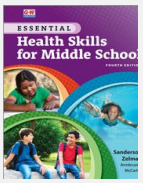
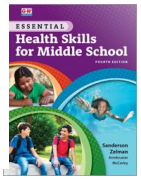
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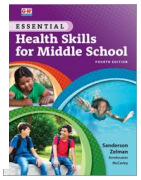



| Standard | | Correlating Textbook Pages |
|---|---|---|
| **Standard 1a: Mental and Emotional Health (MS)** | | |
| ***Wellness*** | | |
| 1a.6.1 | Describe the components of wellness. | **Instruction:**<br>3-6<br>3 Figure 1.1.1 People in a State of Well-Being, 4 Figure 1.1.2 Defining Mental and Emotional Health, 5 Figure 1.1.3 Interrelatedness of Health, 6 Skills for Practicing Wellness |
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| 1a.6.2 | Describe role models that demonstrate positive mental and emotional health. | **Instruction:**<br>203-204<br>204 Figure 4.2.6 Think Positive |
| | | **Application:**<br>207 Develop Your Skills #2 |
| ***Emotions, feelings, and relationships*** | | |
| 1a.6.3 | Examine the importance of being aware of one's own feelings and being sensitive to the feelings of others. | **Instruction:**<br>198-201, 204-206<br>198 Figure 4.2.1 How Are You Feeling Today, 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 Health, Positive Ways to Accept and Express Emotions, 201 What to Do If You Feel, 206 Figure 4.2.7 Empathy |
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| | | **Application:**<br>207 Critical Thinking #2-3, Develop Your Skills #2 |

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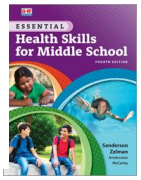



| Standard | | Correlating Textbook Pages |
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| ***Self and social awareness*** | | |
| 1a.6.5 | Identify triggers of strong emotions and apply healthy coping strategies. | **Instruction:**<br>198-204<br>198 Figure 4.2.1 How Are You Feeling Today, 199 Figure 4.2.2 Learn to Manage Your Emotions, 200 Figure 4.2.3 Identifying What You are Feeling, 200 Figure 4.2.4 Health, Positive Ways to Accept and Express Emotions, 201 What to Do If You Feel, 204 Figure 4.2.6 Manage Negative Emotions |
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| 1a.6.7 | Describe the qualities of a trusted adult with whom you could talk about your overall wellness. | **Instruction:**<br>231 |
| | | **Application:**<br>20 Develop Your Skills #2, 202 Case Study - Sameera Is in a Slump, 232 Building Your Skills - Talking About Mental Health, 237 Critical Thinking #1 |
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| | | **Application:**<br>219 Critical Thinking #1-3, Develop Your Skills #1-3 |



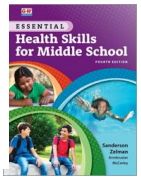

| Standard | | Correlating Textbook Pages |
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| ***Depression awareness*** | | |
| 1a.6.10 | Identify depression as prolonged sadness with no identifiable cause. | **Instruction:**<br>226-227<br>227 Figure 4.4.6 Possible Symptoms of Major Depressive Disorder |
| | | **Application:**<br>232 Building Your Skills - Talking About Mental Health |
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| 1a.6.11 | Identify warning signs of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. | **Instruction:**<br>231, 235-236<br>231 Figure 4.5.1 Signs to Seek Professional Help, 236 Figure 4.5.4 Having the Tough Conversations |
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| 1a.6.12 | Explain why it is wrong to tease, bully or discriminate against others based on personal characteristics. | **Instruction:**<br>221<br>221 Figure 4.4.1 Effects of Bullying on Mental Health |
| | | **Application:**<br>229 Critical Thinking #1 |
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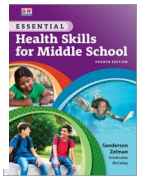



| Standard | | Correlating Textbook Pages |
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| ***Body image*** | | |
| 1a.6.14 | Define the concept of a positive body image and its implications for mental and physical wellness. | **Instruction:**<br>245-246<br>245 Figure 4.6.6 Improving Your Body Image, 246 Figure 4.6.7 Change Your Self-Talk |
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| 1a.6.15 | Recognize signs of disordered eating. | **Instruction:**<br>242-245<br>242 Figure 4.6.3 Disordered Eating and Eating Disorders, 243 Figure 4.6.4 Types of Eating Disorders, 244 Figure 4.6.5 Warning Signs of Eating Disorders |
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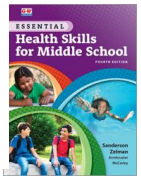
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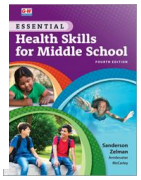

| Standard | | Correlating Textbook Pages |
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| **Standard 1b: Substance Abuse Prevention (MS)** | | |
| ***Medicines*** | | |
| 1b.6.1 | Differentiate between proper use and abuse of prescription medicines. | **Instruction:**<br>270-279<br>275 Figure 5.2.3 Prescription and OTC Labels, 276 Figure 5.2.4 Medication Misuse and Abuse, Figure 5.2.5 Examples of Responses to Refuse Medication Misuse, 277 Figure 5.2.6 Symptoms of an Overdose, 278 Facts About Medication Misuse and Abuse, 279 Figure 5.2.7 Examples of Prescription Opioids |
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| 1b.6.4 | Describe situations that could lead to the use of alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. | **Instruction:**<br>259, 261-267<br>259 Figure 5.1.1 Stages of Substance Abuse Disorder, 261 Figure 5.1.3 Triggers, 266 Influences on Substance Use |
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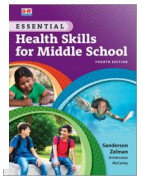

| Standard | | Correlating Textbook Pages |
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| 1b.6.5 | Determine the reasons why people choose to use or not to use alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. | **Instruction:**<br>259, 261-267<br>259 Figure 5.1.1 Stages of Substance Abuse Disorder, 261 Figure 5.1.3 Triggers, 264 Figure 5.1.6 Peer Pressure, 265 Figure 5.1.8 Media Messages, 266 Influences on Substance Use |
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| 1c.6.2 | Describe healthy ways to express affection, love, and friendship. | **Instruction:**<br>390-391, 397-401, 419-421<br>391 Figure 7.1.3 Interpersonal Skills<br>397 Figure 7.1.7 Use Active Listening<br>401 Figure 7.1.11 Listen<br>419 Figure 7.3.3 Strategies for Building Healthy Friendships |
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| 1c.6.3 | Identify why individuals have the right to refuse sexual contact. | *See Supplemental Human Development and Relationships and/or Human Development, Relationships, and Sexual Health*<br>**Instruction:**<br>35-38<br>35 Figure 8.4.4 Enforcing Your Boundaries<br>36 Figure 8.4.5 Reasons Young People Choose Abstinence |
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| ***Gender identity and expression*** | | |
| 1c.6.4 | Define sex assigned at birth, gender identity, and gender expression. | *See Supplemental Human Development and Relationships and/or Human Development, Relationships, and Sexual Health*<br>**Instruction**:<br>119-124<br>119 Figure 11.1.1 Parts of Sexuality<br>120 Figure 11.1.2 Chromosome Combinations<br>122 Figure 11.1.3 Gender Expectations<br>122 Figure 11.1.4 Gender Identity<br>123 Breaking the Myth of Gendered Personality Traits<br>124 Figure 11.1.5 Gender Expression |
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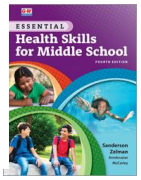



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| ***Sexual orientation and identity*** | | |
| 1c.6.5 | Explain sexual orientation. | *See Supplemental Human Development and Relationships and/or Human Development, Relationships, and Sexual Health*<br>**Instruction**:<br>125-126<br>125 Figure 11.1.6 Sexual Orientation<br>126 Figure 11.1.7 No Matter Their Sexual Orientation |
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| ***Harassment, teasing, and bullying*** | | |
| 1c.6.6 | Describe ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, and gender identity) are different from one's own. | *See Supplemental Human Development and Relationships and/or Human Development, Relationships, and Sexual Health*<br>**Instruction**:<br>125-128<br>128 Figure 11.1.8 Safe Zones<br>118 Reading and Notetaking Activity<br>127 Building Your Skills - Promoting Acceptance, Tolerance, and Unity |
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| | | **Application:**<br>28 Critical Thinking #2<br>28 Develop Your Skills #1 |

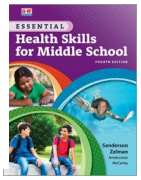



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| 1c.6.8 | Describe conception and its relationship to the menstrual cycle and vaginal sex. | *See Supplemental Human Development and Relationships and/or Human Development, Relationships, and Sexual Health*<br>**Instruction:**<br>23-24<br>23 Figure 8.3.3 Menstrual Cycle<br>24 Figure 8.3.4 Human Sexual Reproduction<br>25 Case Study - Jake Learns About Reproduction |
| | | **Application:**<br>28 Critical Thinking #2<br>28 Develop Your Skills #1 |
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| 1c.6.9 | Identify the impact sexually explicit media can have on one's body image, expectations about sex, relationships, and self- esteem. | *See Supplemental Human Development and Relationships and/or Human Development, Relationships, and Sexual Health*<br>**Instruction**:<br>135 Benefit of Choosing Abstinence<br>135 Influences on Sexual Activity |
| | | **Application:**<br>37 Words for Resisting Sexual Pressure<br>37 Reading Checkpoint, #1-2<br>138 Critical Thinking #2 |
| 1c.6.10 | Explain the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites. | *See Supplemental Human Development and Relationships and/or Human Development, Relationships, and Sexual Health*<br>**Instruction:**<br>34, 133<br>133 Figure 11.2.3 Impacts of Sexting<br>134 Building Your Skills - The Impact of Sexting |

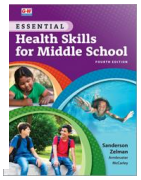
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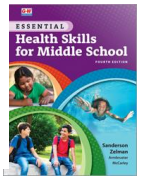

| Standard | | Correlating Textbook Pages |
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| **Standard 1d: Safety and Violence Prevention (MS)** | | |
| ***Technology safety*** | | |
| 1d.6.1 | Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact personal safety of self or others. | **Instruction:**<br>350-353<br>350 Figure 6.2.4 Examples of Personal Information, 352 Staying Safe on Social Media |
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| 1d.6.2 | Describe the positive and negative ways in which technology and social media can impact physical and emotional safety. | **Instruction:**<br>350-353<br>352 Staying Safe on Social Media, 353 Figure 6.2.5 Thinking Before You Post |
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| ***Boundaries and consent*** | | |
| 1d.6.3 | Demonstrate effective ways to express needs, wants, and feelings, including the setting of and respecting of personal limits and boundaries. | *See Supplemental Human Development and Relationships and/or Human Development, Relationships, and Sexual Health*<br>**Instruction**:<br>33-38<br>35 Figure 8.4.4 Enforcing Your Boundaries<br>37 Figure 8.4.7 Words of Resisting Sexual Pressure<br>95 Building Your Skills - Making Decisions About Boundaries<br>57 Building Your Skills - The Importance of Consent |
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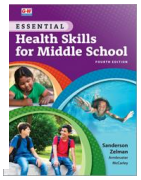

| Standard | | Correlating Textbook Pages |
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| ***Discrimination and violence*** | | |
| 1d.6.5 | Determine the benefits of using non-violence to solve interpersonal conflict. | **Instruction:**<br>26, 399-402<br>26 Figure 1.3.4 Conflict Resolution Skills, 400 Figure 7.1.9 Common Sources of Conflict, 401 Figure 7.1.10 Negotiation, 402 Figure 7.1.12 Mediation |
| | | **Application:**<br>21 Reading and Notetaking Skills |
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| 1d.6.7 | Describe ways to reduce risk of injuries from firearms. | **Instruction:**<br>335-336<br>336 Figure 6.1.3 Follow Rules, Figure 6.1.4 What Should You Do if You See a Weapon |
| | | **Application:**<br>345 Critical Thinking #3, Develop Your Skills #1 |
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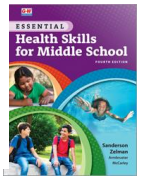

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| 1d.6.8 | Defend against teasing others based on personal characteristics such as body type, race, gender, appearance, mannerisms, and the way one dresses or acts. | **Instruction:**<br>416-417, 420-421, 426 |
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| 1d.6.9 | Identify and describe healthy relationships between children and others (e.g., persons in authority, coaches, teachers, and clergy). | **Instruction:**<br>389-392, 407<br>391 Figure 7.1.2 Healthy Versus Unhealthy Relationships, Figure 7.1.3 Interpersonal Skills, 407 Figure 7.2.4 Skills to Build Healthy Relationships in the Community, 403 Develop Your Skills #3 |
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| 1d.6.11 | Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, discrimination, and violence. | **Instruction:**<br>335-336, 348-349<br>336 Figure 6.1.3 Weapons Safety, Figure 6.1.4 What Should You Do If You See a Weapon, 348 Figure 6.2.2 Staying Safe at School |
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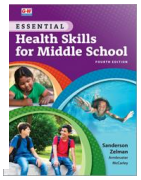

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| 1d.6.12 | Explain that it is never the fault of a person if they are made to feel unsafe. | *See Supplemental Human Development and Relationships and/or Human Development, Relationships, and Sexual Health*<br><br>**Instruction:**<br>56 Figure 9.2.1 You have the right NOT….<br>57 Building Your School- The Power of Consent |
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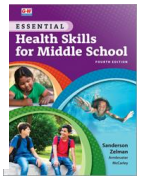

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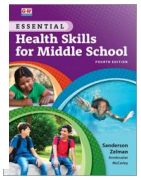

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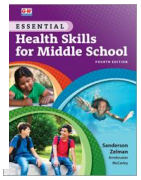

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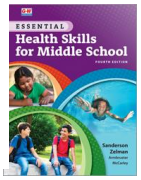

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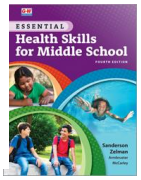



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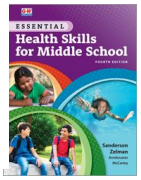



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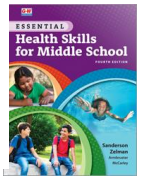
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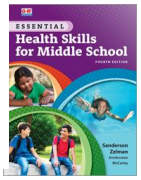

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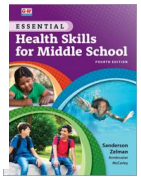

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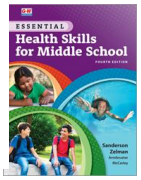

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| 7.MS.a | Explain the importance of assuming responsibility for personal health behaviors. | **Instruction:**<br>54-90, 99-105, 119-121, 136-150, 165-174, 177-183<br>54-65 Caring for Your Skin, Hair, and Nails, 60 Figure 2.1.5 Sun Safety Tips, 62 Tips for Choosing Care Products<br>67-76 Keeping Your Mouth, Eyes, and Ears Healthy, 68 Figure 2.2.1 How Can You Protect Your Oral Health, 69 Figure 2.2.2 Caring for the Mouth and Teeth, 73 Figure 2.2.7 Tips to Reduce Eyestrain, 74 Figure 2.2.8 Contact Lens Care Tips, 75 Figure 2.2.10 Protecting and Keeping Ears Healthy<br>78-90 Getting Enough Sleep, 79 Figure 2.3.1 Why Is Sleep Important, 81 Figure 2.3.2 Sleep Needs Throughout the Life Span<br>99 Figure 2.4.6 How Infectious Diseases Spread, 100 Figure 2.4.7 When Should You Wash Your Hands, 101 How to Wash Your Hands, 102 Figure 2.4.8 Respiratory Etiquette, 104 Figure 2.4.9 Food Sanitations Practices, 105 Figure 2.4.10 Common Vaccines for Adolescents<br>119 Figure 2.5.12 Preventing Noninfectious Diseases, 120 Figure 2.5.14 Preventing Common Types of Cancer<br>136 Figure 3.2.1 Guidelines for Forming a Healthy Eating Pattern, 137 Figure 3.2.2 MyPlate Food Guidance, 143 Figure 3.2.8 Making Healthier Food Choices, 146 Figure 3.2.9 Recommended Daily Calorie Intake, 149 Figure 3.2.12 Eat Mindfully<br>172 Figure 3.4.6 Warm-Ups<br>178 Figure 3.5.2 Fitness Equipment, 183 Figure 3.5.6 The R.I.C.E. Treatment |




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| 7.MS.b | Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. | **Instruction:**<br>23-24, 149, 168-172<br>24 Figure 1.3.2 Setting SMART Goals, 171 Figure 3.4.5 Record Your Progress |
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| 7.MS.c | Demonstrate behaviors that avoid or reduce health risks to self and others. | **Instruction:**<br>54-90, 99-105, 119-121, 136-150, 165-174, 177-183<br>54-65 Caring for Your Skin, Hair, and Nails, 60 Figure 2.1.5 Sun Safety Tips, 62 Tips for Choosing Care Products<br>67-76 Keeping Your Mouth, Eyes, and Ears Healthy, 68 Figure 2.2.1 How Can You Protect Your Oral Health, 69 Figure 2.2.2 Caring for the Mouth and Teeth, 73 Figure 2.2.7 Tips to Reduce Eyestrain, 74 Figure 2.2.8 Contact Lens Care Tips, 75 Figure 2.2.10 Protecting and Keeping Ears Healthy<br>78-90 Getting Enough Sleep, 79 Figure 2.3.1 Why Is Sleep Important, 81 Figure 2.3.2 Sleep Needs Throughout the Life Span<br>99 Figure 2.4.6 How Infectious Diseases Spread, 100 Figure 2.4.7 When Should You Wash Your Hands, 101 How to Wash Your Hands, 102 Figure 2.4.8 Respiratory Etiquette, 104 Figure 2.4.9 Food Sanitations Practices, 105 Figure 2.4.10 Common Vaccines for Adolescents<br>119 Figure 2.5.12 Preventing Noninfectious Diseases, 120 Figure 2.5.14 Preventing Common Types of Cancer<br>136 Figure 3.2.1 Guidelines for Forming a Healthy Eating Pattern, 137 Figure 3.2.2 MyPlate Food Guidance, 143 Figure 3.2.8 Making Healthier Food Choices, 146 Figure 3.2.9 Recommended Daily Calorie Intake, 149 Figure 3.2.12 Eat Mindfully<br>172 Figure 3.4.6 Warm-Ups<br>178 Figure 3.5.2 Fitness Equipment, 183 Figure 3.5.6 The R.I.C.E. Treatment |
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| **Standard 8: Advocacy** | | |
| 8.MS.a | State a health- enhancing position on a topic and support it with accurate information. | **Instruction:**<br>31-33, 253, 381<br>253 Figure 4.7.5 Advocate for Mental Health |




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| 8.MS.b | Demonstrate how to influence and support others to make positive health choices. | **Instruction:**<br>31-33, 253, 381<br>253 Figure 4.7.5 Advocate for Mental Health |
| | | **Application:**<br>17 Building Your Skills - The Power of Social Media to Inspire, 32 Building Your Skills - Your School Environment, 256 Develop Your Skills #2, 381 Building Your Skills - Advocating for the Environment |
| 8.MS.c | Work cooperatively to advocate for healthy individuals, families, and schools. | **Instruction:**<br>31-33, 253, 381<br>253 Figure 4.7.5 Advocate for Mental Health<br>**Application:**<br>17 Building Your Skills - The Power of Social Media to Inspire, 32 Building Your Skills - Your School Environment, 256 Develop Your Skills #2, 381 Building Your Skills - Advocating for the Environment |