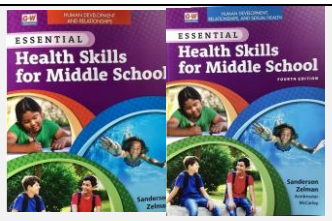
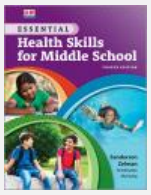
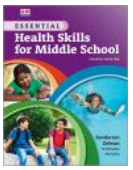
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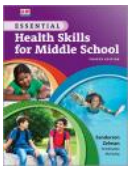
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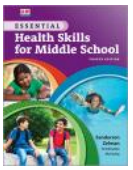
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Practice 1: Decision-making and Problem-Solving. **Make health-promoting, informed, responsible decisions, and solve problems, in a variety of health-related situations.**		
Gender, Sexual Orientation, and Sexual Health [6.1.GS]		
1.	Apply an effective decision-making process in situations related to sexual health.	**Instruction**: 21-23, 267 23 Figure 1.3.1 The Decision Making Process **Application**: 21 Reading and Notetaking Activity 34 Critical Thinking #3 267 Building Your Skills - Making Healthy Decisions *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 16-17, 94-95 17 Figure 8.2.4 Using the Decision Making Process 94 Figure 10.1.7 Using the Decision Making Process to Practice Abstinence **Application**: 19 Develop Your Skills #3 95 Building Your Skills - Making Decisions About Boundaries 96 Develop Your Skills #3
2.	Analyze ways to prevent pregnancy and sexually transmitted infections (STIs), including methods that can be taken before becoming sexually active, and identify valid and reliable sources of information and resources to support sexual health choices.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 36-37, 90, 94, 98, 103-104, 107, 111, 114-115, 139-150 36 Figure 8.4.5 Reasons Young People Choose Abstinence 36 Figure 8.4.6 Confidence 37 Figure 8.4.7 Words for Resisting Sexual Pressure 90 Figure 10.1.2 Risk Factors for Teen Pregnancy and Parenthood 94 Figure 10.1.7 Responsible Sexual Decision Making 103 Figure 10.2.5 Planning and Practicing Refusal Skills



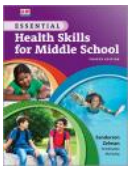
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3.	Describe possible short- and long-term consequences (positive and negative) of engaging in sexual activity and identify ways to avoid negative or potentially harmful consequences.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 33-35, 91-92, 103, 133-136, 141-143 35 Figure 8.4.4 Enforcing Your Boundaries 36 Figure 8.4.5 Reasons Young People Choose Abstinence 91 Figure 10.1.3 Impacts of Teen Pregnancy and Parenthood 92 Figure 10.1.5 Costs of Raising a Child 94 Figure 10.1.7 Using the Decision Making Process to Practice Abstinence 142 Figure 11.3.3 Benefits of Abstinence 143 Benefits of Abstinence from Sexual Activity **Application**: 29 Reading and Notetaking Activity 40 Critical Thinking #1 88 Reading and Notetaking Activity 95 Building Your Skills - Making Decisions About Boundaries 96 Critical Thinking #2, Develop Your Skills #1-2 108 Critical Thinking #1 137 Case Study - Cameron and Tyree's Not So Magical Relationship 142 Case Study - Aparna Chooses Abstinence



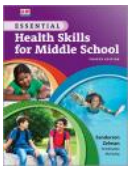
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		150 Critical Thinking #1, #3, Develop Your Skills #2-3
4.	Articulate the benefits of postponing sexual activity and setting personal limits, including to avoid early or unintended pregnancy and to reduce the risk of sexually transmitted infections, based on personal beliefs and values.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 33-35, 91-92, 103, 133-136, 141-143 35 Figure 8.4.4 Enforcing Your Boundaries 36 Figure 8.4.5 Reasons Young People Choose Abstinence 91 Figure 10.1.3 Impacts of Teen Pregnancy and Parenthood 92 Figure 10.1.5 Costs of Raising a Child 94 Figure 10.1.7 Using the Decision Making Process to Practice Abstinence 142 Figure 11.3.3 Benefits of Abstinence 143 Benefits of Abstinence from Sexual Activity **Application**: 29 Reading and Notetaking Activity 40 Critical Thinking #1 88 Reading and Notetaking Activity 95 Building Your Skills - Making Decisions About Boundaries 96 Critical Thinking #2, Develop Your Skills #1-2 108 Critical Thinking #1 137 Case Study - Cameron and Tyree's Not So Magical Relationship 142 Case Study - Aparna Chooses Abstinence 150 Critical Thinking #1, #3, Develop Your Skills #2-3
5.	Analyze personal beliefs (including level of readiness) and values related to sexual activity and sexual health.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 33-36, 56, 130, 136 34 Figure 8.4.3 Affection 35 Figure 8.4.4 Enforcing Your Boundaries 36 Figure 8.4.5 Reasons Young People Choose Abstinence 36 Figure 8.4.6 Confidence **Application**: 29 Reading and Notetaking Activity 33 Case Study - Martina's First Date 40 Develop Your Skills #1 57 Building Your Skills - The Importance of Consent 95 Building Your Skills - Making Decisions About Boundaries 130 Reading and Notetaking Activity 137 Case Study - Cameron and Tyree's Not So Magical Relationship



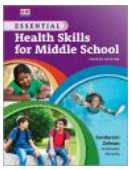
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6.	Explain the importance of, and ways to identify, setting personal limits to avoid unintended outcomes from risky or unwanted sexual behavior and to make sexual health decisions.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 33-36, 56, 130, 136 34 Figure 8.4.3 Affection 35 Figure 8.4.4 Enforcing Your Boundaries 36 Figure 8.4.5 Reasons Young People Choose Abstinence 36 Figure 8.4.6 Confidence **Application**: 29 Reading and Notetaking Activity 33 Case Study - Martina's First Date 40 Develop Your Skills #1 57 Building Your Skills - The Importance of Consent 95 Building Your Skills - Making Decisions About Boundaries 130 Reading and Notetaking Activity 137 Case Study - Cameron and Tyree's Not So Magical Relationship
7.	Describe strategies that can be used to make decisions that adhere to personal values, beliefs, and limits.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 33-36, 56, 130, 136 34 Figure 8.4.3 Affection 35 Figure 8.4.4 Enforcing Your Boundaries 36 Figure 8.4.5 Reasons Young People Choose Abstinence 36 Figure 8.4.6 Confidence **Application**: 29 Reading and Notetaking Activity 33 Case Study - Martina's First Date 40 Develop Your Skills #1 57 Building Your Skills - The Importance of Consent 95 Building Your Skills - Making Decisions About Boundaries 130 Reading and Notetaking Activity 137 Case Study - Cameron and Tyree's Not So Magical Relationship
Healthy Relationships [6.1.HR]		
1.	Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships and discuss various ways to show affection within different relationships (e.g., holding hands, hugging, kind words, acts of kindness, kissing, sexual behaviors).	**Instruction**: 410, 419-421 419 Figure 7.3.3 Be Physically Present with Friends **Application**: 427 Develop Your Skills #2



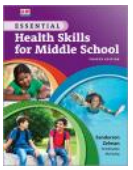
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		See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health **Instruction**: 33-34 34 Figure 8.4.3 Affection **Application**: 40 Critical Thinking #2-3, Develop Your Skills #2
2.	Compare and contrast the continuum of relationship behaviors (including identifying healthier and less healthy behaviors, and the potential impacts of power differences such as age, gender, status or position within relationships) and how these impact health and well-being.	**Instruction**: 389-402, 405-413, 416-426 389 Figure 7.1.1 Types of Relationships 391 Figure 7.1.2 Healthy and Unhealthy Relationships 391 Figure 7.1.3 Examples of Interpersonal Skills 393 Figure 7.1.4 The Communication Process 395 Figure 7.1.6 Passive, Aggressive, or Assertive 397 Figure 7.1.7 Key Steps to Active Listening 398 Figure 7.1.8 Turning You Statements into I Statements 400 Figure 7.1.9 Common Sources of Conflict 401 Figure 7.1.10 Negotiation Process 406 Figure 7.2.2 Physical Needs That the Family Meets 407 Figure 7.2.4 Skills to Build Healthy Relationships in the Community 409 Figure 7.2.5 Common Issues in Relationships with Parents or Guardians 412 Figure 7.2.7 Compromise 413 Figure 7.2.8 Strategies for Coping with Change 416 Figure 7.3.1 Types of Friends 419 Figure 7.3.3 Be Physically Present with Friends 422 Figure 7.3.4 Cliques 423 The Negative Effects of Gossip and Rumors 424 Figure 7.3.5 Changes Affecting Friendships 425 Figure 7.3.6 Positive Versus Negative Peer Pressure 426 Figure 7.3.7 You Have the Right **Application**: 388 Reading and Notetaking Activity 396 Building Your Skills - Be Assertive 403 Critical Thinking #1-2, Develop Your Skills #1-3 404 Reading and Notetaking Activity 408 Case Study - Luca and His Uncle Julian 414 Critical Thinking #1-3, Develop Your Skills #1-3 415 Reading and Notetaking Activity 418 Case Study - Kalynn's Best Friend Trouble 420 Building Your Skills - Making Friends Online 427 Critical Thinking #1-3, Develop Your Skills #1-3



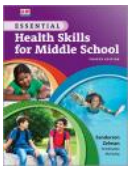
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3.	Identify warning signs of potential danger in a relationship and strategies to get help.	**Instruction**: 425-426 426 Figure 7.3.7 You Have the Right *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 67-76 67 Figure 9.3.1 Examples of Abuse 68 Figure 9.3.2 Signs of Abuse 68 Figure 9.3.3 Power and Control Wheel 69 Figure 9.3.4 Signs of Intimate Partner Violence 71 Figure 9.3.6 Risk Factors for Child Abuse and Neglect 72 Figure 9.3.7 Signs of Child Abuse and Neglect 74 Figure 9.3.8 Elder Abuse 75 Figure 9.3.9 Abuse Hotlines **Application**: 66 Reading and Notetaking Activity 73 Case Study - Aarav and Rajesh: Boys Will Be Boys 77 Critically #1-2, Develop Your Skills #1-3
4.	Evaluate options and strategies a person might use to end an unhealthy relationship, including involving a trusted adult who can help.	**Instruction**: 392, 426 426 Figure 7.3.7 You Have the Right **Application**: 403 Develop Your Skills #2 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 37-38, 70, 75-76 75 Figure 9.3.9 Abuse Hotlines **Application**: 40 Develop Your Skills #2



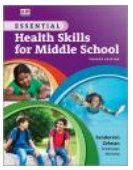
	Standards	Correlating Text Pages
		77 Develop Your Skills #2
5.	Define consent and describe factors, including drugs and alcohol, that may influence one's capacity to request consent, and to give and receive sexual consent.	**Instruction**: 298-299, 300, 303, 307, 312, 315, 391 298 Figure 5.4.4 Effects of Alcohol on Brain Function 303 Figure 5.4.8 Alcohol's Effects on the Central Nervous System 315 Figure 5.5.10 Effects of Club Drugs **Application**: 295 Reading and Notetaking Activity *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 56-58, 63 56 Figure 9.2.1 Consent 58 Figure 9.2.2 Myths and Facts About Consent 63 Figure 9.2.7 Respecting Others' Boundaries **Application**: 55 Reading and Notetaking Activity 57 Building Your Skills - The Importance of Consent 65 Critical Thinking #1
6.	Demonstrate the ability to apply a decision-making process to decisions related to consent in a variety of situations (e.g., friendships, familial, with an intimate partner, in a sexual relationship) and to communicate and respond to consent or non-consent.	**Instruction**: 21-23, 267 23 Figure 1.3.1 The Decision Making Process **Application**: 21 Reading and Notetaking Activity 34 Critical Thinking #3 267 Building Your Skills - Making Healthy Decisions *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 17-18, 56-58, 63, 94-95 17 Figure 8.2.4 Using the Decision Making Process 56 Figure 9.2.1 Consent 58 Figure 9.2.2 Myths and Facts About Consent 63 Figure 8.2.7 Respecting Others' Boundaries 94 Figure 10.1.7 Using the Decision Making Process to Practice Abstinence **Application**: 19 Develop Your Skills #3 57 Building Your Skills - The Importance of Consent 95 Building Your Skills - Making Decisions About Boundaries 96 Develop Your Skills #3



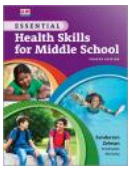
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7.	Demonstrate the ability to apply a decision-making model to arrive at a decision that promotes health and safety related to various types of relationships (including sexual relationships).	**Instruction**: 21-23, 267 23 Figure 1.3.1 The Decision Making Process **Application**: 21 Reading and Notetaking Activity 34 Critical Thinking #3 267 Building Your Skills - Making Healthy Decisions *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 17-18, 94-95 17 Figure 8.2.4 Using the Decision Making Process 94 Figure 10.1.7 Using the Decision Making Process to Practice Abstinence **Application**: 19 Develop Your Skills #3 95 Building Your Skills - Making Decisions About Boundaries 96 Develop Your Skills #3
Personal Safety [6.1.PS]		
1.	Describe the role of individual versus shared responsibility in staying safe in a variety of situations (e.g., motor vehicle safety, digital safety, threats of violence).	**Instruction**: 333-344, 347-357 333 Figure 6.1.1 Fall Prevention 336 Figure 6.1.4 Weapons Safety 337 Figure 6.1.5 Fire Triangle 338 Figure 6.1.7 Escape Plan 339 Figure 6.1.8 When You Are on Fire 340 Figure 6.1.9 Emergency Preparedness 344 Figure 6.1.11 Home Alone 347 Figure 6.2.1 Potentially Dangerous Places in Your Community 349 Figure 6.2.3 Staying Safe in Public Places 352 Staying Safe on Social Media 355 Figure 6.2.7 Pedestrian Safety 356 Figure 6.2.8 Vehicle Safety **Application**: 332 Reading and Notetaking Activity 343 Building Your Skills - Planning for an Emergency 345 Develop Your Skills #1, #3 346 Reading and Notetaking Activity 350 Case Study - Brianna's Social Media Challenge 358 Develop Your Skills #1, #3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 74-75, 79-85



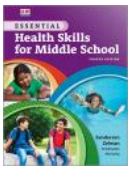
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2.	Discuss how systemic factors (e.g., home rules, school connectedness, environment, available supports, racism and discrimination) help or hinder an individual's ability to remain safe in a variety of situations.	**Instruction**: 15-18, 249-251, 253-254 15 Figure 1.2.3 Environmental Protective and Risk Factors 16 Figure 1.2.4 Cultural Practices That Affect Health and Wellness 249 Figure 4.7.1 Risk Factors for Suicide 251 Figure 4.7.2 Environmental Risk Factors 253 Figure 4.7.5 Support 254 Figure 4.7.6 Healthy Relationships **Application**: 20 Develop Your Skills #2 256 Develop Your Skills #3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 43-45, 83 43-44 Figure 9.1.1 Risk Factors for Violent Behavior 45 Figure 9.1.3 Why Does Bullying Happen
3.	Evaluate potential options and consequences for decisions related to personal safety in a variety of situations (e.g., motor vehicle safety, physical injury, digital safety, threats of violence, inappropriate touch, physical, emotional, and sexual abuse).	**Instruction**: 333-344, 347-357 335 Figure 6.1.2 Poisons 336 Figure 6.1.4 What Should You Do If You See a Weapon 337 Figure 6.1.5 Understand the Fire Triangle 338 FIgure 6.1.7 What is an Escape Plan 339 Figure 6.1.8 When You Are on Fire 340 Figure 6.1.9 Emergency Preparedness 344 Figure 6.1.11 Home Alone 347 Figure 6.2.1 Potentially Dangerous Places in Your Community 349 Figure 6.2.3 Staying Safe in Public Places 351 Figure 6.2.4 Staying Safe on the Internet 352 Staying Safe on Social Media 354 Figure 6.2.6 Pedestrian Safety 355 Figure 6.2.7 Pedestrian Safety 356 Figure 6.2.8 Vehicle Safety 357 Figure 6.2.9 Water Related Activities **Application**: 332 Reading and Notetaking Activity



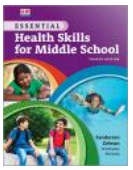
	Standards	Correlating Text Pages
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4.	Describe laws (e.g., age of consent laws, child pornography laws, parental notification laws) that relate to young people's sexual health and the rights of adolescents to maintain their own health, and how these might impact decisions related to sexual health.	**Instruction**: 8-9 8 Figure 1.1.4 Healthcare Services **Application**: 10 Critical Thinking #2 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 33-34, 56-57, 62, 64, 128, 133-134 56 Figure 9.2.1 Consent 133 Figure 10.2.3 Impacts of Sexting **Application**: 55 Reading and Notetaking Activity 134 Building Your Skills - The Impact of Sexting
5.	Define human trafficking and sex trafficking, describe strategies used to exploit, groom, and recruit youth, and demonstrate strategies for avoiding situations that may lead to human trafficking and sex trafficking.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 81-82, 84-85 82 Figure 9.4.4 Signs of Human Trafficking 84 Figure 9.4.5 What is Suspicious Activity 85 Figure 9.4.6 Stopping Violence Starts With You **Application**: 86 Critical Thinking #1-2, Develop Your Skills #1-3
6.	Explain the potential consequences of requesting, sending, or digitally posting sexually explicit pictures or messages (e.g., on social media sites, chat groups, e-mail, texting, websites, phone and tablet applications, and other digital forms) and	**Instruction**: 350-353 351 Figure 6.2.4 Examples of Personal Information 352 Staying Safe on Social Media 353 Figure 6.2.5 Thinking Before You Post



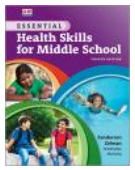
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	demonstrate the ability to make health-promoting decisions related to safe and legal activity in online and digital spaces.	**Application**: 350 Case Study - Brianna's Social Media Challenge 358 Develop Your Skills #1-3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 33-35, 133-134 133 Figure 11.2.3 Impacts of Sexting **Application**: 134 Building Your Skills - The Impact of Sexting
7.	Demonstrate strategies for keeping oneself safe online and in digital spaces (including situations that could lead to exploitation or trafficking, and online sexual harassment).	**Instruction**: 350-353 351 Figure 6.2.4 Examples of Personal Information 352 Staying Safe on Social Media 353 Figure 6.2.5 Thinking Before You Post **Application**: 350 Case Study - Brianna's Social Media Challenge 358 Develop Your Skills #1-3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 33-35, 50-53, 133-134 53 Figure 9.1.8 Think Before You Post 133 Figure 11.2.3 Impacts of Sexting **Application**: 134 Building Your Skills - The Impact of Sexting
8.	Describe the characteristics of various forms of abuse (i.e., physical abuse, emotional abuse, psychological abuse, financial abuse, sexual abuse), provide examples of how abuse is used to control an individual, and demonstrate strategies for getting help.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 67-76 67 Figure 9.3.1 Examples of Abuse 68 Figure 9.3.2 Signs of Abuse 68 Figure 9.3.3 Power and Control 69 Figure 9.3.4 Signs of Intimate Partner Violence 70 Figure 9.3.5 Facts About Child Sexual Abuse 71 Figure 9.3.6 Risk Factors for Child Abuse and Neglect 72 Figure 9.3.7 Signs of Child Abuse and Neglect 74 Figure 9.3.8 Elder Abuse 75 Figure 9.3.9 Abuse Hotlines **Application**: 66 Reading and Notetaking Activity 73 Case Study - Aarav and Rajesh: Boys Will Be Boys



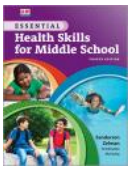
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		77 Critical Thinking #1-2, Develop Your Skills #1-3
9.	Evaluate potential non-violent responses to address conflict and demonstrate the ability to use these responses to act on health-related decisions.	**Instruction**: 21, 26, 399-402 26 Figure 1.3.4 Conflict Resolution Skills 400 Figure 7.1.9 Common Sources of Conflict 401 Figure 7.1.10 Negotiation Process 401 Figure 7.1.11 Listen 402 Figure 7.1.12 Mediation **Application**: 21 Reading and Notetaking Activity 388 Reading and Notetaking Activity 403 Develop Your Skills #1
10.	Analyze barriers that may prevent someone from reporting unsafe situations and child maltreatment to adults and identify strategies to overcome these barriers.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 48, 50-51, 59-60, 62-64, 74-76 51 Figure 9.1.6 Ways to be an Upstander 60 Figure 8.2.4 Stopping Sexual Harassment 64 Figure 8.2.8 Talking to Survivors of Sexual Assault 75 Figure 9.3.9 Abuse Hotlines **Application**: 54 Critical Thinking #3 55 Reading and Notetaking Activity 65 Critical Thinking #1, Develop Your Skills #1-3 73 Case Study - Aarav and Rajesh: Boys Will Be Boys 77 Critical Thinking #2, Develop Your Skills #1, #3
11.	Demonstrate the ability to use a decision-making process to thoughtfully and effectively address personal safety.	**Instruction**: 21-23, 267, 333-344, 347-357 23 Figure 1.3.1 The Decision Making Process 333 Figure 6.1.1 Fall Prevention 336 Figure 6.1.4 Weapons Safety 337 Figure 6.1.5 Fire Triangle 338 Figure 6.1.7 Escape Plan 339 Figure 6.1.8 When You Are on Fire 340 Figure 6.1.9 Emergency Preparedness 344 Figure 6.1.11 Home Alone 347 Figure 6.2.1 Potentially Dangerous Places in Your Community 349 Figure 6.2.3 Staying Safe in Public Places 352 Staying Safe on Social Media 355 Figure 6.2.7 Pedestrian Safety 356 Figure 6.2.8 Vehicle Safety **Application**: 21 Reading and Notetaking Activity 34 Critical Thinking #3 267 Building Your Skills - Making Healthy Decisions 332 Reading and Notetaking Activity



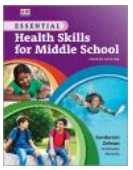
	Standards	Correlating Text Pages
		343 Building Your Skills - Planning for an Emergency 345 Develop Your Skills #1 346 Reading and Notetaking Activity 350 Case Study - Brianna's Social Media Challenge 358 Develop Your Skills #1, #3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 17-18 17 Figure 8.2.4 Using the Decision Making Process **Application**: 19 Develop Your Skills #3 95 Building Your Skills - Making Decisions About Boundaries 96 Develop Your Skills #3
Physical Activity and Fitness [6.1.PF]		
1.	Effectively apply team building and problem-solving strategies during various physical activities.	**Instruction**: 177 177 Figure 3.5.1 Tips for Being a Good Sport **Application**: 180 Case Study - Sarah Slacks Off 184 Critical Thinking #3, Develop Your Skills #2
2.	Apply strategies for overcoming individual or group challenges or problems in a physical activity setting.	**Instruction**: 177-183 177 Figure 3.5.1 Tips for Being a Good Sport 178 Figure 3.5.2 Use Proper Equipment 179 Figure 3.5.3 Start Slowly 181 Figure 3.5.4 Use Caution in Hot and Cold Weather 182 Figure 3.5.5 Protective Clothing 183 Figure 3.5.6 Treat Injuries **Application**: 176 Reading and Notetaking Activity 180 Case Study - Sarah Slacks Off 184 Critical Thinking #3, Develop Your Skills #2
3.	Implement effective offensive and defensive strategies (e.g., creating open space, reducing space, shot selection) during game play for a variety of games (including net/wall games, target games, invasion games, fielding and striking games, etc.).	**Instruction**: 159-163, 177 159 Types of Fitness 161 Figure 3.3.7 Skill Related Fitness 177 Figure 3.5.1 Tips for Being a Good Sport **Application**: 163 Develop Your Skills #1 176 Reading and Notetaking Activity 184 Critical Thinking #3, Develop Your Skills #2
4.	Seek strategies for minimizing barriers and maximizing facilitators (e.g., time, space, physical	**Instruction**: 165-171



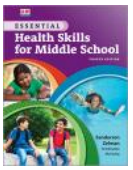
	Standards	Correlating Text Pages
	abilities, access to equipment) that help maintain a physically active lifestyle.	166 Figure 3.4.1 Community Resources 167 Figure 3.4.2 Types of FItness Apps 171 Figure 3.4.5 Record Your Progress **Application**: 164 Reading and Notetaking Activity 169 Building Your Skills - Be SMART, Stay Motivated 175 Critical Thinking #1, #3, Develop Your Skills #1-3
Substance Use and Misuse [6.1.SU]		
1.	Thoughtfully apply a decision-making process in situations or to problems related to legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana) and illegal drug (e.g., prescription drugs not prescribed to you, cocaine) use.	**Instruction**: 21-23, 326 23 Figure 1.3.1 The Decision Making Process 326 Staying Substance Free **Application**: 21 Reading and Notetaking Activity 34 Critical Thinking #`1 317 Develop Your Skills #3 330 Critical Thinking #2, Develop Your Skills #1 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 17-18 17 Figure 8.2.4 Using the Decision Making Process **Application**: 18 Building Your Skills - Peer Pressure Throughout the Life Span
2.	Identify circumstances that enable or encourage the use and misuse of legal and illegal drugs (in regard to age of legal use or type of substance), determine when situations or problems related to illegal drugs might require assistance, and identify possible options in how to respond.	**Instruction**: 318-329 320 Figure 5.6.1 Characteristics of Healthy Friendships Versus Unhealthy Friendships 322 Figure 5.6.3 Advertisements 325 Figure 5.6.5 Types of Rehabilitation Programs 325 Figure 5.6.6 Steps to Use Self Management Strategies to Quit a Substance 327 Figure 5.6.7 Support Groups 326 Staying Substance Free 329 Figure 5.6.9 Enabling 329 Figure 5.6.10 Warning Signs of a Substance Use Disorder **Application**: 318 Reading and Notetaking Activity 320 Building Your Skills - Addiction Prevention 330 Critical Thinking #3, Develop Your Skills #2
3.	Access valid and reliable information (from home, school, and community) about legal and illegal drugs (in regard to age of legal use or type of substance) and use it to understand and	**Instruction**: 27-33, 306-316 27 Figure 1.3.5 Accessing and Evaluating Health Information



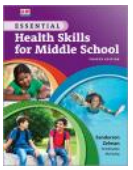
	Standards	Correlating Text Pages
	communicate the risks and dangers of drug use and misuse.	28 Figure 1.3.6 Medically Accurate Information 29 Figure 1.3.7 Valid Information Online 30 Figure 1.3.8 Health and Safety Information 31 Figure 1.3.9 Communicating Health Information 308 Figure 5.5.1 Effects of Drugs on Body Systems 308 Figure 5.5.2 Link Between Depression and Drug Abuse 324 The Consequences of Drug Abuse 325 Figure 5.5.9 Long Term Negative Health Effects of Heroin Use 325 Figure 5.5.10 Effects of Club Drugs **Application**: 34 Critical Thinking #2 306 Reading and Notetaking Activity 320 Building Your Skills - Addiction Prevention 330 Develop Your Skills #2
4.	Analyze the potential negative effects of legal and illegal drug use on personal safety, relationships with friends and families, school success, brain development, and attainment of present and future goals.	**Instruction**: 306-316 308 Figure 5.5.1 Effects of Drugs on Body Systems 308 Figure 5.5.2 Link Between Depression and Drug Abuse 312 Figure 5.5.7 Meth Mouth 313 Figure 5.5.8 Overdose 314 The Consequences of Drug Abuse 315 Figure 5.5.9 Long Term Negative Health Effects of Heroin Use 315 Figure 5.5.10 Effects of Club Drugs **Application**: 306 Reading and Notetaking Activity 309 Case Study - Mateo's Risky Behavior
5.	Develop positive norms regarding substance use (e.g., most people (including teens) do not use illegal drugs, most teens do not use nicotine or regularly consume alcohol, and most teens refrain from even trying marijuana).	**Instruction**: 318-324 320 Figure 5.6.1 Build Healthy Relationships 322 Figure 5.6.3 Analyzing Advertisements **Application**: 318 Reading and Notetaking Activity 320 Building Your Skills - Addiction Prevention 330 Critical Thinking #2
Practice 2: Self-management and Goal Setting. Set goals, engage in health-promoting behaviors, and avoid risky behaviors.		
Gender, Sexual Orientation, and Sexual Health [6.2.GS]		
1.	Assess personal health practices and develop short- and long-term goals that support healthy sexual behaviors (e.g., abstinence, delay, use of contraception, use of barriers, giving and obtaining consent).	**Instruction**: 23-24 24 Figure 1.3.2 Setting SMART Goals **Application**: 21 Reading and Notetaking Activity 34 Develop Your Skills #2



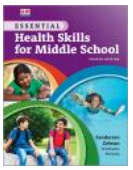
	Standards	Correlating Text Pages
		See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health **Instruction**: 33-37, 56-58, 63, 90, 94, 103-104, 114-115, 133-137 35 Figure 8.4.4 Enforcing Your Boundaries 36 Figure 8.4.5 Reasons Young People Choose Abstinence 37 Figure 8.4.7 Words for Resisting Sexual Pressure 56 Figure 9.2.1 What is Consent 58 Figure 9.2.2 Myths and Facts About Consent 63 Figure 9.2.7 Respecting Others' Boundaries 90 Figure 10.1.2 Risk Factors for Teen Pregnancy 94 Figure 10.1.7 Responsible Sexual Decision Making 103 Figure 10.2.6 Planning and Practicing Refusal Skills 115 Figure 10.3.5 HIV Prevention 136 Figure 11.2.5 Strategies for Choosing Abstinence **Application**: 29 Reading and Notetaking Activity 40 Develop Your Skills #1-2 57 Building Your Skills - The Importance of Consent 88 Reading and Notetaking Activity 95 Building Your Skills - Making Decisions About Boundaries 96 Develop Your Skills #2 137 Case Study - Cameron and Tyree's Not So Magical Relationship
2.	Determine strategies that will reduce the risk of HIV and sexually transmitted infections (STIs) and early pregnancy.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 103-104, 114-115 103 Figure 10.2.6 Planning and Practicing Refusal Skills 115 Figure 10.3.5 HIV Prevention 115 Figure 10.3.6 PrEP and PEP **Application**: 108 Develop Your Skills #1, #3 116 Critical Thinking #1-2, Develop Your Skills #2
3.	Examine reasons and considerations (e.g., cultural and societal norms, personal values and beliefs) for determining emotional readiness for sexual behaviors.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 90, 133-136 90 Figure 10.5.2 Risk Factors for Teen Pregnancy



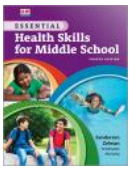
	Standards	Correlating Text Pages
		136 Figure 11.2.5 Strategies for Choosing Abstinence **Application**: 95 Building Your Skills - Making Decisions About Boundaries 96 Critical Thinking #1, Develop Your Skills #1 130 Reading and Notetaking Activity 137 Case Study - Cameron and Tyree's Not So Magical Relationships 138 Critical Thinking #2, Develop Your Skills #2
4.	Describe how sexual health values and priorities may change over time, with varying responsibilities and maturity.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 119-126, 131-136 119 Figure 11.1.1 Parts of Sexuality 123 Breaking the Myth of Gendered Personality Traits 124 Figure 11.1.5 Gender Expression 125 Figure 11.1.6 Sexual Orientation 126 Figure 11.1.7 Questions About Sexuality **Application**: 118 Reading and Notetaking Activity 129 Develop Your Skills #2 130 Reading and Notetaking Activity 138 Critical Thinking #2
Mental and Emotional Health [6.2.MH]		
1.	Explain the role of individual and collective responsibility for maintaining and enhancing mental and emotional well-being and describe environmental and contextual factors that affect mental and emotional health and well-being.	**Instruction**: 2-8, 12-19, 22-33, 187-195 3 Figure 1.1.1 Parts of Health and Wellness 4 Figure 1.1.2 Defining Mental and Emotional Health 5 Figure 1.1.3 Interrelatedness of Health 6 Skills for Practicing Wellness 8 Figure 1.1.4 Physician Specialists 12 Figure 1.2.1 Health and Wellness Spectrum 13 Figure 1.2.2 Genetic Factors 15 Figure 1.2.3 Environmental Protective and Risk Factors 16 Figure 1.2.4 Cultural Practices that Affect Health and Wellness 18 The Game of Life 23 Figure 1.3.1 Making Healthy Decisions 24 Figure 1.3.2 Setting and Achieving Goals 25 Figure 1.3.3 Using Refusal Skills 26 Figure 1.3.4 Conflict Resolution Skills 27 Figure 1.3.5 Accessing and Evaluating Health Information 187 Figure 4.1.1 Characteristics of People with Positive Mental and Emotional Health



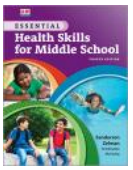
	Standards	Correlating Text Pages
		190 Figure 4.1.4 Self Esteem 191 Figure 4.1.5 Internal and External Factors Affecting Self Esteem 192 Figure 4.1.6 Changing Negative Self Talk to Positive Self Talk 193 Questions to Help Assess Mental and Emotional Health **Application**: 2 Reading and Notetaking Activity 7 Case Study - A Day in the Life of Taylor 10 Critical Thinking #1-3, Develop Your Skills #1-3 11 Reading and Notetaking Activity 14 Case Study - The Genetic Impact for Oliver, Kylie, and Alejandro 17 Building Your Skills - The Power of Social Media to Inspire 20 Critical Thinking #2, Develop Your Skills #1-3 21 Reading and Notetaking Activity 32 Building Your Skills - Your School Environment 191 Building Your Skills - How You Can Build Your Self Esteem 196 Develop Your Skills #3
2.	Describe and demonstrate strategies to effectively manage changing emotions during adolescence.	**Instruction**: 197-207 198 Figure 4.2.1 Understanding Your Emotions 199 Figure 4.2.2 Learn to Manage Your Emotions 200 Figure 4.2.3 Identifying What You Are Feeling 200 Figure 4.2.4 Healthy, Positive Ways to Accept and Express Emotions 201 What to Do if You Feel 203 Figure 4.2.5 Turning You Statements into I Statements 204 Figure 4.2.6 Think Positive 206 Figure 4.2.7 Have Empathy **Application**: 197 Reading and Notetaking Activity 202 Case Study - Sameera Is in a Slump 205 Building Your SKills - Being Thankful Makes You Healthier 207 Critical Thinking #1-3, Develop Your SKills #1-3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 16-17
3.	Demonstrate behaviors that will maintain or improve the mental and emotional well-being of self and others.	**Instruction**: 3-7, 19, 187-195, 197-207 3 Figure 1.1.1 People in a State of Well Being 5 Figure 1.1.3 Interrelatedness of Health 6 Skills for Practicing Wellness



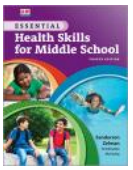
	Standards	Correlating Text Pages
		19 The Game of Life 187 Figure 4.1.1 Characteristics of People with Positive Mental and Emotional Health 192 Figure 4.1.6 Changing Negative Self Talk to Positive Self Talk 193 Questions to Help Assess Mental and Emotional Health 198 Figure 4.2.1 Understanding Your Emotions 199 Figure 4.2.2 Learn to Manage Your Emotions 200 Figure 4.2.3 Identifying What You Are Feeling 200 Figure 4.2.4 Healthy, Positive Ways to Accept and Express Emotions 201 What to Do if You Feel 203 Figure 4.2.5 Turning You Statements into I Statements 204 Figure 4.2.6 Think Positive 206 Figure 4.2.7 Have Empathy **Application**: 2 Reading and Notetaking Activity 7 Case Study - A Day in the Life of Taylor 10 Critical Thinking #1, Develop Your Skills #1-3 20 Develop Your Skills #1 191 Building Your Skills - How You Can Build Your Self Esteem 196 Critical Thinking #1, Develop Your Skills #1-3 207 Critical Thinking #1-3, Develop Your Skills #1-3
4.	Explain possible outcomes of expressing or repressing emotions.	**Instruction**: 197-202 198 Figure 4.2.1 Understanding Your Emotions 199 Figure 4.2.2 Learn to Manage Your Emotions 200 Figure 4.2.3 Identifying What You Are Feeling 200 Figure 4.2.4 Healthy, Positive Ways to Accept and Express Emotions 201 What to Do if You Feel **Application**: 197 Reading and Notetaking Activity 202 Case Study - Sameera Is In a Slump 207 Critical Thinking #2-3
5.	Apply health-promoting coping and stress management strategies.	**Instruction**: 209-218 209 Figure 4.3.1 Sources of Stress 210 Figure 4.3.2 Eustress 211 Figure 4.3.3 Fight Flight or Freeze Response 213 Figure 4.3.4 Coping Skills for Stress 214 Figure 4.3.5 How Can You Maintain a Positive Attitude 216 Figure 4.3.6 Time Management Strategies 217 Figure 4.3.7 Distraction Strategies 218 Figure 4.3.8 Tense and Relax Your Muscles **Application**:



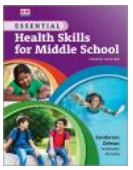
	Standards	Correlating Text Pages
		208 Reading and Notetaking Activity 212 Case Study - A Busy Week for Charlie 219 Critical Thinking #1-3, Develop Your Skills #1-3
6.	Demonstrate indicators of a growth mindset in order to display perseverance when facing adversity.	**Instruction**: 197, 203-204, 214-215 204 Figure 4.2.6 Mindset **Application**: 197 Reading and Notetaking Activity 207 Critical Thinking #1-3
7.	Create and monitor personal goals to meet identified emotional and mental health needs or wants and identify people or resources to assist in meeting those goals.	**Instruction**: 6, 23-24 6 Skills for Practicing Wellness 24 Figure 1.3.2 Setting SMART Goals **Application**: 10 Develop Your Skills #1 21 Reading and Notetaking Activity 34 Develop Your Skills #2
8.	Analyze and demonstrate strategies for planning, prioritizing, and managing time.	**Instruction**: 213, 215-216 213 Figure 4.3.4 Coping Skills for Stress 216 Figure 4.3.6 Time Management Strategies **Application**: 212 Case Study - A Busy Week for Charlie 219 Critical Thinking #2-3, Develop Your Skills #1
Physical Activity and Fitness [6.2.PF]		
1.	Analyze areas of strength related to physical activity and areas for improvement.	**Instruction**: 167-168 167 Figure 3.4.2 Types of Fitness Apps 167 Figure 3.4.3 Checking Your Fitness Level **Application**: 161 Building Your Skills - My Fitness Needs 163 Develop Your Skills #3 164 Reading and Notetaking Activity
2.	Design and implement a warm-up and cool-down regimen that includes static and dynamic stretching techniques for relevant major muscle groups for a self-selected physical activity.	**Instruction**: 158, 172-174 158 Figure 3.3.5 Tips for Safe Stretching 172 Figure 3.4.6 Designing Your Workouts 173 Figure 3.4.7 Calculating Your Maximum and Target Heart Rates **Application**: 161 Building Your Skills - My Fitness Needs 164 Reading and Notetaking Activity
3.	Discuss various strategies for monitoring workout intensity (e.g., wearable monitors, rate of perceived exertion [RPE] scale) and describe strategies for adjusting workouts based on results from monitoring to meet goals or targets.	**Instruction**: 157, 167-174 157 Figure 3.3.4 Your Breathing Can Tell You How Hard You Are Working 167 Figure 3.4.2 Types of Fitness Apps



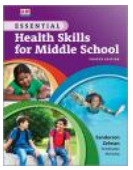
	Standards	Correlating Text Pages
		167 Figure 3.4.3 Checking Your Fitness Level 170 Figure 3.4.4 Intensity 171 Figure 3.4.5 Record Your Progress 172 Figure 3.4.6 Designing Your Workouts 173 Figure 3.4.7 Calculating Your Maximum and Target Heart Rates **Application**: 164 Reading and Notetaking Activity 169 Building Your SKills - Be SMART, Stay Motivated
4.	Compare and contrast health-related fitness components and principles.	**Instruction**: 156-163 156 Figure 3.3.2 Aerobic Versus Anaerobic Activity 157 Figure 3.3.3 Muscle Strength 158 Figure 3.3.5 Flexibility 159 Types of Fitness 161 Figure 3.3.7 Agility **Application**: 163 Critical Thinking #1, Develop Your Skills #3
5.	Explain connections between fitness level and overall physical, emotional, and mental health.	**Instruction**: 153-162 154 Figure 3.3.1 Moderate Physical Activity Reduces Risk Factors For 155 Benefits of Physical Activity on Mental Health 156 Figure 3.3.2 Health Related Fitness 159 Types of Fitness **Application**: 152 Reading and Notetaking Activity 154 Case Study - Walk in My Shoes: Jaquan's Story 163 Develop Your Skills #1-2
6.	Design and implement a short- and long-term health-related fitness program (that includes a warm-up and cool down, addresses all components and principles of fitness) that builds on strengths and addresses areas for improvement in fitness level.	**Instruction**: 167-174 167 Figure 3.4.3 Checking Your Fitness Level 170 Figure 3.4.4 Intensity 171 Figure 3.4.5 Record Your Progress 172 Figure 3.4.6 Designing Your Workouts 173 Figure 3.4.7 Calculating Your Maximum and Target Heart Rates **Application**: 161 Building Your Skills - My Fitness Needs 164 Reading and Notetaking Activity 169 Building Your Skills - Be SMART, Stay Motivated
Practice 3: Social Awareness, Relationship, and Communication Skills. Enhance relationships, personal health, and the health of others through social awareness and effective communication.		
Gender, Sexual Orientation, and Sexual Health [6.3.GS]		



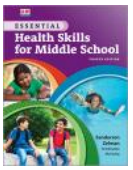
	Standards	Correlating Text Pages
1.	Explain how assigned sex, gender identity, and gender expression are distinct concepts and how they interact with each other.	**Instruction**: 189 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 119-128 119 Figure 11.1.1 Parts of Sexuality 120 Figure 11.1.2 Chromosome Combinations 122 Figure 11.1.3 Gender Expectations 122 Figure 11.1.4 Gender Identity 123 Breaking the Myth of Gendered Personality Traits 124 Figure 11.1.5 Gender Expression 125 Figure 11.1.6 Sexual Orientation **Application**: 118 Reading and Notetaking Activity 127 Building Your Skills - Promoting Acceptance, Tolerance, and Unity 129 Develop Your Skills #1-2
2.	Explain the difference between sexual orientation and gender identity.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 121-125 122 Figure 11.1.4 Gender Identity 123 Breaking the Myth of Gendered Personality Traits 124 Figure 11.1.5 Gender Expression 125 Figure 11.1.6 Sexual Orientation **Application**: 118 Reading and Notetaking Activity 129 Develop Your Skills #1-2
3.	Explain three dimensions of sexual orientation (i.e., identity, attraction, and behavior) and how they are all a part of an individual's sexual orientation that may or may not align with each other.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 121-125 122 Figure 11.1.4 Gender Identity 123 Breaking the Myth of Gendered Personality Traits 124 Figure 11.1.5 Gender Expression 125 Figure 11.1.6 Sexual Orientation **Application**: 118 Reading and Notetaking Activity 129 Develop Your Skills #1-2



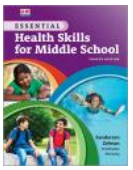
	Standards	Correlating Text Pages
4.	Explain that attractions can be romantic, emotional, and/or sexual to an individual of the same gender and/or a different gender(s) and that attractions can change over time.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 119, 121-126 119 Figure 11.1.1 Parts of Sexuality 122 Figure 11.1.4 Gender Identity 123 Breaking the Myth of Gendered Personality Traits 124 Figure 11.1.5 Gender Expression 125 Figure 11.1.6 Sexual Orientation 126 Figure 11.1.7 Questions About Sexuality **Application**: 118 Reading and Notetaking Activity 129 Develop Your Skills #1-2
5.	Demonstrate the ability to create or maintain positive relationships with people of all gender identities, gender expressions, and sexual orientations.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 125-128 128 Figure 11.1.8 Safe Zones **Application**: 127 Building Your Skills - Promoting Acceptance, Tolerance, and Unity 129 Critical Thinking #1, Develop Your Skills #1, #3
Healthy Relationships [6.3.HR]		
1.	Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships).	**Instruction**: 25-26, 392-402, 410-412, 419-421 25 Figure 1.3.3 Using Refusal Skills 26 Figure 1.3.4 Conflict Resolution Skills 393 Figure 7.1.4 The Communication Process 394 Figure 7.1.5 Nonverbal Communication Cues Are Used in Person and Digitally 395 Figure 7.1.6 Passive, Aggressive, or Assertive 397 Figure 7.1.7 Key Steps to Active Listening 398 Figure 7.1.8 Turning You Statements into I Statements 401 Figure 7.1.10 Negotiation Process 402 Figure 7.1.12 Mediation 410 Figure 7.2.6 Discussing Family Rules 412 Figure 7.2.7 Compromise 419 Figure 7.3.3 Be Physically Present with Friends **Application**: 21 Reading and Notetaking Activity 34 Develop Your Skills #3 388 Reading and Notetaking Activity 396 Building Your Skills - Be Assertive 403 Develop Your Skills #1 408 Case Study - Luca and His Uncle Julian



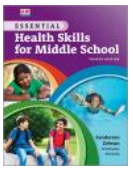
	Standards	Correlating Text Pages
		414 Critical Thinking #2 420 Building Your Skills - Making Friends Online 427 Critical Thinking #2 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 33-37 35 Figure 8.4.4 Enforcing Your Boundaries 37 Figure 8.4.7 Words for Resisting Sexual Pressure **Application**: 33 Case Study - Martina's First Date
2.	Explain and demonstrate effective approaches to boundary setting (e.g., acknowledge feelings, communicate the boundary, target alternative) and maintenance of a variety of boundaries (e.g., related to technology use, emotional, physical).	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 33-34, 63, 136 35 Figure 8.4.4 Enforcing Your Boundaries 63 Figure 9.2.7 Respecting Others' Boundaries 136 Figure 11.2.5 Strategies for Choosing Abstinence **Application**: 29 Reading and Notetaking Activity 40 Critical Thinking #1, Develop Your Skills #1 137 Case Study - Cameron and Tyree's Not So Magical Relationship
3.	Apply conflict resolution strategies in a variety of situations (e.g., interpersonal, intrapersonal, intragroup, intergroup).	**Instruction**: 21, 26, 399-402 26 Figure 1.3.4 Conflict Resolution Skills 400 Figure 7.1.9 Common Sources of Conflict 401 Figure 7.1.10 Negotiation Process 402 Figure 7.1.12 Mediation **Application**: 21 Reading and Notetaking Activity 388 Reading and Notetaking Activity
4.	Analyze the impact of technology and social media on relationships (e.g., use of smartphones, sharing relationship information, GPS tracking).	**Instruction**: 350-353, 415-417, 419-420 351 Figure 6.2.4 Privacy 352 Staying Safe on Social Media 353 Figure 6.2.5 Thinking Before You Post 416 Figure 7.3.1 Types of Friendships 417 Figure 7.3.2 Online Friends 419 Figure 7.3.3 Be Physically Present with Friends **Application**: 358 Develop Your Skills #1-3 415 Reading and Notetaking Activity 420 Building Your Skills - Making Friends Online



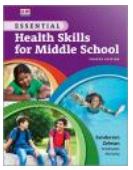
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		See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health **Instruction**: 46-49 47 Figure 9.1.4 What Is Cyberbullying 49 How to Spot Cyberbullying **Application**: 46 Building Your Skills - Rumor Has It
5.	Identify tactics used to coerce or pressure someone to have sex and demonstrate techniques and assertive responses to counter these tactics.	**Instruction**: 391-392, 394-395 391 Figure 7.1.2 The Emotional Impact of a Relationship 395 Figure 7.1.6 Passive, Aggressive, or Assertive **Application**: 396 Building Your Skills - Be Assertive 403 Develop Your Skills #2 428 Reading and Notetaking Activity *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 31, 33-37, 56-60, 63-64 31 Figure 8.4.2 Signs of an Unhealthy Dating Relationship 35 Figure 8.4.4 Enforcing Your Boundaries 36 Figure 8.4.6 Supporting Abstinence 37 Figure 8.4.7 Words for Resisting Sexual Pressure 58 Figure 9.2.2 Myths and Facts About Consent **Application**: 40 Critical Thinking #1 57 Building Your Skills - The Importance of Consent 65 Critical Thinking #1, Develop Your Skills #1
6.	Demonstrate positive ways to communicate differences of opinion in a variety of relationships (e.g., familial, peer, teacher) and situations (e.g., in class, outside of school, on a team).	**Instruction**: 389-401, 407, 410, 412 391 Figure 7.1.3 Examples of Interpersonal Skills 395 Figure 7.1.6 Passive, Aggressive, or Assertive 397 Figure 7.1.7 Use Active Listening 398 Figure 7.1.8 Turning You Statements into I Statements 401 Figure 7.1.10 Negotiation Process 407 Figure 7.2.4 Skills to Build Healthy Relationships in the Community 410 Figure 7.2.6 Discussing Family Rules 412 Figure 7.2.7 Compromise **Application**:



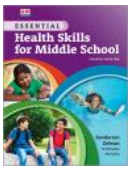
	Standards	Correlating Text Pages
		388 Reading and Notetaking Activity 396 Building Your Skills - Be Assertive 403 Develop Your Skills #1
7.	Describe potential impacts of power and privilege (e.g., associated with age, race, ethnicity, sexual orientation, gender, gender identity, socioeconomic status, immigration status, ability, position of authority) within a variety of relationships.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 43-45, 56, 58-59, 61-62, 67-70, 82-85, 126-128 43 Figure 9.1.1 Risk Factors for Violent Behavior 45 Figure 9.1.3 Why Does Bullying Happen 67 Figure 9.3.1 Examples of Abuse 68 Figure 9.3.2 Signs of Abuse 68 Figure 9.3.3 Power and Control Wheel 69 Figure 9.3.4 Signs of Intimate Partner Violence 82 Figure 9.4.4 Human Trafficking 126 Figure 11.1.7 Discrimination and Violence **Application**: 55 Reading and Notetaking Activity 65 Critical Thinking #1 127 Building Your Skills - Promoting Acceptance, Tolerance, and Unity
8.	Analyze ways that prejudice, discrimination, and injustice can impact relationship health and describe ways to address these issues to support health of self and others.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 43-45, 56, 58-59, 61-62, 67-70, 82-85, 126-128 43 Figure 9.1.1 Risk Factors for Violent Behavior 45 Figure 9.1.3 Why Does Bullying Happen 67 Figure 9.3.1 Examples of Abuse 68 Figure 9.3.2 Signs of Abuse 68 Figure 9.3.3 Power and Control Wheel 69 Figure 9.3.4 Signs of Intimate Partner Violence 82 Figure 9.4.4 Human Trafficking 126 Figure 11.1.7 Discrimination and Violence 128 Figure 11.1.8 Safe Zones **Application**: 55 Reading and Notetaking Activity 65 Critical Thinking #1 127 Building Your Skills - Promoting Acceptance, Tolerance, and Unity
9.	Analyze how media and technology can be both a positive and negative influence on beliefs about what constitutes a healthy relationship (including sexual relationships) and how media and technology use can impact relationships.	**Instruction**: 350-353, 415-417, 419-420, 351 Figure 6.2.4 Privacy 352 Staying Safe on Social Media 353 Figure 6.2.5 Thinking Before You Post 416 Figure 7.3.1 Types of Friendships 417 Figure 7.3.2 Online Friends 419 Figure 7.3.3 Be Physically Present with Friends **Application**:



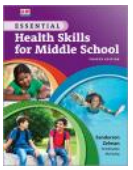
	Standards	Correlating Text Pages
		358 Develop Your Skills #1-3 415 Reading and Notetaking Activity 420 Building Your Skills - Making Friends Online *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 47-52 47 Figure 8.1.4 What Is Cyberbullying 49 How to Spot Cyberbullying **Application**: 45 Building Your Skills - Rumor Has It
10.	Compare and contrast bullying, harassment, and abuse and demonstrate ways to support and seek help for someone who is being bullied, harassed, or abused, or who is the target of unhealthy or coercive behaviors.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 43-53, 56-64, 67-76, 81-83 43 Figure 9.1.1 Risk Factors for Violent Behavior 45 Figure 9.1.2 Forms of Bullying 45 Figure 9.1.3 Why Does Bullying Happen 47 Figure 9.1.4 What is Cyberbullying 48 Figure 9.1.5 Signs of Bullying or Cyberbullying 49 How to Spot Cyberbullying 51 Figure 9.1.6 Ways to be an Upstander 52 Figure 9.1.7 Build Your Confidence 59 Figure 9.2.3 People Experiencing Sexual Harassment Can 60 Figure 9.2.4 Stopping Sexual Harassment 61 Figure 9.2.5 Examples of Sexual Assault 64 Figure 9.2.8 Talking to Survivors of Sexual Assault 67 Figure 9.3.1 Examples of Abuse 68 Figure 9.3.2 Signs of Abuse 68 Figure 9.3.3 Power and Control Wheel 69 Figure 9.3.4 Signs of Intimate Partner Violence 70 Figure 9.3.5 Facts About Child Sexual Abuse 71 Figure 9.3.6 Risk Factors for Child Abuse and Neglect 72 Figure 9.3.7 Signs of Child Abuse and Neglect 74 Figure 9.3.8 Elder Abuse 75 Figure 9.3.9 Abuse Hotlines 82 Figure 9.4.4 Human Trafficking **Application**: 46 Building Your Skills - Rumor Has It 54 Critical Thinking #3, Develop Your Skills #2-3 55 Reading and Notetaking Activity 65 Critical Thinking #2, Develop Your Skills #3 66 Reading and Notetaking Activity 73 Case Study - Aarav and Rajesh: Boys Will Be Boys



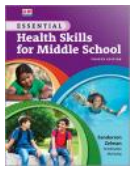
Standards		Correlating Text Pages
		77 Develop Your Skills #1-3 86 Critical Thinking #2
Mental and Emotional Health [6.3.MH]		
1.	Discuss how adverse childhood experiences and toxic stress as well as resilience and positive childhood experiences can impact mental and emotional health and demonstrate ways to communicate effectively about these factors and ways to support people who have experienced or are experiencing trauma.	**Instruction**: 4, 12-19, 187-195, 209-215 4 Figure 1.1.2 Mental and Emotional Health 12 Figure 1.2.1 Health and Wellness Spectrum 15 Figure 1.2.3 Environmental Protective and Risk Factors 19 The Game of Life 209 Figure 4.3.1 Sources of Stress 211 Figure 4.3.3 The Boy's Response to Stress 213 Figure 4.3.4 Coping Skills for Stress 214 Figure 4.3.5 How Can You Maintain a Positive Attitude **Application**: 2 Reading and Notetaking Activity 219 Develop Your Skills #1-3
2.	Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations.	**Instruction**: 213-214, 217-218 213 Figure 4.3.4 Coping Skills for Stress 214 Figure 4.3.5 How Can You Maintain a Positive Attitude 218 Figure 4.3.8 Tense and Relax Your Muscles 223 Managing Social Media Anxiety **Application**: 219 Develop Your Skills #2
3.	Accurately recognize and effectively respond to emotions, thoughts, values, and perspectives when communicating with others and when resolving interpersonal conflicts.	**Instruction**: 198-206 198 Figure 4.2.1 Understanding Your Emotions 199 Figure 4.2.2 Learn to Manage Your Emotions 200 Figure 4.2.3 Think About How You Feel 200 Figure 4.2.4 Healthy, Positive Ways to Accept and Express Emotions 201 What To Do If You Feel 203 Figure 4.2.5 Expressing Your Feelings to Others 204 Figure 4.2.6 Think Positive 206 Figure 4.2.7 Empathy **Application**: 197 Reading and Notetaking Activity 205 Building Your Skills - Being Thankful Makes You Healthier 207 Critical Thinking #2-3, Develop Your Skills #1-3
4.	Analyze how people from diverse groups can learn from each other and how this can enhance emotional well-being.	**Instruction**: 415-417 **Application**: 415 Reading and Notetaking Activity



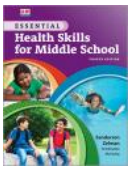
	Standards	Correlating Text Pages
		See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health **Instruction**: 125-128 126 Figure 11.1.7 Challenges in the LGBTQ+ Community 128 Figure 11.1.8 Safe Zones **Application**: 127 Building Your Skills - Promoting Acceptance, Tolerance, and Unity 129 Critical Thinking #2
5.	Apply refusal or negotiation skills to situations that may lead to distress or anxiety.	**Instruction**: 25, 400-402 25 Figure 1.3.3 Using Refusal Skills 401 Figure 7.1.10 Negotiation Process **Application**: 21 Reading and Notetaking Activity 388 Reading and Notetaking Activity
6.	Advocate for oneself by creating 'I'-messages to express feelings and needs in appropriate ways.	**Instruction**: 202-203, 398, 401 203 Figure 4.2.5 Turning You Statements into I Statements 398 Figure 7.1.8 Use I Statements **Application**: 207 Develop Your Skills #1 396 Building Your Skills - Be Assertive 403 Develop Your Skills #1
7.	Identify signs and symptoms of mental and emotional distress that may require assistance from adults and demonstrate how to respond when there is a concern about someone's mental well- being or where someone is considering harming or killing themselves.	**Instruction**: 193-195, 218, 221-228, 231-236, 244, 249-250, 252-253 193 Questions to Help Assess Mental and Emotional Health 221 Figure 4.4.1 Effects of Bullying on Mental Health 222 Figure 4.4.4 Symptoms of ADHD 225 Figure 4.4.5 Obsessions and Compulsions 227 Figure 4.4.6 Possible Symptoms of Major Depressive Disorder 231 Figure 4.5.1 Signs to Seek Professional Help 234 Figure 4.5.3 What Does a Therapist Do 236 Figure 4.5.4 Having the Tough Conversations 244 Figure 4.6.5 Warning Signs of Eating Disorders 249 Figure 4.7.1 Risk Factors of Suicide 253 Figure 4.7.4 Suicide Prevention Resources **Application**: 220 Reading and Notetaking Activity 226 Case Study - Best Friends: Conor and Julia



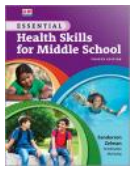
	Standards	Correlating Text Pages
		230 Reading and Notetaking Activity 237 Develop Your Skills #1-3 256 Critical Thinking #1-2, Develop Your Skills #2
8.	Effectively express needs, wants, emotions, and feelings (including affection, love, friendship, concern, anger) in respectful and health-promoting ways.	**Instruction**: 198-206 198 Figure 4.2.1 Understanding Your Emotions 199 Figure 4.2.2 Learn to Manage Your Emotions 200 Figure 4.2.3 Think About How You Feel 200 Figure 4.2.4 Healthy, Positive Ways to Accept and Express Emotions 201 What To Do If You Feel 203 Figure 4.2.5 Expressing Your Feelings to Others 204 Figure 4.2.6 Think Positive 206 Figure 4.2.7 Empathy **Application**: 197 Reading and Notetaking Activity 205 Building Your Skills - Being Thankful Makes You Healthier 207 Critical Thinking #2-3, Develop Your Skills #1-3
Physical Activity and Fitness [6.3.PF]		
1.	Exhibit responsible social behaviors by including and cooperating with classmates, asking for help when needed for self and others, and collaborating productively on problem-solving initiatives during adventure activities, large-group initiatives, and/or game play.	**Instruction**: 177 177 Figure 3.5.1 Tips for Being a Good Sport **Application**: 176 Reading and Notetaking Activity 184 Critical Thinking #3, Develop Your Skills #2
2.	Provide feedback to a peer, using teacher-generated guidelines, and incorporate appropriate tone and other communication skills (e.g., eye-contact, body language).	**Instruction**: 397-402 397 Figure 7.1.7 Key Steps to Active Listening 398 Figure 7.1.8 Turning You Statements into I Statements **Application**: 388 Reading and Notetaking Activity
3.	Collaboratively establish norms and guidelines for resolving conflicts and use those rules/guidelines/agreements to resolve conflict or respond to participants' ethical and unethical behavior during physical activity.	**Instruction**: 399-402 400 Figure 7.1.9 Common Sources of Conflict 401 Figure 7.1.10 Negotiation Process **Application**: 388 Reading and Notetaking Activity
Substance Use and Misuse [6.3.SU]		
1.	Analyze social situations in multiple settings (e.g., at home, at school, out with friends, at a party) and influences (e.g., culture, peers, media, perceptions of norms) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (in regard to age or use or type) and potentially harmful substances.	**Instruction**: 259-266 261 Figure 5.1.3 Triggers That Can Lead to a Desire to Use a Harmful Substance 264 Figure 5.1.5 Family 265 Figure 5.1.8 Media Messages 266 Influences on Substance Use **Application**:



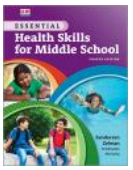
	Standards	Correlating Text Pages
		258 Reading and Notetaking Activity 263 Case Study - Kevin's Decision to Vape 267 Building Your Skills - Making Healthy Decisions 268 Critical Thinking #1, Develop Your Skills #1-2
2.	Describe the ways that social characteristics (i.e., socioeconomic status, culture, gender) can impact risk and protective factors for substance use and misuse.	**Instruction**: 261-266 261 Figure 5.1.3 Triggers That Can Lead to a Desire to Use a Harmful Substance 264 Figure 5.1.5 Family 264 Figure 5.1.6 Using Peer Pressure to Promote Healthy Behaviors 265 Figure 5.1.8 Media Messages 266 Influences on Substance Use **Application**: 258 Reading and Notetaking Activity 263 Case Study - Kevin's Decision to Vape 267 Building Your Skills - Making Healthy Decisions 268 Critical Thinking #1, Develop Your Skills #1-2
3.	Summarize and communicate the effects of using legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol and marijuana) and illegal drugs (e.g., prescription drugs not prescribed to you, cocaine) on brain development and multiple dimensions of health (e.g., physical, social, occupational, mental/emotional).	**Instruction**: 277, 285-289, 295-296, 298-304, 306-308, 310-316 277 Figure 5.2.6 Symptoms of an Overdose 286 Figure 5.3.4 Effects of Nicotine on the Body 287 Figure 5.3.5 Chronic Obstructive Pulmonary Disease (COPD) 287 Figure 5.3.6 Harmful Chemicals Found in Vaping Devices 288 Figure 5.3.7 Popcorn Lung 288 Figure 5.3.8 Health Risks of Smokeless Tobacco 289 The Myths and Facts of Vaping 296 Figure 5.4.1 Alcohol Can Lead to Death 298 Figure 5.4.4 Effects of Alcohol on Brain Function 299 Figure 5.4.5 Signs of Alcohol Poisoning 300 Figure 5.4.6 Chronic Diseases 303 Figure 5.4.8 Motor Vehicle Accidents 308 Figure 5.5.1 Effects of Drugs on Body Systems 308 Figure 5.5.2 Link Between Depression and Drug Abuse 313 Figure 5.5.8 How Much Does it Take to Overdose 315 Figure 5.5.9 Long Term Negative Health Effects of Heroin Use 315 Figure 5.5.10 Effects of Club Drugs **Application**: 294 Critical Thinking #1, Develop Your Skills #3 295 Reading and Notetaking Activity



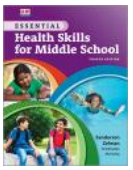
	Standards	Correlating Text Pages
		301 Case Study - Kara's Babysitting Conundrum 305 Develop Your Skills #1, #3 306 Reading and Notetaking Activity
4.	Demonstrate effective verbal and nonverbal communication skills to keep self or others safe in substance use- and misuse-related situations (e.g., avoiding riding with a driver who is under the influence, seeking help, leaving a situation).	**Instruction:** 321-322, 394-396 321 Figure 5.6.2 Strategies for Saying No to Substances 395 Figure 7.1.6 Passive, Aggressive, or Assertive **Application:** 318 Reading and Notetaking Activity 330 Develop Your Skills #1 388 Reading and Notetaking Activity 396 Building Your Skills - Be Assertive
Practice 4: Movement Skills. **Demonstrate competence in, and knowledge of, a variety of movement forms, motor skills, physical fitness components, and principles in order to engage in purposeful and health-promoting physical activity, including sports and games.**		
Physical Activity and Fitness [6.4.PF]		
1.	Exhibit developmentally appropriate command of locomotor and non-locomotor skills, rhythm, and timing.	**Instruction**: 159-162 159 Types of Fitness 161 Figure 3.3.7 Skill Related Fitness **Application**: 163 Develop Your Skills #1
2.	Create a movement sequence to music as an individual or in a group within dance.	**Instruction**: 159-162 159 Types of Fitness 161 Figure 3.3.7 Skill Related Fitness **Application**: 163 Develop Your Skills #1
3.	Demonstrate developmentally appropriate manipulative skills (i.e., throwing and catching, striking (with and without implements), volleying, serving, dribbling with hands and feet, shooting) in a variety of athletic and physical activities and game play (including net/wall games, cooperative games, target games, invasion games, fielding and striking games).	**Instruction**: 159-162 159 Types of Fitness 161 Figure 3.3.7 Skill Related Fitness **Application**: 163 Develop Your Skills #1
4.	Effectively combine and apply locomotor, stability/non-locomotor (e.g., weight transfer), and manipulative skills in a variety of athletic and physical activities, and game play (including net/wall games, target games, invasion games, fielding and striking games).	**Instruction**: 159-162 159 Types of Fitness 161 Figure 3.3.7 Skill Related Fitness **Application**: 163 Develop Your Skills #1
5.	Demonstrate correct technique for basic skills in at least two self-selected outdoor sports or physical activities (e.g., hiking, skateboarding,	**Instruction**: 159-162 159 Types of Fitness



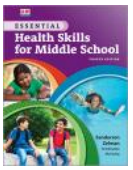
	Standards	Correlating Text Pages
	cross country or downhill skiing, snowshoeing, kayaking/canoeing), individual performance activities, or indoor/dance activities (e.g., hip-hop/line/folk dance, swimming, gymnastics, wrestling, self-defense).	161 Figure 3.3.7 Skill Related Fitness **Application**: 163 Develop Your Skills #1
6.	Demonstrate effective techniques related to developing muscular strength and endurance, including appropriate and safe use of exercise machines, free weights, and bodyweight exercises.	**Instruction**: 156-158 157 Figure 3.3.3 Muscle Strength 157 Figure 3.3.4 Endurance **Application**: 176 Reading and Notetaking Activity
Practice 5: Self-awareness and Analyzing Influences. **Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes.**		
Gender, Sexual Orientation, and Sexual Health [6.5.GS]		
1.	Explain how perceptions and social norms influence thoughts, attitudes, beliefs, and behaviors toward sexual orientation, sexual health and sexual activity.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 33-36, 56, 90, 130, 133-137 34 Figure 8.4.3 Affection 35 Figure 8.4.4 Enforcing Your Boundaries 36 Figure 8.4.5 Reasons Young People Choose Abstinence 90 Figure 10.1.2 Risk Factors for Teen Pregnancy 136 Figure 11.2.5 Strategies for Choosing Abstinence **Application**: 29 Reading and Notetaking Activity 33 Case Study - Martina's First Date 40 Develop Your Skills #1 57 Building Your Skills - The Importance of Consent 95 Building Your Skills - Making Decisions About Boundaries 96 Critical Thinking #1, Develop Your Skills #1 130 Reading and Notetaking Activity 137 Case Study - Cameron and Tyree's Not So Magical Relationships 138 Critical Thinking #2, Develop Your Skills #2
2.	Analyze external influences (e.g., peers, media, technology, family, society, community, culture) that have an impact on an individual's attitudes, beliefs, and expectations about gender identity, gender roles, and sexual orientation.	**Instruction**: 188-189 188 Figure 4.1.2 Parts of Your Identity *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 119-523 119 Figure 11.1.1 Parts of Sexuality



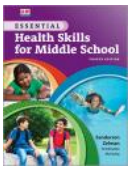
	Standards	Correlating Text Pages
		122 Figure 11.1.3 Gender Expectations 122 Figure 11.1.4 Gender Identity 123 Breaking the Myth of Gendered Personality Traits 124 Figure 11.1.5 Gender Expression 125 Figure 11.1.6 Sexual Orientation 126 Figure 11.1.7 Questions About Sexuality **Application**: 118 Reading and Notetaking Activity 129 Critical Thinking #1-2, Develop Your Skills #1-3
3.	Analyze internal and external influences (e.g., personal values and beliefs, peers, media, technology, family, society, community, culture) that have an impact on an individual's sexual behaviors.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 90, 133-136, 90 90 Figure 10.1.2 Risk Factors for Teen Pregnancy 136 Figure 11.2.5 Strategies for Choosing Abstinence **Application**: 95 Building Your Skills - Making Decisions About Boundaries 96 Critical Thinking #1, Develop Your Skills #1 130 Reading and Notetaking Activity 137 Case Study - Cameron and Tyree's Not So Magical Relationships 138 Critical Thinking #2, Develop Your Skills #2
Personal Safety [6.5.PS]		
1.	Analyze how various influences (e.g., peers, family, culture, society, school and community policies) impact the safety of adolescents.	**Instruction**: 333, 335-336, 347-349 336 Figure 6.1.4 What SHould You Do if You See a Weapon 347 FIgure 6.2.1 Potentially Dangerous Places in Your Community 348 Figure 6.2.2 Trusted Adults at School **Application**: 345 Critical Thinking #3 346 Reading and Notetaking Activity
2.	Analyze laws related to sexual harassment, sexual abuse, sexual assault, and domestic violence and how the laws impact individual safety.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 45, 48, 56, 59-62, 64, 68-70, 75, 80-85 56 Figure 9.2.1 Consent 68 Figure 9.3.2 Abuse is a Crime 70 Figure 9.3.5 Facts About Child Sexual Abuse 75 Figure 9.3.9 Abuse Hotlines



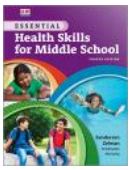
	Standards	Correlating Text Pages
		Application: 55 Reading and Notetaking Activity 65 Develop Your Skills #3 77 Develop Your Skills #2-3
3.	Analyze how sharing or posting personal information electronically about self or others (e.g., chat groups, email, texting, sexting, websites, social media, phone and tablet applications) can impact the safety of self or others.	**Instruction**: 350-353 351 Figure 6.2.4 Examples of Personal Information 352 Staying Safe on Social Media 353 Figure 6.2.5 Thinking Before You Post **Application**: 346 Reading and Notetaking Activity 358 Develop Your Skills #1-3
Public, Community and Environmental Health [6.5.CE]		
1.	Analyze how a variety of social determinants of health (e.g., education, social environment, socioeconomic conditions, public safety, discrimination) may impact health at different levels (e.g., individual, family, and community).	**Instruction**: 7-9, 12-19, 31-33 12 Figure 1.2.1 Health and Wellness Spectrum 15 Figure 1.2.3 Environmental Protective and Risk Factors 16 Figure 1.2.4 Cultural Practices That Affect Health and Wellness 19 The Game of Life 33 Figure 1.3.10 Examples of Community Resources **Application**: 10 Critical Thinking #2 11 Reading and Notetaking Activity 20 Critical Thinking #2, Develop Your Skills #1 34 Develop Your Skills #1
2.	Explain how public health policies and government regulations influence health promotion and disease prevention in both positive and negative ways.	**Instruction**: 32-33, 136-137, 143, 147, 166 33 Figure 1.3.10 Examples of Community Resources 136 Figure 3.2.1 Key Concepts Promoted by the Dietary Guidelines 137 Figure 3.2.2 MyPlate Food Guidance 143 Supplemental Nutrition Assistance Program 147 National School Lunch Program 166 Figure 3.4.1 Going to a Park **Application**: 32 Building Your Skills - Your School Environment 164 Reading and Notetaking Activity 175 Critical Thinking #1, #3, Develop Your Skills #2
3.	Analyze how environmental factors (e.g., air quality, trash and litter, availability of clean drinking water) and types of pollution (e.g., noise, chemical, water) affect health.	**Instruction**: 372-377 372 Figure 6.4.1 Humans and the Environment Affect One Another



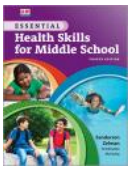
Standards		Correlating Text Pages
		373 Figure 6.4.2 Sources of Indoor Air Pollution 374 Figure 6.4.3 Water Pollution 375 Figure 6.4.4 Chemicals **Application**: 371 Reading and Notetaking Activity 376 Case Study - Seiji's Paint Job 381 Building Your Skills - Advocating for the Environment 386 Critical Thinking #1-3, Develop Your Skills #1
4.	Encourage others to improve health outcomes.	**Instruction**: 377-385 379 Figure 6.4.7 Recycling 380 Figure 6.4.8 Composting 383 Figure 6.4.11 Greener Living 383 Figure 6.4.12 Buy Green Products 384 Steps Toward a Greener Planet 385 Figure 6.4.13 Planting Trees 385 Figure 6.4.14 Advocate for Your Environment **Application**: 381 Building Your Skills - Advocating for the Environment 386 Develop Your Skills #1-2
Practice 6: Information and resource seeking. **Access, evaluate, and use valid and reliable health information, products, services, and related resources.**		
Gender, Sexual Orientation, and Sexual Health [6.6.GS]		
1.	Analyze the validity of claims for health information, products, and services about human sexual and reproductive health.	**Instruction**: 27-30 27 Figure 1.3.5 Accessing and Evaluating Health Information 28 Figure 1.3.6 Medically Accurate Information 29 Figure 1.3.7 Valid Information Online 30 Figure 1.3.8 Health and Safety Information **Application**: 21 Reading and Notetaking Activity 34 Critical Thinking #3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 141 141 Figure 11.3.2 Finding Reliable Sources
2.	Access credible sources of information about human sexual and reproductive health (including pregnancy and pregnancy options).	**Instruction**: 27-30 27 Figure 1.3.5 Accessing and Evaluating Health Information 28 Figure 1.3.6 Medically Accurate Information 29 Figure 1.3.7 Valid Information Online 30 Figure 1.3.8 Health and Safety Information



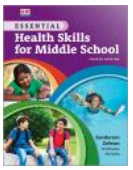
	Standards	Correlating Text Pages
		Application: 21 Reading and Notetaking Activity 34 Critical Thinking #3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 141 141 Figure 11.3.2 Finding Reliable Sources **Application**: 88 Reading and Notetaking Activity 118 Reading and Notetaking Activity
3.	Access credible sources of information about gender identity, gender expression, sexual orientation, and healthy sexuality development.	**Instruction**: 27-30 27 Figure 1.3.5 Accessing and Evaluating Health Information 28 Figure 1.3.6 Medically Accurate Information 29 Figure 1.3.7 Valid Information Online 30 Figure 1.3.8 Health and Safety Information **Application**: 21 Reading and Notetaking Activity 34 Critical Thinking #3
4.	Identify parents, guardians, or other supportive, trusted adults to whom students can ask questions about gender, gender-role stereotypes, gender identity, and sexual orientation and demonstrate strategies for engaging in these conversations	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 126-128 128 Figure 11.1.8 Safe Zones **Application**: 127 Building Your Skills - Promoting Acceptance, Tolerance, and Unity 129 Critical Thinking #1-2, Develop Your Skills #1
Mental and Emotional Health [6.6.MH]		
1.	Describe situations where professional health services are necessary to support or improve mental and emotional well-being.	**Instruction**: 193-195, 218, 221-228, 231-236, 244, 249-250, 252-253 193 Questions to Help Assess Mental and Emotional Health 221 Figure 4.4.1 Effects of Bullying on Mental Health 222 Figure 4.4.4 Symptoms of ADHD 225 Figure 4.4.5 Obsessions and Compulsions 227 Figure 4.4.6 Possible Symptoms of Major Depressive Disorder 231 Figure 4.5.1 Signs to Seek Professional Help 234 Figure 4.5.3 What Does a Therapist Do 236 Figure 4.5.4 Having the Tough Conversations



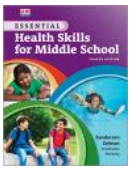
	Standards	Correlating Text Pages
		244 Figure 4.6.5 Warning Signs of Eating Disorders 249 Figure 4.7.1 Risk Factors of Suicide 253 Figure 4.7.4 Suicide Prevention Resources **Application**: 220 Reading and Notetaking Activity 226 Case Study - Best Friends: Conor and Julia 230 Reading and Notetaking Activity 237 Develop Your Skills #1-3 256 Critical Thinking #1-2, Develop Your Skills #2
2.	Demonstrate the ability to access professional health services if needed.	**Instruction**: 231-235 231 Figure 4.5.1 Signs to Seek Professional Help 233 Figure 4.5.2 Overcome Barriers 234 Figure 4.5.3 Find Treatment **Application**: 230 Reading and Notetaking Activity 232 Building Your Skills - Talking About Mental Health 237 Critical Thinking #1, Develop Your Skills #1-3
3.	Locate valid and reliable products and services to enhance mental and emotional well-being, manage stress and emotions, and treat mental health conditions.	**Instruction**: 231-235 231 Figure 4.5.1 Signs to Seek Professional Help 233 Figure 4.5.2 Overcome Barriers 234 Figure 4.5.3 Find Treatment **Application**: 230 Reading and Notetaking Activity 232 Building Your Skills - Talking About Mental Health 237 Critical Thinking #1, Develop Your Skills #1-3
Physical Health and Hygiene [6.6.PH]		
1.	Determine the accessibility of public, community, and environmental products and services that enhance health and identify supports or barriers to accessing the products or services.	**Instruction**: 7-9, 17, 27-33, 165-166 8 Figure 1.1.4 Healthcare Services 33 Figure 1.3.10 Examples of Community Resources 166 Figure 3.4.1 Community Resources and Income **Application**: 10 Critical Thinking #2 21 Reading and Notetaking Activity 34 Develop Your Skills #1 164 Reading and Notetaking Activity 175 Critical Thinking #3
2.	Locate valid and reliable information on puberty, personal hygiene, and personal health products from a variety of resources in one's home, school, and community and evaluate their validity.	**Instruction**: 27-30, 62 27 Figure 1.3.5 Health Literacy 28 Figure 1.3.6 Medically Accurate Information



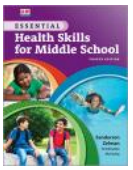
	Standards	Correlating Text Pages
		29 Figure 1.3.7 Valid Information Online 30 Figure 1.3.8 Health and Safety Information 62 Tips for Choosing Care Products **Application**: 21 Reading and Notetaking Activity 34 Critical Thinking #2
3.	Access personal health products (e.g., deodorant, hair care, menstrual products, sunscreen, dental care products) based on individual needs, and evaluate the ease of accessibility and use.	**Instruction**: 27-30, 62 27 Figure 1.3.5 Health Literacy 28 Figure 1.3.6 Medically Accurate Information 29 Figure 1.3.7 Valid Information Online 30 Figure 1.3.8 Health and Safety Information 62 Tips for Choosing Care Products **Application**: 21 Reading and Notetaking Activity 34 Critical Thinking #2
4.	Locate a variety of personal health-related digital resources and assess each for reliability and validity.	**Instruction**: 166-167 167 Figure 3.4.2 Types of FItness Apps 167 Figure 3.4.3 Heart Rate Monitors and Fitness Trackers **Application**: 164 Reading and Notetaking Activity 175 Critical Thinking #2, Develop Your Skills #1
5.	Identify sources of support such as parents or other trusted adults to whom students can go if they or someone they know is being bullied, harassed, abused, assaulted, or exploited.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 64, 74-76, 83-84 75 Figure 9.3.9 Abuse Hotlines 84 Figure 9.4.5 Report Suspicious Activity **Application**: 66 Reading and Notetaking Activity 86 Critical Thinking #2
6.	Explain why a person who has been bullied, sexually harassed, sexually abused, sexually assaulted, or has been a victim of incest, rape, domestic violence, or dating violence is not at fault.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 68-69 **Application**: 66 Reading and Notetaking Activity
7.	Locate community resources that provide support and resources related to sex trafficking or for	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health*



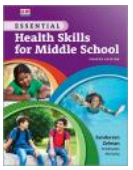
	Standards	Correlating Text Pages
	getting help for self or others in situations related to sex trafficking	**Instruction**: 81-82, 82 82 Figure 9.4.4 Human Trafficking **Application**: 78 Reading and Notetaking Activity 86 Develop Your Skills #3
Practice 7: Self-Advocacy and Health Promotion. Promote personal, family, and community health and well-being.		
Gender, Sexual Orientation, and Sexual Health [6.7.GS]		
1.	Demonstrate ways to show courtesy and respect for others when aspects of their sexuality (e.g., sexual activity [including abstinence], sexual orientation) or gender (e.g., gender expression, gender identity) are different from one's own.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 125-128 126 Figure 11.1.7 Challenges in the LGBTQ+ Community 128 Figure 11.1.8 Safe Zones **Application**: 118 Reading and Notetaking Activity 127 Building Your Skills - Promoting Acceptance, Tolerance, and Unity 129 Critical Thinking #2, Develop Your Skills #1-3
2.	Encourage others to refrain from teasing or bullying others based on their sexuality (e.g., sexual activity [including abstinence], sexual orientation) or gender (e.g., gender expression, gender identity).	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 125-128 126 Figure 11.1.7 Challenges in the LGBTQ+ Community 128 Figure 11.1.8 Safe Zones **Application**: 118 Reading and Notetaking Activity 127 Building Your Skills - Promoting Acceptance, Tolerance, and Unity 129 Critical Thinking #2, Develop Your Skills #1-3
3.	Identify behaviors, policies and practices in the school community that promote or hinder dignity and respect for all individuals, including those of different sexual orientations, gender identities, and gender expression.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 125-128 126 Figure 11.1.7 Challenges in the LGBTQ+ Community 128 Figure 11.1.8 Safe Zones **Application**: 118 Reading and Notetaking Activity 127 Building Your Skills - Promoting Acceptance, Tolerance, and Unity 129 Critical Thinking #2, Develop Your Skills #1-3



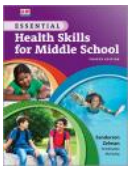
	Standards	Correlating Text Pages
Mental and Emotional Health [6.7.MH]		
1.	Analyze how stereotyping, bias, prejudice, and discrimination can impact mental and emotional health.	**Instruction**: 250-251, 417 **Application**: 415 Reading and Notetaking Activity *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 125-128 126 Figure 11.1.7 Challenges in the LGBTQ+ Community 128 Figure 11.1.8 Safe Zones **Application**: 118 Reading and Notetaking Activity 127 Building Your Skills - Promoting Acceptance, Tolerance, and Unity 129 Critical Thinking #2, Develop Your Skills #1-3
2.	Analyze influences on body image and the relationship between body image and mental health.	**Instruction**: 239-243, 245-246 239 Figure 4.6.1 Body Image 240 Figure 4.6.2 What is Weight Stigma 245 Figure 4.6.6 Body Image and Media **Application**: 238 Reading and Notetaking Activity 241 Case Study - Asher's Quest to Win 247 Critical Thinking #1, #3, Develop Your Skills #2-3
3.	Demonstrate strategies for supporting healthy body image in youth and adolescents.	**Instruction**: 238-242, 245-246 239 Figure 4.6.1 Body Image 240 Figure 4.6.2 What is Weight Stigma 245 Figure 4.6.6 Improving Your Body Image 246 Figure 4.6.7 Change Your Self Talk **Application**: 238 Reading and Notetaking Activity 241 Case Study - Asher's Quest to Win 247 Critical Thinking #1-3, Develop Your Skills #1-3
4.	Demonstrate strategies for reducing stigma related to mental health.	**Instruction**: 232-233, 235-236 236 Figure 4.5.4 Having the Tough Conversations 233 Figure 4.5.2 Stigma About Mental Illnesses **Application**: 229 Critical Thinking #1-3, Develop Your Skills #3 232 Building Your Skills - Talking About Mental Health 237 Critical Thinking #1, Develop Your Skills #1 256 Critical Thinking #2



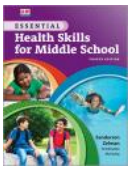
	Standards	Correlating Text Pages
5.	Utilize positive peer and societal norms when formulating a health-promoting position related to eliminating discrimination, injustice, and challenge negative norms.	**Instruction**: 264-265, 425-426 264 Figure 5.1.6 Using Peer Pressure to Promote Healthy Behaviors 265 Figure 5.1.7 Most Young People Do Not… 425 Figure 7.3.6 Positive Versus Negative Peer Pressure **Application**: 267 Building Your Skills - Making Healthy Decisions 427 Critical Thinking #3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 45, 50-52, 82-85, 113, 125-128 51 Figure 9.1.6 Ways to Be an Upstander 82 Figure 9.4.4 Report Human Trafficking 85 Figure 9.4.6 Stopping Violence Starts with You 126 Figure 11.1.7 Discrimination and Violence 128 Figure 11.1.8 Safe Zones **Application**: 54 Develop Your Skills #2-3 86 Develop Your Skills #2 127 Building Your Skills - Promoting Acceptance, Tolerance, and Unity 129 Develop Your Skills #1, #3
6.	Evaluate strategies for opposing, reducing, or eliminating stereotyping, prejudice, discrimination and injustice.	**Instruction**: 264-265, 425-426 264 Figure 5.1.6 Using Peer Pressure to Promote Healthy Behaviors 265 Figure 5.1.7 Most Young People Do Not… 425 Figure 7.3.6 Positive Versus Negative Peer Pressure **Application**: 267 Building Your Skills - Making Healthy Decisions 427 Critical Thinking #3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 45, 50-52, 82-85, 113, 125-128 51 Figure 9.1.6 Ways to Be an Upstander 82 Figure 9.4.4 Report Human Trafficking 85 Figure 9.4.6 Stopping Violence Starts with You 126 Figure 11.1.7 Discrimination and Violence 128 Figure 11.1.8 Safe Zones



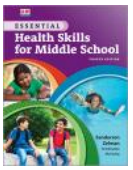
	Standards	Correlating Text Pages
		Application: 54 Develop Your Skills #2-3 86 Develop Your Skills #2 127 Building Your Skills - Promoting Acceptance, Tolerance, and Unity 129 Develop Your Skills #1, #3
7.	Encourage others to refrain from teasing or bullying others based on personal characteristics (e.g., race, national origin, disability, body shape or weight), or personal values and beliefs.	**Instruction**: 264-265, 425-426 264 Figure 5.1.6 Using Peer Pressure to Promote Healthy Behaviors 265 Figure 5.1.7 Most Young People Do Not… 425 Figure 7.3.6 Positive Versus Negative Peer Pressure **Application**: 267 Building Your Skills - Making Healthy Decisions 427 Critical Thinking #3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 6, 45, 50-52, 82-85, 113, 125-128 6 Figure 8.1.4 Respecting Differences 51 Figure 9.1.6 Ways to Be an Upstander 82 Figure 9.4.4 Report Human Trafficking 85 Figure 9.4.6 Stopping Violence Starts with You 126 Figure 11.1.7 Discrimination and Violence 128 Figure 11.1.8 Safe Zones **Application**: 42 Develop Your Skills #2-3 86 Develop Your Skills #2 127 Building Your Skills - Promoting Acceptance, Tolerance, and Unity 129 Develop Your Skills #1, #3
Nutrition and Balanced Eating [6.7.NE]		
1.	Demonstrate the importance of food to all people and how food is used to keep us healthy, return us to health, and connect us (e.g., soup when you are ill, comfort food, food after major events).	**Instruction**: 125-133, 136-150 128 Figure 3.1.4 Protein's Role in the Body 131 Figure 3.1.8 Types and Functions of Vitamins 132 Figure 3.1.9 Types and Functions of Minerals 141 Figure 3.2.6 Find Your Healthy Eating Style 143 Figure 3.2.8 Making Healthier Food Choices 145 The Healthy Eating Journey 148 Figure 3.2.11 Factors That Influence Food Preferences 149 Figure 3.2.12 Eating Mindfully **Application**: 124 Reading and Notetaking Activity 134 Critical Thinking #1



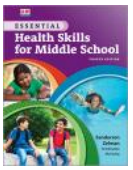
	Standards	Correlating Text Pages
		144 Building Your Skills - Making Healthy Food Choices 150 Case Study - Theo's Taste in Food 151 Critical Thinking #1-2, Develop Your Skills #1-3
2.	Analyze a variety of influences (e.g., media, peers, family, culture, school, economics, food access, food production and cultivation) on nutrition-related beliefs and behaviors, and today's society.	**Instruction**: 136-137, 140-144, 146-150, 239-246 136 Figure 3.2.1 Key Concepts Promoted by the Dietary Guidelines 137 Figure 3.2.2 MyPlate Food Guidance System 141 Figure 3.2.6 MyPlate Daily Checklist 143 Figure 3.2.8 Making Healthier Food Choices 148 Figure 3.2.11 Factors That Influence Food Preferences 239 Figure 4.6.1 Body Image 240 Figure 4.6.2 What is Weight Stigma 245 Figure 4.6.6 View Media Critically **Application**: 134 Develop Your Skills #2 144 Building Your Skills - Making Healthy Food Choices 150 Case Study - Theo's Taste in Food 247 Critical Thinking #1-3
3.	Discuss a variety of perspectives on health-promoting eating practices (e.g., food guidelines from other countries and cultures, USDA Guidelines and Harvard's Healthy Eating plate, cultural food practices, buying locally grown or produced foods) and describe the health benefits of and strategies for implementing these practices.	**Instruction**: 133, 136-137, 140-144, 146-150, 383 133 Figure 3.1.10 Drink More Water 136 Figure 3.2.1 Key Concepts Promoted by the Dietary Guidelines 137 Figure 3.2.2 MyPlate Food Guidance System 141 Figure 3.2.6 MyPlate Daily Checklist 143 Figure 3.2.8 Making Healthier Food Choices 146 Figure 3.2.9 Recommended Daily Calorie Intake 147 Figure 3.2.10 Nutrition Facts Label 148 Figure 3.2.11 Factors That Influence Food Preferences 149 Figure 3.2.12 Eating Mindfully 383 Figure 6.4.12 Buy Green Products - Locally Grown **Application**: 144 Building Your Skills - Making Healthy Food Choices 151 Critical Thinking #1, #3
4.	Articulate a health-promoting position on a nutrition-related topic and support the claim with accurate information.	**Instruction**: 27-30, 125, 136, 143, 145 27 Figure 1.3.5 Health Literacy 28 Figure 1.3.6 Medically Accurate Information 29 Figure 1.3.7 Valid Information Online 30 Figure 1.3.8 Health and Safety Information



	Standards	Correlating Text Pages
		143 Figure 3.2.8 Making Healthier Food Choices 145 The Healthy Eating Journey **Application**: 21 Reading and Notetaking Activity 34 Critical Thinking #2 134 Develop Your Skills #1, #3
5.	Analyze personal dietary needs and goals, and advocate to address the identified needs and goals.	**Instruction**: 23-24, 136-150 23 Figure 1.3.2 Setting SMART Goals 136 Figure 3.2.1 Key Concepts Promoted by the Dietary Guidelines 137 Figure 3.2.2 MyPlate Food Guidance System 141 Figure 3.2.6 Recommended Amounts 143 Figure 3.2.8 Making Healthier Food Choices 145 The Healthy Eating Journey 146 Figure 3.2.9 Recommended Daily Calorie Intake 149 Figure 3.2.12 Eating Mindfully **Application**: 34 Develop Your Skills #2 144 Building Your Skills - Making Healthy Food Choices 150 Case Study - Theo's Taste in Food 151 Develop Your Skills #1-2
6.	Collaborate effectively to support nutrition-related practices or behaviors that maintain or enhance health.	**Instruction**: 136-150 136 Figure 3.2.1 Key Concepts Promoted by the Dietary Guidelines 137 Figure 3.2.2 MyPlate Food Guidance System 141 Figure 3.2.6 Recommended Amounts 143 Figure 3.2.8 Making Healthier Food Choices 145 The Healthy Eating Journey 146 Figure 3.2.9 Recommended Daily Calorie Intake 149 Figure 3.2.12 Eating Mindfully **Application**: 144 Building Your Skills - Making Healthy Food Choices 150 Case Study - Theo's Taste in Food 151 Develop Your Skills #1-2
Personal Safety [6.7.PS]		
1.	State a position, supported by accurate information, that encourages peers to adopt or maintain practices that maintain or enhance personal safety.	**Instruction**: 333-344 333 Figure 6.1.1 Fall Prevention 336 Figure 6.1.4 Weapons Safety 337 Figure 6.1.5 Fire Triangle 338 Figure 6.1.7 Escape Plan 339 Figure 6.1.8 When You Are on Fire



	Standards	Correlating Text Pages
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2.	Demonstrate how to influence and support others to make choices that maintain or enhance personal safety.	**Instruction**: 333-344 333 Figure 6.1.1 Fall Prevention 336 Figure 6.1.4 Weapons Safety 337 Figure 6.1.5 Fire Triangle 338 Figure 6.1.7 Escape Plan 339 Figure 6.1.8 When You Are on Fire 340 Figure 6.1.9 Emergency Preparedness 344 Figure 6.1.11 Home Alone 347 Figure 6.2.1 Potentially Dangerous Places in Your Community 349 Figure 6.2.3 Staying Safe in Public Places 352 Staying Safe on Social Media 355 Figure 6.2.7 Pedestrian Safety 356 Figure 6.2.8 Vehicle Safety **Application**: 332 Reading and Notetaking Activity 343 Building Your Skills - Planning for an Emergency 345 Develop Your Skills #1, #3 346 Reading and Notetaking Activity 350 Case Study - Brianna's Social Media Challenge 358 Develop Your Skills #1, #3
3.	Work cooperatively to support the safety of individuals, families, and communities.	**Instruction**: 333-344 333 Figure 6.1.1 Fall Prevention 336 Figure 6.1.4 Weapons Safety 337 Figure 6.1.5 Fire Triangle 338 Figure 6.1.7 Escape Plan 339 Figure 6.1.8 When You Are on Fire 340 Figure 6.1.9 Emergency Preparedness 344 Figure 6.1.11 Home Alone 347 Figure 6.2.1 Potentially Dangerous Places in Your Community 349 Figure 6.2.3 Staying Safe in Public Places 352 Staying Safe on Social Media 355 Figure 6.2.7 Pedestrian Safety



	Standards	Correlating Text Pages
		356 Figure 6.2.8 Vehicle Safety **Application**: 332 Reading and Notetaking Activity 343 Building Your Skills - Planning for an Emergency 345 Develop Your Skills #1, #3 346 Reading and Notetaking Activity 350 Case Study - Brianna's Social Media Challenge 358 Develop Your Skills #1, #3