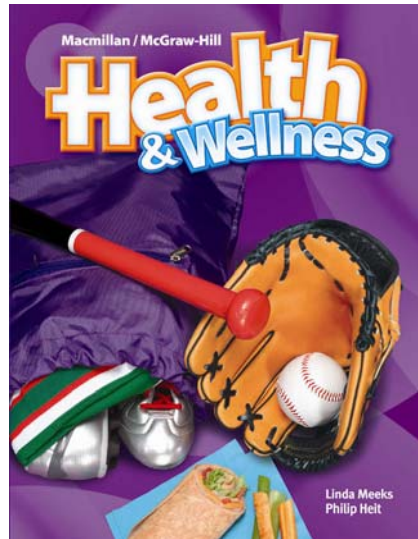




Macmillan/McGraw-Hill

Core Curriculum Content Standards  
Comprehensive Health  
and Physical Education  
Grades 3-4



**Health  
& Wellness**

GRADE 3, 4

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STANDARDS	PAGE REFERENCES	
<b>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b>		
<b>A. Personal Growth and Development</b>		
The dimensions of wellness are interrelated and impact overall personal well-being.		
	Grade 3	Grade 4
2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.	<b>Student Edition:</b> A4-A9, A16-A21, A44-A48, C20-C23 <i>Log On A3</i> <b>Teacher Edition:</b> AP A1; D C22; HA A6, A20; LS A9, C23; PE A38; Te A21	<b>Student Edition:</b> A4-A9, A10-A15, A26-A29, A68-A73, C4-C9 <i>Chapter Review A40-A41</i> <i>Lesson Review A9</i> <i>Log On A41, A79, C3</i> <b>Teacher Edition:</b> D A9, A15, A29, A71; ID A6
2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.	<b>Student Edition:</b> A36-A37, B9, B14-B15, B20-B21, B24-B25, B30-B31, C4-C9, C11, C13, C14-C19, C20-C21 <i>Chapter Review B34-B35</i> <i>Critical Thinking C23, C29</i> <i>Life Skills B32-B33</i> <b>Teacher Edition:</b> D B9, B15, B30; HA A37; LR A39	<b>Student Edition:</b> A8-A9, A16-A19, A32-A33, B11, B14-B19, C21 <i>Chapter Review A40, B35</i> <i>Lesson Review A37, B13, B19, C25</i> <i>Life Skills A38-A39, B32-B33</i> <b>Teacher Edition:</b> D A38, B32; HB A8; IC A33; PE B11; WC B18

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<b>B. Nutrition</b>		
Choosing a balanced variety of nutritious foods contributes to wellness.		
2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.	<p><b>Student Edition:</b> B9, B14-B15, B39, B45, C15, D47, D50-D51 <i>Chapter Review</i> B34, B62-B63, D54 <i>Lesson Review</i> B43</p> <p><b>Teacher Edition:</b> D B39, D47, D51; HB B40; PD T28-T29</p>	<p><b>Student Edition:</b> B9, B11, B44-B48, B54-B59, B66-B69, C14, D48, D58 <i>Chapter Review</i> B70-B71 <i>Lesson Review</i> B43, B58, B69 <i>Log On</i> B37, B71</p> <p><b>Teacher Edition:</b> D B47, D58; HB B42, C12; PE B68</p>
2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.	<p><b>Student Edition:</b> B45-B49 <i>Lesson Review</i> B49</p> <p><b>Teacher Edition:</b> D B48, B55; HA B42; IP B54; MD B54; S B20</p>	<p><b>Student Edition:</b> B54-B59 <i>Lesson Review</i> B53, B59 <i>Log On</i> B37</p> <p><b>Teacher Edition:</b> D B58; HA B42; QS B44, B54; URS B55</p>
2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.	<p><b>Student Edition:</b> B40-B43, B52-B55 <i>Chapter Review</i> B62-B63 <i>On Your Own</i> B24</p> <p><b>Teacher Edition:</b> D B42; FL B53; HA B42; MC B41, B52; MD B54; QS B44</p>	<p><b>Student Edition:</b> B44-B48 <i>Activities &amp; Projects</i> B72 <i>Lesson Review</i> B59</p> <p><b>Teacher Edition:</b> HB B47, B58; QS B44</p>

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2.1.4.B.4 Interpret food product labels based on nutritional content.	<b>Student Edition:</b> B52-B53 <i>Chapter Review B63 #16</i> <b>Teacher Edition:</b> D B52; FL B53	<b>Student Edition:</b> B50-B53 <i>Activities &amp; Projects B72</i> <i>Chapter Review B70</i> <i>Consumer Wise B63</i> <i>Lesson Review B53</i> <b>Teacher Edition:</b> I B51
<b>C. Diseases and Health Conditions</b>		
The use of disease prevention strategies in home, school, and community promotes personal health.		
2.1.4.C.1 Explain how most diseases and health conditions are preventable.	<b>Student Edition:</b> B58-B60, D47-D49, D50-D51 <i>Chapter Review D54-D55</i> <i>Life Skills D44-D45</i> <b>Teacher Edition:</b> D D49, D51; IC B59	<b>Student Edition:</b> B47, B62-B65, D42, D48-D49 <i>Chapter Review D70</i> <i>Lesson Review B65</i> <i>Life Skills D54-D55</i> <i>Log On D37</i> <b>Teacher Edition:</b> QS B62; SS D52

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<p>2.1.4.C.2 Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.</p>	<p><b>Student Edition:</b>            B59-B60, D36, D37, D40-D43, E30-E35  <i>Chapter Review</i> B62-B63, D55, E38-E39  <i>Life Skills</i> D44-D45, E35  <i>Log On</i> E23  <i>On Your Own</i> B59  <b>Teacher Edition:</b>            D B59; HA D37; HB D51; IC B59; QS D46; Te E23</p>	<p><b>Student Edition:</b>            B47, B64-B65, D42, D49, E34-E39, E40-E45  <i>Chapter Review</i> D70, E46-E47  <i>Lesson Review</i> D49, D53, E39, E45  <i>Log On</i> E47  <b>Teacher Edition:</b>            D B64, D49; HB E37; MC E38; SS D40</p>
<p>2.1.4.C.3 Explain how mental health impacts one’s wellness.</p>	<p><b>Student Edition:</b>            A5, A20-A21  <i>Lesson Review</i> A20  <b>Teacher Edition:</b>            D A21</p>	<p><b>Student Edition:</b>            A6, A22-A23, A26-A29, A36-A37  <i>Chapter Review</i> A40-A41  <i>Lesson Review</i> A31, A37  <i>Life Skills</i> A31  <b>Teacher Edition:</b>            AC A36; D A24, A27, A37; HA A29; ID A6</p>

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<b>D. Safety</b>		
Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.		
2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).	<p><b>Student Edition:</b>            B31, B60, C30-C33, C43-C47, C49-C52, C55-C57, C61-C63, C65-C67, C71  <i>Chapter Review C78</i>  <i>Life Skills C58-C59</i>  <i>On Your Own B59</i></p> <p><b>Teacher Edition:</b>            D B31, C47, C61; I C67; PE C51; SC 17; SS A8, C45; WC C46</p>	<p><b>Student Edition:</b>            C46-C51, C54-C55, C62-C63, C64-C67, C70-C73  <i>Chapter Review C86-C87</i>  <i>Lesson Review C51, C69, C73</i>  <i>Life Skills C51</i></p> <p><b>Teacher Edition:</b>            D C47, C48, C65, C66; QS C46, C70; WC C67</p>
2.1.4.D.2 Summarize the various forms of abuse and ways to get help.	<p><b>Student Edition:</b>            A46, A47, A54, C63, C65, D9, D29  <i>Chapter Review C78</i></p> <p><b>Teacher Edition:</b>            D C63</p>	<p><b>Student Edition:</b>            A76-A77, C67  <i>Lesson Review A77</i></p> <p><b>Teacher Edition:</b>            D A76, A77, C67; MC C68</p>
2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.	<p><b>Student Edition:</b>            C48-C53, C54-C55  <i>Chapter Review C78-C79</i>  <i>Lesson Review C57</i></p> <p><b>Teacher Edition:</b>            D C51; HA C52; PE C51; QS C48</p>	<p><b>Student Edition:</b>            C53, C58-C63  <i>Chapter Review C87</i>  <i>Lesson Review C63</i>  <i>Life Skills C63</i></p> <p><b>Teacher Edition:</b>            D C53, D60, D63; PE C61; URS C59</p>

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Applying first-aid procedures can minimize injury and save lives.		
2.1.4.D.4 Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.	<b>Student Edition:</b> C47, C69, C73-C76 <b>Teacher Edition:</b> D C73, C75; IP C74	<b>Student Edition:</b> C74-C78, C80-C85 <i>Chapter Review</i> C86-C87 <i>Lesson Review</i> C77, C85 <b>Teacher Edition:</b> D C81, C82, C83; PE C83; URS C81
<b>E. Social and Emotional Health</b>		
Many factors at home, school, and in the community impact social and emotional health.		
2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.	<b>Student Edition:</b> A4-A9, A25, A44-A49, A58-A63, A64-A69 <i>Chapter Review</i> A41 <i>Lesson Review</i> A9 <i>Log On</i> A71 <b>Teacher Edition:</b> D A47, A60, A61, D65; MD A48; QS A4, A44, A58; URS A65	<b>Student Edition:</b> A4-A9, A22-A24, A44-A49, A58-A61, A68-A69 <i>Chapter Review</i> A78 <i>Lesson Review</i> A61 <i>Life Skills</i> A61 <i>Log On</i> A3, A79 <b>Teacher Edition:</b> D A5, A23, A59, A61, A69; Te A49
2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.	<b>Student Edition:</b> A44-A49, A50-A54, C64-C67 <i>Chapter Review</i> A70-A71 <i>Life Skills</i> A56-A57 <b>Teacher Edition:</b> D A46, A51, A52; QS A50, C64; URS C65	<b>Student Edition:</b> A53-A54, A63, A74-A77, C64-C69, C70-C73 <i>Lesson Review</i> A55, A77, C69 <i>Life Skills</i> A55, A56-A57, C69 <b>Teacher Edition:</b> D A53, A56, A75, C66; MC C68; WC C67

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Stress management skills impact an individual's ability to cope with different types of emotional situations.		
2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.	<b>Student Edition:</b> A16-A19, A62-A63 <i>Lesson Review</i> A63 <b>Teacher Edition:</b> D 18; SC A62	<b>Student Edition:</b> A26-A31, A65, A75 <i>Chapter Review</i> A41 <i>Lesson Review</i> A31, A67, A77 <i>Write About It!</i> A64 <b>Teacher Edition:</b> D A29; HA A29; HB A65
2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.	<b>Student Edition:</b> A34-A39 <i>Chapter Review</i> A40 <b>Teacher Edition:</b> D A38, A39; HA A37; I A36; QS A34; URS A35	<b>Student Edition:</b> A32-A38 <i>Chapter Review</i> A41 <i>Lesson Review</i> A37 <i>Life Skills</i> A37, A38-A39 <b>Teacher Edition:</b> D A34, A35, A36, A38; HA A35
<b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>		
<b>A. Interpersonal Communication</b>		
Effective communication may be a determining factor in the outcome of health- and safety-related situations.		
2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.	<b>Student Edition:</b> A47-A49, C61-C63, B31, C64-C67 <i>Life Skills</i> A19, A32-A33, A49, C36-C37, D15 <i>Lesson Review</i> A63, A69, C53 <i>Write About It!</i> C61 <b>Teacher Edition:</b> CT A49; D A47, A48, C62, C66; HA A48	<b>Student Edition:</b> <i>Learning Life Skills</i> A38-A39, B32-B33, D22-D23, E32-E33 <i>Life Skills</i> A31, A49, B31, C29, C77, D29 <b>Teacher Edition:</b> WC B58

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Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.		
2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.	<b>Student Edition:</b> A18, A30-A31, A51-A55, C34-C35 <i>Chapter Review</i> A41, A70-A71, C39 <i>Lesson Review</i> A31, A55 <i>Life Skills</i> A56-A57, C35 <b>Teacher Edition:</b> D A31, A51, C34, C35; PTLS A57; QS A50	<b>Student Edition:</b> <i>Learning Life Skills</i> A56-A57 <i>Life Skills</i> A71, C73, E31
<b>B. Decision-Making and Goal Setting</b>		
Many health-related situations require the application of a thoughtful decision-making process.		
2.2.4.B.1 Use the decision-making process when addressing health-related issues.	<b>Student Edition:</b> A28-A29, A68, D20 <i>Chapter Review</i> A41, A71, B35, B63, C39 <i>Lesson Review</i> B25, E9 <i>Life Skills</i> A32-A33, B25, C8, C53, C58-C59, E9 <b>Teacher Edition:</b> D A68; HA C46	<b>Student Edition:</b> A16-A21 <i>Chapter Review</i> A79, B71, C43, C69, C87, D9, D35, D43, D71 <i>Learning Life Skills</i> E14-E15 <i>Life Skills</i> B59, C7, C69, D9, D43 <b>Teacher Edition:</b> D A21; QS A16
2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.	<b>Student Edition:</b> A29, A65, A68, B51 <i>Lesson Review</i> A9, A15, A27, B21, B25, B35, B49, B55, E9 <i>Life Skills</i> A69, B25, B49, C8, C13, C19, C53, C58-C59 <b>Teacher Edition:</b> HA A8, C17	<b>Student Edition:</b> <i>Chapter Review</i> B71, D9, D71 <i>Life Skills</i> B59, C7, D43

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2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.	<p><b>Student Edition:</b> A24, A54, A59-A60, A65, B51 <i>Chapter Review</i> B62 <i>Consumer Wise</i> A20 <i>Lesson Review</i> C67, E17 <i>Life Skills</i> A55, B56-B57, C67, E15 <i>Log On</i> A73</p> <p><b>Teacher Edition:</b> D A60, A65, B51; HA A54; HB A61; QS E4; SS D8</p>	<p><b>Student Edition:</b> A18-A19, A60-A61 <i>Chapter Review</i> B71 <i>Learning Life Skills</i> B60-B61 <i>Life Skills</i> A19, A61, C19</p> <p><b>Teacher Edition:</b> D A61; SS C68</p>
2.2.4.B.4 Develop a personal health goal and track progress.	<p><b>Student Edition:</b> A4-A9, A22-A26 <i>Life Skills</i> A9, B15, B49, C58-C59</p> <p><b>Teacher Edition:</b> D A8, A25</p>	<p><b>Student Edition:</b> A24-A25 <i>Lesson Review</i> A25, B13, C35, C63, D69 <i>Life Skills</i> B13, C25, C35, C63, D69</p> <p><b>Teacher Edition:</b> WC C24</p>
<b>C. Character Development</b>		
Personal core ethical values impact the health of oneself and others.		
2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.	<p><b>Student Edition:</b> A22-A27 <i>Chapter Review</i> A41 <i>Lesson Review</i> A27</p> <p><b>Teacher Edition:</b> D A27; HA A25; Te A27; URS A23; WC A25</p>	<p><b>Student Edition:</b> A10-A15</p> <p><b>Teacher Edition:</b> D A15</p>

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<p>Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</p>		
<p>2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.</p>	<p><b>Student Edition:</b> D13, E30-E35 <i>Activities &amp; Projects</i> D56 <i>Chapter Review</i> E38-E39 <b>Teacher Edition:</b> HA A13, C51, D14, D19, E34; HB D13; WC E12, E26</p>	<p><b>Student Edition:</b> A10-A15 <b>Teacher Edition:</b> HA A14, A20, D19; HB E6; MC E11</p>
<p>2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</p>	<p><b>Student Edition:</b> A67, D52 <i>Chapter Review</i> D55 <b>Teacher Edition:</b> D A67; WC D52</p>	<p>The following references could be used with classroom instruction to meet this objective. <b>Teacher Edition:</b> D A13; HA A14; MC A13</p>
<p><b>D. Advocacy and Service</b></p>		
<p><u>Service projects</u> provide an opportunity to have a positive impact on the lives of self and others.</p>		
<p>2.2.4.D.1 Explain the impact of participation in different kinds of service projects on community wellness.</p>	<p><b>Student Edition:</b> E14-E15 <i>Activities &amp; Projects</i> D56, E1 <i>Log On</i> E3 <b>Teacher Edition:</b> QS E14; WC E12</p>	<p><b>Student Edition:</b> E16-E21 <i>Activities and Projects</i> D72, E48 <i>Chapter Review</i> E23 <b>Teacher Edition:</b> D E19; HA E19; HB E18</p>

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<b>E. Health Services and Information</b>		
Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.		
2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.	<b>Student Edition:</b> D42, E5-E7, E11-E13 <i>Activities &amp; Projects</i> E40 <i>Chapter Review</i> D55, E20-E21 <i>Lesson Review</i> E9, E13 <i>Life Skills</i> E18-E19 <b>Teacher Edition:</b> CL E2	<b>Student Edition:</b> D32, E16-E21 <i>Build Character</i> D32 <i>Chapter Review</i> D34 <i>Life Skills</i> E21 <b>Teacher Edition:</b> D D32, D33; HA E19, E20; HB E18; QS E16; Te D33
2.2.4.E.2 Explain when and how to seek help when experiencing a health problem.	<b>Student Edition:</b> D29, D42, D48-D49 <i>Chapter Review</i> D55 <i>Lesson Review</i> E13, E20-E21 <i>Life Skills</i> E18-E19	<b>Student Edition:</b> D13, D21, D32, E18-E20 <i>Chapter Review</i> E23 <i>Health Online</i> D8 <i>Life Skills</i> D53, E21 <b>Teacher Edition:</b> D D32; HB D13

STANDARDS	PAGE REFERENCES	
<p><b>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.</b></p>		
<p><b>A. Medicines</b></p>		
<p>Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p>		
<p>2.3.4.A.1 Distinguish between over-the-counter and prescription medicines.</p>	<p><b>Student Edition:</b> D4-D7 <i>Chapter Review</i> D30 <i>Lesson Review</i> D9 <b>Teacher Edition:</b> HA D7</p>	<p><b>Student Edition:</b> D4-D9, D27 <i>Lesson Review</i> D9 <b>Teacher Edition:</b> D D6, D7; URS D5</p>
<p>2.3.4.A.2 Determine possible side effects of common types of medicines.</p>	<p><b>Student Edition:</b> D8-D9 <i>Chapter Review</i> D30-D31 <i>Lesson Review</i> D9 <b>Teacher Edition:</b> D D9</p>	<p><b>Student Edition:</b> D7 <i>Lesson Review</i> D9 <b>Teacher Edition:</b> SC D7</p>
<p><b>B. Alcohol, Tobacco, and Other Drugs</b></p>		
<p>Use of drugs in unsafe ways is dangerous and harmful.</p>		
<p>2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</p>	<p><b>Student Edition:</b> D24-D29 <i>Chapter Review</i> D31 <i>Lesson Review</i> D29 <i>Log On</i> D31 <b>Teacher Edition:</b> D D27; URS D25</p>	<p><b>Student Edition:</b> D24-D29 <i>Lesson Review</i> D29 <b>Teacher Edition:</b> D D26; URS D25</p>

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2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.	<b>Student Edition:</b> D16-D22 <i>Chapter Review</i> D31 <i>Lesson Review</i> D21 <i>Log On</i> D31 <b>Teacher Edition:</b> D D18; Te D21	<b>Student Edition:</b> D16-D21 <i>Lesson Review</i> D21 <i>Life Skills</i> D21 <b>Teacher Edition:</b> D D17, D18, D19; IC D17; WC D22
2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.	<b>Student Edition:</b> D16-D22 <i>Chapter Review</i> D31 <i>Log On</i> D31 <b>Teacher Edition:</b> UP D1	<b>Student Edition:</b> D18-D19 <i>Chapter Review</i> D34 <i>Life Skills</i> D21 <b>Teacher Edition:</b> D D18, D19
2.3.4.B.4 Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.	<b>Student Edition:</b> D10-D13 <i>Lesson Review</i> D15 <b>Teacher Edition:</b> HA D13; T36 D11; URS D11; WC D14	<b>Student Edition:</b> D10-D15 <i>Chapter Review</i> D35 <i>Lesson Review</i> D15, D29 <b>Teacher Edition:</b> HB D13; ID D11
2.3.4.B.5 Identify the short- and long- term physical effects of inhaling certain substances.	<b>Student Edition:</b> D26 <i>Chapter Review</i> D30 <i>Lesson Review</i> D29	<b>Student Edition:</b> D17-D20, D24-D29 <i>Lesson Review</i> D21, D29 <i>Log On</i> D35 <b>Teacher Edition:</b> IC D17, D19, D25, D28; URS D25

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<b>C. Dependency/Addiction and Treatment</b>		
Substance abuse is caused by a variety of factors.		
2.3.4.C.1 Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.	<b>Student Edition:</b> D12 <i>Chapter Review</i> D30	<b>Student Edition:</b> D12, D13, D17, D19, D25
2.3.4.C.2 Differentiate between drug use, abuse, and misuse.	<b>Student Edition:</b> D4-D9 <i>Lesson Review</i> D9 <b>Teacher Edition:</b> D D9	<b>Student Edition:</b> D8, D24-D28 <i>Lesson Review</i> D9, D29
2.3.4.C.3 Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.	<b>Student Edition:</b> D19 <i>Art Link</i> D19 <i>Life Skills</i> D15, D21 <b>Teacher Edition:</b> HA D13; IP D13	<b>Student Edition:</b> <i>Consumer Wise</i> D12 <i>Learning Life Skills</i> D22-D23 <i>Lesson Review</i> D15 <i>Life Skills</i> D15

STANDARDS	PAGE REFERENCES	
<p><b>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.</b></p>		
<p><b>A. Relationships</b></p>		
<p>The family unit encompasses the diversity of family forms in contemporary society.</p>		
<p>2.4.4.A.1 Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</p>	<p><b>Student Edition:</b> A45, A58-A61 <i>Lesson Review</i> A63 <i>Log On</i> A43 <b>Teacher Edition:</b> HB A61</p>	<p><b>Student Edition:</b> A58-A61 <i>Chapter Review</i> A78 <i>On Your Own</i> A59 <b>Teacher Edition:</b> D A59; HA A64; QS A58</p>
<p>2.4.4.A.2 Explain why healthy relationships are fostered in some families and not in others.</p>	<p><b>Student Edition:</b> A45, A59 <b>Teacher Edition:</b> D A59</p>	<p>The following references can be used with teacher instruction to meet this objective. <b>Student Edition:</b> A58-A61, E11</p>
<p><b>B. Sexuality</b></p>		
<p>Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.</p>		
<p>2.4.4.B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</p>	<p><b>Student Edition:</b> B4-B7 <i>Chapter Review</i> A34 <i>Lesson Review</i> B9 <b>Teacher Edition:</b> D B5, B6, B7; HB B8; QS B4</p>	<p><b>Student Edition:</b> B26-B29 <i>Lesson Review</i> B31 <i>Log On</i> B35 <b>Teacher Edition:</b> D B27</p>

STANDARDS	PAGE REFERENCES	
<b>C. Pregnancy and Parenting</b>		
Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.		
2.4.4.C.1 Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.	<b>Student Edition:</b> B4-B9 <i>Write About It!</i> B6 <b>Teacher Edition:</b> QS B4; SC B6	<b>Student Edition:</b> B20-B25, B26-B29 <i>Chapter Review</i> B25 <i>Log On</i> B35 <b>Teacher Edition:</b> D B22
The health of the birth mother impacts the development of the fetus.		
2.4.4.C.2 Relate the health of the birth mother to the development of a healthy fetus.	The following references can be used with teacher instruction to meet this objective. <b>Student Edition:</b> B4-B9 <b>Teacher Edition:</b> D B7; LA(O-L)B5; QS B4	<b>Student Edition:</b> B20-B25 <i>Log On</i> B35 <b>Teacher Edition:</b> D B22
<b>A. Movement Skills and Concepts</b>		
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.		
2.5.4.A.1 Explain and perform <u>essential elements of movement skills</u> in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	The following references can be used with teacher instruction to meet this objective. <b>Student Edition:</b> C20-C23, C24-C29, C30-C35 <b>Teacher Edition:</b> QS C20	The following references can be used with teacher instruction to meet this objective. <b>Student Edition:</b> C20-C25, C30-C35 <b>Teacher Edition:</b> AC C23; PE C24; QS C30

STANDARDS	PAGE REFERENCES	
2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.	<p>The following references can be used with teacher instruction to meet this objective.</p> <p><b>Student Edition:</b> C20-C23, C24-C29, C30-C35</p> <p><b>Teacher Edition:</b> D C22</p>	<p>The following references can be used with teacher instruction to meet this objective.</p> <p><b>Student Edition:</b> C20-C25, C30-C35</p>
2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.	<p>The following references can be used with teacher instruction to meet this objective.</p> <p><b>Student Edition:</b> C20-C23, C24-C29, C30-C35</p> <p><b>Teacher Edition:</b> D C25; HA C27; QS C24</p>	<p>The following references can be used with teacher instruction to meet this objective.</p> <p><b>Student Edition:</b> C20-C25, C30-C35</p> <p><b>Teacher Edition:</b> QS C20, C30</p>
<b>Ongoing feedback impacts improvement and effectiveness of movement actions.</b>		
2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.	<p>The following references can be used with teacher instruction to meet this objective.</p> <p><b>Student Edition:</b> C20-C23, C24-C29, C30-C35</p>	<p>The following references can be used with teacher instruction to meet this objective.</p> <p><b>Student Edition:</b> C20-C25, C30-C35</p>
<b>B. Strategy</b>		
<b>Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.</b>		
2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).	<p>The following references can be used with teacher instruction to meet this objective.</p> <p><b>Student Edition:</b> C20-C23, C24-C29, C30-C35</p> <p><b>Teacher Edition:</b> D C27; PE C27; QS C20, C24</p>	<p>The following references can be used with teacher instruction to meet this objective.</p> <p><b>Student Edition:</b> C20-C25, C30-C35</p> <p><b>Teacher Edition:</b> QS C20, C30</p>

STANDARDS	PAGE REFERENCES	
2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.	<p>The following references can be used with teacher instruction to meet this objective.</p> <p><b>Student Edition:</b> C20-C23, C24-C29, C30-C35</p> <p><b>Teacher Edition:</b> D C27; PE C27; QS C20, C24</p>	<p>The following references can be used with teacher instruction to meet this objective.</p> <p><b>Student Edition:</b> C20-C25, C30-C35</p> <p><b>Teacher Edition:</b> QS C20, C30</p>
<b>C. Sportsmanship, Rules, and Safety</b>		
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.		
2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.	<p>The following references can be used with teacher instruction to meet this objective.</p> <p><b>Student Edition:</b> C20-C23, C24-C29, C30-C35</p> <p><b>Teacher Edition:</b> D C27; PE C27; QS C20, C24</p>	<p>The following references can be used with teacher instruction to meet this objective.</p> <p><b>Student Edition:</b> C20-C25, C30-C35, C36-C39</p> <p><b>Teacher Edition:</b> QS C20, C30, C36</p>
2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.	<p>The following references can be used with teacher instruction to meet this objective.</p> <p><b>Student Edition:</b> C20-C23, C24-C29, C30-C35</p> <p><b>Teacher Edition:</b> D C27; PE C27; QS C20, C24</p>	<p>The following references can be used with teacher instruction to meet this objective.</p> <p><b>Student Edition:</b> C20-C25, C30-C35, C36-C39</p> <p><b>Teacher Edition:</b> QS C20, C30, C36</p>

STANDARDS	PAGE REFERENCES	
<p><b>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</b></p>		
<p><b>A. Fitness and Physical Activity</b></p>		
<p>Each component of fitness contributes to personal health as well as motor skill performance.</p>		
<p>2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</p>	<p>The following references can be used with teacher instruction to meet this objective.  <b>Student Edition:</b>            C20-C23, C24-C29, C30-C35  <b>Teacher Edition:</b>            D C21; PFP T34</p>	<p>The following references can be used with teacher instruction to meet this objective.  <b>Student Edition:</b>            C20-C25, C26-C29, C30-C35  <b>Teacher Edition:</b>            PFP T34</p>
<p>2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and <u>skill-related fitness</u>.</p>	<p>The following references can be used with teacher instruction to meet this objective.  <b>Student Edition:</b>            C20-C23, C24-C29, C30-C35  <b>Teacher Edition:</b>            PFP T34</p>	<p>The following references can be used with teacher instruction to meet this objective.  <b>Student Edition:</b>            C20-C25, C26-C29, C30-C35  <b>Teacher Edition:</b>            PFP T34</p>
<p>2.6.4.A.3 Develop a <u>health-related fitness</u> goal and track progress using health/fitness indicators.</p>	<p>The following references can be used with teacher instruction to meet this objective.  <b>Student Edition:</b>            C20-C23, C24-C29, C30-C35  <b>Teacher Edition:</b>            PFP T34</p>	<p>The following references can be used with teacher instruction to meet this objective.  <b>Student Edition:</b>            C20-C25, C26-C29, C30-C35  <b>Teacher Edition:</b>            PFP T34</p>

STANDARDS	PAGE REFERENCES	
<p>2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</p>	<p>The following references can be used with teacher instruction to meet this objective.</p> <p><b>Student Edition:</b> C20-C23, C24-C29, C30-C35</p> <p><b>Teacher Edition:</b> PFP T34</p>	<p>The following references can be used with teacher instruction to meet this objective.</p> <p><b>Student Edition:</b> C20-C25, C26-C29, C30-C35</p> <p><b>Teacher Edition:</b> PFP T34</p>