

**ALIGNMENT TO THE UTAH CORE STATE STANDARDS FOR HEALTH EDUCATION (7-8)**

**Resource Title:** Live Well: Middle School Health

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**Strand 1: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF HEALTHY SELF (HF)**

*Students will understand the responsibility and outcomes of personal decisions. Students will also apply their knowledge to develop social and emotional competence to make healthy and safe choices.*

Standard	Where taught (page numbers)
<p><b>HI.HF.1:</b> Create a health-related SMART goal and explain how using the SMART goal-setting process promotes health and improves self-confidence.</p>	<p>20 (Setting SMART Goals), 83 (Goal Setting for Good Dental Hygiene), 83 (Figure 2.9 A SMART goal for good oral hygiene), 84 (Skill-Building Challenge: Goal Setting for Good Oral Health), 173 (ACTION PLAN: Eating for Good Health), 215-218 (Creating a Nutrition Plan), 260-261 (Goal Setting Using SMART Goals), 264 (Skill-Building: Setting Goals Using My Fitness Plan), 266 (ACTION PLAN: Develop a Fitness Plan), 296 (Skill-Building Challenge: Goal-Setting for Resilience and Grit), 660 (ACTION PLAN: Setting Green Goals)</p>
<p><b>HI.HF.2:</b> Research factors that contribute to decisions and apply effective decision-making strategies.</p>	<p>19 (Making Healthy Decisions, including figure 1.5), 167 (Steps to Making a Healthy Decision), 170 (Skill-Building Challenge: Making a Healthy Decision When Eating Out), 15 (What Are Health Skills?), 24 (Healthy Living Skills: Making Healthy Decisions), 161-171 (entire lesson: Making Healthy Nutrition Decisions), 288 (Skill-Building Challenge: Self-Esteem and Decision Making), 336 (Skill-Building Challenge: Making Healthy Decisions), 457-458 (Who Influences You to Drink or Not), 502-504 (Factors That Influence Tobacco Use), 507 (Healthy Living Skills: Making Healthy Decisions), 551 (Skill-Building Challenge: Refuse to Use), 648 (Skill-Building Challenge: Making Responsible Decisions)</p>

<p><b>HI.HF.3:</b> Practice resiliency skills.</p> <p>a. Practice strategies (for example, positive self-talk, service to others, developing talents and skills) to develop a positive self-image.</p>	<p>275 (What Makes Me Emotionally Healthy?, including figure 6.1), 287 (Self-Esteem and Self-Confidence Boosters and Busters), 288 (Healthy Living Skills: Promoting Good Health), 289 (Take It Home), 293-294 (Growth Mindset), 295 (Self-Talk for Resilience, Grit, and Growth), 274 (What Is Emotional Health?), 284 (Self-Image), 285 (Self-Esteem), 286 (Self-Esteem and Health), 288 (Skill-Building Challenge: Self-Esteem and Decision Making), 289 (Thinking Critically), 294 (Figure 6.9 Growth mindset versus fixed mindset), 305 (Action Plan: Emotional Wellness), 355 (Family Needs)</p>
<p>b. Explain the importance of taking responsibility for one's actions and behaviors and discuss locus of control.</p>	<p>291 (What Is Resilience?), 292 (The Seven Cs of Resilience: Control), 348 (I Messages)</p>
<p>c. Develop coping skills by learning from mistakes or perceived failures of self and others.</p>	<p>292 (The Seven Cs of Resilience: Coping), 293-294 (Growth Mindset), 291 (What Is Resilience?), 293 (Grit), 293 (Developing Grit), 294 (Figure 6.9 Growth mindset versus fixed mindset), 296 (Skill-Building Challenge: Goal-Setting for Resilience and Grit), 296 (Healthy Living Skills: Healthy Communication)</p>
<p><b>HI.HF.4:</b> Demonstrate assertiveness and other effective ways to communicate personal boundaries and show respect for the boundaries of others.</p>	<p>46 (Skill-Building Challenge: Communicating Well to Stay Healthy), 109 (Using Assertive Communication), 344-345 (Healthy Relationships), 347 (The Four Communication Styles), 348 (Figure 8.3 The four communication styles), 379-380 (Dating Relationships: Intimacy and Boundaries), 403 (Assertiveness Versus Aggression), 404 (Figure 9.5 Assertiveness versus aggression), 413 (Responding to Bullying), 428 (Setting Personal Boundaries), 428 (Figure 9.13 Types of personal boundaries), 429 (Healthy Living Skills: Practicing Healthy Behaviors)</p>

**Strand 2: MENTAL AND EMOTIONAL HEALTH (MEH)**

*Students will develop a foundation of knowledge related to reducing risk factors and enhancing factors that promote positive mental and emotional health.*

Standard	Where taught (page numbers)
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<p><b>HI.MEH.1:</b> Explore a variety of stress management techniques and choices that will manage and reduce stress.</p>	<p>312-313 (What Is Stress?), 317 (Managing Stress), 317 (Figure 7.5 Approaches to stress management), 313 (Figure 7.1 The three stages we go through when we become stressed), 314 (Types of Stressors), 315-316 (Stress and the Body), 315 (Figure 7.3 Common signs of distress), 318 (Skill-Building Challenge: Setting Healthy Goals), 318 (Healthy Living Skills: Analyzing Influences), 319 (Take It Home)</p>
<p><b>HI.MEH.2:</b> Identify the risk factors for development and the prevalence of mental health disorders, explain the importance of early intervention and treatment, and locate valid and reliable health services.</p> <p>a. Distinguish types of mental health disorders (for example, depression, anxiety disorders, bipolar, schizophrenia, OCD, ADD/ADHD, phobias, PTSD) by identifying signs and symptoms.</p>	<p>321-322 (What Are Mental Disorders?), 321 (Figure 7.6 Examples of mental disorders), 322-323 (Causes of Mental Disorders), 335 (Case Study: Anton’s Story), 323 (Care and Treatment of Mental Disorders), 323 (Social Stigma and Mental Disorders), 324 (What Are Anxiety Disorders?), 325 (Table 7.1 Common Anxiety Disorders), 325-326 (Getting Help for Anxiety Disorders), 327 (Skill-Building Challenge: Healthy Communication), 327 (Healthy Living Skills: Making Healthy Decisions), 330 (What Is Depression?), 331 (Figure 7.9 Specific types of depression.), 332 (Depression and Health Conditions), 332 (Sadness Versus Depression), 334 (Understanding Self-Harm), 334 (Suicide and Suicide Prevention), 335 (Reaching Out for Help), 336 (Skill-Building Challenge: Making Healthy Decisions), 336 (Healthy Living Skills: Accessing Information), 337 (Take It Home)</p>
<p>b. Demonstrate how to ask for and offer assistance to enhance the health of self and others in harmful situations.</p>	<p>325-326 Getting Help for Anxiety Disorders, 334 (Suicide and Suicide Prevention), 335 (Reaching Out for Help), 335 (Case Study: Anton’s Story), 336 (Skill-Building Challenge: Making Healthy Decisions), 336 (Healthy Living Skills: Accessing Information), 337 (Take It Home)</p>
<p><b>HI.MEH.3:</b> Explore relevant facts about self-harming behaviors and suicide, including warning signs, and where to turn for help.</p>	<p>334 (Understanding Self-Harm), 334 (Suicide and Suicide Prevention), 335 (Reaching Out for Help), 335 (Case Study: Anton’s Story), 336 (Skill-Building Challenge: Making Healthy Decisions), 336 (Healthy Living Skills: Accessing Information), 337 (Take It Home)</p>

**Strand 3: SAFETY AND DISEASE PREVENTION (SDP)**

*Students will apply practical knowledge and skills to develop lifelong behaviors for personal and community well-being.*

Standard	Where taught (page numbers)
<p><b>HI.SDP.1:</b> Demonstrate proficiency in basic first-aid and Cardiopulmonary Resuscitation (CPR).</p>	<p>605 (Preparing for Emergencies), (Figure 13.7 First aid kit basics.), 607 (Cardiopulmonary Resuscitation), 607 (Figure 13.9 Steps for performing CPR), 608 (Stem in Health: Automated External Defibrillator), 608-609 (Sudden Illness), 610-613 (Other Types of Emergencies), 613-614 (Wounds), 617 (Healthy Living Skills: Accessing Information), 619 (Take It</p>

	Home)
<b>HI.SDP.2:</b> Demonstrate how to apply thoughtful decision-making in health-related situations (for example, substance use, vehicle safety, sun safety, recreational safety, firearm safety, physical activity, nutritional choices).	15 (What Are Health Skills?), 19 (Making Healthy Decisions), 24 (Healthy Living Skills: Making Healthy Decisions), 55 (Preventing Skin Cancer), 71 (Sunburn), 166 (Making Healthy Breakfast Decisions), 166-168 (Making Healthy Decisions When Eating Out), 229-231 (Physical Activity Guidelines for Teens), 232 (Healthy Living Skills: Making Healthy Decisions), 250-251 (Preparing for Activity or Your Workout), 327 (Healthy Living Skills: Making Healthy Decisions), 336 (Skill-Building Challenge: Making Healthy Decisions), 457-458 (Who Influences You to Drink or Not), 502-504 (Factors That Influence Tobacco Use), 507 (Healthy Living Skills: Making Healthy Decisions), 511 (Refusal Skills to Avoid Tobacco Use), 516 (Skill-Building Challenge: Demonstrating Interpersonal Refusal Skills), 551 (Skill-Building Challenge: Refuse to Use), 580 (Firearms), 586 (Skill-Building Challenge: Advocating for Gun Safety), 648 (Skill-Building Challenge: Making Responsible Decisions)
<b>HI.SDP.3:</b> Investigate the effects of media and technology on mental, emotional, physical, and social health (for example, dopamine levels, sleep).	47 (Healthy Living Skills: Analyzing Influences), 75 (Skill-Building Challenge: Analyzing Social and Media Influences), 139 (Analyzing Influences: Targeting Teens in the Media), 207-208 (Media Influences on Body Image), 458 (Influence of the Media), 460 (Skill-Building Challenge: Who Influences Me?), 461 (Healthy Living Skills: Healthy Communication), 462 (Take It Home), 504-505 (Tobacco Norming in Society), 506 (Skill-Building Challenge: Analyzing Influences: Who Influences Me?), 555 (Factors That Influence the Use of Drugs), 555-557 (Media and Advertisements), 558 (Skill-Building Challenge: Analyzing Influences)
<b>HI.SDP.4:</b> Identify how to maintain a healthy online relationship and the potential consequences of sharing private information using technology including photos and videos.	349 (Communicating Through Text Messages and Social Media), 375-376 (Online Dating), 376 (Figure 8.6 Keep these tips in mind if you are considering online dating), 368 (Healthy Living Skills: Analyzing Influences), 377-378 (Sexting), 377 (Figure 8.7 Teens might sext for many reasons, but there are also many reasons not to sext), 599-600 (Social Media Sharing), 602 (Skill-Building Challenge: Keeping Myself Safe on Social Media), 602 (Healthy Living Skills: Communication Skills)
<b>HI.SDP.5:</b> Explain the harmful effects of pornography and recognize that recovery is possible.	377-378 (Sexting), 377 (Figure 8.7 Teens might sext for many reasons, but there are also many reasons not to sext)
<b>HI.SDP.6:</b> Compare and contrast the signs, symptoms, prevention methods, and risk factors of infectious, acute, and chronic diseases.	37-47 (entire lesson: Communicable Diseases), 49-59 (entire lesson: Noncommunicable Diseases), S37-S46 (entire lesson: Sexually

	Transmitted Diseases, Including HIV and AIDS)
<b>HI.SDP.7:</b> Demonstrate how to access valid and reliable health information, products, and services.	17-18 (Accessing Valid and Reliable Health Information and Services), 34 (Skill-Building Challenge: Accessing Reliable Information), 105-107 (Accessing and Evaluating Products), 110 (Healthy Living Skills: Accessing Information), (Accessing Valid and Reliable Information About the Immune System), 34 148 (Skill-Building Challenge: Accessing Valid Nutrition Information), 194 (Healthy Living Skills: Accessing Information), 201 (Dangerous Dieting Habits), 201 (Table 4.3 Common Fad Diets and Products), 202 (Skill-Building Challenge: Accessing Weight Loss Information), 336 (Healthy Living Skills: Accessing Information), 474-476 (Alcohol Treatment Programs), 477 (Skill-Building Challenge: Where Can I Go for Help?), 629-630 (Community and Public Health Resources), 631 (Skill-Building Challenge: Accessing Community Health Resources)

Strand 4: **SUBSTANCE ABUSE PREVENTION (SAP)**

*Students will learn how substances affect the developing brain, practice ways to resist peer pressure, and examine consequences of substance use.*

Standard	Where taught (page numbers)
<b>HI.SAP.1:</b> Practice methods to resist peer pressure with regards to alcohol, tobacco, nicotine, and other substances, including the misuse of prescription drugs.	464-465 (Deciding Not to Use Alcohol), 465 (How to Avoid Difficult Situations Involving Alcohol), 465-467 (Using Effective Communications Skills to Avoid Alcohol Use), 469 (Skill-Building Challenge: Practicing Your No When Offered Alcohol), 457 (Who Influences You to Drink or Not), 457 (Influence of Friends and Peer Pressure), 460 (Skill-Building Challenge: Who Influences Me?), 467 (Refusal Skills), 502-503 (Factors That Influence Tobacco Use), 504 (Table 11.2 Internal and External Influences on Using Tobacco), 506 (Skill-Building Challenge: Analyzing Influences: Who Influences Me?), 510 (Tips for Staying Tobacco-Free), 511 (Refusal Skills to Avoid Tobacco Use), 516 (Skill-Building Challenge: Demonstrating Interpersonal Refusal Skills), 554-555 (Factors That Influence the Use of Drugs), 558 (Skill-Building Challenge: Analyzing Influences), 559 (Healthy Living Skills: Healthy Communication), 564-565 (Being Drug-Free), 568 (Healthy Living Skills: Practicing Healthy Behaviors)
<b>HI.SAP.2:</b> Analyze media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products.	554-557 (Media and Advertisements, especially 556 Advertising Techniques and Their Influence on Teens), 558 (Skill-Building Challenge: Analyzing Influences), 458 (Influence of the Media), 460 (Skill-Building Challenge: Who Influences Me?), 504-505 (Tobacco Norming in Society),

	506 (Skill-Building Challenge: Analyzing Influences: Who Influences Me?), 498 (Healthy Living Skills: Healthy Communication), 502-503 (Factors That Influence Tobacco Use), 504 (Table 11.2 Internal and External Influences on Using Tobacco), 554-555 (Factors That Influence the Use of Drugs),
<b>HI.SAP.3:</b> Examine the safe use and potential risks of prescription medications, over-the-counter (OTC) medications and herbal or dietary supplements.	533 (Using OTC and Prescription Drugs Safely), 534-535 (Potential Risks of Taking OTC and Prescription Drugs), 536-537 (Performance-Enhancing Drugs), 537-538 (Diet Pills), 538 (Skill-Building Challenge: Promoting the Proper Use of Prescription Medications), 532 (Over-the-Counter and Prescription Drugs), 533 (Table 12.1 Differences Between OTC and Prescription Drugs), 535-536 (Abuse of OTC and Prescription Drugs), 535 (Table 12.2 Commonly Misused OTC and Prescription Drugs), 541-551 (entire lesson: Illicit Drugs), 554-555 (Factors That Influence the Use of Drugs), 554-557 (Media and Advertisements), 558 (Skill-Building Challenge: Analyzing Influences), 560 (Thinking Critically), 562 (Substance Use Disorder), 563 (Addictive Potential of Drugs), 568 (Skill-Building Challenge: Accessing Information), 569 (Take It Home)
<b>HI.SAP.4:</b> Investigate potential short and long-term consequences (for example, physical, mental and emotional, social, legal, financial) of alcohol, tobacco, nicotine, and other substance use, including the misuse of prescription drugs.	447-448 (Factors That Influence the Effects of Alcohol), 448-449 (Physical Effects on the Body), 448 (Figure 10.6 Effects of alcohol on the body), 488-489 (Tobacco's Effects on the Body), 490 (Table 11.1 Health Effects of Tobacco), 490-491 (Health Effects of Smokeless Tobacco), 493 (E-Cigarettes Are a Dangerous Alternative to Smoking), 494 (Health Risks and E-Cigarettes), 494 (Figure 11.5 Side effects of vaping), 563 (Addictive Potential of Drugs), 450-451 (Mental Effects of Alcohol Use), 451 (Emotional Effects of Alcohol Use), 449-450 (Effects of Alcohol Use During Pregnancy), 562 (Substance Use Disorder), 452-453 (Risks of Underage Drinking), 454 (Healthy Living Skills: Accessing Information), 486-487 (Tobacco Facts), 568 (Skill-Building Challenge: Accessing Information), 569 (Take It Home)
<b>HI.SAP.5:</b> Explain how addiction is a disease and understand the need for professional intervention.	
a. Identify and recognize the warning signs of addiction.	472-474 (Alcohol Use Disorder), 473 (Figure 10.10 Signs you may need help for an alcohol use disorder), 511-512 (Nicotine Addiction), 512 (Figure 11.7 Side effects of nicotine use), 513 (Figure 11.8 Signs of nicotine addiction), 533 (Using OTC and Prescription Drugs Safely), 535-536 (Abuse of OTC and Prescription Drugs), 550 (Warning Signs of Teen Drug Use), 446-447 (Signs of Alcohol Use), 446 (Figure 10.4 Signs of underage drinking), 448-449 (Physical Effects on the Body), 448 (Figure 10.6 Effects of alcohol on the body), 450-451 (Mental Effects of Alcohol



	Use), 551 (Healthy Living Skills: Healthy Communication), 563 (Addictive Potential of Drugs), 563 (Figure 12.9 Drugs with an addictive potential target the brain's pleasure center)
b. Identify community resources available to support individuals impacted by substance abuse and addiction.	474-476 (Alcohol Treatment Programs), 475 (Career Connection: Substance Abuse Counselor), 477 (Skill-Building Challenge: Where Can I Go for Help?), 477 (Healthy Living Skills: Analyzing Influences), 565-566 (Treating Substance Use Disorders), 568 (Skill-Building Challenge: Accessing Information), 569 (Take It Home)
c. Recognize that recovery from addiction is possible.	474-476 (Alcohol Treatment Programs), 565-566 (Treating Substance Use Disorders), 513-515 (Quitting Methods), 475 (Career Connection: Substance Abuse Counselor), 477 (Skill-Building Challenge: Where Can I Go for Help?), 477 (Healthy Living Skills: Analyzing Influences), 512-513 (Benefits of Being Tobacco-Free), 514 (Figure 11.9 The benefits of quitting tobacco), 517 (Thinking Critically), 568 (Skill-Building Challenge: Accessing Information), 569 (Take It Home)

**Strand 5: NUTRITION (N)**

*Students will develop lifelong strategies for healthy eating, body image, and understanding the food environment around them.*

<b>Standard</b>	<b>Where taught (page numbers)</b>
<b>HI.N.1:</b> Describe the function of the six basic nutrients and the impact on individual health.	120-121 (Nutrients and Your Health), 120 (Figure 3.1 The six categories of nutrients you need to be healthy), 128 (Skill-Building Challenge: Communicating the Benefits of Drinking Water), 162-165 (Nutrition, Health, and Disease)121-123 (Energy Nutrients and Foods), 124-125 (Vitamins and Minerals), 124 (Figure 3.7 Good Sources of vitamins and minerals), 125-127 (Water and Other Beverages), 129 (Healthy Living Skills: Accessing Information), 143-148 (Accessing and Using Nutrition Information), 144 (Figure 3.18 The nutrition facts label is a valid source of nutrition information.), 148 (Skill-Building Challenge: Accessing Valid Nutrition Information),
<b>HI.N.2:</b> Explain how nutrition and fitness contribute to long-term mental, physical, and social health and analyze situations where nutritional needs change throughout the lifespan.	8-9 (Influences on Health and Wellness, including Figure 1.2 Factors that influence health), 134-135 (Determining Your Caloric Need, including Table 3.1 Energy Needs Across the Life Span), 251 (Getting Active and Staying Active Throughout Your Life), 10-11 (Healthy Lifestyle Choices), 120-121 (Nutrients and Your Health), 132-134 (Energy Balance), 143-148 (Accessing and Using Nutrition Information), 215-218 (Creating a Nutrition Plan), 235-244 (Health-Related Fitness Components), 219 (Skill-Building Challenge: Asking for Support),

<b>HI.N.3:</b> Explore advertising claims and potential health consequences for dietary supplements, popular fad diets, and weight-loss products.	556 Advertising Techniques and Their Influence on Teens, 201 (Dangerous Dieting Habits), 201 (Table 4.3 Common Fad Diets and Products), 202 (Skill-Building Challenge: Accessing Weight Loss Information), 202 (Healthy Living Skills: Healthy Communication), 207-208 (Media Influences on Body Image)
<b>HI.N.4:</b> Identify internal and external influences on body image.	205 (What Is Body Image?), 206 (Negative Body Image and Health), 207 (Weight Prejudice), 207-208 (Media Influences on Body Image), 209 (Other Influences on Body Image), 211 (Improving Your Body Image), 211 (Case Study: Peyton's Struggle), 212 (Skill-Building Challenge: Analyzing Influences on Body Image), 213 (Take It Home)
<b>HI.N.5:</b> Describe the signs, symptoms, and consequences of eating disorders or disordered eating and recognize that people with these conditions may need medical care.	209-210 (Disordered Eating and Eating Disorders), 210 (Figure 4.10 Common eating disorders)

#### Strand 6: **HUMAN DEVELOPMENT (HD)**

*Students will understand reproductive anatomy and physiology, pregnancy, disease prevention, healthy relationships, and refusal skills. Utah Code requires parental notification for instruction on child sexual abuse prevention and parental consent for instruction on sex education. Instruction shall stress the benefit of abstinence before marriage and fidelity after marriage.*

<b>Standard</b>	<b>Where taught (page numbers)</b>
<b>HI.HD.1:</b> Describe the physical, social, cognitive, and emotional changes of adolescence and recognize the individual differences in growth and development, physical appearance, self-identity, and attraction.	RSH 1, 4 (Adolescence and Change), RSH 1, 4-5 (Social Changes in Adolescence), RSH 1, 5 (Emotional Changes in Adolescence), RSH 1, 5 (Physical Changes in Adolescence), 284 (Your Identity), 374-375 (Sexual Orientation), 277 (Your Changing Emotions), RSH 1, 6-7 (Gender and Gender Expression), RSH 1, 7-8 (Gender Identity and Sexual Orientation), RSH 1, 8-9 (LGBTQ Teens), RSH 1, 14 (Take It Home), RSH 2, 16 (Puberty), 356 (Gender Socialization), 360 (Skill-Building Challenge: How Culture, Media, and Other People Influence Your Perceptions of Gender Roles)
<b>HI.HD.2:</b> Describe the anatomy, physiology, and ways to care for the reproductive system.	RSH 2, 16-17 (Male Reproductive System), RSH 2, 16 (Figure 1 Cross-section of the male reproductive anatomy), RSH 2, 17 (Caring for the Male Reproductive System), RSH 2, 17-18 (Female Reproductive System), RSH 2, 17 (Figure 2 Internal female reproductive anatomy), RSH 2, 18 (Figure 3 View of the external female anatomy), RSH 2, 18 (Caring for the Female Reproductive System), RSH 2, 18-19 (Menstrual



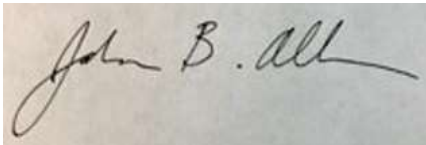
	Cycle), RSH 2, 19 (Figure 4 The four stages of the menstrual cycle), RSH 2, 23 (Skill-Building Challenge: Taking Care of Your Reproductive Health), RSH 2, 23 (Healthy Living Skills: Practicing Health-Enhancing Behaviors)
<b>HI.HD.3:</b> Define and describe the mental, emotional, physical, and social benefits of practicing sexual abstinence.	RSH 3, 27 (Abstinence), RSH 3, 35 (Skill-Building Challenge: Choosing Abstinence), 380 (Abstinence), 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, 28 (Contraception), RSH 3, 29-34 (Table 1 Contraceptives), RSH 3, 34 (Emergency Contraception), RSH 3, 35, Healthy Living Skills: Analyzing Influences), RSH 3, 36 (Take It Home), RSH 4, 38-39 (HIV and AIDS), RSH 4, 39 (Sexually Transmitted Diseases), RSH 4, 40-44 (Table 2 Symptoms of and Treatment for STDs), RSH 4, 45-46 (Short- and Long-Term Consequences of STDs), RSH 4, 46 (Skill-Building Challenge: Communication: Preventing the Spread of STDs), RSH 4, 46 (Healthy Living Skill: Promoting Good Health)
<b>HI.HD.4:</b> Understand the process of pregnancy, practices for a healthy pregnancy, and pregnancy prevention.	RSH 2, 19-20 (Conception), RSH 2, 20 (Figure 5 The process of conception and implantation), RSH 2, 20-21 (Stages of Pregnancy), RSH 2, 20 (Figure 6 The third trimester of pregnancy)
a. Describe fertilization, fetal development, and the birth process.	
b. Compare and contrast the effectiveness of various contraceptive methods for pregnancy prevention.	RSH 3, 28 (Contraceptive Methods: Effectiveness, Advantages, and Disadvantages), RSH 3, 29-34 (Table 1 Contraceptives), RSH 3, 34 (Emergency Contraception), RSH 3, 28 (Contraception), RSH 3, 36 (Take It Home)
c. Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.	RSH 2, 21-22 (Teens as Parents), RSH 2, 23 (Safe Haven Laws), RSH 2, 23 (Healthy Living Skills: Healthy Communication)
<b>HI.HD.5:</b> Identify common reproductive conditions and diseases, including cancers.	RSH 2, 17 (Caring for the Male Reproductive System), RSH 2, 18 (Caring for the Female Reproductive System), RSH 2, 23 (Skill-Building Challenge: Taking Care of Your Reproductive Health), RSH 2, 23 (Healthy Living Skills: Practicing Health-Enhancing Behaviors)

<p><b>HI.HD.6:</b> Identify practices for prevention of common sexually transmitted diseases/infections (STD/STI).</p> <p>a. Define and discuss sexual abstinence as it relates to STD/STI prevention.</p>	<p>RSH 3, 27 (Abstinence), RSH 3, 35 (Choosing Abstinence), RSH 3, 35 (Healthy Living Skills: Analyzing Influences), RSH 4, 38-39 (HIV and AIDS), RSH 4, 45 (How to Reduce the Risk of Infection from an STD), RSH 4, 46 (Figure 7 Following these steps will help prevent an STD)</p>
<p>b. Compare and contrast the effectiveness of various risk-reducing behaviors, including condoms, as a method of preventing STD/STI.</p>	<p>RSH 4, 39 (Sexually Transmitted Diseases), RSH 4, 40-44 (Table 2 Symptoms of and Treatment for STDs), RSH 4, 45 (How to Reduce the Risk of Infection from an STD), RSH 4, 46 (Figure 7 Following these steps will help prevent an STD), RSH 4, 38-39 (HIV and AIDS)</p>
<p><b>HI.HD.7:</b> Identify accurate and credible sources of information about sexual health, development, relationships, harassment, and abuse and identify who and where to turn to for help (for example, parent, relative, clergy, health care provider, teacher, counselor).</p>	<p>RSH 1, 11 (Risks and Consequences of Being Sexually Active), RSH 2, 21-22 (Teens as Parents), RSH 4, 46 (Healthy Living Skills: Accessing Information), 377-378 (Sexting), 423-424 (Child Abuse and Neglect), 426 (Sexual Assault), 426-427 (Human and Sex Trafficking)</p>
<p><b>HI.HD.8:</b> Recognize characteristics of healthy and unhealthy relationships.</p> <p>a. Recognize the difference between healthy and unhealthy relationships and practice skills necessary to build healthy relationships and end unhealthy relationships both online and in person.</p>	<p>344-345 (Healthy Relationships), 345 (Figure 8.1 Healthy relationship characteristics), 345-346 (Unhealthy Relationships), 346 (Figure 8.2 Unhealthy relationship characteristics.), 349 (Communicating Through Text Messages and Social Media), 367 (Healthy Ways to Express Love in a Friendship), 371 (Teen Dating Relationships), 372 (Characteristics of a Healthy Dating Relationship), 378-379 (Unhealthy Middle School Dating), 375-376 (Online Dating), 376 (Figure 8.6 Keep these tips in mind if you are considering online dating), 379-380 (Dating Relationships: Intimacy and Boundaries), 428 (Setting Personal Boundaries), RSH 1, 10 (Sexual Consent), RSH 1, 12 (Healthy Living Skills: Healthy Communication), 346 (Communication Is a Two-Way Street), 347 (Active Listening), 357 (Guardian Relationships), 358 (Table 8.1 Common Problems, Solutions, and Benefits of Relationships Between Teens and Guardians), 373 (Influences on Dating Relationships), 381 (Skill-Building Challenge: Advocating for Safe and Respectful Dating Relationships), 384 (Thinking Critically)</p>
<p>b. Identify effective ways to communicate personal boundaries and show respect for the boundaries of others to foster healthy relationships.</p>	<p>RSH 1, 10 (Sexual Consent), 379-380 (Dating Relationships: Intimacy and Boundaries), 381 (Skill-Building Challenge: Advocating for Safe and Respectful Dating Relationships), 384 (Thinking Critically), 428 (Setting Personal Boundaries)</p>

<p>c. Discuss and understand the importance of developing personal refusal skills, including how to refuse an unwanted sexual advance, and how and when to use those skills.</p>	<p>RSH 1, 10 (Sexual Consent), 379-380 (Dating Relationships: Intimacy and Boundaries), 382 (Healthy Living Skills: Healthy Communication), 428 (Setting Personal Boundaries), RSH 1, 12 (Healthy Living Skills: Healthy Communication), 381 (Skill-Building Challenge: Advocating for Safe and Respectful Dating Relationships), 384 (Thinking Critically)</p>
<p><b>HI.HD.9:</b> Recognize harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.</p> <p>a. Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.</p>	<p>422-423 (Understanding Abuse: “Abuse is not okay, and it should be reported to the police.,” including subsection Recognizing and Reporting Child Abuse and Neglect), 425-426 (Domestic Violence), 426 (Sexual Assault), 426 (Coercive Relationships), 426-427 (Human and Sex Trafficking), 427-428 (Breaking the Cycle of Abuse)</p>
<p>b. Explain why a person who has been raped or sexually assaulted is not at fault.</p>	<p>422 (Understanding Abuse: “No matter what the relationship or the situation, abuse is never the fault of the victim. The abuser is always the one responsible for the abuse.”), 425-426 (Domestic Violence), 426 (Sexual Assault), RSH 1, 10 (Sexual Consent), RSH 1, 10-11 (Being Sexually Active), 426 (Coercive Relationships)</p>
<p>c. Examine how alcohol and other substances, friends, family, media, society, and culture influence decisions about engaging in sexual behaviors.</p>	<p>379 (Unhealthy Middle School Dating): “Other risky behaviors associated with teen dating include using alcohol, lying to your friends and family, and stealing, which you may feel pressured to do in order to keep your partner happy. Any time you are feeling pressured...”, RSH 1, 12 (Skill-Building Challenge: Influences on My Decision to Be Sexually Active), 426 (Coercive Relationships: “...someone uses pressure, alcohol, drugs, or force to have sexual contact with the other person against their will.”), 452-453 (Risks of Underage Drinking: “Sexual risk behaviors” paragraph), 422 (Understanding Abuse), 425-426 (Domestic Violence), 426 (Sexual Assault), RSH 1, 10 (Sexual Consent), RSH 1, 10-11 (Being Sexually Active), 450-451 (Mental Effects of Alcohol),</p>
<p>d. Explain the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.</p>	<p>426-427 (Human and Sex Trafficking, subsection Victims of Sex Trafficking: “Older individuals may use online chat rooms and apps to deceive others into thinking they are innocent, younger peers...), 427-428 (Breaking the Cycle of Abuse, Signs of Human Trafficking: “Spending time with someone older”), 422 (Understanding Abuse), 425-426 (Domestic Violence), 426 (Sexual Assault), 426 (Coercive Relationships), 429 (Skill-Building Challenge: Making Healthy Decisions)</p>

<h2 style="margin: 0;">Utah Instructional Materials</h2> <p style="margin: 5px 0;">(PLEASE NOTE: This public information will be posted to the Instructional Materials Website)</p> <p style="margin: 5px 0;">Attach this form to the alignment document and submit in the "Alignment Document" section of the RIMS\MIDAS dataset, with the date of the alignment clearly noted.</p> <p style="margin: 5px 0;">Date of Alignment:      8/4/2021</p>	<p style="margin: 0;">Utah State Instructional Materials Commission  Utah State Office of Education  250 East 500 South  PO BOX 144200  Salt Lake City, UT 84114-4200  Ph. (801) 538-7783  (801) 538-7588</p>
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I hereby certify that the information listed above is accurate to the best of my knowledge.				
Title of Material Aligned	ISBN	Aligned to Which Core?	Alignment Conducted by:	Qualifications
Live Well Middle School Health	978-1-7182-0807-0	04010000001: Health Education I	John Allen 5430 Brookhaven Place Oklahoma City, OK 73118  jbarrya@cox.net	BA in Journalism, University of Oklahoma Writer and editor of physical education texts and books on health-related issues.



\_\_\_\_ Signature of Company Signee and Job Position of Author