

CORRELATION TO THE NEW YORK STANDARDS FOR HEALTH AND PHYSICAL EDUCATION (INTERMEDIATE)

Subject Area: Health Education **Textbook Title:** Live Well: Middle School Health

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*The New York Standards for Health and Physical Education may be accessed online at
<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/healthpefaclearningstandards.pdf>.*

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Health Education 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.	Where taught (page numbers)
Students: <ul style="list-style-type: none"> Integrate knowledge of basic body systems with an understanding of the changes that accompany puberty. 	RSH 1, 4 (Adolescence and Change), RSH 1, 4 (Social Changes in Adolescence), RSH 1, 5 (Emotional Changes in Adolescence), RSH 1, 5 (Physical Changes in Adolescence), RSH 2, 16 (Puberty), RSH 2, 16-17 (Male Reproductive System), RSH 2, 17-18 (Female Reproductive System), RSH 2, 18-19 (Menstrual Cycle)
<ul style="list-style-type: none"> Apply prevention and risk reduction strategies to adolescent health problems. 	RSH 1, 11 (Risks and Consequences of Being Sexually Active), RSH 1, 12 (Skill-Building Challenge: Influences on My Decision to Be Sexually Active), RSH 3, 27 (Abstinence), RSH 3, 35 (Skill-Building Challenge: Choosing Abstinence), 166 (Making Healthy Breakfast Decisions), 166-168 (Making Healthy Decisions When Eating Out), 168 (Choosing Healthy Convenience Foods), 170 (Skill-Building Challenge: Making a Healthy Food Decision), 201 (Dangerous Dieting Habits), 317 (Managing Stress), 398-399 (Preventing Violence), 409-419 (entire lesson: Youth Violence, Bullying, and Gangs), 464-465 (Deciding Not to Use Alcohol), 465 (How to Avoid Difficult Situations Involving Alcohol), 465-467 (Using Effective Communication Skills to Avoid Alcohol Use), 469 (Skill-Building Challenge: Practicing Your No When Offered Alcohol), 510 (Tips for Staying Tobacco-Free), 511 (Refusal Skills to Avoid Tobacco Use), 516 (Skill-Building Challenge: Demonstrating Interpersonal Refusal Skills),

	564-565 (Being Drug-Free), 568 (Healthy Living Skills: Practicing Healthy Behaviors)
<ul style="list-style-type: none"> Demonstrate the necessary knowledge and skills to promote healthy adolescent development. 	15 (What Are Health Skills?), 19 (Making Healthy Decisions), 21 (Practicing Healthy Behaviors), 24 (Healthy Living Skills: Making Healthy Decisions), 46 (Skill-Building Challenge: Communicating Well to Stay Healthy), 47 (Healthy Living Skills: Making Healthy Decisions), 104 (Being a Health Care Consumer), 166 (Making Healthy Breakfast Decisions), 166-168 (Making Healthy Decisions When Eating Out), 168 (Choosing Healthy Convenience Foods), 170 (Skill-Building Challenge: Making a Healthy Food Decision), 287 (Self-Esteem and Self-Confidence Boosters and Busters), 288 (Skill-Building Challenge: Self-Esteem and Decision Making), 336 (Skill-Building Challenge: Making Healthy Decisions)
<ul style="list-style-type: none"> Analyze the multiple influences which affect health decisions and behaviors. 	8-9 (Influences on Health and Wellness), 12 (Skill-Building Challenge: Influences on Your Wellness), 16 (Analyzing What Influences Your Health Behaviors), 75 (Skill-Building Challenge: Analyzing Social and Media Influences), 136-138 (Influences on Your Appetite), 137 (Diversity Matters: Religion and Food), 139 (Analyzing Influences: Targeting Teens in the Media), 139 (Skill-Building Challenge: What Influences Your Eating?), 139 (Healthy Living Skills: Healthy Communication), 171 (Healthy Living Skills: Analyzing Influences), 212 (Skill-Building Challenge: Analyzing Influences on Body Image), 456-461 (entire lesson: Influences and Alcohol), 506 (Skill-Building Challenge: Analyzing Influences: Who Influences Me?)

Physical Education 1. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.	Where taught (page numbers)
Students: <ul style="list-style-type: none"> Demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area. 	231 (Health-Related and Skill-Related Fitness Components), 235-244 (Health-Related Fitness Components), 244 (Skill-Related Fitness), 245 (Six Components of Skill-Related Fitness), 247 (Healthy Living Skills: Accessing Information), 247 (Healthy Living Skills: Practicing Healthy

	Behaviors), 252 (Team and Individual Sports), 253 (Preventing Injuries While Being Active), 254 (Healthy Living Skills: Promoting Good Health)
<ul style="list-style-type: none"> Know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints. 	244 (Skill-Related Fitness), 245 (Six Components of Skill-Related Fitness), 251 (Getting Active and Staying Active Throughout Your Life), 252 (Team and Individual Sports), 252-253 (Physical Activity and Proper Equipment), 253 (Preventing Injuries While Being Active)
<ul style="list-style-type: none"> Combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment. 	244 (Skill-Related Fitness), 245 (Six Components of Skill-Related Fitness), 247 (Healthy Living Skills: Accessing Information), 247 (Healthy Living Skills: Practicing Healthy Behaviors), 248 (Thinking Critically)
<ul style="list-style-type: none"> Understand the relationship between physical activity and the prevention of illness, disease, and premature death. 	228 (Understanding Physical Activity, Exercise, and Physical Fitness), 229 (Physical Activity Benefits), 229 (Physical Activity and Disease Prevention), 232 (Skill-Building Challenge: Promoting Good Health), 232 (Healthy Living Skills: Making Healthy Decisions), 233 (Thinking Critically), 251 (Getting Active and Staying Active Throughout Your Life)
<ul style="list-style-type: none"> Develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity. 	257 (Your Personal Fitness Plan), 258-260 (FITT Principle), 260-261 (Goal Setting Using SMART Goals), 260 (Figure 5.14 A sample SMART goal for setting an activity goal.), 261 (Figure 5.15 Using a fitness plan), 262 (Training Principles), 263 (Monitoring Your Fitness Plan), 264 (Skill-Building Challenge: Setting Goals Using My Fitness Plan), 264 (Healthy Living Skills: Promoting Good Health), 265 (Thinking Critically)
<ul style="list-style-type: none"> Develop leadership, problem solving, cooperation, and teamwork by participating in group activities. 	229 (Physical Activity Benefits), 252 (Team and Individual Sports)

Family and Consumer Sciences 1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.	
Students: <ul style="list-style-type: none"> Understand the relationships among diet, health, and physical activities; evaluate their own eating patterns; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals. 	134-135 (Determining Your Caloric Need), 142 (Building a Healthy Diet), 142 (Figure 3.16 The four keys to a healthy diet.), 143 (Accessing and Using Nutrition Information), 144 (Reading Food Labels), 145-147 (MyPlate), 146 (Figure 3.20 MyPlate Tips), 215 (Creating a Nutrition

	Plan), 216-217 (Step 1: Log Your Food Intake and Analyze Your Diet), 216 (Table 4.4 Methods for Keeping a Food Log), 217 (Step 2: Identify Your Goals), 218 (Step 3: Develop Your Plan), 218 (Step 4: Log Your Progress), 218 (Step 5: Reflect on Your Progress)
<ul style="list-style-type: none"> Apply principles of food safety and sanitation. 	190 (Food Safety), 190 (Figure 4.4 Food can become contaminated anywhere along the food chain), 191 (Common Foodborne Illnesses and Symptoms), 191 (Table 4.1 Common Foodborne Illnesses), 192 (Safe Food Handling and Preparation), 192 (Figure 4.5 Four steps to food safety.), 195 (Thinking Critically)
<ul style="list-style-type: none"> Recognize the mental, social, and emotional aspects of good health. 	6 (Health and Wellness), 8-9 (Influences on Health and Wellness), 8 (Figure 1.2 Factors that influence health), 274 (What Is Emotional Health?), 275 (What Makes Me Emotionally Healthy?), 275 (Figure 6.1 Characteristics of positive emotional health), 277 (Emotional Intelligence), 312-313 (What Is Stress?), 315-316 (Stress and the Body), 317 (Managing Stress), 318 (Skill-Building Challenge: Setting Healthy Goals), 318 (Healthy Living Skills: Accessing Information), 344-345 (Healthy Relationships)
<ul style="list-style-type: none"> Apply decision making process to dilemmas related to personal health. 	19 (Making Healthy Decisions), 24 (Healthy Living Skills: Making Healthy Decisions), 166 (Making Healthy Breakfast Decisions), 166-168 (Making Healthy Decisions When Eating Out), 170 (Skill-Building Challenge: Making a Healthy Food Decision), 452-453 (Risks of Underage Drinking), 453 (Skill-Building Challenge: Deciding to Be Alcohol Free), 510 (Tips for Staying Tobacco-Free), 511 (Refusal Skills to Avoid Tobacco Use), 564-565 (Being Drug-Free), 568 (Healthy Living Skills: Practicing Healthy Behaviors)

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Health Education	Where taught (page numbers)
<ol style="list-style-type: none"> Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them. 	

<p>Students:</p> <ul style="list-style-type: none"> Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks. 	<p>398-399 (Preventing Violence), 399 (Figure 9.4 Talk with RESPECT to help reduce violence), 400 (Skill-Building Challenge: Communicating Respect for Others), 404 (Understanding Conflict), 405-406 (Managing Conflict), 406 (Conflict Resolution), 406 (Figure 9.6 Steps to conflict resolution.), 407 (Skill-Building Challenge: Resolving Conflicts), 407 (Healthy Living Skills: Communication), 408 (Take It Home), 413-414 (Responding to Bullying), 418 (Avoiding Gang Violence), 418 (Reporting Gang Violence)</p>
<ul style="list-style-type: none"> Demonstrate personal and social skills which enhance personal health and safety. 	<p>398-399 (Preventing Violence), 399 (Figure 9.4 Talk with RESPECT to help reduce violence), 400 (Skill-Building Challenge: Communicating Respect for Others), 404 (Understanding Conflict), 405-406 (Managing Conflict), 406 (Conflict Resolution), 418 (Avoiding Gang Violence), 418 (Reporting Gang Violence), 418 (School Violence), 426-427 (Human and Sex Trafficking), 427-428 (Breaking the Cycle of Abuse), 428 (Setting Personal Boundaries), 429 (Skill-Building Challenge: Making Healthy Decisions), 429 (Healthy Living Skills: Practicing Healthy Behaviors), 578-580 (Safety First), 584-585 (Preparing for Disaster), 586 (Healthy Living Skills: Accessing Information)</p>
<ul style="list-style-type: none"> Understand the need for personal involvement in improving the environment. 	<p>652 (Conserving Natural Resources), 652-654 (Protecting the Environment), 654 (What Does Living Green Mean?), 655 (Giving Back to the Environment), 656 (Tips for Being a Green Student), 657 (Being Green at Home), 658 (Skill-Building Challenge: Living Green Challenge), 658 (Healthy Living Skills: Healthy Communication)</p>

<p>Physical Education</p> <p>1. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.</p>	<p>Where taught (page numbers)</p>
<p>Students:</p> <ul style="list-style-type: none"> Understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions 	<p>229-231 (Physical Activity Guidelines for Teens), 247 (Healthy Living Skills: Accessing Information), 250-251 (Preparing for Activity or Your Workout), 252 (Dressing for Physical Activity), 252-253 (Physical Activity and Proper Equipment), 253 (Preventing Injuries While Being Active),</p>

essential for safety.	254 (Skill-Building Challenge: Analyzing Influences), 255 (Thinking Critically)
<ul style="list-style-type: none"> Develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others. 	252 (Team and Individual Sports), 254 (Healthy Living Skills: Promoting Good Health), 399 (Figure 9.4 Talk with RESPECT to help reduce violence), 400 (Skill-Building Challenge: Communicating Respect for Others)
<ul style="list-style-type: none"> Work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved. 	232 (Healthy Living Skills: Making Healthy Decisions), 280 (Skill-Building Challenge: Expressing and Communicating Empathy)
<ul style="list-style-type: none"> Understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits. 	250-251 (Preparing for Activity or Your Workout), 252 (Dressing for Physical Activity), 252-253 (Physical Activity and Proper Equipment), 253 (Preventing Injuries While Being Active), 635-638 (Air Pollution and Your Health)
<ul style="list-style-type: none"> Understand the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical, emotional, and social benefits of participation in physical activities. 	229 (Physical Activity Benefits), 252 (Team and Individual Sports), 254 (Healthy Living Skills: Promoting Good Health), 399 (Figure 9.4 Talk with RESPECT to help reduce violence), 400 (Skill-Building Challenge: Communicating Respect for Others)

Family and Consumer Sciences 1. Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.	
Students: <ul style="list-style-type: none"> Demonstrate the principles of safe and healthy child care. 	108 (School Health Clinics), 355 (Family Needs), 578 (Safety First), 578-579 (Falls), 580 (Fire), 581 (Fire Safety Tips)
<ul style="list-style-type: none"> Know the basics of managing a safe and healthy home. 	355 (Family Needs), 578 (Safety First), 578-579 (Falls), 579 (Poisoning), 580 (Firearms), 580 (Fire), 581 (Fire Safety Tips)

<ul style="list-style-type: none"> Use age-appropriate techniques to select and maintain clothing. 	
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Standard 3: Resource Management
Students will understand and be able to manage their personal and community resources.

Health Education 1. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.	Where taught (page numbers)
<p>Students:</p> <ul style="list-style-type: none"> Distinguish between valid and invalid health information, products and services. 	<p>17 (Accessing Valid and Reliable Health Information and Services), 17 (Valid and Reliable Websites), 18 (Checklist for Evaluating Websites), 34 (Accessing Valid and Reliable Information About the Immune System), 34 (Skill-Building Challenge: Accessing Reliable Information), 85 (Healthy Living Skills: Accessing Valid Information), 143-148 (Accessing and Using Nutrition Information), 148 (Skill-Building Challenge: Accessing Valid Nutrition Information), 171 (Healthy Living Skills: Accessing Valid Information), 194 (Healthy Living Skills: Accessing Information), 202 (Skill-Building Challenge: Accessing Weight Loss Information), 247 (Healthy Living Skills: Accessing Information), 336 (Healthy Living Skills: Accessing Information), 318 (Healthy Living Skills: Accessing Information), 477 (Skill-Building Challenge: Where Can I Go for Help?), 523 (Healthy Living Skills: Accessing Information), 586 (Healthy Living Skills: Accessing Information), 596 (Skill-Building Challenge: Accessing Valid and Reliable Information to Determine Laws and Consequences), 631 (Accessing Community Health Resources)</p>
<ul style="list-style-type: none"> Recognize how cultural beliefs influence health behaviors and the use of health services. 	<p>24 (Healthy Living Skills: Analyzing Influences), 136 (Understanding Your Appetite), 137 (Personal and Cultural Beliefs), 137 (Diversity Matters: Religion and Food), 138 (Figure 3.15 Culture plays a big role in our food)</p>

	preferences and choices), 140 (Take It Home)
<ul style="list-style-type: none"> Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools. 	22 (Advocating for Good Health), 22 (Advocating for Your Personal Health), 23 (Advocating for Family Members and Others), 23 (Advocating for Your Community), 23 (Figure 1.8 Steps to community advocacy), 194 (Skill-Building Challenge: Advocating for Food Access), 232 (Skill-Building Challenge: Promoting Good Health), 443 (Skill-Building Challenge: Promoting an Alcohol-Free Lifestyle), 498 (Healthy Living Skills: Promoting Good Health), 523 (Skill-Building Challenge: Advocating for Vape-Free Community Parks), 538 (Skill-Building Challenge: Promoting the Proper Use of Prescription Medications), 586 (Skill-Building Challenge: Advocating for Gun Safety)
<ul style="list-style-type: none"> Analyze how media and technology influence the selection of health information, products and services. 	16 (Analyzing What Influences Your Health Behaviors), 74 (Analyzing Influences: Beauty, Media, and Technology), 75 (Skill-Building Challenge: Analyzing Social and Media Influences), 207-208 (Media Influences on Body Image)
<ul style="list-style-type: none"> Recognize the need to be an advocate for family and community health. 	22 (Advocating for Good Health), 22 (Advocating for Your Personal Health), 23 (Advocating for Family Members and Others), 23 (Advocating for Your Community), 23 (Figure 1.8 Steps to community advocacy), 194 (Skill-Building Challenge: Advocating for Food Access), 232 (Skill-Building Challenge: Promoting Good Health), 443 (Skill-Building Challenge: Promoting an Alcohol-Free Lifestyle), 498 (Healthy Living Skills: Promoting Good Health), 523 (Skill-Building Challenge: Advocating for Vape-Free Community Parks), 538 (Skill-Building Challenge: Promoting the Proper Use of Prescription Medications), 586 (Skill-Building Challenge: Advocating for Gun Safety)
<ul style="list-style-type: none"> Demonstrate the ability to access community health services for prevention, illness, and emergency care. 	629-630 (Community and Public Health Resources), 631 (Accessing Community Health Resources), 631 (Healthy Living Skills: Analyzing Influences)

Physical Education 1. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.	Where taught (page numbers)
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<p>Students:</p> <ul style="list-style-type: none"> Should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available. 	<p>233 (Take It Home), 244-245 (Skill-Related Fitness), 251 (Getting Active and Staying Active Throughout Your Life), 252 (Team and Individual Sports), 254 (Skill-Building Challenge: Analyzing Influences), 254 (Healthy Living Skills: Accessing Information), 255 (Thinking Critically), 255 (Take It Home)</p>
<ul style="list-style-type: none"> Demonstrate the ability to locate physical activity information, products, and services. 	<p>228 (Understanding Physical Activity, Exercise, and Physical Fitness), 229-231 (Physical Activity Guidelines for Teens), 232 (Healthy Living Skills: Analyzing Influences—Smart Watches), 252 (Dressing for Physical Activity), 252 (Physical Activity and Proper Equipment), 254 (Skill-Building Challenge: Analyzing Influences), 254 (Healthy Living Skills: Accessing Information), 262 (Planning Your Fitness with Technology), 263 (STEM in Health: Wearable Technology), 264 (Healthy Living Skills: Analyzing Technology Influences)</p>
<ul style="list-style-type: none"> Know some career options in the field of physical fitness and sports. 	<p>246 (Career Connection: Personal Trainer), 254 (Healthy Living Skills: Accessing Information)</p>

<p>Family and Consumer Sciences</p> <p>1. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p>	
<p>Students:</p> <ul style="list-style-type: none"> Understand how the family can provide for the economic, physical, and emotional needs of its members. 	<p>355 (Family Needs), 357 (Family Roles), 359-360 (Changes to the Family)</p>
<ul style="list-style-type: none"> Understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources. 	<p>629-630 (Community and Public Health Resources), 631 (Accessing Community Health Resources), 631 (Healthy Living Skills: Analyzing Influences)</p>

<ul style="list-style-type: none"> • Are able to budget their time and money. 	318 (Healthy Living Skills: Accessing Information)
<ul style="list-style-type: none"> • Understand how working contributes to a quality living environment. 	
<ul style="list-style-type: none"> • Identify their own abilities and interests as possible guides to career choice. 	107 (Career Connection: Pharmacist), 217 (Career Connection: Dietitian), 246 (Career Connection: Personal Trainer), 254 (Healthy Living Skills: Accessing Information), 326 (Career Connection: Recreational Therapist), 406 (Career Connection: Social Worker), 475 (Career Connection: Substance Abuse Counselor), 495 (Career Connection: Cancer Researcher), 584 (Career Connection: Meteorologist), 628 (Careers in Community and Public Health), 641 (Career Connection: Nurse Practitioner)