TITLE:	Comprehensive Health Skills	Department of Education New York
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New Y	ork Department of Education Health	G-W Correlating pages
	Standards SOCIAL, EMOTIONAL, AND N	AENTAL HEALTH (SEM)
Standard 1.	Concepts About Social, Emotional, and Mer	
SEM 1.1	The dimensions of health (social, emotional, mental, physical, and others) and how they affect health-related behaviors.	6-12, 6 Warm-Up Activity, 7 Case Study, 10 Research in Action, 12 Review: Know and Understand 1-5, Think Critically 6-8, 12 Real World Health Skill
SEM 1.2	How the dimensions of wellness are impacted by family history, culture, and society.	13-18, 13 Warm-Up Activity, 18 Review: Know and Understand 1-3, Think Critically 4-5, 18 Real Health World Skills
SEM 1.3	Personal identity and the value of living in a diverse and inclusive society.	158-159, 159 (Health in the Media), 164-165, 318-319, 484, 535 (Health in the Media)
SEM 1.4	Pro-social and pro-emotional behaviors that lead to self- respect, self-esteem, and self- control.	12-127, 124 (Quiz), 156, 157 (Skills for Health and Wellness), 158, 525, 781
SEM 1.5	Physical and psychological effects of stress, anxiety, and depression.	184-191, 184 Warm-Up Activity, 189 Research in Action, 191 Review: Know and Understand 1- 4, Think Critically 5-8, 191 Real World Health Skills, 212-214, 216-217
SEM 1.6	Effective methods for managing challenging emotions, including stress, anxiety, rejection, depression, anger, loss, and grief, in nonviolent and productive ways.	224-231, 225 (Spotlight on Health and Wellness Careers), 227 (Case Study), 229 (Local and Global Health)
SEM 1.7	Healthy ways to express affection, love, friendship, empathy, and sympathy.	133, 198, 482
SEM 1.8	Strategies for building healthy relationships and managing conflict with partners, family, and peers.	71-86, 74 (Local and Global Health), 76 (Quiz), 83 (Research in Action), 85(Skills for Health and Wellness), 477-492, 481 (Local and Global

New Y	ork Department of Education Health Standards	G-W Correlating pages
		Health), 482 (Spotlight on Health and Wellness Careers), 488 (Research in Action), 489 (Quiz),
SEM 1.9	The connections between body image, body positivity, and health.	298-306, 300 (Case Study), 302 (Local and Global Health), 305 (Research in Action)
SEM 1.10	The signs and symptoms of mental and emotional disorders and challenges, including the warning signs of suicide, self- harm, and other violence-related behaviors.	105-109, 105 (Research in Action), 143-145, 232-236, 235 (Health in the Media), 237 (Skills for Health and Wellness), 516-519
SEM 1.11	The impact of social media, Internet use, and other technologies on social, mental, and emotional health.	24-25, 24 (Health in the Media), 107-108, 125- 126, 131 (Health in the Media), 153 (Case Study), 156, 158-159, 159 (Health in the Media), 177- 178, 212
SEM 1.12	Behaviors and strategies that prevent violence, including being an upstander for safety and nonviolence.	521, 523 (Skills for Health and Wellness), 524- 526, 530-531, 532-535, 543-546
SEM 1.13	How to recognize situations that may lead to violence between individuals, in groups, and in communities.	516-517, 519 (Research in Action), 543
SEM 1.14	The most frequent types of violence (e.g., bullying, cyberbullying, hazing, intimate partner violence, sexual violence, and suicide) and their negative consequences for survivors, perpetrators, bystanders, and communities.	232-239 235 (Health in the Media), 237 (Skills for Health and Wellness), 517-526, 519 (Research in Action), 520 (Case Study), 523 527-536, 535 (Health in the Media), 539-546
SEM 1.15	The different forms of oppression (e.g., racism, sexism, heterosexism, cissexism, ableism, classism) and their impact on individuals and communities.	530-531, 534-536, 535 (Health in the Media), 553, 809 (Research in Action)
Standard 2:	Analyzing Influences	
SEM 2.1	Reflect on the influence of family, peers, school, community, culture, social norms, media, and marketing on mental and emotional health beliefs and practices.	105-109, 105 (Research in Action), 143-145
SEM 2.2	Understand public health and government policies that promote social, mental, and emotional health.	62-63
Standard 3:	Accessing Information and Services	
SEM 3.1	Compare the validity, reliability, and accessibility of mental, social, and emotional health information, products, and services in the home, at school, and in the community.	60, 62-63, 223
SEM 3.2	Recognize when professional services are needed for mental and emotional	222-223, 225 (Spotlight on Health and Wellness Careers)

New Y	ork Department of Education Health Standards	G-W Correlating pages	
	challenges and violent situations and where to access them.		
Standard 4:	Communication		
SEM 4.1	Practice communication skills (e.g., refusal, delay, negotiation, collaboration, and consent) to build healthy relationships and reduce the risk of conflict and violence with family, peers, and partners.	71-79, 76 (Quiz), 91-92, 385, 388 (Skills for Health and Wellness), 414, 458, 508	
SEM 4.2	Ask for help from trusted adults for themselves and others if experiencing social, mental, and emotional health issues.	222-223	
Standard 5:	Decision Making		
SEM 5.1	Generate alternatives to risky behaviors.	16-18	
SEM 5.2	Evaluate decisions related to social, emotional, and mental health, especially those that may lead to violence.	516-517, 519 (Research in Action), 543	
Standard 6:	Goal Setting		
SEM 6.1	Create personal short- and long-term goals to promote social, emotional, and mental health.	39-40, 146-147, 287, 815	
Standard 7:	Self-Management		
SEM 7.1	Identify and practice daily activities that promote social, emotional, and mental health.	9, 103, 194-202, 194 (Case Study), 200 (Skills for Health and Wellness)	
SEM 7.2	Analyze and reflect on personal responsibility in preventing violence.	519 (Research in Action), 521, 523 (Skills for Health and Wellness), 524-526, 530-531, 532- 534, 543-546	
SEM 7.3	Practice a variety of habits and behaviors that promote nonviolence.	122-127, 124 (Quiz), 156-160, 157 (Skills for Health and Wellness), 159 (Health in the Media), 525-526, 781	
Standard 8:	Advocacy		
SEM 8.1	Create advocacy projects that advocate for practices that promote social, emotional, and mental health and help prevent interpersonal violence.	48-49, 48 (Case Study), 58-63, 264, 320-321, 484, 636-637	
	NUTRITION AND PHYSICAL ACTIVITY (NPA)		
Standard 1:	Concepts About Nutrition and Physical Act		
NPA 1.1	The relationship among diet, physical activity, chronic diseases, and overall health.	248-291, 267 (Case Study), 273 (Health in the Media), 298-321, 302 (Local and Global Health), 309 (Skills for Health and Wellness), 328-347, 331 (Research in Action)	
NPA 1.2	The social, emotional, and cognitive benefits of eating nutritious food and engaging in physical activity.	257-291, 267 (Case Study), 273 (Health in the Media), 328-347, 331 (Research in Action), 346 (Skills for Health and Wellness)	

New Y	Zork Department of Education Health Standards	G-W Correlating pages
NPA 1.3	Guidelines for healthy eating and daily moderate-to-vigorous physical activity.	257-291, 267 (Case Study), 273 (Health in the Media), 328-347, 331 (Research in Action), 346 (Skills for Health and Wellness)
NPA 1.4	Essential nutrients and how to incorporate them into a balanced diet.	248-255
NPA 1.5	How to make healthy food and beverage choices at home, school, and when dining out.	257-279, 267 (Case Study), 268 (Local and Global Health), 273 (Health in the Media)
NPA 1.6	The importance of drinking water and limiting sweetened beverages.	254-255
NPA 1.7	Different nutrition options based on culture, needs, and preferences.	271-273, 273 (Health in the Media)
NPA 1.8	The potential barriers to eating healthy foods and being physically active.	271-273, 272 (Research in Action), 273 (Health in the Media), 340
NPA 1.9	How to incorporate healthy nutrition and physical activity into daily life habits.	257-264, 271-273,273 (Health in the Media), 330-340
NPA 1.10	The signs of disordered eating and its connection to social, emotional, mental, and physical health.	308-314, 309 (Skills for Health and Wellness)
Standard 2	Analyzing Influences	
NPA 2.1	Reflect on the influence of family, peers, school, community, culture, and social norms on personal values and beliefs about nutrition and physical activity.	271-273, 273 (Health in the Media), 337-340, 338 (Local and Global Health), 342 (Case Study), 346 (Skills for Health and Wellness)
NPA 2.2	Evaluate the impact of media and marketing on body image and personal food and beverage choices.	298-306, 273 (Health in the Media), 302 (Local and Global Health), 304 (Research in Action),
Standard 3	: Accessing Information and Services	
NPA 3.1	Examine nutrition labels to inform healthy food choices.	274-276
NPA 3.2	Seek help from a trusted adult for nutrition guidance, exercise information, and disordered eating, and recognize when professional services are needed.	257-269, 267 (Case Study), 291, 337-343, 346 (Skills for Health and Wellness)
Standard 4	Communication	1
NPA 4.1	Ask for knowledgeable and reliable help in improving eating and physical activity habits.	257-269, 267 (Case Study), 291, 337 - 347, 346 (Skills for Health and Wellness)
Standard 5	Decision Making	
NPA 5.1	Identify potential barriers to making healthy decisions regarding food and physical activity and adopt effective strategies to overcome those barriers.	271-273, 273 (Health in the Media), 340

New Y	York Department of Education Health Standards	G-W Correlating pages
NPA 5.2	Predict the short- and long-term impact of daily nutrition and physical activity decisions.	249-255, 257-264, 267 (Case Study), 286, 287-291, 328-335, 331 (Research in Action), 336-347, 346 (Skills for Health and Wellness)
Standard 6:	Goal Setting	
NPA 6.1	Create a short- and long-term goal that incorporates healthy eating and movement as a daily part of life.	257-264, 287-291, 328-335, 331 (Research in Action), 336-347, 346 (Skills for Health and Wellness),
NPA 6.2	Outline a plan to achieve a nutrition and physical activity goal, assess progress, and overcome challenges to the achievement of that goal.	257-264, 271-273, 273 (Health in the Media), 287-291, 328-335, 331 (Research in Action), 336- 347, 346 (Skills for Health and Wellness),
Standard 7:	Self-Management	
NPA 7.1	Assess current personal food and physical activity habits and identify possible areas for improvement.	271-273, 273 (Health in the Media), 287-291, 328-335, 331 (Research in Action), 336-347, 346 (Skills for Health and Wellness)
NPA 7.2	Practice a variety of daily habits and activities that promote health.	287-291, 336-347, 376 (Skills for Health and Wellness)
Standard 8:	Advocacy	
NPA 8.1	Collaborate with others to advocate for individuals, families, and communities to make positive choices regarding nutrition, dietary habits, and physical activity.	48-49, 58-63, 264, 320-321, 346-347
	ALCOHOL, TOBACCO, AND OTHER D	DRUG-USE PREVENTION (ATOD)
Standard 1:	Concepts About Alcohol, Tobacco, and Oth	er Drug-Use Prevention
ATOD 1.1	Medically and scientifically accurate information regarding alcohol, tobacco, nicotine (e.g., JUUL, e-cigarettes, vaping), marijuana, and other drugs (e.g., opioids, depressants, hallucinogens, stimulants, performance-enhancing substances, inhalants, prescription medications, and over-the-counter drugs).	364-378, 370 (Case Study), 374 (Research in Action), 381-389, 381 (Local and Global Health), 388 (Skills for Health and Wellness), 396-409, 406 (Case Study), 411-417, 424-461, 435 (Local and Global Health), 442 (Research in Action)
ATOD 1.2	The proper use of over-the-counter and prescription medications.	425
ATOD 1.3	The short- and long-term effects of alcohol, tobacco, and other drugs on growth and development.	17, 366-373, 370 (Case Study), 374 (Research in Action), 400-404, 402 (Local and Global Health), 441-445, 442 (Research in Action)
ATOD 1.4	Reasons why individuals choose to use or not to use alcohol, tobacco, and other drugs.	380-382, 381 (Local and Global Health), 387 (Health in the Media), 411-413, 412 (Health in the Media), 455-456
ATOD 1.5	The benefits of remaining free of alcohol, tobacco, and other drugs.	376, 386, 413-417, 456-460, 461 (Skills for Health and Wellness)
ATOD 1.6	Strategies for dealing with challenging emotions in ways that do not involve alcohol, tobacco, and other drugs.	130-133, 131(Health in the Media),

New Yo	ork Department of Education Health Standards	G-W Correlating pages
ATOD 1.7	How to stay safe in risky situations involving alcohol, tobacco, and other drugs.	380-382, 381 (Local and Global Health), 411- 413, 412 (Health in the Media), 455-457
ATOD 1.8	The dangerous effects of using alcohol, tobacco, and other drugs simultaneously, and how to prevent and recognize the signs of overdose.	440-445
ATOD 1.9	The signs and symptoms of dependence on alcohol, tobacco, and other drugs, and treatment options for addiction.	218-220, 221-223, 366, 401-402, 402 (Local and Global Health), 431-432, 441
ATOD 1.10	The effects of the use, misuse, and abuse of alcohol, tobacco, and other drugs on families, communities, and society.	374-375, 407, 433
ATOD 1.11	Appropriate strategies to support family and friends who are trying to stop using alcohol, tobacco, and other drugs.	382-389, 388 (Skills for Health and Wellness), 413-417, 416 (Skills for Health and Wellness), 456-461, 461 (Skills for Health and Wellness)
ATOD 1.12	Laws, policies, social norms, and myths about the sale and use of alcohol, tobacco, and other drugs.	370 (Case Study), 371, 447
ATOD 1.13	The relationship between using alcohol, tobacco, and other drugs and other health risks, including unintentional injuries, violence, self-harm, suicide, and sexual risk behaviors	368-375, 374 (Research in Action), 400-409, 406 (Case Study), 426-427,431-433, 441-445, 444 (Health in the Media)
Standard 2:	Analyzing Influences	
ATOD 2.1	Analyze the influence of family, peers, school, community, culture, social norms, media, and marketing on personal values, beliefs, and behaviors as they relate to alcohol, tobacco, and drug use.	380-382, 387 (Health in the Media), 411-413, 412 (Health in the Media), 455-456
ATOD 2.2	Assess risk and protective factors for drug use, misuse, and abuse.	411-413, 412 (Health in the Media), 455-457
Standard 3:	Accessing Information and Services	
ATOD 3.1	Access alcohol, tobacco, and other drug- use prevention information, analyzing its validity and reliability, including over-the- counter and prescription drug labels.	43-45, 43 (Research in Action), 47 (Health in the Media), 384, 664 (Health in the Media)
ATOD 3.2	Recognize situations that require professional substance abuse treatment services and locate community resources.	385-389, 387 (Health in the Media), 415-417, 416 (Skills for Health and Wellness), 459-461, 461 (Skills for Health and Wellness)
Standard 4:	Communication	
ATOD 4.1	Practice communication skills (e.g., refusal, delay, assertiveness) to manage social pressure and avoid alcohol, tobacco, and other drug use.	73-79, 76 (Quiz), 82-86, 85 (Skills for Health and Wellness), 88-93, 90 (Case Study)

New Y	York Department of Education Health Standards	G-W Correlating pages
ATOD 4.2	Ask a trusted adult for help for self and others regarding situations related to the use of alcohol, tobacco, and other drugs.	91-93
Standard 5	Decision Making	
ATOD 5.1	Identify potential barriers to making healthy decisions regarding the use of alcohol, tobacco, and other drugs, and adopt effective strategies to overcome those barriers.	380-382, 381 (Local and Global Health), 411- 413, 412 (Health in the Media), 455-456
ATOD 5.2	Recognize the short- and long-term positive effects of remaining substance- free.	376, 386, 413-417, 456-460, 461 (Skills for Health and Wellness)
Standard 6	: Goal Setting	
ATOD 6.1	Create a personal and realistic goal to avoid alcohol, tobacco, and other drugs.	39-40, 146-147, 815
Standard 7:	Self-Management	
ATOD 7.1	Assess the effectiveness of personal beliefs and behaviors in preventing the use of alcohol, tobacco, and other drugs.	382-385, 413-415, 456-459
Standard 8	: Advocacy	
ATOD 8.1	Collaborate with others to advocate for individuals, families, and school communities to remain free of alcohol, tobacco, and other drugs.	48-49, 58-63
	SEXUAL HEAD	LTH(SH)
Standard 1	: Concepts About Sexual Health	
SH 1.1	The benefits of talking with parents and other trusted adults about sexual health.	500-501, 501 (Case Study), 58-509 (Skills for Health and Wellness), 530-531
SH 1.2	City, State, and federal laws regarding sexual health.	63, 530-531, 534-535, 544
SH 1.3	Sexual identity, including sexual orientation, gender identity, gender expression, and sex assigned at birth.	114-115, 803-810, 809 (Research in Action)
SH 1.4	Medically accurate anatomy and physiology of sexual and reproductive organs.	737-738, 742-743
SH 1.5	Puberty and menstruation and their role in conception.	737,744, 745, 747-748 (Skills for Health and Wellness), 782-784, 812
SH 1.6	Abstinence as an effective method of protection from STIs, including HIV, and unintended pregnancy.	504-508, 509 (Skills for Health and Wellness), 685, 758-759, 818, 830, 832
SH 1.7	Prevention, transmission, symptoms, and health consequences of, and testing and treatment for, STIs, including HIV.	675-682, 679 (Research in Action), 681 (Case Study), 684-685, 684 (Skills for Health and Wellness), 692 (Local and Global Health)
	Methods to prevent unintended pregnancy	684-687, 686 (Health in the Media), 694-695

New	York Department of Education Health Standards	G-W Correlating pages
	and STIs, including HIV (e.g., internal and external condoms, dental dams), and their effectiveness, and risks.	
SH 1.9	Different types of health services to promote and maintain sexual and reproductive health (e.g., immunizations, screenings, exams, check-ups, counseling).	677-678, 679 (Research in Action), 680-681(Case Study), 682, 687-688, 692-695, 692 (Local and Global Health)
SH 1.10	Personal responsibility in setting and respecting boundaries for self and others.	471-476, 500, 501 (Case Study), 528-529, 530- 531, 532-534
SH 1.11	Types of verbal and nonverbal affirmative consent.	528-529
SH 1.12	Factors that protect against or contribute to sexual risk behaviors.	533-534, 535 (Health in the Media)
SH 1.13	Safe and consensual practices in situations that may involve alcohol, drugs, or other risk factors for sexual violence.	532-534, 535 (Health in the Media)
SH 1.14	The characteristics of healthy and unhealthy partner relationships and strategies to manage conflict in respectful and nonviolent ways.	471-476, 475 (Health in the Media), 495-499, 501 (Case Study)
SH 1.15	The signs of intimate partner violence and the importance of safely getting help for self and others.	527-536, 535 (Health in the Media)
SH 1.16	Human trafficking, harassment, sexual assault and other sexually violent situations; strategies for prevention and getting help.	527-536, 535 (Health in the Media), 550-552, 551 (Local and Global Health)
SH 1.17	The importance of respecting and advocating for individual differences in sexuality, including being an ally.	114-115, 803-810, 809 (Research in Action)
SH 1.18	The most frequent types of violence (e.g., bullying, cyberbullying, hazing, intimate partner violence, sexual violence, and suicide) and their negative consequences on survivors, perpetrators, bystanders, and communities.	111, 232-239, 237 (Skills for Health and Wellness), 5517-526, 519 (Research in Action), 520 (Case Study), 530-536, 535 (Health in the Media), 540-546, 548-554, 551 (Local and Global Health)
SH 1.19	The different forms of power and privilege and the impact on individuals, relationships, and communities.	497, 517
Standard 2	2: Analyzing Influences	
SH 2.1	Evaluate the influence of family, peers, school, community, culture, social norms, media, marketing, and technology on personal beliefs and behaviors regarding sexual activity and sexuality	503-509, 503 Warm-Up Activity, 509 Skills for Health and Wellness, 509 Review: Know and Understand 1-3, Think Critically 4-5, 509 Real World Health Skills
SH 2.2	Understand public health and government policies on sexual health practices.	62-63

	York Department of Education Health Standards	G-W Correlating pages
Standard	3: Accessing Information and Services	1
SH 3.1	Assess the validity, reliability, and accessibility of sexual health information, products, and services.	41-49, 41 Warm-Up Activity, 43 Research in Action, 47 Health in the Media, 48 Case Study, 49 Review: Know and Understand 1-6, Think Critically 7-10, 49 Real World Health Skills 664 (Health in the Media) 828
SH 3.2	Access health services in school or in the community to maintain sexual and reproductive health.	42, 44-48, 48 (Case Study), 828
Standard	4: Communication	
SH 4.1	Practice communication skills that promote and protect one's sexual health (e.g., refusal, delay, negotiation, consent skills).	71-79, 74 (Local and Global Health), 76 (Quiz) 80-86, 85 (Skills for Health and Wellness) 87-93, 90 (Case Study)
SH 4.2	Practice asking for help from a trusted adult regarding personal sexual health, including violence	93
Standard	5: Decision Making	
SH 5.1	Predict the short- and long-term consequences of sexual decisions.	17, 675-682, 679 (Research in Action), 685, 762 (Case Study), 763-765, 815-819, 817 (Skills for Health and Wellness)
Standard	6: Goal Setting	
SH 6.1	Create a goal that protects personal sexual health and reduces the risk of unintended pregnancy and STIs, including HIV.	39-40, 146-147, 815
Standard	7: Self-Management	
SH 7.1	Analyze and reflect on personal responsibility regarding sexual behaviors.	684-687 684 (Skills for Health and Wellness), 758-759, 818-819
SH 7.2	Demonstrate a variety of habits and behaviors that promote sexual health.	684-687 684 (Skills for Health and Wellness), 758-759, 828-851, 829 (Case Study), 831
Standard	8: Advocacy	
SH 8.1	Design sexual health messages for others that promote positive sexual health choices.	48-49, 58-59, 60-61, 62-63
SH 8.2	Advocate for safe environments that promote dignity and respect for all people in the school community.	48-49, 58-59, 60-61, 62-63
	SAFETY AND INJURY P	
Standard	1: Concepts About Safety and Injury Preventi	
SIP 1.1	Behaviors and strategies that prevent injury, including being an upstander for safety.	521, 523 (Skills for Health and Wellness) 565- 571, 569 (Health in the Media)
SIP 1.2	How to recognize situations that may lead to injury between individuals, in groups, and in communities.	521, 523 (Skills for Health and Wellness) 565- 571, 569 (Health in the Media)

New	York Department of Education Health Standards	G-W Correlating pages
SIP 1.3	The relationship between the use of alcohol, tobacco, and other drugs and injury.	373-375, 374 (Research in Action), 405-409, 406 (Case Study), 444-445, 569
SIP 1.4	Safety strategies for riding in or driving a motor vehicle.	567-569
SIP 1.5	City, State, and federal risk reduction laws and policies that help prevent injury.	62-63
SIP 1.6	Actions to take in case of natural disaster, emergency, or acts of violence (e.g., first aid, CPR).	354-355, 595-603, 603 (Spotlight on Health and Wellness Careers)
Standard 2	: Analyzing Influences	
SIP 2.1	Evaluate public health and government policies that help prevent injury.	62-63
Standard 3	: Accessing Information and Services	
SIP 3.1	Access a variety of resources in the home, school, and community that prevent injury.	662-663, 565-571, 572-579
SIP 3.2	Recognize when professional services are needed in unsafe situations and when there	62-63, 354-355, 594-603, 603 (Spotlight on Health and Wellness Careers)
Standard 4	: Communication	
SIP 4.1	Practice communication skills (e.g., refusal, negotiation, collaboration) to avoid or reduce the risk of injury	71-79 74 (Local and Global Health), 76(Quiz), 80-86, 85 (Skills for Health and Wellness), 87- 93, 90 (Case Study)
SIP 4.2	Ask for help to promote personal safety and injury prevention for self and others.	573-579
Standard 5	: Decision Making	
SIP 5.1	Recognize and overcome barriers to enacting practices that help prevent injury.	564-571, 564 Warm-Up Activity, 569 Health in the Media, 571 Review: Know and Understand 1- 3, Think Critically 4-6, 571 Real World Health Skills, 572-579, 572 Warm-Up Activity, 574 Health Across the Life Span, 578 Local and Global Health, 579 Review: Know and Understand 1-4, Think Critically 5-6, 579 Real World Health Skills
SIP 5.2	Evaluate the effectiveness of decisions that might prevent injury.	34-40, 34 Warm-Up Activity, 40 Review: Know and Understand 1-3, Think Critically 4-6, 40 Real World Health Skills
Standard 6	: Goal Setting	·
SIP 6.1	Develop short- and long-term plans to reach goals for personal and community safety.	34-40, 34 Warm-Up Activity, 40 Review: Know and Understand 1-3, Think Critically 4-6, 40 Real World Health Skills, 146-147, 815
Standard 7	: Self-Management	1

New York Department of Education Health Standards		G-W Correlating pages
SIP 7.1	Analyze and reflect on personal responsibility in preventing injury to self and others.	564-571, 564 Warm-Up Activity, 569 Health in the Media, 571 Review: Know and Understand 1- 3, Think Critically 4-6, 571 Real World Health Skills, 572-579, 572 Warm-Up Activity, 574 Health Across the Life Span, 578 Local and Global Health, 579 Review: Know and Understand 1-4, Think Critically 5-6, 579 Real World Health Skills
SIP 7.2	Practice a variety of habits and behaviors that promote safety.	564-571, 564 Warm-Up Activity, 569 Health in the Media, 571 Review: Know and Understand 1- 3, Think Critically 4-6, 571 Real World Health Skills, 572-579, 572 Warm-Up Activity, 574 Health Across the Life Span, 578 Local and Global Health, 579 Review: Know and Understand 1-4, Think Critically 5-6, 579 Real World Health Skills
Standard 8:	Advocacy	
SIP 8.1	Work cooperatively to create projects that advocate for practices that promote safe communities.	48-49, 48 (Case Study), 58-63, 636-637