

CORRELATION TO THE WASHINGTON STATE HEALTH EDUCATION LEARNING STANDARDS (GRADES 6-8)

Subject Area: Health Education

Textbook Title: Live Well: Middle School Health

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Health Education Core Idea: Wellness (W)

Topic	Grade 6	Grade 7	Grade 8	Where taught (page numbers)
1. Dimensions of Health	Describe interrelationships of dimensions of health. H1.W1.6	Assess personal health behaviors in relation to dimensions of health. H1.W1.7	Analyze interrelationships of personal dimensions of health. H1.W1.8	5-12 (entire lesson: Exploring Health and Wellness), 14-24 (entire lesson: Skills for Healthy Living)
2. Disease Prevention	Differentiate between communicable and noncommunicable diseases. H1.W2.6	Summarize lifestyle factors to prevent communicable and noncommunicable diseases. H7.W2.7a	Analyze how personal choices contribute to communicable and noncommunicable diseases. H7.W2.8a	S37-S46 (entire lesson: Sexually Transmitted Diseases, Including HIV and AIDS), 37-47 (entire lesson: Communicable Diseases), 49-59 (entire lesson: Noncommunicable Diseases)
	Determine how hereditary factors and health behaviors impact health. H2.W2.6	Explain benefits and consequences of various health behaviors. H7.W2.7b	Assess personal health behaviors that reduce or prevent health risks. H7.W2.8b	9 (Heredity), 10-11 (Healthy Lifestyle Choices), 19 (Making Healthy Decisions), 21 (Practicing Healthy Behaviors), 21 (Figure 1.7 Habits can be healthy or unhealthy.), 448-449 (Physical Effects on the Body [alcohol]), 449-450 (Effects of Alcohol Use During Pregnancy), 464-465 (Deciding Not to Use Alcohol), 488-490 (Tobacco's Effects on the Body),

				510 (Tips for Staying Tobacco-Free), 535-536 (Abuse of OTC and Prescription Drugs), 564-565 (Being Drug-Free)
3. Analyzing Influences	Explain factors that influence health decisions and behaviors. H2.W3.6	Describe how peers, culture, and family influence health decisions and behaviors. H2.W3.7	Describe how values, media, and technology influence health decisions and behaviors. H2.W3.8	136-138 (Influences on Your Appetite), 139 (Skill-Building Challenge: What Influences Your Eating?), 139 (Healthy Living Skills: Healthy Communication), 457-458 (Who Influences You to Drink or Not), 460 (Diversity Matters: Influence of Culture), 460 (Skill-Building Challenge: Who Influences Me?), 502-504 (Factors That Influence Tobacco Use), 554-555 (Factors That Influence the Use of Drugs), 558 (Skill-Building Challenge: Analyzing Influences)
4. Access Valid Information	Describe situations that call for expert health resources and services. H3.W4.6	Analyze validity and reliability of health and wellness information and products. H3.W4.7	Investigate local valid and reliable health and wellness information. H3.W4.8	17-18 (Accessing Valid and Reliable Health Information and Services), 34 (Accessing Valid and Reliable Information About the Immune System), 34 (Skill-Building Challenge: Accessing Reliable Information), 194 (Healthy Living Skills: Accessing Information), 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 Healthy Resources)
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<p>5. Communication</p>	<p>Explain effective communication skills. H4.W5.6</p>	<p>Use communication skills effectively with family, peers, and others. H4.W5.7</p>	<p>Demonstrate communication skills to enhance health and avoid or reduce health risks. H4.W5.8</p>	<p>18-19 (Communicating Your Health Needs), 19 (Figure 1.4 The four types of communication skills.), 24 (Skill-Building Challenge: Healthy Communication), 46 (Skill-Building Challenge: Communicating Well to Stay Healthy), 109 (Using Assertive Communication), 159 (Healthy Living Skills: Healthy Communication), 184-185 (Communicating for Healthy Eating), 186 (Skill-Building Challenge: Healthy Communication), 346 (Communication Is a Two-Way Street), 347 (Communication Styles), 348 (Figure 8.3 The four communication styles), 349 (Communicating Through Text Messages and Social Media), 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)</p>
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<p>6. Decision-Making</p>	<p>Identify circumstances that help or hinder making healthy decisions related to personal health. H5.W6.6</p>	<p>Determine healthy alternatives for making a personal health decision. H5.W6.7</p>	<p>Demonstrate a decision-making model to make a personal health-enhancing choice. H5.W6.8</p>	<p>15 (What Are Health Skills?), 19 (Making Healthy Decisions), 24 (Healthy Living Skills: Making Healthy Decisions), 161-171 (entire lesson: Making Healthy Nutrition Decisions), (Making Healthy Decisions When Eating Out), 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>7. Goal-Setting</p>	<p>Describe how goals can enhance health. H6.W7.6</p>	<p>Describe components of goal-setting to enhance health. H6.W7.7</p>	<p>Describe various short- and long- term goals that can be used to enhance health. H6.W7.8</p>	<p>20 (Setting SMART Goals), 59 (Skill-Building Challenge: Creating a Behavior Contract), 83 (Goal Setting for Good Dental 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>

Health Education Core Idea: Safety (Sa)

Topic	Grade 6	Grade 7	Grade 8	Where taught (page numbers)
1. Injury Prevention	Identify guidelines related to bicycle, pedestrian, traffic, water, and recreation safety. H1.Sa1.6	Explain importance of being responsible for promoting safety and avoiding or reducing injury. H7.Sa1.7	Advocate for safety and injury prevention. H8.Sa1.8 Describe how some health risk behaviors influence safety and injury prevention practices. H2.Sa1.8	578-580 (Safety First), 580-581 (Fire), 585 (Creating a Disaster Preparedness Plan), 586 (Skill-Building Challenge: Advocating for Gun Safety), 592-593 (Pedestrian Safety), 593 (Bicycle Safety), 594 (Motor Vehicle Safety), 594 (Public Transportation Safety), 595 (Water Safety), 596 (Healthy Living Skills: Practicing Healthy Behaviors)
2. First Aid	Understand basic first aid skills. H1.Sa2.6a Understand cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) procedures. H1.Sa2.6b	Explain basic first aid skills. H1.Sa2.7 Demonstrate CPR and AED procedures. H7.Sa2.7	Practice basic first aid skills. H7.Sa2.8a Demonstrate CPR and AED procedures. H7.Sa2.8b	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 Home)

<p>3. Violence Prevention</p>	<p>Describe situations that could lead to violence. H1.Sa3.6a</p> <p>Demonstrate ways to resolve conflict to prevent, reduce, and avoid violence. H4.Sa3.6</p> <p>Identify potential dangers of sharing personal information through electronic media. H1.Sa3.6b</p>	<p>Describe how risk of violence increases with presence of weapons. H1.Sa3.7a</p> <p>Demonstrate communication skills to prevent, reduce, and avoid violent situations. H4.Sa3.7</p> <p>Understand potential dangers of sharing personal information through electronic media. H1.Sa3.7b</p>	<p>Analyze causes and effects of violence on individuals, families, and communities. H1.Sa3.8a</p> <p>Differentiate between passive, aggressive, and assertive communication. H4.Sa3.8</p> <p>Explain how bystanders can help prevent, reduce, and avoid violence. H1.Sa3.8b</p> <p>Describe potential dangers of sharing personal information through electronic media. H1.Sa3.8c</p>	<p>396 (Influences on Violent Behavior), 396 (Figure 9.2 Influences and risk factors for violent behavior.), 397 (Prejudice, Bias, and Intolerance), 398-399 (Preventing Violence), 400 (Skill-Building Challenge: Communicating Respect for Others), 400 (Healthy Living Skills: Analyzing Influences), 405-406 (Managing Conflict), 407 (Skill-Building Challenge: Resolving Conflicts), 411-414 (Bullying), 418 (School Violence), 599-601 (Internet Safety), 602 (Skill-Building Challenge: Keeping Myself Safe on Social Media)</p>
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Health Education Core Idea: Nutrition (N)

Topic	Grade 6	Grade 7	Grade 8	Where taught (page numbers)
<p>1. Food Groups and Nutrients</p>	<p>Identify functions of the six nutrients: carbohydrates, fats, proteins, vitamins, minerals, water. H1.N1.6a</p> <p>Understand differences between reliable and unreliable sources of nutrition information. H3.N1.6</p> <p>Describe consequences of skipping meals. H1.N1.6b</p>	<p>Classify foods by food groups and nutrients. H1.N1.7a</p> <p>Summarize benefits of eating a variety of food from all food groups. H1.N1.7b</p> <p>Determine availability of valid and reliable nutrition information, products, and services. H3.N1.7</p>	<p>Compare and contrast nutritional value of fresh versus processed foods. H1.N1.8a</p> <p>Explain effects of eating patterns on growth and development, and on physical, mental, and academic performance. H1.N1.8b</p> <p>Investigate valid and reliable nutrition information, products, and services. H3.N1.8</p>	<p>120-121 (Nutrients and Your Health), 120 (Figure 3.1 The six categories of nutrients you need to be healthy), 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), 128 (Skill-Building Challenge: Communicating the Benefits of Drinking Water), 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), 162-165 (Nutrition, Health, and Disease)</p>
<p>2. Beverages</p>	<p>Summarize importance of staying hydrated. H1.N2.6</p> <p>Identify beverages that should be limited and provide evidence to support limiting intake. H3.N2.6</p>	<p>Evaluate nutritional content for a variety of beverages and describe benefits and consequences of intake. H1.N2.7</p>	<p>Develop a message to persuade someone to make healthy beverage choices. H8.N2.8</p>	<p>125-127 (Water and Other Beverages), 125 (Figure 3.8 There are many benefits to drinking water.), 127 (Case Study: Enrique's Energy Drain), 128 (Skill-Building Challenge: Communicating the Benefits of Drinking Water)</p>

<p>3. Label Literacy</p>	<p>Explain how different components of a Nutrition Facts label can be used to guide food and beverage choices. H3.N3.6a</p> <p>Distinguish between serving size and portion size. H3.N3.6b</p>	<p>Demonstrate how to use Nutrition Facts labels to make healthier choices. H3.N3.7</p> <p>Demonstrate how to calculate nutritional value based on serving sizes. H1.N3.7</p>	<p>Draw conclusions from Nutrition Facts labels and make recommendations for healthy choices. H3.N3.8</p>	<p>144 (Reading Food Labels), 144 (Figure 3.18 The nutrition facts label is a valid source of nutrition information.), 145-147 (MyPlate), 148 (Skill-Building Challenge: Accessing Valid Nutrition Information), 149 (Healthy Living Skills: Analyzing Influences)</p>
<p>4. Caloric Intake and Expenditure</p>	<p>Distinguish between nutrient-dense and empty-calorie foods and identify examples of each. H1.N4.6a</p> <p>Compare and contrast caloric expenditure for a variety of physical activities. H1.N4.6b</p>	<p>Explain relationship of caloric intake and expenditure to weight management. H1.N4.7a</p> <p>Investigate strategies for healthy weight management. H1.N4.7b</p>	<p>Conduct a personal caloric needs assessment, based on age, gender, activity levels, and specific health requirements, to develop an eating plan. H7.N4.8</p>	<p>121-123 (Energy Nutrients and Foods), 132 (Energy Balance), 133 (How You Burn Calories), 133-134 (Daily Energy Need), 134-135 (Determining Your Caloric Need), 134 (Figure 3.12 Your level of daily physical activity will influence how many calories you need each day), 145-147 (MyPlate), 199-200 (Losing and Gaining Weight), 201 (Dangerous Dieting Habits), 202 (Skill-Building Challenge: Accessing Weight Loss Information)</p>
<p>5. Disease Prevention</p>	<p>Identify diseases often caused by nutritional choices. H1.N5.6</p>	<p>Describe impact of nutritional choices in relation to disease prevention. H1.N5.7</p>	<p>Evaluate a variety of eating plans and determine potential short-term and long-term consequences based on nutritional intake. H1.N5.8</p>	<p>162-165 (Nutrition, Health, and Disease), 165 (Table 3.3 Foods That Can Harm or Help Health), 170 (Skill-Building Challenge: Making a Healthy Food Decision), 172 (Take It Home), 214-219 (entire lesson: Your Nutrition Plan)</p>

<p>6. Nutritional Planning</p>	<p>Develop a SMART (specific, measurable, attainable, realistic, and timely) goal to improve eating behaviors. H6.N6.6</p> <p>Identify circumstances that influence healthy decision-making related to food choices and eating behaviors. H2.N6.6</p>	<p>Create a daily food plan with adequate amounts of each nutrient. H6.N6.7a</p> <p>Assess barriers to achieving a personal goal to improve healthy eating behaviors. H6.N6.7b</p> <p>Describe how peers, culture, and family influence nutritional choices. H2.N6.7</p>	<p>Assess personal food and beverage intake based on recommended individual needs. H7.N6.8</p> <p>Create short- and long-term goals to establish healthy eating patterns. H6.N6.8</p> <p>Investigate strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. H3.N6.8</p> <p>Draw conclusions regarding how society, culture, and economics influence nutrition choices. H2.N6.8</p>	<p>134-135 (Determining Your Caloric Need), 134 (Figure 3.12 Your level of daily physical activity will influence how many calories you need each day), 142 (Building a Healthy Diet), 145-147 (MyPlate), 184-185 (Communicating for Healthy Eating), 186 (Skill-Building Challenge: Healthy Communication), 187 (Take It Home), 189 (Does Everybody Have Access to Enough Food?), 189 (Food Deserts), 194 (Skill-Building Challenge: Advocating for Food Access), 215-218 (Creating a Nutrition Plan), 220 (Take It Home)</p>
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Health Education Core Idea: Sexual Health (Se)

Topic	Grade 6	Grade 7	Grade 8	Where taught (page numbers)
<p>1. Anatomy, Reproduction, and Pregnancy</p>	<p>Identify parts of the reproductive systems. H1.Se1.6</p>	<p>Describe reproductive systems including body parts and functions. H1.Se1.7a</p> <p>Describe the stages of a pregnancy from fertilization to birth. H1.Se1.7b</p>	<p>Summarize reproductive systems and their functions, including the path of an egg during ovulation and the path of sperm during ejaculation. H1.Se1.8a</p> <p>Identify physical, emotional, and social effects of sexual activity. H1.Se1.8b</p>	<p>RSH 2, 16-17 (Male Reproductive System), RSH 2, 17-18 (Female Reproductive System), RSH 2, 18-19 (Menstrual Cycle), RSH 2, 19 (Figure 4 The four stages of the menstrual cycle.), 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, 10 (Being Sexually Active), RSH 2, 11 (Influences on Your Sexual Activity), RSH 2, 11 Risks and Consequences of Being Sexually Active), RSH 2, 12 (Skill-Building Challenge: Influences on My Decision to Be Sexually Active)</p>
<p>2. Puberty and Development</p>	<p>Identify physical, social, mental, and emotional changes that occur during puberty. H1.Se2.6</p>	<p>Recognize that there are individual differences in growth and development. H1.Se2.7</p>	<p>Describe the physical, social, mental, and emotional changes that occur during adolescence. H1.Se2.8</p>	<p>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), RSH 2, 16 (Puberty)</p>

<p>3. Self-Identity</p>	<p>Understand the range of gender roles, identity, and expression across cultures. H2.Se3.6</p>	<p>Distinguish between biological sex, gender identity, gender expression, and sexual orientation. H1.Se3.7</p>	<p>Recognize external influences that shape attitudes about gender identity, gender expression, and sexual orientation. H2.Se3.8</p>	<p>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), 356 (Gender Socialization), 360 (Skill-Building Challenge: How Culture, Media, and Other People Influence Your Perceptions of Gender Roles)</p>
<p>4. Prevention</p>	<p>Define abstinence and explain why it is the most effective method to prevent pregnancy and sexually transmitted infections (STDs), including HIV. H1.Se4.6a</p> <p>Explain how STDs are transmitted and prevented. H1.Se4.6b</p> <p>Identify examples of protective factors and risk behaviors. H1.Se4.6c</p>	<p>List and describe commonly used methods of birth control, including abstinence. H1.Se4.7a</p> <p>Describe methods to prevent the transmission of STDs/HIV, including abstinence. H1.Se4.7b</p> <p>Understand that all STDs are treatable and many are curable. H1.Se4.7c</p> <p>Identify medically accurate information about STDs. H3.Se4.7</p> <p>Identify a decision-making model that can be used to make a health-related decision. H5.Se4.7</p> <p>Describe factors that contribute to or protect against engaging in risk behaviors. H1.Se4.7d</p>	<p>Summarize ways to prevent pregnancy and STDs. H1.Se4.8a</p> <p>List steps to using a condom correctly. H7.Se4.8</p> <p>Identify medically accurate resources about contraceptive methods, STDs/HIV, and pregnancy. H3.Se4.8</p> <p>Summarize signs, symptoms, potential impact, and treatment of STDs. H1.Se4.8b</p> <p>Use a decision-making model to make a health-related decision. H5.Se4.8</p> <p>Compare and contrast potential outcomes of risk behaviors and protective factors. H1.Se4.8c</p> <p>Describe personal role in protecting one's own sexual and reproductive health. H7.Se4.8</p>	<p>RSH 1, 11 (Risks and Consequences of Being Sexually Active), RSH 1, 12 (Skill-Building Challenge: Influences on My Decision to Be Sexually Active), RSH 3, 27 (Abstinence), RSH 3, 28 (Contraception), RSH 3, 29-34 (Table 1 Contraceptives), RSH 3, 34 (Emergency Contraception), RSH 3, 35 (Skill-Building Challenge: Choosing Abstinence), 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), 380 (Abstinence)</p>

<p>5. Healthy Relationships</p>	<p>Explain importance of talking with a family member and other trusted adults about relationships. H3.Se5.6</p> <p>Identify ways to communicate effectively in a variety of relationships. H1.Se5.6a</p> <p>Recognize that everyone has the right to set boundaries based on personal values. H1.Se5.6b</p>	<p>Describe characteristics of healthy and unhealthy relationships. H1.Se5.7</p> <p>Demonstrate communication skills that foster healthy relationships. H4.Se5.7a</p> <p>Explain importance of setting personal boundaries and showing respect for the boundaries and values of others. H4.Se5.7b</p>	<p>Explain how to build and maintain healthy family, peer, and dating relationships. H1.Se5.8a</p> <p>Define sexual consent and identify ways that consent can be communicated and accepted. H1.Se5.8b</p> <p>Analyze the impact of technology and social media on friendships and relationships. H2.Se8.8.</p> <p>Develop a plan to communicate and maintain personal boundaries and values. H6.Se5.8</p>	<p>RSH 1, 10 (Sexual Consent), RSH 1, 12 (Healthy Living Skills: Healthy Communication), 344-345 (Healthy Relationships), 345 (Figure 8.1 Healthy relationship characteristics), 345-346 (Unhealthy Relationships), 346 (Figure 8.2 Unhealthy relationship characteristics.), 346 (Communication Is a Two-Way Street), 347 (Active Listening), 349 (Communicating Through Text Messages and Social Media), 357 (Guardian Relationships), 358 (Table 8.1 Common Problems, Solutions, and Benefits of Relationships Between Teens and Guardians), 367 (Healthy Ways to Express Love in a Friendship), 371 (Teen Dating Relationships), 372 (Characteristics of a Healthy Dating Relationship), 373 (Influences on Dating Relationships), 378-379 (Unhealthy Middle School Dating), 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>
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<p>6. Washington State Laws</p>	<p>Understand which sexual health care services are available to youth. H1.Se6.6a</p> <p>Understand that there are behaviors that constitute sexual offenses. H1.Se6.6b</p> <p>Understand that it is illegal to send or post sexually explicit images or messages electronically. H1.Se6.6c</p>	<p>Identify laws related to accessing sexual health care services. H1.Se6.7a</p> <p>Define sexual offenses as they relate to state law. H1.Se6.7b</p> <p>Identify consequences of sharing sexually explicit pictures or messages. H1.Se6.7c</p>	<p>Understand laws related to accessing sexual health care services. H1.Se6.8a</p> <p>Understand importance of personal responsibility for sexual decisions. H7.Se6.HS</p> <p>Identify state laws related to sexual offenses, including when a minor is involved. H1.Se6.8b</p> <p>Explain consequences of sharing sexually explicit pictures or messages. H1.Se6.8c</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>
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Health Education Core Idea: Social Emotional Health (So)

Topic	Grade 6	Grade 7	Grade 8	Where taught (page numbers)
1. Self-Esteem	<p>Describe factors that can influence self-esteem. H1.So1.6a</p> <p>Understand how to improve one's self-esteem. H1.So1.6b</p>	<p>Explain how self-esteem influences personal health choices. H1.So1.7</p> <p>Describe personal choices that can positively impact self-esteem. H7.So1.7</p>	<p>Compare characteristics of high and low self-esteem and impacts on health. H1.So1.8</p> <p>Demonstrate ability to make choices that positively impact self-esteem. H7.So1.8</p>	<p>274 (What Is Emotional Health?), 275 (What Makes Me Emotionally Healthy?), 284 (Self-Image), 285 (Self-Esteem), 286 (Self-Esteem and Health), 287 (Self-Esteem and Self-Confidence Boosters and Busters), 288 (Skill-Building Challenge: Self-Esteem and Decision Making), 289 (Thinking Critically), 289 (Take It Home), 305 (Action Plan: Emotional Wellness), 355 (Family Needs)</p>
2. Body Image and Eating Disorders	<p>Describe how self-esteem and body image are related. H1.So2.6a</p> <p>Explain importance of a positive body image. H1.So2.6b</p>	<p>Explain how peers and media influence body image. H2.So2.7</p>	<p>Explain how body image influences eating disorders. H2.So2.8</p> <p>Identify signs, symptoms, and consequences of eating disorders. H1.So2.8</p>	<p>206 (Negative Body Image and Health), 207 (Weight Prejudice), 207-208 (Media Influences on Body Image), 209 (Other Influences on Body Image), 209-210 (Disordered Eating and Eating Disorders), 210 (Figure 4.10 Common eating disorders.), 211 (Improving Your Body Image), 212 (Skill-Building Challenge: Analyzing Influences on Body Image), 213 (Take It Home)</p>

<p>3. Stress Management</p>	<p>Define stressor, eustress, and distress. H1.So3.6a</p> <p>Explain causes and effects of stress. H1.So3.6b</p> <p>Understand stress management techniques. H7.So3.6</p>	<p>Differentiate between eustress and distress. H1.So3.7</p> <p>Compare healthy and unhealthy ways of dealing with stress. H7.So3.7</p>	<p>Analyze effects of eustress and distress. H1.So3.8</p> <p>Evaluate personal stress management techniques. H7.So3.8</p>	<p>312-313 (What Is Stress?), 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), 317 (Managing Stress), 317 (Figure 7.5 Approaches to stress management), 318 (Skill-Building Challenge: Setting Healthy Goals), 318 (Healthy Living Skills: Analyzing Influences), 319 (Thinking Critically)</p>
<p>4. Expressing Emotions</p>	<p>Explain importance of understanding other perspectives when resolving interpersonal conflicts. H1.So4.6a</p> <p>Summarize characteristics of empathy and compassion. H1.So4.6b</p> <p>Investigate resources for support when dealing with difficult emotions. H3.So4.6</p>	<p>Describe ways to manage interpersonal conflict. H1.So4.7a</p> <p>Explain how expressing emotions or feelings can influence others. H1.So4.7b</p>	<p>Demonstrate ways to manage or resolve interpersonal conflict. H4.So4.8</p> <p>Compare and contrast the influence of family, culture, and media on how emotions are expressed. H2.So4.8</p>	<p>278-279 (Developing Empathy), 275-277 (Emotions and Self-Awareness), 280 (Skill-Building Challenge: Expressing and Communicating Empathy), 404 (Understanding Conflict), 405-406 (Managing Conflict), 406 (Conflict Resolution), 407 (Skill-Building Challenge: Resolving Conflicts), 407 (Healthy Living Skills: Accessing Resources)</p>

<p>5. Harassment, Intimidation, and Bullying</p>	<p>Describe different types of harassment, intimidation, and bullying. H1.So5.6a</p> <p>Analyze harmful effects of harassment, intimidation, and bullying. H1.So5.6b</p>	<p>Determine strategies for responding to harassment, intimidation, and bullying. H5.So5.7</p> <p>Explain how harassment, intimidation, and bullying affect individuals, families, and communities. H1.So5.7</p>	<p>Describe possible consequences of harassment, intimidation, and bullying. H1.So5.8a</p> <p>Advocate for a bully-free school and community environment. H8.So5.8</p> <p>Understand connection between bullying and harmful behaviors including suicide. H1.So5.8c</p>	<p>411 (Bullying), 411 (Figure 9.7 Types of bullying), 411 (Influences on Bullying Behavior), 412 (Consequences of Bullying), 413-414 (Responding to Bullying), 414-415 (Cyberbullying), 416 (Responding to Cyberbullying), 419 (Skill-Building Challenge: Analyzing Influences)</p>
<p>6. Emotional, Mental, and Behavioral Health</p>	<p>Identify signs and symptoms of depression and anxiety. H1.So6.6a</p> <p>Describe situations that call for professional emotional and mental and behavioral health services. H3.So6.6</p> <p>Identify reasons individuals may want to harm themselves. H1.So6.6b</p> <p>Understand that emotional and mental and behavioral health and well-being are as important as physical health and well-being. H1.So6.6c</p> <p>Define stigma related to mental and behavioral health. H1.So6.6d</p>	<p>Identify different emotional and mental and behavioral health disorders. H1.So6.7a</p> <p>Identify valid and reliable emotional and mental and behavioral health services. H3.So6.7</p> <p>Identify risk factors associated with self-harm and/or suicide. H1.So6.7b</p> <p>Recognize how culture and media impact access to mental and behavioral health services. H2.So6.7</p> <p>Demonstrate supportive responses to people who may be experiencing mental and behavioral health disorders. H4.So6.7</p> <p>Identify how individuals</p>	<p>Explain causes, symptoms, and effects of emotional and mental and behavioral health disorders. H1.So6.8a</p> <p>Identify valid and reliable emotional and mental and behavioral health supports and services available to youth age 13 and older. H3.So6.8</p> <p>Recognize signs that someone may be at risk of suicide. H1.So6.8b</p> <p>Recognize stigma as it relates to emotional and mental and behavioral health. H1.So6.8d</p>	<p>321-322 (What Are Mental Disorders?), 321 (Figure 7.6 Examples of mental disorders), 322-323 (Causes of Mental Disorders), 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</p>

		experience stigma related to mental and behavioral health. H1.So6.7c		Healthy Decisions), 336 (Healthy Living Skills: Accessing Information), 337 (Take It Home)
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Health Education Core Idea: Substance Use and Abuse (Su)

Topic	Grade 6	Grade 7	Grade 8	Where taught (page numbers)
1. Use and Abuse	<p>Explain differences between appropriate use, misuse, and abuse of substances. H1.Su1.6a</p> <p>Understand stages of addiction. H1.Su1.6b</p> <p>Describe how peers and family influence substance use and abuse. H2.Su1.6</p>	<p>Distinguish between substance use, misuse, abuse, dependency, and addiction. H1.Su1.7</p> <p>Describe how peers and media influence substance use and abuse. H2.Su1.7</p>	<p>Analyze factors that influence substance use and abuse. H2.Su1.8</p> <p>Compare and contrast sources of information on substance use. H3.Su1.8</p> <p>Explain classifications of substances. H1.Su1.8</p>	<p>532 (Over-the-Counter and Prescription Drugs), 533 (Table 12.1 Differences Between OTC and Prescription Drugs), 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), 535 (Table 12.2 Commonly Misused OTC and Prescription Drugs), 538 (Skill-Building Challenge: Promoting the Proper Use of Prescription Medications), 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)</p>

<p>2. Effects</p>	<p>Understand short- and long-term effects of substance abuse on physical and mental health. H1.Su2.6</p>	<p>Explain short- and long-term effects of substance abuse on dimensions of health. H1.Su2.7</p>	<p>Describe how substance abuse affects dimensions of health. H1.Su2.8</p>	<p>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.), 449-450 (Effects of Alcohol Use During Pregnancy), 450-451 (Mental Effects of Alcohol Use), 562 (Substance Use Disorder), 563 (Addictive Potential of Drugs), 568 (Skill-Building Challenge: Accessing Information), 569 (Take It Home)</p>
<p>3. Prevention</p>	<p>Identify how to use refusal skills to avoid substance use. H1.Su3.6</p> <p>Identify scenarios in which substances may be present and determine strategies to avoid exposure and use. H7.Su3.6</p> <p>Promote benefits of abstaining from or discontinuing substance use. H8.Su3.6</p>	<p>Demonstrate use of refusal skills to avoid substance use. H7.Su3.7a</p> <p>Assess scenarios in which substances may be present and determine strategies to avoid exposure and use. H7.Su3.7b</p> <p>Construct a message describing benefits of being drug-free. H8.Su3.7</p>	<p>Apply refusal skills to avoid substance use. H7.Su3.8a</p> <p>Demonstrate behaviors and practices to prevent substance use and improve the health of oneself and others. H7.Su3.8b</p> <p>Create a drug-free message for school. H8.Su3.8</p>	<p>453 (Skill-Building Challenge: Deciding to Be Alcohol Free), 455 (Thinking Critically), 464-465 (Deciding Not to Use Alcohol), 465 (How to Avoid Difficult Situations Involving Alcohol), 465-467 (Using Effective Communication Skills to Avoid Alcohol Use), 467 (Refusal Skills), 468 (Figure 10.9 Benefits to not drinking.), 469 (Practicing Your No When Offered Alcohol), 469 (Healthy Living Skills: Promoting Good Health), 510 (Tips for Staying Tobacco-Free), 511 (Refusal Skills to Avoid Tobacco Use), 512-513 (Benefits of Being Tobacco-Free), 516 (Skill-Building Challenge: Demonstrating Interpersonal Refusal Skills), 564-565 (Being Drug-Free), 568 (Healthy Living Skills: Practicing Healthy Behaviors)</p>

4. Treatment	Identify valid and reliable substance abuse services. H3.Su4.6	Describe situations that call for professional treatment for substance abuse. H3.Su4.7	Investigate local services for those affected by substance abuse. H3.Su4.8	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)
5. Legal Consequences	Identify legal and illegal substances. H1.Su5.6	Understand school policies related to substance possession and use. H1.Su5.7	Describe short- and long-term legal consequences of substance use and the effects on personal goals. H6.Su5.8	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), 542 (Illicit Drugs Overview), 566 (School Policies), 567 (Community Laws), 569 (Thinking Critically)