

**FORMAT FOR CORRELATION TO THE CALIFORNIA HEALTH EDUCATION CONTENT STANDARDS (GRADES 7-8)**

**Subject Area:** Health and Fitness    **Textbook Title:** Live Well: Middle School Health

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*The California Health Education Content Standards may be accessed on-line at [www.cde.ca.gov](http://www.cde.ca.gov).*

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
<b>Nutrition and Physical Activity</b>		
<b>Standard 1: Essential Concepts</b>		
<b>1.1N</b>	Describe the short- and long-term impact of nutritional choices on health.	118 (Understanding My Health: Is My Diet Healthy?), 120-121 (Nutrients and Your Health), 124-125 (Vitamins and Minerals), 125 (Water and Other Beverages), 132-135 (Energy Balance), 135-136 (Understanding Your Hunger), 141-149 (entire lesson: Tips and Tools for Eating Well), 161-171 (entire lesson: Making Healthy Nutrition Decisions), 178 (Understanding My Health: What Influences My Eating Behaviors?), 180-184 (Minerals for Healthy Development), 214-219 (entire lesson: Your Nutrition Plan)
<b>1.2N</b>	Identify nutrients and their relationship to health.	120-121 (Nutrients and Your Health), 124-125 (Vitamins and Minerals), 141-149 (entire lesson: Tips and Tools for Eating Well), 161-171 (entire lesson: Making Healthy Nutrition Decisions), 178 (Understanding My Health: What Influences My Eating Behaviors?), 180-184 (Minerals for Healthy Development), 214-219 (entire lesson: Your Nutrition Plan)
<b>1.3N</b>	Examine the health risks caused by food contaminants.	190-193 (Food Safety), 194 (Skill-Building Challenge: Advocating for Food Access)
<b>1.4N</b>	Describe how to keep food safe through proper food purchasing, preparation, and storage practices.	190-193 (Food Safety), 194 (Skill-Building Challenge: Advocating for Food Access)

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<b>1.5N</b>	Differentiate between diets that are health-promoting and diets linked to disease.	118 (Understanding My Health: Is My Diet Healthy?), 120-121 (Nutrients and Your Health), 124-125 (Vitamins and Minerals), 125 (Water and Other Beverages), 132-135 (Energy Balance), 135-136 (Understanding Your Hunger), 141-149 (entire lesson: Tips and Tools for Eating Well), 161-171 (entire lesson: Making Healthy Nutrition Decisions), 178 (Understanding My Health: What Influences My Eating Behaviors?), 180-184 (Minerals for Healthy Development), 214-219 (entire lesson: Your Nutrition Plan)
<b>1.6N</b>	Analyze the caloric and nutritional value of foods and beverages.	141-149 (entire lesson: Tips and Tools for Eating Well), (entire lesson: Making Healthy Nutrition Decisions), 178 (Understanding My Health: What Influences My Eating Behaviors?), 180-184 (Minerals for Healthy Development), 214-219 (entire lesson: Your Nutrition Plan)
<b>1.7N</b>	Describe the benefits of eating a variety of foods high in iron, calcium, and fiber.	124-125 (Vitamins and Minerals), 180-184 (Minerals for Healthy Development)
<b>1.8N</b>	Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet.	118 (Understanding My Health: Is My Diet Healthy?), 120-121 (Nutrients and Your Health), 124-125 (Vitamins and Minerals), 132-135 (Energy Balance), 141-149 (entire lesson: Tips and Tools for Eating Well), 161-171 (entire lesson: Making Healthy Nutrition Decisions), 178 (Understanding My Health: What Influences My Eating Behaviors?), 180-184 (Minerals for Healthy Development), 214-219 (entire lesson: Your Nutrition Plan)
<b>1.9N</b>	Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.	199-200 (Losing and Gaining Weight), 201 (Dangerous Dieting Habits), 209-210 (Disordered Eating and Eating Disorders)
<b>1.10N</b>	Identify the impact of nutrition on chronic disease.	161-171 (entire lesson: Making Healthy Nutrition Decisions)
<b>1.11N</b>	Analyze the cognitive and physical benefits of eating breakfast daily.	118 (Understanding My Health: Is My Diet Healthy?), 166 (Making Healthy Breakfast Decisions), 171 (Healthy Living Skills: Analyzing Influences)

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1.12N	Examine the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight, and percentage of body fat.	226 (Understanding My Health: How Physically Active Am I?), 229-230 (Physical Activity Benefits), 235-244 (Health-Related Fitness Components), 247 (Healthy Living Skills: Practicing Healthy Behaviors), 249-253 (entire lesson: Preparing for Physical Activity), 256-264 (entire lesson: Fitness Planning), 264 (Skill-Building Challenge: Setting Goals Using My Fitness Plan)
1.13N	Explain how to use a Body Mass Index (BMI) score as a tool for measuring general health.	134-135 (Determining Your Caloric Need), 197 (Understanding Weight and Body Mass Index)
1.14N	Identify ways to increase daily physical activity.	227-232 (entire lesson: Physical Activity), 235-244 (Health-Related Fitness Components), 249-253 (entire lesson: Preparing for Physical Activity), 256-264 (entire lesson: Fitness Planning), 264 (Skill-Building Challenge: Setting Goals Using My Fitness Plan)
1.15N	Explain that incorporating daily moderate or vigorous physical activity into one's life does not require a structured exercise plan or special equipment.	226 (Understanding My Health: How Physically Active Am I?), 227-232 (entire lesson: Physical Activity), 235-244 (Health-Related Fitness Components)
1.16N	Differentiate between physical activity and exercise and health-related and skill-related fitness.	227-232 (entire lesson: Physical Activity), 234-247 (entire lesson: Health-Related and Skill-Related Fitness Components)
<b>Standard 2: Analyzing Influences</b>		
2.1N	Describe the influence of culture and media on body image.	204-212 (entire lesson: Your Body Image)
2.2N	Evaluate internal and external influences on food choices.	141-149 (entire lesson: Tips and Tools for Eating Well), 161-171 (entire lesson: Making Healthy Nutrition Decisions), 178 (Understanding My Health: What Influences My Eating Behaviors?)

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<b>2.3N</b>	Analyze the impact of nutritional choices on future reproductive and prenatal health.	53 (Diabetes), 170 (Skill-Building Challenge: Making a Healthy Food Decision)
<b>2.4N</b>	Analyze the influence of technology and media on physical activity.	202 (Healthy Living Skills: Analyzing Influences), 204-212 (entire lesson: Your Body Image), 227-232 (entire lesson: Physical Activity), 232 (Healthy Living Skills: Analyzing Influences—Smart Watches), 247 (Healthy Living Skills: Accessing Information)
<b>Standard 3: Accessing Valid Information</b>		
<b>3.1N</b>	Distinguish between valid and invalid sources of nutrition information.	105-106 (Accessing and Evaluating Products), 143-148 (Accessing and Using Nutrition Information), 148 (Skill-Building Challenge: Accessing Valid Nutrition Information)
<b>3.2N</b>	Evaluate the accuracy of claims about dietary supplements and popular diets.	141-149 (entire lesson: Tips and Tools for Eating Well), 143-148 (Accessing and Using Nutrition Information), 148 (Skill-Building Challenge: Accessing Valid Nutrition Information), 202 (Skill-Building Challenge: Accessing Weight Loss Information), 202 (Healthy Living Skills: Healthy Communication)
<b>3.3N</b>	Describe how to access nutrition information about foods offered in restaurants in one's community.	141-149 (entire lesson: Tips and Tools for Eating Well), 143-148 (Accessing and Using Nutrition Information), 148 (Skill-Building Challenge: Accessing Valid Nutrition Information), 166-168 (Making Healthy Decisions When Eating Out)
<b>3.4N</b>	Identify places where youths and families can be physically active.	227-232 (entire lesson: Physical Activity), 249-254 (entire lesson: Preparing for Physical Activity)
<b>3.5N</b>	Identify trusted adults in one's family, school, and community for advice and counseling regarding healthy eating and physical activity.	148 (Other Sources of Nutrition Information), 148 (Skill-Building Challenge: Accessing Valid Nutrition Information), 209 (Other Influences on Body Image), 212 (Skill-Building Challenge: Analyzing Influences on Body Image), 217 (Career Connection: Dietitian), 246 (Career Connection: Personal Trainer)

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<b>Standard 4: Interpersonal Communication</b>		
<b>4.1N</b>	Demonstrate the ability to use effective skills to model healthy decision making and prevent overconsumption of foods and beverages.	19 (Making Healthy Decisions), 31 (entire lesson: Energy Balance, Hunger, and Appetite), 137 (Influences on Your Appetite: Peers), 138 (Influences on Your Appetite: School and Community), 161-171 (entire lesson: Making Healthy Nutrition Decisions)
<b>4.2N</b>	Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices.	18-19 (Communicating Your Health Needs), 139 (Healthy Living Skills: Healthy Communication), 148 (Other Sources of Nutrition Information), 148 (Skill-Building Challenge: Accessing Valid Nutrition Information), 209 (Other Influences on Body Image), 212 (Skill-Building Challenge: Analyzing Influences on Body Image), 217 (Career Connection: Dietitian), 246 (Career Connection: Personal Trainer)
<b>Standard 5: Decision Making</b>		
<b>5.1N</b>	Use a decision-making process to evaluate daily food intake for nutritional requirements.	19 (Making Healthy Decisions), 131 (entire lesson: Energy Balance, Hunger, and Appetite), 137 (Influences on Your Appetite: Peers), 138 (Influences on Your Appetite: School and Community), 161-171 (entire lesson: Making Healthy Nutrition Decisions)
<b>5.2N</b>	Identify recreational activities that increase physical activity.	227-232 (entire lesson: Physical Activity), 244-245 (Skill-Related Fitness), 249-254 (entire lesson: Preparing for Physical Activity)
<b>5.3N</b>	Contrast healthy and risky approaches to weight management.	196-202 (entire lesson: Maintaining a Healthy Weight), 204-212 (entire lesson: Your Body Image)
<b>5.4N</b>	Analyze the physical, mental, and social benefits of physical activity.	229-231 (Physical Activity Benefits), 232 (Skill-Building Challenge: Promoting Good Health)
<b>Standard 6: Goal Setting</b>		
<b>6.1N</b>	Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.	214-219 (entire lesson: Your Nutrition Plan), 229-231 (Physical Activity Guidelines for Teens), 251 (Getting Active and Staying Active Throughout Your Life), 256-264 (Fitness Planning)
<b>6.2N</b>	Set a goal to increase daily physical activity.	229-231 (Physical Activity Guidelines for Teens), 251 (Getting Active and Staying Active Throughout Your Life), 256-264 (Fitness Planning)

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<b>Standard 7: Practicing Health-Enhancing Behaviors</b>		
7.1N	Make healthy food choices in a variety of settings.	131 (entire lesson: Energy Balance, Hunger, and Appetite), 141-149 (Tips and Tools for Eating Well), 161-171 (entire lesson: Making Healthy Nutrition Decisions)
7.2N	Explain proper food handling safety when preparing meals and snacks.	191 (Common Foodborne Illnesses and Symptoms), 192 (Safe Food Handling and Preparation)
7.3N	Assess personal physical activity levels.	227-232 (entire lesson: Physical Activity), 234-247 (entire lesson: Health-Related and Skill-Related Fitness Components), 249-254 (entire lesson: Preparing for Physical Activity)
7.4N	Examine ways to be physically active throughout a lifetime.	229-231 (Physical Activity Guidelines for Teens), 251 (Getting Active and Staying Active Throughout Your Life), 256-264 (Fitness Planning)
<b>Standard 8: Health Promotion</b>		
8.1N	Encourage nutrient-dense food choices in school.	161-171 (entire lesson: Making Healthy Nutrition Decisions), 171 (Healthy Living Skills: Promoting Good Health)
8.2N	Support increased opportunities for physical activity at school and in the community.	232 (Skill-Building Challenge: Promoting Good Health), 254 (Healthy Living Skills: Promoting Good Health)
8.3N	Encourage peers to eat healthy foods and to be physically active.	139 (Skill-Building Challenge: What Influences Your Eating?), 161-171 (entire lesson: Making Healthy Nutrition Decisions), 171 (Healthy Living Skills: Promoting Good Health), 251 (Getting Active and Staying Active Throughout Your Life), 254 (Healthy Living Skills: Promoting Good Health)

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<b>Growth, Development, and Sexual Health</b>		
<b>Standard 1: Essential Concepts</b>		
<b>1.1G</b>	Explain physical, social, and emotional changes associated with adolescence.	S3-S12 (entire lesson: Changes in Adolescence), 273-280 (entire lesson: Your Emotional Health), 282-288 (entire lesson: Being Yourself), 362-368 (entire lesson: Friendships), 370-382 (entire lesson: Dating Relationships)
<b>1.2G</b>	Summarize the human reproduction cycle.	S15-S23 (entire lesson: Reproductive Systems)
<b>1.3G</b>	Explain the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy.	S27 (Abstinence), S35 (Skill-Building Challenge: Choosing Abstinence), 380 (Abstinence)
<b>1.4G</b>	Explain how conception occurs, the stages of pregnancy, and the responsibilities associated with parenting.	S15-S23 (entire lesson: Reproductive Systems)
<b>1.5G</b>	Explain the effectiveness of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and unintended pregnancy.	S28-S34 (Contraception)
<b>1.6G</b>	Identify the short- and long-term effects of HIV, AIDS, and other STDs.	S37-S46 (entire lesson: Sexually Transmitted Diseases, Including HIV and AIDS)
<b>1.7G</b>	Identify ways to prevent or reduce the risk of contracting HIV, AIDS, and other STDs.	S11 (Risks and Consequences of Being Sexually Active), S12 (Skill-Building Challenge: Influences on My Decision to Be Sexually Active), S27 (Abstinence), S35 (Skill-Building Challenge: Choosing Abstinence), S45-S46 (How to Reduce the Risk of Infection from an STD)
<b>1.8G</b>	Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.	S5-S6 (Sex and Sexuality), S6-S7 (Gender and Gender Expression), S7-S8 (Gender Identity and Sexual Orientation), S8-S9 (LGBTQ Teens)

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<b>1.9G</b>	Explain why individuals have the right to refuse sexual contact.	S10 (Sexual Consent), S12 (Healthy Living Skills: Healthy Communication), 379-380 (Dating Relationships: Intimacy and Boundaries)
<b>1.10G</b>	Describe the emotional, psychological, and physical consequences of rape and sexual assault.	S10 (Sexual Consent)
<b>1.11G</b>	Explain why rape and sexual assault should be reported to authorities and trusted adults.	S10 (Sexual Consent), S34 (Emergency Contraception)
<b>1.12G</b>	Describe responsible prenatal and child care, including California’s Safely Surrendered Baby Law.	S21-S22 (Teens as Parents), S22 (Benefits of Being an Adult Before Becoming a Parent), S23 (Safe Haven Laws)
<b>1.13G</b>	Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.	S22 (Benefits of Being an Adult Before Becoming a Parent)

**Standard 2: Analyzing Influences**

<b>2.1G</b>	Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.	S11 (Influences on Your Sexual Activity), S11 (Risks and Consequences of Being Sexually Active), 343-351 (entire lesson: Healthy Relationships)
<b>2.2G</b>	Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.	S6-S7 (Gender and Gender Expression), S7-S8 (Gender Identity and Sexual Orientation), S8-S9 (LGBTQ Teens), 207-208 (Media Influences on Body Image), 209 (Other Influences on Body Image)
<b>2.3G</b>	Analyze the influence of alcohol and other drugs on sexual behaviors.	S10 (Sexual Consent), S11 (Influences on Your Sexual Activity)
<b>2.4G</b>	Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs.	S10-S11 (Being Sexually Active), S12 (Influences on My Decision to Be Sexually Active), S12 (Healthy Living Skills: Healthy Communication)



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<b>2.5G</b>	Recognize that there are individual, family, and cultural differences in relationships.	S4 (Adolescence and Change), S11 (Risks and Consequences of Being Sexually Active), 343-351 (entire lesson: Healthy Relationships), 353-360 (entire lesson: Family Relationships), 370-382 (entire lesson: Dating Relationships)
<b>2.6G</b>	Explain how sexual exploitation can occur through the Internet.	S11 (Risks and Consequences of Being Sexually Active), 376 (Online Dating Websites and Apps for Teens), 377-378 (Sexting)

### **Standard 3: Accessing Valid Information**

<b>3.1G</b>	Identify trusted adults in one's family, school, and community for advice and counseling regarding reproductive and sexual health.	S23 (Skill-Building Challenge: Taking Care of Your Reproductive Health)
<b>3.2G</b>	Locate medically and scientifically accurate sources of information on reproductive health.	S11 (Influences on Your Sexual Activity), S11 (Risks and Consequences of Being Sexually Active), S23 (Skill-Building Challenge: Taking Care of Your Reproductive Health)
<b>3.3G</b>	Identify health care providers for reproductive and sexual health services.	S21-S22 (Teens as Parents), S23 (Skill-Building Challenge: Taking Care of Your Reproductive Health)

### **Standard 4: Interpersonal Communication**

<b>4.1G</b>	Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues.	S12 (Healthy Living Skills: Healthy Communication), S28-S34 (Contraception), S46 (Skill-Building Challenge: Communication: Preventing the Spread of STDs)
<b>4.2G</b>	Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and unintended pregnancy.	S23 (Healthy Living Skills: Healthy Communication), S28-S34 (Contraception), S46 (Skill-Building Challenge: Communication: Preventing the Spread of STDs), 380 (Abstinence)

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<b>4.3G</b>	Use healthy and respectful ways to express friendship, attraction, and affection.	S23 (Healthy Living Skills: Healthy Communication), 367 (Healthy Ways to Express Love in a Friendship), 379-380 (Dating Relationships: Intimacy and Boundaries)
<b>4.4G</b>	Analyze the benefits of respecting individual differences in growth and development.	S23 (Healthy Living Skills: Healthy Communication), 367 (Healthy Ways to Express Love in a Friendship), 379-380 (Dating Relationships: Intimacy and Boundaries)
<b>4.5G</b>	Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.	S23 (Healthy Living Skills: Healthy Communication), 379-380 (Dating Relationships: Intimacy and Boundaries), 380 (Abstinence)
<b>Standard 5: Decision Making</b>		
<b>5.1G</b>	Analyze why abstinence is the most effective method for the prevention of HIV, STDs, and pregnancy.	S12 (Skill-Building Challenge: Influences on My Decision to Be Sexually Active), S27 (Abstinence), S35 (Skill-Building Challenge: Choosing Abstinence), S35 (Healthy Living Skills: Promoting Good Health), 380 (Abstinence)
<b>5.2G</b>	Use a decision-making process to examine the characteristics of healthy relationships.	S4-S5 (Social Changes in Adolescence), S12 (Skill-Building Challenge: Influences on My Decision to Be Sexually Active), S12 (Making Healthy Decisions), 367 (Healthy Ways to Express Love in a Friendship), 372 (Characteristics of a Healthy Dating Relationship), 378-379 (Unhealthy Middle School Dating)
<b>5.3G</b>	Use a decision-making process to evaluate individual differences in growth and development, physical appearance, gender roles, and sexual orientation.	S4-S5 (Social Changes in Adolescence), S5 (Emotional Changes in Adolescence), 374-375 (Sexual Orientation)
<b>5.4G</b>	Analyze the responsibilities and privileges of becoming a young adult.	S12 (Skill-Building Challenge: Influences on My Decision to Be Sexually Active), S12 (Making Healthy Decisions), S21-S22 (Teens as Parents), S27 (Abstinence), 343-351 (entire lesson: Healthy Relationships)
<b>5.5G</b>	Identify how good health practices in adolescence affect lifelong health and the health of future children.	S12 (Making Healthy Decisions), S21-S22 (Teens as Parents)

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<b>5.6G</b>	Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity.	S12 (Skill-Building Challenge: Influences on My Decision to Be Sexually Active), S21-S22 (Teens as Parents), S27 (Abstinence), S35 (Skill-Building Challenge: Choosing Abstinence), S35 (Healthy Living Skills: Promoting Good Health), 380 (Abstinence)
<b>5.7G</b>	Use a decision-making process to evaluate the value of using FDA-approved condoms for pregnancy and STD prevention.	S28-S34 (Contraception)
<b>Standard 6: Goal Setting</b>		
<b>6.1G</b>	Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy.	S27 (Abstinence), S35 (Skill-Building Challenge: Choosing Abstinence), S28-S34 (Contraception), S35 (Healthy Living Skills: Promoting Good Health), 380 (Abstinence)
<b>6.2G</b>	Describe how HIV, AIDS, other STDs, or pregnancy could impact life goals.	S12 (Skill-Building Challenge: Influences on My Decision to Be Sexually Active), S21-S22 (Teens as Parents)
<b>Standard 7: Practicing Health-Enhancing Behaviors</b>		
<b>7.1G</b>	Describe strategies for refusing unwanted sexual activity.	S12 (Skill-Building Challenge: Influences on My Decision to Be Sexually Active), S27 (Abstinence), S35 (Skill-Building Challenge: Choosing Abstinence), S35 (Healthy Living Skills: Promoting Good Health), 380 (Abstinence)
<b>7.2G</b>	Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health.	11 (Risk and Consequences of Being Sexually Active), S12 (Skill-Building Challenge: Influences on My Decision to Be Sexually Active), S27 (Abstinence), S28-S34 (Contraception), S35 (Skill-Building Challenge: Choosing Abstinence), 380 (Abstinence)
<b>7.3G</b>	Describe personal actions that can protect reproductive and sexual health.	S23 (Skill-Building Challenge: Taking Care of Your Reproductive Health), S27 (Abstinence), S28-S34 (Contraception), S35 (Skill-Building Challenge: Choosing Abstinence), S35 (Healthy Living Skills: Promoting Good Health), 380 (Abstinence)
<b>Standard 8: Health Promotion</b>		
<b>8.1G</b>	Support and encourage safe, respectful, and responsible relationships.	372 (Characteristics of a Healthy Dating Relationship), 381 (Advocating for Safe and Respectful Dating Relationships)
<b>8.2G</b>	Promote respect for and dignity of persons living with HIV or AIDS.	S38-S39 (HIV and AIDS)

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<b>Injury Prevention and Safety</b>		
<b>Standard 1: Essential Concepts</b>		
1.1S	Describe the differences between physical, verbal, and sexual violence.	393-400 (entire lesson: Understanding Violent Behavior), 409-419 (entire lesson: Youth Violence, Bullying, and Gangs)
1.2S	Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.	397-398 (Reporting Violence), 398-399 (Preventing Violence)
1.3S	Describe the presence of weapons increases the risk of serious violent injuries.	396 (Influences on Violent Behavior), 410 (Youth Violence), 418 (School Violence)
1.4S	Discuss the importance of reporting weapon possession.	397-398 (Reporting Violence), 398-399 (Preventing Violence)
1.5S	Explain how violence, aggression, bullying, and harassment affect health and safety.	393-400 (entire lesson: Understanding Violent Behavior), 409-419 (entire lesson: Youth Violence, Bullying, and Gangs)
1.6S	Identify trusted adults to whom school or community violence should be reported.	397-398 (Reporting Violence), 398-399 (Preventing Violence)
1.7S	Describe possible legal consequences of sexual harassment and violence.	421-429 (entire lesson: Relationships and Violence)
1.8S	Describe types of sexual harassment and ways to report them.	421-429 (entire lesson: Relationships and Violence)
1.9S	Describe the behavioral and environmental factors associated with major causes of death in the United States.	37-47 (entire lesson: Communicable Diseases), 49-59 (entire lesson: Noncommunicable Diseases), 445-454 (entire lesson: The Effects of Alcohol), 486-487 (Tobacco Facts), 488-490 (Tobacco's Effects on the Body), 533 (Using OTC and Prescription Drugs Safely), 541-551 (entire lesson: Illicit Drugs), 633-641 (entire lesson: Air, Water, and Noise Pollution), 643-648 (entire lesson: Chemicals, the Environment, and Your Health)

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<b>1.10S</b>	Identify basic safety guidelines for emergencies and natural disasters.	604-617 (entire lesson: First Aid and Emergency Procedures), 582-584 (Natural Disaster), 585 (Creating a Disaster Preparedness Plan)
<b>1.11S</b>	Identify ways to prevent climate-related physical conditions such as exhaustion, sunburn, heat stroke, and hypothermia.	611 (Heat-Related Emergencies), 611 (Cold-Related Emergencies), 617 (Skill-Building Challenge: Analyzing Influences on Sun-Safety Practices)
<b>1.12S</b>	Explain safety hazards associated with Internet usage.	598-602 (entire lesson: Safety Online)
<b>1.13S</b>	Explain ways to prevent fires and reduce the risk of fire-related injuries.	580-581 (Fire)
<b>1.14S</b>	Explain ways to reduce the risk of injuries in and around water.	595 (Water Safety)
<b>1.15S</b>	Explain ways to reduce the risk of injuries (including oral injuries) that can occur during sports and recreational activities.	252-253 (Physical Activity and Proper Equipment), 253 (Preventing Injuries While Being Active), 254 (Skill-Building Challenge: Analyzing Influences), 592-595 (Staying Safe While Being Active)
<b>Standard 2: Analyzing Influences</b>		
<b>2.1S</b>	Analyze how the media portray fire and explosives.	580-581 (Fire)
<b>2.2S</b>	Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.	343-351 (entire lesson: Healthy Relationships), 409-419 (entire lesson: Youth Violence, Bullying, and Gangs), 419 (Skill-Building Challenge: Analyzing Influences)
<b>Standard 3: Accessing Valid Information</b>		
<b>3.1S</b>	Analyze sources of information regarding injury and violence prevention.	419 (Healthy Living Skills: Accessing Information), 586 (Skill-Building Challenge: Advocating for Gun Safety), 586 (Healthy Living Skills: Accessing Information)
<b>3.2S</b>	Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying.	393-400 (entire lesson: Understanding Violent Behavior), 409 (entire lesson: Youth Violence, Bullying, and Gangs)

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<b>Standard 4: Interpersonal Communication</b>		
4.1S	Report to a trusted adult situations that could lead to injury or harm.	413-414 (Responding to Bullying), 416 (Responding to Cyberbullying), 418 (Reporting Gang Violence)
4.2S	Use communication and refusal skills to avoid violence, gang involvement, and risky situations.	398-399 (Preventing Violence), 413-414 (Responding to Bullying), 416 (Responding to Cyberbullying), 418 (Avoiding Gang Violence)
4.3S	Describe ways to manage interpersonal conflicts nonviolently.	405-406 (Managing Conflict), 406 (Conflict Resolution)
4.4S	Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.	413-414 (Responding to Bullying), 416 (Responding to Cyberbullying), 418 (Reporting Gang Violence)
4.5S	Describe characteristics of effective communication.	46 (Skill-Building Challenge: Communicating Well to Stay Healthy), 109 (Using Assertive Communication), 327 (Skill-Building Challenge: Healthy Communication), 405-406 (Managing Conflict), 406 (Conflict Resolution)
4.6S	Differentiate between passive, aggressive, and assertive communication.	46 (Skill-Building Challenge: Communicating Well to Stay Healthy), 109 (Using Assertive Communication), 347-348 (Communication Styles), 405-406 (Managing Conflict), 406 (Conflict Resolution)
4.7S	Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources.	604-617 (entire lesson: First Aid and Emergency Procedures)
<b>Standard 5: Decision Making</b>		
5.1S	Use a decision-making process to examine risky social and dating situations.	344-345 (Healthy Relationships), 345-346 (Unhealthy Relationships), 370-382 (Dating Relationships)
5.2S	Use communication and refusal skills to avoid violence, gang involvement, and risky situations.	413-414 (Responding to Bullying), 416 (Responding to Cyberbullying), 418 (Avoiding Gang Violence), 418 (Reporting Gang Violence)

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<b>5.3S</b>	Use a decision-making process to analyze the consequences of gang involvement.	417 (Consequences of Gang Violence), 418 (Avoiding Gang Violence), 418 (Reporting Gang Violence), 419 (Healthy Living Skills: Decision Making)
<b>5.4S</b>	Evaluate why some students are bullies.	411-12 (Influences on Bullying Behavior), 419 (Skill-Building Challenge: Analyzing Influences)
<b>5.5S</b>	Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.	421-429 (entire lesson: Relationships and Violence)
<b>Standard 6: Goal Setting</b>		
<b>6.1S</b>	Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.	418 (Avoiding Gang Violence), 427-428 (Breaking the Cycle of Abuse)
<b>6.2S</b>	Create a personal-safety plan.	418 (Avoiding Gang Violence), 427-428 (Breaking the Cycle of Abuse), 585 (Creating a Disaster Preparedness Plan)
<b>Standard 7: Practicing Health-Enhancing Behaviors</b>		
<b>7.1S</b>	Practice first aid and emergency procedures.	604 (entire lesson: First Aid and Emergency Procedures)
<b>7.2S</b>	Practice ways to resolve conflicts nonviolently.	405-406 (Managing Conflict), 406 (Conflict Resolution)
<b>7.3S</b>	Practice the safe use of technology.	601 (Technology Safety Tips)

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<b>Standard 8: Health Promotion</b>		
<b>8.1S</b>	Support changes to promote safety in the home, at school, and in the community.	586 (Skill-Building Challenge: Advocating for Gun Safety)
<b>8.2S</b>	Design a campaign for preventing violence, aggression, bullying, and harassment.	413 (Responding to Bullying), 419 (School Violence)
<b>8.3S</b>	Demonstrate the ability to influence others' safety behaviors (e.g., wearing bicycle helmets and seat belts).	586 (Skill-Building Challenge: Advocating for Gun Safety), 593 (Bicycle Safety), 594 (Motor Vehicle Safety)



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<b>Alcohol, Tobacco, and Other Drugs</b>		
<b>Standard 1: Essential Concepts</b>		
<b>1.1A</b>	Describe the harmful short- and long-term effects of alcohol, tobacco, and other drugs, including steroids, performance-enhancing drugs and inhalants.	445-454 (entire lesson: The Effects of Alcohol), 488-490 (Tobacco’s Effects on the Body), 490-491 (Health Effects of Smokeless Tobacco), 531-539 (entire lesson: Over-the-Counter and Prescription Drugs), 541 (entire lesson: Illicit Drugs)
<b>1.2A</b>	Describe the relationship between using alcohol, tobacco, and other drugs and engaging in other risky behaviors.	442 (Drinking and Driving), 452-453 (Risks of Underage Drinking), 488-490 (Tobacco’s Effects on the Body), 494 (Health Risks and E-Cigarettes), 534-535 (Potential Risks of Taking OTC and Prescription Drugs), 550 (Illicit Drugs and Risky Behaviors)
<b>1.3A</b>	Explain the dangers of drug dependence and addiction.	533 (Using OTC and Prescription Drugs Safely), 534-535 (Potential Risks of Taking OTC and Prescription Drugs), 535-536 (Abuse of OTC and Prescription Drugs), 542 (Illicit Drugs Overview)
<b>1.4A</b>	Describe the consequences of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorders.	449-450 (Effects of Alcohol Use During Pregnancy), 495 (Pregnancy and Tobacco Product Use)
<b>1.5A</b>	Analyze the harmful effects of using diet pills without physician supervision.	537-538 (Diet Pills), 539 (Healthy Living Skills: Healthy Communication)
<b>1.6A</b>	Explain the short- and long-term consequences of using alcohol and other drugs to cope with problems.	445-454 (entire lesson: The Effects of Alcohol), 535-536 (Abuse of OTC and Prescription Drugs), 548-549 (Why Some Teens Use Illicit Drugs)
<b>1.7A</b>	Explain why most youths do not use alcohol, tobacco, or other drugs.	453 (Skill-Building Challenge: Deciding to Be Alcohol Free), 463-469 (entire lesson: Saying No to Alcohol), 509-516 (entire lesson: Avoiding and Quitting Tobacco Product Use), 551 (Skill-Building Challenge: Refuse to Use)
<b>1.8A</b>	Explain school policies and community laws related to the use, possession, and sale of alcohol, tobacco, and illegal drugs.	441-442 (Consequences of Alcohol Use), 457-458 (Who Influences You to Drink or Not), 506 (Tobacco Products and School Policies), 566 (School Policies), 567 (Community Laws)

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<b>Standard 2: Analyzing Influences</b>		
<b>2.1A</b>	Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs.	456-461 (entire lesson: Influences and Alcohol), 501-507 (entire lesson: Influences on Using Tobacco Products), 548-549 (Why Some Teens Use Illicit Drugs)
<b>2.2A</b>	Evaluate the influence of marketing and advertising techniques and how they affect alcohol, tobacco, and other drug use and abuse.	456-461 (entire lesson: Influences and Alcohol), 501-507 (entire lesson: Influences on Using Tobacco Products), 548-549 (Why Some Teens Use Illicit Drugs), 555-556 (Media and Advertisements)
<b>2.3A</b>	Analyze family and peer pressure as influences on the use of alcohol, tobacco, and other drugs.	457-458 (Influence of Friends and Peer Pressure), 458 (Influence of Family), 497 (Skill-Building Challenge: Making Healthy Decisions), 502-504 (Factors That Influence Tobacco Use), 548-549 (Why Some Teens Use Illicit Drugs), 554 (Factors That Influence the Use of Drugs)
<b>Standard 3: Accessing Valid Information</b>		
<b>3.1A</b>	Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs.	443 (Skill-Building Challenge: Promoting an Alcohol-Free Lifestyle), 454 (Healthy Living Skills: Accessing Information), 477 (Skill-Building Challenge: Where Can I Go for Help?), 523 (Healthy Living Skills: Accessing Information)
<b>Standard 4: Interpersonal Communication</b>		
<b>4.1A</b>	Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.	463-469 (entire lesson: Saying No to Alcohol), 509-516 (entire lesson: Avoiding and Quitting Tobacco Product Use), 516 (Skill-Building Challenge: Demonstrating Interpersonal Refusal Skills), 548-549 (Why Some Teens Use Illicit Drugs), 551 (Skill-Building Challenge: Refuse to Use)
<b>Standard 5: Decision Making</b>		
<b>5.1A</b>	Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations.	463-469 (entire lesson: Saying No to Alcohol), 509-516 (entire lesson: Avoiding and Quitting Tobacco Product Use), 516 (Skill-Building Challenge: Demonstrating Interpersonal Refusal Skills), 548-549 (Why Some Teens Use Illicit Drugs), 551 (Skill-Building Challenge: Refuse to Use)

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<b>Standard 6: Goal Setting</b>		
<b>6.1A</b>	Develop short- and long-term goals to remain drug-free.	20 (Setting SMART Goals), 463-469 (entire lesson: Saying No to Alcohol), 509-516 (entire lesson: Avoiding and Quitting Tobacco Product Use), 551 (Skill-Building Challenge: Refuse to Use)
<b>Standard 7: Practicing Health-Enhancing Behaviors</b>		
<b>7.1A</b>	Use a variety of effective coping strategies when there is alcohol, tobacco, or other drug use in group situations.	467 (Refusal Skills), 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), 551 (Skill-Building Challenge: Refuse to Use)
<b>7.2A</b>	Practice positive alternatives to the use of alcohol, tobacco, and other drugs.	468 (Alternatives to Drinking Alcohol), 469 (Healthy Living Skills: Promoting Good Health), 510 (Tips for Staying Tobacco-Free), 557-558 (Healthy Alternatives to Using Drugs)
<b>Standard 8: Health Promotion</b>		
<b>8.1A</b>	Participate in school and community efforts to promote a drug-free lifestyle.	557-558 (Healthy Alternatives to Using Drugs), 559 (Healthy Living Skills: Healthy Communication)

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<b>Mental, Emotional, and Social Health</b>		
<b>Standard 1: Essential Concepts</b>		
<b>1.1M</b>	Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).	278-279 (Developing Empathy), 280 (Skill-Building Challenge: Expressing and Communicating Empathy), 344-345 (Healthy Relationships)
<b>1.2M</b>	Identify a variety of nonviolent ways to respond when angry or upset.	300-302 (Taking Control of Your Emotions), 303 (Skill-Building Challenge: Practicing Emotional Control), 405-406 (Managing Conflict), 406 (Conflict Resolution), 407 (Skill-Building Challenge: Resolving Conflicts)
<b>1.3M</b>	Identify qualities that contribute to a positive self-image.	282-288 (entire lesson: Being Yourself)
<b>1.4M</b>	Describe how emotions change during adolescence.	273-280 (entire lesson: Your Emotional Health)
<b>1.5M</b>	Recognize diversity among people, including disability, gender, race, sexual orientation, and body size.	7-8 (Disability), 11 (Diversity Matters: Living with a Disability), 207 (Weight Prejudice), 207-208 (Media Influences on Body Image), 356 (Gender Socialization), 374 (Sexual Orientation), 374 (Diversity Matters: Public Schools and Sexual Orientation Discrimination), 397 (Prejudice, Bias, and Intolerance), 399 (Communicating Respect for Others), 400 (Skill-Building Challenge: Communicating Respect for Others)
<b>1.6M</b>	Describe the changing roles and responsibilities of adolescents as members of a family and community.	353-360 (entire lesson: Family Relationships)
<b>1.7M</b>	Describe the benefits of having positive relationships with trusted adults.	343-351 (entire lesson: Healthy Relationships)
<b>1.8M</b>	Analyze the harmful effects of using diet pills without physician supervision.	201 (Dangerous Dieting Habits)
<b>1.9M</b>	Identify the signs of various eating disorders.	209-210 (Disordered Eating and Eating Disorders)

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<b>1.10M</b>	Describe signs of depression, potential suicide, and other self-destructive behaviors.	329-336 (entire lesson: Depression, Suicide, and Self-Harm)
<b>1.11M</b>	Describe common mental health conditions and why seeking professional help for these conditions is important.	320-327 (entire lesson: Mental Disorders and Anxiety)
<b>Standard 2: Analyzing Influences</b>		
<b>2.1M</b>	Analyze internal and external influences on mental, emotional, and social health.	274 (What Is Emotional Health?), 275 (What Makes Me Emotionally Healthy?), 279 (Optimism and Emotional Health), 314 (Types of Stressors), 322 (Causes of Mental Disorders), 344-345 (Healthy Relationships)
<b>2.2M</b>	Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.	394 (What Is Violent Behavior?), 396 (Influences on Violent Behavior)
<b>2.3M</b>	Analyze the influence of culture on family values and practices.	355-356 (Social Norms), 357 (Family Roles), 360 (Skill-Building Challenge: How Culture, Media, and Other People Influence Your Perceptions of Gender Roles)
<b>Standard 3: Accessing Valid Information</b>		
<b>3.1M</b>	Access accurate sources of information and services about mental, emotional, and social health.	17-18 (Accessing Valid and Reliable Health Information and Services), 326 (Career Connection: Recreational Therapist), 335 (Reaching Out for Help), 336 (Healthy Living Skills: Accessing Information), 350 (Career Connection: Marriage and Family Therapist), 406 (Career Connection: Social Worker)
<b>3.2M</b>	Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access help for oneself and others.	17-18 (Accessing Valid and Reliable Health Information and Services), 326 (Career Connection: Recreational Therapist), 335 (Reaching Out for Help), 336 (Healthy Living Skills: Accessing Information), 350 (Career Connection: Marriage and Family Therapist), 406 (Career Connection: Social Worker), 413-414 (Responding to Bullying)

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<b>3.3M</b>	Identify trusted adults to report to if people are in danger of hurting themselves or others.	335 (Reaching Out for Help), 357-358 (Guardian Relationships), 406 (Career Connection: Social Worker), 413-414 (Responding to Bullying)
<b>3.4M</b>	Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.	335 (Reaching Out for Help), 357-358 (Guardian Relationships), 406 (Career Connection: Social Worker), 413-414 (Responding to Bullying)
<b>Standard 4: Interpersonal Communication</b>		
<b>4.1M</b>	Seek help from trusted adults for oneself or a friend with an emotional or social health problem.	17-18 (Accessing Valid and Reliable Health Information and Services), 326 (Career Connection: Recreational Therapist), 335 (Reaching Out for Help), 336 (Healthy Living Skills: Accessing Information), 350 (Career Connection: Marriage and Family Therapist), 406 (Career Connection: Social Worker)
<b>Standard 5: Decision Making</b>		
<b>5.1M</b>	Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.	287 (Self-Esteem and Self-Confidence Boosters and Busters), 288 (Skill-Building Challenge: Self-Esteem and Decision Making), 325-326 (Getting Help for Anxiety Disorders), 327 (Healthy Living Skills: Making Healthy Decisions), 335 (Reaching Out for Help), 336 (Skill-Building Challenge: Making Healthy Decisions)
<b>5.2M</b>	Monitor personal stressors and assess techniques for managing them.	311 (entire lesson: Understanding and Managing Stress)
<b>5.3M</b>	Describe healthy ways to express caring, friendship, affection, and love.	344-345 (Healthy Relationships), 365 (What It Takes to Be a Close Friend), 367 (Healthy Ways to Express Love in a Friendship), 368 (Healthy Living Skills: Practicing Healthy Behaviors), 372 (Characteristics of a Healthy Dating Relationship)
<b>5.4M</b>	Describe situations for which someone would seek help with stress, loss, an unrealistic body image, or depression.	205 (What Is Body Image?), 206 (Negative Body Image and Health), 314 (Types of Stressors), 330 (What Is Depression?), 333 (Grief and Loss)
<b>5.5M</b>	Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.	10-11 (Healthy Lifestyle Choices), 291 (What Is Resilience?), 379 (Dating Relationships: Intimacy and Boundaries), 381 (Skill-Building Challenge: Advocating for Safe and Respectful Dating Relationships)

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<b>Standard 6: Goal Setting</b>		
<b>6.1M</b>	Develop achievable goals for handling stressors in healthy ways.	317 (Managing Stress), 318 (Skill-Building Challenge: Setting Healthy Goals)
<b>Standard 7: Practicing Health-Enhancing Behaviors</b>		
<b>7.1M</b>	Demonstrate effective coping mechanisms and strategies for managing stress.	317 (Managing Stress), 318 (Skill-Building Challenge: Setting Healthy Goals)
<b>7.2M</b>	Practice respect for individual differences and diverse backgrounds.	137 (Diversity Matters: Religion and Food), 324 (Diversity Matters: Ryan’s Challenge), 344-345 (Healthy Relationships), 356 (Gender Socialization), 374 (Sexual Orientation), 374 (Diversity Matters: Public Schools and Sexual Orientation Discrimination), 399 (Communicating Respect for Others), 400 (Skill-Building Challenge: Communicating Respect for Others)
<b>7.3M</b>	Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.	23 (Advocating for Your Community), 288 (Healthy Living Skills: Accessing Information), 418 (Avoiding Gang Violence)
<b>7.4M</b>	Practice personal boundaries in a variety of situations.	10-11 (Healthy Lifestyle Choices), 291 (What Is Resilience?), 379 (Dating Relationships: Intimacy and Boundaries), 381 (Skill-Building Challenge: Advocating for Safe and Respectful Dating Relationships), 428 (Setting Personal Boundaries)
<b>7.5M</b>	Demonstrate skills to avoid or escape from potentially violent situations, including dating.	405-406 (Managing Conflict), 406 (Conflict Resolution), 407 (Skill-Building Challenge: Resolving Conflicts), 413-414 (Responding to Bullying), 418 (Avoiding Gang Violence), 418 (School Violence), 425-426 (Domestic Violence), 426 (Sexual Assault)

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<b>Standard 8: Health Promotion</b>		
<b>8.1M</b>	Promote a positive and respectful school environment.	351 (Healthy Living Skills: Promoting Good Health), 381 (Skill-Building Challenge: Advocating for Safe and Respectful Dating Relationships), 400 (Healthy Living Skills: Promoting Good Health), 443 (Skill-Building Challenge: Promoting an Alcohol-Free Lifestyle), 498 (Healthy Living Skills: Promoting Good Health), 538 (Skill-Building Challenge: Promoting the Proper Use of Prescription Medications), 602 (Healthy Living Skills: Promoting Good Health)
<b>8.2M</b>	Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation.	55 (Healthy Living Skills: Healthy Communication), 413-414 (Responding to Bullying), 416 (Responding to Cyberbullying)



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<b>Personal and Community Health</b>		
<b>Standard 1: Essential Concepts</b>		
<b>1.1P</b>	Describe the importance of health-management strategies (e.g., those involving adequate sleep, ergonomics, sun safety, hearing protection, and self-examination).	55 (Preventing Skin Cancer), 71 (Sunburn), 92-93 (Common Problems with Hearing), 96-101 (entire lesson: Healthy Sleep and Rest), 104 (Being a Health Care Consumer)
<b>1.2P</b>	Identify the importance of age-appropriate medical services.	107-108 (The Health Care System)
<b>1.3P</b>	Identify Standard (Universal) Precautions and why they are important.	38-40 (Preventing Communicable Diseases), 606 (Universal Precautions)
<b>1.4P</b>	Examine the causes and symptoms of communicable and non-communicable diseases.	37-47 (entire lesson: Communicable Diseases), 49-59 (entire lesson: Noncommunicable Diseases)
<b>1.5P</b>	Discuss the importance of effective personal and dental hygiene practices for preventing illness.	77-84 (entire lesson: Good Oral Health)
<b>1.6P</b>	Identify effective brushing and flossing techniques for oral care.	80 (Caring for Your Mouth and Teeth)
<b>1.7P</b>	Identify effective protection for teeth, eyes, head, and neck during sports and recreational activities.	252-253 (Dressing for Physical Activity), 254 (Skill-Building Challenge: Analyzing Influences)
<b>1.8P</b>	Identify ways to prevent vision or hearing damage.	87-94 (entire lesson: Healthy Vision and Hearing)
<b>1.9P</b>	Identify ways that environmental factors, including air quality, affect our health.	633-641 (entire lesson: Air, Water, and Noise Pollution), 643 (entire lesson: Chemicals, the Environment, and Your Health)

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<b>1.10P</b>	Identify human activities that contribute to environmental challenges (e.g., air, water, and noise pollution).	633-641 (entire lesson: Air, Water, and Noise Pollution)
<b>1.11P</b>	Describe global influences on personal and community health.	630 (Global Issues and Public Health)
<b>1.12P</b>	Identify ways to reduce exposure to the sun.	55 (Preventing Skin Cancer), 71 (Sunburn)
<b>Standard 2: Analyzing Influences</b>		
<b>2.1P</b>	Analyze a variety of influences that affect personal health practices.	14-24 (entire lesson: Developing Skills for Healthy Living), 24 (Healthy Living Skills: Analyzing Influences), 254 (Skill-Building Challenge: Analyzing Influences)
<b>2.2P</b>	Analyze how environmental pollutants, including noise pollution, affect health.	633-641 (entire lesson: Air, Water, and Noise Pollution)
<b>2.3P</b>	Analyze the relationship between the health of a community and the global environment.	630 (Global Issues and Public Health)
<b>2.4P</b>	Analyze the influence of culture, media, and technology on health decisions.	17-18 (Accessing Valid and Reliable Health Information and Services), 24 (Healthy Living Skills: Analyzing Influences), 74 (Analyzing Influences: Beauty, Media, and Technology), 75 (Skill-Building Challenge: Analyzing Social and Media Influences)
<b>2.5P</b>	Analyze the social influences that encourage or discourage sun-safety practices.	59 (Healthy Living Skills: Analyzing Influences), 617 (Skill-Building Challenge: Analyzing Influences on Sun-Safety Practices)

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<b>Standard 3: Accessing Valid Information</b>		
<b>3.1P</b>	Demonstrate the ability to access information about personal health products (e.g., deodorant, shampoo, sunscreen, and dental care products), and evaluate the information's validity.	105-107 (Accessing and Evaluating Products), 110 (Healthy Living Skills: Making Healthy Decisions)
<b>3.2P</b>	Access valid information about preventing common communicable diseases.	34 (Accessing Valid and Reliable Information About the Immune System), 34 (Skill-Building Challenge: Accessing Reliable Information), 38-40 (Preventing Communicable Diseases), 47 (Healthy Living Skills: Accessing Information)
<b>3.3P</b>	Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources.	17-18 (Accessing Valid and Reliable Health Information and Services), 604 (entire lesson: First Aid and Emergency Procedures)
<b>3.4P</b>	Demonstrate how to access school and community health services.	15 (What Are Health Skills?), 16 (Developing Basic Health Knowledge), 17-18 (Accessing Valid and Reliable Health Information and Services), 107-108 (The Health Care System)
<b>Standard 4: Interpersonal Communication</b>		
<b>4.1P</b>	Practice how to make a health-related consumer complaint.	110 (Skill-Building Challenge: Making a Consumer Complaint)
<b>4.2P</b>	Use assertive communication skills to avoid situations that increase risk of communicable disease or illness.	46 (Skill-Building Challenge: Communicating Well to Stay Healthy)

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<b>Standard 5: Decision Making</b>		
<b>5.1P</b>	Apply a decision-making process to determine safe and healthy strategies for dealing with personal health problems.	24 (Healthy Living Skills: Making Healthy Decisions), 46 (Skill-Building Challenge: Communicating Well to Stay Healthy), 47 (Healthy Living Skills: Making Healthy Decisions)
<b>5.2P</b>	Apply a decision-making process when selecting health care products.	104 (Being a Health Care Consumer), 105-107 (Accessing and Evaluating Products), 110 (Healthy Living Skills: Making Healthy Decisions)
<b>5.3P</b>	Analyze the characteristics of informed health choices.	10-11 (Healthy Lifestyle Choices), 19 (Making Healthy Decisions), 104 (Being a Health Care Consumer), 105-107 (Accessing and Evaluating Products), 110 (Healthy Living Skills: Making Healthy Decisions)
<b>Standard 6: Goal Setting</b>		
<b>6.1P</b>	Establish goals for improving personal and community health.	12 (Healthy Living Skills: Setting Healthy Goals), 20 (Setting SMART Goals), 22-23 (Advocating for Good Health)
<b>6.2P</b>	Design a plan to minimize environmental pollutants, including noise at home and in the community.	654 (Case Study: Diego's Loud Music)
<b>6.3P</b>	Create a plan to incorporate adequate rest and sleep into daily routines.	100 (Self-Management for Good Sleep), 101 (Skill-Building Challenge: Developing Self-Management for Good Sleep)
<b>Standard 7: Practicing Health-Enhancing Behaviors</b>		
<b>7.1P</b>	Practice and take responsibility for personal and dental hygiene.	80 (Caring for Your Mouth and Teeth), 81 (Visiting the Dentist)
<b>7.2P</b>	Describe situations where Standard (Universal) Precautions are appropriate.	38-40 (Preventing Communicable Diseases), 606 (Universal Precautions)

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
<b>Standard 8: Health Promotion</b>		
<b>8.1P</b>	Promote the importance of regular screenings and medical examinations.	22-23 (Advocating for Good Health), 104-105 (Being a Health Care Consumer), 107-108 (The Health Care System)
<b>8.2P</b>	Demonstrate the ability to be a positive peer role model in the school and community.	22-23 (Advocating for Good Health), 47 (Healthy Living Skills: Promoting Good Health)
<b>8.3P</b>	Demonstrate ways to accept responsibility for conserving natural resources.	652 (Conserving Natural Resources), 652-654 (Protecting the Environment), 655-657 (Giving Back to the Environment), 658 (Skill-Building Challenge: Living Green Challenge)