure 7.3.9 Promoting Health After a Diagnosis 428 Figure 7.4.3 Reducing Risk of MRSA 433 Figure 7.5.1 Hand Washing 435 Figure 7.5.2 Wearing a Mask 436 Figure 7.5.3 Common Vaccines 448 Figure 7.6.10 Methods of Diagnosing Cardiovascular Diseases 455 Figure 7.7.3 Reducing Your Risk for Cancer



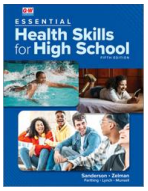
Academic Standards		Correlating Textbook Pages
		Application: 39 Reading and Notetaking Activity, Warm Up Activity 41 Case Study - Health Resources: What Are Available and How to Access Them 44 Skills for Health and Wellness - Creating a Health Management Plan 45 Comprehend Concepts #1-4, Critical Thinking Skills #1-4, Health and Wellness Skills #1-3 46 Warm Up Activity 53 Comprehend Concepts #2-3, Health and Wellness Skills #1-3 320 Skills for Health and Wellness - Refusing Substances 325 Skills for Health and Wellness - Helping Someone with a Substance Use Disorder 326 Comprehend Concepts #1-4, Critical Thinking Skills #1-4, Health and Wellness Skills #1-5 432 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
10.2. Healthful Living ***Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:.***		
A.	Evaluate health care products and services that impact adult health practices.	**Instruction**: 22, 35-37, 39-44 37 Figure 1.5.4 Tips for Choosing Health Products 38 Figure 1.5.5 The Wider Scope of Health Promotion 40 Figure 1.6.1 Medical Specialists 42 Figure 1.6.2 The Basics of Insurance 42 Figure 1.6.3 Minors Can Consent For 43 Figure 1.6.4 Getting Regular Checkups and Screenings 44 Figure 1.6.5 Conditions and Symptoms Requiring Emergency Healthcare **Application**: 22 Skills for Health and Wellness - What Factors Affect Your Health 23 Critical Thinking Skills #4 36 Research in Action - Debunking Health Claims 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 45 Comprehend Concepts #1-4, Critical Thinking Skills #1-4, Health and Wellness Skills #1-3



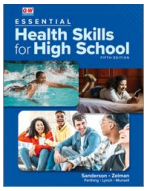
Academic Standards		Correlating Textbook Pages
B.	Assess factors that impact adult health consumer choices. • access to health information • access to health care • cost • safety	**Instruction**: 19-22, 31-44 19 Figure 1.3.4 Media and Technology 21 Figure 1.3.5 Education and Income 32 Figure 1.5.1 Locating Health Information 34 Figure 1.5.2 Evaluating Health Information 37 Figure 1.5.4 Tips for Choosing Health Products 38 Figure 1.5.5 The Wider Scope of Health Promotion 40 Figure 1.6.1 Medical Specialists 42 Figure 1.6.2 The Basics of Insurance 43 Figure 1.6.4 Questions to Ask Your Doctor **Application**: 22 Skills for Health and Wellness - What Factors Affect Your Health 23 Critical Thinking Skills #4, Health and Wellness Skills #1 31 Reading and Notetaking Activity, Warm Up Activity 33 Health in the Media - Analyzing Health Advertisements 36 Research in Action - Debunking Health Claims 38 Comprehend Concepts #3, Critical Thinking Skills #2-3, Health and Wellness Skills #1 39 Reading and Notetaking Activity, 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 45 Comprehend Concepts #4, Health and Wellness Skills #1-3
C.	Compare and contrast the positive and negative effects of the media on adult personal health and safety.	**Instruction**: 19-20, 31-36, 83-84, 105-111, 116, 247, 385, 427, 471 19 Figure 1.3.4 Media and Technology 32 Figure 1.5.1 Health Websites 34 Figure 1.5.2 Evaluating Health Information 105 Figure 2.4.1 Body Image 105 Figure 2.4.2 Media and Society 109 Figure 2.4.4 Questions for Reviewing Media Images 112 Figure 2.4.6 Government Advocacy for Positive Body Image **Application**: 20 Health in the Media - How Has Technology Affected Health 23 Critical Thinking Skills #3, Health and Wellness Skills #1 31 Warm Up Activity 33 Health in the Media - Analyzing Health Advertisements 36 Research in Action - Debunking Health Claims 38 Comprehend Concepts #1, Critical Thinking Skills #1-2, Health and Wellness Skills #1-2



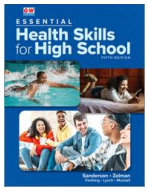
Academic Standards		Correlating Textbook Pages
		84 Research in Action - Technology and Your Mental and Emotional Health 87 Critical Thinking Skills #1 104 Warm Up Activity 110 Health in the Media - Editing and Airbrushing Media Images 116 Health in the Media - The Rapid Spread of Negative Emotions 247 Health in the Media - Choosing Fitness Products 385 Health in the Media - The Hidden Costs of Cheap Goods 427 Health in the Media - The Health Hazards of Misinformation 471 Health in the Media - Media Relationships: Health or Unhealthy
D.	Examine and apply a decision-making process to the development of short and long-term health goals.	**Instruction**: 24-29, 125 25 Figure 1.4.1 Using the Decision Making Process 26 Figure 1.4.2 Alternatives 27 Figure 1.4.3 Factors to Consider When Evaluating a Decision 28 Figure 1.4.4 Best Practices for Collaborative Decision Making 29 Figure 1.4.5 Goals **Application**: 24 Reading and Notetaking Activity, Warm Up Activity 27 Case Study - Good Information Enables a Good Decision 30 Comprehend Concepts #1-2, Critical Thinking Skills #1-2, Health and Wellness Skills #1-3 33 Health in the Media - Analyzing Health Advertisements 125 Case Study - Social Media Envy *See Supplemental Human Development and Relationships and/or Human Development, Relationships, and Sexual Health* **Instruction:** 57-59, 61-64 59 Figure 9.7.3 Questions to Ask About Media 62 Figure 9.7.5 Discuss Your Decision **Application**: 58 Health in the Media - Portrayal of Sex in the Media 64 Skills for Health and Wellness - Use the Decision Making Process: Sexual Activity 66 Critical Thinking Skills #3, Health and Wellness Skills #1-3
E.	Analyze the interrelationship between environmental factors and community health.	**Instruction**: 16-22, 46-49, 421, 430, 451



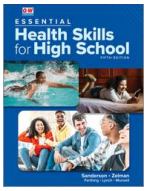
Academic Standards		Correlating Textbook Pages
	• public health policies and laws/health promotion and disease prevention • individual choices/maintenance of environment • recreational opportunities/ health status	17 Figure 1.3.1 Climate, Geography, and Pollution 17 Figure 1.3.2 Home, School, and Work Conditions 19 Figure 1.3.3 Cultural Practices That Affect Health and Wellness 19 Figure 1.3.4 Media and Technology 21 Figure 1.3.5 Education and Income 47 Figure 1.7.1 Parts of a Community 48 Figure 1.7.2 Evaluating Environmental Factors in Your Community 50 Figure 1.7.3 Crisis Hotlines 50 Figure 1.7.4 Ways You Can Help 52 Figure 1.7.5 National Public Health Goals 52 Figure 1.7.6 Federal Health Organizations 430 Figure 7.4.5 Changing Environments and Climates **Application**: 16 Reading and Notetaking Activity, Warm Up Activity 18 Local and Global Health - Perceptions and Norms: The Impact on 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 46 Reading and Notetaking Activity, Warm Up Activity 49 Local and Global Health - Challenges to Accessing Healthcare 53 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-3
10.3. Safety and Injury Prevention 3 ***Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:***		
A.	Assess the personal and legal consequences of unsafe practices in the home, school or community. • loss of personal freedom • personal injury • loss of income • impact on others • loss of motor vehicle operator's license	**Instruction**: 25-26, 264, 280-282, 294-296, 329-335, 350-355, 358-366 25 Figure 1.4.1 Using the Decision Making Process (Consider the Consequences) 293 Figure 5.4.10 Risky Behaviors 329 Figure 6.1.1 Reducing Fall Hazards in the Home 330 Figure 6.1.2 Poisonous Substances Around the Home 330 Figure 6.1.3 Natural Substances Can Also Be Poisonous 332 Figure 6.1.4 Safety on School Buses 333 Figure 6.1.5 Give Driving Your Full Attention 335 Figure 6.1.6 Ergonomics 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



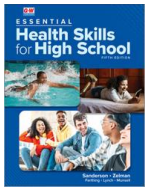
Academic Standards		Correlating Textbook Pages
		358 Figure 6.4.1 Aspects of a Digital Footprint 360 Figure 6.4.2 Copyright Laws 361 Figure 6.4.3 Trolling, Flaming, and Cyberbullying 362 Figure 6.4.4 Personal Information 363 Figure 6.4.5 Tips for Using Privacy Settings 363 Figure 6.4.6 Before You Post Online 365 Figure 6.4.7 Hacking and Viruses 366 Figure 6.4.8 Navigating Websites Safely **Application**: 281 Research in Action - Tobacco Use and Risky Behaviors 287 Local and Global Health - Consequences of Alcohol Use 295 Health Across the Life Span - The Consequences of Drunk Driving Do Not Go Away 328 Reading and Notetaking Activity, Warm Up Activity 331 Health in the Media - Social Media Challenges and Dares 336 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-3 350 Reading and Notetaking Activity, Warm Up Activity 352 Case Study - Staying Safe 356 Comprehend Concepts #1-4, Critical Thinking Skills #1-4, Health and Wellness Skills #1-4 357 Reading and Notetaking Activity, Warm Up Activity 359 Skills for Health and Wellness - Promoting an Online Environment of Respect 364 Case Study - Navigating Life Online 367 Comprehend Concepts #1-3, Critical Thinking Skills #1-3, Health and Wellness Skills #1-2
B.	Analyze and apply strategies for the management of injuries. • CPR • advanced first aid	**Instruction**: 337-348 338 Figure 6.2.1 First Aid Kit Essentials 339 Figure 6.2.2 Calling 911: What They Need to Know 340 Figure 6.2.3 Treating Minor Injuries 341 Figure 6.2.4 Bites and Stings 342 Figure 6.2.5 EpiPens 342 Figure 6.2.6 Types of 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 **Application**: 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



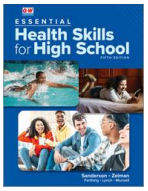
Academic Standards		Correlating Textbook Pages
C.	Analyze the impact of violence on the victim and surrounding community.	*See Supplemental Human Development and Relationships and/or Human Development, Relationships, and Sexual Health* **Instruction**: 68-77, 80-84, 86-87, 92-101, 102-110 71 Figure 10.1.3 Effects of Bullying 87 Figure 10.2.6 Consequences of Sexual Assault 93 Figure 10.3.1 Emotional Abuse 95 Figure 10.3.3 Intimate Partner Violence 96 Figure 10.3.4 Abuse 97 Figure 10.3.5 Sibling Abuse 99 Figure 10.3.7 Signs of Abuse and Neglect 108 Figure 10.4.4 A Person Being Trafficked May Show **Application**: 71 Research in Action - Do Violent Video Games Cause Violence 75 Case Study - Rumors: A Harmless Story 84 Health in the Media - The Hazards of Rape Culture 91 Health and Wellness Skills #1 101 Critical Thinking Skills #1 102 Warm Up Activity 107 Local and Global Health - Human Trafficking: A Worldwide Issue 110 Comprehend Concepts #2
D.	Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.	**Instruction**: 231-238, 239-251 231 Figure 4.4.1 Benefits of Physical Activity 232 Figure 4.4.2 Physical Activity Reduces the Risk 235 Figure 4.4.4 Flexibility 240 Figure 4.5.1 Training Principles for Increasing Fitness 241 Figure 4.5.2 Even Small Doses 242 Figure 4.5.3 Overcoming Obstacles to Physical Activity 244 Figure 4.5.4 Calculating Maximum and Target Heart Rate 245 Figure 4.5.6 Do Muscle Strengthening Activities 245 Figure 4.5.7 Steps for Stretching 246 Figure 4.5.8 Places to Get Physical Activity 248 Figure 4.5.9 A Warm Up Should Include 249 Figure 4.5.10 Strategies for Hot Weather 249 Figure 4.5.11 Strategies for Cold Weather 250 Figure 4.5.12 The Female Athlete Triad 251 Figure 4.5.13 Prevent and Treat Injuries **Application**: 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 - Steps to a Healthier Life



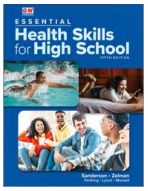
Academic Standards		Correlating Textbook Pages
		238 Comprehend Concepts #1, Critical Thinking Skills #1 239 Reading and Notetaking Activity, Warm Up Activity 240 Case Study - Getting More Physical Activity 243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan 252 Comprehend Concepts #2, Critical Thinking Skills #1-2
10.4. Physical Activity ***Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to*:**		
A.	Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.	**Instruction**: 28-29, 239-251 29 Figure 1.4.5 Goals 240 Figure 4.5.1 Training Principles for Increasing Fitness 241 Figure 4.5.2 Even Small Doses 242 Figure 4.5.3 Overcoming Obstacles to Physical Activity 244 Figure 4.5.4 Calculating Maximum and Target Heart Rate 245 Figure 4.5.6 Do Muscle Strengthening Activities 245 Figure 4.5.7 Steps for Stretching 246 Figure 4.5.8 Places to Get Physical Activity 248 Figure 4.5.9 A Warm Up Should Include 249 Figure 4.5.10 Strategies for Hot Weather 249 Figure 4.5.11 Strategies for Cold Weather 250 Figure 4.5.12 The Female Athlete Triad 251 Figure 4.5.13 Prevent and Treat Injuries **Application**: 239 Reading and Notetaking Activity, Warm Up Activity 240 Case Study - Getting More Physical Activity 243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan 252 Comprehend Concepts #2, Critical Thinking Skills #1-2
B.	Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities. • social • physiological • psychological	**Instruction**: 231-238 231 Figure 4.4.1 Benefits of Physical Activity 232 Figure 4.4.2 Lower Risk of Chronic Conditions 234 Figure 4.4.3 Health Related Fitness 235 Figure 4.4.4 Flexibility **Application**: 230 Reading and Notetaking Activity, Warm Up Activity 233 Research in Action - Physical Activity and Mental and Emotional Health 238 Comprehend Concepts #1-2, Critical Thinking Skills #1
C.	Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity. • aging • injury	**Instruction**: 240-242 241 Figure 4.5.2 Even Small Doses 242 Figure 4.5.3 Overcoming Obstacles to Physical Activity



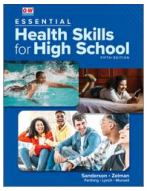
Academic Standards		Correlating Textbook Pages
	• disease	**Application**: 123 Health Across the Life Span - How Does Mindset Affect Aging 237 Health Across the Life Span - Steps to a Healthier Life 252 Critical Thinking Skills #1
D.	Evaluate factors that affect physical activity and exercise preferences of adults. • personal challenge • physical benefits • finances • motivation • access to activity • self-improvement	**Instruction**: 231-234, 239-251 231 Figure 4.4.1 Benefits of Physical Activity 232 Figure 4.4.2 Lower Risk of Chronic Conditions 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 246 Figure 4.5.8 Places to Get Physical Activity 250 Figure 4.5.12 The Female Athlete Triad **Application**: 233 Research in Action - Physical Activity and Mental and Emotional Health 236 Health Across the Life Span - Steps to a Healthier Life 238 Comprehend Concepts #1, Critical Thinking Skills #1 239 Warm Up Activity 240 Case Study - Getting More Physical Activity 243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan 247 Health in the Media - Choosing Fitness Products Critical Thinking Skills #1, Health and Wellness Skills #1, #3
E.	Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.	**Instruction**: 231-238, 239-251 231 Figure 4.4.1 Benefits of Physical Activity 232 Figure 4.4.2 Physical Activity Reduces the Risk 235 Figure 4.4.4 Flexibility 240 Figure 4.5.1 Training Principles for Increasing Fitness 241 Figure 4.5.2 Even Small Doses 242 Figure 4.5.3 Overcoming Obstacles to Physical Activity 244 Figure 4.5.4 Calculating Maximum and Target Heart Rate 245 Figure 4.5.6 Do Muscle Strengthening Activities 245 Figure 4.5.7 Steps for Stretching 246 Figure 4.5.8 Places to Get Physical Activity 248 Figure 4.5.9 A Warm Up Should Include 249 Figure 4.5.10 Strategies for Hot Weather 249 Figure 4.5.11 Strategies for Cold Weather 250 Figure 4.5.12 The Female Athlete Triad 251 Figure 4.5.13 Prevent and Treat Injuries **Application**:



Academic Standards		Correlating Textbook Pages
		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 - Steps to a Healthier Life 238 Comprehend Concepts #1, Critical Thinking Skills #1 239 Reading and Notetaking Activity, Warm Up Activity 240 Case Study - Getting More Physical Activity 243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan 252 Comprehend Concepts #2, Critical Thinking Skills #1-2
F.	Assess and use strategies for enhancing adult group interaction in physical activities. ● shared responsibility ● open communication ● goal setting	**Instruction**: 239-251 241 Figure 4.5.2 Even Small Doses 242 Figure 4.5.3 Overcoming Obstacles to Physical Activity 246 Figure 4.5.8 Use Community Programs **Application**: 237 Health Across the Life Span - Steps to a Healthier Life 238 Health and Wellness Skills #2 240 Case Study - Getting More Physical Activity 243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan
10.5. Concepts, Principles and Strategies of Movement **Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:**		
A.	Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.	**Instruction**: 234-238, 239-251 234 Figure 4.4.3 Health Related Fitness 235 Figure 4.4.4 Flexibility 240 Figure 4.5.1 Training Principles for Increasing Fitness 241 Figure 4.5.2 Even Small Doses 242 Figure 4.5.3 Overcoming Obstacles to Physical Activity 246 Figure 4.5.8 Places to Get Physical Activity **Application**: 230 Reading and Notetaking Activity, Warm Up Activity 237 Health Across the Life Span 238 Comprehend Concepts #1-2 239 Warm Up Activity 240 Case Study - Getting More Physical Activity 243 Skills for Health and Wellness - Making a Physical Activity and Fitness Plan
B.	Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills. ● open and closed skills ● short-term and long-term memory ● aspects of good performance	**Instruction**: 236-238, 240 240 Figure 4.5.1 Training Principles for Increasing Fitness **Application**: 230 Reading and Notetaking Activity 252 Critical Thinking Skills #2



Academic Standards		Correlating Textbook Pages
C.	Evaluate the impact of practice strategies on skill development and improvement.	**Instruction**: 236-238, 240 240 Figure 4.5.1 Training Principles for Increasing Fitness **Application**: 230 Reading and Notetaking Activity 252 Critical Thinking Skills #2
D.	Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.	**Instruction**: 234-238, 240-251 234 Figure 4.4.3 Anaerobic Activity Versus Aerobic Activity 235 Figure 4.4.4 Flexibility 240 Figure 4.5.1 Training Principles for Increasing Fitness 241 Figure 4.5.2 Even Small Doses 242 Figure 4.5.3 Overcoming Obstacles to Physical Activity 244 Figure 4.5.4 Calculating Maximum and Target Heart Rate 245 Figure 4.5.6 Do Muscle Strengthening Activities 245 Figure 4.5.7 Steps for Stretching 246 Figure 4.5.8 Places to Get Physical Activity 248 Figure 4.5.9 A Warm Up Should Include 249 Figure 4.5.10 Strategies for Hot Weather 249 Figure 4.5.11 Strategies for Cold Weather 250 Figure 4.5.12 The Female Athlete Triad 251 Figure 4.5.13 Prevent and Treat Injuries **Application**: 237 Health Across the Life Span 238 Comprehend Concepts #2, Critical Thinking Skills #2-3, Health and Wellness Skills #3 252 Comprehend Concepts #1-2, Critical Thinking Skills #1-2, Health and Wellness Skills #1-2
E.	Evaluate movement forms for appropriate application of scientific and biomechanical principles. • efficiency of movement • mechanical advantage • kinetic energy • potential energy • inertia • safety	**Instruction**: 234-238, 239-249 234 Figure 4.4.3 Anaerobic Activity Versus Anaerobic Activity 235 Figure 4.4.4 Flexibility 240 Figure 4.5.1 Training Principles for Increasing Fitness 244 Figure 4.5.4 Calculating Maximum and Target Heart Rate 244 Figure 4.5.5 Taking a Pulse 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 **Application**: 230 Reading and Notetaking Activity, Warm Up Activity 238 Comprehend Concepts #2 252 Comprehend Concepts #1



Academic Standards		Correlating Textbook Pages
F.	Analyze the application of game strategies for different categories of physical activities. • individual • team • lifetime • outdoor	**Instruction:** 239-250 240 Figure 4.5.1 Training Principles for Increasing Fitness 241 Figure 4.5.2 Even Small Doses 246 Figure 4.5.8 Use School and Community Programs 249 Figure 4.5.10 Strategies for Hot Weather 249 Figure 4.5.11 Strategies for Cold Weather **Application**: 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 Comprehend Concepts #2, Health and Wellness Skills #1