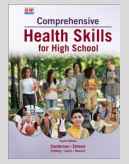
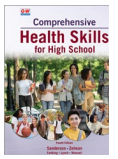


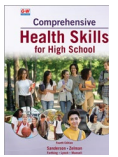
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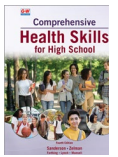
STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
HEALTH PROMOTION		
Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
HE.1.1	Predict how health literacy and behaviors can affect health status.	5 (Setting the Scene), 6-8, 16-18, 18 Think Critically (4), 31 Health and Wellness Skills (19), 34-35, 37, 40 Think Critically (5), Real World Health Skills), 248-255, 261-264, 267-269, 328-334, 335 (Real World Health Skills), 370 (Case Study), 513 Health and Wellness Skills (19), 609-611, 616, 641 Health and Wellness Skills (18), 752-757, 773-775, 777-781, 785, 787, 791-793, 815-818, 827-830, 832, 855 Health and Wellness Skills (18)
HE.1.2	Describe the interrelationships of emotional, mental, physical, social, spiritual, and environmental health.	7-10, 7 (Case Study), 12 (Think Critically) (8), 190, Post-Traumatic Stress Disorder (PTSD), 211-220, 212 Social Media and Mental Illness, 330-331, 335 (Real World Health Skills), 530, 532, 539, 542, 552, 772-773, 780-781, 782-786, 788-789
	a. Identify symptoms and methods of treatment of mental health disorders, including depression, and stress.	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
	b. Identify warning signs and prevention strategies for suicide	109, 110 (Skills For Health And Wellness), 111, 203, 221-231, 227 (Case Study) 229 (Local And Global Health), 313
HE.1.3	Analyze how genetics and family history can impact personal health.	13–16, 15 (Figure 1.5 The Role of Genes), 18 Know and Understand (3), 106, 211, 335 Think Critically (6), 703, 730 Critical Thinking Skills (15), 750–752, 755, 773
	Examples: family history of heart disease, diabetes, cancer, or addictions	
HE.1.4	Propose ways to prevent, reduce, and treat injuries and other health problems.	35–38, 37 (Figure 2.2 Put away devices 30 min before Bed), 40 Think Critically (5), 67 (Hands-On Skills Activity), 221–223, 230–231, 295 Health and Wellness Skills (20), 349–355, 358 Critical Thinking Skills (11), 382–385, 413–414, 421 Health and Wellness Skills (20), 427–429, 456–458, 559 Health and Wellness Skills (19), 565–571, 607 Health and Wellness Skills (17, 20), 661–667, 671 Health and Wellness Skills (16, 18–20), 683–688, 691–695, 731 Health and Wellness Skills (17, 19–21), 785, 787, 791–795, 830–832, 834–838, 840–851, 855 Health and Wellness Skills (20)
	a. Determine when professional health services may be required for injury or disease.	26-27, 26 Skills for Health and Wellness, 27, (Real World Health Skills), 50-56, 55 (Local and Global Health), 687, 693, 740, 748-749
	b. Perform CPR, AED techniques, and First Aid procedures, including the principles of RICE (Rest, Ice, Compression, Elevation	354-355, 354 Figure 10.17 The R.I.C.E Treatment, 354 (Figure 10.18 Contact Sports Injuries), 592-602, 592 Have a First-Aid Kit Ready, 593 First-Aid Kit Essentials, 594 Calling 911: What They Need to Know, 595 Figure



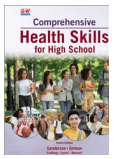
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		16.23 Treating Minor Injuries, 599 Figure 16.2.27 Administering CPR, 599 Figure 16.28 Using and Automated External Defibrillator (AED)
HE.1.5	Analyze the relationship between access to health care and health status.	26–27, 29 Review and Recall (14), Reading and Writing Practice (17), 55 (Local and Global Health), 57–59, 228–229, 662–665, 754–755
	Examples: relationship between health insurance coverage and life expectancy; access to medical care including primary care physician, hospital, vaccines	
HE.1.6	HE.1.6 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	16–26, 27 Know and Understand (4), Think Critically (6), Real World), 39–40, 66 Critical Thinking Skills (3, 5), Health and Wellness Skills (14), 89–91, 96 Health and Wellness Skills (14), 228–229, 242 Critical Thinking Skills (9), 267–273, 277–279, 279 Think Critically (5), 380–382, 385–389, 411–414, 426–429, 454–458, 464 Health and Wellness Skills (14), 465 Health and Wellness Skills (19), 470–476, 482–484, 490–492, 495–499, 504–506, 509 (Real World Health Skills), 564–602, 607 Health and Wellness Skills (17), 631–636, 640 Critical Thinking Skills (12), Health and Wellness Skills (15), 683–688, 692–693, 694–695, 695 Think Critically (8), 739–740, 745–749, 758–759, 764
	a. Identify factors that impact nutritional choices.	271-273, 271 (Analyzing Influences on Food Choices), 272 (Research in Action), 273(Health in the Media)
	Examples: planning healthy meals, accessibility of healthy and unhealthy foods	
HE.1.7	Analyze the potential susceptibility to and severity of injury or illness if engaging in unhealthy behaviors.	13–14, 13 (Warm-Up Activity), 16–18, 30 Critical Thinking Skills (8), Health and Wellness Skills (16), 31 Health and Wellness Skills (19), 184–191, 191 Know and Understand (1), 248–255, 267–269, 311–312, 366–374, 393 (Hands-On Skills Activity), 400–409, 421 Health and Wellness Skills (20), 431–445, 465 (Hands-On Skills Activity), 565–571, 573–582, 584–585, 606 Health and Wellness Skills (16), 607 Health and Wellness Skills (17), 616–628, 661–663, 666, 674–682, 682 (Real World Health Skills), 689–692, 695
	a. Explain the progression of HIV and AIDS.	689-691, 689 Figure 19.10 What are HIV and AIDS?, 690, Signs and Symptoms of HIV/AIDS,(Stages1-3), 691 Figure 19.12, HIV Transmission, 692 Local and Global Health
	b. Explain the progression of Type II diabetes.	15, 285, 723, 15 Figure 1.5 The Role of Genes in Noncommunicable Diseases, 285, Figure Obesity and Type 2 diabetics, 723 Research in action, 723 Practice Your Skills.
	Examples: possible consequences of driving under the influence, distracted driving, not taking required medications	
ANALYZING INFLUENCES		
Anchor Standard 2: Students will analyze the influence of family peers, culture, media, technology, and other factors on health behaviors.		
HE.2.1	Analyze the influence of external factors on health beliefs and behaviors.	22, 23 (Local and Global Health), 27 Know and Understand (3), 106-107, 111 Think Critically (8), 229 (Local and Global Health), 271, 299-305, 306 Think



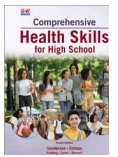
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		Critically (7), 380-383, 392 Health and Wellness Skills (14), 412-413, 455-456, 464 Health and Wellness Skills (14), 481 (Local and Global Health), 516-517, 525, 535 (Health in the Media), 698 Critical Thinking Skills (7), 768 Critical Thinking Skills (14), 814, 854 Health and Wellness Skills (14)
	a. Analyze how family, culture, school, and community influence the health practice and behaviors of individuals	22, 23 (Local and Global Health), 27 Know and Understand (3), 106-107, 111 Think Critically (8), 229 (Local and Global Health), 271, 299-305, 306 Think Critically (7), 380-383, 392 Health and Wellness Skills (14), 412-413, 455-456, 464 Health and Wellness Skills (14), 481 (Local and Global Health), 516-517, 525, 535 (Health in the Media), 698 Critical Thinking Skills (7), 768 Critical Thinking Skills (14), 814, 854 Health and Wellness Skills (14)
	Examples: explaining how holiday celebrations and traditions affect health behaviors such as over indulgence in eating and consuming alcohol; explaining how extra-curricular activities and schedules result in over-consumption of fast food	
	b. Examine how peers influence healthy and unhealthy behaviors.	22(Local and Global Health),88-91,93 Know and Understand (1), 96 Critical Thinking Skills (10), 105-107, 177, 271-272, 299-300, 380, 382-383, 389 Know and Understand (1), 392 (14, 16), 412-414, 417 Think Critically (7), 456,464 Health and Wellness Skills (14), 505-506,512 Health and Wellness Skills (14), 516-524,685, 785-786
	c. Critique the effect of media on personal and family health.	23-25, 29 Review and Recall (13), 30 Critical Thinking Skills (11), Health and Wellness Skills (15), 107-108, 138 Health and Wellness Skills (14), 177-178, 178 (Health in the Media), 235 (Health in the Media), 242 Health and Wellness Skills (15), 271-272, 294 Health and Wellness Skills (14), 300-304, 306 Know and Understand (3), 324 Critical Thinking Skills (7, 8), 380, 382, 384, 387 (Health in the Media), 392 Health and Wellness Skills (14), 412-413, 420 Critical Thinking Skills (14), 456, 459, 464 Health and Wellness Skills (14), 475 (Health in the Media), 519 (Research in Action), 522- 524, 558 Health and Wellness Skills (14), 569 (Health in the Media), 785, 814-815, 816 (Health in the Media), 827 (Health in the Media)
	Examples: influence of media on teen body image, sexual activity, drugs, alcohol, violence, cyber-bullying	
	d. Cite evidence of how public health policies and government regulations can influence health promotion and disease prevention.	49, 58-59, 62-63, 257-260, 317, 320- 321, 382-383, 389 Know and Understand (2), 413-415, 419 Review and Recall (12), 421 (Hands-On Skills Activity), 447, 463 Review and Recall (2), 544-545, 628 (Real World Health Skills), 629-631, 637 Know and Understand (1), 643 (Health Management Plan), 660, 719 (Health in the Media), 775, 809-810
HE.2.2	Describe the pros and cons of the use of technology as it affects personal, family, and community health.	23-25, 24 (Health in the Media), 29 Review and Recall (13), 30 (11, 15), 107-108, 138 Health and Wellness Skills (14), 177-178, 178 (Health in the Media), 235 (Health in the Media), 242 Health and Wellness Skills



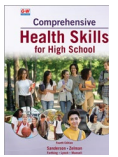
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		(15), 271-272, 294 Health and Wellness Skills (14), 300-304, 306 Know and Understand (3), 324 Critical Thinking Skills (7, 8), 380, 382, 384, 387 (Health in the Media), 392 Health and Wellness Skills (14), 412-413, 420 Critical Thinking Skills (14), 456, 459, 464 Health and Wellness Skills (14), 475 (Health in the Media), 519 (Research in Action), 522-524, 558 Health and Wellness Skills (14), 569 (Health in the Media), 785, 814-815, 816 (Health in the Media), 827 (Health in the Media)
	Examples: positive and negative influences on self-esteem, addiction to technology, personal interactions and relationships	
HE.2.3	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.	39, 39 Setting and Reaching Goals, 113 (Examples of Core Values), 815 (Goals and Values)
	Examples: addressing topics such as wearing safety equipment, teen pregnancy, drug abuse, suicide, cyber-bullying, weight management, potentially dangerous social media trends	
HE.2.4	Critique the influence of personal values and beliefs on individual health practices and behaviors.	22, 23 (Local and Global Health), 27 Know and Understand (3), 106-107, 111 Think Critically (8), 229 (Local and Global Health), 271, 299- 305, 306 Think Critically (7), 380-383, 392 Health and Wellness Skills (14), 412-413, 455- 456, 464 Health and Wellness Skills (14), 481 (Local and Global Health), 516-517, 525, 535 (Health in the Media), 698 Critical Thinking Skills (7), 768 Critical Thinking Skills (14), 814, 854 Health and Wellness Skills (14)
HE.2.5	Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	16–18, 16 (Behavioral Factors), 18 (Figure 1.8 Risky behaviors), 29 Review and Recall (8), 31 Health and Wellness Skills (17), 374 (Research in Action), 380–382, 400, 405– 409, 420 Critical Thinking Skills (3), 457, 464 Critical Thinking Skills (9)
	Example: assessing the effects of driving under the influence, drinking alcohol which can lead to poor choices such as sexual behavior, poor nutrition, sedentary lifestyle	
ACCESS TO INFORMATION/PRODUCTS/SERVICES		
Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
HE.3.1	Evaluate the accessibility and validity of health information, products, and services.	45–46, 50–52, 55 (Local and Global Health), 67 Health and Wellness Skills (19), 223, 242 Health and Wellness Skills (16), 687–688, 748 (Skills for Health and Wellness), 845 (Real World Health Skills)
	Examples: determining the credibility of resources both online and offline	
HE.3.2	Analyze valid resources from home, school, and community that provide health information.	42-44, 45-46, 50-52, 55 (Local and Global Health), 67 Health and Wellness Skills (19), 220 (Real World Health Skills), 223, 242 Health and Wellness Skills (16), 307 (Warm-Up Activity), 512 Health and Wellness Skills (15), 673 Thinking Critically (3), 684 (Skills for Health and Wellness), 687-688, 748 (Skills for Health and Wellness), 831 (Skills for Health and Wellness), 845 (Real World Health Skills)
	Examples: websites, phone apps, media ads; rape, crisis and suicide centers	



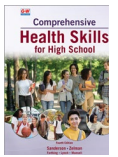
STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
HE.3.3	Explain laws relating to child pornography, age of consent, and sexual exploitation	527-536, 535 (Health in the Media), 550-552, 551 (Local and Global Health)
<i>Examples:</i> information concerning the laws prohibiting sexual abuse; the need to report sexual abuse and legal options available to victims; laws relating to sexting and child pornography		
HE.3.4	Explain current laws related to underage drinking, distracted driving, and driving under the influence.	405-406, 408 45, (Figure 12.12 How Does Drinking Alcohol Make It Unsafe to Drive?) (Health Across The Lifespan) , 406 (Case Study) 446, 463, 567-569
HE.3.5	Identify the necessity to seek help for mental and emotional health problems.	105-109, 105 (Research in Action), 143-145, 232-236, 235 (Health in the Media), 237 (Skills for Health and Wellness), 516-519
<i>Examples:</i> mood disorders, depression, anxiety and suicidal ideation		
	a. Locate information on how to cope with and rebuff unwanted physical and verbal exploitation by other persons	224-231, 225 (Spotlight on Health and Wellness Careers), 227 (Case Study), 229 (Local and Global Health)
INTERPERSONAL COMMUNICATION		
Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
HE.4.1	Describe skills for communicating effectively with family, peers, and others to enhance health.	76-77, 76 Quiz (What Kind of Communicator Are You?) 77 Figure 20.14 Communicate Carefully Online)
<i>Examples:</i> active listening, friendliness, confidence, positive feedback, empathy, respect, understanding nonverbal cues, responsiveness		
HE.4.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	82–85, 85 (Skills for Health and Wellness), 86 (Real World Health Skills), 97 Health and Wellness Skills (16), 232 (Warm-Up Activity), 294–295 Health and Wellness Skills (16), 471–474, 479–481, 490–493, 499–502, 506– 509
HE.4.3	Develop strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.	82–85, 85 (Skills for Health and Wellness), 86 (Real World Health Skills), 97 Health and Wellness Skills (16), 232 (Warm-Up Activity), 294–295 Health and Wellness Skills (16), 471–474, 479–481, 490–493, 499–502, 506– 509
	a. Identify warning signs of unhealthy relationships.	471-476, 471 (Figure 14.1 Characteristics of Healthy Relationships), 472 (Figure 14.2) Handling Broken Trust in a Relationship, 473 (Figure 14.3) Care, Commitment, and Support 495-499, 495 (Figure 14.17) Characteristics of Healthy Romantic Relationships 501 (Case Study)
	b. Differentiate between negative and positive behaviors used in conflict situations.	82–85, 85 (Skills for Health and Wellness), 86 (Real World Health Skills), 97 Health and Wellness Skills (16), 232 (Warm-Up Activity), 294–295 Health and Wellness Skills (16), 471–474, 479–481, 490–493, 499–502, 506– 509
HE.4.4	Demonstrate how to ask for and offer assistance to enhance the health of self and others.	74–79, 198, 203, 222–223, 234–239, 237 (Skills for Health and Wellness), 309 (Skills for Health and Wellness), 385, 388–389, 414–417, 458, 461 (Skills for Health and Wellness), 471–474, 482–483, 491–493, 500–501, 508, 521, 523 (Skills for Health and



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		Wellness), 524, 531, 535, 546, 558 Health and Wellness Skills (15)
	Examples: accessing crisis hotlines for suicide, sexual and physical abuse, and human trafficking; community resource materials	
DECISION-MAKING		
Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.		
HE.5.1	Examine barriers that can hinder healthy decision-making.	35-38, 35 (Making Healthy Decisions), 36 (Figure 2.1 The decision-making process), 37 (Making Alternative Decision), 38 Figure 2.3 Evaluating a Decision)
	Examples: peer pressure, cultural pressures, socio-economic status	
HE.5.2	Develop a thoughtful decision-making process in health-related situations	35-38, 35 (Making Healthy Decisions), 36 (Figure 2.1 The decision-making process), 37 (Making Alternative Decision), 38 Figure 2.3 Evaluating a Decision), 400, 817
	a. Predict the potential short-term and long-term impact of various alternatives on self and others.	16-18, 16 (Behavioral Factors), 18 (Figure 1.8 Risky behaviors), 703-704, 704 (Figure 20.2) (Genetic Factors), 716-717, 716 (Behavioral Risk for Skin Cancer), 717 (Figure 20.14 Common Cancers)
	b. Identify warning signs of suicide in self and others and discuss effective coping skills.	111, Real World Health Skills, 232-235, 232 Risk And Protective Factors, 234 Preventing Suicide, 235 Health In The Media, 236 Getting Help For Self Or Others, 236 Warning Signs, 238-239, 238 Coping With Loss
	c. Demonstrate refusal skills and explain when to use them in high-risk situations.	82-85, 85 (Skills for Health and Wellness), 86 (Real World Health Skills), 97 Health and Wellness Skills (16), 232 (Warm-Up Activity), 294-295 Health and Wellness Skills (16), 471-474, 479-481, 490-493, 499-502, 506- 509
	Example: Saying no to sex, alcohol, and other drugs	
HE.5.3	Justify the appropriateness of individual vs. collaborative decision-making in various situations.	35-38, 35 (Making Healthy Decisions), 36 (Figure 2.1 The decision-making process), 37 (Making Alternative Decision), 38 Figure 2.3 Evaluating a Decision)
	Example: explaining when input from a health professional, counselor, or trusted adult would be helpful	
HE.5.4	Analyze the benefits of practicing sexual abstinence.	504-505, 504 (Figure 14.23 Effects of Sexual Abstinence), 758-759, 759 (Figure 21.17 Methods of Contraception), 817-818, 817 Skills for Health and Wellness, 817-818(Practice Your Skills), 830-845, 830 Types of Contraception, 830 (Figure 24.2 Different methods of contraception)
	a. Identify the types, symptoms, and risks of sexually transmitted diseases (STDs).	675-682, 679 (Research in Action), 681 (Case Study), 684-685, 684 (Skills for Health and Wellness), 692 (Local and Global Health)
	b. Assess the consequences of teen pregnancy.	762-765, 762 Teen Pregnancy in the Media, 763 Figure 21.19 Understanding Teen Pregnancy and Parenthood, 763 Risk and Protective Factors of Teen Pregnancy, 764 Figure 21.20 Impact of Teen Pregnancy and Parenthood



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HE.5.5	Recommend personal strategies to avoid violence or criminal activities.	354-355, 576–579, Emergency Preparedness, 592-60
GOAL-SETTING		
Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
HE.6.1	Assess personal health status and health practices to establish a baseline for setting health and fitness goals.	39–40, 52 (Skills for Health and Wellness), 67 Health and Wellness Skills (18), 124 (Quiz), 135 (Real World Health Skills), 153 (Case Study), 183 (Real World Health Skills), 295 Health and Wellness Skills (18), 346 (Skills for Health and Wellness), 355 (Real World Health Skills), 536 (Real World Health Skills), 582 (Skills for Health and Wellness), 641 Health and Wellness Skills (19), 663 (Case Study), 713 (Skills for Health and Wellness), 855 Health and Wellness Skills (18)
	<i>Examples:</i> blood pressure, resting heart rate, BMI, vaccination status	
HE.6.2	Set long-term goals for achieving optimal health and implement short-term steps to reach the goals.	39-40, 39 (Setting and Reaching Goals), 40, (Know and Understand (#1-3), 40, (Think Critically (#4- 6), 146-147, 146, (Local and Global Health), 146, Set and Work Toward Goals, 147, Adopt Healthy Behaviors, 287, 287 Set and Reward Realistic Goals), 815, 815 (Goals and Values)
	<i>Examples:</i> assess current health and fitness status, develop plans based on assessment results, implement and monitor plans.	
SELF-MANAGEMENT		
Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
HE.7.1	Analyze the role of individual responsibility for enhancing health.	16-18, 16 (Behavioral Factors), 18 (Figure 1.8 Risky behaviors), 703-704, 704 (Figure 20.2) (Genetic Factors), 716-717, 716 (Behavioral Risk for Skin Cancer), 717 (Figure 20.14 Common Cancers)
	a. Describe healthy practices and behaviors that will maintain or improve the health of self and others.	16-18, 16 (Behavioral Factors), 18 (Figure 1.8 Risky behaviors), 703-704, 704 (Figure 20.2) (Genetic Factors), 716-717, 716 (Behavioral Risk for Skin Cancer), 717 (Figure 20.14 Common Cancers)
	<i>Examples:</i> effective communication skills and safety techniques, reading and understanding medicine labels, immunizations, wellness checkups and compliance	
	b. Identify negative behaviors that increase health risks to self and others	88–93, 93 Know and Understand (3), Real World Health Skills), 221–223, 230–231, 231 Think Critically (9), 234–239, 237 (Skills for Health and Wellness), 261–264, 276–279, 278 (Skills for Health and Wellness), 287– 291, 337–345, 349–355, 355 Think Critically (8), 382–385, 388 (Skills for Health and Wellness)
	<i>Examples:</i> distracted driving, drinking and driving, illegal drug use, vaping, smoking, unprotected sex, behaviors resulting in intentional or unintentional injuries, poor eating habits, physical inactivity	
	c. Compare and contrast the responsibilities of both parents in teen parenting	762-765, 762 Teen Pregnancy in the Media, 763 Figure 21.19 Understanding Teen Pregnancy and Parenthood, 763 Risk and Protective Factors of Teen Pregnancy, 764 Figure 21.20 Impact of Teen Pregnancy and Parenthood



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<i>Examples:</i> shared responsibilities; social, financial and educational challenges		
ADVOCACY		
Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.		
HE.8.1	Utilize accurate peer and societal norms to formulate a health-enhancing message	22, 22, (Local and Global Health), (Perceptions and Norms: The impact on Health), 304,304 (Research in Action), 481, 481(Figure 14.9 Relationships with grandparents) 814, 814 (Family and Peer Relationships)
<i>Examples:</i> using data on local health issues to develop a positive message concerning a topic		
HE.8.2	Formulate and implement a list of innovative ways to influence and support others in making positive health choices.	22 (Local and Global Health), 48-49, 73-79, 88-93, 120 (Real World Health Skills), 264, 325 Health and Wellness Skills (17), 383-385, 388 (Skills for Health and Wellness), 413-415, 457- 458, 499-500, 506-508, 559 Health and Wellness Skills (19), 671 Health and Wellness Skills (20), 684 (Skills for Health and Wellness), 769 Health and Wellness Skills (20), 795 (Real World Health Skills), 819 (Real World Health Skills), 823 Health and Wellness Skills (20), 827 (Health in the Media)
<i>Examples:</i> wearing colors for awareness, speaking to a group or individuals, making good nutritional choices		
HE.8.3	Work cooperatively as an advocate for improving personal and community health.	55 (Local and Global Health), 60-61, 105 (Research in Action), 139 Health and Wellness Skills (20), 173 Health and Wellness Skills (20), 229 (Local and Global Health), 435 (Local and Global Health), 465 Health and Wellness Skills (20), 488 (Research in Action), 535 (Health in the Media), 551 (Local and Global Health), 578 (Local and Global Health), 635 (Skills for Health and Wellness), 807-809
<i>Examples:</i> student-led events, community fundraisers, national events, signing a pledge to abstain from alcohol		
HE.8.4	Adapt health messages and communication techniques to a specific target audience.	48-49, 71-79, 97 Health and Wellness Skills (19), 105 (Research in Action), 243 Health and Wellness Skills (21), 269 (Real World Health Skills), 273 (Health in the Media), 314 (Real World Health Skills), 359 Health and Wellness Skills (19), 387-388, 393 Health and Wellness Skills (20), 412-415, 421 Health and Wellness Skills (20), 457-458, 465 Health and Wellness Skills (20), 484- 485, 490-493, 499-500, 508- 509, 591 (Real World Health Skills), 626 (Case Study), 641 Health and Wellness Skills (20), 692 (Local and Global Health), 699 Health and Wellness Skills (20)
<i>Examples:</i> producing a social media post to encourage a positive health behavior		