

FORMAT FOR CORRELATION TO THE NATIONAL HEALTH EDUCATION STANDARDS (GRADES 6-8)

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

Publisher: Human Kinetics, Inc.

The National Health Education Standards may be accessed on-line at www.cdc.gov.

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
Standard 1, Core Concepts —Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
1.8.1	Analyze the relationship between healthy behaviors and personal health.	4 (Understanding My Health: My Well-Being), 5-11 (entire lesson: Exploring Health and Wellness), 12 (Healthy Living Skills), 37-45 (entire lesson: Communicable Diseases), 67-75 (entire lesson: Healthy Skin, Hair, and Nails), 77-85 (entire lesson: Good Oral Health), 96-101 (entire lesson: Healthy Sleep and Rest), 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?), 178-184 (Minerals for Healthy Development), 214-219 (entire lesson: Your Nutrition Plan), 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), 342 (Understanding My Health: Is My Relationship Healthy or Unhealthy?), 343-351 (entire lesson: Healthy Relationships), 363-365 (Types of Friendships), 365 (What It Takes to Be a Close Friend), 370-382 (entire lesson: Dating Relationships), 437-443 (entire lesson: Alcohol Use and Abuse), 453 (Skill-Building Challenge: Deciding to Be Alcohol Free), 454 (Healthy Living Skills: Promoting Good Health), 461 (Healthy Living Skills: Practicing Health-Enhancing Behaviors), 463-469 (entire lesson: Saying No to Alcohol), 474 (Helping a Friend or Family Member Who Has a Drinking Problem), 485-498 (entire lesson: Tobacco Products and the Rise of E-Cigarettes), 507 (Healthy Living Skills: Practicing Healthy Behaviors), 512-513 (Benefits of Being Tobacco-Free),

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1.81 (cont.)	Analyze the relationship between healthy behaviors and personal health.	521 (Government and Communities Role in Decreasing Tobacco Use), 522 (State Smoking Bans), 533 (Using OTC and Prescription Drugs Safely), 533-534 (Reading Drug Labels), 549-550 (How Drugs Affect Athletic Performance), 557-558 (Healthy Alternatives to Using Drugs), 564-565 (Being Drug-Free), 568 (Healthy Living Skills: Practicing Healthy Behaviors), 577-586 (entire lesson: Injury Prevention and Safety at Home), 589-596 (entire lesson: Safety in the Community), 598-602 (Safety Online)
1.8.2	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	8-9 (Influences on Health and Wellness), 12 (Skill-Building Challenge: Influences on Your Wellness), 30-31 (What Influences Your Immune System?), 32-33 (Problems with the Immune System), 99 (What Happens When You Don't Sleep Enough or Don't Sleep Well?), 99 (Common Sleep Problems), 196-202 (entire lesson: Maintaining a Healthy Weight), 204-211 (entire lesson: Your Body Image), 219 (Skill-Building Challenge: Asking for Support), 229-230 (Physical Activity Benefits), 231 (Health-Related and Skill-Related Fitness Components), 273-280 (entire lesson: Your Emotional Health), 282-288 (entire lesson: Being Yourself), 311-318 (entire lesson: Understanding and Managing Stress), 320-327 (entire lesson: Mental Disorders and Anxiety), 393-400 (Understanding Violent Behavior), 445-453 (entire lesson: The Effects of Alcohol)
1.8.3	Analyze how the environment affects personal health.	9 (Environmental Influences on Health), 30-31 (What Influences Your Immune System?), 32-33 (Problems with the Immune System), 35 (Healthy Living Skills: Analyzing Influences), 88 (Protecting Your Vision), 89 (Eye Strain), 91-92 (Protecting Your Hearing), 100 (Self-Management for Good Sleep), 136-138 (Influences on Your Appetite), 137 (Diversity Matters: Religion and Food), 143-148 (Accessing and Using Nutrition Information), 162-165 (Nutrition, Health, and Disease: food toxic environment), 199 (What is a Healthy Weight for Me?), 199-200 (Losing and Gaining Weight), 202 (Healthy Living Skills: Analyzing Influences), 207-208 (Media Influences on Body Image), 219 (Skill-Building Challenge: Asking for Support), 322 (Causes of Mental Disorders: Environment and Experiences), 582-584 (Natural Disaster), 584-585 (Preparing for Disaster), 633-641 (entire lesson: Air, Water, and Noise Pollution), 643-648 (entire lesson: Chemicals, the Environment, and Your Health), 650-658 (entire lesson: Living Green)

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1.8.4	Describe how family history can affect personal health.	9 (Personal Influences on Health; Heredity), 197 (Why Is Weight Important?), 219 (Skill-Building Challenge: Asking for Support), 322 (Causes of Mental Disorders: Genetics and Family History)
1.8.5	Describe ways to reduce or prevent injuries and other adolescent health problems.	38-40 (Preventing Communicable Diseases), 44 (The Disease Risks of Getting a Tattoo), 88 (Protecting Your Vision), 89 (Eye Strain), 91-92 (Protecting Your Hearing), 253 (Preventing Injuries While Being Active), 557-558 (Healthy Alternatives to Using Drugs), 578-580 (Safety First), 586 (Skill-Building Challenge: Advocating for Gun Safety), 592-595 (Staying Safe While Being Active), 595 (Water Safety), 604-617 (entire lesson: First Aid and Emergency Procedures)
1.8.6	Explain how appropriate health care can promote personal health	80 (Caring for Your Mouth and Teeth), 84 (Goal Setting for Good Oral Health), 103-110 (entire lesson: Being a Healthy Consumer), 474-476 (Alcohol Treatment Programs)
1.8.7	Describe the benefits of and barriers to practicing healthy behaviors.	83 (Goal Setting for Good Dental Hygiene), 120-121 (Nutrients and Your Health), 126 (Drinks High in Sugar), 126-127 (Analyzing Energy Drinks), 136-138 (Influences on Your Appetite), 555-557 (Media and Advertisements), 564-565 (Being Drug-Free), 568 (Healthy Living Skills: Practicing Healthy Behaviors)
1.8.8	Examine the likelihood of injury or illness if engaging in unhealthy behaviors.	199-200 (Losing and Gaining Weight), 201 (Dangerous Dieting Habits), 209-210 (Disordered Eating and Eating Disorders), 397 (Consequences of Violent Behavior)
1.8.9	Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.	88 (Protecting Your Vision), 89 (Eye Strain), 91-92 (Protecting Your Hearing), 199-200 (Losing and Gaining Weight), 201 (Dangerous Dieting Habits), 397 (Consequences of Violent Behavior)

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Standard 2, Analyzing Influences —Students will analyze the influence of peers, culture, media, technology and other factors on health behaviors.		
2.8.1	Examine how the family influences the health of adolescents.	9 (Personal Influences on Health; Heredity), 137 (Influences on Your Appetite: Family), 139 (Skill-Building Challenge: What Influences Your Eating?), 209 (Other Influences on Body Image), 212 (Skill-Building Challenge: Analyzing Influences on Body Image), 353-360 (entire lesson: Family Relationships), 458 (Who Influences You to Drink or Not: Influence of Family), 554-555 (Factors That Influence the Use of Drugs)
2.8.2	Describe the influence of culture on health beliefs, practices, and behaviors.	89 (Eye Strain), 93 (Social Norms and Listening Behavior), 137 (Influences on Your Appetite: Personal and Cultural Beliefs), 137 (Diversity Matters: Religion and Food), 207-208 (Media Influences on Body Image), 355-356 (Social Norms), 356 (Gender Socialization), 360 (Skill-Building Challenge: How Culture, Media and Other People Influence Your Perceptions of Gender Roles), 458-459 (Who Influences You to Drink or Not: Influence of Media), 460 (Diversity Matters: Influence of Culture), 460 (Skill-Building Challenge: Who Influences Me?), 504-505 (Tobacco Norming in Society), 506 (Skill-Building Challenge: Analyzing Influences: Who Influences Me?)
2.8.3	Describe how peers influence healthy and unhealthy behaviors.	9 (Social Influences on Health), 11 (Diversity Matters: Living with a Disability), 73 (Case Study: Ally’s Acne), 137 (Influences on Your Appetite: Peers), 108 (School Health Clinics), 138 (Influences on Your Appetite: School and Community), 209 (Other Influences on Body Image), 299 (Impulsive Behavior), 365-367 (When Friendships Have Problems), 409-419 (entire lesson: Youth Violence, Bullying, and Gangs), 419 (Skill-Building Challenge: Analyzing Influences), 457-458 (Who Influences You to Drink or Not: Influence of Friends and Peer Pressure), 460 (Skill-Building Challenge: Who Influences Me?), 502-504 (Factors That Influence Tobacco Use), 554-555 (Factors That Influence the Use of Drugs), 599-600 (Social Media Sharing), 602 (Healthy Living Skills: Promoting Good Health), 617 (Skill-Building Challenge: Analyzing Influences on Sun-Safety Practices)
2.8.4	Analyze how the school and community can affect personal health practices and behaviors.	410 (Youth Violence), 413-414 (Responding to Bullying), 417 (Risks of Gang Violence), 506 (Tobacco Products and School Policies), 625-631 (entire lesson: Exploring Public Health), 641 (Skill-Building Challenge: Analyzing Influences on Air and Water Pollution)

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2.8.5	Analyze how messages from media influence health behaviors.	9 (Social Influences on Health), 74 (Analyzing Influences: Beauty, Media, and Technology), 75 (Skill-Building Challenge: Analyzing Social and Media Influences), 94 (Healthy Living Skills: Healthy Communication), 139 (Analyzing Influences: Targeting Teens in the Media), 207-208 (Media Influences on Body Image), 212 (Skill-Building Challenge: Analyzing Influences on Body Image), 336 (Healthy Living Skills: Accessing Information), 360 (Skill-Building Challenge: How Culture, Media and Other People Influence Your Perceptions of Gender Roles), 414-416 (Cyberbullying), 458-459 (Who Influences You to Drink or Not: Influence of the Media), 519 (E-Cigarette Advertising), 520 (The Influence of Marketing Techniques on Tobacco Use), 537-538 (Diet Pills), 554-555 (Factors That Influence the Use of Drugs), 555-557 (Media and Advertisements) 558 (Skill-Building Challenge: Analyzing Influences), 599-600 (Social Media Sharing), Skill-Building Challenge: Keeping Myself Safe on Social Media)
2.8.6	Analyze the influence of technology on personal and family health.	74 (Analyzing Influences: Beauty, Media, and Technology), 89 (Eye Strain), 91-92 (Protecting Your Hearing), 94 (STEM in Health: Laser Eye Surgery), 232 (Healthy Living Skills: Analyzing Influences), 262 (Planning Your Fitness with Technology), 263 (STEM in Health: Using Wearable Technology), 364-365 (Virtual Friends), 414-416 (Cyberbullying)

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2.8.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors.	73 (Case Study: Ally’s Acne), 75 (Skill-Building Challenge: Analyzing Social and Media Influences), 93 (Social Norms and Listening Behaviors), 94 (Skill-Building Challenge: Analyzing Social Norms on Vision and Hearing Behaviors), 207 (Weight Prejudice)
2.8.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.	10-11 (Healthy Lifestyle Choices), 93 (Social Norms and Listening Behaviors), 94 (Skill-Building Challenge: Analyzing Social Norms on Vision and Hearing Behaviors) 137 (Influences on Your Appetite: Personal and Cultural Beliefs), 137 (Diversity Matters: Religion and Food), 211 (Improving Your Body Image), 459 (Your Values), 464-465 (Deciding Not to Use Alcohol), 467 (Refusal Skills), 502-504 (Factors That Influence Tobacco Use), 617 (Skill-Building Challenge: Analyzing Influences on Sun-Safety Practices)
2.8.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	456-461 (entire lesson: Influences and Alcohol)
2.8.10	Explain how school and public health policies can influence health promotion and disease prevention.	33 (STEM in Health: Vaccinations), 506 (Tobacco Products and School Policies), 641 (Skill-Building Challenge: Analyzing Influences on Air and Water Pollution)

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Standard 3, Accessing Information —Students will demonstrate the ability to access valid information and products and services to enhance health.		
3.8.1	Analyze the validity of health information, products, and services.	34 (Accessing Valid and Reliable Information About the Immune System), 34 (Skill-Building Challenge: Accessing Reliable Information), 105-106 (Accessing and Evaluating Products), 143-148 (Accessing and Using Nutrition Information), 148 (Skill-Building Challenge: Accessing Valid Nutrition Information), 202 (Skill-Building Challenge: Accessing Weight Loss Information), 254 (Skill-Building Challenge: Analyzing Influences), 254 (Healthy Living Skills: Accessing Information), 382 (Healthy Living Skills: Accessing Information)
3.8.2	Access valid health information from home, school, and community.	34 (Accessing Valid and Reliable Information About the Immune System), 34 (Skill-Building Challenge: Accessing Reliable Information), 148 (Skill-Building Challenge: Accessing Valid Nutrition Information), 246 (Career Connection: Personal Trainer), 247 (Healthy Living Skills: Accessing Information), 355-356 (Social Norms), 477 (Skill-Building Challenge: Where Can I Go for Help?), 558 (Skill-Building Challenge: Analyzing Influences), 566 (School Policies), 567 (Community Laws), 568 (Skill-Building Challenge: Accessing Information), 590-591 (School Safety), 592 (Public Safety), 596 (Skill-Building Challenge: Accessing Valid and Reliable Information to Determine Laws and Consequences), 617 (Healthy Living Skills: Accessing Information), 629-630 (Community and Public Health Resources), Skill-Building Challenge: Accessing Community Health Resources)
3.8.3	Determine the accessibility of products that enhance health.	105-106 (Accessing and Evaluating Products), 477 (Skill-Building Challenge: Where Can I Go for Help?), 514-515 (Quitting Methods Using Apps and Text Messages), 515 (Other Quitting Methods)
3.8.4	Describe situations that may require professional health services.	41 (Bacterial Infections), 41-43 (Viral Infections), 43 (Global Pandemics: The Case of COVID-19), 148 (Other Sources of Nutrition Information) 156 (Long-Term Challenges to Your Digestive Health), 157-158 (When Things Go Wrong with Urinary Health), Career Connections: Gastroenterologist), 335 (Reaching Out for Help), 472-474 (Alcohol Use Disorder)

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3.8.5	Locate valid and reliable health products and services.	143-148 (Accessing and Using Nutrition Information), 148 (Skill-Building Challenge: Accessing Valid Nutrition Information), 202 (Skill-Building Challenge: Accessing Weight Loss Information), 252-253 (Dressing for Physical Activity), 474-476 (Alcohol Treatment Programs), 477 (Skill-Building Challenge: Where Can I Go for Help?), 558 (Skill-Building Challenge: Analyzing Influences), 568 (Skill-Building Challenge: Accessing Information), 629-630 (Community and Public Health Resources), Skill-Building Challenge: Accessing Community Health Resources), 647 (How to Get Help When You Might Be Poisoned), 648 (Healthy Living Skills)

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Standard 4, Interpersonal Communication —Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
4.8.1	Apply effective verbal and nonverbal communication skills to enhance health.	14-24 (entire lesson: Developing Skills for Healthy Living), 24 (Skill-Building Challenge: Healthy Communication), 46 (Skill-Building Challenge: Communicating Well to Stay Healthy), 128 (Skill-Building Challenge: Communicating the Benefits of Drinking Water), 184-185 (Communicating for Healthy Eating), 186 (Skill-Building Challenge: Healthy Communication), 280 (Skill-Building Challenge: Expressing and Communicating Empathy), 327 (Skill-Building Challenge: Healthy Communication), 346 (Communication Is a Two-Way Street), 347 (Active Listening), 347 (Communication Styles), 348 (<i>I</i> Messages), 349 (Communicating Through Text Messages and Social Media), 399 (Communicating Respect for Others), 400 (Skill-Building Challenge: Communicating Respect for Others), 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), 516 (Skill-Building Challenge: Demonstrating Interpersonal Refusal Skills)
4.8.2	Demonstrate refusal and negotiation skills that avoid or reduce health risks.	46 (Skill-Building Challenge: Communicating Well to Stay Healthy), 184 (Saying No to Unhealthy Food Choices), 185 (Negotiating for Healthy Food Choices), 377-378 (Sexting), 379-380 (Dating Relationships: Intimacy and Boundaries), 380 (Abstinence), 380-381 (Breaking Up), 467 (Refusal Skills), 509-516 (entire lesson: Avoiding and Quitting Tobacco Product Use), 511 (Refusal Skills to Avoid Tobacco Use), 516 (Skill-Building Challenge: Demonstrating Interpersonal Refusal Skills), 539 (Healthy Living Skills: Healthy Communication), 360 (Healthy Living Skills: Healthy Communication), 557-558 (Healthy Alternatives to Using Drugs), 596 (Healthy Living Skills: Healthy Communication)
4.8.3	Demonstrate effective conflict management or resolution strategies.	357-358 (Guardian Relationships), 358-359 (Sibling Relationships), 360 (Healthy Living Skills: Healthy Communication)
4.8.4	Demonstrate how to ask for assistance to enhance the health of self and others.	108-109 (Communicating Your Consumer Rights), 110 (Skill-Building Challenge: Making a Consumer Complaint), 185 (Asking for Help), 246 (Skill-Building Challenge: Using / Messages and Active Listening), 325-326 (Getting Help for Anxiety Disorders), 465 (How to Avoid Difficult Situations Involving Alcohol), (Support of Family and Friends), 648 (Skill-Building Challenge: Making Responsible Decisions)

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Standard 5, Decision-Making —Students will demonstrate the ability to use decision-making skills to enhance health.		
5.8.1	Identify circumstances that can help or hinder healthy decision making.	166 (Making Healthy Breakfast Decisions), 166-168 (Making Healthy Decisions When Eating Out), 168 (Choosing Healthy Convenience Foods), 275-277 (Emotions and Self-Awareness), 550 (Illicit Drugs and Risky Behaviors), 554-555 (Factors That Influence the Use of Drugs), 563 (Addictive Potential of Drugs), 564 (Being Drug-Free), 617 (Healthy Living Skills: Healthy Communication)
5.8.2	Determine when health-related situations require the application of a thoughtful decision-making process.	163 (Diet and Diabetes), 166 (Making Healthy Breakfast Decisions), 166-168 (Making Healthy Decisions When Eating Out), 168 (Choosing Healthy Convenience Foods), 335 (Reaching Out for Help), 367 (Skill-Building Challenge: Deciding to End a Friendship), 497 (Skill-Building Challenge: Making Healthy Decisions), 551 (Skill-Building Challenge: Refuse to Use)
5.8.3	Distinguish when individual or collaborative decision making is appropriate.	
5.8.4	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	163 (Diet and Diabetes), 166 (Making Healthy Breakfast Decisions), 166-168 (Making Healthy Decisions When Eating Out), 168 (Choosing Healthy Convenience Foods), 286 (Self-Esteem and Health), 287 (Self-Esteem and Self-Confidence Boosters and Busters), 334 (Suicide and Suicide Prevention), 335 (Reaching Out for Help), 402-407 (entire lesson: Anger, Aggression, and Conflict), 421-429 (entire lesson: Relationships and Violence), 453 (Skill-Building Challenge: Deciding to Be Alcohol Free), 488-490 (Tobacco’s Effects on the Body), 490-491 (Health Effects of Smokeless Tobacco), 494 (Health Risks and E-Cigarettes), 495 (Pregnancy and Tobacco Product Use)
5.8.5	Predict the potential short-term impact of each alternative on self and others.	163 (Diet and Diabetes), 166 (Making Healthy Breakfast Decisions), 166-168 (Making Healthy Decisions When Eating Out), 168 (Choosing Healthy Convenience Foods), 288 (Skill-Building Challenge: Self-Esteem and Decision Making), 334 (Understanding Self-Harm), 405-406 (Managing Conflict), 426 (Sexual Assault), 426 (Coercive Relationships), 426-427 (Human and Sex Trafficking), 427 (Breaking the Cycle of Abuse), 429 (Skill-Building Challenge: Making Healthy Decisions), 550 (Illicit Drugs and Risky Behaviors), 550 (Warning Signs of Teen Drug Use), 551 (Skill-Building Challenge: Refuse to Use)

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5.8.6	Choose healthy alternatives over unhealthy alternatives when making a decision.	163 (Diet and Diabetes), 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), 229-230 (Physical Activity Guidelines for Teens), 288 (Skill-Building Challenge: Self-Esteem and Decision Making), 336 (Skill-Building Challenge: Making Healthy Decisions), 406 (Conflict Resolution), 407 (Skill-Building Challenge: Resolving Conflicts), 429 (Skill-Building Challenge: Making Healthy Decisions), 497 (Skill-Building Challenge: Making Healthy Decisions)
5.8.7	Analyze the outcomes of a health-related decision.	170 (Skill-Building Challenge: Making a Healthy Food Decision), 288 (Skill-Building Challenge: Self-Esteem and Decision Making), 350 (Skill-Building Challenge: Using I Messages and Active Listening Skills), 367 (Skill-Building Challenge: Deciding to End a Friendship), 407 (Skill-Building Challenge: Resolving Conflicts), 429 (Skill-Building Challenge: Making Healthy Decisions), 453 (Skill-Building Challenge: Deciding to Be Alcohol Free), 497 (Skill-Building Challenge: Making Healthy Decisions), 550 (Warning Signs of Teen Drug Use), 551 (Skill-Building Challenge: Refuse to Use), 586 (Skill-Building Challenge: Advocating for Gun Safety), 617 (Skill-Building Challenge: Analyzing Influences on Sun-Safety Practices)

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Standard 6, Goal-Setting —Students will demonstrate the ability to use goal-setting skills to enhance health.		
6.8.1	Assess personal health practices.	21 (Practicing Healthy Behaviors), 66 (Understanding My Health: My Self-Care), 83 (Goal Setting for Good Dental Hygiene), 84 (Skill-Building Challenge: Goal Setting for Good Oral Health), 100 (Self-Management for Good Sleep), 101 (Skill-Building Challenge: Developing Self-Management for Good Sleep), 263 (Monitoring Your Fitness Plan), 290-296 (entire lesson: Building Resilience and Grit)
6.8.2	Develop a goal to adopt, maintain, or improve a personal health practice.	20 (Setting SMART Goals), 55 (Preventing Skin Cancer), 84 (Skill-Building Challenge: Goal Setting for Good Oral Health), 100 (Self-Management for Good Sleep), 101 (Skill-Building Challenge: Developing Self-Management for Good Sleep), 296 (Skill-Building Challenge: Goal-Setting for Resilience and Grit), 318 (Skill-Building Challenge: Setting Healthy Goals), 559 (Healthy Living Skills: Setting Healthy Goals)
6.8.3	Apply strategies and skills needed to attain a personal health goal.	55 (Preventing Skin Cancer), 83 (Goal Setting for Good Dental Hygiene), 84 (Skill-Building Challenge: Goal Setting for Good Oral Health), 101 (Skill-Building Challenge: Developing Self-Management for Good Sleep), 264 (Skill-Building Challenge: Setting Healthy Goals), 260 (Goal Setting Using SMART Goals), 296 (Skill-Building Challenge: Goal-Setting for Resilience and Grit)
6.8.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	83 (Goal Setting for Good Dental Hygiene), 100 (Self-Management for Good Sleep), 101 (Developing Self-Management for Good Sleep), 296 (Skill-Building Challenge: Goal-Setting for Resilience and Grit)

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Standard 7, Self-Management —Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
7.8.1	Explain the importance of assuming responsibility for personal behaviors.	58 (Practicing Healthy Behaviors: Behavior Contracts), 59 (Skill-Building Challenge: Creating a Behavior Contract), 300-302 (Taking Control of Your Emotions), 303 (Skill-Building Challenge: Practicing Emotional Control), 658 (Skill-Building Challenge: Living Green Challenge)
7.8.2	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	58 (Practicing Healthy Behaviors: Behavior Contracts), 59 (Skill-Building Challenge: Creating a Behavior Contract), 247 (Healthy Living Skills: Practicing Healthy Behaviors), 262 (Training Principles), 298-303 (entire lesson: Controlling Your Emotions), 344-345 (Healthy Relationships), 362-368 (entire lesson: Friendships), 541-551 (entire lesson: Illicit Drugs), 557-558 (Healthy Alternatives to Using Drugs), 564 (Being Drug-Free), 568 (Healthy Living Skills: Practicing Healthy Behaviors), 592-595 (Staying Safe While Being Active), 595 (Water Safety), 601 (Technology Safety Tips), 602 (Skill-Building Challenge: Keeping Myself Safe on Social Media), 604-617 (entire lesson: First Aid and Emergency Procedures), 652-654 (Protecting the Environment), 655-657 (Giving Back to the Environment), Skill-Building Challenge: Living Green Challenge)
7.8.3	Demonstrate behaviors to avoid or reduce health risks to self and others.	51-53 (Cardiovascular Diseases), 55 (Osteoporosis), 57 (Lung Disease), 58 (Practicing Healthy Behaviors: Behavior Contracts), 59 (Skill-Building Challenge: Creating a Behavior Contract), 392 (Understanding My Health: My Knowledge of Anger and Conflict), 533 (Using OTC and Prescription Drugs Safely), 601 (Technology Safety Tips), 602 (Skill-Building Challenge: Keeping Myself Safe on Social Media), 652-654 (Protecting the Environment), 655-657 (Giving Back to the Environment), Skill-Building Challenge: Living Green Challenge)

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Standard 8, Advocacy —Students will demonstrate the ability to advocate for personal, family and community health.		
8.8.1	State a health-enhancing position on a topic and support it with accurate information.	22-23 (Advocating for Good Health), 25 (Thinking Critically), 159 (Promoting Digestive Health), 194 (Skill-Building Challenge: Advocating for Food Access), 443 (Skill-Building Challenge: Promoting an Alcohol-Free Lifestyle), 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)
8.8.2	Demonstrate how to influence and support others to make positive health choices.	22 (Career Connection: Health Educator), 159 (Promoting Digestive Health), 190-193 (Food Safety), 194 (Skill-Building Challenge: Advocating for Food Access), 232 (Skill-Building Challenge: Promoting Good Health), 254 (Skill-Building Challenge: Analyzing Influences), 254 (Healthy Living Skills: Promoting Good Health), 264 (Healthy Living Skills: Promoting Good Health), 324 (Diversity Matters: Ryan’s Challenge), 327 (Healthy Living Skills: Making Healthy Decisions), 335 (Case Study: Anton’s Story)
8.8.3	Work cooperatively to advocate for healthy individuals, families, and schools.	22-23 (Advocating for Good Health), 159 (Promoting Digestive Health), 194 (Skill-Building Challenge: Advocating for Food Access), 381 (Skill-Building Challenge: Advocating for Safe and Respectful Dating Relationships), 443 (Skill-Building Challenge: Promoting an Alcohol-Free Lifestyle), 551 (Healthy Living Skills: Promoting Good Health), 605 (Preparing for Emergencies)
8.8.4	Identify ways in which health messages and communication techniques can be altered for different audiences.	17-18 (Accessing Valid and Reliable Health Information and Services), 159 (Promoting Digestive Health), 194 (Skill-Building Challenge: Advocating for Food Access)