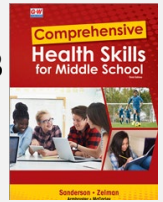
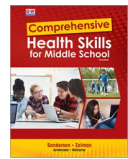


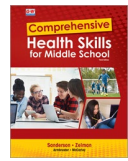
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**for the State Of New Jersey,**  
**Comprehensive Health and Physical Education – Grades 6-8**



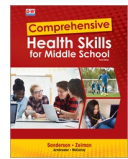
| Core Idea   | Performance Expectations/Correlating Text Pages  |
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| <b>2.1 Personal and Mental Health by the End of Grade 8</b>   |  |
| <b>Personal Growth and Development</b>  |  |
| Individual actions, genetics, and family history can play a role in an individual's personal health.                              | <b>2.1.8.PGD.1:</b> Explain how appropriate health care can promote personal health.<br><br>10-13, 10 (Figure 1.3 Interrelatedness of Health), 11 (Case Study), 158, 174-177, 185, 395-396, 403 Think Critically (#17), 441 Develop Your Skills (#23), 553, 570, 577, 591-592, 599-600, 655  |
|   | <b>2.1.8.PGD.2:</b> Analyze how genetics and family history can impact personal health.<br><br>10, 15-21, 77-96, 110-114, 152-158, 161 Develop Your Skills (#19-22), 183- 184, 184 (Figure 6.15 Suicide Prevention Resources), 216, 251, 256- 260, 266, 268, 325-328, 391-400, 403 Develop Your Skills (#20-23), 407-438, 441 Develop Your Skills (#20-23), 453- 454, 589-591, 603 Develop Your Skills (#19), 632-634, 655 |
|   | <b>2.1.8.PGD.3:</b> Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.<br><br>551-555   |
|   | <b>2.1.8.PGD.4:</b> Analyze the relationship between healthy behaviors and personal health.<br><br>13, 23–29, 99 Develop Your Skills (#19), 103–106, 116–122, 137–138, 146–147, 177–179, 239 Think critically, (#20) Develop Your Skills (#22), 288– 294, 300, 305 Develop Your Skills (#20), 321–324, 355, 485, 491–495, 498–504, 507–508, 531, 538–539, 559, 577, 623–626, 632–633                                       |
| <b>Pregnancy and Parenting</b>  |  |
| An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child. | <b>2.1.8.PP.1:</b> Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.<br><br>553-555  |
|   | <b>2.1.8.PP.2:</b> Summarize the stages of pregnancy from fertilization to birth.<br><br>553-554, 553 (Figure 17.3 Menstrual Cycle), 554-555, 554 (Figure 17.4 Zygote), 622, 641-643, 641 (Figure 20.1 Development of the Fetus), 642 (Figure 20.2 Myths and Facts of Pregnancy Prevention)  |



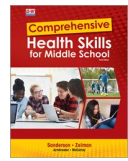
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|   | <p><b>2.1.8.PP.3:</b> Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.</p> <p>559–562, 562 (Hands-On Activity), 570-571, 651–652 (Hands-On Activity), 654-656</p>   |
| <p>There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.</p>        | <p><b>2.1.8.PP.4:</b> Predict challenges that may be faced by adolescent parents and their families.</p>  |
|   | <p>570-571, 653-658</p>   |
|   | <p><b>2.1.8.PP.5:</b> Identify resources to assist with parenting.</p> <p>570-571, 653-658</p>  |
| <b>Emotional Health</b>   |   |
| <p>Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.</p> | <p><b>2.1.8.EH.1:</b> Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).</p>  |
|   | <p>25–26, 125 Develop You Skills (#23), 331 Develop Your Skills (#19), 484– 487, 492–494, 498–499, 521, 533, 545 Develop Your Skills (#22), 603 Develop Your Skills (#20)</p>   |
|   | <p><b>2.1.8.EH.2:</b> Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</p> <p>13 (Hands-On Activity), 19–32, 35 Develop Your Skills (#19, #22), 73 Think Critically (#18), Develop Your Skills (#23), 103–106, 116–122, 135–138, 140–148, 152–158, 174–179, 183–185, 210–216, 218–227, 243–246, 246–260, 262–268, 279–286, 297–300, 337–339, 356–360, 392–400</p>   |
| <b>Social and Sexual Health</b>   |   |
| <p>Inclusive schools and communities are accepting of all people and make them feel welcome and included.</p>                                 | <p><b>2.1.8.SSH.1:</b> Differentiate between gender identity, gender expression and sexualorientation.</p>  |
|   | <p>608-609, 608 (Graphic Organizer), 609 (Figure 19.1 Biological Sex), 613-614, 613, Figure 19.4 Gender Identity), 614 (Figure 19.6 Known factor) 616-617, 616 (Building Your Skills).</p>  |
|   | <p><b>2.1.8.SSH.2:</b> Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.</p> <p>235, 235 (Figure 7.41 Change Your Self-Talk), 496–498, 496 (Graphic Organizer), 497 (Figure 15.21 Types of Friends), 525, (Figure 16.6 Building your confidence ), 533, 540, 558–559, 559 (Figure 17.9 Factors that Influence Development), 608, 611-616, 614 (Figure 19.6 Factors That Influence Sexual Orientation), 616 (Building Your Skills)</p> |



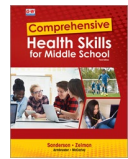
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| <p>Relationships are influenced by a wide variety of factors, individuals, and behaviors.</p>  | <p><b>2.1.8.SSH.3:</b> Demonstrate communication skills that will support healthy relationships</p>  |
|  | <p>99 Develop Your Skills (#23), 125 Develop Your Skills (#21 and 22), 137, 138 (Hands-On Activity), 140– 148, 152–154, 161 Develop Your Skills (#23), 175 (Building Your Skills), 178–179, 183, 189 Develop Your Skills (#22), 271 Develop Your Skills (#20), 290 (Triggers), 299–300, 302 (Hands-On Activity), 305 Develop Your Skills (#20), 319 (Hands-On Activity), 325, 331 Develop Your Skills (#19 and 21–22), 358–360, 362 (Hands-On Activity), 365 Develop Your Skills (#19–20), 403 Develop Your Skills (#21 and 24), 416 (Hands-On Activity), 421–423, 430, 441 Develop Your Skills (#19–20), 461 (Building Your Skills), 478–483, 492– 494, 498–499, 508, 513 Develop Your Skills (#18), 521, 526, 533, 542, 545 Develop Your Skills (#22), 569 (Building Yours Skills), 581 Develop Your Skills (#20), 593 (Hands-On Activity), 603 Develop Your Skills (#20), 617 (Hands-On Activity), 625– 626, 630, 634, 658 (Hands-On Activity), 661 Develop Your Skills (#19)</p> |
|  | <p><b>2.1.8.SSH.4:</b> Compare and contrast the characteristics of healthy and unhealthy relationships.</p>  |
|  | <p>479-483, 481 (Building Your Skills), 506-508, 622-626, 628–629, 657-658</p>   |
|  | <p><b>2.1.8.SSH.5:</b> Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</p>  |
|  | <p>25–26, 32 (Hands-On Activity), 125 Develop Your Skills (#22), 286 (Hands-On Activity), 299–300, 302 (Hands-On Activity), 325, 331 Develop Your Skills (#21–22), 358– 359, 362 (Hands-On Activity), 365 Develop Your Skills (#19–20), 403 Develop Your Skills (#20), 441 Develop Your Skills (#20), 484–487, 508, 542, 545 Develop Your Skills (#22), 590, 603 Develop Your Skills (#20), 630, 657–658</p>   |
|  | <p><b>2.1.8.SSH.6:</b> Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p>   |
| <p>14, 19-21, 19 (Figure 1.9 Cultural Practice), 21 (Hand-On Activity), 23, 131 (Figure 5.1 The characteristics of someone who has positive mental and emotional health), 133-134, 133 (Personality Traits), 231, 490-491, 497-498</p> |  |
| <p>There are factors that contribute to making healthy decisions about sex.</p>  | <p><b>2.1.8.SSH.7:</b> Identify factors that are important in deciding whether and when to engage in sexual behaviors.</p>   |
|  | <p>507–508, 512-513, 625–626, 625 (Case Study), 625 (Thinking Critically (#1-4), 626 (Figure 19.18 Words for Resisting Sexual Pressure), 626 (Hands-On Activity), 628–629, 628 (Figure 19.19 Affirmative consent, 628 (You have the right NOT to be pressured into sexual activity).</p>   |
|  | <p><b>2.1.8.SSH.8:</b> Identify factors that can affect the ability to give or</p>   |



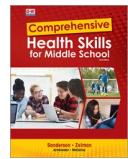
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|   | perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).   |
|   | 507–508, 512-513, 625–626, 625 (Case Study), 625 (Thinking Critically (#1-4), 628–629, 628 (Figure 19.19 Affirmative consent, 628 (You have the right NOT to be pressured into sexual activity).  |
|   | 2.1.8.SSH.9: Define vaginal, oral, and anal sex.<br>622   |
|   | 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).   |
|   | 507-508, (Benefit of abstinence), (Defined) 584, (Practicing) 589-591, 599-600, 623-626, 643-651, 646 (Figure 20.5 Using the External Condom), 646, (Figure 20.6 Using the Internal Condom)   |
|   | 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).  |
|   | 589–591, 599–600, 623, 643–651, 646 (Figure 20.5 Using the External Condom), 646, (Figure 20.6 Using the Internal Condom)   |
| <b>Community Health Services and Support</b>  |   |
| Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community. | 2.1.8.CHSS.1 Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).<br><br>174-175, 176-176, 183, 184 |
|   | 2.1.8.CHSS.2 Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.<br><br>417, 421, 423, 536, 539, 622, 630, 634   |
|   | 2.1.8.CHSS.3 Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.<br><br>567, 586-587, 589-591, 593, 599   |
|   | 2.1.8.CHSS.4 Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.  |



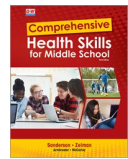
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|   | 176, 616-617, 630, Stopping Sexual Harassment, 634  |
|   | <b>2.1.8.CHSS.5</b> Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.   |
|   | 567, 589-591, 593, 599  |
| Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.  | <b>2.1.8.CHSS.6</b> Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.   |
|   | 29-32, 99 Develop Your Skills (#21), 125 Develop Your Skills (#20 and 21), 161 Develop Your Skills (#20), 178-179, 185, 239 Think Critically (#19), Develop Your Skill (#21), 271 Develop Your Skills (#18 and 20), 286 (Hands-On Activity), 289, 296- 298, 305 Develop Your Skills (#20- 22), 319 (Hands-On Activity), 325- 328, 331 Develop Your Skills (#19- 20), 358-360, 365 Develop Your Skills (#19-21), 403 Develop Your Skills (#20), 461 (Building Your Skills), 466, 513 Develop Your Skills (#19), 533, 538, 540, 545 Develop Your Skills (#24), 603 Develop Your Skills (#20 and 23), 616 (Building Yours Skills), 626 (Hands-On Activity) |
|   | <b>2.1.8.CHSS.7</b> Collaborate with other students to develop a strategy to address health issues related to climate change.   |
|   | 29-32, 99 Develop Your Skills (#21), 179 (Hands-On Activity), 185, 203 (Hands-On Activity), 239   |
| Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.  | <b>2.1.8.CHSS.8</b> Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.  |
|   | 158, 166-172, 174-175, 181-184, 189 (#22)   |
| <b>2.2 Physical Wellness by the End of Grade 8</b>  |   |
| <b>Movement Skills and Concepts</b>   |   |
| Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). | <b>2.2.8.MSC.1</b> Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).   |
|   | 243-244, 261-268  |
|   | <b>2.2.8.MSC.2</b> Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.  |
|   | 243-244, 261-268  |
|   | <b>2.2.8.MSC.3</b> Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities  |



| Core Idea   | Performance Expectations/Correlating Text Pages   |
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|   | (e.g., creative, cultural, social, fitness aerobics, dance, yoga).<br>243-244, 261-268, 263 Building Your Skills  |
| Feedback from others and self-assessment impacts performance of movement skills and concepts.   | <p><b>2.2.8.MSC.4</b> Analyze, and correct movements and apply to refine movement skills.<br/>243-254, 253 Types of Fitness, 261-268</p>  |
| Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.   | <p><b>2.2.8.MSC.5</b> Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.<br/>256</p> <p><b>2.2.8.MSC.6</b> Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings<br/>243-247, 256</p> <p><b>2.2.8.MSC.7</b> Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others<br/>246, 247 Hands-On Activity, 261-268</p>   |
| <b>Physical Fitness</b>   |   |
| A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)). | <p><b>2.2.8.PF.1</b> Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.<br/>243–245, 243 (Figure 8.1 Finding ways to be physically active), 244 (Case Study), 247 (Hands-On Activity), 247 (Figure 8.3 Going to a community park), 267-268, 271 Develop Your Skills(#18)</p> <p><b>2.2.8.PF.2</b> Recognize and involve others of all ability levels into a physical activity.<br/>261-270</p> <p><b>2.2.8.PF.3</b> Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).<br/>262-268</p> <p><b>2.2.8. PF.4</b> Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.<br/>242-247, 261-268</p> <p><b>2.2.8.PF.5</b> Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.<br/>219 ( Figure 7.24 Your body composition), 222–227, 577</p> |

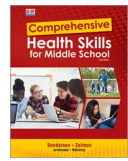


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| <b>Lifelong Fitness</b>  |  |
| Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.     | <b>2.2.8.LF.1</b> Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.<br>242-247  |
|  | <b>2.2.8.LF.2</b> Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.<br>242-247  |
|  | <b>2.2.8.LF.3</b> Explore by leading self and others to experience and participate in different cultures' physical fitness activities.<br>241-247  |
|  | <b>2.2.8.LF.4</b> Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.<br>242-247, 244 (Case Study)  |
|  | <b>2.2.8.LF.5</b> Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.<br>261-268, 271 Develop Your Skills, (#19)   |
|  | <b>2.2.8.LF.6</b> Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.<br>267-268, 271 Develop Your Skills (#18)  |
| Community resources can provide participation in physical activity for self and family members.                                | <b>2.2.8.LF.7</b> Evaluate personal attributes as they relate to career options in physical activity and health professions.<br>242-247  |
|  |  |
| <b>Nutrition</b>   |  |
| Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness. | <b>2.2.8.N.1</b> Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.<br>204, 206–209, 206 MyPlate food guidance system, 215 (Food Choices) 229–231 (Effect on body image), 234-236,  |
|  | <b>2.2.8.N.2</b> Identify skills and healthy behaviors that can support adolescents in body image, losing, gaining, or maintaining healthy weights.<br>204–206, 205 (Figure 7.11 The Dietary Guidelines).  |
|  | <b>2.2.8.N.3</b> Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.<br>204, 206–209, 206 MyPlate food guidance system, 204-211, 211 Building Your Skills, 215 (Food Choices) 229–231 (Effect on body image), 234-236, |
|  | <b>2.2.8.N.4</b> Assess personal nutritional health and consider opportunities to improve health and performance   |
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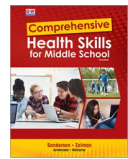


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|  | (e.g., sports drinks, supplements, balance nutrition).<br>205–215, 205 (Figure 7.11 Key Concept Promoted by Dietary Guideline's), 209 (Figure 7.16 My Plate Daily Checklist), 210 (Figure 7.17 Effects of Malnutrition), 211 (Building Your Skills)  |
| <b>2.3 Safety by the End of Grade 8</b>  |  |
| <b>Personal Safety</b>   |  |
| Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations. | <b>2.3.8.PS.1</b> Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).<br>479-483, 481 (Building Your Skills), 505-510, 507 (Figure 15.29 Balance), 507 Questions to Ask About Physical Intimacy and Consent Physical Intimacy and Consent 508 (Figure 15.31 Enforcing Your Boundaries), 509 (Case Study), 510 Figure 15.32 Coping with the End of a Dating Relationship) 622-626, 628–629, 657-658                       |
|  | <b>2.3.8.PS.2</b> Define sexual consent and sexual agency.<br>507–508, 512-513, 625–626, 625 (Case Study), 625 (Thinking Critically (#1-4), 628–629, 628 (Figure 19.19 Affirmative consent, 625-626, 628 (You have the right NOT to be pressured into sexual activity)).<br><b>2.3.8.PS.3</b> Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).<br>517–518, 517 (Risk Factors for Violent Behavior), 518 Building Your Skills), 540–541, 541 (What Is Suspicious Activity?), 629-631, 631 (Figure 19.23 Examples of Sexual Assault), 632 |
| Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.  | <b>2.3.8.PS.4</b> Describe strategies that sex traffickers/exploiters employ to recruit youth.<br>536-537, 539-540   |
|  | <b>2.3.8.PS.5</b> Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).<br>420-423, 483, 539   |
|  | <b>2.3.8.PS.6</b> Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).<br>420-423, 420 (Figure 13.14 Examples of Personal Information) 421 (Figure 13.15 THINK before you post), 421 (Case Study), 483, 539   |
| Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.   | <b>2.3.8.PS.7</b> Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).<br>27, 35 Develop Your Skills (#21), 106– 107, 120–122, 125 Think Critically (#17) and 21), 150, 155, 167, 172 (Hands-On Activity), 244 (Case Study), 246, 271 Develop Your Skills (#19), 290–291,  |

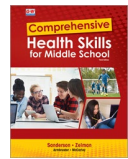




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|  | 441 Think Critically (#18 and 20), 458–459, 462–463, 469 Think Critically (#16), 483, 522   |
| <b>Health Conditions, Diseases and Medicines</b>   |   |
| Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition. | <b>2.3.8.HCDM.1</b> Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.<br>445, 446-450, 451-458, 461-466   |
|  | <b>2.3.8.HCDM.2</b> Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.<br>15-17, 288, 379-380, 382, 398  |
|  | <b>2.3.8.HCDM.3</b> Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).<br>378-389, 384 (Case Study), 389 (Helping Strategies For Coping With Noncommunicable Diseases)  |
|  | <b>2.3.8.HCDM.4</b> Describe the signs, symptoms, and potential impacts of STIs (including HIV).<br>584-593, STI'S 586 (Figure 18.3 Possible Symptoms of Gonorrhea), 588 (Figure 18.6 Herpes Simplex Viruses That Cause Genital Herpes), 588 (Figure 18.7 Growths Caused by HPV), 589 (Case Study), 590 (Figure 18.8 Sexually Transmitted Infections), 592-593, 592 (Building Your Skills), 594-603, HIVM, 597 (Figure 18.14 HIV damages the immune system, making it vulnerable to opportunistic infections:), 603 (Develop Your Skills (#18)) |
|  | <b>2.3.8.HCDM.5</b> Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.<br>558-559   |
|  | <b>2.3.8.HCDM.6</b> Explain how the immune system fights disease.<br>59, 61, 198, 233, 377, 383, 386, 388-389, 400  |
|  | <b>2.3.8.HCDM.7</b> Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.<br>59–61, 279–282, 285–286, 370–376, 378–389, 390-400, 585–589, 596   |
| The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.                                  |   |
| <b>Alcohol, Tobacco and other Drugs</b>  |   |
| The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in  | <b>2.3.8.ATD.1</b> Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.  |



| Core Idea   | Performance Expectations/Correlating Text Pages   |
|---|---|
| <p>social, emotional, and physical harm to oneself and others.</p>  | <p>272-294, 279–286, 287-289, 311–319, 321, 326, 331 Think Critically (#17), 344–353, 353 Household Products Commonly Abused as Inhalants</p>   |
|   | <p><b>2.3.8.ATD.2</b> Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</p>   |
|   | <p>272-294, 279–286, 287-289, 311–319, 321, 326, 331 Think Critically (#17), 344–353, 353 Household Products Commonly Abused as Inhalants</p>   |
|   | <p><b>2.3.8.ATD.3</b> Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.</p>                                     |
|   | <p>284–285, 296–297, 314–317, 325–326, 345–347, 349</p>   |
|   | <p><b>2.3.8.ATD.4</b> Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</p>  |
|   | <p>279–280, 311, 313, Effects of alcohol), 341 effects on the brain, 339–353, 344, Health effects of drugs use)</p>   |
|   | <p><b>2.3.8.ATD.5</b> Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</p>   |
| <p><b>Dependency, Substances Disorder and Treatment</b></p>   |   |
| <p>A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.</p> | <p><b>2.3.8.DSDT.1</b> Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</p>  |
|   | <p>308-319, 317 (Case Study), 320-328, 324 Building Your Skills, 334-342, 340 Drug Facts, 342 Hands-On Activity, 343-353, 345, (Case Study), 346 Consequences of Medication and Drug Abuse, 353 Hands-On Activity, 354-362, 358 Building Your Skills, 362 Hands-On Activity</p> |
|   | <p><b>2.3.8.DSDT.2</b> Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.</p>  |
| <p>The use of alcohol and drugs can affect the social, emotional, and physical behaviors of</p>   | <p>320, 327 Alcoholics Anonymous (AA), 326-327, 328, 326 Hands-On Activity, 357 Staying Drug Free</p>   |
|   | <p><b>2.3.8.DSDT.3</b> Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.</p>  |



| Core Idea                              | Performance Expectations/Correlating Text Pages   |
|--|---|
| <p>individuals and their families.</p> | <p>325 (Figure 10.15 Strategies for Refusing Alcohol), 326 (Figure 10.16 Government Approaches to Prevents Alcohol Use), 296-300, 296 (Figure 9.19 The United States government), 298 (Building Your Skills), 299 (Examples of Responses to Refuse Tobacco)</p> |
|  | <p><b>2.3.8.DSDT.4</b> Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</p>   |
|  | <p>272-294, 279–286, 287-289, 311–319, 321, 326, 331 Think Critically (#17), 344–353, 353 Household Products Commonly Abused as Inhalants</p>   |
|  | <p><b>2.3.8.DSDT.5</b> Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.</p>  |
|  | <p>320, 327 Alcoholics Anonymous (AA), 326-327, 328, 326 Hands-On Activity, 357 Staying Drug Free</p>   |