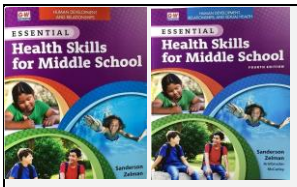
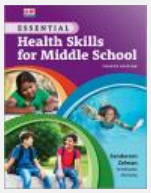
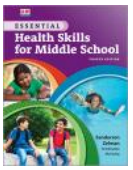
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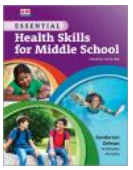
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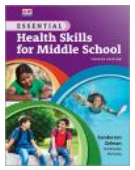
Standards		Correlating Text Pages
Personal, Community, and Environmental Health Strand		
Content Standard 1: Core Concepts. **Students will comprehend concepts related to health promotion and disease prevention to enhance health.** [1]		
1.PCE.MS.1	Investigate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.	**Instruction**: 3-6, 18-19, 22-33 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 19 The Game of Life 23 Figure 1.3.1 Making Healthy Decisions 31 Figure 1.3.9 Parts of a Community 33 Figure 1.3.10 Examples of Community Resources **Application**: 10 Develop Your Skills #1 20 Develop Your Skills #1 32 Building Your Skills - Your School Environment 34 Develop Your Skills #1
1.PCE.MS.2	Investigate the impact of communicable and non- communicable diseases.	**Instruction**: 92-98, 107-118 93 Figure 2.4.1 Bacteria 94 Figure 2.4.2 Common Illnesses Caused by Viruses 96 Figure 2.4.4 Tonsillitis 97 Figure 2.4.5 Pinkeye 108 Figure 2.5.1 Common Noninfectious Diseases 110 Figure 2.5.3 Atherosclerosis 110 Figure 2.5.4 Heart Attack 111 Figure 2.5.5 Common Types of Cancer 113 Figure 2.5.6 Asthma 113 Figure 2.5.7 Respiratory Allergies 114 Figure 2.5.8 Diabetes Mellitus 115 Figure 2.5.9 Arthritis 116 Figure 2.5.10 Epilepsy **Application**: 106 Critical Thinking #1, #3, Develop Your Skills #2



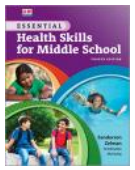
Standards		Correlating Text Pages
		107 Reading and Notetaking Activity 112 Case Study - Sawyer Copes with Cancer 122 Critical Thinking #1-2
1.PCE.MS.3	Connect the importance of accepting the similarities and differences of self and others as it relates to personal, community, and environmental health.	**Instruction**: 416-417, 420-421 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 6, 43-45, 52, 83-84, 113, 126-128 43 Figure 9.1.1 Risk Factors for Violent Behavior 45 Figure 9.1.3 Why Does Bullying Happen 126 Figure 11.1.7 Challenges in the LGBTQ+ Community 128 Figure 11.1.8 Safe Zones **Application**: 54 Critical Thinking #2 86 Critical Thinking #1, Develop Your Skills #2 127 Building Your Skills - Promoting Acceptance, Tolerance, and Unity 129 Critical Thinking #1-2, Develop Your Skills #1, #3
1.PCE.MS.4	Recognize an individual's personal role within the family structure and within the community.	**Instruction**: 404-414 405 Figure 7.2.1 Diverse Family Structures 407 Figure 7.2.3 Socialization 407 Figure 7.2.4 Families and the Community 409 Figure 7.2.5 Young People 410 Figure 7.2.6 Discussing Family Rules 412 Figure 7.2.7 Compromise 413 Figure 7.2.8 Coping with Change **Application**: 404 Reading and Notetaking Activity 408 Case Study - Luca and His Uncle Julian 414 Critical Thinking #2, Develop Your Skills #1-3
1.PCE.MS.5	Interpret personal susceptibility to injury, illness, or death based on genetics, family history, and health behaviors.	**Instruction**: 12-19 12 Figure 1.2.1 Health and Wellness Spectrum 13 Figure 1.2.2 Genetic Factors 15 Figure 1.2.3 Environmental Factors 16 Figure 1.2.4 Social Environment 19 The Game of Life



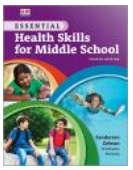
Standards		Correlating Text Pages
		Application: 11 Reading and Notetaking Activity 14 Case Study - The Genetic Impact for Oliver, Kylie, and Alejandro 17 Building Your Skills - The Power of Social Media to Inspire 20 Critical Thinking #1-2, Develop Your Skills #1-3
1PCE.MS.6a	Describe how to register as a donor and the rules governing donor gifts pursuant to Nevada Law.	**Instruction**: Nevada Blood Donation Website **Application**: 42 Building Your Skills - Blood Donation
1.PCE.MS.6b	Explain the individual and societal benefits of organ and tissue donation.	**Instruction**: Nevada Website Organ and Tissue Donation
1.PCE.MS.6c	List facts about organ and tissue donation.	**Instruction**: Nevada Website Organ and Tissue Donation
Mental and Emotional Health Strand		
1.ME.MS.1	Connect the relationship between mental health and physical health.	**Instruction**: 3-6 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 **Application**: 2 Reading and Notetaking Activity 10 Critical Thinking #1, #3, Develop Your Skills #1
1.ME.MS.2	Identify how loss, grief, trauma, and emotional distress may influence self- injurious or suicidal behaviors.	**Instruction**: 249-251 249 Figure 4.7.1 Risk Factors of Suicide 251 Figure 4.7.2 Bullying and the Community **Application**: 256 Critical Thinking #1-2, Develop Your Skills #1-3
Nutrition and Physical Activity Strand		
1.NP.MS.1	Connect how healthy eating patterns, in accordance to the current federal Dietary Guidelines for Americans, lead to health promotion and disease prevention.	**Instruction**: 136-142 137 Figure 3.2.2 MyPlate Food Guidance 140 Figure 3.2.5 Seafood 141 Figure 3.2.6 MyPlate Daily Checklist **Application**: 144 Building Your Skills - Making Healthy Food Choices 151 Critical Thinking #1-3, Develop Your Skills #1, #3



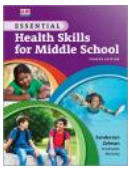
Standards		Correlating Text Pages
1.NP.MS.2	Compare the mental, social and physical benefits of daily moderate to vigorous physical activity.	**Instruction**: 153-155 154 Figure 3.3.1 Moderate Physical Activity Reduces Risk Factors For 155 Benefits of Physical Activity on Mental Health **Application**: 154 Case Study - Walk in My Shoes: Jaquan's Story 161 Building Your Skills - My Fitness Needs 163 Develop Your Skills #1
1.NP.MS.3	Explain the importance of annual physical health examinations and responding appropriately to unusual aches and pains.	**Instruction**: 7-8, 12-16, 18-19 Figure 1.1.4 Physician Specialists 15 Figure 1.2.3 Environmental Protective and Risk Factors 19 The Game of Life **Application**: 10 Critical Thinking #2 11 Reading and Notetaking Activity 20 Develop Your Skills #1
Substance Use and Abuse Strand		
1.SUA.MS.1	Critique the pros and cons of using over-the-counter and prescription medications.	**Instruction**: 270-273, 276-279 271 Figure 5.2.1 Forms of Medicine 273 Figure 5.2.2 Medicine Interactions 276 Figure 5.2.4 Medication Misuse and Abuse 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 **Application**: 281 Critical Thinking #1-3, Develop Your Skills #1-3
1.SUA.MS.2	Assess how alcohol, tobacco, marijuana, and other drugs impact health and disease prevention.	**Instruction**: 283-290, 298-302, 306-308, 310-316 286 Figure 5.3.4 Effects of Nicotine on the Body 287 Figure 5.3.5 Chronic Obstructive Pulmonary Disease (COPD) 288 Figure 5.3.7 Popcorn Lung 289 The Myths and Facts of Vaping 298 Figure 5.4.4 Effects of Alcohol on Brain Function 299 Figure 5.4.5 Alcohol Poisoning 300 Figure 5.4.6 Chronic Diseases 308 Figure 5.5.1 Effects of Drugs on Body Systems



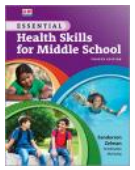
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		308 Figure 5.5.2 Link Between Depression and Drug Abuse 312 Figure 5.5.7 Meth Mouth 313 Figure 5.5.8 How Much Does it Take to Overdose 315 Figure 5.5.9 Long Term Negative Health Effects of Heroin Use 315 Figure 5.5.10 Effects of Club Drugs **Application**: 282 Reading and Notetaking Activity 294 Critical Thinking #1, Develop Your Skills #1 305 Develop Your Skills #3 306 Reading and Notetaking Activity
Safety Practices, Injury Prevention, and CPR/AED Strand		
1.SIC.MS.1	Examine how health risk behaviors influence safety and injury prevention practices.	**Instruction**: 347-357, 360-367 347 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 Examples of Personal Information 352 Staying Safe on Social Media 353 Figure 6.2.5 Thinking Before You Post 354 Figure 6.2.6 Pedestrians 355 Figure 6.2.7 Pedestrian Safety 356 Figure 6.2.8 Seat Belts 360 Figure 6.3.1 First Aid 361 Figure 6.3.2 First Aid Kit 362 Figure 6.3.3 How to Communicate with 911 Dispatchers 363 Figure 6.3.4 First Aid for Bleeding Cuts and Scrapes 367 Figure 6.3.9 The Five and Five Method **Application**: 346 Reading and Notetaking Activity 350 Case Study - Brianna's Social Media Challenge 358 Critical Thinking #1-2, Develop Your Skills #1-3 359 Reading and Notetaking Activity 370 Critical Thinking #1-2, Develop Your Skills #1-3
1.SIC.MS.2a	Perform the psychomotor skills required for the administration of hands-only cardiopulmonary resuscitation (CPR) according to the guidelines of the American Heart Association.	**Instruction**: 366-368 368 Figure 6.3.10 Hands Only CPR **Application**: 370 Develop Your Skills #1-2



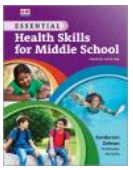
Standards		Correlating Text Pages
1.SIC.MS.2b	Discuss the purpose, operation, and safe use of an automated external defibrillator (AED).	**Instruction**: 368-369 369 Figure 6.3.11 Using an Automated External Defibrillator (AED) **Application**: 370 Develop Your Skills #1
Personal Safety Strand		
1.PS.MS.1	Define personal boundaries and clear limits for self and recognize personal boundaries of others.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 33-37 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 Supporting Abstinence **Application**: 29 Reading and Notetaking Activity 40 Critical Thinking #1, #3, Develop Your Skills #1
1.PS.MS.2	Investigate the impact of various abusive and coercive behaviors including mental, physical, social, economic, and legal consequences.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 43-50, 56-59, 61-64, 67-75, 79-85 48 Figure 9.1.5 Consequences of Bullying or Cyberbullying 59 Figure 9.2.3 Impact of Sexual Harassment 62 Figure 9.2.6 Impacts of Sexual Assault on Health 68 Figure 9.3.2 Signs of Abuse 72 Figure 9.3.7 Signs of Child Abuse and Neglect 82 Figure 9.4.4 Signs of Human Trafficking **Application**: 55 Reading and Notetaking Activity 66 Reading and Notetaking Activity 73 Case Study - Aarav and Rajesh: Boys Will Be Boys 77 Critical Thinking #1 78 Reading and Notetaking Activity
1.PS.MS.3	Summarize the reporting process and include where, when, and to whom to report unsafe	**Instruction**: 335-336, 348-349



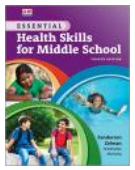
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1.PS.MS.5	Define human trafficking and ways to get help.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 81-82 82 Figure 9.4.4 Signs of Human Trafficking **Application:** 78 Reading and Notetaking Activity 86 Critical Thinking #1-2, Develop Your Skills #1-3
1.PS.MS.6	Compare the advantages and disadvantages of communicating using technology and social media.	**Instruction:** 222, 350-353, 399 351 Figure 6.2.4 Examples of Personal Information 352 Staying Safe on Social Media 353 Figure 6.2.5 Thinking Before You Post **Application:** 358 Develop Your Skills #1-3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**:



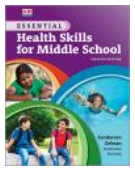
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		47-50 47 Figure 9.1.4 What is Cyberbullying 49 How to Spot Cyberbullying
Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility Strand		
1.HRS.MS.1	Explain the structures and functions of the human reproductive systems using correct anatomical terms.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 20-23 21 Figure 8.3.1 The Male Reproductive System 22 Figure 8.3.2 The Female Reproductive System 23 Figure 8.3.3 Uterus, Ovaries **Application:** 20 Reading and Notetaking Activity 28 Critical Thinking #1-2
1.HRS.MS.2	Describe the physical, social, cognitive and emotional changes of adolescence[2].	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 3-5, 10-18 3 Figure 8.1.1 Stages of the Human Life Cycle 10 Figure 8.2.1 Primary and Secondary Sexual Characteristics 13 Puberty: What to Expect 15 Figure 8.2.3 Intellectual Development **Application:** 9 Reading and Notetaking Activity 11 Case Study - Akiko Feels Left Behind 19 Critical Thinking #1-2, Develop Your Skills #1-3
1.HRS.MS.3	Explain the scientific process of human reproduction.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 24-26 24 Figure 8.3.4 Human Sexual Reproduction 26 Figure 8.3.5 Embryonic Stage **Application:** 20 Reading and Notetaking Activity 25 Case Study - Jake Learns About Reproduction 28 Critical Thinking #2, Develop Your Skills #1
1.HRS.MS.4a	Describe the signs and symptoms of a	*See Supplemental Human Development and Relationships, and/or Human Development,*



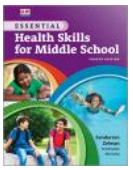
Standards		Correlating Text Pages
	pregnancy[2].	*Relationships, and Sexual Health* **Instruction:** 24-27 26 Figure 8.3.5 Embryonic Stage 27 Figure 8.3.6 Seeking Help for Postpartum Depression **Application:** 20 Reading and Notetaking Activity 28 Critical Thinking #2, Develop Your Skills #1
1.HRS.MS.4b	Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms[2].	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 98, 103-104, 111, 114-115, 140-149 103 Figure 10.2.6 Planning and Practicing Refusal Skills 111 Figure 10.3.2 HIV Transmission 115 Figure 10.3.5 HIV Prevention 115 Figure 10.3.6 PrEP and PEP 142 Figure 11.3.3 Benefits of Abstinence 143 Benefits of Abstinence from Sexual Activity 144 Figure 11.3.4 External Condom 145 Figure 11.3.5 Cervical Cap 145 Figure 11.3.6 Oral Contraceptives 146 Figure 11.3.7 Vaginal Ring 147 Figure 11.3.8 Intrauterine Device (IUD) 147 Figure 11.3.9 Emergency Contraception 149 Figure 11.3.10 Withdrawal **Application:** 102 Case Study - Aiden's "Perfect" Relationship 109 Reading and Notetaking Activity 139 Reading and Notetaking Activity 142 Case Study - Aparna Chooses Abstinence 150 Critical Thinking #1, Develop Your Skills #1-3



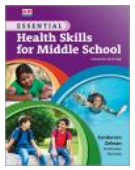
Standards		Correlating Text Pages
1.HRS.MS.4c	Identify prenatal practices that can contribute to or compromise a healthy pregnancy[2].	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 26, 89, 91-93 92 Figure 10.1.4 Healthy Behaviors of Pregnancy **Application:** 96 Develop Your Skills #3
1.HRS.MS.4d	Identify the laws relating to pregnancy, abortion, adoption, and parenting.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 89-93 89 Figure 10.1.1 Types of Adoptions **Application:** 88 Reading and Notetaking Activity 96 Develop Your Skills #3
1. HRS.MS.5a	Classify the related communicable diseases (STDs/STIs), including HIV/AIDS, by signs and symptoms, treatments, and modes of transmission.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 98-102, 105-107, 110-112, 114 98 Figure 10.2.1 Most Commonly Reported STIs 100 Figure 10.2.2 Possible Symptoms of Gonorrhea 100 Figure 10.2.3 Syphilis 101 Figure 10.2.4 Herpes Simplex Viruses That Cause Genital Herpes 101 Figure 10.2.5 Growths Caused by HPV 105 Figure 10.2.7 Bacterial STIs 110 Figure 10.3.1 Defining HIV and AIDS 111 Figure 10.3.2 HIV Transmission 112 Figure 10.3.3 Stage 1: Acute HIV Infection **Application:** 97 Reading and Notetaking Activity 106 Building Your Skills - Testing and Treatment 108 Develop Your Skills #2, Critical Thinking #1-2
1.HRS.MS.5b	Discuss current preventative approaches, including, but not limited to, HPV vaccinations to combat HIV/AIDS and related communicable diseases (STDs/STIs).	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 98, 103-104, 111, 114-115, 140-149



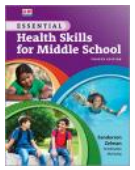
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		103 Figure 10.2.6 Planning and Practicing Refusal Skills 111 Figure 10.3.2 HIV Transmission 115 Figure 10.3.5 HIV Prevention 115 Figure 10.3.6 PrEP and PEP 142 Figure 11.3.3 Benefits of Abstinence 143 Benefits of Abstinence from Sexual Activity 144 Figure 11.3.4 External Condom 145 Figure 11.3.5 Cervical Cap 146 Figure 11.3.6 Oral Contraceptives 145 Figure 11.3.7 Vaginal Ring 147 Figure 11.3.8 Intrauterine Device (IUD) 147 Figure 11.3.9 Emergency Contraception 149 Figure 11.3.10 Withdrawal **Application:** 102 Case Study - Aiden's "Perfect" Relationship 109 Reading and Notetaking Activity 139 Reading and Notetaking Activity 142 Case Study - Aparna Chooses Abstinence 150 Critical Thinking #1, Develop Your Skills #1-3
1.HRS.MS.5d	Compare and contrast behaviors, including abstinence, to determine the potential transmission risk of related communicable diseases (STDs/STIs) and HIV/AIDS[2].	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 98, 103-104, 111, 114-115, 140-149 103 Figure 10.2.6 Planning and Practicing Refusal Skills 111 Figure 10.3.2 HIV Transmission 115 Figure 10.3.5 HIV Prevention 115 Figure 10.3.6 PrEP and PEP 142 Figure 11.3.3 Benefits of Abstinence 143 Benefits of Abstinence from Sexual Activity 144 Figure 11.3.4 External Condom 145 Figure 11.3.5 Cervical Cap 146 Figure 11.3.6 Oral Contraceptives 145 Figure 11.3.7 Vaginal Ring 147 Figure 11.3.8 Intrauterine Device (IUD) 147 Figure 11.3.9 Emergency Contraception 149 Figure 11.3.10 Withdrawal **Application:** 102 Case Study - Aiden's "Perfect" Relationship 109 Reading and Notetaking Activity 139 Reading and Notetaking Activity 142 Case Study - Aparna Chooses Abstinence 150 Critical Thinking #1, Develop Your Skills #1-3
1.HRS.MS.6	Compare and contrast the characteristics of healthy and unhealthy relationships[2].	**Instruction:** 389-402, 410-412, 419-421



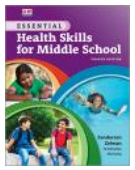
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1.HRS.MS.7a	Define sexual consent and explain its implications for sexual decision- making[2].	**Instruction:** 391 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 56-58, 63 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 **Application:** 55 Reading and Notetaking Activity



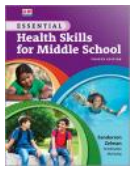
Standards		Correlating Text Pages
		57 Building Your Skills - The Importance of Consent 65 Critical Thinking #1, Develop Your Skills #1-2
1.HRS.MS.7b	Discuss laws relating to the sexual conduct of minors, including consent, and criminal sexual conduct.	*See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction:** 56-59, 61-62 56 Figure 9.2.1 Consent 58 Figure 9.2.2 Myths and Facts About Consent 61 Figure 9.2.5 Examples of Sexual Assault **Application:** 55 Reading and Notetaking Activity 57 Building Your Skills - The Importance of Consent 65 Critical Thinking #1, Develop Your Skills #1-2
Content Standard 2: Analyze Influence – Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors[1].		
2.AF.MS.1	Explain how the perceptions of current social expectations influence healthy and unhealthy behaviors.	**Instruction:** 239-243, 245-246, 265-267 240 Figure 4.6.2 Weight Stigma 245 Figure 4.6.6 View Media Critically 246 Figure 4.6.7 Body Compassion 265 Figure 5.1.7 Most Young People… 266 Influences on Substance Use **Application**: 247 Develop Your Skills #2 267 Building Your Skills - Making Healthy Decisions *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 36 **Application**: 40 Critical Thinking #1-3 40 Develop Your Skills, #1-3



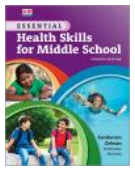
Standards		Correlating Text Pages
Content Standard 3: Accessing Information – Students will demonstrate the ability to access reliable health information, products, and services to enhance health[1].		
3.AI.MS.1	Analyze the validity of health information, products and services[1].	**Instruction:** 27-30 27 Figure 1.3.5 Health Literacy 28 Figure 1.3.6 Medically Accurate Information 29 Figure 1.3.7 Accessing Valid Information 30 Figure 1.3.8 Health and Safety Information **Application:** 34 Critical Thinking #2
Content Standard 4: Interpersonal Communication – Students will demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks[1]		
4.IC.MS.1	Apply effective verbal and nonverbal communication skills to enhance health[1].	**Instruction:** 392-402 393 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 401 Figure 7.1.11 Listen 402 Figure 7.1.12 Mediation **Application:** 396 Building Your Skills - Community Connections 403 Develop Your Skills #1
4.IC.MS.2	Demonstrate refusal and negotiation skills to avoid or reduce health risks[1].	**Instruction:** 25, 276, 297, 309, 321, 399-402 25 Figure 1.3.3 Using Refusal Skills 276 Figure 5.2.5 Examples of Responses to Refuse Medication Misuse 297 Figure 5.4.3 Strategies for Refusing Alcohol 309 Figure 5.5.3 Preparing Refusal Skills 400 Figure 7.1.9 Common Sources of Conflict 401 Figure 7.1.10 Negotiation Process **Application:** 280 Building Your Skills - Advocating for an Opioid Free Life 291 Building Your Skills - Resisting Peer Pressure 294 Critical Thinking #2-3 403 Develop Your Skills #2



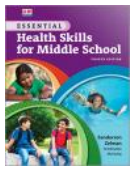
Standards		Correlating Text Pages
Content Standard 5: Decision Making – Students will demonstrate the ability to use decision-making skills to enhance health[1].		
5.DM.MS.1	Predict the potential short- term impact of healthy and unhealthy decisions on self and others[1].	**Instruction:** 23, 266, 425-426 23 Figure 1.3.1 The Decision Making Process 266 Influences on Substance Use 425 Figure 7.3.6 Peer Pressure **Application:** 20 Develop Your Skills #3 122 Develop Your Skills #1 134 Develop Your Skills #2 175 Critical Thinking #2 219 Develop Your Skills #3 229 Develop Your Skills #3 247 Develop Your Skills #1 256 Develop Your Skills #3 263 Case Study - Kevin's Decision to Vape 267 Building Your Skills - Making Healthy Decisions 268 Develop Your Skills #2 294 Develop Your Skills #2 317 Develop Your Skills #2 358 Develop Your Skills #3 386 Develop Your Skills #3 403 Develop Your Skills #3 414 Develop Your Skills #3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 17, 94 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 #2 95 Building Your Skills - Making Decisions About Boundaries 108 Develop Your Skills #2
5.DM.MS.2	Analyze the outcomes of a health-related decision[1].	**Instruction:** 23, 266, 425-426 23 Figure 1.3.1 The Decision Making Process 266 Influences on Substance Use 425 Figure 7.3.6 Peer Pressure



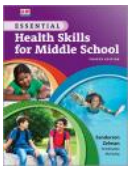
Standards		Correlating Text Pages
		Application: 20 Develop Your Skills #3 122 Develop Your Skills #1 134 Develop Your Skills #2 175 Critical Thinking #2 219 Develop Your Skills #3 229 Develop Your Skills #3 247 Develop Your Skills #1 256 Develop Your Skills #3 263 Case Study - Kevin's Decision to Vape 267 Building Your Skills - Making Healthy Decisions 268 Develop Your Skills #2 294 Develop Your Skills #2 317 Develop Your Skills #2 358 Develop Your Skills #3 386 Develop Your Skills #3 403 Develop Your Skills #3 414 Develop Your Skills #3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 17, 94 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 #2 95 Building Your Skills - Making Decisions About Boundaries 108 Develop Your Skills #2
5.DM.MS.3	Choose healthy alternatives over unhealthy alternatives when making a decision[1].	**Instruction:** 23, 266, 425-426 23 Figure 1.3.1 The Decision Making Process 266 Influences on Substance Use 425 Figure 7.3.6 Peer Pressure **Application:** 20 Develop Your Skills #3 122 Develop Your Skills #1 134 Develop Your Skills #2 175 Critical Thinking #2 219 Develop Your Skills #3 229 Develop Your Skills #3



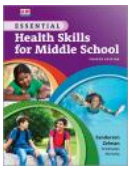
Standards		Correlating Text Pages
		247 Develop Your Skills #1 256 Develop Your Skills #3 263 Case Study - Kevin's Decision to Vape 267 Building Your Skills - Making Healthy Decisions 268 Develop Your Skills #2 294 Develop Your Skills #2 317 Develop Your Skills #2 358 Develop Your Skills #3 386 Develop Your Skills #3 403 Develop Your Skills #3 414 Develop Your Skills #3 *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 17, 94 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 #2 95 Building Your Skills - Making Decisions About Boundaries 108 Develop Your Skills #2
Content Standard 6: Goal Setting -Students will demonstrate the ability to use goal-setting skills to enhance health[1].		
6.GS.MS.1	Apply strategies and skills needed to attain a health goal[1].	**Instruction:** 23-24, 149, 168-172 24 Figure 1.3.2 Setting SMART Goals 171 Figure 3.4.5 Record Your Progress **Application:** 34 Develop Your Skills #2 151 Develop Your Skills #1 169 Building Your Skills Be SMART, Stay Motivated 161 Building Your Skills - My Fitness Needs
6.GS.MS.2	Describe how health goals can vary with changing abilities, priorities, and responsibilities[1].	**Instruction:** 23-24, 168-171 24 Figure 1.3.2 Setting SMART Goals **Application:** 21 Reading and Notetaking Activity 34 Develop Your Skills #2 151 Develop Your Skills #1



Standards		Correlating Text Pages
		161 Building Your Skills - My Fitness Needs 164 Reading and Notetaking Activity 169 Building Your Skills - Be SMART, Stay Motivated
Content Standard 7: Self-Management - Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks[1].		
7.SM.MS.1	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others[1].	**Instruction:** 3-4, 7-9, 12-19, 13, 16, 31-33, 108-109, 125-133, 136-137, 145, 148, 153-155, 165-166, 232-233 3 Figure 1.1.1 People in a State of Well Being 12 Figure 1.2.1 Factors That Affect Health 15 Figure 1.2.3 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 Community Resources 109 Figure 2.5.2 Risk Factors for Noninfectious Diseases 133 Figure 3.1.10 Drinking Water 557 Figure 10.5.2 Risk Factors for Teen Pregnancy and Parenthood 145 The Healthy Eating Journey 148 Figure 3.2.11 Factors That Influence Food 154 Figure 3.3.1 Moderate Physical Activity Reduces Risk Factors 155 Benefits of Physical Activity on Mental Health 166 Figure 3.4.1 Community Resources 233 Figure 4.5.2 Overcome Barriers **Application:** 2 Reading and Notetaking Activity 10 Critical Thinking #2 34 Critical Thinking #2 144 Building Your Skills - Making Healthy Food Choices 154 Case Study - Walk in My Shoes: Jaquan's Story *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 90 **Application**: 96 Critical Thinking #1-2 96 Develop Your Skills #1-3



Standards		Correlating Text Pages
7.SM.MS.2	Demonstrate behaviors that avoid or reduce health risks to self and others[1].	**Instruction:** 3-6, 18-19, 22-30 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 19 The Game of Life 23 Figure 1.3.1 Making Healthy Decisions **Application**: 10 Develop Your Skills #1 20 Develop Your Skills #1
7.SM.MS.3	Explain the importance of assuming responsibility for personal health behaviors[1].	**Instruction**: 21-23 23 Figure 1.3.1 The Decision Making Process **Application**: 21 Reading and Notetaking Activity 34 Critical Thinking #3 66 Develop Your Skills #3 267 Building Your Skills - Making Healthy Decisions *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 17, 94 17 Figure 8.2.4 Using the Decision Making Process 94 Figure 10.1.7 Using the Decision Making Process to Practice Abstinence **Application**: 18 Building Your Skills - Peer Pressure Throughout the Life Span 95 Building Your Skills - Making Decisions About Boundaries 96 Critical Thinking #1, Develop Your Skills #3
Content Standard 8: Advocacy – Students will demonstrate the ability to support/promote personal, family, and community health. [1]		
8.AV.MS.1	Demonstrate how to influence and support others to make positive health choices[1].	**Instruction:** 31, 253, 280, 381, 392-397 31 Figure 1.3.9 Communicating Health Information 253 Figure 4.7.5 Advocate for Mental Health 395 Figure 7.1.6 Communication Styles



Standards		Correlating Text Pages
		Application: 32 Building Your Skills - Your School Environment 66 Develop Your Skills #2 91 Develop Your Skills #2 106 Develop Your Skills #3 122 Develop Your Skills #2 134 Develop Your Skills #1 163 Develop Your Skills #2 175 Develop Your Skills #2 196 Develop Your Skills #3 207 Develop Your Skills #3 237 Develop Your Skills #1 247 Develop Your Skills #3 256 Develop Your Skills #2 280 Building Your Skills - Advocating for an Opioid Free Life 281 Develop Your Skills #3 294 Develop Your Skills #1 305 Develop Your Skills #3 330 Develop Your Skills #2 345 Develop Your Skills #3 358 Develop Your Skills #2 381 Building Your Skills - Advocating for the Environment *See Supplemental Human Development and Relationships, and/or Human Development, Relationships, and Sexual Health* **Instruction**: 127 **Application**: 28 Develop Your Skills #2 40 Develop Your Skills #2 86 Develop Your Skills #2 108 Develop Your Skills #3 127 Building Your Skills - Promoting Acceptance, Tolerance, and Unity 129 Develop Your Skills #1 138 Develop Your Skills #1 150 Develop Your Skills #2