



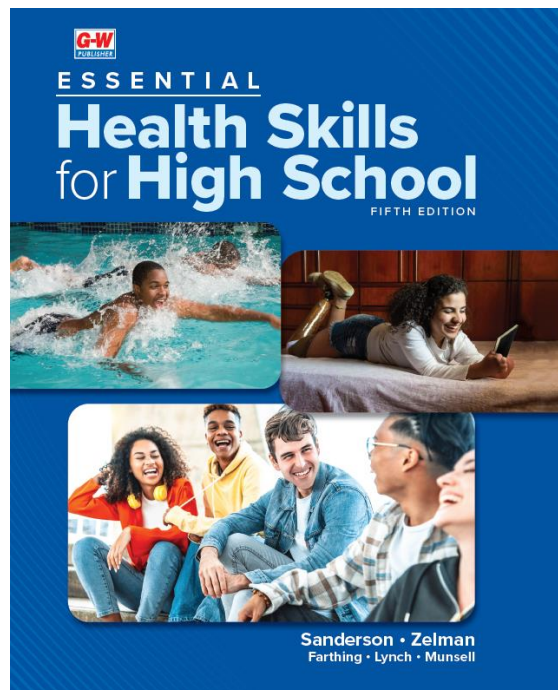
*Correlation of*  
***Essential Health Skills for High School and Human Development, Relationships,  
and Sexual Health***, Sanderson, Zelman, Farthing, Lynch, Munsell

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to

**the Health Education Curriculum Analysis Tool (HECAT)**

The correlation chart below lists the Healthy Behavior Outcomes (HBO) and standards for the Health Education Curriculum Analysis Tool (HECAT). Corresponding content from *Essential Health Skills for High School and Human Development, Relationships, and Sexual Health* that can be used by a student to help achieve the standard, objective, or indicator is listed in the right column.



| Standards/Objectives/Indicators  | Textbook Lessons   |
|--|--|
| <b>Healthy Behaviors Outcomes: Promoting an Alcohol and Other Drug-Free Lifestyle (AOD)</b>                        |  |
| AOD-1: Use prescription and over-the-counter medications correctly.  | Lesson 5.1   |
| AOD-2: Avoid misuse and abuse of over-the-counter and prescription drugs.  | Lesson 5.2   |
| AOD-3: Avoid the use of alcohol.   | Lesson 5.3   |
| AOD-4: Avoid the use of illegal drugs.   | Lesson 5.5   |
| AOD-5: Avoid driving while under the influence of alcohol and other drugs.   | Lesson 5.3, Lesson 5.5   |
| AOD-6: Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.         | Lesson 5.3, Lesson 5.5   |
| AOD-7: Quit using alcohol and other drugs if already using.  | Lesson 5.6   |
| AOD-8: Support others to be alcohol- and other drug-free.  | Lesson 5.6   |
| <b>Healthy Behaviors Outcomes: Promoting Food and Nutrition (FN)</b>   |  |
| FN-1: Follow a healthy eating pattern that meets individual preferences and needs for growth and development.      | Lesson 4.1, Lesson 4.2   |
| FN-2: Choose a variety of options within each food group.  | Lesson 4.1, Lesson 4.2, Lesson 4.3                                     |
| FN-3: Eat lots of fruits and vegetables.   | Lesson 4.2, Lesson 4.3   |
| FN-4: Choose to eat whole grain products.  | Lesson 4.2, Lesson 4.3   |
| FN-5: Choose to drink or eat fat-free or low-fat dairy or fortified dairy alternatives.                            | Lesson 4.2, Lesson 4.3   |
| FN-6: Drink lots of water.   | Lesson 4.1, Lesson 4.2, Lesson 4.3                                     |
| FN-7: Avoid sugary drinks.   | Lesson 4.2, Lesson 4.3   |
| FN-8: Limit foods high in added sugars, saturated fats, trans fats, and sodium.                                    | Lesson 4.2, Lesson 4.3   |
| FN-9: Choose to eat or drink nutrient-dense foods and beverages when dining.                                       | Lesson 4.2, Lesson 4.3   |
| FN-10: Prepare good-tasting, nutrient-dense foods for yourself and others.   | Lesson 4.3   |
| FN-11: Choose and enjoy nutrient-dense foods and beverages that reflect personal preferences, culture, and budget. | Lesson 4.2, Lesson 4.3   |
| FN-12: Support healthy eating patterns for others.   | Lesson 4.2, Lesson 4.3   |
| <b>Healthy Behaviors Outcomes: Promoting Mental and Emotional Health (MEH)</b>                                     |  |
| MEH-1: Express feelings in a healthy way.  | Lesson 2.5   |
| MEH-2: Engage in activities that are mentally and emotionally healthy.   | Lesson 2.2, Lesson 2.3, Lesson 2.4, Lesson 2.5, Lesson 2.6, Lesson 2.7 |
| MEH-3: Manage interpersonal conflict in healthy ways.  | Lesson 1.9   |
| MEH-4: Prevent and manage emotional stress and anxiety in healthy ways.  | Lesson 3.2, Lesson 3.5   |
| MEH-5: Use self-control and impulse-control strategies to promote health.  | Lesson 2.5, Lesson 2.6, Lesson 2.7                                     |

| Standards/Objectives/Indicators  | Textbook Lessons   |
|--|--|
| MEH-6: Get help for troublesome thoughts, feelings, or actions for oneself and others.   | Lesson 3.2, Lesson 3.5, Lesson 3.6   |
| MEH-7: Show acceptance of difference in others.  | Lesson 2.2, Lesson 2.3, Lesson 2.4, Lesson 2.6, Lesson 2.7                                     |
| MEH-8: Establish and maintain healthy relationships.   | Lesson 1.8, Lesson 1.9, Lesson 8.1, Lesson 8.2, Lesson 8.3, Lesson 9.6                         |
| MEH-9: Practice habits that promote mental and emotional wellbeing.  | Lesson 2.2, Lesson 2.3, Lesson 2.4, Lesson 2.5, Lesson 2.6, Lesson 2.7, Lesson 3.2, Lesson 3.5 |
| <b>Healthy Behaviors Outcomes: Promoting Personal Health and Wellness (PHW)</b>  |  |
| PHW-1: Practice appropriate hygiene habits.  | Lesson 7.1   |
| PHW-2: Get an appropriate amount of sleep and rest.  | Lesson 7.2   |
| PHW-3: Prevent vision and hearing loss.  | Lesson 7.1, Lesson 6.6   |
| PHW-4: Prevent damage from the sun.  | Lesson 7.1, Lesson 7.7   |
| PHW-5: Practice behaviors that prevent infectious diseases.  | Lesson 7.5   |
| PHW-6: Practice behaviors that prevent chronic diseases.   | Lesson 7.6, Lesson 7.7, Lesson 7.8   |
| PHW-7: Practice behaviors that promote mental and emotional wellbeing.   | Lesson 2.2, Lesson 2.3, Lesson 2.4, Lesson 2.5, Lesson 2.6, Lesson 2.7, Lesson 3.2, Lesson 3.5 |
| PHW-8: Practice behaviors that prevent foodborne and waterborne illnesses.   | Lesson 7.5   |
| PHW-9: Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy. | Lesson 7.6, Lesson 7.7, Lesson 7.8   |
| PHW-10: Use healthcare services to address common infectious diseases and manage chronic diseases and conditions.  | Lesson 7.5, Lesson 7.6, Lesson 7.7, Lesson 7.8   |
| PHW-11: Seek out healthcare professionals for appropriate screenings and examinations.   | Lesson 7.5, Lesson 7.6, Lesson 7.7, Lesson 7.8   |
| PHW-12: Prevent health problems that result from fads or trends.   | Lesson 4.2, Lesson 4.3, Lesson 5.6, Lesson 6.1   |
| <b>Healthy Behaviors Outcomes: Promoting Physical Activity (PA)</b>  |  |
| PA-1: Engage in moderate to vigorous physical activity for at least 60 minutes every day.  | Lesson 4.5   |
| PA-2: Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength.                   | Lesson 4.5   |
| PA-3: Engage in warm-up and cool-down activities before and after structured exercise.   | Lesson 4.5   |
| PA-4: Drink plenty of water before, during, and after physical activity.   | Lesson 4.5   |

| Standards/Objectives/Indicators  | Textbook Lessons   |
|--|--|
| PA-5: Follow a physical activity plan for healthy growth and development.  | Lesson 4.4, Lesson 4.5   |
| PA-6: Avoid injury during physical activity.   | Lesson 4.5   |
| PA-7: Support others to be physically active.  | Lesson 4.5   |
| <b>Healthy Behaviors Outcomes: Promoting Safety (S)</b>  |  |
| S-1: Follow appropriate safety rules when riding in or on a motor vehicle.   | Lesson 6.1   |
| S-2: Avoid driving a motor vehicle—or riding in a motor vehicle driven by someone—while under the influence of alcohol or other drugs. | Lesson 5.3, Lesson 5.5   |
| S-3: Use safety equipment appropriately and correctly.   | Lesson 4.5, Lesson 6.1, Lesson 6.2                                     |
| S-4: Apply safety rules and procedures to avoid risky behaviors and injury.  | Lesson 6.1, Lesson 6.3   |
| S-5: Avoid safety hazards in the home and community.   | Lesson 6.1, Lesson 6.3   |
| S-6: Recognize and avoid dangerous surroundings.   | Lesson 6.1, Lesson 6.3   |
| S-7: Get help for oneself or others when injured or suddenly ill.  | Lesson 6.2   |
| S-8: Support others to avoid risky behaviors and be safe.  | Lesson 6.1, Lesson 6.3   |
| <b>Healthy Behaviors Outcomes: Promoting Sexual Health (SH)</b>  |  |
| SH-1: Recognize developmental changes experienced by self and others during childhood and adolescence.                                 | Lesson 9.4, Lesson 9.5   |
| SH-2: Establish and maintain healthy relationships.  | Lesson 1.8, Lesson 1.9, Lesson 8.1, Lesson 8.2, Lesson 8.3, Lesson 9.6 |
| SH-3: Treat all people with dignity and respect with regard to their gender identity and sexual orientation.                           | Lesson 9.4, Lesson 12.1  |
| SH-4: Give and receive consent in all situations.  | Lesson 8.1, Lesson 9.6, Lesson 10.2                                    |
| SH-5: Be sexually abstinent.   | Lesson 9.7   |
| SH-6: Engage in behaviors that prevent or reduce sexually transmitted infections (STIs), including HIV.                                | Lesson 11.2, Lesson 11.3   |
| SH-7: Engage in behaviors that prevent or reduce unintended pregnancy.   | Lesson 9.7, Lesson 12.2, Lesson 12.3, Lesson 12.4, Lesson 12.5         |
| SH-8: Support others to avoid or reduce sexual risk behaviors.   | Lesson 9.7, Lesson 11.3  |
| SH-9: Avoid pressuring others to engage in sexual behaviors.   | Lesson 9.6, Lesson 10.2, Lesson 9.7                                    |
| SH-10: Use appropriate health services to promote sexual and reproductive health.  | Lesson 9.1, Lesson 9.2, Lesson 11.3, Lesson 12.2                       |
| <b>Healthy Behaviors Outcomes: Promoting a Tobacco-Free Lifestyle (T)</b>  |  |
| T-1: Avoid using (or experimenting with) any form of tobacco.  | Lesson 5.3   |
| T-2: Avoid exposure to second-hand smoke and aerosol.  | Lesson 5.3   |
| T-3: Support a tobacco-free environment.   | Lesson 5.3, Lesson 5.6   |

| Standards/Objectives/Indicators   | Textbook Lessons                                   |
|---|--|
| T-4: Support others to be tobacco-free.   | Lesson 5.3, Lesson 5.6                             |
| T-5: Quit using tobacco, if already using.  | Lesson 5.3, Lesson 5.6                             |
| <b>Healthy Behaviors Outcomes: Preventing Violence (V)</b>  |  |
| V-1: Manage interpersonal conflict in nonviolent ways.  | Lesson 1.9   |
| V-2: Manage emotional distress in nonviolent ways.  | Lesson 2.5   |
| V-3: Avoid bullying or being a bystander to bullying.   | Lesson 10.1  |
| V-4: Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape.  | Lesson 10.2  |
| V-5: Avoid situations where violence is likely to occur.  | Lesson 10.1, Lesson 10.2, Lesson 10.4              |
| V-6: Avoid associating with others who are involved in or who encourage violence or criminal activity.              | Lesson 10.1, Lesson 10.2, Lesson 10.4              |
| V-7: Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes. | Lesson 10.1, Lesson 10.2, Lesson 10.4              |
| V-8: Get help to prevent or stop unwanted or inappropriate touching.  | Lesson 10.2, Lesson 10.3                           |
| V-9: Get help to stop being subjected to violence or physical abuse.  | Lesson 10.1, Lesson 10.2, Lesson 10.3, Lesson 10.4 |
| V-10: Get help for oneself or others who are in danger of hurting themselves.                                       | Lesson 3.6   |

| Standards/Objectives/Indicators   | Textbook Lessons                   |
|---|------------------------------------|
| <b>Standard 1. Students will comprehend concepts related to health promotion and disease prevention.</b><br><b>Alcohol and Other Drugs</b>  |                                    |
| <input type="checkbox"/> AOD1.12.1 Differentiate between over-the-counter medications, prescription medications, and illicit drugs. (HBO 1, 2 & 4)  | Lesson 5.1, Lesson 5.5             |
| <input type="checkbox"/> AOD1.12.2 Differentiate between proper use and abuse of over-the-counter medications. (HBO 1 & 2)  | Lesson 5.2                         |
| <input type="checkbox"/> AOD1.12.3 Differentiate between proper use and abuse of prescription medications. (HBO 1 & 2)  | Lesson 5.2                         |
| <input type="checkbox"/> AOD1.12.4 Describe how to read and interpret prescription and over-the-counter medication labels. (HBO 1 & 2)  | Lesson 5.1                         |
| <input type="checkbox"/> AOD1.12.5 Describe how to store medications safely. (HBO 1)  | Lesson 5.1                         |
| <input type="checkbox"/> AOD1.12.6 Explain the potential consequences of mixing any type of drug with another medication or drug, or with alcohol (sometimes called poly-drug use). (HBO 2, 3 & 4)                  | Lesson 5.2, Lesson 5.4, Lesson 5.5 |
| <input type="checkbox"/> AOD1.12.7 Describe the harmful effects of binge drinking. (HBO 3 & 4)  | Lesson 5.4                         |
| <input type="checkbox"/> AOD1.12.8 Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol and illicit drugs, and misusing prescription medications. (HBO 2, 3 & 4) | Lesson 5.2, Lesson 5.4, Lesson 5.5 |
| <input type="checkbox"/> AOD1.12.9 Describe the effects of using alcohol and other drugs on school performance, absenteeism, job-related performance, and interpersonal relationships. (HBO 2, 3 & 4)               | Lesson 5.2, Lesson 5.4, Lesson 5.5 |
| <input type="checkbox"/> AOD1.12.10 Explain the effects of alcohol- and other drug-use during pregnancy. (HBO 2, 3 & 4)   | Lesson 5.2, Lesson 5.4, Lesson 5.5 |
| <input type="checkbox"/> AOD1.12.11 Evaluate situations that could lead to the use of alcohol and other drugs. (HBO 2, 3 & 4)   | Lesson 5.6                         |
| <input type="checkbox"/> AOD1.12.12 Summarize why alcohol- or other drug-use is an unhealthy way to manage weight or stress. (HBO 2, 3 & 4)   | Lesson 5.2, Lesson 5.4, Lesson 5.5 |
| <input type="checkbox"/> AOD1.12.13 Analyze why individuals choose to use or not to use alcohol and other drugs. (HBO 2, 3 & 4)   | Lesson 5.6                         |
| <input type="checkbox"/> AOD1.12.14 Analyze short- and long-term benefits of remaining alcohol- and drug-free. (HBO 2, 3, 4 & 8)  | Lesson 5.6                         |
| <input type="checkbox"/> AOD1.12.15 Determine socially appropriate ways to avoid or prevent use of alcohol and other drugs. (HBO 2, 3, 4, 5, 6 & 8)   | Lesson 5.6                         |

| Standards/Objectives/Indicators   | Textbook Lessons   |
|---|--|
| □ AOD1.12.16 Analyze the relationship between alcohol- and other drug-use and the major causes of death and disease in the United States. (HBO 2, 3, 4, 5 & 6)  | Lesson 5.2, Lesson 5.4, Lesson 5.5                                     |
| □ AOD1.12.17 Analyze the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use. (HBO 2, 3, 4, 5 & 6) | Lesson 5.2, Lesson 5.4, Lesson 5.5                                     |
| □ AOD1.12.18 Summarize the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis. (HBO 4)   | Lesson 5.2, Lesson 5.5   |
| □ AOD1.12.19 Summarize long-term health benefits of abstaining from or discontinuing alcohol use. (HBO 3 & 7)   | Lesson 5.4, Lesson 5.6   |
| □ AOD1.12.20 Analyze the dangers of driving while under the influence of alcohol or other drugs. (HBO 5 & 6)  | Lesson 5.4, Lesson 5.5   |
| □ AOD1.12.21 Summarize the importance of not riding with a driver who has been using alcohol or other drugs. (HBO 5 & 6)  | Lesson 5.4, Lesson 5.5   |
| □ AOD1.12.22 Analyze how addiction to alcohol and other drugs can be treated. (HBO 7 & 8)   | Lesson 5.6   |
| □ AOD1.12.23 Analyze how alcohol and drug cessation programs can be successful. (HBO 7 & 8)   | Lesson 5.6   |
| □ AOD1.12.24 Summarize family rules, school rules, and community laws about alcohol- and other drug-use. (HBO 2, 3, 4, 5, 6 & 8)  | Lesson 5.2, Lesson 5.4, Lesson 5.5, Lesson 5.6                         |
| <b>Food and Nutrition</b>   |  |
| □ FN1.12.1 Describe the recommendations of the U.S. Dietary Guidelines for Americans. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)   | Lesson 4.2   |
| □ FN1.12.2 Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)                                   | Lesson 4.1, Lesson 4.2, Lesson 7.3, Lesson 7.6, Lesson 7.7, Lesson 7.8 |
| □ FN1.12.3 Explain how the U.S. Dietary Guidelines for Americans are useful in planning a healthy eating pattern. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)   | Lesson 4.2   |
| □ FN1.12.4 Identify food sources that provide key nutrients including fiber, calcium, potassium, iron, and vitamin D. (HBO 1, 2, 3, 4 & 5)  | Lesson 4.1, Lesson 4.2, Lesson 4.3                                     |

| Standards/Objectives/Indicators  | Textbook Lessons                   |
|--|------------------------------------|
| □ FN1.12.5 Describe the importance of choosing a variety of foods and beverages to meet daily nutrient and energy needs. (HBO 1, 2 & 12) | Lesson 4.1, Lesson 4.2, Lesson 4.3 |
| □ FN1.12.6 Explain the importance of trying new foods. (HBO 1 & 2)   | Lesson 4.1, Lesson 4.2, Lesson 4.3 |
| □ FN1.12.7 Identify how different stages of food processing can impact the nutrient profile of food. (HBO 1, 2, 4 & 8)                   | Lesson 4.1, Lesson 4.2, Lesson 4.3 |
| □ FN1.12.8 Describe a balanced vegetarian eating pattern. (HBO 1, 3, 4, 10 & 12)   | Lesson 4.2                         |
| □ FN1.12.9 Identify ways to prepare and season food using healthy fats, herbs, and spices while reducing sugar and sodium. (HBO 8 & 10)  | Lesson 4.3                         |
| □ FN1.12.10 Describe how to make good-tasting, nutrient-dense meals and snacks. (HBO 10)   | Lesson 4.3                         |
| □ FN1.12.11 Summarize the physical, mental, social, and academic benefits of eating breakfast every day. (HBO 1 & 12)                    | Lesson 4.2, Lesson 4.3             |
| □ FN1.12.12 Summarize how to identify nutrient-dense food selections when dining out. (HBO 8, 9 & 11)                                    | Lesson 4.3                         |
| □ FN1.12.13 Describe the benefits of avoiding energy drinks. (HBO 6 & 7)   | Lesson 4.2, Lesson 4.3             |
| □ FN1.12.14 Summarize the relationship between access to food and personal food choices. (HBO 7, 8, 9, 10 & 11)                          | Lesson 4.2, Lesson 4.3             |
| □ FN1.12.15 Summarize food safety strategies that can control germs that cause foodborne illnesses. (HBO 10)                             | Lesson 4.3                         |
| □ FN1.12.16 Describe the relationship between nutrition and overall health. (HBO 1, 11 & 12)   | Lesson 4.1, Lesson 4.2, Lesson 4.3 |
| □ FN1.12.17 Identify characteristics of a “fad diet.” (HBO 1, 2 & 12)  | Lesson 4.2                         |
| □ FN1.12.18 Analyze healthy and risky approaches to weight management. (HBO 1 & 12)  | Lesson 4.2, Lesson 4.3, Lesson 5.2 |
| □ FN1.12.19 Describe body signals that tell a person when they are hungry and when they are full. (HBO 1 & 12)                           | Lesson 4.2, Lesson 4.3             |
| □ FN1.12.20 Explain the effects of eating disorders on healthy growth and development. (HBO 1 & 12)                                      | Lesson 3.4                         |
| □ FN1.12.21 Identify signs of eating disorders. (HBO 12)   | Lesson 3.4                         |
| □ FN1.12.22 Analyze the benefits of healthy eating patterns. (HBO 1 & 12)  | Lesson 4.1, Lesson 4.2, Lesson 4.3 |



| Standards/Objectives/Indicators   | Textbook Lessons   |
|---|--|
| □ FN1.12.23 Describe the benefits of eating meals with family and friends. (HBO 11 & 12)  | Lesson 4.2, Lesson 4.3   |
| <b>Mental and Emotional Health</b>  |  |
| □ MEH1.12.1 Discuss signs and symptoms that oneself or others may be experiencing different feelings or emotions. (HBO 1, 4, 5 & 6)                                     | Lesson 2.5, Lesson 3.1, Lesson 3.3                                     |
| □ MEH1.12.2 Discuss how brain development and emotions change during adolescence. (HBO 4)   | Lesson 2.5, Lesson 9.5   |
| □ MEH1.12.3 Discuss how automatic thoughts can influence feelings. (HBO 1, 2, 3 & 4)  | Lesson 2.5, Lesson 2.6   |
| □ MEH1.12.4 Analyze how feelings can influence behavior. (HBO 1, 2, 3 & 4)  | Lesson 2.5, Lesson 2.6   |
| □ MEH1.12.5 Describe situations that can trigger different thoughts, feelings, and emotions. (HBO 1, 2, 3, 4 & 5)   | Lesson 2.5, Lesson 2.6, Lesson 3.1                                     |
| □ MEH1.12.6 Explain potential positive and negative consequences of the influence of feelings and emotions on behavior, including health behavior. (HBO 1, 2, 3, 4 & 5) | Lesson 2.5, Lesson 2.6, Lesson 3.1                                     |
| □ MEH1.12.7 Explain how person and context may influence appropriate ways to express and manage needs, wants, emotions, and feelings. (HBO 1, 2, 3, 4, 5 & 7)           | Lesson 2.5, Lesson 2.6, Lesson 3.1                                     |
| □ MEH1.12.8 Analyze characteristics and practices of a mentally and emotionally healthy person. (HBO 1, 2, 3, 4, 5, 6 & 7)  | Lesson 2.2, Lesson 2.3, Lesson 2.4, Lesson 2.5, Lesson 2.6, Lesson 2.7 |
| □ MEH1.12.9 Identify role models who demonstrate positive mental and emotional health. (HBO 1, 2, 3, 4, 5, 7, 8 & 9)  | Lesson 2.1, Lesson 2.3, Lesson 2.7                                     |
| □ MEH1.12.10 Analyze the differences and similarities between self-efficacy, self-respect, and self-awareness. (HBO 1, 2, 3, 4, 7 & 8)                                  | Lesson 2.2, Lesson 2.3, Lesson 2.4, Lesson 2.5, Lesson 2.6, Lesson 2.7 |
| □ MEH1.12.11 Discuss how self-efficacy, self-respect, and self-awareness influence behavior. (HBO 2 & 9)  | Lesson 2.2, Lesson 2.3, Lesson 2.4, Lesson 2.5, Lesson 2.6, Lesson 2.7 |
| □ MEH1.12.12 Summarize personal stressors at home, in school, and with friends. (HBO 3 & 4)   | Lesson 3.1   |
| □ MEH1.12.13 Explain the body's physical and psychological responses to stressful situations and ways to reduce their impact. (HBO 2, 3, 4, 5 & 9)                      | Lesson 3.1   |
| □ MEH1.12.14 Analyze the causes, symptoms, and effects of depression and anxiety. (HBO 2, 3, 4 & 5)   | Lesson 3.3   |
| □ MEH1.12.15 Summarize strategies for coping with sadness, loss, and grief. (HBO 1 & 4)   | Lesson 3.6, Lesson 9.4   |

| Standards/Objectives/Indicators   | Textbook Lessons   |
|---|--|
| □ MEH1.12.16 Discuss how mental and emotional health can affect health-related behaviors. (HBO 2, 3 & 4)  | Lesson 2.1, Lesson 2.3, Lesson 2.4, Lesson 2.5, Lesson 2.6, Lesson 2.7             |
| □ MEH1.12.17 Summarize characteristics of someone who demonstrates self-respect and self-control. (HBO 2 & 5)   | Lesson 2.1, Lesson 2.2, Lesson 2.3, Lesson 2.4, Lesson 2.5, Lesson 2.6, Lesson 2.7 |
| □ MEH1.12.18 Discuss situations where people have demonstrated resilience. (HBO 1 & 4)  | Lesson 2.7   |
| □ MEH1.12.19 Summarize impulsive behaviors and strategies for controlling them. (HBO 5)   | Lesson 2.5   |
| □ MEH1.12.20 Evaluate strategies for managing challenging emotions such as anger, stress, anxiety, frustration, disappointment, or sadness. (HBO 2, 3, 4, 5, 6 & 9)                 | Lesson 3.2   |
| □ MEH1.12.21 Determine when to seek help for mental and emotional health problems. (HBO 2, 6 & 9)   | Lesson 3.5, Lesson 3.6   |
| □ MEH1.12.22 Identify a parent, caregiver, or trusted adult you can talk to about feelings and identify strategies for communicating your feelings to them. (HBO 1, 2, 4, 6, 8 & 9) | Lesson 3.2, Lesson 3.5, Lesson 3.6   |
| □ MEH1.12.23 Summarize the benefits of talking with parents or other trusted adults about feelings. (HBO 1, 2, 8 & 9)   | Lesson 2.5, Lesson 3.2   |
| □ MEH1.12.24 Differentiate characteristics of healthy and unhealthy relationships. (HBO 8)  | Lesson 8.1   |
| □ MEH1.12.25 Summarize qualities of healthy dating or sexual relationships. (HBO 8)   | Lesson 9.6   |
| □ MEH1.12.26 Identify relationships in family, peer groups, school, and the community that are caring. (HBO 8)  | Lesson 8.2, Lesson 8.3   |
| □ MEH1.12.27 Describe the benefits of healthy family and peer relationships. (HBO 8)  | Lesson 8.2, Lesson 8.3   |
| □ MEH1.12.28 Explain how to build and maintain healthy family and peer relationships. (HBO 8)   | Lesson 8.2, Lesson 8.3   |
| □ MEH1.12.29 Summarize healthy ways to express affection, love, friendship, and concern. (HBO 1, 2, 3, 7 & 8)   | Lesson 8.1, Lesson 8.3, Lesson 9.6   |
| □ MEH1.12.30 Identify strategies to effectively communicate feelings to peers. (HBO 1, 3 & 8)   | Lesson 8.3   |
| □ MEH1.12.31 Evaluate healthy and unhealthy strategies to manage difficult relationships with family, peers, or dating or sexual partners. (HBO 3, 8 & 9)                           | Lesson 8.1, Lesson 8.2, Lesson 8.3, Lesson 9.6                                     |

| Standards/Objectives/Indicators   | Textbook Lessons   |
|---|--|
| □ MEH1.12.32 Identify strategies to resolve conflict in a group. (HBO 3, 7, 8 & 9)  | Lesson 1.9   |
| □ MEH1.12.33 Analyze strategies for managing interpersonal conflicts. (HBO 2, 3, 5, 8 & 9)  | Lesson 1.9   |
| □ MEH1.12.34 Analyze how differences in power and control in a relationship can contribute to aggression and violence. (HBO 3, 5 & 8)   | Lesson 8.1, Lesson 10.1  |
| □ MEH1.12.35 Analyze how prosocial behaviors can benefit overall health. (HBO 2, 7 & 8)   | Lesson 1.8, Lesson 1.9, Lesson 2.7, Lesson 8.1, Lesson 8.2, Lesson 8.3, Lesson 9.6 |
| □ MEH1.12.36 Analyze how empathy can influence behavior. (HBO 1, 2, 3, 4, 5, 7 & 8)   | Lesson 2.7   |
| □ MEH1.12.37 Describe characteristics that make people unique or special. (HBO 2 & 9)   | Lesson 2.2, Lesson 9.4   |
| □ MEH1.12.38 Summarize the benefits of living in a diverse society. (HBO 7)   | Lesson 2.2, Lesson 2.3, Lesson 2.6, Lesson 2.7, Lesson 9.4, Lesson 12.1            |
| □ MEH1.12.39 Summarize how intolerance can affect self, others, and society. (HBO 7)  | Lesson 10.1, Lesson 10.4, Lesson 12.1  |
| □ MEH1.12.40 Discuss how stereotyping, bullying, harassment, bias, prejudice, and discrimination are distinct and related to each other, and explain their impact on self, others, and society. (HBO 3, 4, 5 & 7)   | Lesson 10.1, Lesson 10.4, Lesson 12.1  |
| □ MEH1.12.41 Recognize bullying, harassment, bias, prejudice, and discrimination in self, others, organizations, and institutions. (HBO 3, 4, 5, 7 & 9)   | Lesson 10.1  |
| □ MEH1.12.42 Identify ways to prevent and address bullying, harassment, bias, prejudice, and discrimination. (HBO 3, 4, 5, 7 & 9)   | Lesson 10.1  |
| □ MEH1.12.43 Analyze how sharing or posting personal information electronically about self or others on social media sites and other digital communication (e.g., messages, forums, e-mail, websites, phone and tablet applications) can negatively impact mental and emotional health. (HBO 1, 2, 3, 4, 5 & 7) | Lesson 6.4   |
| <b>Personal Health and Wellness</b>   |  |
| □ PHW1.12.1 Analyze the personal physical, emotional, mental, and social health; educational; and vocational performance benefits of rest and sleep. (HBO 2)  | Lesson 7.2   |
| □ PHW1.12.2 Summarize personal strategies for reducing hearing damage due to exposure to loud sounds. (HBO 3)   | Lesson 6.6, Lesson 7.1   |
| □ PHW1.12.3 Summarize personal strategies for avoiding vision damage. (HBO 3)   | Lesson 7.1   |

| Standards/Objectives/Indicators   | Textbook Lessons   |
|---|--|
| □ PHW1.12.4 Explain how eye infections occur and how to prevent or minimize risk with healthy hygiene. (HBO 1 & 3)  | Lesson 7.1   |
| □ PHW1.12.5 Summarize personal strategies for minimizing potential harm from sun exposure. (HBO 4)  | Lesson 7.1, Lesson 7.7                                     |
| □ PHW1.12.6 Summarize how common infectious diseases are transmitted by indirect contact and person-to-person contact. (HBO 5 & 8)  | Lesson 7.3   |
| □ PHW1.12.7 Analyze how common foodborne and waterborne diseases are transmitted. (HBO 5 & 8)   | Lesson 7.3   |
| □ PHW1.12.8 Explain how regular cleaning, disinfection, and hand hygiene at key times improves personal and population health and prevents the spread of disease. (HBO 1, 5 & 8)                    | Lesson 7.5   |
| □ PHW1.12.9 Explain the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis. (HBO 5 & 12)   | Lesson 5.5, Lesson 7.3, Lesson 11.2                        |
| □ PHW1.12.10 Summarize ways to prevent the spread of germs that cause infectious diseases such as HIV by not having sex, not touching blood, and not touching used hypodermic needles. (HBO 5 & 12) | Lesson 7.5, Lesson 11.2, Lesson 11.3                       |
| □ PHW1.12.11 Analyze behavioral and environmental factors that contribute to major chronic diseases and mental illness. (HBO 6, 7 & 9)  | Lesson 3.3, Lesson 7.3, Lesson 7.6, Lesson 7.7, Lesson 7.8 |
| □ PHW1.12.12 Analyze health practices to prevent the spread of infectious diseases that are transmitted by food, water, air, indirect contact, and person-to-person contact. (HBO 5 & 8)            | Lesson 7.5   |
| □ PHW1.12.13 Justify why it is important to seek help and treatment for common infectious diseases, chronic diseases, and mental illnesses. (HBO 9 & 10)  | Lesson 3.5, Lesson 7.5, Lesson 7.6, Lesson 7.7, Lesson 7.8 |
| □ PHW1.12.14 Summarize important health screenings, immunizations, checkups, and examinations necessary to maintain good health. (HBO 10 & 11)  | Lesson 1.6   |
| □ PHW1.12.15 Summarize the potential health and social consequences of popular fads or trends. (HBO 12)   | Lesson 4.2, Lesson 4.3, Lesson 5.6, Lesson 6.1             |
| <b>Physical Activity</b>  |  |
| □ PA1.12.1 Analyze how an inactive lifestyle contributes to chronic disease. (HBO 1 & 2)  | Lesson 4.4, Lesson 4.5                                     |
| □ PA1.12.2 Analyze ways to increase physical activity and decrease inactivity. (HBO 1 & 5)  | Lesson 4.5   |

| Standards/Objectives/Indicators   | Textbook Lessons       |
|---|------------------------|
| □ PA1.12.3 Summarize the mental, emotional, and social benefits of physical activity and the importance of selecting appropriate, enjoyable activities. (HBO 1 & 7)   | Lesson 4.4, Lesson 4.5 |
| □ PA1.12.4 Summarize the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults. (HBO 1, 2, 5, 6 & 7)   | Lesson 4.4, Lesson 4.5 |
| □ PA1.12.5 Summarize how a person can incorporate physical activity into daily life without relying on a structured exercise plan or special equipment. (HBO 1, 5 & 7)  | Lesson 4.4, Lesson 4.5 |
| □ PA1.12.6 Differentiate between various sports and physical activities in terms of health and skill-related fitness. (HBO 2)   | Lesson 4.4, Lesson 4.5 |
| □ PA1.12.7 Evaluate the short- and long-term benefits of physical activity including improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases. (HBO 1, 2, 5 & 7) | Lesson 4.4, Lesson 4.5 |
| □ PA1.12.8 Summarize physical activities that contribute to maintaining or improving components of health-related fitness. (HBO 1, 2, 5 & 7)  | Lesson 4.4, Lesson 4.5 |
| □ PA1.12.9 Describe methods for avoiding and responding to climate-related physical conditions during physical activity. (HBO 3 & 4)  | Lesson 4.5             |
| □ PA1.12.10 Summarize the importance of warming up before and cooling down after physical activity. (HBO 3 & 6)   | Lesson 4.5             |
| □ PA1.12.11 Explain ways to reduce the risk of injuries from participation in sports and other physical activities. (HBO 3, 6 & 7)  | Lesson 4.5             |
| □ PA1.12.12 Describe the effects of hydration and dehydration on physical performance. (HBO 4)  | Lesson 4.5             |
| □ PA1.12.13 Determine the necessary protective gear for wheel sports and activities including biking, inline skating, riding a scooter, and skateboarding. (HBO 6)  | Lesson 4.5             |
| □ PA1.12.14 Describe the use of safety equipment for specific physical activities. (HBO 6)  | Lesson 4.5             |
| <b>Safety</b>   |                        |

| Standards/Objectives/Indicators  | Textbook Lessons                               |
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| □ S1.12.1 Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle. (HBO 1, 2 & 3)   | Lesson 6.1                                     |
| □ S1.12.2 Summarize the necessary protective gear for riding an ATV, biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding. (HBO 1 & 3)   | Lesson 6.1                                     |
| □ S1.12.3 Explain ways to reduce the risk of injuries when using tools or machinery. (HBO 3, 4, 5 & 6)   | Lesson 6.1                                     |
| □ S1.12.4 Explain ways to reduce the risk of work-related injuries. (HBO 1, 3, 4, 5, 6 & 8)  | Lesson 6.1                                     |
| □ S1.12.5 Analyze the dangers of driving while under the influence of alcohol or other drugs. (HBO 2)  | Lesson 5.4, Lesson 5.5                         |
| □ S1.12.6 Summarize the importance of not riding with a driver who has been using alcohol or other drugs. (HBO 2)  | Lesson 5.4, Lesson 5.5                         |
| □ S1.12.7 Analyze the relationship between unintentional injuries and using alcohol or other drugs. (HBO 2, 4 & 8)   | Lesson 5.4, Lesson 5.5                         |
| □ S1.12.8 Explain ways to reduce the risk of injuries due to alcohol and other drug use. (HBO 2, 4, 5, 6, 7 & 8)   | Lesson 5.4, Lesson 5.5, Lesson 5.6, Lesson 6.1 |
| □ S1.12.9 Prioritize actions to take to prevent injuries during severe weather. (HBO 3, 4, 5, 6 & 8)   | Lesson 6.1, Lesson 6.3                         |
| □ S1.12.10 Explain ways to reduce the risk of injuries around water. (HBO 3, 4, 5 & 6)   | Lesson 6.1                                     |
| □ S1.12.11 Summarize ways to reduce injuries when playing sports. (HBO 3, 4, 5 & 6)  | Lesson 4.5, Lesson 6.1                         |
| □ S1.12.12 Summarize ways to reduce the risk of injuries from firearms. (HBO 4, 5, 6 & 8)  | Lesson 6.1                                     |
| □ S1.12.13 Summarize ways to reduce safety hazards in the home. (HBO 4, 5, 6 & 8)  | Lesson 6.1                                     |
| □ S1.12.14 Summarize ways to reduce safety hazards at school. (HBO 4, 5, 6 & 8)  | Lesson 6.1, Lesson 6.3                         |
| □ S1.12.15 Summarize ways to reduce safety hazards in the community. (HBO 4, 5, 6 & 8)   | Lesson 6.1, Lesson 6.3                         |
| □ S1.12.16 Analyze how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self or others. (HBO 4, 6 & 8) | Lesson 6.4                                     |
| □ S1.12.17 Explain accepted procedures for basic emergency care and lifesaving. (HBO 7)  | Lesson 6.2                                     |

| Standards/Objectives/Indicators  | Textbook Lessons                   |
|--|------------------------------------|
| □ S1.12.18 Analyze the benefits of reducing the risk of injuries. (HBO 8)  | Lesson 6.1, Lesson 6.3             |
| □ S1.12.19 Summarize ways to encourage others to reduce risk of injuries and stay safe. (HBO 8)  | Lesson 6.1, Lesson 6.3             |
| <b>Sexual Health</b>   |                                    |
| □ SH1.12.1 Explain how puberty and development can vary greatly and be normal. (HBO 1, 6, 7 & 10)  | Lesson 9.4, Lesson 9.5             |
| □ SH1.12.2 Describe internal and external reproductive body parts using medically accurate terms in a gender-neutral way (e.g., some people have a penis and some people have a vagina). (HBO 1, 6, 7 & 10)  | Lesson 9.1, Lesson 9.2, Lesson 9.3 |
| □ SH1.12.3 Summarize the relationship between the menstrual cycle and conception. (HBO 1, 7 & 10)  | Lesson 9.2, Lesson 9.3             |
| □ SH1.12.4 Describe the human sexual response cycle, including the role of hormones and pleasure. (HBO 1)  | Lesson 9.5                         |
| □ SH1.12.5 Describe the range of gender identities and expressions (e.g., cisgender, transgender, non-binary/ conforming, expansive). (HBO 3)  | Lesson 2.2, Lesson 12.1            |
| □ SH1.12.6 Analyze associations between a range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive) and health. (HBO 3)  | Lesson 2.2, Lesson 12.1            |
| □ SH1.12.7 Differentiate between sex assigned at birth and gender identity and expression. (HBO 1 & 3)   | Lesson 2.2, Lesson 12.1            |
| □ SH1.12.8 Describe sexual orientation (i.e., patterns of emotional, romantic, or sexual attractions to men, women, or both sexes), including sense of identity, attractions, and related behaviors (e.g., heterosexual, gay/lesbian, bisexual). (HBO 1 & 3) | Lesson 12.1                        |
| □ SH1.12.9 Analyze associations between sexual orientation and health. (HBO 1 & 3)   | Lesson 12.1                        |
| □ SH1.12.10 Analyze characteristics of healthy relationships. (HBO 2)  | Lesson 8.1                         |
| □ SH1.12.11 Summarize the qualities of a healthy dating or sexual relationship. (HBO 2)  | Lesson 9.6                         |
| □ SH1.12.12 Explain how to build and maintain healthy family and peer relationships. (HBO 2)   | Lesson 8.2, Lesson 8.3             |
| □ SH1.12.13 Describe the range of family and peer relationship structures and dynamics (e.g., nuclear, single parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). (HBO 2 & 3)   | Lesson 8.2, Lesson 8.3             |

| Standards/Objectives/Indicators   | Textbook Lessons                                |
|---|---|
| □ SH1.12.14 Describe the range of dating and sexual relationship structures. (HBO 2)  | Lesson 9.6                                      |
| □ SH1.12.15 Summarize the importance of talking with parents, caregivers, and other trusted adults about issues related to growth and development, relationships, sex, and sexual and reproductive health services. (HBO 1, 2, 3, 4, 5, 6, 7 & 10)                    | Lesson 9.2, Lesson 9.5, Lesson 9.7, Lesson 12.2 |
| □ SH1.12.16 Analyze how power differences (e.g., age, race/ethnicity, sex, gender, socio-economic status) impact relationships. (HBO 2, 3, 4, 6, 7, 8 & 9)  | Lesson 8.1, Lesson 9.6                          |
| □ SH1.12.17 Examine how gender role stereotypes impact goal-setting and decision-making in relationships. (HBO 2, 3, 4, 6, 7, 8 & 9)  | Lesson 2.2, Lesson 8.1, Lesson 9.6, Lesson 12.1 |
| □ SH1.12.18 Explain the negative consequences of sending sexually explicit pictures, messages, or media (e.g., e-mail, texting, chat groups, social media platforms, websites, phone and tablet applications). (HBO 2, 3 & 9)   | Lesson 6.4, Lesson 9.6, Lesson 10.2             |
| □ SH1.12.19 Explain how viewing sexually explicit pictures, messages, or media can influence perceptions of, and expectations for, relationships. (HBO 2, 3 & 9)  | Lesson 6.4, Lesson 9.6, Lesson 10.2             |
| □ SH1.12.20 Analyze the impact of technology and social media on peer, dating, and sexual relationships. (HBO 2, 3, 4, 6, 7, 8 & 9)   | Lesson 6.4, Lesson 9.6, Lesson 10.2             |
| □ SH1.12.21 Evaluate effective strategies for dealing with difficult relationships with family members, peers, and dating or sexual partners. (HBO 2)   | Lesson 8.2, Lesson 8.3, Lesson 9.6              |
| □ SH1.12.22 Summarize why it is wrong to tease or bully others based on their gender and sexuality (e.g., gender identity or expression, sexual orientation, sexual abstinence and activity). (HBO 7)   | Lesson 10.1, Lesson 9.4, Lesson 12.1            |
| □ SH1.12.23 Summarize how bias, prejudice, and stigma related to gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity) can impact health. (HBO 2 & 3)  | Lesson 12.1                                     |
| □ SH1.12.24 Summarize the benefits of respecting individual differences in gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity), growth and development, or physical appearance or ability. (HBO 2 & 3) | Lesson 9.4, Lesson 12.1                         |



| Standards/Objectives/Indicators   | Textbook Lessons                                |
|---|---|
| □ SH1.12.25 Summarize ways to show dignity and respect for all people with regard to their gender and sexuality (e.g., gender identity or expression, sexual orientation, sexual abstinence and activity). (HBO 2 & 3)                                      | Lesson 9.4, Lesson 12.1                         |
| □ SH1.12.26 Analyze stereotypes, myths, and stigma about STIs, including HIV, and people living with AIDS. (HBO 3 & 6)  | Lesson 11.1, Lesson 11.2                        |
| □ SH1.12.27 Define consent and its importance for decisions about sexual behaviors. (HBO 2, 4, 6, 7 & 8)  | Lesson 10.2                                     |
| □ SH1.12.28 Summarize why individuals have the right to refuse sexual contact. (HBO 4, 5 & 9)   | Lesson 10.2                                     |
| □ SH1.12.29 Explain why it is an individual's responsibility to verify that all sexual contact is consensual. (HBO 2 & 4)   | Lesson 10.2                                     |
| □ SH1.12.30 Describe how to communicate consent for all sexual behaviors. (HBO 4 & 9)   | Lesson 10.2                                     |
| □ SH1.12.31 Explain how to receive consent and accept a lack or retraction of consent. (HBO 2, 4, 6, 7 & 9)   | Lesson 10.2                                     |
| □ SH1.12.32 Describe how consent cannot be fully present when there is an imbalance of power. (HBO 2, 4 & 9)  | Lesson 10.2                                     |
| □ SH1.12.33 Explain why a person who has experienced any form of sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) is never to blame for actions of the perpetrator. (HBO 2, 4 & 9) | Lesson 10.2                                     |
| □ SH1.12.34 Analyze the relationship between using alcohol and other drugs and sexual risk behaviors. (HBO 5, 6, 7, 8 & 9)  | Lesson 5.4, Lesson 5.5, Lesson 10.2, Lesson 9.7 |
| □ SH1.12.35 Analyze situations that could lead to being pressured to have sex. (HBO 4 & 9)  | Lesson 9.6, Lesson 9.7                          |
| □ SH1.12.36 Analyze techniques that are used to coerce or pressure someone to have sex. (HBO 2, 3 & 9)  | Lesson 10.2, Lesson 10.4                        |
| □ SH1.12.37 Describe how a person can call attention to or leave an uncomfortable or dangerous situation, including instances of sexual violence. (HBO 8 & 9)   | Lesson 10.2, Lesson 9.7                         |
| □ SH1.12.38 Summarize the importance of setting personal limits to avoid risky sexual behavior. (HBO 2, 3 & 4)  | Lesson 9.6, Lesson 9.7                          |

| Standards/Objectives/Indicators   | Textbook Lessons                                   |
|---|--|
| □ SH1.12.39 Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors. (HBO 2, 8 & 9)  | Lesson 9.6, Lesson 9.7, Lesson 11.3                |
| □ SH1.12.40 Justify why abstinence from sex is the safest, most effective risk avoidance method of protection from STIs, including HIV, and unintended pregnancy. (HBO 5, 6 & 7)  | Lesson 9.7, Lesson 11.3                            |
| □ SH1.12.41 Analyze the factors that protect one against engaging in sexual risk behaviors. (HBO 2, 4, 5, 6, 7 & 10)  | Lesson 9.7   |
| □ SH1.12.42 Analyze the factors that contribute to engaging in sexual risk behaviors. (HBO 2, 4, 5, 6, 7 & 9)   | Lesson 9.7   |
| □ SH1.12.43 Summarize how the most common STIs and HIV are transmitted. (HBO 6)   | Lesson 11.1, Lesson 11.2                           |
| □ SH1.12.44 Summarize the signs and symptoms of the most common STIs, including HIV. (HBO 6)  | Lesson 11.1, Lesson 11.2                           |
| □ SH1.12.45 Summarize the problems associated with asymptomatic STIs and HIV. (HBO 6)   | Lesson 11.1, Lesson 11.2                           |
| □ SH1.12.46 Summarize the short- and long-term consequences of the most common STIs, including HIV. (HBO 6)   | Lesson 11.1, Lesson 11.2                           |
| □ SH1.12.47 Analyze methods of birth control (e.g., IUD or implant, shot, patch, ring, birth control pills, condoms, emergency contraception) including their effectiveness, required user action or proper use, and possible side effects. (HBO 6 & 7) | Lesson 11.4, Lesson 12.3, Lesson 12.4, Lesson 12.5 |
| □ SH1.12.48 Explain why the most effective contraceptive methods (i.e., IUD or implant, shot, patch, ring, birth control pills) do not prevent STIs, including HIV. (HBO 6 & 7)   | Lesson 11.2, Lesson 11.3                           |
| □ SH1.12.49 Summarize the importance of using condoms consistently and correctly to reduce risk of STIs, including HIV, and unintended pregnancy. (HBO 6 & 7)   | Lesson 11.3, Lesson 12.3                           |
| □ SH1.12.50 Analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of STIs (e.g., chlamydia, syphilis), including HIV, and unintended pregnancy. (HBO 6 & 7)  | Lesson 11.3, Lesson 12.3                           |
| □ SH1.12.51 Explain the importance of using a condom for STI/HIV prevention at the same time as using a more effective contraceptive method (i.e., IUD or implant, shot, patch, ring, birth control pills) for pregnancy prevention. (HBO 6 & 7)        | Lesson 11.3, Lesson 12.3                           |

| Standards/Objectives/Indicators  | Textbook Lessons  |
|--|---|
| □ SH1.12.52 Analyze the importance of using condoms with all sexual partners. (HBO 6, 7, 8 & 9)  | Lesson 11.3, Lesson 12.3  |
| □ SH1.12.53 Summarize ways to prevent common STIs, including HIV, and unintended pregnancy. (HBO 5, 6 & 7)   | Lesson 11.2, Lesson 11.3, Lesson 12.3, Lesson 12.4, Lesson 12.5 |
| □ SH1.12.54 Describe how pre-exposure prophylaxis (PrEP) and post-exposure prophylaxis (PEP) are safe and effective ways to prevent HIV infection and transmission. (HBO 6)  | Lesson 11.2   |
| □ SH1.12.55 Describe the role of HIV treatment (e.g., antiretroviral therapy (ART)) in preventing HIV transmission. (HBO 6)  | Lesson 11.2   |
| □ SH1.12.56 Analyze the emotional, social, physical, and financial effects of becoming a parent. (HBO 4 & 8)   | Lesson 11.4   |
| □ SH1.12.57 Explain what confidential care is and give specific instances when confidential care cannot be maintained. (HBO 3, 4, 6, 7 & 10)   | Lesson 1.6, Lesson 3.5, Lesson 9.2, Lesson 11.3, Lesson 11.4    |
| □ SH1.12.58 Describe the importance of ‘time-alone’ between young people and the healthcare provider (e.g., doctor, nurse) to discuss sexual and reproductive health and other sensitive health topics. (HBO 4, 6, 7 & 10)                                   | Lesson 1.6, Lesson 9.2, Lesson 11.3, Lesson 11.4                |
| □ SH1.12.59 Explain the importance of disclosing sexual activity to a healthcare provider. (HBO 6, 7 & 10)   | Lesson 1.6, Lesson 9.2, Lesson 11.3, Lesson 11.4                |
| □ SH1.12.60 Describe young people’s rights to confidential services in their state. (HBO 3, 4, 6, 7 & 10)  | Lesson 1.6, Lesson 9.2, Lesson 11.3, Lesson 11.4                |
| □ SH1.12.61 Summarize young people’s legal rights to consent to sexual and reproductive health services, including STI/HIV testing, treatment (including ART, PrEP, PEP), and contraception. (HBO 6, 7 & 10)   | Lesson 1.6, Lesson 9.2, Lesson 11.3, Lesson 11.4, Lesson 12.2   |
| □ SH1.12.62 Explain what to expect from youth-friendly sexual health services and providers (e.g., hours, use of preferred names and pronouns). (HBO 6, 7 & 10)  | Lesson 1.6, Lesson 9.2, Lesson 11.3, Lesson 11.4                |
| □ SH1.12.63 Explain the importance of preventative care including examinations, checkups, immunizations, and health screenings (e.g., breast and testicular self-examination, Pap smears) necessary to maintain sexual and reproductive health. (HBO 6 & 10) | Lesson 1.6, Lesson 9.1, Lesson 9.2                              |

| Standards/Objectives/Indicators   | Textbook Lessons         |
|---|--------------------------|
| □ SH1.12.64 Explain the importance of STI and HIV testing and counseling if sexually active. (HBO 6 & 10)   | Lesson 11.2, Lesson 11.3 |
| □ SH1.12.65 Explain the importance of contraceptive counseling and services if sexually active. (HBO 6 & 10)  | Lesson 12.2              |
| □ SH1.12.66 Explain the basic side effects and costs of treatment for STIs. (HBO 6 & 10)  | Lesson 11.3              |
| □ SH1.12.67 Explain the basic side effects and costs of treatment for HIV. (HBO 6 & 10)   | Lesson 11.2              |
| □ SH1.12.68 Explain why it is important to know the STI and HIV status of oneself and of a sexual partner. (HBO 2, 6 & 10)  | Lesson 11.2, Lesson 11.3 |
| □ SH1.12.69 Describe how the Human papillomavirus (HPV) vaccination is a safe and effective way to avoid HPV infection, cancer, and other HPV-related health issues. (HBO 6 & 10) | Lesson 11.1              |
| <b>Tobacco</b>  |                          |
| □ T1.12.1 Examine situations that could lead to tobacco use. (HBO 1)  | Lesson 5.3               |
| □ T1.12.2 Analyze short- and long-term physical effects of tobacco use. (HBO 1)   | Lesson 5.3               |
| □ T1.12.3 Analyze short- and long-term psychological and social effects of tobacco use. (HBO 1)   | Lesson 5.3               |
| □ T1.12.4 Analyze the relationship between using tobacco and using alcohol or other drugs. (HBO 1)  | Lesson 5.3               |
| □ T1.12.5 Summarize long-term health benefits of abstaining from or discontinuing tobacco use. (HBO 1)  | Lesson 5.3, Lesson 5.6   |
| □ T1.12.6 Describe the effects of tobacco use on the fetus. (HBO 1 & 2)   | Lesson 5.3, Lesson 9.3   |
| □ T1.12.7 Summarize the effects of secondhand smoke and aerosol. (HBO 2)  | Lesson 5.3               |
| □ T1.12.8 Summarize why individuals choose to use or not use tobacco. (HBO 1, 2 & 3)  | Lesson 5.3, Lesson 5.6   |
| □ T1.12.9 Evaluate community laws and policies related to the sale and use of tobacco products. (HBO 1, 3 & 4)  | Lesson 5.3, Lesson 5.6   |
| □ T1.12.10 Evaluate the financial costs of tobacco use to the individual, society, and environment. (HBO 1 & 3)   | Lesson 5.3               |
| □ T1.12.11 Summarize the impact of tobacco industry marketing on health disparities. (HBO 3)  | Lesson 5.3               |

| Standards/Objectives/Indicators  | Textbook Lessons  |
|--|---|
| □ T1.12.12 Distinguish appropriate ways to support family and friends who are trying to stop using tobacco. (HBO 3 & 4)  | Lesson 5.6  |
| □ T1.12.13 Analyze how addiction to tobacco use can be treated. (HBO 4 & 5)  | Lesson 5.6  |
| □ T1.12.14 Analyze how smoking cessation programs can be successful. (HBO 4 & 5)   | Lesson 5.6  |
| <b>Violence Prevention</b>   |   |
| □ V1.12.1 Analyze why prosocial behaviors can help prevent violence. (HBO 1, 3 & 4)  | Lesson 1.8, Lesson 1.9, Lesson 10.1, Lesson 10.2, Lesson 10.4 |
| □ V1.12.2 Analyze why being able to identify and label emotions is important for managing conflict nonviolently. (HBO 2)   | Lesson 2.5  |
| □ V1.12.3 Analyze why communicating effectively is important for resolving conflict nonviolently. (HBO 1)  | Lesson 1.8  |
| □ V1.12.4 Describe strategies to communicate effectively to manage conflict nonviolently. (HBO 1)  | Lesson 1.8, Lesson 1.9  |
| □ V1.12.5 Analyze why it is important to understand the perspectives of others in resolving a conflict. (HBO 1)  | Lesson 1.9  |
| □ V1.12.6 Evaluate effective nonviolent strategies for dealing with difficult relationships with family members, peers, and dating or sexual partners. (HBO 1 & 2) | Lesson 8.2, Lesson 8.3, Lesson 9.6                            |
| □ V1.12.7 Analyze how mental and emotional health can affect violence-related behaviors. (HBO 2, 3 & 4)  | Lesson 10.1   |
| □ V1.12.8 Describe ways to express anger nonviolently. (HBO 1 & 2)   | Lesson 2.5  |
| □ V1.12.9 Summarize nonviolent ways to respond to stress when angry or upset. (HBO 2)  | Lesson 3.2  |
| □ V1.12.10 Summarize impulsive behaviors that can lead to violence and strategies for controlling them. (HBO 2, 3 & 4)   | Lesson 1.9, Lesson 2.5, Lesson 10.1                           |
| □ V1.12.11 Analyze the relationship between using alcohol or other drugs and violence. (HBO 5)   | Lesson 5.4, Lesson 5.5, Lesson 10.1                           |
| □ V1.12.12 Analyze situations that could lead to different types of violence. (HBO 5)  | Lesson 10.1, Lesson 10.2, Lesson 10.4                         |
| □ V1.12.13 Summarize why the presence of weapons increases the likelihood of serious violent injuries. (HBO 5 & 6)   | Lesson 6.1, Lesson 10.1, Lesson 10.4                          |
| □ V1.12.14 Analyze how gang involvement can contribute to violence. (HBO 6)  | Lesson 10.4   |

| Standards/Objectives/Indicators   | Textbook Lessons                                   |
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| □ V1.12.15 Describe characteristics of the school or community that can increase or decrease the likelihood of violence. (HBO 5)  | Lesson 10.1, Lesson 10.4                           |
| □ V1.12.16 Analyze how changing behavior or changing the environment interact to increase or decrease the likelihood of violence. (HBO 1, 4, 5 & 6)                                   | Lesson 10.1, Lesson 10.4                           |
| □ V1.12.17 Analyze the consequences of stigma, bias, prejudice, and discrimination resulting from racism, sexism, and hate crimes. (HBO 3, 4 & 7)                                     | Lesson 10.1, Lesson 10.4                           |
| □ V1.12.18 Analyze how gender stereotypes can contribute to violence. (HBO 3 & 4)   | Lesson 10.1, Lesson 10.2, Lesson 10.4              |
| □ V1.12.19 Analyze how power and control differences in relationships (peer, dating, sexual, or family relationships) can contribute to aggression and violence. (HBO 1, 2, 4, 5 & 8) | Lesson 10.2, Lesson 10.3                           |
| □ V1.12.20 Summarize the qualities of a healthy dating or sexual relationship. (HBO 1, 2 & 4)   | Lesson 9.6   |
| □ V1.12.21 Explain why it is an individual's and partner's responsibility to verify that all sexual acts are consensual. (HBO 4)  | Lesson 10.2  |
| □ V1.12.22 Explain why it is wrong to trick, threaten, or coerce another person into having sex. (HBO 4)  | Lesson 10.2  |
| □ V1.12.23 Analyze techniques that are used to coerce or pressure someone to have sex. (HBO 4)  | Lesson 10.2  |
| □ V1.12.24 Summarize why individuals have the right to refuse sexual contact. (HBO 4 & 8)   | Lesson 10.2  |
| □ V1.12.25 Explain why a person who has been raped or sexually assaulted is not at fault. (HBO 7 & 8)   | Lesson 10.2  |
| □ V1.12.26 Explain why rape and sexual assault should be reported to a trusted adult. (HBO 7, 8 & 9)  | Lesson 10.2  |
| □ V1.12.27 Analyze the negative consequences of violence to perpetrators, victims, and bystanders. (HBO 3 & 4)  | Lesson 10.1, Lesson 10.2, Lesson 10.3, Lesson 10.4 |
| □ V1.12.28 Explain how bystanders can help prevent violence by reporting dangerous situations or actions. (HBO 3 & 7)   | Lesson 10.1, Lesson 10.2, Lesson 10.3, Lesson 10.4 |
| □ V1.12.29 Describe federal, state, and local laws intended to prevent violence. (HBO 8, 9 & 10)  | Lesson 10.1, Lesson 10.2, Lesson 10.3, Lesson 10.4 |
| □ V1.12.30 Analyze how technology and social media can be used in violent or harmful ways toward others. (HBO 1, 2 & 3)   | Lesson 6.4, Lesson 10.1                            |
| □ V1.12.31 Describe the signs and symptoms of people who are in danger of hurting themselves or others. (HBO 7 & 10)  | Lesson 3.6, Lesson 10.4                            |

| Standards/Objectives/Indicators  | Textbook Lessons                    |
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| □ V1.12.32 Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others. (HBO 7 & 10)                                | Lesson 3.6, Lesson 10.4             |
| □ V1.12.33 Explain that self-directed violence is the result of an accumulation of multiple problems rather than just one problem. (HBO 2 & 10)                              | Lesson 3.6                          |
| □ V1.12.34 Explain that help is available for people who are feeling sad, hopeless, or thinking of hurting themselves (e.g., mental health services). (HBO 2 & 10)           | Lesson 3.6                          |
| □ V1.12.35 Explain when to seek help for mental health issues that contribute to violence. (HBO 2 & 10)  | Lesson 3.5, Lesson 3.6              |
| □ V1.12.36 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or caregiver. (HBO 7, 9 & 10)                          | Lesson 6.1, Lesson 10.4             |
| □ V1.12.37 Describe actions to take in case of a disaster, emergency, or act of terrorism. (HBO 9 & 10)  | Lesson 6.1, Lesson 6.3, Lesson 10.4 |
| <b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b><br><b>Alcohol and Other Drugs</b> |                                     |
| □ AOD2.12.1 Explain how public health policies influence alcohol and other drug-use practices and behaviors.   | Lesson 5.6                          |
| □ AOD2.12.2 Analyze how culture supports and challenges alcohol and other drug-use beliefs, practices, and behaviors.  | Lesson 5.6                          |
| □ AOD2.12.3 Analyze how peers and perceptions of norms influence healthy and unhealthy alcohol- and other drug-related behaviors.  | Lesson 5.6                          |
| □ AOD2.12.4 Analyze how personal attitudes, values, and beliefs influence health and unhealthy alcohol and other drug-use behaviors.   | Lesson 5.6                          |
| □ AOD2.12.5 Analyze how alcohol- and other drug-use can influence the likelihood of engaging in other unhealthy behaviors (e.g., sexual risk behaviors).                     | Lesson 5.3, Lesson 5.6              |
| □ AOD2.12.6 Analyze how laws, rules, and regulations influence behaviors related to alcohol- and other drug use.   | Lesson 5.4, Lesson 5.5, Lesson 5.6  |
| □ AOD2.12.7 Analyze how school and community settings influence practices and behaviors related to alcohol- and other drug-use.  | Lesson 5.6                          |

| Standards/Objectives/Indicators   | Textbook Lessons       |
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| □ AOD2.12.8 Analyze how media and technology influence personal, family, and community behaviors related to alcohol- and other drug-use.  | Lesson 5.6             |
| □ AOD2.12.9 Differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on practices and behaviors related to alcohol- and other drug-use.              | Lesson 5.6             |
| □ AOD2.12.10 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support prevention or cessation of alcohol and other drugs for oneself and others. | Lesson 5.6             |
| <b>Food and Nutrition</b>   |                        |
| □ FN2.12.1 Explain how public health policies and guidelines influence food choices and other eating practices and behaviors.   | Lesson 4.2             |
| □ FN2.12.2 Analyze how culture supports and challenges beliefs, practices, and behaviors related to food and beverage choices.  | Lesson 4.3             |
| □ FN2.12.3 Analyze how peers and perceptions of norms influence healthy and unhealthy food choices and other eating practices and behaviors.  | Lesson 4.3             |
| □ FN2.12.4 Analyze how personal attitudes, values, and beliefs influence food choices and other eating practices and behaviors.   | Lesson 4.3             |
| □ FN2.12.5 Analyze how laws, rules, and regulations influence food choices and other eating practices and behaviors.  | Lesson 4.2, Lesson 4.3 |
| □ FN2.12.6 Analyze how school and community affect food choices and other eating practices and behaviors.   | Lesson 4.3             |
| □ FN2.12.7 Analyze how food advertisements (e.g., product placement, commercials, billboards, sponsored content) make people want to eat more of that food.   | Lesson 4.3             |
| □ FN2.12.8 Analyze how media and technology influence personal, family, and community food choices and other eating practices and behaviors.  | Lesson 4.3             |
| □ FN2.12.9 Differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on food choices and other eating practices and behaviors.                        | Lesson 4.3             |
| □ FN2.12.10 Analyze the factors that influence opportunities to obtain safe, accessible, equitable,   | Lesson 1.3, Lesson 4.3 |



| Standards/Objectives/Indicators  | Textbook Lessons   |
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| and affordable opportunities for healthy eating practices and behaviors for oneself and others.  |  |
| <b>Mental and Emotional Health</b>   |  |
| ☐ MEH2.12.1 Explain how public health policies influence mental and emotional health practices and behaviors.  | Lesson 2.4, Lesson 3.5, Lesson 3.6                         |
| ☐ MEH2.12.2 Analyze how culture supports and challenges mental and emotional health beliefs, practices, and behaviors.   | Lesson 2.1, Lesson 2.3, Lesson 2.4                         |
| ☐ MEH2.12.3 Analyze how peers and perceptions of norms influence healthy and unhealthy mental and emotional health practices and behaviors.  | Lesson 2.1, Lesson 2.3, Lesson 2.4                         |
| ☐ MEH2.12.4 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy mental and emotional health practices and behaviors.   | Lesson 2.1, Lesson 2.2, Lesson 2.3, Lesson 3.5, Lesson 3.6 |
| ☐ MEH2.12.5 Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health practices and behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury). | Lesson 3.1, Lesson 3.3, Lesson 3.6                         |
| ☐ MEH2.12.6 Analyze how laws, rules, and regulations influence mental and emotional health promotion and disease prevention.   | Lesson 2.4, Lesson 3.5, Lesson 3.6                         |
| ☐ MEH2.12.7 Analyze how school and community settings influence mental and emotional health practices and behaviors.   | Lesson 2.1, Lesson 2.3, Lesson 3.6                         |
| ☐ MEH2.12.8 Analyze how media and technology influence personal, family, and community mental and emotional health.  | Lesson 2.1, Lesson 2.3, Lesson 2.4, Lesson 3.6             |
| ☐ MEH2.12.9 Differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies, on mental and emotional health practices and behaviors, including self- concept and body image.     | Lesson 2.1, Lesson 2.3, Lesson 2.4, Lesson 3.5, Lesson 3.6 |
| ☐ MEH2.12.10 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support mental and emotional health for oneself and others.   | Lesson 3.5, Lesson 3.6                                     |
| <b>Personal Health and Wellness</b>  |  |
| ☐ PHW2.12.1 Explain how public health policies influence personal health and wellness-related practices and behaviors.   | Lesson 1.3, Lesson 1.6, Lesson 7.5                         |

| Standards/Objectives/Indicators  | Textbook Lessons                   |
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| □ PHW2.12.2 Analyze how culture supports and challenges personal health and wellness-related beliefs, practices, and behaviors.  | Lesson 1.3, Lesson 1.6             |
| □ PHW2.12.3 Analyze how peers and perceptions of norms influence healthy and unhealthy personal health and wellness-related practices and behaviors.   | Lesson 1.3, Lesson 1.6, Lesson 7.5 |
| □ PHW2.12.4 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy personal health and wellness-related practices and behaviors.  | Lesson 1.2, Lesson 1.6, Lesson 7.5 |
| □ PHW2.12.5 Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.   | Lesson 1.2, Lesson 7.3             |
| □ PHW2.12.6 Analyze how laws, rules, and regulations influence health promotion and disease prevention.  | Lesson 7.5                         |
| □ PHW2.12.7 Analyze how school and community settings influence personal health and wellness practices and behaviors.  | Lesson 1.3, Lesson 1.6, Lesson 7.5 |
| □ PHW2.12.8 Analyze how media and technology influence personal, family, and community health and wellness.  | Lesson 1.3, Lesson 1.6, Lesson 7.5 |
| □ PHW2.12.9 Differentiate relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health and wellness-related practices and behaviors. | Lesson 1.3, Lesson 1.6, Lesson 7.5 |
| □ PHW2.12.10 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health and wellness for oneself and others.                 | Lesson 1.3, Lesson 1.6             |
| <b>Physical Activity</b>   |                                    |
| □ PA2.12.1 Explain how public health policies influence physical activity practices and behaviors.   | Lesson 4.5                         |
| □ PA2.12.2 Analyze how culture supports and challenges physical activity beliefs, practices, and behaviors.  | Lesson 4.5                         |
| □ PA2.12.3 Analyze how peers and perceptions of norms influence healthy and unhealthy personal physical activity practices and behaviors.  | Lesson 4.5                         |
| □ PA2.12.4 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy physical activity practices and behaviors.  | Lesson 4.5                         |
| □ PA2.12.5 Analyze how some health risk behaviors influence the likelihood of engaging in physical   | Lesson 4.4, Lesson 4.5             |

| Standards/Objectives/Indicators   | Textbook Lessons                   |
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| activity practices and behaviors (e.g., personal health and wellness).  |                                    |
| □ PA2.12.6 Analyze how laws, rules, and regulations (e.g., transportation) influence physical activity practices and behaviors.   | Lesson 4.5                         |
| □ PA2.12.7 Analyze how school and community settings influence physical activity practices and behaviors.   | Lesson 4.5                         |
| □ PA2.12.8 Analyze how media and technology influence personal, family, and community physical activity practices and behaviors.  | Lesson 4.5                         |
| □ PA2.12.9 Differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on personal physical activity practices and behaviors.                 | Lesson 4.5                         |
| □ PA2.12.10 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support physical activity practices and behaviors for oneself and others. | Lesson 4.5                         |
| <b>Safety</b>   |                                    |
| □ S2.12.1 Explain how public health policies influence safety and injury prevention practices and behaviors.  | Lesson 6.1, Lesson 6.2             |
| □ S2.12.2 Analyze how culture supports and challenges safety and injury prevention beliefs, practices, and behaviors.   | Lesson 6.1, Lesson 6.3, Lesson 6.4 |
| □ S2.12.3 Analyze how peers and perceptions of norms influence safety and injury prevention practices and behaviors.  | Lesson 6.1, Lesson 6.3, Lesson 6.4 |
| □ S2.12.4 Analyze how personal attitudes, values, and beliefs influence safety and injury prevention practices and behaviors.   | Lesson 6.1, Lesson 6.3, Lesson 6.4 |
| □ S2.12.5 Analyze how some health risk behaviors influence the likelihood of engaging in unsafe practices and behaviors (e.g., how alcohol- and other drug-use increase the risk of a motor vehicle crash).             | Lesson 6.1, Lesson 6.3, Lesson 6.4 |
| □ S2.12.6 Analyze how laws, rules, and regulations influence safety and injury prevention practices and behaviors.  | Lesson 6.1, Lesson 6.2, Lesson 6.4 |
| □ S2.12.7 Analyze how school and community settings influence safety and injury prevention practices and behaviors.   | Lesson 6.1, Lesson 6.3, Lesson 6.4 |

| Standards/Objectives/Indicators  | Textbook Lessons   |
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| □ S2.12.8 Analyze how media and technology influence personal, family, and community safety and injury prevention practices and behaviors.   | Lesson 6.3, Lesson 6.4                                       |
| □ S2.12.9 Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on safety and injury prevention practices and behaviors.   | Lesson 6.1, Lesson 6.2, Lesson 6.3, Lesson 6.4               |
| □ S2.12.10 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support safety and injury prevention practices and behaviors for oneself and others.                      | Lesson 6.2   |
| <b>Sexual Health</b>   |  |
| □ SH2.12.1 Explain how public health policies and state laws influence sexual health beliefs, relationships, practices, and behaviors.   | Lesson 9.2, Lesson 12.1, Lesson 11.2, Lesson 11.3            |
| □ SH2.12.2 Analyze how culture supports and challenges sexual health beliefs, relationships, practices, and behaviors.   | Lesson 9.7, Lesson 11.1, Lesson 11.4                         |
| □ SH2.12.3 Analyze how peers and perceptions of norms influence healthy and unhealthy sexual beliefs, relationships, practices, and behaviors.   | Lesson 9.7, Lesson 11.1, Lesson 11.4                         |
| □ SH2.12.4 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy sexual health relationships, practices, and behaviors.  | Lesson 9.7, Lesson 11.1, Lesson 11.4                         |
| □ SH2.12.5 Analyze how some health risk behaviors influence the likelihood of engaging in risky sexual behaviors (e.g., alcohol- and other drug-use).  | Lesson 9.7, Lesson 11.1, Lesson 11.2, Lesson 11.4            |
| □ SH2.12.6 Analyze how laws, rules, and regulations influence behaviors related to sexual and reproductive health.   | Lesson 9.2, Lesson 12.1, Lesson 11.2, Lesson 11.3            |
| □ SH2.12.7 Analyze how school and community settings influence personal sexual health beliefs, relationships, practices, and behaviors.  | Lesson 9.7, Lesson 11.1, Lesson 11.4                         |
| □ SH2.12.8 Analyze how media (e.g., pornography, sexually-explicit images, social media) and technology influence personal, family, and community sexual health beliefs, relationships, practices, and behaviors.                                      | Lesson 9.6, Lesson 9.7, Lesson 11.1, Lesson 11.4             |
| □ SH2.12.9 Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on sexual and reproductive health practices and behaviors, including self-concept and body image. | Lesson 2.4, Lesson 9.2, Lesson 9.7, Lesson 11.1, Lesson 11.4 |

| Standards/Objectives/Indicators   | Textbook Lessons                                   |
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| □ SH2.12.10 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support sexual and reproductive health for oneself and others.          | Lesson 9.2, Lesson 11.2, Lesson 11.3, Lesson 11.4  |
| <b>Tobacco</b>  |  |
| □ T2.12.1 Explain how public health policies influence tobacco-related practices and behaviors.   | Lesson 5.3, Lesson 5.6                             |
| □ T2.12.2 Analyze how culture supports and challenges tobacco-related beliefs, practices and behaviors.   | Lesson 5.6   |
| □ T2.12.3 Analyze how peers and perceptions of norms influence tobacco-related practices and behaviors.   | Lesson 5.3, Lesson 5.6                             |
| □ T2.12.4 Analyze how personal attitudes, values, and beliefs influence tobacco-related practices and behaviors.  | Lesson 5.6   |
| □ T2.12.5 Analyze how some health risk behaviors, like alcohol- and other drug-use, influence likelihood of engaging in tobacco use.  | Lesson 5.3, Lesson 5.6                             |
| □ T2.12.6 Analyze how laws, rules, and regulations influence behaviors related to tobacco use.  | Lesson 5.3, Lesson 5.6                             |
| □ T2.12.7 Analyze how school and community settings influence tobacco-related practices and behaviors.  | Lesson 5.3, Lesson 5.6                             |
| □ T2.12.8 Analyze how media and technology influence personal, family, and community behaviors related to tobacco use.  | Lesson 5.3, Lesson 5.6                             |
| □ T2.12.9 Differentiate relevant influences, including family, culture, peers, media, technology, school, community and public health policies on personal tobacco-related practices and behaviors.                   | Lesson 5.3, Lesson 5.6                             |
| □ T2.12.10 Analyze the factors that influence the opportunities to obtain safe, accessible, equitable, and affordable products and services that support tobacco-use prevention and cessation for oneself and others. | Lesson 5.6   |
| <b>Violence Prevention</b>  |  |
| □ V2.12.1 Explain how public health policies influence violence practices and behaviors.  | Lesson 10.1, Lesson 10.2, Lesson 10.3, Lesson 10.4 |
| □ V2.12.2 Analyze how culture supports and challenges violence prevention beliefs, practices, and behaviors.  | Lesson 10.1, Lesson 10.2                           |
| □ V2.12.3 Analyze how peers and perceptions of norms influence violence and violence prevention practices and behaviors.  | Lesson 10.1, Lesson 10.2                           |

| Standards/Objectives/Indicators   | Textbook Lessons                                   |
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| □ V2.12.4 Analyze how personal attitudes, values, and beliefs influence violence and violence prevention practices and behaviors.   | Lesson 10.1, Lesson 10.2                           |
| □ V2.12.5 Analyze how some health risk behaviors influence the likelihood of engaging in violent behaviors (e.g., how alcohol- and other drug-use influence violent behaviors).   | Lesson 10.1, Lesson 10.3                           |
| □ V2.12.6 Analyze how laws, rules, and regulations influence violence practices and behaviors.  | Lesson 10.1, Lesson 10.2, Lesson 10.3, Lesson 10.4 |
| □ V2.12.7 Analyze how school and community settings influence violence practices and behaviors.   | Lesson 10.1, Lesson 10.4                           |
| □ V2.12.8 Analyze how media and technology influence personal, family, and community violence prevention practices and behaviors.   | Lesson 10.1, Lesson 10.2                           |
| □ V2.12.9 Differentiate relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on violence prevention practices and behaviors.                             | Lesson 10.1, Lesson 10.2, Lesson 10.3, Lesson 10.4 |
| □ V2.12.10 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support violence prevention practices and behaviors for oneself and others.    | Lesson 10.1, Lesson 10.2, Lesson 10.3              |
| <b>Standard 3: Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.</b><br><b>Alcohol and Other Drugs</b>                   |  |
| □ AOD3.12.1 Evaluate the validity of information for over-the-counter and prescription medications (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content). | Lesson 5.1   |
| □ AOD3.12.2 Evaluate the validity of information for alcohol- and other drug-use prevention.  | Lesson 5.6   |
| □ AOD3.12.3 Evaluate the validity of alcohol and other drug-use prevention and cessation products.  | Lesson 5.6   |
| □ AOD3.12.4 Evaluate the validity of alcohol and other drug-use treatment services.   | Lesson 5.6   |
| □ AOD3.12.5 Determine the accessibility of valid alcohol and other drug-use prevention and cessation products.  | Lesson 5.6   |
| □ AOD3.12.6 Determine the accessibility of valid alcohol- and other drug-use treatment services.  | Lesson 5.6   |
| □ AOD3.12.7 Determine when professional alcohol- and other drug-use cessation services may be required.   | Lesson 5.6   |
| □ AOD3.12.8 Use resources that provide valid alcohol-   | Lesson 5.6   |

| Standards/Objectives/Indicators   | Textbook Lessons                               |
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| and other drug-use prevention information.  |  |
| <b>Food and Nutrition</b>   |  |
| □ FN3.12.1 Evaluate the validity of nutrition information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).                    | Lesson 4.3                                     |
| □ FN3.12.2 Evaluate the validity of nutrition products (e.g., dietary supplements, “cleanses”, “detox”).  | Lesson 4.3                                     |
| □ FN3.12.3 Evaluate the validity of nutrition services (e.g., credentialed professionals, food assistance programs).  | Lesson 4.3                                     |
| □ FN3.12.4 Determine the accessibility of valid nutrition products.   | Lesson 4.3                                     |
| □ FN3.12.5 Determine when professional nutrition services may be required.  | Lesson 4.2, Lesson 4.3                         |
| □ FN3.12.6 Determine the accessibility of valid nutrition services.   | Lesson 4.3                                     |
| □ FN3.12.7 Use resources that provide valid nutrition information.  | Lesson 4.2, Lesson 4.3                         |
| □ FN3.12.8 Use valid nutrition products when needed or appropriate.   | Lesson 4.3                                     |
| □ FN3.12.9 Use valid nutrition services when needed or appropriate.   | Lesson 4.3                                     |
| □ FN3.12.10 Identify false or misleading claims on food packaging and promotions.   | Lesson 4.3                                     |
| <b>Mental and Emotional Health</b>  |  |
| □ MEH3.12.1 Evaluate the validity of mental and emotional health information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content). | Lesson 1.5, Lesson 2.4                         |
| □ MEH3.12.2 Evaluate the validity of mental and emotional health products.  | Lesson 1.5, Lesson 3.2, Lesson 3.5             |
| □ MEH3.12.3 Evaluate the validity of mental and emotional health services.  | Lesson 3.5, Lesson 3.6                         |
| □ MEH3.12.4 Determine the accessibility of valid mental and emotional health products.  | Lesson 1.6, Lesson 3.2, Lesson 3.5             |
| □ MEH3.12.5 Determine when professional mental and emotional health services may be required.   | Lesson 2.1, Lesson 3.5, Lesson 3.6             |
| □ MEH3.12.6 Determine the accessibility of valid mental and emotional health services.  | Lesson 3.5, Lesson 3.6                         |
| □ MEH3.12.7 Use resources that provide valid mental and emotional health information.   | Lesson 1.5, Lesson 2.4, Lesson 3.2, Lesson 3.5 |
| □ MEH3.12.8 Use valid mental and emotional health products when needed or appropriate.  | Lesson 1.5, Lesson 3.2, Lesson 3.5             |

| Standards/Objectives/Indicators  | Textbook Lessons                               |
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| ☐ MEH3.12.9 Use valid mental and emotional health services when needed or appropriate  | Lesson 1.6, Lesson 3.2, Lesson 3.5, Lesson 3.6 |
| <b>Personal Health and Wellness</b>  |  |
| ☐ PHW3.12.1 Evaluate the validity of personal health and wellness information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content). | Lesson 1.5, Lesson 7.3, Lesson 7.5             |
| ☐ PHW3.12.2 Evaluate the validity of personal health and wellness products.  | Lesson 7.1                                     |
| ☐ PHW3.12.3 Evaluate the validity of personal health and wellness services.  | Lesson 7.1, Lesson 7.5                         |
| ☐ PHW3.12.4 Determine the accessibility of valid personal health and wellness products.  | Lesson 7.1                                     |
| ☐ PHW3.12.5 Determine when professional personal health and wellness services may be required.   | Lesson 7.4, Lesson 7.6, Lesson 7.7, Lesson 7.8 |
| ☐ PHW3.12.6 Determine the accessibility of valid personal health and wellness services.  | Lesson 7.1, Lesson 7.5                         |
| ☐ PHW3.12.7 Use resources that provide valid personal health and wellness information.   | Lesson 7.1, Lesson 7.3                         |
| ☐ PHW3.12.8 Use valid personal health and wellness products when needed or appropriate.  | Lesson 7.1                                     |
| ☐ PHW3.12.9 Use valid personal health and wellness services when needed or appropriate.  | Lesson 7.1, Lesson 7.5                         |
| <b>Physical Activity</b>   |  |
| ☐ PA3.12.1 Evaluate the validity of physical activity information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).             | Lesson 4.4, Lesson 4.5                         |
| ☐ PA3.12.2 Evaluate the validity of physical activity products (e.g., sports performance supplements).   | Lesson 4.5                                     |
| ☐ PA3.12.3 Evaluate the validity of physical activity services.  | Lesson 4.5                                     |
| ☐ PA3.12.4 Determine the accessibility of valid physical activity products.  | Lesson 4.5                                     |
| ☐ PA3.12.5 Determine when professional physical activity services may be required.   | Lesson 4.5                                     |
| ☐ PA3.12.6 Determine the accessibility of valid physical activity services.  | Lesson 4.5                                     |
| ☐ PA3.12.7 Use resources that provide valid physical activity information.   | Lesson 4.5                                     |
| ☐ PA3.12.8 Use valid physical activity products when needed or appropriate.  | Lesson 4.5                                     |
| ☐ PA3.12.9 Use valid physical activity services when needed or appropriate.  | Lesson 4.5                                     |



| Standards/Objectives/Indicators  | Textbook Lessons   |
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| <b>Safety</b>  |  |
| □ S3.12.1 Evaluate the validity and reliability of safety and injury prevention information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content). | Lesson 6.1, Lesson 6.3                                       |
| □ S3.12.2 Evaluate the validity and reliability of safety and injury prevention products.  | Lesson 6.1   |
| □ S3.12.3 Evaluate the validity and reliability of safety and injury prevention services.  | Lesson 6.1, Lesson 6.2                                       |
| □ S3.12.4 Determine the accessibility of valid and reliable safety and injury prevention products.   | Lesson 6.1   |
| □ S3.12.5 Determine when professional safety and injury prevention services may be required.   | Lesson 6.2   |
| □ S3.12.6 Determine the accessibility of valid and reliable safety and injury prevention services.   | Lesson 6.1   |
| □ S3.12.7 Use resources that provide valid and reliable safety and injury prevention information.  | Lesson 6.1, Lesson 6.3                                       |
| □ S3.12.8 Use valid and reliable safety and injury prevention products when needed or appropriate.   | Lesson 6.1   |
| □ S3.12.9 Use valid and reliable safety and injury prevention services when needed or appropriate  | Lesson 6.1, Lesson 6.2                                       |
| <b>Sexual Health</b>   |  |
| □ SH3.12.1 Evaluate the validity of sexual and reproductive health information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).              | Lesson 9.7, Lesson 12.2                                      |
| □ SH3.12.2 Evaluate the validity of sexual and reproductive healthcare products.   | Lesson 9.2, Lesson 12.2                                      |
| □ SH3.12.3 Evaluate the validity of sexual and reproductive healthcare services.   | Lesson 9.2, Lesson 9.3, Lesson 11.3                          |
| □ SH3.12.4 Determine the accessibility of valid sexual and reproductive healthcare products.   | Lesson 9.2, Lesson 12.2                                      |
| □ SH3.12.5 Determine when professional sexual and reproductive healthcare services may be required.  | Lesson 9.1, Lesson 9.2, Lesson 9.3, Lesson 11.1, Lesson 11.2 |
| □ SH3.12.6 Determine the accessibility of valid sexual and reproductive healthcare services.   | Lesson 9.1, Lesson 9.2, Lesson 11.3                          |
| □ SH3.12.7 Use resources that provide valid sexual and reproductive health information.  | Lesson 9.7, Lesson 12.2                                      |
| □ SH3.12.8 Use valid sexual and reproductive healthcare products when needed or appropriate.   | Lesson 9.2, Lesson 12.2                                      |
| □ SH3.12.9 Use valid sexual and reproductive healthcare services when needed or appropriate.   | Lesson 9.1, Lesson 9.2, Lesson 11.3                          |
| <b>Tobacco</b>   |  |

| Standards/Objectives/Indicators  | Textbook Lessons                                   |
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| □ T3.12.1 Evaluate the validity of tobacco-related prevention and cessation information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content). | Lesson 5.3, Lesson 5.6                             |
| □ T3.12.2 Evaluate the validity of tobacco cessation products.   | Lesson 5.6   |
| □ T3.12.3 Evaluate the validity of tobacco cessation services.   | Lesson 5.6   |
| □ T3.12.4 Determine the accessibility of valid tobacco cessation products.   | Lesson 5.6   |
| □ T3.12.5 Determine when professional tobacco cessation services may be required.  | Lesson 5.6   |
| □ T3.12.6 Determine the accessibility of valid tobacco cessation services.   | Lesson 5.6   |
| □ T3.12.7 Use resources that provide valid tobacco-related prevention and cessation information.   | Lesson 5.6   |
| □ T3.12.8 Use valid tobacco cessation products when needed or appropriate.   | Lesson 5.6   |
| □ T3.12.9 Use valid tobacco cessation services when needed or appropriate.   | Lesson 5.6   |
| <b>Violence Prevention</b>   |  |
| □ V3.12.1 Evaluate the validity of violence prevention information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).                      | Lesson 10.1, Lesson 10.2, Lesson 10.3, Lesson 10.4 |
| □ V3.12.2 Evaluate the validity of violence prevention or intervention services.   | Lesson 10.1, Lesson 10.2, Lesson 10.3, Lesson 10.4 |
| □ V3.12.3 Determine when professional violence prevention or intervention services may be required.  | Lesson 10.1, Lesson 10.2, Lesson 10.3, Lesson 10.4 |
| □ V3.12.4 Determine the accessibility of valid violence prevention or intervention services.   | Lesson 10.1, Lesson 10.2, Lesson 10.3, Lesson 10.4 |
| □ V3.12.5 Use resources that provide valid violence prevention information.  | Lesson 10.1, Lesson 10.2, Lesson 10.3, Lesson 10.4 |
| □ V3.12.6 Use valid violence prevention or intervention services when needed or appropriate  | Lesson 10.1, Lesson 10.2, Lesson 10.3, Lesson 10.4 |
| <b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b><br><b>Alcohol and Other Drugs</b>                         |  |
| □ AOD4.12.1 Demonstrate effective communication skills to avoid taking someone else's prescription medication.   | Lesson 5.1, Lesson 5.6                             |
| □ AOD4.12.2 Demonstrate effective communication skills to be alcohol- and other drug-free.   | Lesson 5.6   |

| Standards/Objectives/Indicators  | Textbook Lessons                   |
|--|------------------------------------|
| □ AOD4.12.3 Demonstrate effective communication skills to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.                                  | Lesson 5.4, Lesson 5.5             |
| □ AOD4.12.4 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid alcohol- and other drug-use.   | Lesson 5.6                         |
| □ AOD4.12.5 Demonstrate how to effectively ask for assistance to quit using alcohol or other drugs.  | Lesson 5.6                         |
| □ AOD4.12.6 Demonstrate how to offer assistance to help others quit alcohol- or other drug-use.  | Lesson 5.6                         |
| <b>Food and Nutrition</b>  |                                    |
| □ FN4.12.1 Demonstrate effective communication skills to improve personal food choices and healthy eating behaviors.   | Lesson 4.3                         |
| □ FN4.12.2 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid unhealthy food choices.   | Lesson 4.3                         |
| □ FN4.12.3 Demonstrate how to effectively ask for assistance to improve personal food choices and eating behaviors.  | Lesson 3.4, Lesson 4.3             |
| □ FN4.12.4 Demonstrate how to effectively support others in improving food choices and eating behaviors.   | Lesson 3.4, Lesson 4.3             |
| <b>Mental and Emotional Health</b>   |                                    |
| □ MEH4.12.1 Demonstrate effective communication skills to enhance mental and emotional health.   | Lesson 2.5, Lesson 2.7, Lesson 3.5 |
| □ MEH4.12.2 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in mentally and emotionally unhealthy behaviors.                                    | Lesson 3.2, Lesson 3.5             |
| □ MEH4.12.3 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.  | Lesson 1.9                         |
| □ MEH4.12.4 Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.   | Lesson 3.5, Lesson 3.6             |
| □ MEH4.12.5 Demonstrate how to effectively offer assistance to improve the mental and emotional health of others.  | Lesson 3.5, Lesson 3.6             |
| <b>Personal Health and Wellness</b>  |                                    |
| □ PHW4.12.1 Demonstrate effective communication skills to enhance personal health and wellness.  | Lesson 1.8, Lesson 7.5             |
| □ PHW4.12.2 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in practices and behaviors that can negatively affect personal health and wellness. | Lesson 1.8, Lesson 7.5             |

| Standards/Objectives/Indicators  | Textbook Lessons                   |
|--|------------------------------------|
| □ PHW4.12.3 Demonstrate how to effectively ask for assistance to improve personal health and wellness.                                   | Lesson 7.5                         |
| □ PHW4.12.4 Demonstrate how to effectively offer assistance to improve the personal health and wellness of others.                       | Lesson 7.5                         |
| <b>Physical Activity</b>   |                                    |
| □ PA4.12.1 Demonstrate effective communication skills to enhance physical activity.  | Lesson 4.5                         |
| □ PA4.12.2 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid being sedentary.                        | Lesson 4.5                         |
| □ PA4.12.3 Demonstrate how to effectively ask for assistance to improve physical activity.   | Lesson 4.5                         |
| □ PA4.12.4 Demonstrate how to effectively ask for assistance to safely use physical activity equipment (e.g., weight lifting equipment). | Lesson 4.5                         |
| □ PA4.12.5 Demonstrate how to effectively offer assistance or improve the physically activity of others.                                 | Lesson 4.5                         |
| <b>Safety</b>  |                                    |
| □ S4.12.1 Demonstrate effective communication skills to enhance safety and injury prevention.  | Lesson 6.3, Lesson 6.4             |
| □ S4.12.2 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid or reduce injuries.                      | Lesson 6.3, Lesson 6.4             |
| □ S4.12.3 Demonstrate how to effectively ask for assistance to improve personal safety and injury prevention.                            | Lesson 6.1, Lesson 6.3, Lesson 6.4 |
| □ S4.12.4 Demonstrate how to effectively offer assistance to improve the safety and injury prevention of others.                         | Lesson 6.1, Lesson 6.3, Lesson 6.4 |
| <b>Sexual Health</b>   |                                    |
| □ SH4.12.1 Demonstrate effective communication skills to promote healthy relationships and sexual and reproductive health.               | Lesson 9.6, Lesson 9.7             |
| □ SH4.12.2 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in sexual risk behaviors.      | Lesson 9.6, Lesson 9.7             |
| □ SH4.12.3 Demonstrate giving and receiving verbal consent for all sexual behaviors between partners.                                    | Lesson 10.2                        |
| □ SH4.12.4 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflicts.                        | Lesson 1.9                         |

| Standards/Objectives/Indicators   | Textbook Lessons                                   |
|---|--|
| □ SH4.12.5 Demonstrate how to effectively ask for assistance from parents, caregivers, or trusted adults to improve or maintain sexual health.  | Lesson 9.1, Lesson 9.2, Lesson 9.7                 |
| □ SH4.12.6 Demonstrate how to effectively communicate support for peers whose aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender, or gender identity) are different from one's own. | Lesson 12.1  |
| <b>Tobacco</b>  |  |
| □ T4.12.1 Demonstrate effective communication skills to be tobacco-free.  | Lesson 5.6   |
| □ T4.12.2 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid tobacco use.  | Lesson 5.6   |
| □ T4.12.3 Demonstrate how to effectively ask for assistance to quit using tobacco.  | Lesson 5.6   |
| □ T4.12.4 Demonstrate how to effectively offer assistance to help others quit tobacco use.  | Lesson 5.6   |
| <b>Violence Prevention</b>  |  |
| □ V4.12.1 Demonstrate effective communication skills to prevent violence.   | Lesson 10.1  |
| □ V4.12.2 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in violence.   | Lesson 1.9, Lesson 10.1                            |
| □ V4.12.3 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict to prevent violence.   | Lesson 1.9, Lesson 10.1                            |
| □ V4.12.4 Demonstrate how to effectively ask for assistance to prevent violence.  | Lesson 10.1, Lesson 10.2, Lesson 10.3, Lesson 10.4 |
| □ V4.12.5 Demonstrate how to effectively offer assistance to help others prevent violence   | Lesson 10.1, Lesson 10.2, Lesson 10.3, Lesson 10.4 |
| <b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>   |  |
| <b>Alcohol and Other Drugs</b>  |  |
| □ AOD5.12.1 Examine barriers to making a decision to be alcohol- and other drug-free.   | Lesson 5.6   |
| □ AOD5.12.2 Determine the value of applying thoughtful decision making related to alcohol- and other drug-use.  | Lesson 5.6   |
| □ AOD5.12.3 Justify when individual or collaborative decision related to alcohol- and other drug-use is appropriate.  | Lesson 5.6   |
| □ AOD5.12.4 Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to alcohol- and other drug-use.   | Lesson 5.6   |
| □ AOD5.12.5 Generate alternatives when making a decision related to alcohol- and other drug-use.  | Lesson 5.6   |

| Standards/Objectives/Indicators  | Textbook Lessons                   |
|--|------------------------------------|
| □ AOD5.12.6 Predict the potential short- and long-term consequences of alternatives when making a decision related to alcohol- and other drug-use.                       | Lesson 5.6                         |
| □ AOD5.12.7 Choose a healthy alternative when making a decision related to alcohol- and other drug-use.  | Lesson 5.6                         |
| □ AOD5.12.8 Choose a healthy alternative when making a decision related to riding in a motor vehicle with a driver who has been using alcohol or other drugs.            | Lesson 5.6                         |
| □ AOD5.12.9 Evaluate the effectiveness of decisions related to alcohol- and other drug-use.  | Lesson 5.6                         |
| <b>Food and Nutrition</b>  |                                    |
| □ FN5.12.1 Examine barriers to making a decision related to food and nutrition.  | Lesson 4.2, Lesson 4.3             |
| □ FN5.12.2 Justify when individual or collaborative decision making related to food and nutrition is appropriate.  | Lesson 4.2, Lesson 4.3             |
| □ FN5.12.3 Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to food and nutrition.                                  | Lesson 4.2, Lesson 4.3             |
| □ FN5.12.4 Generate alternatives when making a decision related to eating behaviors.   | Lesson 4.2, Lesson 4.3             |
| □ FN5.12.5 Predict the potential short- and long-term consequences of alternatives to decisions related to food and nutrition.   | Lesson 4.2, Lesson 4.3             |
| □ FN5.12.6 Choose a food or beverage that fits with a healthy eating pattern when making a decision about what to eat or drink.  | Lesson 4.2, Lesson 4.3             |
| □ FN5.12.7 Evaluate the effectiveness of decisions related to food and nutrition.  | Lesson 4.2, Lesson 4.3             |
| <b>Mental and Emotional Health</b>   |                                    |
| □ MEH5.12.1 Examine barriers to making a healthy decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress). | Lesson 1.9, Lesson 3.1, Lesson 3.3 |
| □ MEH5.12.2 Determine the value of applying thoughtful decision making regarding a mental and emotional health problem.  | Lesson 2.6, Lesson 3.2, Lesson 3.5 |
| □ MEH5.12.3 Justify when individual or collaborative decision making is appropriate regarding an emotional or mental health problem.                                     | Lesson 2.6, Lesson 3.2, Lesson 3.5 |
| □ MEH5.12.4 Analyze how family, culture, technology, media, peers, and personal beliefs affect a mental or   | Lesson 2.1, Lesson 2.3, Lesson 3.1 |

| Standards/Objectives/Indicators  | Textbook Lessons                               |
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| emotional health related decision (e.g., dealing with interpersonal conflict, managing emotional stress).  |  |
| □ MEH5.12.5 Generate alternatives when making a mental and emotional health-related decision.  | Lesson 2.6, Lesson 3.2, Lesson 3.5             |
| □ MEH5.12.6 Predict potential short- and long-term consequences of alternatives to mental and emotional health-related decisions (e.g., to seek or not seek help). | Lesson 2.6, Lesson 3.1, Lesson 3.2, Lesson 3.5 |
| □ MEH5.12.7 Choose a healthy alternative when making a mental and emotional health-related decision.   | Lesson 2.6, Lesson 3.2, Lesson 3.5             |
| □ MEH5.12.8 Evaluate the effectiveness of mental and emotional health-related decisions.   | Lesson 2.6, Lesson 3.2, Lesson 3.5             |
| <b>Personal Health and Wellness</b>  |  |
| □ PHW5.12.1 Examine barriers that can hinder choosing healthy alternatives in making a personal health and wellness-related decision.                              | Lesson 7.1, Lesson 7.2                         |
| □ PHW5.12.2 Determine the value of applying thoughtful decision making regarding a personal health and wellness-related problem.                                   | Lesson 7.1, Lesson 7.2, Lesson 7.5             |
| □ PHW5.12.3 Justify when individual or collaborative decision making is appropriate for a personal health and wellness-related problem.                            | Lesson 7.1, Lesson 7.2, Lesson 7.5             |
| □ PHW5.12.4 Analyze how family, culture, technology, media, peers, and personal beliefs affect a personal health and wellness-related decision.                    | Lesson 7.1, Lesson 7.3                         |
| □ PHW5.12.5 Generate alternatives when making a decision related to personal health and wellness.  | Lesson 7.1, Lesson 7.2, Lesson 7.5             |
| □ PHW5.12.6 Predict potential short- and long-term consequences of alternatives to a health and wellness-related decision.   | Lesson 7.1, Lesson 7.2, Lesson 7.5             |
| □ PHW5.12.7 Choose a healthy alternative when making a personal health and wellness-related decision.  | Lesson 7.1, Lesson 7.2, Lesson 7.5             |
| □ PHW5.12.8 Evaluate the effectiveness of personal health and wellness-related decisions.  | Lesson 7.1, Lesson 7.2, Lesson 7.5             |
| <b>Physical Activity</b>   |  |
| □ PA5.12.1 Examine barriers to making a decision to be physically active.  | Lesson 4.5                                     |
| □ PA5.12.2 Determine the value of applying thoughtful decision making to a situation related to physical activity.   | Lesson 4.5                                     |
| □ PA5.12.3 Justify when individual or collaborative decision making is appropriate regarding a situation related to physical activity.                             | Lesson 4.5                                     |
| □ PA5.12.4 Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to physical activity.                             | Lesson 4.5                                     |

| Standards/Objectives/Indicators  | Textbook Lessons                   |
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| □ PA5.12.5 Generate alternatives when making a decision related to physical activity.  | Lesson 4.5                         |
| □ PA5.12.6 Predict the potential short- and long-term consequences of alternatives to decisions related to physical activity.                    | Lesson 4.4, Lesson 4.5             |
| □ PA5.12.7 Choose a healthy alternative when making a decision related to physical activity.   | Lesson 4.5                         |
| □ PA5.12.8 Evaluate the effectiveness of decisions related to physical activity.   | Lesson 4.5                         |
| <b>Safety</b>  |                                    |
| □ S5.12.1 Examine barriers to making a decision related to safety and injury prevention.   | Lesson 6.3                         |
| □ S5.12.2 Determine the value of applying thoughtful decision making regarding a situation related to safety and injury prevention.              | Lesson 6.1, Lesson 6.3             |
| □ S5.12.3 Justify when individual or collaborative decision making is appropriate regarding a situation related to safety and injury prevention. | Lesson 6.1, Lesson 6.3             |
| □ S5.12.4 Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to safety and injury prevention. | Lesson 6.1, Lesson 6.3, Lesson 6.4 |
| □ S5.12.5 Generate alternatives when making a decision related to safety and injury prevention.  | Lesson 6.1, Lesson 6.3             |
| □ S5.12.6 Predict potential short- and long-term consequences of alternatives to decisions related to safety and injury prevention.              | Lesson 6.1, Lesson 6.3             |
| □ S5.12.7 Choose a healthy alternative when making a decision related to safety and injury prevention.   | Lesson 6.1, Lesson 6.3             |
| □ S5.12.8 Evaluate the effectiveness of decisions related to safety and injury prevention.   | Lesson 6.1, Lesson 6.3             |
| <b>Sexual Health</b>   |                                    |
| □ SH5.12.1 Examine barriers to making a decision related to healthy relationships and sexual and reproductive health.                            | Lesson 9.7                         |
| □ SH5.12.2 Determine the value of applying thoughtful decision making regarding sexual health related situations or experiences.                 | Lesson 9.7                         |
| □ SH5.12.3 Justify when individual or collaborative decision making is appropriate regarding sexual situations or experiences.                   | Lesson 9.7                         |
| □ SH5.12.4 Analyze how family, culture, technology, media, peers, and personal beliefs affect a sexual health-related decision.                  | Lesson 9.7                         |
| □ SH5.12.5 Generate alternatives when making a decision related to healthy relationships and sexual and reproductive health.                     | Lesson 9.7                         |



| Standards/Objectives/Indicators  | Textbook Lessons                                   |
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| □ SH5.12.6 Predict potential short- and long-term consequences of alternatives of sexual and reproductive health-related decisions.        | Lesson 9.7   |
| □ SH5.12.7 Choose a healthy alternative when making a sexual and reproductive health-related decision.                                     | Lesson 9.7   |
| □ SH5.12.8 Evaluate the effectiveness of sexual and reproductive health-related decisions.   | Lesson 9.7   |
| <b>Tobacco</b>   |  |
| □ T5.12.1 Examine barriers to making a decision related to being tobacco-free.   | Lesson 5.6   |
| □ T5.12.2 Determine the value of applying thoughtful decision making related to tobacco use.   | Lesson 5.6   |
| □ T5.12.3 Justify when individual or collaborative decision making related to tobacco use is appropriate.                                  | Lesson 5.6   |
| □ T5.12.4 Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to tobacco use.            | Lesson 5.6   |
| □ T5.12.5 Generate alternatives when making a decision related to tobacco use.   | Lesson 5.6   |
| □ T5.12.6 Predict the potential short- and long-term consequences of alternatives to a decision related to tobacco use.                    | Lesson 5.3, Lesson 5.6                             |
| □ T5.12.7 Choose a healthy alternative when making a decision related to tobacco use.  | Lesson 5.6   |
| □ T5.12.8 Evaluate the effectiveness of decisions related to tobacco use.  | Lesson 5.6   |
| <b>Violence Prevention</b>   |  |
| □ V5.12.1 Examine barriers to making a decision that could be potentially violent.   | Lesson 10.1  |
| □ V5.12.2 Determine the value of applying thoughtful decision making to a potentially violent situation.                                   | Lesson 10.1, Lesson 10.2, Lesson 10.3              |
| □ V5.12.3 Justify when individual or collaborative decision making regarding a potentially violent situation is appropriate.               | Lesson 10.1, Lesson 10.2, Lesson 10.3              |
| □ V5.12.4 Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision that could be potentially violent. | Lesson 10.1  |
| □ V5.12.5 Generate alternatives when making a decision that could be potentially violent.  | Lesson 10.1, Lesson 10.2, Lesson 10.3              |
| □ V5.12.6 Predict potential short- and long-term consequences of alternatives to decisions that could be potentially violent.              | Lesson 10.1, Lesson 10.2, Lesson 10.3, Lesson 10.4 |
| □ V5.12.7 Choose a healthy alternative when making a decision that could be potentially violent.   | Lesson 10.1, Lesson 10.2, Lesson 10.3              |
| □ V5.12.8 Evaluate the effectiveness of decisions that could be potentially violent.   | Lesson 10.1, Lesson 10.2, Lesson 10.3              |

| Standards/Objectives/Indicators  | Textbook Lessons   |
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| <b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>   |  |
| <b>Alcohol and Other Drugs</b>   |  |
| □ AOD6.12.1 Assess personal practices and behaviors related to alcohol- and other drug-use.  | Lesson 5.6   |
| □ AOD6.12.2 Set a realistic goal to remain alcohol- and other drug-free, to quit using alcohol or other drugs, or to not ride in or on a motor vehicle with a driver who is under the influence of alcohol or other drugs. | Lesson 5.6   |
| □ AOD6.12.3 Assess the barriers to achieving a personal goal related to alcohol- and other drug-use prevention.  | Lesson 5.6   |
| □ AOD6.12.4 Develop a plan to attain a personal goal related to alcohol- and other drug-use prevention.  | Lesson 5.6   |
| □ AOD6.12.5 Implement strategies, including self-monitoring, to achieve a personal goal related to alcohol- and other drug-use prevention.   | Lesson 5.6   |
| □ AOD6.12.6 Use strategies to overcome barriers to achieving a personal goal related to alcohol- and other drug-use prevention.  | Lesson 5.6   |
| □ AOD6.12.7 Formulate a long-term plan to achieve a personal goal related to alcohol- and other drug-use prevention.   | Lesson 5.6   |
| <b>Food and Nutrition</b>  |  |
| □ FN6.12.1 Assess personal eating practices and behaviors.   | Lesson 4.1, Lesson 4.2, Lesson 4.3                         |
| □ FN6.12.2 Set a realistic personal goal related to improve eating patterns.   | Lesson 4.2, Lesson 4.3                                     |
| □ FN6.12.3 Assess the barriers to achieving a personal goal to improve eating patterns.  | Lesson 4.2, Lesson 4.3                                     |
| □ FN6.12.4 Develop a plan to attain a personal goal to improve eating patterns.  | Lesson 4.2, Lesson 4.3                                     |
| □ FN6.12.5 Implement strategies, including self-monitoring, to achieve a personal goal to improve eating patterns.   | Lesson 4.2, Lesson 4.3                                     |
| □ FN6.12.6 Use strategies to overcome barriers to be achieving a personal goal to improve eating patterns.   | Lesson 4.2, Lesson 4.3                                     |
| □ FN6.12.7 Formulate a long-term plan to achieve a health goal to improve eating patterns.   | Lesson 4.2, Lesson 4.3                                     |
| <b>Mental and Emotional Health</b>   |  |
| □ MEH6.12.1 Assess personal mental and emotional health practices and behaviors.   | Lesson 2.1, Lesson 2.2, Lesson 2.4, Lesson 3.1             |
| □ MEH6.12.2 Set a realistic personal goal to improve or maintain positive emotional health.  | Lesson 2.3, Lesson 2.6, Lesson 2.7, Lesson 3.2             |
| □ MEH6.12.3 Assess the barriers to achieving a goal to improve or maintain positive emotional health.  | Lesson 2.3, Lesson 2.4, Lesson 3.5                         |
| □ MEH6.12.4 Develop a plan to achieve a goal to improve or maintain positive emotional health.   | Lesson 2.3, Lesson 2.6, Lesson 2.7, Lesson 3.2, Lesson 3.5 |

| Standards/Objectives/Indicators  | Textbook Lessons   |
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| □ MEH6.12.5 Implement strategies, including self-monitoring, to achieve a personal mental and emotional health goal.                               | Lesson 2.3, Lesson 2.6, Lesson 2.7, Lesson 3.2, Lesson 3.5 |
| □ MEH6.12.6 Use strategies to overcome barriers to achieve a goal to improve or maintain positive mental and emotional health.                     | Lesson 2.3, Lesson 2.4, Lesson 3.5                         |
| □ MEH6.12.7 Formulate a long-term personal health plan to achieve a goal to improve or maintain positive mental and emotional health.              | Lesson 2.3, Lesson 2.6, Lesson 2.7, Lesson 3.2, Lesson 3.5 |
| <b>Personal Health and Wellness</b>  |  |
| □ PHW6.12.1 Assess personal health and wellness-related practices and behaviors.   | Lesson 7.1, Lesson 7.2                                     |
| □ PHW6.12.2 Set a realistic goal to improve a personal health and wellness-related practice.   | Lesson 7.2, Lesson 7.5                                     |
| □ PHW6.12.3 Assess the barriers to achieving a personal health and wellness-related goal.  | Lesson 7.2, Lesson 7.5                                     |
| □ PHW6.12.4 Develop a plan to attain a personal health and wellness-related goal.  | Lesson 7.2, Lesson 7.5                                     |
| □ PHW6.12.5 Implement strategies, including self-monitoring, to achieve a personal health and wellness-related goal.                               | Lesson 7.2, Lesson 7.5                                     |
| □ PHW6.12.6 Use strategies to overcome barriers to achieve a personal health and wellness-related goal.  | Lesson 7.2, Lesson 7.5                                     |
| □ PHW6.12.7 Formulate a long-term plan to achieve a personal health and wellness-related goal.   | Lesson 7.2, Lesson 7.5                                     |
| <b>Physical Activity</b>   |  |
| □ PA6.12.1 Assess personal physical activity practices and behaviors.  | Lesson 4.4, Lesson 4.5                                     |
| □ PA6.12.2 Set a realistic personal goal to be physically active.  | Lesson 4.5   |
| □ PA6.12.3 Assess the barriers to achieving a personal goal to be physically active.   | Lesson 4.5   |
| □ PA6.12.4 Develop a plan to attain a personal goal of being physically active.  | Lesson 4.5   |
| □ PA6.12.5 Implement strategies, including self-monitoring (e.g., a personal activity log), to achieve a personal goal of being physically active. | Lesson 4.5   |
| □ PA6.12.6 Use strategies to overcome barriers to achieve a personal goal to be physically active.   | Lesson 4.5   |
| □ PA6.12.7 Formulate a long-term personal health plan to achieve a personal goal to be physically active.  | Lesson 4.5   |
| <b>Safety</b>  |  |
| □ S6.12.1 Assess personal safety and injury prevention practices and behaviors.  | Lesson 6.1, Lesson 6.3                                     |

| Standards/Objectives/Indicators   | Textbook Lessons                     |
|---|--------------------------------------|
| ☐ S6.12.2 Set a realistic personal goal to avoid or reduce injury.  | Lesson 6.1, Lesson 6.3               |
| ☐ S6.12.3 Assess the barriers to achieving a personal goal to avoid or reduce injury.   | Lesson 6.1, Lesson 6.3               |
| ☐ S6.12.4 Develop a plan to attain a personal goal to avoid or reduce injuries.   | Lesson 6.1, Lesson 6.3               |
| ☐ S6.12.5 Implement strategies, including self-monitoring, to achieve a personal goal to avoid or reduce injuries.  | Lesson 6.1, Lesson 6.3               |
| ☐ S6.12.6 Use strategies to overcome barriers to achieve a personal goal to avoid or reduce injuries.   | Lesson 6.1, Lesson 6.3               |
| ☐ S6.12.7 Formulate a long-term personal health plan to achieve a goal to avoid or reduce injuries.   | Lesson 6.1, Lesson 6.3               |
| <b>Sexual Health</b>  |                                      |
| ☐ SH6.12.1 Assess personal practices and behaviors related to sexual and reproductive health.   | Lesson 9.1, Lesson 9.2, Lesson 9.7   |
| ☐ SH6.12.2 Set a realistic personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.   | Lesson 9.7, Lesson 11.3, Lesson 12.2 |
| ☐ SH6.12.3 Assess the barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.                            | Lesson 9.7, Lesson 11.3, Lesson 12.2 |
| ☐ SH6.12.4 Develop a plan to attain a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.                                    | Lesson 9.7, Lesson 11.3, Lesson 12.2 |
| ☐ SH6.12.5 Implement strategies, including self-monitoring, to achieve a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs. | Lesson 9.7, Lesson 11.3, Lesson 12.2 |
| ☐ SH6.12.6 Use strategies to overcome barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.            | Lesson 9.7, Lesson 11.3, Lesson 12.2 |
| ☐ SH6.12.7 Formulate a long-term personal plan to achieve a goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.                       | Lesson 9.7, Lesson 11.3, Lesson 12.2 |
| <b>Tobacco</b>  |                                      |
| ☐ T6.12.1 Assess personal tobacco-related practices and behaviors.  | Lesson 5.3                           |
| ☐ T6.12.2 Set a realistic personal goal to remain tobacco-free or quit using tobacco.   | Lesson 5.6                           |
| ☐ T6.12.3 Assess the barriers to achieving a personal goal to remain tobacco-free or quit using tobacco.  | Lesson 5.6                           |
| ☐ T6.12.4 Develop a plan to attain a person goal to remain tobacco-free or quit using tobacco.  | Lesson 5.6                           |

| Standards/Objectives/Indicators  | Textbook Lessons                      |
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| □ T6.12.5 Implement strategies, including self-monitoring, to achieve a goal to remain tobacco-free or quit tobacco.         | Lesson 5.6                            |
| □ T6.12.6 Use strategies to overcome barriers to achieving a goal to remain tobacco-free or quit tobacco.                    | Lesson 5.6                            |
| □ T6.12.7 Formulate a long-term plan to remain tobacco-free or quit tobacco.   | Lesson 5.6                            |
| <b>Violence Prevention</b>   |                                       |
| □ V6.12.1 Assess personal violent and non-violent practices.   | Lesson 10.1, Lesson 10.2, Lesson 10.3 |
| □ V6.12.2 Set a realistic personal goal to prevent violence.   | Lesson 10.1, Lesson 10.2, Lesson 10.3 |
| □ V6.12.3 Assess the barriers to achieving a personal goal to prevent violence.  | Lesson 10.1, Lesson 10.2, Lesson 10.3 |
| □ V6.12.4 Apply strategies to overcome barriers to achieving a personal goal to prevent violence.                            | Lesson 10.1, Lesson 10.2, Lesson 10.3 |
| □ V6.12.5 Use strategies and skills to achieve a personal goal to prevent violence.  | Lesson 10.1, Lesson 10.2, Lesson 10.3 |
| <b>Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.</b>             |                                       |
| <b>Alcohol and Other Drugs</b>   |                                       |
| □ AOD7.12.1 Analyze the role of individual responsibility for being alcohol- and other drug-free.                            | Lesson 5.6                            |
| □ AOD7.12.2 Evaluate personal practices and behaviors that reduce or prevent alcohol- and other drug-use.                    | Lesson 5.6                            |
| □ AOD7.12.3 Demonstrate alcohol-use prevention behaviors and practices to improve the health of oneself and others.          | Lesson 5.6                            |
| □ AOD7.12.4 Commit to being alcohol and drug-free.   | Lesson 5.6                            |
| □ AOD7.12.5 Commit to avoiding riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs. | Lesson 5.4, Lesson 5.5                |
| □ AOD7.12.6 Commit to not driving a motor vehicle while under the influence of alcohol or other drugs.                       | Lesson 5.4, Lesson 5.5                |
| <b>Food and Nutrition</b>  |                                       |
| □ FN7.12.1 Analyze the role of individual responsibility in enhancing eating patterns and behaviors.                         | Lesson 4.1, Lesson 4.2, Lesson 4.3    |
| □ FN7.12.2 Evaluate personal healthy eating patterns and behaviors that reduce or prevent health risks.                      | Lesson 4.1, Lesson 4.2, Lesson 4.3    |
| □ FN7.12.3 Demonstrate healthy eating patterns and behaviors to improve the health of oneself and others.                    | Lesson 4.2, Lesson 4.3                |
| □ FN7.12.4 Commit to practicing healthy eating   | Lesson 4.2, Lesson 4.3                |

| Standards/Objectives/Indicators  | Textbook Lessons   |
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| patterns and behaviors.  |  |
| <b>Mental and Emotional Health</b>   |  |
| ☐ MEH7.12.1 Analyze the role of individual responsibility in enhancing personal mental and emotional health.                     | Lesson 2.1, Lesson 3.5   |
| ☐ MEH7.12.2 Evaluate personal mental and emotional health practices that reduce or prevent health risks.                         | Lesson 2.2, Lesson 2.3, Lesson 2.4, Lesson 2.5, Lesson 2.6, Lesson 2.7, Lesson 3.2, Lesson 3.5, Lesson 3.6 |
| ☐ MEH7.12.3 Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others. | Lesson 2.2, Lesson 2.3, Lesson 2.4, Lesson 2.5, Lesson 2.6, Lesson 2.7, Lesson 3.2, Lesson 3.5             |
| ☐ MEH7.12.4 Commit to practicing healthy mental and emotional health behaviors.  | Lesson 2.2, Lesson 2.3, Lesson 2.4, Lesson 2.5, Lesson 2.6, Lesson 2.7, Lesson 3.2, Lesson 3.5             |
| <b>Personal Health and Wellness</b>  |  |
| ☐ PHW7.12.1 Analyze the role of individual responsibility in enhancing personal health and wellness.                             | Lesson 7.1, Lesson 7.2, Lesson 7.5   |
| ☐ PHW7.12.2 Evaluate personal health and wellness-related practices and behaviors that reduce or prevent health risks.           | Lesson 7.1, Lesson 7.2, Lesson 7.5   |
| ☐ PHW7.12.3 Demonstrate healthy practices and behaviors to improve the health and wellness of oneself and others.                | Lesson 7.1, Lesson 7.2, Lesson 7.5   |
| ☐ PHW7.12.4 Commit to practicing positive personal health and wellness-related behaviors.  | Lesson 7.1, Lesson 7.2, Lesson 7.5   |
| <b>Physical Activity</b>   |  |
| ☐ PA7.12.1 Analyze the role of individual responsibility for being physically active.  | Lesson 4.4, Lesson 4.5   |
| ☐ PA7.12.2 Evaluate personal practices and behaviors that reduce or prevent sedentary behavior.                                  | Lesson 4.4, Lesson 4.5   |
| ☐ PA7.12.3 Demonstrate healthy practices and behaviors to improve the physical activity of oneself and others.                   | Lesson 4.5   |
| ☐ PA7.12.4 Commit to being physically active.  | Lesson 4.5   |
| <b>Safety</b>  |  |
| ☐ S7.12.1 Analyze the role of individual responsibility in promoting safety and avoiding or reducing injury.                     | Lesson 6.1, Lesson 6.3   |
| ☐ S7.12.2 Evaluate personal practices and behaviors that promote safety and reduce or prevent injuries.                          | Lesson 6.1, Lesson 6.3   |
| ☐ S7.12.3 Demonstrate safety and injury prevention practices and behaviors to improve the health of oneself and others.          | Lesson 6.1, Lesson 6.3   |
| ☐ S7.12.4 Commit to practicing safety and injury prevention.   | Lesson 6.1, Lesson 6.3   |

| Standards/Objectives/Indicators   | Textbook Lessons                                   |
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| <b>Sexual Health</b>  |  |
| □ SH7.12.1 Analyze the role of individual responsibility for sexual and reproductive health.  | Lesson 9.1, Lesson 9.2, Lesson 9.7                 |
| □ SH7.12.2 Evaluate personal practices and behaviors that reduce or prevent sexual risk behaviors.  | Lesson 9.7, Lesson 11.3                            |
| □ SH7.12.3 Demonstrate practices and behaviors to improve the sexual and reproductive health of oneself and others.                                     | Lesson 9.1, Lesson 9.2, Lesson 9.7, Lesson 11.3    |
| □ SH7.12.4 Commit to practicing healthy sexual behaviors.   | Lesson 9.7, Lesson 11.3                            |
| <b>Tobacco</b>  |  |
| □ T7.12.1 Analyze the role of individual responsibility for being tobacco-free.   | Lesson 5.6   |
| □ T7.12.2 Evaluate personal practices and behaviors that prevent tobacco use.   | Lesson 5.3, Lesson 5.6                             |
| □ T7.12.3 Demonstrate tobacco prevention practices and behaviors to improve the health of oneself and others.   | Lesson 5.6   |
| □ T7.12.4 Commit to being tobacco-free.   | Lesson 5.6   |
| <b>Violence Prevention</b>  |  |
| □ V7.12.1 Analyze the role of individual responsibility for practicing violence prevention behaviors.   | Lesson 10.1, Lesson 10.2, Lesson 10.3              |
| □ V7.12.2 Evaluate personal practices and behaviors that reduce or prevent violence.  | Lesson 10.1, Lesson 10.2, Lesson 10.3, Lesson 10.4 |
| □ V7.12.3 Demonstrate violence prevention practices and behaviors to improve the health of oneself and others.  | Lesson 10.1, Lesson 10.2, Lesson 10.3              |
| □ V7.12.4 Commit to practicing violence prevention behaviors.   | Lesson 10.1, Lesson 10.2, Lesson 10.3              |
| <b>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>  |  |
| <b>Alcohol and Other Drugs</b>  |  |
| □ AOD8.12.1 Use peer and societal norms, based on accurate health information, to formulate a message that promotes being alcohol- and other drug-free. | Lesson 5.6   |
| □ AOD8.12.2 Persuade and support others to be alcohol- and other drug-free.   | Lesson 5.6   |
| □ AOD8.12.3 Persuade and support others to avoid driving while under the influence of alcohol or other drugs.   | Lesson 5.4, Lesson 5.5                             |
| □ AOD8.12.4 Persuade and support others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.          | Lesson 5.4, Lesson 5.5                             |

| Standards/Objectives/Indicators  | Textbook Lessons                   |
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| □ AOD8.12.5 Collaborate with others to advocate for personal, family, and community alcohol- and other drug-use prevention.  | Lesson 5.6                         |
| □ AOD8.12.6 Encourage school and community environments to promote being alcohol- and other drug-free.   | Lesson 5.6                         |
| □ AOD8.12.7 Adapt alcohol- or other drug-free health messages and communication techniques for a specific target audience.   | Lesson 5.6                         |
| □ AOD8.12.8 Persuade school and community leaders about the importance of ensuring safe, accessible, equitable, and affordable alcohol and other drug-use prevention and treatment services.   | Lesson 5.6                         |
| <b>Food and Nutrition</b>  |                                    |
| □ FN8.12.1 Use peer and societal norms, based on accurate health information, to formulate a message that promotes healthy eating patterns and behaviors.  | Lesson 4.2, Lesson 4.3             |
| □ FN8.12.2 Use knowledge of available, valid services and health risks of disordered eating to seek professional support for oneself or help peers.  | Lesson 3.4                         |
| □ FN8.12.3 Persuade and support others to make positive choices related to food and nutrition.   | Lesson 4.2, Lesson 4.3             |
| □ FN8.12.4 Collaborate with others to advocate for improving personal, family, and community food and nutrition.   | Lesson 4.2, Lesson 4.3             |
| □ FN8.12.5 Encourage school and community environments to promote healthy eating patterns and behaviors.   | Lesson 4.2, Lesson 4.3             |
| □ FN8.12.6 Adapt food and nutrition messages and communication techniques to reach a specific target audience.   | Lesson 4.2, Lesson 4.3             |
| □ FN8.12.7 Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable nutrition opportunities, products, and services to improve the health of oneself and others. | Lesson 4.2, Lesson 4.3             |
| <b>Mental and Emotional Health</b>   |                                    |
| □ MEH8.12.1 Use positive peer and societal norms, based on accurate health information, to formulate mental and emotional health-enhancing messages.   | Lesson 2.3, Lesson 2.6, Lesson 3.6 |



| Standards/Objectives/Indicators  | Textbook Lessons                               |
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| □ MEH8.12.2 Persuade and support others to make positive mental and emotional health choices.  | Lesson 2.3, Lesson 2.6, Lesson 3.6             |
| □ MEH8.12.3 Collaborate with others to advocate for improving personal, family and community mental and emotional health.  | Lesson 2.3, Lesson 2.6, Lesson 3.5, Lesson 3.6 |
| □ MEH8.12.4 Encourage school and community environments to promote the mental and emotional health of others.  | Lesson 2.2, Lesson 2.3, Lesson 2.6, Lesson 3.6 |
| □ MEH8.12.5 Adapt mental and emotional health messages and communication techniques for a specific target audience.  | Lesson 2.3, Lesson 2.6, Lesson 3.6             |
| □ MEH8.12.6 Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable and affordable opportunities, products and mental health services to improve the health of oneself and others.                  | Lesson 2.3, Lesson 2.6, Lesson 3.6             |
| <b>Personal Health and Wellness</b>  |  |
| □ PHW8.12.1 Use peer and societal norms, based on accurate health information, to formulate positive personal health and wellness-related messages.  | Lesson 7.2, Lesson 7.5                         |
| □ PHW8.12.2 Persuade and support others to make positive choices related to personal health and wellness.  | Lesson 7.2, Lesson 7.5                         |
| □ PHW8.12.3 Collaborate with others to advocate for improving personal, family and community health and wellness.  | Lesson 7.2, Lesson 7.5                         |
| □ PHW8.12.4 Encourage school and community environments to promote the health and wellness of others.  | Lesson 7.2, Lesson 7.5                         |
| □ PHW8.12.5 Adapt personal health and wellness messages and communication techniques for a specific target audience.   | Lesson 7.2, Lesson 7.5                         |
| □ PHW8.12.6 Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable personal health and wellness opportunities, products, and services to improve the health of oneself and others. | Lesson 7.2, Lesson 7.5                         |
| <b>Physical Activity</b>   |  |
| □ PA8.12.1 Use peer and societal norms, based on accurate health information, to formulate a message that promotes physical activity.  | Lesson 4.5                                     |
| □ PA8.12.2 Persuade and support others to make healthy and safe physical activity choices.   | Lesson 4.5                                     |

| Standards/Objectives/Indicators  | Textbook Lessons                     |
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| □ PA8.12.3 Collaborate with others to advocate for improving personal, family, and community physical activity.  | Lesson 4.5                           |
| □ PA8.12.4 Encourage school and community environments to promote the physical activity of others.   | Lesson 4.5                           |
| □ PA8.12.5 Adapt physical activity health messages and communication techniques for a specific target audience.  | Lesson 4.5                           |
| □ PA8.12.6 Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable physical activity opportunities, products, and services to improve the health of oneself and others.           | Lesson 4.5                           |
| <b>Safety</b>  |                                      |
| □ S8.12.1 Use peer and societal norms, based on accurate health information, to formulate messages about safety and injury prevention.   | Lesson 6.1, Lesson 6.3               |
| □ S8.12.2 Persuade and support others to prevent injuries.   | Lesson 6.1, Lesson 6.3               |
| □ S8.12.3 Collaborate with others to advocate for improving personal, family and community safety and injury prevention.   | Lesson 6.1, Lesson 6.3               |
| □ S8.12.4 Encourage school and community environments to promote safety and injury prevention.   | Lesson 6.1, Lesson 6.3               |
| □ S8.12.5 Adapt safety and injury prevention messages and communication techniques for a specific target audience.   | Lesson 6.1, Lesson 6.3               |
| □ S8.12.6 Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable safety and injury prevention opportunities, products, and services to improve the health of oneself and others. | Lesson 6.1, Lesson 6.3               |
| <b>Sexual Health</b>   |                                      |
| □ SH8.12.1 Use peer and societal norms, based on accurate health information, to formulate a health-enhancing message about promoting healthy sexuality and avoiding or reducing risky sexual behaviors.   | Lesson 12.1, Lesson 9.7, Lesson 11.3 |
| □ SH8.12.2 Persuade and support others to avoid or reduce risky sexual behaviors.  | Lesson 9.7, Lesson 11.3              |
| □ SH8.12.3 Persuade and support others to make positive and healthy choices about sexual relationships, practices, and behaviors.  | Lesson 9.6, Lesson 9.7, Lesson 11.3  |

| Standards/Objectives/Indicators   | Textbook Lessons                                   |
|---|--|
| □ SH8.12.4 Collaborate with others to advocate for improving personal, family, and community sexual and reproductive health.  | Lesson 9.1, Lesson 9.2, Lesson 9.7, Lesson 11.3    |
| □ SH8.12.5 Encourage school and community environments and policies to protect and affirm promote the sexual health of others with regard to aspects of their sexuality and gender (such as sexual activity, sexual abstinence, sexual orientation, and gender expression or identity). | Lesson 12.1  |
| □ SH8.12.6 Adapt sexual health messages and communication techniques for reach a specific target audience.  | Lesson 9.7, Lesson 11.3                            |
| □ SH8.12.7 Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable sexual and reproductive health opportunities, products, and services to improve the health of oneself and others.                               | Lesson 9.7, Lesson 11.3, Lesson 12.2               |
| <b>Tobacco</b>  |  |
| □ T8.12.1 Use peer and societal norms, based on accurate health information, to formulate a message that promotes being tobacco-free.   | Lesson 5.6   |
| □ T8.12.2 Persuade and support others to be tobacco-free and avoid exposure to secondhand smoke.  | Lesson 5.6   |
| □ T8.12.3 Collaborate with others to advocate for personal, family, and community to be tobacco-free.   | Lesson 5.6   |
| □ T8.12.4 Encourage school and community environments to promote tobacco prevention.  | Lesson 5.6   |
| □ T8.12.5 Adapt tobacco-free health messages and communication techniques to reach a specific audience.   | Lesson 5.6   |
| □ T8.12.6 Persuade school and community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable tobacco cessation opportunities, products, and services to improve the health of oneself and others.   | Lesson 5.6   |
| <b>Violence Prevention</b>  |  |
| □ V8.12.1 Use peer and societal norms, based on accurate health information, to formulate messages to avoid or reduce violence.   | Lesson 10.1, Lesson 10.2, Lesson 10.3              |
| □ V8.12.2 Persuade and support others to prevent violence.  | Lesson 10.1, Lesson 10.2, Lesson 10.3              |
| □ V8.12.3 Collaborate with others to advocate for preventing personal, family and community violence.   | Lesson 10.1, Lesson 10.2, Lesson 10.3, Lesson 10.4 |

| Standards/Objectives/Indicators   | Textbook Lessons                                   |
|---|--|
| <input type="checkbox"/> V8.12.4 Encourage school and community environments to prevent violence.   | Lesson 10.1, Lesson 10.2, Lesson 10.3, Lesson 10.4 |
| <input type="checkbox"/> V8.12.5 Adapt violence prevention messages and communication techniques for a specific target audience.  | Lesson 10.1, Lesson 10.2, Lesson 10.3              |
| <input type="checkbox"/> V8.12.6 Persuade school and community leaders about the importance of ensuring safe, accessible, equitable, and affordable violence prevention opportunities, products and services to improve the health of oneself and others. | Lesson 9d.1, Lesson 10.2, Lesson 10.3              |