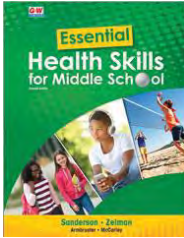


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New York Department of Education

Correlating pages

FOUNDATIONS FOR ADOLESCENT HEALTH (FAH)

Standard 1: Concepts About Foundations for Adolescent Health

FAH 1.1	The interrelationship of physical, social, emotional, and mental health.	131-138, 131 (Figure 5.1 Characteristic of People with Positive Mental and Emotional Health), 135 (Figure 5.5 Factors Affecting Self-Esteem), 135, (Building Your Skills), 136, Questions to Help Assess Mental and Emotional Health, 138, Critically Thinking (#4), 138 (Hands-On Activity), 139-148, 142 (Figure 5.10 Healthy, Positive Ways to Accept and Express Emotions), 143, What to do if you, 144 (Figure 5.11 Turning "You" Statements to "I" Statements), 145 (Figure 5.12 Emotional Intelligence Abilities and Characteristics), 147 (Building Your Skills), 148, Critical Thinking (#5), 148 (Hands-On Activity), 150-151, 150 (Figure 5.16 Sources of Your Stress), 151 (Figure 5.17 Eustress), 153,(Case Study), 165-166, 165 (Figure 6.1 Effects of Bullying on Mental Health), 181-183, 181 (Figure 6.12 Risk Factors of Suicide), 189 (Develop Your Skills (#20), 475-476, 476 (Figure 15.2 The Emotional Impact of a Relationship), 509-510, 509 (Case Study), 510, Critical Thinking (#5) 511, Chapter 15 Review and Assessment, 517-518, 517 (Figure 16.1 Risk Factors for Violent Behavior), 531, 538, 558-559, 569-570, 571, Critically Thinking (#5), 571 (Hands-On Activity)
FAH 1.2	The changes in the brain during adolescence and how they impact physical, social, emotional, and mental health.	502, 568, 571, Critical Thinking (#5), 571 Hands-On Activity)
FAH 1.3	How personal values, self-esteem, identity, self-talk, and body confidence affect personal health.	131–137, 161 Develop Your Skills (#20), 234–236, 239 (#18, #22)
FAH 1.4	The benefits of sleep, physical activity, hygiene, and breakfast for healthy growth and development.	77–96, 81 (Figure 3.4 Types of Skin Cancer), 81 (Figure 3.5 Sun Safety Tips), 84 (Figure 3.7 Healthy Foods of Healthy Hair, 86 (Figure 3.9 Common Nail

New York Department of Education		Correlating pages
		Conditions, 88–96, 88 (Figure 3.10 How Can You Protect Your Oral Health?), 89 (Figure 3.11 How to Brush Your Teeth), 92 Building Your Skills, 93 (Figure 3.16 Tips to Reduce Eyestrain), 94 (Figure 3.17 Contact Lens Care Tips), 95 (Figure 3.19 Protecting and Keeping Ears Healthy), 96 Critical Thinking (#5), 96 (Hands-On Activity), 403 Develop Your Skills (#23) 116–122, 116 (Figure 4.3 Apps and Devices to Improve Sleep), 117 (Building Your Skills), 118 (Figure 4.14 Napping Strategies), 119n(Figure 4.15 Foods and Drinks That Promote Sleep), 120 (Figure 4.16 Relaxation Techniques), 121 Ways to Get a Good Night’s Sleep, 122 Critical Thinking (#5), 122 (Hands-On Activity)
FAH 1.5	How to distinguish between habits that enhance or hinder personal health.	23–29, 23 (Figure 1.10 The Decision-Making Process), 24 (Figure 1.11 Setting Smart Goals)
FAH 1.6	The value of diversity and empathy in relationships.	235, 496-498, 525, 533, 540
FAH 1.7	How to differentiate among passive, aggressive, and assertive communication styles, and assess their impact on relationships and personal growth.	480–481, 480 (Figure 15.6 Key Steps to Active Listening), 481 (Building Your Skills, 482 (Figure 15.7 Passive, Aggressive, or Assertive)
FAH 1.8	The elements of digital citizenship, including internet safety, digital footprints, credible information, screen time, appropriate social media use, and privacy concerns.	167, 420-423, 421(Figure 13.5 THINK), 421(Case Study), 441 (Develop Your Skills), (#20), 441 (Think Critically (#18), 483, 499 (Figure 15.23 Be Physically Present with Friends), 524-526, 526 (Figure 16.7 (THINK Before You Post)
Standard 2: Analyzing Influences		
FAH 2.1	Analyze the influence of family, school, peers, culture, media, personal values, and perceived norms on daily habits that impact social, emotional, mental, and physical health.	19–21, 19 (Figure 1.9 Cultural Practices That Affect Health and Wellness), 23, 131-138, 131 (Figure 5.1 Characteristic of People with Positive Mental and Emotional Health), 133, 135 (Figure 5.5 Factors Affecting Self-Esteem), 135, (Building Your Skills), 136, Questions to Help Assess Mental and Emotional Health, 138, Critically Thinking (#4), 138 (Hands-On Activity), 139-148, 142 (Figure 5.10 Healthy, Positive Ways to Accept and Express Emotions), 143, What to do if you, 144 (Figure 5.11 Turning "You" Statements to "I" Statements), 145 (Figure 5.12 Emotional Intelligence Abilities and Characteristics), 147 (Building Your Skills), 148, Critical Thinking (#5), 148 (Hands-On Activity), 150-151, 150 (Figure 5.16 Sources of Your Stress), 151 (Figure 5.17 Eustress), 153,(Case Study), 165-166, 165 (Figure 6.1 Effects of Bullying on Mental Health), 181-183, 181 (Figure 6.12 Risk Factors of Suicide), 189 (Develop Your Skills (#20), 475-476, 476 (Figure 15.2 The Emotional Impact of a Relationship), 490, 509-510, 509 (Case Study), 510, Critical Thinking (#5) 511, Chapter 15 Review and

New York Department of Education		Correlating pages
		Assessment, 517-518, 517 (Figure 16.1 Risk Factors for Violent Behavior), 531, 538, 558-559, 569-570, 571, Critically Thinking (#5), 571 (Hands-On Activity)
Standard 3: Accessing Information and Services		
FAH 3.1	Access valid and reliable health information online for building health habits.	26-29, 28 (Figure 1.15 Health and Safety Information), 29 (Figure 1.16 Tips to Access Valid Information), 158, 173-179, 173, Graphic Organizer: Identifying Resources, 175 (Building Your Skills), 176 (Figure 6.8 What Does A Therapist Do?), 179 Critical Thinking (#5), 179 (Hands-On Activity), 183, (Figure 6.15 Suicide Prevention Resources), 189 (Develop Your Skills (#19, #21), 205–209, 205 (Figure 7.11 Key Concept Promoted by Dietary Guideline's), 206 (Figure 7.12 Choose My Plate.gov, 209 (Figure 7.16 My Plate Daily Checklist), 210 (Figure 7.17 Effects of Malnutrition), 210 (Building Your Skills), 213-214, 213 (Figure 7.19 Nutrition Facts), 214 (Figure 7.20 Recommended Daily Calorie Intake), 513 (Develop Your Skills (#21), 535, 541-542, 541 (Figure 16.21 What Is Suspicious Activity?), 542 Hands-On Activity), 543 Chapter 16 Review and Assessment, 545 (Develop Your Skills (#21, #23), 581 (Develop Your Skills (#19)
Standard 4: Communication		
FAH 4.1	Practice active listening, communicating empathy, and celebrating diversity.	478–483, 478 (Figure 15.4 The Communication Process), 479 (Figure 15.5 Nonverbal Communication Cues Are Used in Person and Digitally), 480 (Figure 15.6 Key Steps to Active Listening), 481 (Building Your Skills, 482 (Figure 15.7 Passive, Aggressive, or Assertive), 483 (Figure 15.8 Turning You-Statements into I-Statements), 492–494, 519 (Building Your Skills)
FAH 4.2	Practice assertive communication to improve personal health and relationships.	299–300, 299 (Figure 9.22 Examples of Responses to Refuse Tobacco), 480–481, 480 (Figure 15.6 Key Steps to Active Listening), 481 (Building Your Skills, 482 (Figure 15.7 Passive, Aggressive, or Assertive)
FAH 4.3	Practice safe and respectful online communication practices.	167, 420-423, 421(Figure 13.5 THINK), 421(Case Study), 441 (Develop Your Skills), (#20), 441 (Think Critically (#18), 483, 499 (Figure 15.23 Be Physically Present with Friends), 524-526, 526 (Figure 16.7 (THINK Before You Post)
Standard 5: Decision Making		
FAH 5.1	Choose healthier alternatives when making decisions related to sleep, physical activity, hygiene, breakfast, social media, and technology habits.	116–122, 116 (Figure 4.3 Apps and Devices to Improve Sleep), 117 (Building Your Skills), 118 (Figure 4.14 Napping Strategies), 119 (Figure 4.15 Foods and Drinks That Promote Sleep), 120 (Figure 4.16 Relaxation Techniques), 121 Ways to Get a Good Night's Sleep, 122 Critical Thinking (#5), 122 (Hands-On Activity), 195–203, 195 (Figure 7.1 Types of Nutrients), 198 (Figure 7.4 Proteins' Role in the

New York Department of Education		Correlating pages
		Body), 200 (Figure 7.7 Fats in Your Diet), 201 (Figure 7.8 Types and Functions of Vitamins), 202 (Figure 7.9 Types and Functions of Minerals), 203 (Hands-On Activity), 210–215, 210 (Hands-On Activity), 210 (Figure 7.17 Effects of Malnutrition), 211 (Building Your Skills), 212 (Figure 7.18 Making Healthier Food Choices), 213 (Figure 7.19 Nutrition Facts), 214 (Figure 7.20 Recommended Daily Calorie Intake), 215 (Figure 7.21 Factors that Influence Food Preferences), 216 Critical Thinking (#5), 216 (Hands-On Activity), 244 (Case Study), 246 (Figure 8.2 Types of Fitness Apps), 271 (Develop Your Skills)
Standard 6: Goal Setting		
FAH 6.1	Set a realistic goal for a healthy habit (e.g., sleep, physical activity, hygiene, breakfast habits, social media and technology use) that increases the likelihood of enhanced social, emotional, mental, or physical health	10–11, 11 (Case Study), 77–86, 81 (Figure 3.4 Types of Skin Cancer), 81 (Figure 3.5 Sun Safety Tips), 84 (Figure 3.7 Healthy Foods of Healthy Hair), 86 (Figure 3.9 Common Nail Conditions, 88–96, 88 (Figure 3.10 How Can You Protect Your Oral Health?), 89 (Figure 3.11 How to Brush Your Teeth), 92 Building Your Skills, 93 (Figure 3.16 Tips to Reduce Eyestrain), 94 (Figure 3.17 Contact Lens Care Tips), 95 (Figure 3.19 Protecting and Keeping Ears Healthy), 96 Critical Thinking (#5), 96 (Hands-On Activity), 103–104, 103 (Figure 4.1 Why Is Sleep Important?), 104 (Figure 4.2 Sleep Needs Throughout the Life Span), 116–122, 116 (Figure 4.13 Apps and Devices to Improve Sleep), 117 (Building Your Skills), 118 (Figure 4.14 Napping Strategies), 119 (Figure 4.15 Foods and Drinks That Promote Sleep), 120 (Figure 4.16 Relaxation Techniques), 121 Ways to Get a Good Night Sleep, 122 Critical Thinking (#5), 122 (Hands-On Activity), 125 Develop Your Skills (#21), 141–145, 141 (Figure 5.8 Learn to Control Your Emotions), 142 (Figure 5.10 Healthy, Positive Ways to Accept and Express Emotions), 143 What to Do If You Feel... 144 (Figure 5.11 Turning "You" Statements to "I" Statements), 145 (Figure 5.12 Emotional Intelligence Abilities and Characteristics), 145 (Figure 5.13 Think Positive!), 150–158, 150 (Figure 5.16 Sources of Your Stress), 151 (Figure 5.17 Eustress), 153 (Figure 5.19 Stress Management Strategies), 153 (Case Study), 154 (Figure 5.20 How Can You Maintain a Positive Attitude), 155 (Figure 5.21 Time Management Strategies), 156 Figure 5.22 Distraction Strategies), 157 (Figure 5.23 Progressive Muscle Relaxation), 158 Critical Thinking (#5), 158 (Hands-On Activity) 256–260, 256 (Figure 8.9 Tips for Being a Good Sport), 257 (Figure 8.10 Fitness Equipment), 258 (Figure 8.12 Signs and Symptoms of Heat-Related Illnesses), 259 (Figure 8.14 The R.I.C.E. Treatment), 260 (Hands-On Activity), 598

New York Department of Education		Correlating pages
Standard 7: Self-Management		
FAH 7.1	Assess daily sleep, physical activity, hygiene, breakfast, and social media/technology habits.	103-104, 116–122, 116 (Figure 4.3 Apps and Devices to Improve Sleep), 117 (Building Your Skills), 118 (Figure 4.14 Napping Strategies), 119n(Figure 4.15 Foods and Drinks That Promote Sleep), 120 (Figure 4.16 Relaxation Techniques), 121 Ways to Get a Good Night’s Sleep, 122 Critical Thinking (#5), 122 (Hands-On Activity)
SOCIAL, EMOTIONAL, AND MENTAL HEALTH (SEM)		
Standard 1: Concepts About Social, Emotional, and Mental Health		
SEM 1.1	Healthy ways to express and respond to needs, wants, thoughts, and feelings (e.g., affection, love, excitement, gratitude, stress, anger, rejection, shame, grief).	178–179, 185–186, 365 Develop Your Skills (#19), 478–483, 492–494, 498–499, 508, 513 (#20)
SEM 1.2	The benefits of talking with trusted adults about thoughts and feelings.	26, 138, 158, 174-175, 174 (Figure 16.7 Think Before You Post), 175 (Building Your Skills), 183, 486-487, 504, 513 (Develop Your Skills (#21), 521, 524, 526, 535, 541-542, 581 (Develop Your Skills (#20)
SEM 1.3	The causes, symptoms, and effects of depression and anxiety.	158, 174-175, 174 (Figure 6.7 Signs to Seek Professional Help), . 183-184
SEM 1.4	The importance of being aware of one’s own feelings, controlling impulsive behaviors, and being sensitive to the feelings of others.	150-158, 150 (Figure 5.16 Sources of Your Stress),151 (Figure 5.17 Eustress),153 (Figure 5.19 Stress Management Strategies), 153, (Case Study), 154 Figure 5.20 How Can You Maintain a Positive Attitude), 155 (Figure 5.21 Time Management Strategies), 157 (Figure 5.23 Progressive Muscle Relaxation), 158, Critical Thinking (#5) 158 (Hands-On Activity) 185
SEM 1.5	The characteristics of healthy relationships.	178–179, 185–186, 365 Develop Your Skills (#19), 478–483, 492–494, 498–499, 506–507, 507 (Figure 15.29 Balance), 507 Questions to Ask About Physical Intimacy and Consent Physical Intimacy and Consent, 508, 513 (#20)
SEM 1.6	The importance of responding to diversity in ways that build empathy, respect, and understanding.	146–147, 185, 478–487, 492–494, 498–499, 504, 508, 510, 525, 533, 542
SEM 1.7	How power and privilege influence relationships on interpersonal and intergroup levels.	508, 509 (Case Study)
SEM 1.8	Why it is wrong to tease or bully others based on personal characteristics.	25-26, 441, (Develop Your Skills) (#20), 484-487, 516-526 (Bullying and Cyberbullying), 528–532, 532 (Case Study), 533-539, 541-542, 542 (Hands-On Activity)

New York Department of Education		Correlating pages
SEM 1.9	How sharing personal information electronically can negatively impact social, emotional, and mental health.	167, 420-423, 421(Figure 13.5 THINK), 421(Case Study), 441 (Develop Your Skills), (#20), 441 (Think Critically (#18), 483, 499 (Figure 15.23 Be Physically Present with Friends), 524-526, 526 (Figure 16.7 (THINK Before You Post)
SEM 1.10	The role of bystanders in preventing, stopping, or escalating bullying and other forms of violence	520-521, 520 (Figure 16.2 Question About Bullies), 521 (Figure 16.3 Ways to Be an Upstander), 524-526, 526 Figure 16.7 Think Before You Post), 526 Critical Thinking (#5), 526 (Hands-On Activity), 538-539, 538 (Figure 16.18 Tell Someone if You...), 539 (Figure 16.19, Avoiding Gang Violence), 541-542, 541 (Figure 16.21 What Is Suspicious Activity?), 542 Critical Thinking #5), 542 (Hands-On Activity)
SEM 1.11	Types of violence (including child abuse and bullying) and the short- and long-term consequences of violence for perpetrators, victims, and bystanders.	517-519, 517 (Figure 16.1 Risk Factors for Violent Behavior), 519 (Building Your Skills), 522-524, 528–532, 528 (Figure 16.8 Examples of Abuse), 529 (Figure 16.9 Violent Crimes Common in Abuse), 529 (Figure 16.10 Signs of Intimate Partner Violence), 530 (Figure 16.11 Facts About Child Sex Abuse), 531 (Figure 16.12 Risk Factors for Child Abuse and Neglect), 531 (Figure 16.13 Signs of Child Abuse and Neglect, 531 532 (Case Study)
SEM 1.12	How prejudice, discrimination, and bias can lead to trauma, violence, and other adverse consequences.	478–487,478 (Figure 15.4 The Communication Process), 479 (Figure 15.5 Nonverbal Communication Cues Are Used in Person and Digitally), 480 (Figure 15.6 Key Steps to Active Listening), 481 (Building Your Skills, 482 (Figure 15.7 Passive, Agressive, or Assertive), 483 (Figure 15.8 Turning You-Statements into I-Statements), 484 (Figure 15.9 Common Sources of Conflict), 485 (Figure 15.10 Negotiation Process), 487 Critical Thinking (#5), 487 (Hands-On Activity), 517–519, 517 (Figure 16.1 Risk Factors for Violent Behavior), 519 (Building Your Skills), 531 (Figure 16.12 Risk Factors for Child Abuse and Neglect), 531 (Figure 16.13 Signs of Child Abuse and Neglect), 533-534, 534 (Figure 16.16 The Cycle of Abuse), 535 (Hands-On Activity), 540
Standard 2: Analyzing Influences		
SEM 2.1	Analyze the influence of family, school, peers, culture, media, personal values, and perceived norms on social, emotional, and mental health.	131-138, 131 (Figure 5.1 Characteristic of People with Positive Mental and Emotional Health), 135 (Figure 5.5 Factors Affecting Self-Esteem), 135, (Building Your Skills), 136, Questions to Help Assess Mental and Emotional Health, 138, Critically Thinking (#4), 138 (Hands-On Activity), 139-148, 142 (Figure 5.10 Healthy, Positive Ways to Accept and Express Emotions), 143, What to do if you, 144 (Figure 5.11 Turning "You" Statements to "I" Statements), 145 (Figure 5.12 Emotional Intelligence Abilities and Characteristics), 147 (Building Your Skills), 148, Critical Thinking (#5), 148 (Hands-On Activity), 150-

New York Department of Education		Correlating pages
		151, 150 (Figure 5.16 Sources of Your Stress), 151 (Figure 5.17 Eustress), 153,(Case Study), 165-166, 165 (Figure 6.1 Effects of Bullying on Mental Health), 181-183, 181 (Figure 6.12 Risk Factors of Suicide), 189 (Develop Your Skills (#20), 475-476, 476 (Figure 15.2 The Emotional Impact of a Relationship), 509-510, 509 (Case Study), 510, Critical Thinking (#5) 511, Chapter 15 Review and Assessment, 517-518, 517 (Figure 16.1 Risk Factors for Violent Behavior), 531, 538, 558-559, 569-570, 571, Critically Thinking (#5), 571 (Hands-On Activity)
Standard 3: Accessing Information and Services		
SEM 3.1	Access reliable mental health and violence prevention information and services in the community.	542 (Hands-On Activity), 545 Develop Your Skills (#21)
Standard 4: Communication		
SEM 4.1	Practice communication skills to enhance emotional and mental health, including how to ask for help from a trusted adult and how to express thoughts and feelings in healthy ways.	183, 183 (Figure 6.15 Suicide Prevention Resources), 299–300, 299 (Figure 9.22 Examples of Responses to Refuse Tobacco), 409, 409 (Figure 13.3 What Should You Do If You See a Weapon?), 421–423, 421 (Case Study), 478–483, 478 (Figure 15.4 The Communication Process), 479 (Figure 15.5 Nonverbal Communication Cues Are Used in Person and Digitally), 480 (Figure 15.6 Key Steps to Active Listening), 481 (Building Your Skills, 482 (Figure 15.7 Passive, Aggressive, or Assertive), 483 (Figure 15.8 Turning You-Statements into I-Statements), 492–494, 519 (Building Your Skills), 521 (Figure 16.3 Ways to Be an Upstander), 524, 533–534, 534 (Figure 16.16 The Cycle of Abuse), 541–542, 542 (Hands-On Activity)
SEM 4.2	Practice effective and appropriate communication via electronic devices and social media to prevent or resolve interpersonal conflict.	22, 25-26 (Figure 1.12 Tips for Resting Pressure), 26 (Figure 1.13 Conflict Resolution Skills), 167, 420-423, 421(Figure 13.5 THINK), 421(Case Study), 441 (Develop Your Skills), (#20), 441 (Think Critically (#18), 483, 484-487, 484 (Figure 15.9 Common Sources of Conflict), 485 (Figure 15.10 Negotiation Process), 492-494 (Develop Your Skills), 498-499, 499 (Figure 15.23 Be Physically Present with Friends), 521-526, 521 (Figure (Figure 16.3 Ways to Be an Upstander), 526 (Figure 16.7 (THINK Before You Post), 545 (Develop Your Skills), (#20, #22)
SEM 4.3	Practice conflict resolution techniques, active listening, assertive communication, and empathy to strengthen relationships and resolve interpersonal conflict.	480–481, 480 (Figure 15.6 Key Steps to Active Listening), 481 (Building Your Skills, 482 (Figure 15.7 Passive, Aggressive, or Assertive)
Standard 5: Decision Making		

New York Department of Education		Correlating pages
SEM 5.1	Choose healthier and safer alternatives when making decisions to promote mental health and prevent violence.	441 (Develop Your Skills (#20–21))
Standard 6: Goal Setting		
SEM 6.1	Set realistic goals for establishing and maintaining relationships, using social media, and managing stress to improve social, emotional, and mental health and to prevent violence.	150-158, 150 (Figure 5.16 Sources of Your Stress), 151 (Figure 5.17 Eustress), 153 (Figure 5.19 Stress Management Strategies), 153, (Case Study), 154 Figure 5.20 How Can You Maintain a Positive Attitude), 155 (Figure 5.21 Time Management Strategies), 157 (Figure 5.23 Progressive Muscle Relaxation), 158, Critical Thinking (#5) 158 (Hands-On Activity), 178–179, 185–186, 365 Develop Your Skills (#19), 478–483, 492–494, 498–499, 508, 513 (#20)
Standard 7: Self-Management		
SEM 7.1	Assess personal practices for managing challenging emotions.	23-24, 23 (Figure 1.10 The Decision-Making Process), 24 (Figure 1.11 Setting Smart Goals), 150-158, 150 (Figure 5.16 Sources of Your Stress), 151 (Figure 5.17 Eustress), 153 (Figure 5.19 Stress Management Strategies), 153, (Case Study), 154 (Figure 5.20 How Can You Maintain a Positive Attitude), 155 (Figure 5.21 Time Management Strategies), 157 (Figure 5.23 Progressive Muscle Relaxation), 158, Critical Thinking (#5) 158 (Hands-On Activity), 171 (Case Study), 189 (Develop Your Skills (#22), 222-226, 296-302, 302 (Hands-On Activity), 324 (Building Your Skills: Making Healthy Decisions), 331 (Develop Your Skills (#19, #20, #24), 365 (Develop Your Skills (#19), 570, 570 (Figure 17.17 Decision Making Process), 581 (Develop Your Skills (#21)
SEM 7.2	Practice strategies to identify and reduce stress for oneself and others, including mindfulness.	150-158, 150 (Figure 5.16 Sources of Your Stress), 151 (Figure 5.17 Eustress), 153 (Figure 5.19 Stress Management Strategies), 153, (Case Study), 154 Figure 5.20 How Can You Maintain a Positive Attitude), 155 (Figure 5.21 Time Management Strategies), 157 (Figure 5.23 Progressive Muscle Relaxation), 158, Critical Thinking (#5) 158 (Hands-On Activity) 185
SEM 7.3	Practice strategies for anger management and self-control.	150-158, 150 (Figure 5.16 Sources of Your Stress), 151 (Figure 5.17 Eustress), 153 (Figure 5.19 Stress Management Strategies), 153, (Case Study), 154 Figure 5.20 How Can You Maintain a Positive Attitude), 155 (Figure 5.21 Time Management Strategies), 157 (Figure 5.23 Progressive Muscle Relaxation), 158, Critical Thinking (#5) 158 (Hands-On Activity) 185, 518–519, 518 Risk Factors for Violent Behavior, 522, 534, The Cycle of Abuse, 537–541, 539 (Figure 16.19, Avoiding Gang Violence)

New York Department of Education		Correlating pages
Standard 8: Advocacy		
SEM 8.1	Advocate for individuals, families, and school communities to improve their mental health and prevent violence, including all forms of bullying	26-29, 28 (Figure 1.15 Health and Safety Information), 29 (Figure 1.16 Tips to Access Valid Information), 158, 173-179, 173, Graphic Organizer: Identifying Resources, 175 (Building Your Skills), 176 (Figure 6.8 What Does A Therapist Do?), 179 Critical Thinking (#5), 179 (Hands-On Activity), 183, (Figure 6.15 Suicide Prevention Resources), 189 (Develop Your Skills (#19, #21), 513 (Develop Your Skills (#21), 535, 541-542, 541 (Figure 16.21 What Is Suspicious Activity?), 542 Hands-On Activity), 543 Chapter 16 Review and Assessment, 545 (Develop Your Skills (#21, #23), 581 (Develop Your Skills (#19)
ALCOHOL, TOBACCO, AND OTHER DRUG-USE PREVENTION (ATOD)		
Standard 1: Concepts About Alcohol, Tobacco, and Other Drug-Use Prevention		
ATOD 1.1	The negative mental and physical health consequences of alcohol, tobacco, and other drug use [e.g., electronic nicotine delivery systems (vaping), hookah, marijuana, prescription painkillers, heroin, and other opioids] and their impact on brain development.	272-286, 272 (arm up Activity), 275 (Reading Activity), 276 (Graphic Organizer – Tobacco Cause and Effect), 280 (Figure 9.4 Effect of Nicotine on the Body), 281 (Figure 9.5 Respiratory Conditions Cause by Smoking), 281 (Figure 9.6 Harmful Chemicals Found in Vaping Devices), 282 (Figure 9.8 Health Risks of Smokeless Tobacco), 283, The Myths and Facts of Vaping, 286, (Figure 9.11 The Three R's of Thirdhand Smoke and Aerosol), 286, Critical Thinking, (#5), 286, (Hands On Activity), 287-294, 287, Graphic Organizer–Tobacco Use, 290, (Case Study), 292 (Figure 9.17 Vaping Device Warning), 294, Critical Thinking, (#5), 294, (Hands-On Activity), 311-319, 311 (Figure 10.4 Effects of Alcohol on Brain Function), 312 (Figure 10.5 Signs of Alcohol Poisons), 314 (Figure 10.7 Social and Academic Consequences of Drinking), 315, The Consequences of Underage Drinking, 316 (Figure 10.8 Alcohol's Effect on the Central Nervous System), 316 (Figure 10.9 Drinking Alcohol makes it Unsafe to Drive because Alcohol), 317, (Case Study), 319, Critical Thinking (#5), 319, (Hands-On Activity), 344-353, 344 (Figure 11.8 Stages of Substance Use Disorder), 345, (Case Study), 346, The Consequences of Medication and Drug Abuse, 347 (Figure 11.9 Link Between Depression and Drug Abuse), 251 (Figure 11.15 Long-Term Negative Effects of Heroin Use), 353, Critical Thinking (#5), 353 Hands-On Activity)
ATOD 1.2	How to distinguish among the proper use, misuse, and abuse of over-the-counter and prescription medicines.	225, 342

New York Department of Education		Correlating pages
ATOD 1.3	The benefits of being drug-free.	22-25, 263, 356-360, 358, (Building Your Skills)
ATOD 1.4	The social and economic consequences of alcohol, tobacco, and other drug use.	341-342, 341 ((Figure 11.6 Symptoms of an Overdose), 342, Critical Thinking (#5) 342, (Hands-On Activity) 343-353, 343, Graphic Organizer: Negative Effects of Drugs, 344 (Figure 11.8 Stages of Substance Use Disorder), 345, (Case Study), 346, The Consequences of Medication and Drug Abuse, 351 (Figure 11.14 How Much Does It Take to Overdose?), 352 (Figure 11.15 Long-Term Negative Effects of Heroin Use), 353, Critical Thinking (#5), 353 (Hands-On Activity)
ATOD 1.5	The reasons most teens do not use alcohol, tobacco, and other drugs	325
ATOD 1.6	School policies and community laws related to the use of alcohol, tobacco, and other drugs	284–285, 296–297, 314–317, 325–326, 345–347, 349
ATOD 1.7	The signs and symptoms of dependence on alcohol, tobacco, and other drugs, and treatment options for addiction.	341-342, 341 ((Figure 11.6 Symptoms of an Overdose), 342, Critical Thinking (#5) 342, (Hands-On Activity) 343-353, 343, Graphic Organizer: Negative Effects of Drugs, 344 (Figure 11.8 Stages of Substance Use Disorder), 345, (Case Study), 346, The Consequences of Medication and Drug Abuse, 351 (Figure 11.14 How Much Does It Take to Overdose?), 352 (Figure 11.15 Long-Term Negative Effects of Heroin Use), 353, Critical Thinking (#5), 353 (Hands-On Activity)
ATOD 1.8	Why the use of alcohol, tobacco, and other drugs is an unhealthy way to manage stress.	279-286, 280 (Figure 9.4 Effect of Nicotine on the Body, 282 (Figure 9.8 Health Risks of Smokeless Tobacco), 283, The Myths and Facts of Vaping, 286, Critical Thinking, (#5), 286, (Hands On Activity), 311-319, 311 (Figure 10.4 Effects of Alcohol on Brain Function), 314 (Figure 10.7 Social and Academic Consequences of Drinking), 315 Consequences of Under Age Drinking), 316 (Figure 10.8 Alcohol's Effect on the Central Nervous System), 317 (Case Study), 321, 326, 331 Think Critically (#17), 344-353, 345, (Case Study), 346, The Consequences of Medication and Drug Abuse, 352 (Figure 11.15 Long-Term Negative Effects of Heroin Use), 353, Critical Thinking (#5), 353 (Hands-On Activity), 355
ATOD 1.9	The relationship between using alcohol, tobacco, and other drugs and other health risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.	279-286, 280 (Figure 9.4 Effect of Nicotine on the Body, 282 (Figure 9.8 Health Risks of Smokeless Tobacco), 283, The Myths and Facts of Vaping, 286, Critical Thinking, (#5), 286, (Hands On Activity), 311-

New York Department of Education		Correlating pages
		319, 311 (Figure 10.4 Effects of Alcohol on Brain Function), 314 (Figure 10.7 Social and Academic Consequences of Drinking), 315 Consequences of Under Age Drinking), 316 (Figure 10.8 Alcohol's Effect on the Central Nervous System), 317 (Case Study), 321, 326, 331 Think Critically (#17), 344-353, 345, (Case Study), 346, The Consequences of Medication and Drug Abuse, 352 (Figure 11.15 Long-Term Negative Effects of Heroin Use), 353, Critical Thinking (#5), 353 (Hands-On Activity), 355
Standard 2: Analyzing Influences		
ATOD 2.1	Analyze the influence of family, school, peers, culture, media (including marketing techniques), personal values, and perceived norms on the use of alcohol, tobacco, and other drugs.	283, The Myths and Facts of Vaping, 288-291, 289 (Figure 9.14 Use Peer Pressure to Promote Healthy Behaviors), 290-291, 290, (Case Study), 291 (Figure 9.15 Types of Vaping Ads to Which Young People Are Exposed), 294 (Hands-On Activity), 296-299, 297 (Figure 9.20 Characteristics of Good Friends versus Toxic Friends), 299 (Figure 9.21 (Analyzing Tobacco Advertisements, 305 (Develop Your Skills (#19), 321-324, 322 Influences on Drinking, 321-324, (Building Your Skills), 329 Chapter 10 Review and Assessment, 355 (Figure 11.18 A Young Person's Environment),
Standard 3: Accessing Information and Services		
ATOD 3.1	Access alcohol, tobacco, and other drug-prevention information, analyzing its validity and reliability, including over-the-counter and prescription drug labels.	298-299, 328, 331 Develop Your Skills (#23, #24), 337-339, 337 (Figure 11.3 OTC Medication Labels, 338 (Figure 11.4 Both prescription and OTC labels), 359
ATOD 3.2	Describe situations that require professional substance abuse treatment services and locate community resources	327-328, 360-362
Standard 4: Communication		
ATOD 4.1	Practice communication skills (e.g., assertiveness, verbal and nonverbal, refusal, negotiation) to avoid alcohol, tobacco, or other drug use, especially in peer-pressure situations	25-26, 25, (Figure 1.12 Tips for Resisting Pressure), 26 (Figure 1.13 Conflict Resolution Skills), 32 (Hands-On Activity), 299-300, 325, 331 (Develop Your Skills (#19, #21, #22), 358-360, 362 (Hands-On Activity)
ATOD 4.2	Ask a trusted adult for help for self and others regarding situations related to the use of alcohol, tobacco, and other drugs.	300, 362
Standard 5: Decision Making		
ATOD 5.1	Practice using decision-making skills in peer-pressure settings to avoid alcohol, tobacco, and other drug use.	299-300, 324 365 (Develop Your Skills), (#19-20)
Standard 6: Goal Setting		

New York Department of Education		Correlating pages
ATOD 6.1	Set and achieve the goal of avoiding alcohol, tobacco, and other drugs.	22-25, 263, 356-360, 358, (Building Your Skills)
ATOD 6.2	Analyze the impact of alcohol, tobacco, and other drug use on personal short- and long-term goals.	272-286, 272 (arm up Activity), 275 (Reading Activity), 276 (Graphic Organizer – Tobacco Cause and Effect), 280 (Figure 9.4 Effect of Nicotine on the Body), 281 (Figure 9.5 Respiratory Conditions Cause by Smoking), 281 (Figure 9.6 Harmful Chemicals Found in Vaping Devices), 282 (Figure 9.8 Health Risks of Smokeless Tobacco), 283, The Myths and Facts of Vaping, 286, (Figure 9.11 The Three R's of Thirdhand Smoke and Aerosol), 286, Critical Thinking, (#5), 286, (Hands On Activity), 287-294, 287, Graphic Organizer–Tobacco Use, 290, (Case Study), 292 (Figure 9.17 Vaping Device Warning), 294, Critical Thinking, (#5), 294, (Hands-On Activity), 311-319, 311 (Figure 10.4 Effects of Alcohol on Brain Function), 312 (Figure 10.5 Signs of Alcohol Poisons), 314 (Figure 10.7 Social and Academic Consequences of Drinking), 315, The Consequences of Underage Drinking, 316 (Figure 10.8 Alcohol's Effect on the Central Nervous System), 316 (Figure 10.9 Drinking Alcohol makes it Unsafe to Drive because Alcohol), 317, (Case Study), 319, Critical Thinking (#5), 319, (Hands-On Activity), 344-353, 344 (Figure 11.8 Stages of Substance Use Disorder), 345, (Case Study), 346, The Consequences of Medication and Drug Abuse, 347 (Figure 11.9 Link Between Depression and Drug Abuse), 251 (Figure 11.15 Long-Term Negative Effects of Heroin Use), 353, Critical Thinking (#5), 353 Hands-On Activity)
Standard 7: Self-Management		
ATOD 7.1	Assess personal beliefs and behaviors that prevent the use of alcohol, tobacco, and other drugs.	288-291, 289 (Figure 9.14 Use Peer Pressure to Promote Healthy Behaviors), 290, (Case Study), 294 (Hands-On Activity), 321-324, (Building Your Skills), 329 Chapter 10 Review and Assessment, 355 (Figure 11.18 A Young Person's Environment),
Standard 8: Advocacy		
ATOD 8.1	Collaborate with others to advocate for individuals, families, and school communities to remain free of alcohol, tobacco, and other drugs.	286 (Hands-On Activity), 290 (feature), 296-302, 297 (Figure 9.20 Characteristics of Good Friends versus Toxic Friends), 298 (Building Your Skills), 299 (Figure 9.22 Examples of Responses to Refuse Tobacco) 302 (Hands-On Activity), 305, (Develop Your Skills, (#20), 319 (Hands-On Activity), 325, 331 (Develop Your Skills (#20), 358-360, 358 (Building Your Skills), 359 (Figure 11.20 Strategies for Saying No to Drugs), 362 (Hands-On Activity), 365 (Develop Your Skills, (#19-20)
SEXUAL HEALTH(SH)		

New York Department of Education		Correlating pages
Standard 1: Concepts About Sexual Health		
SH 1.1	The physical, social, cognitive, and emotional changes that can occur during puberty.	500-504, 500, Damage Control: The Negative Effect of Gossip and Rumors, 501 (Figure 15.24 Cliques), 502 (Figure 15.25 Changes Affecting Friendships), 564–569, 564 (Figure 17.13 Primary and Secondary Sexual Characteristics), 566 (Case Study), 569 (Building Your Skills, 581 (Develop Your Skills (#22))
SH 1.2	Healthy habits and hygiene practices during puberty.	77–96, 81 (Figure 3.4 Types of Skin Cancer), 81 (Figure 3.5 Sun Safety Tips), 84 (Figure 3.7 Healthy Foods of Healthy Hair, 86 (Figure 3.9 Common Nail Conditions, 88–96, 88 (Figure 3.10 How Can You Protect Your Oral Health?), 89 (Figure 3.11 How to Brush Your Teeth), 92 Building Your Skills, 93 (Figure 3.16 Tips to Reduce Eyestrain), 94 (Figure 3.17 Contact Lens Care Tips), 95 (Figure 3.19 Protecting and Keeping Ears Healthy), 96 Critical Thinking (#5), 96 (Hands-On Activity), 403 Develop Your Skills (#23)
SH 1.3	The sexual and reproductive systems, including body parts and their functions.	553-554, 553 (Figure 17.4 Menstrual Cycle), 554 (Figure 17.5 Zygote)
SH 1.4	The functions of the menstrual cycle, sperm development, and pregnancy.	553-554, 553 (Figure 17.4 Menstrual Cycle), 554 (Figure 17.5 Zygote)
SH 1.5	The differences between gender identity, gender expression, gender roles, sexual orientation, and sex assigned at birth.	558–559, 559 (Figure 17.9 Factors that Influence Development)
SH 1.6	The characteristics of healthy relationships and unhealthy relationships.	472-487, 488-495, 496-504, 508-509, 508 (Figure 15.31 Enforcing Your Boundaries), 507 (Figure 15.29 Balance), 507 Questions to Ask About Physical Intimacy and Consent Physical Intimacy and Consent, 506–507, 509 (Case Study)
SH 1.7	Affirmative consent, bodily autonomy, and healthy ways to express affection.	496-508-509, 508 (Figure 15.31 Enforcing Your Boundaries), 507 (Figure 15.29 Balance), 507 Questions to Ask About Physical Intimacy and Consent Physical Intimacy and Consent, 506–507, 509 (Case Study)
SH 1.8	The advantages and disadvantages of communicating using technology and social media, and safe practices.	420-423, 483, 539
SH 1.9	The rights and responsibilities of youth regarding sexual behaviors and sexual health, including applicable laws.	559–562, 562 (Hands-On Activity), 570-571

New York Department of Education		Correlating pages
SH 1.10	The impact of power differences (which result from differences in age, social status, or position) within relationships.	506–507, 507 (Figure 15.29 Balance), 507 Questions to Ask About Physical Intimacy and Consent Physical Intimacy and Consent
SH 1.11	Dating violence and sexual violence, including harassment, abuse, and trafficking, and their impact on physical, social, emotional, and mental health.	536-542
SH 1.12	Why a person who has been sexually assaulted is not at fault and should report the incident to a trusted adult.	558–559, 559 (Figure 17.9 Factors that Influence Development)
SH 1.13	The benefits of abstinence.	553-554, 553 (Figure 17.4 Menstrual Cycle), 554 (Figure 17.5 Zygote)
SH 1.14	The benefits, risks, and effectiveness of various methods of contraception, including the correct usage of barrier methods.	590–591, 599–600
SH 1.15	The transmission methods, symptoms, treatments, and health consequences of various sexually transmitted infections (STIs), HIV, and AIDS.	585–590, 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), 596–597, 597 (Figure 18.14 HIV damages the immune system, making it vulnerable to opportunistic infections:), 603 (Develop Your Skills (#18))
Standard 2: Analyzing Influences		
SH 2.1	Analyze how family, school, peers, culture, personal values, perceived norms, and school can influence relationships, and sexual health behaviors.	558–559, 559 (Figure 17.9 Factors that Influence Development), 562-564, 562 Critical Thinking (#5), 562 (Hands-On Activity), 564 (Figure 17.13 Primary and Secondary Sexual Characteristics), 565 Puberty: What to Expect, 566 (Case Study), 569–570, 569 (Building Your Skills Your Skills), 570 (Figure 17.17 Decision Making Process), 603 (Develop Your Skills (#22))
SH 2.2	Analyze external influences that impact attitudes about gender, sexual orientation, and gender identity.	558–559, 559 (Figure 17.9 Factors that Influence Development), 562-564, 562 Critical Thinking (#5), 562 (Hands-On Activity), 564 (Figure 17.13 Primary and Secondary Sexual Characteristics), 565 Puberty: What to Expect, 566 (Case Study), 569–570, 569 (Building Your Skills Your Skills), 570 (Figure 17.17 Decision Making Process), 603 (Develop Your Skills (#22))
SH 2.3	Analyze the impact of technology, social media, alcohol, and other drug use on relationships and sexual health behaviors.	229–231, 230 (Case Study), 231 (Figure 7.36 What is Weight Stigma?), 420-423, 483, 539
Standard 3: Accessing Information and Services		

New York Department of Education		Correlating pages
SH 3.1	Identify and access medically accurate sources of sexual health information and services.	581 (Develop Your Skills (#19), 592–593, 592 Building Your Skills, 593 (Hands-On Activity), 603 (Develop Your Skills (#23)
Standard 4: Communication		
SH 4.1	Communicate respectfully with and about people of all gender identities and sexual orientations.	581 (Develop Your Skills (#20)
SH 4.2	Practice communication skills to foster healthy relationships, including asking for consent, communicating boundaries, respecting boundaries of others, accepting rejection, and navigating technology use safely and respectfully.	507-509, 507 (Figure 15.29 Balance), 507 (Figure 15.30 Questions to Ask About Physical Intimacy and Consent, 508 (Figure 15.31 Enforcing Your Boundaries), 508 509, 509 (Case Study), 590, 603 (Develop Your Skills (#20)
SH 4.3	Practice communicating with trusted adults about forms of sexual violence.	527-528, 531-535
Standard 5: Decision Making		
SH 5.1	Practice using a decision-making model for various sexual health scenarios.	506–507, 507 (Figure 15.29 Balance), 507 Questions to Ask About Physical Intimacy and Consent Physical Intimacy and Consent 589-590, 589 (Case Study), 603 (Develop Your Skills (#20)
Standard 6: Goal Setting		
SH 6.1	Develop a plan to eliminate or reduce risk for unintended pregnancy and STIs, including HIV.	590, 603 (Develop Your Skills (#20)
SH 6.2	Set goals for safe and limited social media use.	420-423, 483, 539
Standard 7: Self-Management		
SH 7.1	Manage the physical changes associated with puberty, including practicing daily hygiene.	551, 563-567
SH 7.2	Practice evaluating the health of relationships.	508-509, 508 (Figure 15.31 Enforcing Your Boundaries), 509 (Case Study)
SH 7.3	Use strategies for using social media safely, legally, and respectfully.	420-423, 483, 539
Standard 8: Advocacy		
SH 8.1	Advocate for safe environments that promote dignity and respect for all people in the school community.	29–32, 161 Develop Your Skills (#20), 185, 235, 476-477, 487, 496-498, 504, 525, 533, 538, 540
NUTRITION AND PHYSICAL ACTIVITY (NPA)		

New York Department of Education		Correlating pages
Standard 1: Concepts About Nutrition and Physical Activity		
NPA 1.1	The benefits of eating a variety of nutrient-rich foods, including plenty of fruits and vegetables.	195–203, 195–203, 195 (Figure 7.1 Types of Nutrients), 198 (Figure 7.4 Proteins' Role in the Body), 200 (Figure 7.7 Fats in Your Diet), 201 (Figure 7.8 Types and Functions of Vitamins), 202 (Figure 7.9 Types and Functions of Minerals), 203 (Hands-On Activity)
NPA 1.2	Guidelines for eating and physical activity to promote health.	211–214, 211 (Building Your Skills Your Skills), 212 (Figure 7.18 Making Healthier Food Choices), 213 (Figure 7.19 Nutrition Facts), 214 (Figure 7.20 Recommended Daily Calorie Intake), 215, (Figure 7.21 Factors that Influence Food Preferences), 216, Critical Thinking (#5), 216 (Hands-On Activity), 239 (Develop Your Skills (#20))
NPA 1.3	The nutritional value of protein, fats, carbohydrates, fiber, calcium, and other nutrients, and their food sources.	195–203, 195 (Figure 7.1 Types of Nutrients), 198 (Figure 7.4 Proteins' Role in the Body), 200 (Figure 7.7 Fats in Your Diet), 201 (Figure 7.8 Types and Functions of Vitamins), 202 (Figure 7.9 Types and Functions of Minerals), 203 (Hands-On Activity), 210–211, 210 (Hands-On Activity), 210 (Figure 7.17 Effects of Malnutrition), 211 (Building Your Skills)
NPA 1.4	The importance of limiting the consumption of solid fat, added sugar, sodium, and caffeine.	211-215, 211(Building Your Skills), 212 (Figure 7.18 Making Healthier Food Choices), 213 (Figure 7.19 Nutrition Facts), 214 (Figure 7.20 Recommended Daily Calorie Intake), 215 (Figure 7.21 Factors that Influence Food Preferences), 216 Critical Thinking (#5), 216 (Hands-On Activity)
NPA 1.5	The benefits of drinking plenty of water and avoiding non- nutritious beverages.	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)
NPA 1.6	Different nutrition options based on culture, needs, and preferences.	205–209, 205 (Figure 7.11 Key Concept Promoted by Dietary Guideline's), 206 (Figure 7.12 Choose My Plate.gov, 209 (Figure 7.16 My Plate Daily Checklist), 210 (Figure 7.17 Effects of Malnutrition), 210 (Building Your Skills), 213-214, 213 (Figure 7.19 Nutrition Facts), 214 (Figure 7.20 Recommended Daily Calorie Intake), 215, (Figure 7.21 Factors that Influence Food Preferences)
NPA 1.7	The relationship between access to healthy foods and personal food choices.	211-216, 211 (Building Your Skills Your Skills), 212 (Figure 7.18 Making Healthier Food Choices), 213 (Figure 7.19 Nutrition Facts), 214 (Figure 7.20 Recommended Daily Calorie Intake), 215 (Figure 7.21 Factors that Influence Food Preferences), 216, Critical Thinking, 216 (Hands-On Activity), 239 (Develop Your Skills, (#19–20))

New York Department of Education		Correlating pages
NPA 1.8	How to select nutritious foods when snacking and dining out.	213–214, 213 (Figure 7.19 Nutrition Facts),
NPA 1.9	Strategies to increase daily moderate-to-vigorous physical activity.	245–247, 245 Benefits of Physical Activity on Mental Health, 246 (Figure 8.2 Types of Fitness Apps), 254 (Hands-On Activity), 262–268, 263 (Building Your Skills), 264 (Figure 8.16 Approximate Calories Burned in 60 Minutes), 265 (Figure 8.17 Sample Tracking Report), 267 (Figure 8.9 Calculating Your Maximum and Target Heart Rates), 268 (Hands-On Activity), 271 (Develop Your Skills (#19-20))
NPA 1.10	The positive effects of healthy eating and physical activity on social, emotional, and cognitive health.	212 (Figure 7.18 Making Healthier Food Choices), 219, (Figure 7.24 Factors that Influence Body Composition), 222–227, 222 (Figure 7.29 Healthy Calorie Balance), 224 The Healthy Weight Journey, 225 (Figure 7.32 Strategies to Practice Eating Mindfully), 226 (Figure 7.33 Support System's for Weight Management), 227 Hands On Activity), 577
NPA 1.11	The causes and signs of disordered eating and its impact on overall growth, development, and well-being.	232–234, 232 (Figure 7.37 Examples of Disordered Eating), 233 (Figure 7.38 Types of Eating Disorders), 234 (Figure 7.39 Warning Signs Of Eating Disorders)
NPA 1.12	The benefits of developing and maintaining a realistic and healthy body image.	229–232, 230 (Case Study), 231 (Figure 7.36 What is Weight Stigma?),
Standard 2: Analyzing Influences		
NPA 2.1	Analyze how internal and external influences (e.g., personal values, perceived norms, family, school, community, peers, culture, media) affect eating and physical activity choices and behaviors.	215, (Figure 7.21 Factors that Influence Food Preferences),
Standard 3: Accessing Information and Services		
NPA 3.1	Evaluate food labels to help manage serving sizes, nutrients, calories, and potential allergic reactions.	205–209, 205 (Figure 7.11 Key Concept Promoted by Dietary Guideline's), 206 (Figure 7.12 Choose My Plate.gov), 209 (Figure 7.16 My Plate Daily Checklist), 210 (Figure 7.17 Effects of Malnutrition), 210 (Building Your Skills), 213-214, 213 (Figure 7.19 Nutrition Facts), 214 (Figure 7.20 Recommended Daily Calorie Intake)
NPA 3.2	Assess the accuracy of nutrition and physical activity-related information, products, and services.	205–209, 205 (Figure 7.11 Key Concept Promoted by Dietary Guideline's), 206 (Figure 7.12 Choose My Plate.gov), 209 (Figure 7.16 My Plate Daily Checklist), 210 (Figure 7.17 Effects of Malnutrition), 210 (Building Your Skills), 213-214, 213 (Figure 7.19 Nutrition Facts), 214 (Figure 7.20 Recommended Daily Calorie Intake)

New York Department of Education		Correlating pages
Standard 4: Communication		
NPA 4.1	Practice communication skills that support nutritious food choices and regular physical activity, including refusal and negotiation.	211–214, 211 (Building Your Skills Your Skills), 212 (Figure 7.18 Making Healthier Food Choices), 213 (Figure 7.19 Nutrition Facts), 214 (Figure 7.20 Recommended Daily Calorie Intake), 215, (Figure 7.21 Factors that Influence Food Preferences), 216, Critical Thinking (#5), 216 (Hands-On Activity), 239 (Develop Your Skills (#20))
NPA 4.2	Ask for knowledgeable and reliable help in improving eating and physical activity habits.	226–227, 226 (Figure 7.33 Support System's for Weight Management), 227 (Hands-On Activity) 271 (Develop Your Skills (#20))
NPA 4.3	Express empathy and support for others who are trying to improve their food and physical activity habits.	226–227, 226 (Figure 7.33 Support System's for Weight Management), 227 (Hands-On Activity) 271 (Develop Your Skills (#20)), 239, (Develop Your Skills (#19))
Standard 5: Decision Making		
NPA 5.1	Practice decision making that promotes healthy eating and physical activity.	211-215, 211(Building Your Skills), 212 (Figure 7.18 Making Healthier Food Choices), 213 (Figure 7.19 Nutrition Facts), 214 (Figure 7.20 Recommended Daily Calorie Intake), 215 (Figure 7.21 Factors that Influence Food Preferences), 216 Critical Thinking (#5), 216 (Hands-On Activity) ,239 (Develop Your Skills (#20))
Standard 6: Goal Setting		
NPA 6.1	Set personal goals and create plans to improve healthy eating and physical activity habits.	35 (Develop Your Skills (#22)), 211-215, 211(Building Your Skills), 212 (Figure 7.18 Making Healthier Food Choices), 213 (Figure 7.19 Nutrition Facts), 214 (Figure 7.20 Recommended Daily Calorie Intake), 215 (Figure 7.21 Factors that Influence Food Preferences), 216 Critical Thinking (#5), 216 (Hands-On Activity), 216 (Hands-On Activity), 222–227, 222 (Figure 7.29 Healthy Calorie Balance), 224 The Healthy Weight Journey 225 (Figure 7.32 Strategies to Practice Eating Mindfully), 226 (Figure 7.33 Support System's for Weight Management), 227, (Hands-On Activity), 239 (Develop Your Skills, (#22)), 262–268, 263 (Building Your Skills Your Skills), 264 (Figure 8.16 Approximate Calories Burned in 60 Minutes), 265 (Figure 8.17 Sample Tracking Report), 267 (Figure 8.19 Calculating Your Maximum and Target Heart Rates), 268, Critical Thinking (#5), 268 (Building Your Skills Your Skills), 268, (Hands-On Activity), 271, (Develop Your Skills (#20))
Standard 7: Self-Management		
NPA 7.1	Assess personal eating and physical activity behaviors.	211-216, 211 (Building Your Skills Your Skills), 212 (Figure 7.18 Making Healthier Food Choices), 213 (Figure 7.19 Nutrition Facts), 214 (Figure 7.20 Recommended Daily Calorie Intake), 215 (Figure 7.21 Factors that Influence Food Preferences), 216,

New York Department of Education		Correlating pages
		Critical Thinking, 216 (Hands-On Activity), 239 (Develop Your Skills, (#19–20), 262, 263 (Building Your Skills), 271 (Develop Your Skills (#20
Standard 8: Advocacy		
NPA 8.1	Collaborate with others to advocate for individuals, families, and communities to make healthy food and beverage choices and be physically active	203 (Hands-On Activity), 239 (Develop Your Skills (#19), 246-247, 247 (Hands-On Activity), 271 (Develop Your Skills (#18)
SAFETY AND INJURY PREVENTION (SIP)		
Standard 1: Concepts About Safety and Injury Prevention		
PHS 1.1	How to reduce the risk of unintentional injuries.	15–21, 15 (Figure 1.6 Health and Wellness Spectrum), 17 (Figure 1.8 Environmental Protective and Risk Factors), 19 (Figure 1.9 Cultural Practices That Affect Health and Wellness), 20 The Game of Life, 21 Critical Thinking (#5), 21 (Hands-On Activity), 181–184, 181 (Figure 6.12 Risk Factors of Suicide), 184 Watch Out For Warning Signs, 309–312, 309 (Figure 10.1 About 88,000 people die from alcohol-related causes each year.), 311 (Figure 10.4 Effects of Alcohol on Brain Function), 312 (Figure 10.5 Signs of Alcohol Poisons), 341–342, 341 (Figure 11.6 Symptoms of an Overdose), 342 (Figure 11.7 Examples of Prescription Opioids), 342 Critical Thinking (#5), 342 Hands-On Activity), 398–400, 398 (Figure 12.26 Preventing Common Types of Cancer), 399 Love Your Heart, 400 Critical Thinking (#5), 400 Hands-On Activity), 423–426, 424 (Figure 13.17 Pedestrian Walking/Safety), 425 (Figure 13.18 Seatbelt Safety), 425 (Figure 13.19 Water-Related Activities) 426 (Hands-On Activity)
PHS 1.2	How to identify unsafe situations at home, at school, and in communities that can lead to injury.	404-416, 405 Reading Activity, 406 Graphic Organizer – Safety at Home, 407 (Figure (Figure 13.1 Prevent Falls in the Home), 408 (Figure 13.2 Beware of Poison's), 409 (Figure 13.3 What Should You Do If You See a Weapon?), 410 (Figure 13.5 Fire Safety Inspection Checklist), 411 (Figure 13.6 What is and Escape Plan?), 411 Figure 13.7 When You are on Fire), 412 (Figure 13.8 Natural Disasters), 413 Are You Prepared?, 414 (Figure 13.9 Emergence Supplies), 415 (Building Your Skills), 416 (Figure 13.10 Rules for Staying Home Alone), 417-419, 417 (Graphic Organizer – A Safe Day), 418 (Figure 13.11 Potentially Dangerous Place in Your Community), 419 (Figure 13.13 Staying Safe in Public Places), 423-426, 424 (Figure 13.17 Pedestrian Walking/Safety), 426 (Hands-On Activity), 427-441, 428 (Figure 13.20 First Aid Classes Teach), 429 (Figure 13.21 First-Aid Kit Essentials), 430 (Figure 13.22 How to Communicate with 911 Dispatchers), 431 (Figure 13.24 First Aid for Bleeding Cuts and Scrapes), 432 (Figure 13.25

New York Department of Education		Correlating pages
		Treating Shock), 434 (Figure 13.28 First Aid for Electrical Shock), 435 (Figure 13.29 Types of Burns), 436 (Figure 13.30 The Five-and-Five Method), 437 (Figure 13.31 Hands Only CPR), 438 (Figure 13.32 Using an Automated External Defibrillator (AED), 438, Critical Thinking (#5), 438 (Hands-On Activity), 439 Chapter 13 Review and Assessment, 441 (Develop Your Skills), (#19, #23)
PHS 1.3	First response procedures to treat injuries and other emergencies	259-260, 412-416, 428-438, 428 (Figure 13.20 First Aid Classes Teach), 429 (Figure 13.21 First-Aid Kit Essentials), 430 (Figure 13.22 How to Communicate with 911 Dispatchers), 431 (Figure 13.24 First Aid for Bleeding Cuts and Scrapes), 432 (Figure 13.25 Treating Shock), 434 (Figure 13.28 First Aid for Electrical Shock), 435 (Figure 13.29 Types of Burns), 436 (Figure 13.30 The Five-and-Five Method), 437 (Figure 13.31 Hands Only CPR), 438 (Figure 13.32 Using an Automated External Defibrillator (AED), 438, Critical Thinking (#5), 438 (Hands-On Activity), 439 Chapter 13 Review and Assessment, 441 (Develop Your Skills), (#23)
PHS 1.4	Appropriate habits to protect vision, hearing, skin, and teeth.	77–86, 81 (Figure 3.4 Types of Skin Cancer), 81 (Figure 3.5 Sun Safety Tips), 84 (Figure 3.7 Healthy Foods of Healthy Hair, 86 (Figure 3.9 Common Nail Conditions, 88–96, 88 (Figure 3.10 How Can You Protect Your Oral Health?), 89 (Figure 3.11 How to Brush Your Teeth), 92 Building Your Skills, 93 (Figure 3.16 Tips to Reduce Eyestrain), 94 (Figure 3.17 Contact Lens Care Tips), 95 (Figure 3.19 Protecting and Keeping Ears Healthy), 96 Critical Thinking (#5), 96 (Hands-On Activity), 103–104, 103 (Figure 4.1 Why Is Sleep Important?), 104 (Figure 4.2 Sleep Needs Throughout the Life Span), 116–122, 116 (Figure 4.13 Apps and Devices to Improve Sleep), 117 (Building Your Skills), 118 (Figure 4.14 Napping Strategies), 119 (Figure 4.15 Foods and Drinks That Promote Sleep), 120 (Figure 4.16 Relaxation Techniques), 121 Ways to Get a Good Night Sleep, 122 Critical Thinking (#5), 122 (Hands-On Activity), 125 Develop Your Skills (#21), 141–145, 141 (Figure 5.8 Learn to Control Your Emotions), 142 (Figure 5.10 Healthy, Positive Ways to Accept and Express Emotions), 143 What to Do If You Feel... 144 (Figure 5.11 Turning "You" Statements to "I" Statements), 145 (Figure 5.12 Emotional Intelligence Abilities and Characteristics), 145 (Figure 5.13 Think Positive!), 150–158, 150 (Figure 5.16 Sources of Your Stress), 151 (Figure 5.17 Eustress), 153 (Figure 5.19 Stress Management Strategies), 153 (Case Study), 154 (Figure 5.20 How Can You Maintain a Positive Attitude), 155 (Figure 5.21 Time Management

New York Department of Education		Correlating pages
		Strategies), 156 Figure 5.22 Distraction Strategies), 157 (Figure 5.23 Progressive Muscle Relaxation), 158 Critical Thinking (#5), 158 (Hands-On Activity) 256–260, 256 (Figure 8.9 Tips for Being a Good Sport), 257 (Figure 8.10 Fitness Equipment), 258 (Figure 8.12 Signs and Symptoms of Heat-Related Illnesses), 259 (Figure 8.14 The R.I.C.E. Treatment), 260 (Hands-On Activity)
PHS 1.5	The difference between 1) infectious and non-infectious and 2) acute and chronic diseases, including cancer, diabetes, and asthma.	313, 368-403
PHS 1.6	How common infectious diseases are transmitted.	59–61, 279–282, 285–286, 373-374, 371–376, 378–389, 396, 585–589, 596
PHS 1.7	Health practices that help to prevent infectious and chronic diseases.	59–61, 279–282, 285–286, 371–376, 378–389, 30-400, 585–589, 596
PHS 1.8	The importance of seeking help and treatment for common diseases and conditions, including allergies, asthma, diabetes, and epilepsy.	384-385, 400, 513
PHS 1.9	How to describe major chronic diseases and their connections to diet and physical activity.	390-400, 513
PHS 1.10	The relationship between environmental conditions (e.g., air and water quality, noise, waste) and personal and community health outcomes.	285–286, 379–380, 384–385, 445–454, 445 (Figure 14.1 Humans and the Environment Affect Each Other), 447 (Figure 14.4 Sources of Indoor Air Pollution), 448 (Figure 14.6 Climate Change and Flooding), 450 (Figure 14.8 Dangers of Unsafe Drinking Water), 445 (Figure 14.1 Humans and the Environment Affect Each Other), 447 (Figure 14.4 Sources of Indoor Air Pollution), 448 (Figure 14.6 Climate Change and Flooding), 450 (Figure 14.8 Dangers of Unsafe Drinking Water), 451 (Figure 14.10 Examples of Toxic Chemicals), 452 (Case Study) 453 (Figure 14.12 Groups Most at Risk for Chemical Harm)
Standard 2: Analyzing Influences		
PHS 2.1	Analyze the influence of family, peers, school, culture, media, personal values, and perceived norms on personal health and safety-related practices	18–19, 18 Building our Skills, 19, (Figure 1.9 Cultural Practice That Affect Health and Wellness), 80 (Building Your Skills), 99 Develop Your Skills (#22, #23), 119–122, 120 (Figure 14.16 Relaxation Techniques), 121 Ways to Get a Good Night’s Sleep, 122 (Hands-On Activity), 125 Think Critically (#17) Develop Your Skills (#21), 133–135, 151–153, 165–167, 181–183, 189 Think Critically (#15) 189 Develop Your Skills (#19, #20), 215, (Figure 7.21 Factors that Influence Food Preferences), 229–231,

New York Department of Education		Correlating pages
		230 (Case Study) 231 (Figure 7.36 What is Weight Stigma?), 244–246, 244 (Case Study), 245 Benefits of Physical Activity on Mental Health, 246 (Figure 8.2 Types of Fitness Apps), 271 Develop Your Skills (#19), 289–291, 289 (Figure 9.14 Use Peer Pressure to Promote Healthy Behaviors), 290 (Case Study), 291 (Figure 9.15 Types of Vaping Ads to Which Young People Are Exposed), 305 Develop Your Skills (#19), 324, Building Your Skills, 469 Think Critically (#16), 469 Develop Your Skills, (#23), 603 (Develop Your Skills (#21, #22)
Standard 3: Accessing Information and Services		
PHS 3.1	Analyze the validity and reliability of personal health-related information and services.	80 (Building Your Skills), 428, 429 (Figure 13.21 First-Aid Kit Essentials), 430 (Figure 13.22 How to Communicate with 911 Dispatchers), 431 (Figure 13.24 First Aid for Bleeding Cuts and Scrapes), 432 (Figure 13.25 Treating Shock), 434 (Figure 13.28 First Aid for Electrical Shock), 435 (Figure 13.29 Types of Burns), 436 (Figure 13.30 The Five-and-Five Method), 437 (Figure 13.31 Hands – Only CPR), 438 (Figure 13.32 Using an Automated Defibrillator (AED) 438, Critical Thinking (#5), 438 (Hands-On Activity), 441 (Develop Your Skills (#23), 592 (Building Your Skills), 603 (Develop Your Skills (#21)
PHS 3.2	Identify whom to contact when urgent care is needed for illness or injury.	427-438, 428 (Figure 13.20 First Aid Classes Teach), 429 (Figure 13.21 First-Aid Kit Essentials), 430 (Figure 13.22 How to Communicate with 911 Dispatchers), 431 (Figure 13.24 First Aid for Bleeding Cuts and Scrapes), 432 (Figure 13.25 Treating Shock), 434 (Figure 13.28 First Aid for Electrical Shock),435 (Figure 13.29 Types of Burns), 436 (Figure 13.30 The Five-and-Five Method), 437 (Figure 13.31 Hands Only CPR), 438 (Figure 13.32 Using an Automated External Defibrillator (AED), 438, Critical Thinking (#5), 438 (Hands-On Activity), 441 (Develop Your Skills (#19, #23)
Standard 4: Communication		
PHS 4.1	Practice communication skills to promote health and safety, including how to effectively tell a trusted adult when feeling sick or threatened.	158, 174-175, 174 (Figure 16.7 Think Before You Post), 175 (Building Your Skills), 183, 486-487, 504, 513 (Develop Your Skills (#21), 521, 524, 526, 535, 541-542,496-
Standard 5: Decision Making		
PHS 5.1	Choose healthier and safer alternatives when making personal health- and safety-related decisions.	23-24, 23 (Figure 1.10 The Decision-Making Process),24 (Figure 1.11 Setting Smart Goals), 171 (Case Study), 189 (Develop Your Skills (#22), 222-226, 296-302, 302 (Hands-On Activity), 324 (Building Your Skills: Making Healthy Decisions), 331 (Develop Your Skills (#19, #20, #24), 365 (Develop Your Skills (#19), 415, 416 (Building Your Skills), 416

New York Department of Education		Correlating pages
		(Hands-On Activity), 441 Develop Your Skills (#19-23), 513 (Develop Your Skills), (#20), 570, 570 (Figure 17.17 Decision Making Process), 581(Develop Your Skills (#21)
Standard 6: Goal Setting		
PHS 6.1	Set a goal to practice a personal health habit that reduces the risk of illness or injury (e.g., wearing a helmet while biking).	SE: 88, 93, 256–257, 257 (Figure 8.10 Fitness Equipment) ,Lesson 13.2, 423-426, 423 (Figure 13.16 You are a Pedestrian When), 424 Figure 13.17 Pedestrian Walking/Safety), 425 (Figure 13.18 Seatbelt Safety), 426 (Hands-On Activity)
Standard 7: Self-Management		
PHS 7.1	Evaluate personal practices and behaviors to determine how well they promote personal and environmental health and safety.	77–86, 81 (Figure 3.4 Types of Skin Cancer), 81 (Figure 3.5 Sun Safety Tips), 84 (Figure 3.7 Healthy Foods of Healthy Hair, 86 (Figure 3.9 Common Nail Conditions, 88–96, 88 (Figure 3.10 How Can You Protect Your Oral Health?), 89 (Figure 3.11 How to Brush Your Teeth), 92 Building Your Skills, 93 (Figure 3.16 Tips to Reduce Eyestrain), 94 (Figure 3.17 Contact Lens Care Tips), 95 (Figure 3.19 Protecting and Keeping Ears Healthy), 96 Critical Thinking (#5), 96 (Hands-On Activity), 103–104, 103 (Figure 4.1 Why Is Sleep Important?), 104 (Figure 4.2 Sleep Needs Throughout the Life Span), 116–122, 116 (Figure 4.13 Apps and Devices to Improve Sleep), 117 (Building Your Skills), 118 (Figure 4.14 Napping Strategies), 119 (Figure 4.15 Foods and Drinks That Promote Sleep), 120 (Figure 4.16 Relaxation Techniques), 121 Ways to Get a Good Night Sleep, 122 Critical Thinking (#5), 122 (Hands-On Activity), 125 Develop Your Skills (#21), 141–145, 141 (Figure 5.8 Learn to Control Your Emotions), 142 (Figure 5.10 Healthy, Positive Ways to Accept and Express Emotions), 143 What to Do If You Feel... 144 (Figure 5.11 Turning "You" Statements to "I" Statements), 145 (Figure 5.12 Emotional Intelligence Abilities and Characteristics), 145 (Figure 5.13 Think Positive!), 150–158, 150 (Figure 5.16 Sources of Your Stress), 151 (Figure 5.17 Eustress), 153 (Figure 5.19 Stress Management Strategies), 153 (Case Study), 154 (Figure 5.20 How Can You Maintain a Positive Attitude), 155 (Figure 5.21 Time Management Strategies), 156 Figure 5.22 Distraction Strategies), 157 (Figure 5.23 Progressive Muscle Relaxation), 158 Critical Thinking (#5), 158 (Hands-On Activity) 256–260, 256 (Figure 8.9 Tips for Being a Good Sport), 257 (Figure 8.10 Fitness Equipment), 258 (Figure 8.12 Signs and Symptoms of Heat-Related Illnesses), 259 (Figure 8.14 The R.I.C.E. Treatment), 260 (Hands-On Activity), 403 Develop Your Skills (#23)

New York Department of Education		Correlating pages
Standard 8: Advocacy		
PHS 8.1	Collaborate with others to advocate for safety, injury prevention, and environmental health in the community.	10–11, 11 (Case Study), 461–466, 461 Building Your Skills, 462 (Figure 14.21 Decisions about the Environment), 462 (Figure 14.22 Energy Efficiency of Light Bulbs), 464 Steps Toward a Green Planet, 465 Figure 14.24 Benefits of Trees), 465 (Figure 14.25 Basic Ingredients for Composting), 466 (Figure 14.26 Advocate for Your Environment), 466 Critical Thinking (#35), 466 (Hands-On Activity), 469 Develop Your Skills (#22), 598