

**Standards Map Template–2020 Health Education Adoption
Grades Nine through Twelve**

(Download and use to cite where instructional resources fully address each standard)

Nutrition and Physical Activity

1: Essential Concepts

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.1.1.N	Distinguish between facts and myths regarding nutrition practices, products, and physical performance.	16-17, 248-255, 248 (What is Nutrition), 257-269, 270, 274-276, 274 Nutrition Facts label (Figure 8.20), 280 (Warm Up Activity), 292-293			
9-12.1.2.N	Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.	257-260, 257 (Figure 8.7 Dietary Guidelines), 258 (Figure 8.8 MyPlate), 259 Figure 8.10 (Type of Vegetable), 261 (Figure 8.12 Types of nutrients), 264, 281-282, 288, 287-291, 330 (Figure 10.3 Mental and Emotional Benefits of Physical Activity)			
9-12.1.3.N	Explain the importance of variety and moderation in food selection and consumption.	271-273, 271(Figure 8.18 Scientific studies), 272 (Research in Action), 273 (Health in the Media)			
9-12.1.4.N	Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.	249-255, 249 Figure 8.1 (Carbohydrate), 250 (Figure 8.2 (Health Benefits of Dietary Fiber), 257-260, 257 Figure 8.7(Dietary Guidelines), 261, Figure 8.12 (Calorie intake), 271-273, 281-282			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.1.5.N	Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.	16-17, 16 (Figure 1.6 Nutrition and Physical Activity), 267-269, 268 (Local and Global Health), 269 (Figure 8.17 Undernutrition), 280-282, 280 (Warm Up Activity), 285			
9-12.1.6.N	Explain how to keep food safe through proper food purchasing, preparation, and storage practices.	277-279, 277 (Figure 8.22 Making snacks ahead of time), 278 (Practice Your Skills) (#1-6), 279 (Figure 8.23 Food safety, or safe food handling and preparation), 279 (Know and Understand) (#4), 279 (Think Critically), (#6-8), 279 Real World Health Skills			
9-12.1.7.N	Describe nutrition practices that are important for the health of a pregnant woman and her baby.	755-756, 755 (Figure 21.14 With prenatal care)			
9-12.1.8.N	Describe the prevalence, causes, and long-term consequences of unhealthy eating.	16-17, 267-269, 267 (Case Study), 271-273, 271 (Figure 8.18 Scientific studies), 285 (Figure 8.28 A person's culture)			
9-12.1.9.N	Analyze the relationship between physical activity and overall health.	16-17, 148 (Real World Skills), 328-331, 328 (Warm-Up Activity), 329 (Figure 10.1 Physical activity affects all areas of health), (Figure 10.2 Physical activity reduces the risk), 331(Research in Action), 336-337			
9-12.1.10.N	Evaluate various approaches to maintaining a healthy weight.	282-285, 282 (Figure 8.25 environmental factors influence the way people eat) 287-291,287 (Thinking Critically (#8), (Real World Health Skills) 330 (Figure 10.3 Mental and Emotional Benefits of Physical Activity)			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.1.11.N	Identify the causes, symptoms, and harmful effects of eating disorders.	298–306, 310 (Risk Factors), (Types of), 311-312, (Health Effects), 312-314 (Treating), 312 (Warning Signs)			
9-12.1.12.N	Explain why people with eating disorders need professional help.	312-314, 312-314 (Treating), 312 (Warning Signs), 313 (Figure 9.11 The NEDA Helpline), 314 Real World Health Skills			
9-12.1.13.N	Describe the amounts and types of physical activity recommended for teenagers’ overall health and for the maintenance of a healthy body weight.	336-337, 336 (Warm-Up Activity), 337 (Figure 10.6 Physical Activity Guidelines for Americans), 346-347, 346 (Skills for Health and Wellness, (Practice Your Skills), 347 Real World Health Skills)			
9-12.1.14.N	Analyze the harmful effects of using diet pills and anabolic steroids.	437-439, 437 (Figure 13.11Abusing Diet Pills), 438 (Case Study), Practice Your Skills) 439 (Think Critically), (#7-10) (Real World Health Skills)			
9-12.1.15.N	Explain the physical, academic, mental, and social benefits of physical activity and the relationship between a sedentary lifestyle and chronic disease.	16-17, 16 (Figure 1.6 Nutrition and Physical Activity), 148 (Real World Skills), 328-331, 328 (Warm-Up Activity), 329 (Figure 10.1 Physical activity affects all areas of health), (Figure 10.2 Physical activity reduces the risk), 331(Research in Action)			

2: Analyzing Influences

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.2.1.N	Evaluate internal and external influences that affect food choices.	271-273, 271 (Figure 8.18 Scientific studies), 272 (Research in Action), 272 (Figure 8.19 Strategies for Eating Healthy), 273 (Health in the Media)			
9-12.2.2.N	Assess personal barriers to healthy eating and physical activity.	271-273, 271 (Figure 8.18 Scientific studies), 272 (Research in Action), 272 (Figure 8.19 Strategies for Eating Healthy), 273 (Health in the Media) 340 (Figure 10.9 Overcoming Obstacles to Physical Activity)			
9-12.2.3.N	Distinguish between facts and myths regarding nutrition practices, products, and physical performance.	16-17, 248-255, 257-269, 271-279, 274 Nutrition Facts label (Figure 8.20), 280-282, 280 (Warm Up Activity), 285 (Figure 8.28 How Does Weight Affect Your Health?).			
9-12.2.4.N	Analyze the impact of nutritional choices on future reproductive and prenatal health.	267-269, 267 (Case Study), 268 (Local and Global Health), 269 (Figure 8.17 Undernutrition), (Think Critically, (#7-8), (Real World Skills), 754-756, 764, 754 (Figure 21.13 Trimesters of Pregnancy), 755 (Figure 21.14 With prenatal care)			
9-12.2.5.N	Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.	271-273, 271 (Figure 8.18 Scientific studies), 272 (Research in Action), 272 (Figure 8.19 Strategies for Eating Healthy), 273 (Health in the Media) 340 (Figure 10.9 Overcoming Obstacles to Physical Activity)			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.2.6.N	Analyze internal and external influences that affect physical activity.	340 (Figure 10.9 Overcoming Obstacles to Physical Activity)			

3: Accessing Valid Information

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.3.1.N	Access sources of accurate information about safe and healthy weight management.	287-291, 287-291,287 (Thinking Critically (#8), (Real World Health Skills) 330 (Figure 10.3 Mental and Emotional Benefits of Physical Activity)			
9-12.3.2.N	Evaluate the accuracy of claims about food and dietary supplements.	437-439, 437 (Figure 13.11Abusing Diet Pills), 438 (Case Study), Practice Your Skills) 439 (Think Critically), (#7-10) (Real World Health Skills)			
9-12.3.3.N	Describe how to use nutrition information on food labels to compare products.	270, 274-276, 274 Nutrition Facts label (Figure 8.20), 280 (Warm Up Activity), 292-293			
9-12.3.4.N	Evaluate the accuracy of claims about the safety of fitness products.	348-354, 348 (Warm Up Activity – Staying Safe), 349 (Figure 10.14 Fitness Equipment, 350 (Figure 10.15 Stay Hydrated) 352 (Health in the Media), 353 (Figure 10.16 Strategies for Safe Lifting), 354 (Figure 10.17 R.I.C.E. Treatment)			
9-12.3.5.N	Describe community programs and services that help people gain access to affordable, healthy foods.	42, 44, 60, 42 (Figure 2.6 Locating Health Information), 44 (Figure 2.7 Evaluating Health Information), 60 (Figure 2.18 National hotlines)			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.3.6.N	Describe internal and external influences that affect physical activity.	340 (Figure 10.9 Overcoming Obstacles to Physical Activity)			

4: Interpersonal Communication

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.4.1.N	Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community.	272-273, 272 (Research in Action), 273 (Health in the Media), 328-331, 328 (Warm-Up Activity), 329 (Figure 10.1 Physical activity affects all areas of health), (Figure 10.2 Physical activity reduces the risk), 331(Research in Action)			
9-12.4.2.N	Practice how to refuse less-nutritious foods in social settings.	272-273 272 (Research in Action), 273 (Health in the Media)			

5: Decision Making

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.5.1.N	Demonstrate how nutritional needs are affected by age, gender, activity level, pregnancy, and health status.	248-255, 248 (Warm up Activity), 249 (Figure 8.1 The carbohydrates you eat), 250 (Figure 8.2 Health Benefits of Dietary Fiber), 251 (Figure 8.3 body fat), 252 (Figure 8.4 Different vitamins), 253 (Figure 8.5 Types and Functions of Minerals), 254 (Figure 8.6 Drinking Fluids), 255 (Know and Understand) (#1-			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
		5), (Think Critically), (#6-9), (Real World Health Skills)			
9-12.5.2.N	Use a decision-making process to plan nutritionally adequate meals at home and away from home.	248, 258-265, 248, What is Nutrition?, 257-260, Dietary Guidelines, 258 (Figure 8.8) Choose MyPlate.gov), 259, 259 Figure 8.10 (Type of Vegetable), 261 (Figure 8.12 Types of nutrients)			
9-12.5.3.N	Demonstrate how to use safe food handling procedures when preparing meals and snacks.	277-279, 277 (Figure 8.22 Making snacks ahead of time), 278 (Practice Your Skills) (#1-6), 279 (Figure 8.23 Food safety, or safe food handling and preparation), 279 (Know and Understand) (#4), 279 (Think Critically), (#6-8), 279 Real World Health Skills			

6: Goal Setting

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.6.1.N	Assess one's personal nutrition needs and physical activity level.	264-269, 336-337, 264 (The Effect of Individual Needs), 336 (Your Level of Physical Activity), 337(Figure 10.7 Strategies for Engaging in Physical Activity)			
9-12.6.2.N	Develop practical solutions for removing barriers to healthy eating and physical activity.	271-273, 271 (Analyzing Influences on Food Choices), 272 (Research In Action), 340 (Figure 10.9 Overcoming Obstacles to Physical Activity)			
9-12.6.3.N	Create a personal nutrition and physical activity plan based on current guidelines.	257-269, 257 (Figure 8.7 Dietary Guidelines), 258 (Figure 8.8 MyPlate), 259 Figure 8.10 (Type of Vegetable) 336-337, 336 (Warm-Up Activity), 337 (Figure 10.6 Physical Activity Guidelines for Americans), 346-347, 346 (Skills for Health and Wellness, (Practice Your Skills), 347 Real World Health Skills)			

7: Practicing Health-Enhancing Behaviors

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.7.1.N	Select healthy foods and beverages in a variety of settings.	271-273, 271 (Analyzing Influences on Food Choices), 272 (Research In Action), 273 (Health in the Media), (Practice Your Skills)			
9-12.7.2.N	Critique one's personal diet for overall balance of key nutrients.	249-255, 249 Figure 8.1 (Carbohydrate), 250 (Figure 8.2 (Health Benefits of			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
		Dietary Fiber), 257-269, 257 (Figure 8.7 Dietary Guidelines), 258 (Figure 8.8 MyPlate), 259 Figure 8.10 (Type of Vegetable)			
9-12.7.3.N	Identify strategies for eating more fruits and vegetables.	257-266, 257 (Figure 8.7 Dietary Guidelines), 258 (Figure 8.8 MyPlate), 259 Figure 8.10 (Type of Vegetable), 260 (Figure 8.11 The MyPlate daily eating plan), 266 (Figure 8.16 Pairing Complementary Proteins)			
9-12.7.4.N	Describe how to take more personal responsibility for eating healthy foods.	261-264, 261 (Figure 8.12 Types of nutrients), 262(Figure 8.13 A 100-Calorie Snack) 263 (Figure 8.14 Making Healthier Food Choices), 264,(Advocate for Healthy Eating Patterns)			
9-12.7.5.N	Participate in school and community activities that promote fitness and health.	60-61, (Promoting the Health of Your Community, (Figure 2.18 National hotlines), 61 Figure 2.19 Ways You Can Help			

Standard 8: Health Promotion

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.8.1.N	Advocate enhanced nutritional options in the school and community.	60-61, (Promoting the Health of Your Community, (Figure 2.18 National hotlines), 61 Figure 2.19 Ways You Can Help			
9-12.8.2.N	Educate family and peers about choosing healthy foods.	264,(Advocate for Healthy Eating Patterns)			

Growth, Development, and Sexual Health

1: Essential Concepts

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.1.1.G	Describe physical, social, and emotional changes associated with being a young adult.	782-787, 785 782, (Warm-Up Activity Adolescent Changes), 783 (Figure 22.7 Sex Hormones), 785 (Research in Action The Adolescent Brain)			
9-12.1.2.G	Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting.	751-757, 751 (Conception) (Research in Action In Vitro Fertilization (IVF)), 752 (Figure 21.11 Stages of Prenatal Development), 760-761, 760 (Figure 21.18 Establishing legal fatherhood), 761 (Case Study Parenting Challenges)			
9-12.1.3.G	Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.	470-476, 495-501, 470 (Why Are Relationships Important?) 471 Figure 14.1 Social support), 473 (Figure 14.3 Care, Commitment, and Support) 495 (Figure			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
		14.17 Characteristics of Healthy Romantic Relationship), 790			
9-12.1.4.G	Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy.	504-506, 504 (Figure 14.23 Abstaining from sexual activity), 506 (Figure 14.24 Rates of sexual intercourse), 685, 758-759, 818, 819, (Figure 23.9 Societal factors), 830, 832			
9-12.1.5.G	Summarize fertilization, fetal development, and childbirth.	736, 751 (Research In Action), 754-756-757, (Know and Understand) (#2, #5)			
9-12.1.6.G	Explain responsible prenatal and perinatal care and parenting, including California’s Safely Surrendered Baby Law.	750 (Warm-Up Activity), 754, 760-763, 768 (Health and Wellness Skills (#15)			
9-12.1.7.G	Describe the short- and long-term effects of HIV, AIDS, and other STDs.	443,676-695, 678 Figure 19.3 Signs and Symptoms), (696 (Real World Health Skills)			
9-12.1.8.G	Analyze STD rates among teens.	676-677, 679-680, 682 (Think Critically), (#7), 684 (Skills for Health and Wellness)			
9-12.1.9.G	Explain laws related to sexual behavior and the involvement of minors.	528-529, 531, 536 (Think Critically), (#6), 538, 538 (Figure 15.16 Types of Abuse), 541, 590-591, 590 (Research in Action)			
9-12.1.10.G	Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.	114-116, 116 (Local and Global Health), 300-304, 325 (Health and Wellness Skills (#14), 773-775, 777-781, 804-807, 810 (Know and Understand) (#3)			
9-12.1.11.G	Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.	758, 760-765, 765 (Real World Health Skills), 768 (Critical Thinking Skills (#11), (Health and Wellness Skills (#17)			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.1.12.G	Evaluate the safety and effectiveness (including success and failure rates) of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.	685-687, 688 (Know and Understand) (#1-#2), 694, 759, 765 (Know and Understand) (#1), 800-832, 833-838, 838 (Know and Understand (#2, #6), 839-845, 845 (Real World Health Skills), 846-851, 851 (Know and Understand) (#1-#2)			

2: Analyzing Influences

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.2.1.G	Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.	508, 512 (Critical Thinking Skills (#10), 685, 686 (Health in the Media), 698 (Health and Wellness Skills (#14), 813-815, 816 (Health in the Media), 819 (Know and Understand) (#2), (Think Critically), (#7), (Real World Health Skills), 822 (Health and Wellness Skills (#14)			
9-12.2.2.G	Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.	503-504, 505-506, 685, 686 (Health in the Media), 698 (Health and Wellness Skills (#14), 772-773, 779-781, 813-815, 816 (Health in the Media), 819 (Know and Understand) (#2), (Think Critically), (#7), (Real World Health Skills), 822 (Health and Wellness Skills (#14)			
9-12.2.3.G	Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.	22 (Local and Global Health), 505-506, 508, 686 (Health in the Media), 814, 819 (Real World Health Skills), 827 (Health in the Media), 854 (Health and Wellness Skills (#14)			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.2.4.G	Assess situations that could lead to pressure for sexual activity and to the risk of HIV, other STDs, and pregnancy.	505-506, 512 (Health and Wellness Skills (#14), 685, 688 (Real World Health Skills), 738-739, 745-747, 832, 835-838, 838 (5, Real World Health Skills), 840, 844, 855 (Health and Wellness Skills (#19)			
9-12.2.5.G	Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.	88-91, 93 (Analyze and Apply (#6), 97 (Health and Wellness Skills (#17), 114-116, 118 (Case Study), 298-306, 306 (Know and Understand) (#2-5), 325 (14), 505-508, 686 (Health in the Media), 698 (14), 736 (Warm-Up Activity), 768 (14), 804-805, 807-808, 810 (7, Real World Health Skills), 814-815, 816 (Health in the Media)			

Standard 3: Accessing Valid Information

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.3.1.G	Analyze the validity of health information, products, and services related to reproductive and sexual health.	684 (Skills for Health and Wellness), 822 (Health and Wellness Skills (#15), 831 (Skills for Health and Wellness), 854 Health and Wellness Skills ((#15)			
9-12.3.2.G	Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.	679 (Research in Action), 687, 692-695, 822 (Health and Wellness Skills (#15), 831 (Skills for Health and Wellness), 845 (Real World Health Skills), 854-855 854 (Health and Wellness Skills (#17)			
9-12.3.3.G	Compare the success and failure rates of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.	685-687, 688 (Know and Understand) (#1-#2) 694, 695 (6), 759, 833-838, 838 (Know and Understand (#2, #6), 839-845, 845 (Real World Health Skills), 846-851, 851 (Know and Understand) (#1-#2)			
9-12.3.4.G	Evaluate laws related to sexual involvement with minors.	528-529, 531, 536 (Think Critically), (#6), 538, 538(Figure 15.16 Types of Abuse), 541, 590-591			

4: Interpersonal Communication

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.4.1.G	Analyze how interpersonal communication affects relationships.	70-72, 77, 79 (Think Critically), (#6), 96 (Critical Thinking Skills (#2), 97 (Health and Wellness Skills (#18), 474, 479-481, 484-485, 491, 500, 512 (Health and			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
		Wellness Skills (#13), (Health and Wellness Skills (#16)			
9-12.4.2.G	Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.	91-93, 93 (Real World Health Skills), 97 (Health and Wellness Skills (#17), 506-508, 512 (Critical Thinking Skills (#13), 685, 688 (Real World Health Skills), 695 (Real World Health Skills), 818, 832, 855 (Health and Wellness Skills (#19)			
9-12.4.3.G	Demonstrate effective communication skills within healthy dating relationships.	499-500, 512 (Critical Thinking Skills (#13), 818, 832, 855 (Health and Wellness Skills (#19)			

5: Decision Making

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.5.1.G	Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.	688 (Real World Health Skills), 817 (Skills for Health and Wellness), 832 (Know and Understand) (#5), 854 (Critical Thinking Skills (#3), 855 (Health and Wellness Skills (#20)			
9-12.5.2.G	Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.	513 (Health and Wellness Skills (#17), 817 (Skills for Health and Wellness), 823 (Hands-On Activity), 828-832, 832 (Know and Understand) (#4), 855 (Health and Wellness Skills (#18-19)			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.5.3.G	Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.	475 (Health in the Media), 530-531, 533-534, 540, 543-545, 559 (Health and Wellness Skills (#19)			
9-12.5.4.G	Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy.	504-505, 675-681, 682 (Real World Health Skills), 690-692, 695 (Know and Understand (#3) (Think Critically), (#7), 758-759, 815-818, 827, 832, 832 (Real World Health Skills)			
9-12.5.5.G	Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.	116 (Local and Global Health), 119, 318-319, 321 (Know and Understand) (#3), 324 (Critical Thinking Skills (#4), 325 (Health and Wellness Skills (#14), 774-775, 776 (Real World Health Skills), 795 (Real World Health Skills), 807-808, 810 (8, Real World Health Skills)			
9-12.5.6.G	Use a decision-making process to evaluate the social, emotional, physical, and economic effects of teen pregnancy on the child, the teen parent, the family, and society.	763-764, 763, (Figure 21.19 Risk and Protective Factors of Teen Pregnancy), 764 Figure 21.20 Impacts of Teen Pregnancy and Parenthood), 768 (Critical Thinking Skills (#11), (Health and Wellness Skills (#17)			
9-12.5.7.G	Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.	685-687, 688 (Know and Understand) (#1-2), 694, 817 (Skills for Health and Wellness), 823 (Hands-On Activity), 833-838, 838 (Know and Understand (#2, #6), 839-845, 845 (Real World Health Skills), 846-851, 851 (Know and Understand) (#1-2), 855 (Health and Wellness Skills (#19)			

6: Goal Setting

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.6.1.G	Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.	504-505, 675-681, 682 (Know and Understand) (#3), 690-691, 699, 758 (Warm-Up Activity), 763-764, 832 (Real World Health Skills), 854 (Health and Wellness Skills (#16)			
9-12.6.2.G	Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.	513 (18), 684-687, 688 (Real World Health Skills), 689 (Warm-Up Activity), 699 (Health and Wellness Skills (#18-19), 823 (Hands-On Activity), 831-832, 833-838, 838 (Real World Health Skills), 839-845, 845 (Real World Health Skills), 846-851			

7: Practicing Health-Enhancing Behaviors

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.7.1.G	Describe personal actions that can protect sexual and reproductive health (including one's ability to deliver a healthy baby in adulthood).	684-687, 688, 699 (Health and Wellness Skills (#19), 739-740, 740 (Real World Health Skills), 747-749, 818, 823 (Hands-On Activity), 832 (Real World Health Skills), 833-838, 838 (Real World Health Skills), 839-851			

8: Health Promotion

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.8.1.G	Encourage and support safe, respectful, and responsible relationships.	471-474, 512 (Health and Wellness Skills (#15), 513 (Health and Wellness Skills (#19-20), 559 (Hands-On Skills Activity)			
9-12.8.2.G	Advocate the respect for and the dignity of persons living with HIV or AIDS.	693, 693 (Figure 19.13 Protection Against Discrimination), 695 (Think Critically), (#10)			
9-12.8.3.G	Support others in making positive and healthful choices about sexual behavior.	513 (Health and Wellness Skills (#20), 684 (Skills for Health and Wellness), 698 (Health and Wellness Skills (#16), 827 (Health in the Media), 829 (Case Study), 831 (Skills for Health and Wellness), 855 (Health and Wellness Skills (#19-20)			

Injury Prevention and Safety

1: Essential Concepts

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.1.1.S	Discuss ways to reduce the risk of injuries that can occur during athletic and social activities.	348-355, 355 (Know and Understand) (#2-5), (Think Critically), (#8-9), 573, 575 (Figure 16.9 Staying Safe in Social Situations)			
9-12.1.2.S	Recognize potentially harmful or abusive relationships, including dangerous dating situations.	475-476, 476 (Know and Understand) (#6), 501, 502 (Know and Understand) (#5), 513 (Health and Wellness Skills (#20)), 527-528, 530-531, 538, 540, 542-543			
9-12.1.3.S	Analyze emergency preparedness plans for the home, the school, and the community.	573-574 (Health Across the Life Span), 577, 578 (Local and Global Health), 579, 606 (Critical Thinking Skills (# 6-7), 607 (Health and Wellness Skills (#19)			
9-12.1.4.S	Examine ways that injuries are caused while traveling to and from school and in the community.	573, 574 (Health Across the Life Span), 575, 579 (Know and Understand) (#1-2), 607 (Health and Wellness Skills (#18)			
9-12.1.5.S	Describe rules and laws intended to prevent injuries.	566-570, 569, Figure 16.6 Under the laws enforced by OSHA), 582-583, 606 (Critical Thinking Skills (#2)			
9-12.1.6.S	Evaluate the risks and responsibilities associated with teen driving and auto accidents.	566-569,569, Figure 16.6 Under the laws enforced by OSHA), 571 (Know and Understand, (#2), 606 (Critical Thinking Skills (#2)			
9-12.1.7.S	Discuss the characteristics of gang members.	548-549, 558 (Critical Thinking Skills (#12)			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.1.8.S	Describe California laws regarding bullying, sexual violence, and sexual harassment.	518, 518 Figure 15.2 Types of Bullying), 530-531, 534, 544-545, 546 (Real World Health Skills)			
9-12.1.9.S	Explain the effects of violence on individuals, families, and communities.	518-520, 518 Figure 15.2 Types of Bullying), 523-524, 530, 532, 536 (5), 539-542, 546 (7), 549, 552-554, 555 (Know and Understand)(#1), 558-559, 558 Critical Thinking Skills), (#10), 559 Health and Wellness Skills) (#16)			
9-12.1.10.S	Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.	594-602, 606, 606 (Critical Thinking Skills), (#13)			
9-12.1.11.S	Identify ways to stay safe during natural disasters and emergency situations (e.g., land-slides, floods, earthquakes, wildfires, electrical storms, winter storms, and terrorist attacks).	554, 576-578 (Local and Global Health), 579, 607, 607 (Health and Wellness Skills) (#19)			
9-12.1.12.S	Identify ways to prevent situations that might harm vision, hearing, or dental health.	870-872, (Caring for your Teeth), Figure BL2.1 The crown), 871 (Mouth and Teeth Condition, Figure BL2.2), 872, (Common Vision Condition, Figure BL2.3), Background Lesson 2.6 (Caring for your Ears)			

2: Analyzing Influences

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.2.1.S	Analyze internal and external influences on personal, family, and community safety.	517, 558 (Health and Wellness Skills) (#14), 568, 569 (Health in the Media), 573, 575-576, 581-584, 584 (Figure 16.15 Protect any personal information)			
9-12.2.2.S	Analyze the influence of alcohol and other drug use on personal, family, and community safety.	366-378, 370 (Case Study), 378 (Know and Understand) (#2-4), (Think Critically), (#9-11), 392 (Critical Thinking Skills), (#3), 400-409, 409 (Know and Understand) (#5), (Think Critically), (#6, #8), (Real World Health Skills), 431-439, 441-453			
9-12.2.3.S	Explain how one’s behavior when traveling as a passenger in a vehicle influences the behavior of others.	567, 567(Figure 16.4 Motor Vehicle Safety), 571 (Know and Understand) (#2), 606 (Critical Thinking Skills), (#1)			
9-12.2.4.S	Analyze why it is risky to belong to a gang.	548-549, 548 (Gang Violence), 549 (Figure 15.24 Risk Factors for Gang Involvement, 555(Know and Understand) (#1)			

3: Accessing Valid Information

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.3.1.S	Analyze sources of information and services concerning safety and violence prevention.	526 (Real World Health Skills), 534-535, 548, 552, 558(Health and Wellness Skills) (#15), 559 (Health and Wellness Skills) (#19), 566, 576-577, 583, 585, 592-595, 597-599, 606			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.3.2.S	Analyze community resources for disaster preparedness.	577-579, 579, 606, 607, (Know and Understand) (#4), 606 (Health and Wellness Skills) (#15), 607 (Health and Wellness Skills) (#19)			

4: Interpersonal Communication

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.4.1.S	Demonstrate effective negotiation skills for avoiding dangerous and risky situations.	82-85, 85 (Skills for Health and Wellness), 86 (Real World Health Skills), 97 ((Health and Wellness Skills) (#16), 385, 389 392 , 393 , 414, 417 Real World Health Skills), 420-421 , 456-458, 464 , 549, 552, 575, 585, 590 (Research in Action), 591			
9-12.4.2.S	Use effective communication skills for preventing and reporting sexual assault and molestation.	534, 537 (Warm-Up Activity), 544-545, 544 (Figure 15.22) (Sign of Abuse and Neglect), 559 (Health and Wellness Skills) (#19)			

5: Decision Making

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.5.1.S	Apply a decision-making process to avoid potentially dangerous situations.	35-38, 40 (Real World Health Skills), 383, 385, 393 (Health and Wellness Skills) (#18), 414, 417 (Real World Health Skills), 420-421(Health and Wellness Skills) (#17), 465 579 (Real World Health Skills), 589, 591			
9-12.5.2.S	Analyze the laws regarding and detrimental effects of sexual harassment.	530-532, 530 (Figure 15.10 Sexual harassment), 531 (Figure 15.11 Standing up to Sexual harassment), 532 (Figure 15.12 Sexual assault)t			
9-12.5.3.S	Analyze the consequences of gang involvement for self, family, and the community.	548-549, 549, (Figure 15.24 Certain environmental risk factors), 555 (Know and Understand) (#1)			
9-12.5.4.S	Analyze the consequences of violence for self, family, and the community.	518-520, 523-524, 526 (Know and Understand) (#3), 530, 532, 536 (Know and Understand) (#5), 539-542, 549, 551 (Local and Global Health), 552, 554, 555 (Know and Understand) (#1), 558			

6: Goal Setting

9-12.6.1.S	Develop a plan to prevent injuries during emergencies and natural disasters.	576-579, 607 577, (Figure 16.11 An escape plan s), 578 (Local and Global Health), 579 (Real World Health), (Health and Wellness Skills) (#19)			
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7: Practicing Health-Enhancing Behaviors

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.7.1.S	Practice injury prevention during athletic, social, and motor vehicle-related activities.	348-355, 355 (Know and Understand) (#2-5), (Think Critically), (#8-9), 567-570, 571 (Real World Health Skills), 573, 575, 579 (#2), 606 (Critical Thinking Skills),(#1)			
9-12.7.2.S	Demonstrate conflict resolution skills to avoid potentially violent situations.	82-85, 85 (Skills for Health and Wellness), 86 (Real World Health Skills), 97 (Health and Wellness Skills) (#17)			
9-12.7.3.S	Demonstrate first aid and CPR procedures.	594-602, 594 (Figure 16.22 Communicating appropriately with 911 dispatchers),597 (Figure 16.26 Types of Burns), 606 (Critical Thinking Skills), (#13)			
9-12.7.4.S	Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.	549, 552, 554, 566, 571, 573, 575, 579 (Know and Understand) (#1), 585, 588-589, 590 (Research in Action), 606 (Critical Thinking Skills), (#5)			
9-12.7.5.S	Assess characteristics of harmful or abusive relationships.	475-476, 476 (Know and Understand) (#6), 501, 502 (Know and Understand) (#5), 528-531, 540, 542, 559 (Health and Wellness Skills) (#19)			

8: Health Promotion

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.8.1.S	Identify and support changes in the home, at school, and in the community that promote safety.	521, 524, 559 (Hands-On Skills Activity, 548, 565-566, 607 (Hands-On Skills Activity), 573, 577, 582 (Skills for Health and Wellness), 585-586 (Case Study), 591 (Real World Health Skills)			
9-12.8.2.S	Encourage peers to use safety equipment during physical activity.	349-350, 349 Figure 10.14 Fitness Equipment), 350 (Figure 10.15 Stay Hydrated), 355 (Think Critically), (#6)			
9-12.8.3.S	Encourage actions to promote safe driving experiences.	568-569, 571 (Know and Understand) (#2), 606 (Critical Thinking Skills), (#1)			

Alcohol, Tobacco, and Other Drugs

1: Essential Concepts

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.1.1.A	Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.	366-378, 370 (Case Study), 378 (2-4, 9-11), 386, 392 (3), 400-409, 409 (5-6, 8, Real World Health Skills), 420 (16), 431-439, 439 (7, 9), 441-453, 453 (1-3, 5, 7-11)			
9-12.1.2.A	Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.	366-367, 374 (Research in Action), 374-375, 378 (3), 400-403, 405-407, 409 (5-6, 8), 420 (15), 431-432, 439 (2-3), 441-442, 445, 453 (7, 9)			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.1.3.A	Explain the connection between alcohol and tobacco use and the risk of oral cancer.	373, 373 (Figure 11.7 Though chewing and dipping), 378 (Know and Understand) (#6), 404 (Figure 12.9 Signs of Alcohol Poisoning)			
9-12.1.4.A	Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.	374-375, 378 (Think Critically) (#9-11), 407, 409, 409 (Think Critically), (#9-10), 420 (Health and Wellness Skills) (#15-16), 433, 439, 444-445, 453			
9-12.1.5.A	Describe the use and abuse of prescription and nonprescription medicines and illegal substances.	430-439, 439 (Know and Understand) (#1), 440-453, 453 (Know and Understand), (#2, 5, 7) (Think Critically), (#9-11)			
9-12.1.6.A	Analyze the consequences for the mother and child of using alcohol, tobacco, and other drugs during pregnancy—including fetal alcohol spectrum disorders and other birth defects.	375, 375 (Figure 11.9 Secondhand Smoke During Pregnancy and Childhood), 404, 755, 757 (Figure 21.16 Right after birth), (Know and Understand) (#4)			
9-12.1.7.A	Analyze the consequences of binge drinking and its relationship to cancer; to liver, pancreatic, and cardiovascular diseases; and to a variety of gastrointestinal problems, neurological disorders, and reproductive system disorders.	399, 403-404, 399, (Figure 12.4 Patterns of Alcohol Consumption), 403, (Figure 12.8 Symptoms of a Hangover), 409 (Know and Understand) (#3), 420 (Health and Wellness Skills) (#16)			
9-12.1.8.A	Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.	375,375, (Legal Consequence) 378 (Think Critically), (#10), 409 (Think Critically), (#10), 433, 445			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.1.9.A	Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.	374 (Research in Action), 405-406, 408 (Health Across the Life Span), 409 (Think Critically, (#6), 421 (Health and Wellness Skills), (#19), 433, 441, 453 (Real World Health Skills)			
9-12.1.10.A	Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.	382, 382, (Figure 11.12 Tobacco Product), 413, 435 (Local and Global Health), 457(Figure 13.27 Medication and drug abuse)			

2: Analyzing Influences

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.2.1.A	Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.	380, 381 (Local and Global Health), 382-385, 387 (Health in the Media), 389, 392 (14), 411-415, 412 (Health in the Media), 420, 459-460			
9-12.2.2.A	Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.	379 (Warm-Up Activity), 380-382, 389 , 392 (411-413, 412 (Health in the Media), 417 (Think Critically), (#7), 420 (Health and Wellness Skills), (#14), 455-456			
9-12.2.3.A	Describe financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs.	379 (Warm-Up Activity), 380-382, 389 Real World Health Skills), 392, 411-413, 412 (Health in the Media), 417, 420, 458-459, 464			

3: Accessing Valid Information

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.3.1.A	Access information, products, and services related to the use of alcohol, tobacco, and other drugs.	387, 389 (Real World Health Skills), 392 (Health and Wellness Skills), (#15), 415-416, 417 (Know and Understand), (#5), 420, 459-460, (Health and Wellness Skills), 464 (#15)			
9-12.3.2.A	Evaluate prevention, intervention, and treatment resources and programs concerning alcohol, tobacco, and other drugs.	383, 387, 389 (Know and Understand), (#4-5), 393 (Health and Wellness Skills), (#18), 414-416, 417, 459-460, 464 (Critical Thinking Skills), (#5)			

4: Interpersonal Communication

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.4.1.A	Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.	385, 388 (Skills for Health and Wellness), 389 (Think Critically), (#7), 392 (Health and Wellness Skills), (#16), 393 (Health and Wellness Skills), (#19), 414, 417, 420, 458, 464 (Critical Thinking Skills), (#11)			
9-12.4.2.A	Use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using alcohol or other drugs.	414, 414, (Figure 12.17 Develop Refusal Skills), 420-421 (Health and Wellness Skills), (#19), 569 (Health in the Media)			

5: Decision Making

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.5.1.A	Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.	366-378, 370 (Case Study), 378, 393, 400-409, 409 (Real World Health Skills), 431-439, 439, 441-453, 453 (Know and Understand), (#1-3, 5)			
9-12.5.2.A	Explain healthy alternatives to alcohol, tobacco, and other drug use.	383-384,383, (Figure 11.13 Buy and use tobacco products), 389 (Know and Understand), (#3), 413, 465 (Health and Wellness Skills), (#20)			

6: Goal Setting

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.6.1.A	Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.	421 (Health and Wellness Skills), (#18), 465 (Hands-On Skills Activity)			

7: Practicing Health-Enhancing Behaviors

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.7.1.A	Use effective coping strategies when faced with various social situations involving the use of alcohol, tobacco, and other drugs.	385, 388 (Skills for Health and Wellness), 389 (Think Critically), (#7), 393 (Health and Wellness Skills), (#19), 414, 417, 420-421, 457-458			

8: Health Promotion

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.8.1.A	Participate in activities in the school and community that help other individuals make positive choices regarding the use of alcohol, tobacco, and other drugs.	383, 389, 393 (Health and Wellness Skills), (#20), 414-415, 421 (Health and Wellness Skills), (#20), 458-459			
9-12.8.2.A	Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youths.	382-385, 389 (Know and Understand), (#3), 393 (Health and Wellness Skills), (#20), 413-415, 417 (Real World Health Skills), 421 (Health and Wellness Skills), (#20), 465			

Mental, Emotional, and Social Health

1: Essential Concepts

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.1.1.M	Describe the benefits of having positive relationships with trusted adults.	479, 481, 483, 486 (Think Critically), (#7-8), 508, 526, (Communicate with Trusted Adults)			
9-12.1.2.M	Analyze the qualities of healthy peer and family relationships.	471-474, 476 (Know and Understand), (#2-4), 478-481, 490-491, 493 (Think Critically), (#4)			
9-12.1.3.M	Describe healthy ways to express caring, friendship, affection, and love.	479-481, 490-491, 493 (Know and Understand), (#2), 497, 500, 507 (Figure 14.25 Dating Partner)			
9-12.1.4.M	Describe qualities that contribute to a positive self-image.	123, 125, 127 (Know and Understand), (#3), (Think Critically), (8)			
9-12.1.5.M	Describe how social environments affect health and well-being.	21-23, 27 (Think Critically), (#7-8), 470-471, 476 (Know and Understand), (#1), 483, 487-488, 492			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.1.6.M	Describe the importance of recognizing signs of disordered eating and other common mental health conditions.	212-220, 220 (Real World Health Skills), 242 (Critical Thinking Skills), (#2), 312, 314 (Think Critically), (#8)			
9-12.1.7.M	Analyze signs of depression, potential suicide, and other self-destructive behaviors.	216, 220 (Know and Understand), (#4), 236, 239 (Know and Understand), (#2), 242 (Critical Thinking Skills), (#3)			
9-12.1.8.M	Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.	521, 523-524, 532-533, 544-545, 552, 554, 566, 571, 575, 582 (Skills for Health and Wellness), 585, 588-589, 590 (Research in Action)			
9-12.1.9.M	Classify personal stressors at home, in school, and with peers.	177-179, 183 (Know and Understand), (#1), 193 (Figure 6.9 Asking yourself questions)			
9-12.1.10.M	Identify warning signs for suicide.	236, 239 (Know and Understand), (#2), 243 (Health and Wellness Skills), (#21)			
9-12.1.11.M	Identify loss and grief.	238-239, 239 (Know and Understand), (#5), 242 (Critical Thinking Skills), (#14)			

2: Analyzing Influences

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.2.1.M	Analyze the internal and external issues related to seeking mental health assistance.	228-229, 229 (Local and Global Health), 231 (Think Critically), (#5), 242 (Critical Thinking Skills), (#9)			

3: Accessing Valid Information

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.3.1.M	Access school and community resources to help with mental, emotional, and social health concerns.	111 (Real World Health Skills), 138, 203 (Think Critically), (#10), 206 (Health and Wellness Skills), (#17), 223, 231 (Real			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
		World Health Skills), 242 (Health and Wellness Skills), (#16)			
9-12.3.2.M	Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.	224-226, 224, (Figure 7.11 Therapists include professionals), 226, (Figure 7.12 Mental health medications), 231 (Real World Health Skills)			

4: Interpersonal Communication

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.4.1.M	Seek help from trusted adults for oneself or a friend with an emotional or social health problem.	111 (Real World Health Skills), 138, 223, 230-231, (Know and Understand), (#4) (Real World Health Skills), 236-238, 237 (Skills for Health and Wellness)			
9-12.4.2.M	Discuss healthy ways to respond when you or someone you know is grieving.	238-239, 238, (Figure 7.19 The stages of grief)795, 799 (Health and Wellness Skills), (20)			

5: Decision Making

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.5.1.M	Monitor personal stressors and assess techniques for managing them.	194-203, 200 (Skills for Health and Wellness), 203 (Real World Health Skills)			
9-12.5.2.M	Compare various coping mechanisms for managing stress.	194-203, 200 (Skills for Health and Wellness), 203 (Real World Health Skills)			
9-12.5.3.M	Analyze situations when it is important to seek help with stress, loss, an unrealistic body image, and depression.	203 , 206 , 222-223, 231, 309 (Skills for Health and Wellness), 312, 314 (Real World Health Skills)			

Standard 6: Goal Setting

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.6.1.M	Evaluate how preventing and managing stress and getting help for mental and social problems can help a person achieve short- and long-term goals.	195-196, 203 (Know and Understand), (#3), 207 (Hands-On Skills Activity), 224-226, 243 (Health and Wellness Skills), (#19)			
9-12.6.2.M	Set a goal to reduce life stressors in a health-enhancing way.	194-203,203, (Real World Health Skills) 207 (Health and Wellness Skills), (#20)			

Standard 7: Practicing Health-Enhancing Behaviors

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.7.1.M	Assess personal patterns of response to stress and use of resources.	193, 195-196, 203 (Know and Understand), (#3), 207 ((Health and Wellness Skills), (#20)			
9-12.7.2.M	Practice effective coping mechanisms and strategies for managing stress.	194-203, 200 (Skills for Health and Wellness), 203 (Real World Health Skills)			
9-12.7.3.M	Discuss suicide-prevention strategies.	234-238, 239 (Real World Health Skills), 243 (Health and Wellness Skills), (#17)			
9-12.7.4.M	Practice respect for individual differences and diverse backgrounds.	158-159, 160 (9), 172 (Critical Thinking Skills), (#8), 484, 807-808, 810 (Real World Health Skills)			
9-12.7.5.M	Participate in clubs, organizations, and activities in the school and in the community that offer opportunities for student and family involvement.	485-486, 485, (Figure 14.12 Be Involved in Your Community), 632 (Health in the Media), 634-637			
9-12.7.6.M	Practice setting personal boundaries in a variety of situations.	74-75, 79 (Think Critically), (#7), 97 (Health and Wellness Skills), (#17), 474, 485, 498 (Health Across the Life Span), 500			

Standard 8: Health Promotion

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.8.1.M	Support the needs and rights of others regarding mental and social health.	228-229, 229 (Local and Global Health), 231 (Think Critically), (#5), 237 (Skills for Health and Wellness), 242 (Critical Thinking Skills), (#9)			
9-12.8.2.M	Promote a positive and respectful environment at school and in the community.	235-236, 239 (8), 484-485, 520 (Case Study), 523 (Skills for Health and Wellness), 525, 531-532, 536			
9-12.8.3.M	Object appropriately to teasing of peers and community members that is based on perceived personal characteristics and sexual orientation.	521, 524, 531, 535 (Health in the Media), 553, 808 (Case Study), 810 (Think Critically), (#8)			

Personal and Community Health

1: Essential Concepts

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.1.1.P	Discuss the value of actively managing personal health behaviors (e.g., getting adequate sleep, practicing ergonomics, and performing self-examinations).	16-18, 18 (Think Critically), (#5), 31 (Health and Wellness Skills), (#17), 353, 355 (Think Critically), (#8), 570, 739-740, 740 (Real World Health Skills), 747-749			
9-12.1.2.P	Evaluate the importance of regular medical and dental checkups, vaccinations, and examinations.	54, 56 (Know and Understand), (#4), 739-740, 740 (Real World Health Skills), 747-749			
9-12.1.3.P	Identify symptoms that should prompt individuals to seek health care.	55-56, 66 (Critical Thinking Skills), (#10), 687, 740, 749, 748 (Skills for Health and Wellness)			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.1.4.P	Identify types of pathogens that cause disease.	647-648, 653 (Know and Understand), (3), (Think Critically), (6), Real World Health Skills)			
9-12.1.5.P	Investigate the causes and symptoms of communicable and non-communicable diseases.	647-650, 654-659, 669 (2), 675-681, 682 Real World Health Skills), 689-692, 695 (703-704, 705 (Real World Health Skills), 708-712, 716-719, 722-727			
9-12.1.6.P	Describe the dangers of exposure to ultraviolet (UV) light, lead, asbestos, pesticides, and unclean air and water; and discuss strategies for avoiding exposure.	617-624, 618, (Figure 17.5 Dust can trigger indoor allergies), 626-627, 640 (Critical Thinking Skills), (#5), 717, 720			
9-12.1.7.P	Identify symptoms that indicate a need for an ear, eye, or dental examination.	55,55, (Local and Global Health), 870-872, 870, (Figure BL2.1 The crown), 871, (Figure BL2.2 Dental professional), 872, (Figure BL2.3 An ophthalmologist)			
9-12.1.8.P	Examine common types and symptoms of cancer.	716-719, 716, (What Causes Cancer?), 717, (Figure 20.14 Signs and Symptoms of Cancer), 720 (Think Critically), (#7)			
9-12.1.9.P	Identify the importance of medical screenings (including breast, cervical, testicular, and prostate examinations, and other testing) necessary to maintain reproductive health.	739-740, 740 (Figure 21.3 A testicular self-examination), 746 (Local and Global Health), 747-749, 748 (Skills for Health and Wellness)			
9-12.1.10.P	Explain how public health policies and government regulations influence health promotion and disease prevention.	60, 62-63, 63 (4), 662-665, 664 (Health in the Media), 671 (Health and Wellness Skills), (#16), 687, 693, 704 (Local and Global Health), 718-719, 730 (Critical Thinking Skills), (#10)			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.1.11.P	Examine ways to prevent and manage asthma.	727, 727, (Figure 20.19 During an asthma attack), 729 (Review and Recall), (#13)			
9-12.1.12.P	Identify global environmental issues.	612 (Local and Global Health), 613-614, 613, (Figure 17.2 Economic Development and Wealth)			
9-12.1.13.P	Describe the impact of air and water pollution on health.	617-623, 617, (Figure 17.4 The air on Earth), 640 (Critical Thinking Skills), (#5)			
9-12.1.14.P	Identify ways to reduce pollution and harmful health effects (e.g., by using alternative methods of transportation).	631-636, 637 (Know and Understand), (#3), (Think Critically),(#6-7), 640 (15), 641 (18-19)			

2: Analyzing Influences

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.2.1.P	Discuss influences that affect positive health practices.	13-18, 18 (Think Critically), (#4), 19-27, 27 (Know and Understand), (#4), 30 (Health and Wellness Skills), (#14-15), 31 (Hands-On Activity)			
9-12.2.2.P	Evaluate influences on the selection of personal health care products and services.	45-47,45, (Health Products and Services), 67 (Health and Wellness Skills), (#17)			
9-12.2.3.P	Analyze how environmental conditions affect personal and community health.	610, 612 (Local and Global Health), 613-614, 641 (Health and Wellness Skills), (#18)			
9-12.2.4.P	Discuss ways to stay informed about environmental issues.	636, 637 (Think Critically), (#7), 641 (Health and Wellness Skills), (#20)			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.2.5.P	Analyze the social influences that encourage or discourage sun-safety practices.	868 Background Lesson 2.1, (Caring for Your Skin)			
9-12.2.6.P	Evaluate the benefits of informed health choices.	16-18, 18 (Real World Health Skills), 25, 27 (Know and Understand), (#5), 30 (Health and Wellness Skills), (#15), 35-38, 67 (Health and Wellness Skills), (#17)			
9-12.2.7.P	Evaluate the need for rest, sleep, and exercise.	16-17, 18 (Think Critically), (#5), 336-337, 347 (Know and Understand), (#1)			

3: Accessing Valid Information

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.3.1.P	Access valid information about personal health products and services available in the community.	54, 56 (Think Critically), (#8), 60, 67 (Health and Wellness Skills), (#19)			
9-12.3.2.P	Access valid information about common diseases.	660 (Real World Health Skills), 664 (Health in the Media), 681 (Case Study), 682 Real World Health Skills), 703-705, 708-712, 714 Real World Health Skills) 721 (Warm-Up Activity), 722-727, 730			
9-12.3.3.P	Evaluate current research about the health consequences of poor environmental conditions.	623 (Research in Action), 641 (Health and Wellness Skills), (#18)			
9-12.3.4.P	Identify government and community agencies that promote health and protect the environment.	52, 60, 62-63, 63 (Know and Understand), (#4), 66 (Critical Thinking Skills), (#7), 67 (Health and Wellness Skills), (#19), 630-631			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.3.5.P	Assess ways to be a responsible consumer of health products and services.	45-47, 49 (Know and Understand), (#4), 67 (Health and Wellness Skills), (#17)			

4: Interpersonal Communication

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.4.1.P	Use effective communication skills to ask for assistance from parents, guardians, and medical or dental health care professionals to enhance health.	54, 56 (Think Critically),(#7), 66 (Health and Wellness Skills), (#16), 679 (Research in Action)			

5: Decision Making

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.5.1.P	Apply a decision-making process to a personal health issue or problem.	35-38, 40 (Know and Understand), (#1), (Real World Health Skills), 817 (Skills for Health and Wellness)			
9-12.5.2.P	Explain how decisions regarding health behaviors have consequences for oneself and others.	35, 35, (Figure 2.1 Decision Making Process), 37, 40 (Real World Health Skills)			
9-12.5.3.P	Apply a decision-making process to a community or environmental health issue.	632 (Health in the Media), 641 (Health and Wellness Skills), (#17)			
9-12.5.4.P	Analyze how using alcohol, tobacco, and other drugs influences health and other behaviors.	366-378, 370 (Case Study), 378 ,392 (Critical Thinking Skills), (#3), 400-409, 409 (Real World Health Skills), 420 (Health and Wellness Skills), (#16), 431-			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
		439, 439 (Think Critically), (#7), 441-453, 453			
9-12.5.5.P	Analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, body piercing, sun exposure, and sound volume).	868-869, 868, Background Lesson 2.1, (Caring for Your Skin) 869, (Tattoos and Piercings), 872			

6: Goal Setting

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.6.1.P	Develop a plan of preventive health management.	Preventive healthcare, 54, 54, (Figure 2.14 Question to ask Your Doctor), 740, 749			
9-12.6.2.P	Develop a plan of preventive dental health management.	871, (Figure BL2.2 Dental professional)			

7: Practicing Health-Enhancing Behaviors

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.7.1.P	Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming the barriers.	19-27, 26 (Skills for Health and Wellness), 27 (Real World Health Skills), 31 (Hands-On Activity), 55 (Local and Global Health)			
9-12.7.2.P	Execute a plan for maintaining good personal hygiene (including oral hygiene) and getting adequate rest and sleep.	17, 17, (Figure 1.7 Sleep), 18 (Think Critically), (#5), 868-874			

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.7.3.P	Demonstrate the proper steps for protecting oneself against the harmful effects of the sun.	868, Background Lesson 2.1, (Caring for Your Skin)			
9-12.7.4.P	Describe the steps involved in breast or testicular self-exams.	739-740, 740 (Figure 21.3 A testicular self-examination), 746 (Local and Global Health), 747-749, 748 (Skills for Health and Wellness)			

Standard 8: Health Promotion

Standard	Standard Language	Publisher Citations	Met Y	Met N	Reviewer Comments, Citations, and Questions
9-12.8.1.P	Support personal or consumer health issues that promote community wellness.	60-61, 63 (Real World Health Skills), 67 (Health and Wellness Skills), (#20)			
9-12.8.2.P	Encourage societal and environmental conditions that benefit health.	20-21, 25-26, 27 (Real World Health Skills), 31 (Health and Wellness Skills), (#20), 60-61, 63 (Real World Health Skills), 67 (Health and Wellness Skills), (#20), 612 (Local and Global Health), 641			