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Goodheart-Willcox Publisher Correlation of <i>Comprehensive Health Skills for Middle School</i> ©2019 to the Core Curriculum Content Standards for Comprehensive Health and Physical Education		
COMPETENCY		CORRELATING PAGES
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
A. Personal Growth and Development		
2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.	Instruction: 9 Assessment: 13 (Hands-On)
2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.	Instruction: 538-539 Assessment: 563 (#22)
2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.	Instruction: 42 (Building Your Skills) Assessment: 49 (Hands-On)
2.1.8.A.1	Assess and apply Health Data to enhance each dimension of personal wellness.	Instruction: 9 Assessment: 13 (Hands-On)
2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.	Instruction: 16-21 Assessment: 21 (Hands-On)
2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.	Instruction: 212 (Figure 7.2) Assessment: 237 (#20)
2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.	Instruction: 288 Assessment: 295 (#20)
B. Nutrition		
2.1.6.B.1	Determine factors that influence food choices and eating patterns.	Instruction: 181 Assessment: 182 (#5)
2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.	Instruction: 171 Assessment: 205 (#16)
2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.	Instruction: 177-180 Assessment: 182 (Hands-On)
2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.	Instruction: 178, 179 (Figure 6.19) Assessment: 205 (#19)
2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.	Instruction: 181 Assessment: 182 (#5)



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2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.	Instruction: 188-192, 193 Assessment: 205 (#22)
2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.	Instruction: 177-180 Assessment: 205 (#20)
2.1.8.B.4	Analyze the nutritional values of new products and supplements.	Instruction: 178, 179 (Figure 6.19) Assessment: 205 (#19)
C. Diseases and Health Conditions		
2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.	Instruction: 337-340 Assessment: 340 (#4, 5)
2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.	Instruction: 375-376 Assessment: 380 (#4)
2.1.6.C.3	Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.	Instruction: 131-137, 140-144 Assessment: 138 (#5), 145 (#145)
2.1.8.C.1	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.	Instruction: 342-346, 348, 354, 355-356 Assessment: 349 (#5), 356 (#4)
2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.	Instruction: 375-376 Assessment: 380 (#4)
2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.	Instruction: 131-137 Assessment: 155 (#16)
D. Safety		
2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.	Instruction: 73, 222, 278, 281 Assessment: 226 (Hands-On)
2.1.6.D.2	Explain what to do if abuse is suspected or occurs.	Instruction: 513-514 Assessment: 515 (Hands-On)
2.1.6.D.3	Summarize the components of the traffic safety system and explain how people contribute to making the system effective.	Instruction: 403-405 Assessment: 406 (#3)
2.1.6.D.4	Assess when to use basic first-aid procedures.	Instruction: 410 Assessment: 418 (Hands-On)
2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self	Instruction: 308 (Case Study) Assessment: 283 (#4)



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	and others.	
2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.	Instruction: 399 Assessment: 406 (Hands-On)
2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the traffic safety system.	Instruction: 403-405 Assessment: 406 (#3)
2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.	Instruction: 411-418 Assessment: 418 (#2-5, Hands-On)
E. Social and Emotional Health		
2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.	Instruction: 458-463 Assessment: 467 (Hans-On)
2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.	Instruction: 464, 501, 521 Assessment: 493 (#16), 522 (Hands-On)
2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.	Instruction: 118-124, 152 Assessment: 124 (Hands-On)
2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.	Instruction: 110-114 Assessment: 114 (#1-4)
2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.	Instruction: 501, 504, 522 Assessment: 525 (#23)
2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.	Instruction: 470 Assessment: 475 (Hands-On)
2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.	Instruction: 118-124 Assessment: 124 (#5)
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
A. Interpersonal Communication		
2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.	Instruction: 458-460 Assessment: 467 (#2-4)
2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.	Instruction: 460-462, 465-466 Assessment: 467 (#5)
2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a	Instruction: 458-460 Assessment: 467 (#2-4)



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	variety of settings and cultures in different situations.	
2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.	Instruction: 24-26, 460-462, 465-466 Assessment: 32 (Hands-On), 467 (#5)
B. Decision-Making and Goal Setting		
2.2.6.B.1	Use effective decision-making strategies.	Instruction: 23-24 Assessment: 32 (#1)
2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.	Instruction: 23-24 Assessment: 32 (#1)
2.2.6.B.3	Determine how conflicting interests may influence one's decisions.	Instruction: 23-24 Assessment: 32 (#1)
2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.	Instruction: 24 Assessment: 32 (#5)
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.	Instruction: 23-24 Assessment: 32 (#1)
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.	Instruction: 24 Assessment: 32 (#1)
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.	Instruction: 24 Assessment: 32 (#1)
C. Character Development		
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.	Instruction: 110-114 Assessment: 127 (#15)
2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.	Instruction: 114 Assessment: 127 (#15)
2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.	Instruction: 477-478, 506, 520 Assessment: 493 (#22)
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.	Instruction: 100-101 Assessment: 104 (Hands-On)
2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.	Instruction: 520 Assessment: 493 (#22)
2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.	Instruction: 136, 222 Assessment: 63 (#17), 226 (Hands-On)
D. Advocacy and Service		
2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.	Instruction: 440 Assessment: 446 (Hands-On)



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2.2.6.D.2	Develop a position about a health issue in order to inform peers.	Instruction: 30-32 Assessment: 35 (#22)
2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.	Instruction: 471, 483 Assessment: 383 (#20)
2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.	Instruction: 30-32 Assessment: 35 (#22)
E. Health Services and Information		
2.2.6.E.1	Determine the validity and reliability of different types of health resources.	Instruction: 27-29 Assessment: 93 (#18)
2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.	Instruction: 32, 124, 141, 202 Assessment: 155 (#18)
2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.	Instruction: 27-29 Assessment: 63 (#22), 93 (#18)
2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.	Instruction: 32, 124, 141, 202 Assessment: 155 (#18)
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.		
A. Medicines		
2.3.6.A.1	Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.	Instruction: 304-305 Assessment: 305 (#5, Hands-On)
2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.	Instruction: 301-304 Assessment: 305 (#4)
2.3.8.A.1	Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.	Instruction: 301-304 Assessment: 305 (#3, 4)
2.3.8.A.2	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.	Instruction: 305 Assessment: 329 (#19, 20)
B. Alcohol, Tobacco, and Other Drugs		
2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.	Instruction: 307-313 Assessment: 317 (#5)
2.3.6.B.2	Relate tobacco use and the incidence of disease.	Instruction: 245-249 Assessment: 249 (#2-5)
2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.	Instruction: 262-265 Assessment: 269 (#19)



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2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.	Instruction: 275-283 Assessment: 283 (#3-5)
2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.	Instruction: 280-281, 315 Assessment: 283 (#4), 317 (Hands-On)
2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.	Instruction: 313 Assessment: 317 (Hands-On)
2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.	Instruction: 311-312, 352 Assessment: 317 (Hands-On)
2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.	Instruction: 245-249, 275-283, 307-313 Assessment: 249 (#2-5), 283 (#3-5), 317 (#2)
2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.	Instruction: 315 Assessment: 317 (Hands-On)
2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.	Instruction: 248 Assessment: 249 (#4)
2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.	Instruction: 262-265 Assessment: 269 (#19)
2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.	Instruction: 275 Assessment: 295 (#23)
2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.	Instruction: 280-281, 315 Assessment: 283 (#4), 317 (Hands-On)
2.3.8.B.7	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.	Instruction: 313 Assessment: 317 (Hands-On)
2.3.8.B.8	Analyze health risks associated with injected drug use.	Instruction: 311-312 Assessment: 317 (Hands-On)
C. Dependency/Addiction and Treatment		
2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.	Instruction: 255-256, 315, 317 Assessment: 257 (#3-5)
2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.	Instruction: 255-256, 276-277, 315, 317 Assessment: 317 (Hands-On)
2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.	Instruction: 251-254, 285-288, 314 Assessment: 257 (#1, 2), 292 (#1)



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2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.	Instruction: 259-261, 289, 322-325 Assessment: 326 (#4)
2.3.8.C.1	Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.	Instruction: 251-254, 322 (Building Your Skills) Assessment: 257 (Hands-On), 329 (#17)
2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.	Instruction: 291-292, 325-326 Assessment: 326 (#5)
2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.		
A. Relationships		
2.4.6.A.1	Compare and contrast how families may change over time.	Instruction: 475 Assessment: 475 (#5)
2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.	Instruction: 456-457 Assessment: 467 (#1)
2.4.6.A.3	Examine the types of relationships adolescents may experience.	Instruction: 469-474, 477-484 Assessment: 475 (#1), 484 (#1-5)
2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.	Instruction: 481-484 Assessment: 484 (#2)
2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.	Instruction: 486-490 Assessment: 490 (#1-5)
2.4.8.A.1	Predict how changes within a family can impact family members.	Instruction: 475 Assessment: 475 (#5)
2.4.8.A.2	Explain how the family unit impacts character development.	Instruction: 470 Assessment: 475 (Hands-On)
2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.	Instruction: 466-467 Assessment: 467 (#5)
2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.	Instruction: 486-487 Assessment: 490 (#2)
2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.	Instruction: 456-457 Assessment: 467 (#1)
2.4.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.	Instruction: 488 Assessment: 490 (Hands-On)
B. Sexuality		
2.4.6.B.1	Compare growth patterns of males and females during adolescence.	Instruction: 545-550 Assessment: 552 (Hands-On)



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2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.	Instruction: 347, 551 Assessment: 383 (#19)
2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.	Instruction: 342, 352 Assessment: 349 (Hands-On)
2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.	Instruction: 551-552 Assessment: 563 (#19)
2.4.8.B.1	Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.	Instruction: 551-552 Assessment: 552 (Hands-On)
2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.	Instruction: 347, 551 Assessment: 383 (#19)
2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.	Instruction: 348 Assessment: 349 (#4)
2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.	Instruction: 278, 312 Assessment: 317 (Hands-On)
2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.	Instruction: 477-478, 611-615 {Comprehensive} Assessment: 615 (#3-5, Hands-On) {Comp}
2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.	Instruction: 346, 548 (Figure 16.17) Assessment: 383 (#16)
C. Pregnancy and Parenting		
2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.	Instruction: 533-535 Assessment: 535 (#2-5)
2.4.6.C.2	Identify the signs and symptoms of pregnancy.	Instruction: 534 Assessment: 563 (#16)
2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.	Instruction: 138, 175, 249, 277 Assessment:
2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.	Instruction: 472-473, 549-550 Assessment: 475 (Hands-On), 552 (#5)
2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.	Instruction: 534 Assessment: 563 (#16)
2.4.8.C.2	Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.	Instruction: 533-535 Assessment: 535 (#3-5)
2.4.8.C.3	Determine effective strategies and resources to assist with parenting.	Instruction: 471-473



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		Assessment: 493 (#16)
2.4.8.C.4	Predict short- and long-term impacts of teen pregnancy.	Instruction: 551-552, 652-655 [Comp] Assessment: 552 (#16), 656 (#5, Hands-On) [Comp]
2.4.8.C.5	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.	Instruction: 138, 175, 249, 277, 652-653 [Comp] Assessment: 658 (#9) [Comp]
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
A. Movement Skills and Concepts		
2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	Instruction: 218-220 Assessment: 220 (#4)
2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.	Instruction: 216 Assessment: 220 (#2)
2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).	Instruction: 232-234 Assessment: 234 (#5)
2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.	Instruction: 231-234 Assessment: 234 (Hands-On)
2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).	Instruction: 232-233 Assessment: 234 (#4)
2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.	Instruction: 218-220 Assessment: 220 (#4)
2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).	Instruction: 122-123 Assessment: 127 (#19)
2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.	Instruction: 231 Assessment: 237 (#21)
B. Strategy		
2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.	Instruction: 222 Assessment: 226 (Hands-On Activity)
2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group	Instruction: 231 Assessment: 237 (#21)



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	effectiveness and make modifications for improvement.	
2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.	Instruction: 222 Assessment: 226 (Hands-On Activity)
2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.	Instruction: 122-123 Assessment: 127 (#19)
2.5.8.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.	Instruction: 229-231 Assessment: 229 (Building Your Skills)
C. Sportsmanship, Rules, and Safety		
2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.	Instruction: 222 Assessment: 226 (Hands-On)
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.	Instruction: 222 Assessment: 226 (Hands=On)
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.	Instruction: 222 Assessment: 226 (Hands-On)
2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.	Instruction: Assessment:
2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.	Instruction: 222-223 Assessment: 226 (Hands-On)
2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.	Instruction: 212-213 Assessment:
2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.		
A. Fitness and Physical Activity		
2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.	Instruction: 210-212 Assessment: 213 (#2)
2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.	Instruction: 215-220 Assessment: 220 (#1-5)
2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.	Instruction: 228-234 Assessment: 234 (#1-5)
2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.	Instruction: 212 Assessment: 213 (#3)



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2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.	Instruction: 184-187, 209 Assessment: 193 (#3)
2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.	Instruction: 230-231 Assessment: 234 (#2, 5)
2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.	Instruction: 196, 313 Assessment: 328 (#7)
2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.	Instruction: 210-212 Assessment: 213 (#2)
2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.	Instruction: 228-234 Assessment: 234 (1-5)
2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.	Instruction: 212 (Figure 7.2) Assessment: 237 (#20)
2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.	Instruction: 184-187, 209 Assessment: 193 (#3)
2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.	Instruction: 230-231 Assessment: 234 (#2, 5)
2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.	Instruction: 196, 313 Assessment: 328 (#7)