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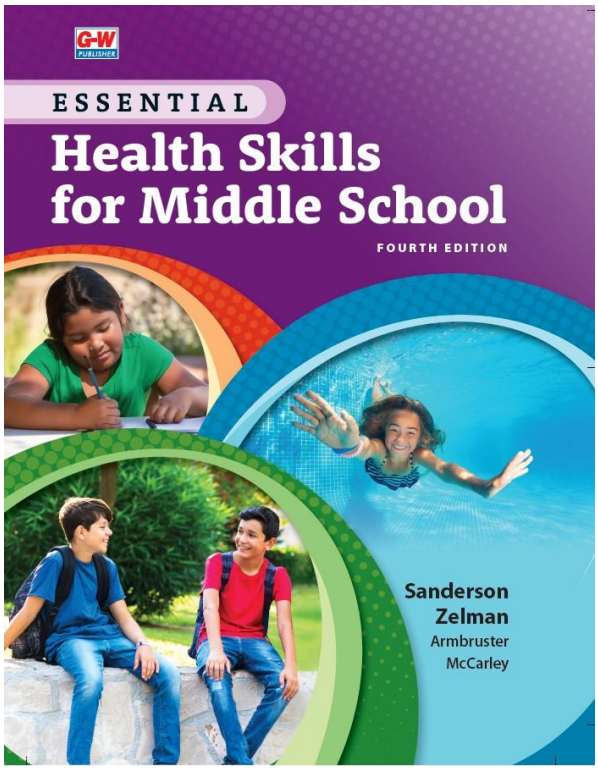
Essential Health Skills for Middle School and ***Human Development and Relationships,*** **Sanderson, Zelman, Armbruster, McCarley**

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to

The CDC's Health Education Curriculum Assessment Tool (HECAT) for their Comprehensive Health Education Curriculum (CHE)

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



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Healthy Behavior Outcomes	Textbook Lessons
Promoting an Alcohol and Other Drug-Free Lifestyle (AOD	
AOD-1. Use prescription and over-the-counter medications correctly.	Lesson 5.2
AOD-2. Avoid misuse and abuse of over-the-counter and prescription drugs.	Lesson 5.2, Lesson 5.6
AOD-3. Avoid the use of alcohol.	Lesson 5.4, Lesson 5.6
AOD-4. Avoid the use of illegal drugs.	Lesson 5.5, Lesson 5.6
AOD-5. Avoid driving while under the influence of alcohol and other drugs.	Lesson 5.4
AOD-6. Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.	Lesson 5.4
AOD-7. Quit using alcohol and other drugs if already using.	Lesson 5.6
AOD-8. Support others to be alcohol- and other drug-free.	Lesson 5.6
Promoting Food and Nutrition (FN)	
FN-1: Follow a healthy eating pattern that meets individual preferences and needs for growth and development.	Lesson 3.2
FN-2: Choose a variety of options within each food group.	Lesson 3.1, Lesson 3.2
FN-3: Eat lots of fruits and vegetables.	Lesson 3.2
FN-4: Choose to eat whole grain products.	Lesson 3.2
FN-5: Choose to drink or eat fat-free or low-fat dairy or fortified dairy alternatives.	Lesson 3.2
FN-6: Drink lots of water.	Lesson 3.1
FN-7: Avoid sugary drinks.	Lesson 3.2
FN-8: Limit foods high in added sugars, saturated fats, trans fats, and sodium.	Lesson 3.2
FN-9: Choose to eat or drink nutrient-dense foods and beverages when dining.	Lesson 3.2
FN-10: Prepare good-tasting, nutrient-dense foods for yourself and others.	Lesson 3.2
FN-11: Choose and enjoy nutrient-dense foods and beverages that reflect personal preferences, culture, and budget.	Lesson 3.2
FN-12: Support healthy eating patterns for others.	Lesson 3.2

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Healthy Behavior Outcomes	Textbook Lessons
Promoting Mental and Emotional Health (MEH)	
MEH-1: Express feelings in a healthy way.	Lesson 4.2
MEH-2: Engage in activities that are mentally and emotionally healthy.	Lesson 4.2, Lesson 4.3
MEH-3: Manage interpersonal conflict in healthy ways.	Lesson 7.1
MEH-4: Prevent and manage emotional stress and anxiety in healthy ways.	Lesson 4.3, Lesson 4.5
MEH-5: Use self-control and impulse-control strategies to promote health.	Lesson 4.3, Lesson 5.5, Lesson 5.6
MEH-6: Get help for troublesome thoughts, feelings, or actions for oneself and others.	Lesson 4.5, Lesson 4.6, Lesson 4.7
MEH-7: Show acceptance of difference in others.	Lesson 4.6, Lesson 7.3, Lesson 9.1, Lesson 9.4
MEH-8: Establish and maintain healthy relationships.	Lesson 7.1, Lesson 7.2, Lesson 7.3, Lesson 8.4
MEH-9: Practice habits that promote mental and emotional wellbeing.	Lesson 4.1, Lesson 4.3, Lesson 4.5, Lesson 4.6, Lesson 4.7
Promoting Personal Health and Wellness (PHW)	
PHW-1: Practice appropriate hygiene habits.	Lesson 2.1, Lesson 2.2
PHW-2: Get an appropriate amount of sleep and rest.	Lesson 2.3
PHW-3: Prevent vision and hearing loss.	Lesson 2.2, Lesson 6.4
PHW-4: Prevent damage from the sun.	Lesson 2.1
PHW-5: Practice behaviors that prevent infectious diseases.	Lesson 2.4
PHW-6: Practice behaviors that prevent chronic diseases.	Lesson 2.5
PHW-7: Practice behaviors that promote mental and emotional wellbeing.	Lesson 4.1, Lesson 4.6
PHW-8: Practice behaviors that prevent foodborne and waterborne illnesses.	Lesson 3.2, Lesson 6.4
PHW-9: Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy.	Lesson 2.5
PHW-10: Use healthcare services to address common infectious diseases and manage chronic diseases and conditions.	Lesson 2.4, Lesson 2.5

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Healthy Behavior Outcomes	Textbook Lessons
PHW-11: Seek out healthcare professionals for appropriate screenings and examinations.	Lesson 1.1, Lesson 2.5
PHW-12: Prevent health problems that result from fads or trends.	Lesson 3.2, Lesson 6.2
Promoting Physical Activity (PA)	
PA-1: Engage in moderate to vigorous physical activity for at least 60 minutes every day.	Lesson 3.4
PA-2: Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength.	Lesson 3.3, Lesson 3.4
PA-3: Engage in warm-up and cool-down activities before and after structured exercise.	Lesson 3.4
PA-4: Drink plenty of water before, during, and after physical activity.	Lesson 3.5
PA-5: Follow a physical activity plan for healthy growth and development.	Lesson 3.4
PA-6: Avoid injury during physical activity.	Lesson 3.5
PA-7: Support others to be physically active.	Lesson 3.4
Promoting Safety (S)	
S-1: Follow appropriate safety rules when riding in or on a motor vehicle.	Lesson 6.2
S-2: Avoid driving a motor vehicle—or riding in a motor vehicle driven by someone—while under the influence of alcohol or other drugs.	Lesson 5.4, Lesson 6.2
S-3: Use safety equipment appropriately and correctly.	Lesson 3.5, Lesson 6.2
S-4: Apply safety rules and procedures to avoid risky behaviors and injury.	Lesson 3.5, Lesson 6.1, Lesson 6.2
S-5: Avoid safety hazards in the home and community.	Lesson 6.1, Lesson 6.2
S-6: Recognize and avoid dangerous surroundings.	Lesson 6.1, Lesson 6.2
S-7: Get help for oneself or others when injured or suddenly ill.	Lesson 6.3
S-8: Support others to avoid risky behaviors and be safe.	Lesson 6.1 (DYS #3)
Promoting Sexual Health (SH)	
SH-1: Recognize developmental changes experienced by self and others during	Lesson 8.1, Lesson 8.2

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Healthy Behavior Outcomes	Textbook Lessons
childhood and adolescence.	
SH-2: Establish and maintain healthy relationships.	Lesson 7.1, Lesson 7.2, Lesson 7.3, Lesson 8.4
SH-3: Treat all people with dignity and respect with regard to their gender identity and sexual orientation.	*This program does not discuss gender identity or sexual orientation.*
SH-4: Give and receive consent in all situations.	Lesson 8.4, Lesson 9.2
SH-5: Be sexually abstinent.	Lesson 8.4
SH-6: Engage in behaviors that prevent or reduce sexually transmitted infections (STIs), including HIV.	Lesson 10.2, Lesson 10.3
SH-7: Engage in behaviors that prevent or reduce unintended pregnancy.	Lesson 8.4
SH-8: Support others to avoid or reduce sexual risk behaviors.	Lesson 9.2, Lesson 10.1, Lesson 10.2
SH-9: Avoid pressuring others to engage in sexual behaviors.	Lesson 9.2
SH-10: Use appropriate health services to promote sexual and reproductive health.	Lesson 8.3, Lesson 10.1, Lesson 10.2
Promoting a Tobacco-Free Lifestyle (T)	
T-1: Avoid using (or experimenting with) any form of tobacco.	Lesson 5.3, Lesson 5.6
T-2: Avoid exposure to second-hand smoke and aerosol.	Lesson 5.3
T-3: Support a tobacco-free environment.	Lesson 5.3, Lesson 5.6
T-4: Support others to be tobacco-free.	Lesson 5.6
T-5: Quit using tobacco, if already using.	Lesson 5.6
Preventing Violence (V)	
V-1: Manage interpersonal conflict in nonviolent ways.	Lesson 7.1
V-2: Manage emotional distress in nonviolent ways.	Lesson 4.1, Lesson 4.2, Lesson 4.3
V-3: Avoid bullying or being a bystander to bullying.	Lesson 9.1
V-4: Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape.	Lesson 9.1, Lesson 9.2, Lesson 9.3, Lesson 9.4

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Healthy Behavior Outcomes	Textbook Lessons
V-5: Avoid situations where violence is likely to occur.	Lesson 9.1, Lesson 9.4
V-6: Avoid associating with others who are involved in or who encourage violence or criminal activity.	Lesson 9.1, Lesson 9.4
V-7: Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes.	Lesson 9.1, Lesson 9.2, Lesson 9.3, Lesson 9.4
V-8: Get help to prevent or stop unwanted or inappropriate touching.	Leson 8.2
V-9: Get help to stop being subjected to violence or physical abuse.	Lesson 9.3
V-10: Get help for oneself or others who are in danger of hurting themselves.	Lesson 4.7

Knowledge Expectations	Textbook Lessons
Standard 1 Students will comprehend concepts related to health promotion and disease prevention.	
Alcohol and Other Drugs	
AOD1.8.1 Define and differentiate between over-the-counter medications, prescription medications, and illicit drugs. (HBO 1, 2 & 4)	Lesson 5.2, Lesson 5.5
AOD1.8.2 Distinguish between proper use and abuse of over-the-counter medications. (HBO 1 & 2)	Lesson 5.2
AOD1.8.3 Distinguish between proper use and abuse of prescription medications. (HBO 1 & 2)	Lesson 5.2
AOD1.8.4 Describe how to read and interpret directions for over-the-counter and prescription medications. (HBO 1 & 2)	Lesson 5.2
AOD1.8.5 Describe why it is important to use over-the-counter and prescription medications as directed. (HBO 1 & 2)	Lesson 5.2
AOD1.8.6 Explain the dangers of sharing medications. (HBO 1 & 2)	Lesson 5.2
AOD1.8.7 Describe how to safely store medications. (HBO 1)	Lesson 5.2
AOD1.8.8 Summarize the physical and mental effects of using alcohol, marijuana, and illicit drugs. (HBO 2, 3 & 4)	Lesson 5.4, Lesson 5.5
AOD1.8.9 Determine the immediate and long-term impacts of alcohol- and other	Lesson 5.4, Lesson 5.5

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Knowledge Expectations	Textbook Lessons
drug-use on the brain, including impacts on decision-making. (HBO 3, 4, 5 & 6)	
AOD1.8.10 Explain the potential effects of mixing any type of medication or drug with another (sometimes called poly-drug use). (HBO 2, 3 & 4)	Lesson 5.2, Lesson 5.5
AOD1.8.11 Determine reasons why people choose to abstain from or misuse alcohol, marijuana, prescription medications, and illicit drugs. (HBO 2, 3 & 4)	Lesson 5.1
AOD1.8.12 Explain why using alcohol and other drugs is an unhealthy way to manage stress. (HBO 2, 3 & 4)	Lesson 5.1, Lesson 5.5
AOD1.8.13 Determine the benefits of being drug-free. (HBO 2, 3, 4 & 8)	Lesson 5.5, Lesson 5.6
AOD1.8.14 Describe positive alternatives to using alcohol and other drugs. (HBO 2, 3, 4 & 8)	Lesson 5.5, Lesson 5.6
AOD1.8.15 Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use. (HBO 2, 3, 4, 5 & 6)	Lesson 5.4, Lesson 5.5
AOD1.8.16 Explain the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis. (HBO 4)	Lesson 5.5, Lesson 10.2, Lesson 10.3
AOD1.8.17 Explain the risks associated with using alcohol or other drugs and driving a motor vehicle. (HBO 5 & 6)	Lesson 5.4
AOD1.8.18 Explain school policies and community laws about alcohol, marijuana, prescription medications, and illicit drugs. (HBO 2, 3, 4 & 8)	Lesson 5.2, Lesson 5.3, Lesson 5.4, Lesson 5.5, Lesson 5.6
Food and Nutrition	
FN1.8.1 Explain the importance of trying new foods. (HBO 1 & 2)	Lesson 3.1, Lesson 3.2
FN1.8.2 Describe the importance of eating a variety of foods to meet daily nutrient and energy needs. (HBO 1, 2, 3, 4, 5 & 12)	Lesson 3.1, Lesson 3.2
FN1.8.3 Describe the U.S. Dietary Guidelines for Americans. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)	Lesson 3.2
FN1.8.4 Summarize a variety of nutrient-dense food choices for each food group. (HBO 1, 2, 3, 4, 5 & 12)	Lesson 3.2
FN1.8.5 Explain why individuals may have different nutritional needs. (HBO 1, 11 & 12)	Lesson 3.2
FN1.8.6 Summarize the benefits of eating plenty of whole fruits and vegetables (e.g., fresh, canned, frozen, and dried). (HBO 1, 2 & 3)	Lesson 3.2

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Knowledge Expectations	Textbook Lessons
FN1.8.7 Explain the similarities and differences in nutritional value and food sources for protein, fats, and carbohydrates. (HBO 1, 2, 3, 4 & 5)	Lesson 3.1
FN1.8.8 Identify foods that provide key nutrients including fiber, iron, calcium, potassium, and vitamin D. (HBO 1, 2, 3, 4 & 5)	Lesson 3.1
FN1.8.9 Identify how different stages of food processing can impact the nutrient profile of food. (HBO 1, 3, 4 & 8)	Lesson 3.2
FN1.8.10 Identify examples of whole grain foods. (HBO 4)	Lesson 3.2
FN1.8.11 Describe how to make good-tasting, nutrient-dense meals and snacks. (HBO 10 & 11)	Lesson 3.2
FN1.8.12 Summarize the benefits of consuming enough water. (HBO 6 & 7)	Lesson 3.1
FN1.8.13 Identify sugary drinks. (HBO 7 & 9)	Lesson 3.2
FN1.8.14 Summarize the benefits of limiting the consumption of saturated fat, trans fat, added sugar, and sodium. (HBO 1, 8 & 12)	Lesson 3.2
FN1.8.15 Identify ways to prepare and season food using healthy fats, herbs, and spices while reducing sugar and sodium. (HBO 8 & 10)	Lesson 3.2
FN1.8.16 Describe the importance of eating breakfast every day. (HBO 1 & 12)	Lesson 3.2
FN1.8.17 Explain the relationship between access to healthy foods and personal food choices. (HBO 9, 10, 11 & 12)	Lesson 3.2
FN1.8.18 Explain how to select nutrient-dense foods when dining out. (HBO 7, 8, 9, 11 & 12)	Lesson 3.2
FN1.8.19 Describe major chronic diseases and their relationship to eating and physical activity patterns. (HBO 1 & 12)	Lesson 3.2, Lesson 3.3, Lesson 2.5
FN1.8.20 Analyze the benefits of following a healthy eating pattern. (HBO 1 & 12)	Lesson 3.1, Lesson 3.2
FN1.8.21 Identify healthy and risky approaches to weight management. (HBO 1 & 12)	Lesson 3.2
FN1.8.22 Describe the benefits of eating the amount of food needed to be healthy and energetic. (HBO 1 & 12)	Lesson 3.1, Lesson 3.2
FN1.8.23 Describe body signals that tell a person when they are hungry and when they are full. (HBO 1 & 12)	Lesson 3.2
FN1.8.24 Explain what is enjoyable about eating meals with family and friends. (HBO	Lesson 3.2

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Knowledge Expectations	Textbook Lessons
11 & 12)	
Mental and Emotional Health	
MEH1.8.1 Describe signs and symptoms that one may be experiencing different feelings or emotions. (HBO 1, 4, 5 & 6)	Lesson 4.2
MEH1.8.2 Describe how brain development and emotions change during adolescence. (HBO 4)	Lesson 8.1, Lesson 8.2
MEH1.8.3 Describe how emotions can change throughout the day and over time. (HBO 1, 3 & 4)	Lesson 4.2
MEH1.8.4 Identify situations that can trigger different thoughts, feelings, and emotions. (HBO 1, 2, 3, 4 & 5)	Lesson 4.2, Lesson 4.3
MEH1.8.5 Describe the importance of being aware of one's own feelings and emotions and how this can influence behavior. (HBO 1, 2, 3, 4, 5 & 9)	Lesson 4.2
MEH1.8.6 Explain appropriate ways to express and manage needs, wants, emotions, and feelings. (HBO 1, 2, 3, 4, 5, 6 & 9)	Lesson 4.2
MEH1.8.7 Discuss how the expression of emotions or feelings can help or hurt oneself and others. (HBO 5, 6, 7, 8 & 9)	Lesson 4.2
MEH1.8.8 Describe characteristics and behaviors of a mentally and emotionally healthy person. (HBO 1, 2, 3, 4, 5, 6 & 7)	Lesson 4.1
MEH1.8.9 Identify role models who demonstrate positive mental and emotional health. (HBO 1, 2, 3, 4, 5, 7 & 8)	Lesson 4.1
MEH1.8.10 Describe the differences and similarities between self-efficacy, self-respect, and self-awareness. (HBO 1, 2, 3, 4, 7 & 8)	Lesson 4.1, Lesson 1.2
MEH1.8.11 Identify internal and external factors that influence self-efficacy, self-respect, and self-awareness. (HBO 1, 2, 3, 4, 7 & 8)	Lesson 4.1, Lesson 1.2
MEH1.8.12 Identify personal stressors at home, in school, and with friends. (HBO 3 & 4)	Lesson 4.3
MEH1.8.13 Describe ways the body can react to stressful situations and ways to reduce these impacts. (HBO 4 & 9)	Lesson 4.3
MEH1.8.14 Explain the causes, symptoms, and effects of depression and anxiety. (HBO 2, 3, 4 & 5)	Lesson 4.4
MEH1.8.15 Identify feelings and emotions associated with loss, sadness, and grief.	Lesson 4.7, Lesson 8.1

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Knowledge Expectations	Textbook Lessons
(HBO 1 & 4)	
MEH1.8.16 Describe how mental and emotional health can affect health behaviors. (HBO 1, 2, 3, 4 & 5)	Lesson 4.3, Lesson 4.4, Lesson 2.5, Lesson 5.1, Lesson 5.6, Lesson 9.1
MEH1.8.17 Describe self-control. (HBO 5)	Lesson 4.2
MEH1.8.18 Explain the benefits of practicing self-control in different situations. (HBO 3, 4, 5, 8 & 9)	Lesson 4.2
MEH1.8.19 Identify situations where people have demonstrated resilience. (HBO 1 & 4)	Lesson 4.3
MEH1.8.20 Identify ways to cope with challenging situations (e.g., losing a game, doing poorly on a test). (HBO 5, 6 & 9)	Lesson 4.3
MEH1.8.21 Describe healthy and unhealthy ways to manage challenging emotions such as anger, stress, anxiety, frustration, disappointment, or sadness. (HBO 2, 3, 4, 5, 6 & 9)	Lesson 4.2
MEH1.8.22 Identify warning signs when a person may be at risk for harming themselves or others and may need help. (HBO 1, 4 & 6)	Lesson 4.7
MEH1.8.23 Describe characteristics of healthy and unhealthy relationships. (HBO 8)	Lesson 7.1
MEH1.8.24 Describe the benefits of healthy family and peer relationships. (HBO 8)	Lesson 7.1, Lesson 7.2, Lesson 7.3
MEH1.8.25 Explain how to build and maintain healthy family and peer relationships. (HBO 8)	Lesson 7.2, Lesson 7.3
MEH1.8.26 Describe healthy ways to express affection, love, friendship, and concern. (HBO 1, 2, 3, 7 & 8)	Lesson 7.1, Lesson 7.2, Lesson 7.3, Lesson 8.4
MEH1.8.27 Identify qualities of healthy dating or romantic relationships. (HBO 8)	Lesson 8.4
MEH1.8.28 Identify relationships in the family, school, and community that are caring. (HBO 8)	Lesson 7.1, Lesson 7.2
MEH1.8.29 Identify a parent, caregiver, or trusted adult and use strategies to communicate feelings and emotions with them. (HBO 1, 2, 4, 6, 8 & 9)	Lesson 7.2
MEH1.8.30 Summarize the benefits of talking with a trusted parent or adult about feelings. (HBO 1, 2, 8 & 9)	Lesson 4.1, Lesson 4.2, Lesson 4.3, Lesson 4.5, Lesson 4.7
MEH1.8.31 Identify strategies to effectively communicate feelings to peers. (HBO 1, 3	Lesson 7.3

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Knowledge Expectations	Textbook Lessons
& 8)	
MEH1.8.32 Describe healthy strategies to manage difficult relationships with family, peers, or partners. (HBO 3, 8 & 9)	Lesson 7.2, Lesson 7.3, Lesson 8.4
MEH1.8.33 Identify strategies to resolve conflict in a group. (HBO 3, 8 & 9)	Lesson 7.1
MEH1.8.34 Describe strategies for managing interpersonal conflicts nonviolently. (HBO 3, 5, 8 & 9	Lesson 7.1
MEH1.8.35 Analyze how prosocial behaviors can benefit overall health. (HBO 2, 7 & 8)	Lesson 7.1
MEH1.8.36 Describe how power and control differences in relationships can contribute to aggression and violence. (HBO 3, 5 & 8)	Lesson 8.4
MEH1.8.37 Describe different ways to show empathy towards self and others. (HBO 1, 2, 5, 7 & 8)	Lesson 4.2
MEH1.8.38 Describe characteristics that make people unique or special. (HBO 7, 8 & 9)	Lesson 4.1
MEH1.8.39 Explain the benefits of living in a diverse society. (HBO 7)	Lesson 7.3
MEH1.8.40 Explain how intolerance can affect others. (HBO 7)	Lesson 9.1, Lesson 9.4, Lesson 7.3
MEH1.8.41 Describe how stereotyping, bullying, harassment, bias, prejudice, and discrimination can impact mental and emotional health. (HBO 3, 4, 5 & 7)	Lesson 9.1, Lesson 9.4
MEH1.8.42 Explain why it is wrong to tease or bully others based on personal characteristics. (HBO 7 & 8)	Lesson 9.4
MEH1.8.43 Identify ways to prevent and address bullying, harassment, bias, prejudice, and discrimination. (HBO 3, 4, 5, 6, 7, 8 & 9)	Lesson 9.1, Lesson 9.2, Lesson 9.4
MEH1.8.44 Analyze how sharing or posting personal information electronically about self or others on social media sites and other digital communication (e.g., messages, forums, e-mail, websites, phone and tablet applications) can negatively impact mental and emotional health. (HBO 1, 2, 3, 4, 5 & 7)	Lesson 6.2
Personal Health and Wellness	
PHW1.8.1 Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships. (HBO 1)	Lesson 2.1, Lesson 2.2
PHW1.8.2 Summarize the benefits of getting proper rest and sleep for healthy growth and development. (HBO 2)	Lesson 2.3

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Knowledge Expectations	Textbook Lessons
PHW1.8.3 Identify common causes of noise-induced hearing loss. (HBO 3)	Lesson 2.2, Lesson 6.4
PHW1.8.4 Describe appropriate ways to protect vision and hearing. (HBO 3)	Lesson 2.2, Lesson 6.4
PHW1.8.5 Describe proper hygiene practices for healthy eyes and vision (e.g., contact lens hygiene). (HBO 1 & 3)	Lesson 2.2
PHW1.8.6 Summarize actions to take to protect oneself against potential damage from exposure to the sun. (HBO 4)	Lesson 2.1
PHW1.8.7 Explain the difference between infectious, noninfectious, and chronic diseases. (HBO 5, 6 & 8)	Lesson 2.4, Lesson 2.5
PHW1.8.8 Summarize the symptoms of someone who is sick or getting sick. (HBO 5 & 6)	Lesson 2.4, Lesson 2.5
PHW1.8.9 Summarize the symptoms of someone who is seriously ill and needs immediate medical attention, including attention for mental health. (HBO 10)	Lesson 2.4, Lesson 2.5, Lesson 4.5
PHW1.8.10 Describe the importance of seeking help and treatment for common infectious diseases, chronic diseases, and mental illnesses. (HBO 7, 9 & 10)	Lesson 2.4, Lesson 2.5, Lesson 4.5
PHW1.8.11 Summarize ways that common infectious diseases are transmitted. (HBO 5 & 8)	Lesson 2.4, Lesson 10.2, Lesson 10.3
PHW1.8.12 Summarize health practices to prevent the spread of infectious diseases that are transmitted by food, water, air, indirect contact, and person-to-person contact. (HBO 5 & 8)	Lesson 2.4, Lesson 10.2, Lesson 10.3
PHW1.8.13 Describe food and water safety strategies that can control germs that cause foodborne and waterborne illnesses. (HBO 5 & 8)	Lesson 3.2, Lesson 6.4
PHW1.8.14 Identify appropriate situations for using different hand hygiene approaches (e.g., hand washing, alcohol-based hand rubs and sanitizers). (HBO 1, 5 & 8)	Lesson 2.4
PHW1.8.15 Explain when surfaces or objects should be cleaned, disinfected, or both; which cleaning agents are appropriate; and how to safely apply them. (HBO 1, 5 & 8)	Lesson 3.2
PHW1.8.16 Explain ways to prevent the spread of germs that cause infectious diseases by not having sex, not touching blood, and not touching used hypodermic needles. (HBO 1, 5 & 12)	Lesson 2.4, Lesson 10.2, Lesson 10.3
PHW1.8.17 Explain behavioral and environmental factors that contribute to major chronic diseases and mental illnesses. (HBO 6, 7 & 9)	Lesson 2.5, Lesson 4.5

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Knowledge Expectations	Textbook Lessons
PHW1.8.18 Describe how a sedentary lifestyle contributes to chronic disease. (HBO 6)	Lesson 3.3, Lesson 3.4
PHW1.8.19 Describe the potential health and social consequences of popular fads or trends. (HBO 12)	Lesson 3.2, Lesson 6.2
Physical Activity	
PA1.8.1 Describe the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults. (HBO 1 & 2)	Lesson 3.4
PA1.8.2 Explain how physical activity can be incorporated into daily life without special exercise equipment. (HBO 1, 5 & 7)	Lesson 3.4
PA1.8.3 Describe ways to increase daily physical activity and decrease inactivity. (HBO 1, 5 & 7)	Lesson 3.4
PA1.8.4 Summarize the mental, emotional, and social benefits of physical activity and the importance of selecting appropriate, enjoyable activities. (HBO 1 & 7)	Lesson 3.3, Lesson 3.4
PA1.8.5 Differentiate between physical activity, exercise, health-related fitness, and skill-related fitness. (HBO 2)	Lesson 3.3
PA1.8.6 Describe physical activities that contribute to maintaining or improving components of health-related fitness. (HBO 2 & 5)	Lesson 3.3
PA1.8.7 Explain the short- and long-term benefits of physical activity including improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases. (HBO 1, 2, 5 & 7)	Lesson 3.3
PA1.8.8 Explain how an inactive lifestyle contributes to chronic disease. (HBO 2 & 7)	Lesson 2.5
PA1.8.9 Explain the importance of warming up and cooling down after physical activity. (HBO 3 & 6)	Lesson 3.4
PA1.8.10 Describe climate-related physical activity conditions that affect physical activity, such as heat exhaustion, sunburn, heat stroke, and hypothermia. (HBO 3, 4 & 6)	Lesson 3.5
PA1.8.11 Summarize the benefits of drinking water before, during, and after physical activity. (HBO 4, 6 & 7)	Lesson 3.5
PA1.8.12 Describe the use of safety equipment for specific physical activities. (HBO 6 & 7)	Lesson 3.5
PA1.8.13 Describe ways to reduce risks of injuries from participation in sports and	Lesson 3.5

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Knowledge Expectations	Textbook Lessons
other physical activities. (HBO 6 & 7)	
Safety	
S1.8.1 Describe ways to reduce risk of injuries while riding in or on a motor vehicle. (HBO 1, 2, 3 & 4)	Lesson 6.2
S1.8.2 Describe how to reduce risk of injuries when riding an all-terrain vehicle (ATV) (e.g., snowmobile, quad/4-wheeler). (HBO 1, 2, 3 & 4)	Lesson 6.2
S1.8.3 Identify protective equipment needed for sports and recreational activities. (HBO 3 & 4)	Lesson 3.5
S1.8.4 Explain the importance helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating. (HBO 3 & 4)	Lesson 6.2
S1.8.5 Summarize the necessary protective gear for riding ATVs, biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding. (HBO 1, 3 & 4)	Lesson 6.2
S1.8.6 Explain the risks associated with using alcohol or other drugs and driving a motor vehicle. (HBO 2)	Lesson 5.4
S1.8.7 Describe the relationship between using alcohol or other drugs and injuries. (HBO 2, 4 & 8)	Lesson 5.4, Lesson 5.5
S1.8.8 Identify actions to take to prevent injuries during severe weather. (HBO 3, 4, 5 & 6)	Lesson 6.1
S1.8.9 Describe ways to reduce risk of injuries from falls. (HBO 3, 4, 5 & 6)	Lesson 6.1
S1.8.10 Describe ways to reduce risk of injuries around water. (HBO 3, 4, 5 & 6)	Lesson 6.1
S1.8.11 Describe ways to reduce risk of injuries in case of fire. (HBO 3, 4, 5 & 6)	Lesson 6.1
S1.8.12 Describe ways to reduce risk of injuries when playing sports. (HBO 3, 4, 5 & 6)	Lesson 3.5
S1.8.13 Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heat stroke, and hypothermia. (HBO 4, 5 & 6)	Lesson 3.5, Lesson 2.1
S1.8.14 Describe ways to reduce risk of injuries as a pedestrian. (HBO 4, 5, 6 & 8)	Lesson 6.2
S1.8.15 Describe ways to reduce risk of injuries from firearms. (HBO 4, 5, 6 & 8)	Lesson 6.1
S1.8.16 Describe actions to change unsafe situations at home. (HBO 4, 5, 6 & 8)	Lesson 6.1
S1.8.17 Describe how to avoid injuries when preparing food or cooking. (HBO 3, 4, 5, 6	Lesson 3.2

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Knowledge Expectations	Textbook Lessons
& 8)	
S1.8.18 Describe why household products are harmful If ingested or inhaled. (HBO 5 & 8)	Lesson 5.5, Lesson 6.1, Lesson 6.4
S1.8.19 Describe potential risks associated with over-the-counter medications. (HBO 5 & 8)	Lesson 5.2
S1.8.20 Describe actions to change unsafe situations at school. (HBO 4, 5, 6 & 8)	Lesson 6.1, Lesson 6.2, Lesson 9.4
S1.8.21 Describe actions to change unsafe situations in the community. (HBO 4, 5, 6, 7 & 8)	Lesson 6.2, Lesson 9.4
S1.8.22 Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat rooms, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self and others. (HBO 4, 6 & 8)	Lesson 6.2
S1.8.23 Describe first response procedures needed to treat injuries and other emergencies. (HBO 7)	Lesson 6.3
S1.8.24 Determine the benefits of reducing the risk of injuries. (HBO 8)	Lesson 6.1, Lesson 6.2, Lesson 6.3
S1.8.25 Describe ways to encourage others to reduce risk of injuries and stay safe. (HBO 8)	Lesson 6.1, Lesson 6.2, Lesson 6.3
Sexual Health	
SH1.8.1 Describe the physical, cognitive, emotional, and social changes that occur during puberty. (HBO 1, 6, 7 & 10)	Lesson 8.2
SH1.8.2 Explain how puberty and development can vary greatly and be normal. (HBO 1, 6, 7 & 10)	Lesson 8.2
SH1.8.3 Describe internal and external reproductive body parts using medically accurate terms in a gender-neutral way (e.g., some people have a penis and some people have a vagina). (HBO 1, 6, 7 & 10)	Lesson 8.2
SH1.8.4 Describe the relationship between the menstrual cycle and conception. (HBO 1, 7 & 10)	Lesson 8.3
SH1.8.5 Describe the range of gender identities and expressions (e.g., cisgender, transgender, non-binary/ conforming, expansive). (HBO 3)	*This program does not discuss gender identity.*
SH1.8.6 Analyze associations between a range of gender identities and expressions	*This program does not discuss gender*

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Knowledge Expectations	Textbook Lessons
(e.g., cisgender, transgender, non-binary/conforming, expansive) and health. (HBO 3)	*identity.*
SH1.8.7 Differentiate between sex assigned at birth and gender identity and expression. (HBO 1 & 3)	*This program does not discuss gender identity.*
SH1.8.8 Define sexual orientation (i.e., patterns of emotional, romantic, or sexual attractions to men, women, or both sexes), including sense of identity, attractions, and related behaviors (e.g., heterosexual, gay/lesbian, bisexual). (HBO 3)	*This program does not discuss sexual orientation.*
SH1.8.9 Analyze associations between sexual orientation and health. (HBO 3)	*This program does not discuss sexual orientation.*
SH1.8.10 Describe characteristics of healthy relationships. (HBO 2)	Lesson 7.1
SH1.8.11 Describe healthy and unhealthy relationships. (HBO 2)	Lesson 7.1
SH1.8.12 Describe healthy ways to express affection, love, and friendship. (HBO 2, 3 & 8)	Lesson 7.1, Lesson 7.2, Lesson 7.3, Lesson 8.4
SH1.8.13 Explain the qualities of a healthy dating or sexual relationship. (HBO 2)	Lesson 8.4
SH1.8.14 Describe the range of family and peer relationship structures (e.g., nuclear, single, parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). (HBO 2 & 3)	Lesson 7.2, Lesson 7.3
SH1.8.15 Describe the range of dating or sexual relationship structures. (HBO 2)	Lesson 8.4
SH1.8.16 Explain the importance of talking with parents, caregivers, and other trusted adults about issues related to growth and development, relationships, sex, and sexual and reproductive health services. (HBO 1, 2, 3, 4, 5, 6, 7 & 10)	Lesson 8.1, Lesson 8.4, Lesson 10.1, Lesson 10.2
SH1.8.17 Describe how power differences (e.g., age, race/ethnicity, sex, gender, socio-economic status) impact relationships. (HBO 2, 3, 4, 5, 6, 7, 8 & 9)	Lesson 7.1, Lesson 8.4
SH1.8.18 Describe how gender role stereotypes impact goal-setting and decision-making in relationships. (HBO 2, 3, 4, 6, 7, 8 & 9)	Lesson 8.4, Lesson 9.1
SH1.8.19 Explain the negative consequences of sending sexually explicit pictures, messages, or media (e.g., texting, chat groups, social media platforms, e-mail, websites, phone or tablet applications). (HBO 2, 3, 4, 5 & 9)	Lesson 8.4
SH1.8.20 Explain how viewing sexually explicit pictures, messages, or media can influence perceptions of, and expectations for, relationships. (HBO 2, 4, 5, 8 & 9)	Lesson 8.4
SH1.8.21 Explain why it is wrong to tease or bully others based on their gender or sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence	Lesson 9.1, Lesson 9.4

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Knowledge Expectations	Textbook Lessons
and activity), growth and development, or physical appearance or ability. (HBO 3)	
SH1.8.22 Describe how bias, prejudice, and stigma related to gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity) can impact health. (HBO 3)	*This program does not discuss gender identity or sexuality.*
SH1.8.23 Explain the benefits of respecting individual differences in gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity), growth and development, or physical appearance or ability. (HBO 3 & 8)	*This program does not discuss gender identity or sexuality. For respecting differences, see Lesson 8.1.*
SH1.8.24 Describe ways to show dignity and respect for all people with regard to their gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity). (HBO 3)	*This program does not discuss gender identity or sexuality.*
SH1.8.25 Describe stereotypes, myths, and stigma about STIs, including HIV, and people living with acquired immunodeficiency syndrome (AIDS). (HBO 3 & 6)	Lesson 10.2, Lesson 10.3
SH1.8.26 Define consent and its importance for decisions about sexual behaviors. (HBO 4, 5, 6, 7 & 8)	Lesson 7.1, Lesson 9.2
SH1.8.27 Describe how to communicate consent for all sexual behaviors. (HBO 4)	Lesson 8.4, Lesson 9.2
SH1.8.28 Explain how to receive consent and accept a lack or retraction of consent for sexual behaviors. (HBO 4, 6, 7 & 9)	Lesson 8.4, Lesson 9.2
SH1.8.29 Describe how consent cannot be fully present when there is an imbalance of power. (HBO 2 & 4)	Lesson 9.2
SH1.8.30 Explain why a person who has experienced any form of sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) is never to blame for actions of the perpetrator. (HBO 2, 4 & 9)	Lesson 9.2
SH1.8.31 Describe how a person can call attention to or leave an uncomfortable and dangerous situation, including instances of sexual violence. (HBO 8 & 9)	Lesson 9.2
SH1.8.32 Explain the importance of setting personal limits to avoid sexual risk behaviors. (HBO 2, 4, 5, 6, 7 & 8)	Lesson 8.4
SH1.8.33 Describe the benefits of being sexually abstinent. (HBO 5)	Lesson 8.4
SH1.8.34 Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from STIs, including HIV, and unintended pregnancy. (HBO 5, 6 & 7)	Lesson 10.2, Lesson 10.3
SH1.8.35 Describe the factors that protect against engaging in sexual risk behaviors.	Lesson 8.4, Lesson 10.1, Lesson 10.2

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Knowledge Expectations	Textbook Lessons
(HBO 2, 3, 4, 5, 6 & 7)	
SH1.8.36 Describe the factors that contribute to engaging in sexual risk behaviors. (HBO 2, 3, 4, 5, 6 & 7)	Lesson 8.4, Lesson 10.1, Lesson 10.3
SH1.8.37 Analyze ways common infectious diseases are transmitted. (HBO 6)	Lesson 2.4, Lesson 10.2, Lesson 10.3
SH1.8.38 Explain how the most common STIs, including HIV, are transmitted. (HBO 6)	Lesson 10.2, Lesson 10.3
SH1.8.39 Describe usual signs and symptoms of the most common STIs and HIV. (HBO 6)	Lesson 10.2, Lesson 10.3
SH1.8.40 Explain the short- and long-term consequences of common STIs. (HBO 6)	Lesson 10.2, Lesson 10.3
SH1.8.41 Summarize which STIs can be cured and which can be treated. (HBO 6)	Lesson 10.2, Lesson 10.3
SH1.8.42 Describe the effectiveness of condoms in reducing the risk of HIV and other STIs (e.g., chlamydia, syphilis). (HBO 6)	Lesson 10.2, Lesson 10.3
SH1.8.43 Describe how pre-exposure prophylaxis (PrEP) and post-exposure prophylaxis (PEP) are safe and effective ways to prevent HIV infection and transmission. (HBO 6)	Lesson 10.3
SH1.8.44 Describe the role of HIV treatment in preventing HIV transmission. (HBO 6)	Lesson 10.3
SH1.8.45 Summarize ways to decrease the spread of STIs and HIV by not having sex, using condoms consistently and correctly when having sex, using PrEP, getting treatment for HIV and STIs, not touching blood or using hypodermic needles. (HBO 6)	Lesson 10.2, Lesson 10.3
SH1.8.46 Describe ways sexually active people can reduce the risk of unintended pregnancy. (HBO 7)	Lesson 8.4
SH1.8.47 Describe the effectiveness of condoms in reducing the risk of unintended pregnancy. (HBO 7)	*This program does not discuss contraception.*
SH1.8.48 Describe methods of birth control (e.g., intrauterine device (IUD) or implant, shot, patch, ring, birth control pills, condoms, emergency contraception) including their effectiveness, required user action, and side effects. (HBO 6 & 7)	*This program does not discuss contraception.*
SH1.8.49 Describe the importance of using a condom for STI/HIV prevention at the same time as using a more effective contraceptive method (i.e., IUD or implant, shot, patch, ring, birth control pills) for pregnancy prevention. (HBO 6 & 7)	*This program does not discuss contraception.*
SH1.8.50 Explain the importance of using a condom for STI prevention at the same time as using other effective HIV prevention options including antiretroviral therapy (ART), PrEP, or PEP. (HBO 6)	Lesson 10.3

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Knowledge Expectations	Textbook Lessons
SH1.8.51 Explain why the most effective contraceptive methods (i.e., IUD or implant, shot, patch, ring, birth control pills) do not prevent STIs, including HIV. (HBO 6 & 7)	*This program does not discuss contraception.*
SH1.8.52 Summarize ways to prevent unintended pregnancy, including not having sex and effective use of contraceptives. (HBO 2, 5, 6 & 7)	*This program does not discuss contraception. For sexual abstinence, see Lesson 8.4.*
SH1.8.53 Identify the emotional, social, physical, and financial effects of becoming a parent. (HBO 7)	Lesson 10.1
SH1.8.54 Describe what confidential care is and give specific instances when confidential care cannot be maintained. (HBO 6, 7 & 10)	Lesson 1.1, Lesson 4.5, Lesson 10.3
SH1.8.55 Describe young people's rights to confidential services in their state. (HBO 3, 4, 6, 7 & 10)	Lesson 1.1
SH1.8.56 Describe young people's legal rights to consent to sexual and reproductive health services, including STI/HIV testing, treatment (including ART, PrEP, PEP), and contraception. (HBO 6, 7 & 10)	Lesson 10.2
SH1.8.57 Explain what to expect from youth-friendly sexual health services and providers (e.g., hours, use of preferred names and pronouns). (HBO 6, 7 & 10)	Lesson 8.3, Lesson 10.1, Lesson 10.2, Lesson 10.3
SH1.8.58 Describe the importance of 'time-alone' between young people and the healthcare provider (e.g., doctor, nurse) to discuss sexual and reproductive health and other sensitive health topics. (HBO 4, 6, 7 & 10)	Lesson 10.1, Lesson 10.2, Lesson 10.3
SH1.8.59 Explain the importance of disclosing sexual activity to a healthcare provider. (HBO 6, 7 & 10)	Lesson 10.1, Lesson 10.2, Lesson 10.3
SH1.8.60 Explain the importance of preventative care including examinations, checkups, immunizations, and health screenings (e.g., breast and testicular self-examination, Pap smears, PrEP and PEP) needed to maintain sexual and reproductive health. (HBO 10)	Lesson 8.2, Lesson 1.1
SH1.8.61 Describe how the human papillomavirus (HPV) vaccination is a safe and effective way to avoid HPV infection, cancer, and other related health issues. (HBO 6 & 10)	Lesson 10.2
Tobacco	
T1.8.1 Describe short- and long-term health effects of using tobacco. (HBO 1)	Lesson 5.3
T1.8.2 Describe the harmful chemicals in e-cigarettes or vaping products. (HBO 1)	Lesson 5.3

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Knowledge Expectations	Textbook Lessons
T1.8.3 Summarize the dangers of experimenting with tobacco products. (HBO 1)	Lesson 5.3
T1.8.4 Describe situations that could lead to the use of tobacco. (HBO 1)	Lesson 5.1, Lesson 5.3
T1.8.5 Describe the relationship between using tobacco and using alcohol or other drugs. (HBO 1)	Lesson 5.3
T1.8.6 Summarize the benefits of being tobacco-free. (HBO 1)	Lesson 5.3
T1.8.7 Describe the social, economic, and cosmetic consequences of tobacco use. (HBO 1 & 2)	Lesson 5.3
T1.8.8 Summarize the effects of secondhand smoke and aerosol. (HBO 2)	Lesson 5.3
T1.8.9 Describe the difference between air pollutants and emissions from tobacco smoke and aerosol from e-cigarettes or vaping products. (HBO 2)	Lesson 5.3
T1.8.10 Analyze environmental impacts of tobacco product waste (e.g., litter). (HBO 3)	Lesson 5.3
T1.8.11 Summarize how the tobacco industry has targeted youth and minority populations. (HBO 3 & 4)	Lesson 5.1, Lesson 5.3, Lesson 5.6
T1.8.12 Explain reasons most individuals do not use tobacco products. (HBO 1 & 3)	Lesson 5.3
T1.8.13 Explain school policies and community laws related to the sale and use of tobacco products. (HBO 1, 3 & 4)	Lesson 5.6
T1.8.14 Summarize that tobacco use is an addiction that can be treated. (HBO 1 & 4)	Lesson 5.1, Lesson 5.6
T1.8.15 Summarize how addiction to tobacco use can be treated. (HBO 4 & 5)	Lesson 5.6
T1.8.16 Summarize how smoking cessation programs can be successful. (HBO 4 & 5)	Lesson 5.6
T1.8.17 Describe ways to support family and friends who are trying to stop using tobacco. (HBO 3 & 4)	Lesson 5.6
Violence Prevention	
V1.8.1 Describe ways to identify and label emotions. (HBO 2)	Lesson 4.2
V1.8.2 Describe examples of self-control. (HBO 2)	Lesson 4.2
V1.8.3 Explain how impulsive behaviors can lead to violence. (HBO 3)	Lesson 4.2, Lesson 9.1
V1.8.4 Analyze the risks of using violence as an impulsive behavior or response to	Lesson 1.3, Lesson 7.1, Lesson 9.1, Lesson 9.3

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Knowledge Expectations	Textbook Lessons
stress or conflict. (HBO 1 & 2)	
V1.8.5 Identify a variety of nonviolent ways to respond to stress when angry or upset. (HBO 2)	Lesson 4.3
V1.8.6 Describe the similarities and differences between violent behaviors (e.g., bullying, hazing, fighting, dating violence, harassment, sexual assault, family violence, verbal abuse, rape). (HBO 3 & 4)	Lesson 9.1, Lesson 9.2, Lesson 9.3, Lesson 9.4
V1.8.7 Describe how stigma, bias, and prejudice can lead to discrimination and violence. (HBO 3, 4 & 7)	Lesson 9.1, Lesson 9.4
V1.8.8 Explain why it is wrong to tease others based on personal characteristics. (HBO 3)	Lesson 9.2, Lesson 9.3
V1.8.9 Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, and violence. (HBO 3)	Lesson 9.1, Lesson 9.4
V1.8.10 Describe short- and long-term consequences of violence to perpetrators, victims, and bystanders. (HBO 3 & 4)	Lesson 9.1, Lesson 9.2, Lesson 9.3, Lesson 9.4
V1.8.11 Describe examples of prosocial behaviors (e.g., using nonviolent conflict resolution, helping others, being respectful of others, and cooperation) that help prevent violence. (HBO 1, 3 & 4)	Lesson 7.1, Lesson 9.1, Lesson 9.2, Lesson 9.4
V1.8.12 Describe examples of dangerous or risky behaviors that might lead to injuries. (HBO 4 & 6)	Lesson 6.1, Lesson 6.2
V1.8.13 Describe situations that could lead to physical fighting and violence. (HBO 6)	Lesson 9.1, Lesson 4.2, Lesson 5.4
V1.8.14 Analyze techniques that are used to coerce or pressure someone to use violence. (HBO 4, 5 & 6)	Lesson 9.1, Lesson 1.3, Lesson 9.4
V1.8.15 Describe how the presence of weapons increases the risk of serious violent injuries. (HBO 4, 5 & 6)	Lesson 6.1, Lesson 6.2, Lesson 9.1, Lesson 9.4
V1.8.16 Summarize how participation in gangs can lead to violence. (HBO 6)	Lesson 9.4
V1.8.17 Explain how technology and social media can be used in violent or harmful ways toward others. (HBO 1, 2 & 3)	Lesson 9.4
V1.8.18 Describe strategies to avoid physical fighting and violence. (HBO 1, 4, 5 & 6)	Lesson 9.1, Lesson 9.3, Lesson 9.4
V1.8.19 Describe ways to manage interpersonal conflict nonviolently. (HBO 1)	Lesson 7.1
V1.8.20 Determine the benefits of using nonviolence to solve interpersonal conflict.	Lesson 7.1

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Knowledge Expectations	Textbook Lessons
(HBO 1)	
V1.8.21 Explain why communicating effectively is important to resolving conflicts nonviolently. (HBO 1)	Lesson 7.1
V1.8.22 Describe ways to communicate effectively to manage conflict nonviolently. (HBO 1)	Lesson 7.1
V1.8.23 Explain why it is important to understand the perspectives of others in resolving conflicts nonviolently. (HBO 1)	Lesson 7.1
V1.8.24 Describe actions to change unsafe situations at school that could lead to violence. (HBO 5 & 6)	Lesson 9.4
V1.8.25 Describe actions to change unsafe situations in the community that could lead to violence. (HBO 5 & 6)	Lesson 9.4
V1.8.26 Explain why gender stereotypes are harmful and can lead to violence. (HBO 4)	Lesson 9.2
V1.8.27 Describe how power and control differences in relationships can contribute to aggression and violence. (HBO 1, 4 & 5)	Lesson 9.3
V1.8.28 Recognize techniques that are used to coerce or pressure someone to have sex. (HBO 4)	Lesson 8.2, Lesson 8.4, Lesson 9.2, Lesson 10.1, Lesson 10.2
V1.8.29 Explain that rape and sexual assault are illegal. (HBO 4)	Lesson 9.2
V1.8.30 Explain why individuals have the right to refuse sexual contact. (HBO 4 & 8)	Lesson 9.2
V1.8.31 Explain that a person who has been sexually assaulted or raped is not at fault. (HBO 7 & 8)	Lesson 9.2
V1.8.32 Explain that rape and sexual assault should be reported to a trusted adult. (HBO 7 & 8)	Lesson 9.2
V1.8.33 Explain the importance of telling an adult if someone is in danger of hurting themselves or others. (HBO 7, 8 & 9)	Lesson 4.7
V1.8.34 Describe the signs and symptoms of people who are in danger of hurting themselves or others. (HBO 7 & 10)	Lesson 4.7
V1.8.35 Explain that help is available for people who are feeling sad, hopeless, or thinking of hurting themselves (e.g., mental health services). (HBO 2 & 10)	Lesson 4.7

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Knowledge Expectations	Textbook Lessons
Standard 2 Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
Alcohol and Other Drugs	
AOD2.8.1 Explain how school rules, community norms, and public health policies or laws (e.g., legal drinking age) influence alcohol- and other drug-related practices and behaviors.	Lesson 5.4, Lesson 5.5, Lesson 5.6
AOD2.8.2 Explain how perceptions of norms influence healthy and unhealthy alcohol- and other drug-use practices and behaviors.	Lesson 5.1, Lesson 5.6
AOD2.8.3 Explain how social expectations influence healthy and unhealthy practices and behaviors.	Lesson 5.1
AOD2.8.4 Explain how personal values and beliefs influence alcohol- and other drug-use practices and behaviors.	Lesson 5.1
AOD2.8.5 Describe how alcohol- and other drug-use can influence the likelihood of engaging in other unhealthy behaviors (e.g., sexual risk behaviors).	Lesson 5.4, Lesson 5.5
AOD2.8.6 Analyze how family and culture influence alcohol- and other drug-use practices and behaviors.	Lesson 5.1, Lesson 5.2
AOD2.8.7 Analyze how school and community settings influence alcohol- and other drug-use practices and behaviors.	Lesson 5.1
AOD2.8.8 Analyze how media and technology influence alcohol and other drug-use practices and behaviors.	Lesson 5.1, Lesson 5.3, Lesson 5.4
AOD2.8.9 Analyze how peers influence alcohol- and other drug-use practices and behaviors.	Lesson 5.1, Lesson 5.2
Food and Nutrition	
FN2.8.1 Explain how school rules, community norms, and public health policies or laws (e.g., food safety guidelines) influence food choices and other eating practices and behaviors.	Lesson 3.2
FN2.8.2 Explain how perceptions of norms influence healthy and unhealthy food choices and other eating practices and behaviors.	Lesson 4.6
FN2.8.3 Explain how social expectations influence healthy and unhealthy food choices and other eating practices and behaviors.	Lesson 4.6

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Knowledge Expectations	Textbook Lessons
FN2.8.4 Explain how personal values and beliefs influence food choices and other eating practices and behaviors.	Lesson 3.2
FN2.8.5 Describe how some health risk behaviors influence the likelihood of engaging in unhealthy eating practices and behaviors.	Lesson 3.2, Lesson 4.6
FN2.8.6 Analyze how relevant influences of family and culture influence food choices and other eating practices and behaviors.	Lesson 3.2, Lesson 4.6
FN2.8.7 Analyze how relevant influences of school and community influence food choices and other eating practices and behaviors.	Lesson 3.1, Lesson 4.6
FN2.8.8 Analyze how media and technology influence food choices and other eating practices and behaviors.	Lesson 4.6
FN2.8.9 Analyze how food advertisements (e.g., product placement, commercials, billboards, sponsored content) make people want to eat more of that food.	Lesson 3.2
FN2.8.10 Analyze how peers influence food choices and other eating practices and behaviors.	Lesson 3.2, Lesson 4.6
Mental and Emotional Health	
MEH2.8.1 Explain how school rules, community norms, and public health policies or laws (e.g., norms around therapy, counseling) influence mental and emotional health practices and behaviors.	Lesson 4.5
MEH2.8.2 Explain how perceptions of norms influence healthy and unhealthy mental health practices and behaviors.	Lesson 4.1, Lesson 4.6
MEH2.8.3 Explain how social expectations influence healthy and unhealthy mental and emotional health practices and behaviors.	Lesson 4.1, Lesson 4.6
MEH2.8.4 Explain how personal values and beliefs influence mental and emotional health practices and behaviors.	Lesson 4.1, Lesson 4.2, Lesson 4.6
MEH2.8.5 Explain how friends, family, media, society, and culture can influence self-concept and body image.	Lesson 4.1, Lesson 4.4, Lesson 4.6, Lesson 4.7
MEH2.8.6 Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury).	Lesson 4.7, Lesson 5.4, Lesson 5.5
MEH2.8.7 Analyze how family and culture influence mental and emotional health practices and behaviors.	Lesson 4.1, Lesson 4.6, Lesson 4.7
MEH2.8.8 Analyze how school and community influence mental and emotional health	Lesson 4.1, Lesson 4.4,

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Knowledge Expectations	Textbook Lessons
practices and behaviors.	Lesson 4.6, Lesson 4.7
MEH2.8.9 Analyze how media and technology influence mental and emotional health practices and behaviors.	Lesson 4.1, Lesson 4.4, Lesson 4.6, Lesson 4.7
MEH2.8.10 Analyze how peers influence mental and emotional health practices and behaviors.	Lesson 4.1, Lesson 4.4, Lesson 4.6, Lesson 4.7
Personal Health and Wellness	
PHW2.8.1 Explain how school rules, community norms, and public health policies or laws (e.g., hand hygiene policies) influence personal health and wellness-related practices and behaviors.	Lesson 2.4
PHW2.8.2 Explain how perceptions of norms influence healthy and unhealthy personal health and wellness-related practices and behaviors.	Lesson 2.5
PHW2.8.3 Explain how social expectations influence healthy and unhealthy personal health and wellness-related practices and behaviors.	Lesson 2.5
PHW2.8.4 Explain how personal values and beliefs influence personal health and wellness-related practices and behaviors.	Leson 2.5
PHW2.8.5 Describe how some personal health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.	Lesson 2.5, Lesson 5.3, Lesson 5.4, Lesson 5.5
PHW2.8.6 Analyze how family and culture influence personal health and wellness-related practices and behaviors.	Lesson 2.5
PHW2.8.7 Analyze how school and community influence personal health and wellness-related practices and behaviors.	Lesson 2.5
PHW2.8.8 Analyze how media and technology influence personal health and wellness-related practices and behaviors.	Lesson 2.5
PHW2.8.9 Analyze how peers influence personal health and wellness-related practices and behaviors.	Lesson 2.5
Physical Activity	
PA2.8.1 Explain how school rules, community norms, and public health policies or laws (e.g., mandatory PE, bicycling riding laws) influence physical activity practices and behaviors.	Lesson 3.4
PA2.8.2 Explain how perceptions of norms influence healthy and unhealthy physical	Lesson 3.4, Lesson 3.5

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Knowledge Expectations	Textbook Lessons
activity practices and behaviors.	
PA2.8.3 Explain how social expectations influence healthy and unhealthy physical activity practices and behaviors.	Lesson 3.4, Lesson 3.5
PA2.8.4 Explain how personal values and beliefs influence physical activity practices and behaviors.	Lesson 3.4, Lesson 3.5
PA2.8.5 Describe how some health risk behaviors (e.g., personal health and wellness) influence the likelihood of engaging in physical inactivity practices and behaviors.	Lesson 3.4, Lesson 1.1, Lesson 2.5, Lesson 5.3
PA2.8.6 Analyze how family and culture influence physical activity practices and behaviors.	Lesson 3.4
PA2.8.7 Analyze how school and community influence physical activity practices and behaviors.	Lesson 3.4
PA2.8.8 Analyze how media and technology influence physical activity practices and behaviors.	Lesson 3.4
PA2.8.9 Analyze how peers influence physical activity practices and behaviors.	Lesson 3.4
Safety	
S2.8.1 Explain how school rules, community norms, and public health policies or laws (e.g., mandatory seat belt laws) influence safety and injury prevention practices and behaviors.	Lesson 6.1, Lesson 6.2
S2.8.2 Explain how perceptions of norms influence injury prevention practices and behaviors.	Lesson 6.2
S2.8.3 Explain how social expectations influence safety and injury prevention practices and behaviors.	Lesson 6.2
S2.8.4 Explain how personal values and beliefs influence safety and injury prevention practices and behaviors.	Lesson 6.2
S2.8.5 Describe how some health risk behaviors influence safety and injury prevention practices and behaviors (e.g., how alcohol- and other drug-use increased the risk of unintentional injury).	Lesson 5.4, Lesson 5.5
S2.8.6 Analyze how family and culture influence safety and injury prevention practices and behaviors.	Lesson 6.1, Lesson 6.2
S2.8.7 Analyze how school and community influence safety and injury prevention practices and behaviors.	Lesson 6.2

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Knowledge Expectations	Textbook Lessons
S2.8.8 Analyze how media and technology influence safety and injury prevention practices and behaviors.	Lesson 6.2
S2.8.9 Analyze how peers influence safety and injury prevention practices.	Lesson 6.2
Sexual Health	
SH2.8.1 Explain how school rules, community norms, and public health policies or laws (e.g., minors' access to confidential sexual health services) influence sexual relationships, practices, and behaviors.	Lesson 10.1, Lesson 10.2, Lesson 10.3
SH2.8.2 Explain how perceptions of norms influence healthy and unhealthy sexual relationships, practices, and behaviors.	Lesson 10.2, Lesson 10.3
SH2.8.3 Explain how social expectations influence healthy and unhealthy sexual relationships, practices, and behaviors.	Lesson 8.4
SH2.8.4 Explain how personal values and beliefs influence sexual relationships, practices, and behaviors.	Lesson 8.4
SH2.8.5 Explain how friends, family, media, society, and culture can influence self-concept and body image.	Lesson 4.6
SH2.8.6 Describe how some health risk behaviors influence the likelihood of engaging in sexual risk behaviors (e.g., how alcohol use influences sexual risk behavior).	Lesson 10.1, Lesson 5.2, Lesson 5.4, Lesson 5.5
SH2.8.7 Analyze how family and culture influence sexual relationships, practices, and behaviors.	Lesson 8.4
SH2.8.8 Analyze how school and community influence sexual relationships, practices, and behaviors.	Lesson 10.2
SH2.8.9 Analyze how media (e.g., pornography, sexually explicit material, social media) and technology influence sexual relationships, practices, and behaviors.	Lesson 10.2, Lesson 10.3
SH2.8.10 Analyze how peers influence sexual relationships, practices, and behaviors.	Lesson 8.4
Tobacco	
T2.8.1 Explain how school rules, community norms, and public health policies or laws (e.g., non-smoking policies, tobacco purchase restrictions) influence tobacco-related practices and behaviors.	Lesson 5.1, Lesson 5.6
T2.8.2 Explain how perceptions of norms influence tobacco-related practices and behaviors.	Lesson 5.1

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Knowledge Expectations	Textbook Lessons
T2.8.3 Explain how social expectations influence tobacco-related practices and behaviors.	Lesson 5.1
T2.8.4 Explain how personal values and beliefs influence tobacco-related practices and behaviors.	Lesson 5.1
T2.8.5 Describe how some health risk behaviors influence the likelihood of engaging in tobacco use (e.g., how alcohol use influences tobacco use).	Lesson 5.1
T2.8.6 Analyze how family and culture influence tobacco-related practices and behaviors.	Lesson 5.1
T2.8.7 Analyze how school and community influence tobacco-related practices and behaviors.	Lesson 5.1
T2.8.8 Analyze how media and technology influence tobacco-related practices and behaviors.	Lesson 5.1, Lesson 5.3
T2.8.9 Analyze how peers influence tobacco-related practices and behaviors.	Lesson 5.1
Violence Prevention	
V2.8.1 Explain how school rules, community norms, and public health policies or laws influence violence prevention practices and behaviors.	Lesson 9.1, Lesson 9.2
V2.8.2 Explain how perceptions of norms influence violence and violence prevention practices and behaviors.	Lesson 9.2
V2.8.3 Explain how social expectations influence violence and violence prevention practices and behaviors.	Lesson 9.2
V2.8.4 Explain how personal values and beliefs influence violence prevention practices and behaviors.	Lesson 9.1, Lesson 9.4
V2.8.5 Describe how some health risk behaviors influence the likelihood of engaging in violent behaviors (e.g., how alcohol- and other drug-use, mental and emotional health influence violent behaviors).	Lesson 9.4
V2.8.6 Analyze how family and culture influence violence practices and behaviors.	Lesson 9.2
V2.8.7 Analyze how school and community influence violence practices and behaviors.	Lesson 9.1, Lesson 9.2, Lesson 9.4
V2.8.8 Analyze how media and technology influence violence practices and behaviors.	Lesson 9.1
V2.8.9 Analyze how peers influence violence prevention practices and behaviors.	Lesson 9.1, Lesson 9.2, Lesson 9.4

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Knowledge Expectations	Textbook Lessons
Standard 3 Students will demonstrate the ability to access valid (i.e., accurate, credible, trustworthy) information, products, and services to enhance health.	
Alcohol and Other Drugs	
AOD3.8.1 Analyze the validity of information for over-the-counter and prescription medications (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).	Lesson 1.3, Lesson 5.2
AOD3.8.2 Analyze the validity of information for alcohol- and other drug-use prevention.	Lesson 1.3
AOD3.8.3 Describe situations that call for professional alcohol- and other drug-use treatment services.	Lesson 5.6
AOD3.8.4 Determine the availability of valid alcohol- and other drug-use cessation products.	Lesson 5.6
AOD3.8.5 Access valid alcohol- and other drug-use prevention information from home, school, or community.	Lesson 5.6
Food and Nutrition	
FN3.8.1 Analyze the validity of nutrition information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).	Lesson 1.3, Lesson 3.2
FN3.8.2 Analyze the validity of nutrition products (e.g., dietary supplements, cleanses, detox).	Lesson 1.3, Lesson 3.1
FN3.8.3 Describe situations that call for professional nutrition services.	Lesson 4.6
FN3.8.4 Access valid nutrition information from home, school, or community.	Lesson 3.1, Lesson 3.2
FN3.8.5 Identify false or misleading claims on food packaging and promotions.	Lesson 1.3
Mental and Emotional Health	
MEH3.8.1 Analyze the validity of mental and emotional health information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).	Lesson 1.3
MEH3.8.2 Analyze the validity of mental and emotional health products.	Lesson 4.2, Lesson 4.5
MEH3.8.3 Describe situations that call for professional mental and emotional health	Lesson 4.5, Lesson 4.6,

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Knowledge Expectations	Textbook Lessons
services.	Lesson 4.7
MEH3.8.4 Access valid mental and emotional health information from home, school, or community.	Lesson 4.5, Lesson 4.6, Lesson 4.7
MEH3.8.5 Locate valid and reliable mental and emotional health services when needed or appropriate.	Lesson 4.5, Lesson 4.6, Lesson 4.7
Personal Health and Wellness	
PHW3.8.1 Analyze the validity of personal health and wellness information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).	Lesson 1.3, Lesson 2.1, Lesson 2.4
PHW3.8.2 Analyze the validity of personal health and wellness products.	Lesson 1.3, Lesson 2.1
PHW3.8.3 Describe situations that call for professional personal health and wellness services.	Lesson 1.1, Lesson 2.1, Lesson 2.2, Lesson 2.4, Lesson 2.5
PHW3.8.4 Determine the availability of valid personal health and wellness products.	Lesson 2.1
PHW3.8.5 Access valid personal health and wellness information from home, school, or community.	Lesson 2.1, Lesson 2.2, Lesson 2.3, Lesson 2.4
PHW3.8.6 Locate valid personal health and wellness products when needed or appropriate.	Lesson 2.1, Lesson 2.2
Physical Activity	
PA3.8.1 Analyze the validity of physical activity information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).	Lesson 1.3, Lesson 3.3, Lesson 3.5
PA3.8.2 Analyze the validity of physical activity products (e.g., sports performance supplements, sports drinks, fitness trackers).	Lesson 3.4
PA3.8.3 Analyze the validity of physical activity services (e.g., physical activity classes, personal trainers).	Lesson 3.4
PA3.8.4 Determine the availability of valid physical activity products.	Lesson 3.4
PA3.8.5 Access valid physical activity information from home, school, or community.	Lesson 3.3
Safety	
S3.8.1 Analyze the validity of safety and injury prevention information (e.g., differentiate between scientifically or medically accurate content and advertising,	Lesson 1.3, Lesson 6.1

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Knowledge Expectations	Textbook Lessons
including sponsored content).	
S3.8.2 Analyze the validity of safety and injury prevention products.	Lesson 3.5
S3.8.3 Analyze the validity of safety and injury prevention services.	Lesson 6.3
S3.8.4 Describe situations that call for professional safety and injury prevention services.	Lesson 6.1, Lesson 6.3
S3.8.5 Determine the availability of valid safety and injury prevention products.	Lesson 3.5
S3.8.6 Access valid safety and injury prevention information from home, school, or community.	Lesson 6.1
S3.8.7 Locate valid safety and injury prevention products when needed or appropriate.	Lesson 3.5
S3.8.8 Locate valid safety and injury prevention services when needed or appropriate.	Lesson 6.3
Sexual Health	
SH3.8.1 Analyze the validity of sexual and reproductive health information (e.g., differentiate between neutral, fact-driven content and advertising, including sponsored content).	Lesson 1.3, Lesson 8.2, Lesson 8.3, Lesson 10.1, Lesson 10.2, Lesson 10.3
SH3.8.2 Analyze the validity of sexual and reproductive health products.	Lesson 10.2
SH3.8.3 Analyze the validity of sexual and reproductive health services.	Lesson 10.1, Lesson 10.2
SH3.8.4 Describe situations that call for professional sexual and reproductive healthcare services.	Lesson 10.1, Lesson 10.2, Lesson 10.3
SH3.8.5 Determine the availability of valid sexual and reproductive healthcare products.	Lesson 10.2
SH3.8.6 Access valid sexual and reproductive health information from home, school, or community.	Lesson 8.2, Lesson 8.3, Lesson 10.2, Lesson 10.3
SH3.8.7 Locate valid sexual and reproductive healthcare products when needed or appropriate.	Lesson 10.2
SH3.8.8 Locate valid sexual and reproductive healthcare services when needed or appropriate.	Lesson 10.2

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Knowledge Expectations	Textbook Lessons
Tobacco	
T3.8.1 Analyze the validity of tobacco-related prevention information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).	Lesson 1.3
T3.8.2 Analyze the validity of tobacco-related cessation products.	Lesson 5.6
T3.8.3 Analyze the validity of tobacco cessation services.	Lesson 5.6
T3.8.4 Describe situations that call for professional tobacco cessation services.	Lesson 5.6
T3.8.5 Determine the availability of valid tobacco cessation products.	Lesson 5.6
T3.8.6 Access valid tobacco-related prevention and cessation information from home, school, or community.	Lesson 5.6
T3.8.7 Locate valid tobacco cessation products when needed or appropriate.	Lesson 5.6
T3.8.8 Locate valid tobacco cessation services when needed or appropriate.	Lesson 5.6
Violence Prevention	
V3.8.1 Analyze the validity of violence prevention information (e.g., differentiate scientifically or medically accurate content and advertising, including sponsored content).	Lesson 1.3, Lesson 9.4
V3.8.2 Analyze the validity of violence prevention or intervention services.	Lesson 9.4
V3.8.3 Describe situations that call for professional violence prevention or intervention services.	Lesson 9.2, Lesson 9.3, Lesson 9.4
V3.8.4 Access valid violence prevention information from home, school, or community.	Lesson 9.2, Lesson 9.4
V3.8.5 Locate valid violence prevention or intervention services when needed or appropriate.	Lesson 9.2, Lesson 9.3, Lesson 9.4
Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Alcohol and Other Drugs	
AOD4.8.1 Demonstrate the use of effective verbal and nonverbal communication to avoid taking someone else's prescription medication.	Lesson 5.5

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Knowledge Expectations	Textbook Lessons
AOD4.8.2 Demonstrate the use of effective verbal and nonverbal communication to avoid alcohol- and other drug-use.	Lesson 5.3, Lesson 5.4, Lesson 5.5, Lesson 5.6
AOD4.8.3 Demonstrate the use of effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.	Lesson 5.4
AOD4.8.4 Demonstrate effective peer resistance skills to avoid or reduce alcohol- and other drug-use.	Lesson 5.4, Lesson 5.5, Lesson 5.6
AOD4.8.5 Demonstrate effective negotiation skills to avoid or reduce exposure to alcohol- and other drug-use.	Lesson 7.1
AOD4.8.6 Demonstrate how to effectively ask for assistance to quit using alcohol or other drugs.	Lesson 5.5
AOD4.8.7 Demonstrate how to effectively communicate empathy and support to a family member or friend who is trying to quit alcohol or other drug use.	Lesson 5.6
Food and Nutrition	
FN4.8.1 Demonstrate the use of effective verbal and nonverbal communication to choose foods that align with a healthy eating pattern.	Lesson 3.2
FN4.8.2 Demonstrate how to ask for food in response to internal hunger signals.	Lesson 3.2, Lesson 7.1
FN4.8.3 Demonstrate effective peer resistance skills to avoid or reduce exposure to unhealthy food choices.	Lesson 3.2
FN4.8.4 Demonstrate effective negotiation skills to avoid or reduce unhealthy food choices.	Lesson 7.1
FN4.8.5 Demonstrate how to effectively ask for assistance to improve personal food choices and eating behaviors.	Lesson 3.1, Lesson 4.6
FN4.8.6 Demonstrate how to effectively communicate empathy and support for others who are trying to improve personal food choices.	Lesson 4.6
Mental and Emotional Health	
MEH4.8.1 Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health.	Lesson 4.2, Lesson 4.4
MEH4.8.2 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to prevent interpersonal conflict.	Lesson 7.1

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Knowledge Expectations	Textbook Lessons
MEH4.8.3 Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risks.	Lesson 7.3
MEH4.8.4 Demonstrate effective negotiation skills to avoid or reduce mental and emotional health risk.	Lesson 7.1
MEH4.8.5 Demonstrate healthy ways to manage or resolve interpersonal conflict.	Lesson 2.3
MEH4.8.6 Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.	Lesson 4.3, Lesson 4.5
MEH4.8.7 Demonstrate how to effectively communicate empathy and support for others.	Lesson 4.2, Lesson 4.4, Lesson 4.6, Lesson 4.7
Personal Health and Wellness	
PHW4.8.1 Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.	Lesson 2.1, Lesson 2.2, Lesson 2.4
PHW4.8.2 Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.	Lesson 7.3
PHW4.8.3 Demonstrate effective negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.	Lesson 7.1
PHW4.8.4 Demonstrate how to effectively ask for assistance to improve personal health and wellness and the health of others.	Lesson 2.1, Lesson 2.2, Lesson 2.3, Lesson 2.4, Lesson 2.5
PHW4.8.5 Demonstrate how to effectively communicate empathy and support for others to improve their personal health and wellness.	Lesson 2.1, Lesson 2.2
Physical Activity	
PA4.8.1 Demonstrate the use of effective verbal and nonverbal communication skills to promote physical activity.	Lesson 3.3
PA4.8.2 Demonstrate effective peer resistance skills to avoid or reduce sedentary behaviors.	Lesson 3.4
PA4.8.3 Demonstrate effective negotiation skills that avoid or reduce participation in unsafe physical activities.	Lesson 3.5, Lesson 7.1
PA4.8.4 Demonstrate how to effectively ask for assistance in accessing equipment necessary to safely engage in physical activities.	Lesson 3.5
PA4.8.5 Demonstrate how to effectively ask for assistance to improve physical activity.	Lesson 3.4, Lesson 3.5

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Knowledge Expectations	Textbook Lessons
PA4.8.6 Demonstrate how to effectively communicate empathy and support to others who are trying to maintain or improve physical activity.	Lesson 3.3
Safety	
S4.8.1 Demonstrate the use of effective verbal and nonverbal communication skills to enhance safety and injury prevention.	Lesson 6.2
S4.8.2 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal safety of oneself and others.	Lesson 6.2
S4.8.3 Demonstrate effective peer resistance skills to avoid or reduce injury.	Lesson 6.2, Lesson 7.3
S4.8.4 Demonstrate effective negotiation skills to avoid or reduce injury.	Lesson 7.1
S4.8.5 Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.	Lesson 7.1
S4.8.6 Demonstrate how to effectively ask for assistance to avoid or reduce personal injury.	Lesson 9.2
Sexual Health	
SH4.8.1 Demonstrate the effective use of verbal and nonverbal communication skills to promote healthy relationships and sexual and reproductive health.	Lesson 8.3, Lesson 8.4, Lesson 10.1, Lesson 10.2
SH4.8.2 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the sexual health of oneself and others.	Lesson 6.2
SH4.8.3 Demonstrate effective peer resistance skills to avoid or reduce sexual risk behaviors.	Lesson 8.4
SH4.8.4 Demonstrate effective negotiation skills to avoid or reduce sexual risk behaviors.	Lesson 7.1
SH4.8.5 Demonstrate giving and receiving verbal consent for all sexual behaviors between partners.	Lesson 8.4, Lesson 9.2
SH4.8.6 Demonstrate how to effectively ask for assistance from parents, caregivers, or trusted adults to improve or maintain healthy relationships and sexual and reproductive health.	Lesson 8.3, Lesson 10.2
SH4.8.7 Demonstrate how to effectively communicate support for peers when aspects	*This program does not*

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Knowledge Expectations	Textbook Lessons
of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.	*discuss aspects of sexuality.*
Tobacco	
T4.8.1 Demonstrate the use of effective verbal and nonverbal communication skills to avoid or reduce exposure to secondhand smoke and tobacco use.	Lesson 5.3, Lesson 5.6
T4.8.2 Demonstrate effective peer resistance skills to avoid or reduce exposure to secondhand smoke and tobacco use.	Lesson 5.3, Lesson 5.6
T4.8.3 Demonstrate effective negotiation skills to avoid or reduce exposure to secondhand smoke and tobacco use.	Lesson 7.1
T4.8.4 Demonstrate how to effectively ask for assistance to quit using tobacco.	Lesson 5.6
T4.8.5 Demonstrate how to effectively communicate empathy and support for others who are trying to quit using tobacco.	Lesson 5.6
Violence Prevention	
V4.8.1 Demonstrate the use of effective verbal and nonverbal communication skills to prevent violence.	Lesson 9.1, Lesson 9.2, Lesson 9.3
V4.8.2 Demonstrate effective peer resistance skills to avoid or reduce violence.	Lesson 9.2
V4.8.3 Demonstrate effective negotiation skills to avoid or reduce violence.	Lesson 9.4, Lesson 7.1
V4.8.4 Demonstrate healthy ways to manage or resolve conflict to prevent violence.	Lesson 9.1
V4.8.5 Demonstrate how to effectively ask for assistance to prevent violence.	Lesson 9.2
V4.8.6 Demonstrate how to communicate empathy and support for others to prevent violence.	Lesson 9.1, Lesson 9.3
Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.	
Alcohol and Other Drugs	
AOD5.8.1 Identify circumstances that help or hinder making a decision to be alcohol- and other drug-free.	Lesson 5.1
AOD5.8.2 Determine when situations related to alcohol- and other drug-use require a decision (e.g., when a peer offers an alcoholic drink, deciding about getting into a	Lesson 5.4

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Knowledge Expectations	Textbook Lessons
motor vehicle with a driver who has been using alcohol and other drugs).	
AOD5.8.3 Distinguish when decisions related to alcohol- and other drug-use should be made individually or with the help of others.	Lesson 5.5
AOD5.8.4 Explain how family, culture, technology, media, peers, and personal beliefs affect a decision related to alcohol- and other drug-use.	Lesson 5.1
AOD5.8.5 Distinguish between healthy and unhealthy alternatives of a decision related to alcohol- and other drug-use.	Lesson 5.1, Lesson 5.2, Lesson 5.4
AOD5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to alcohol- and other drug-use.	Lesson 5.1, Lesson 5.2, Lesson 5.4
AOD5.8.7 Choose a healthy alternative when making a decision related to alcohol- and other drug-use.	Lesson 5.1, Lesson 5.2, Lesson 5.4, Lesson 5.5
AOD5.8.8 Analyze the effectiveness of a final outcome of a decision related to alcohol- and other drug-use.	Lesson 5.1
Food and Nutrition	
FN5.8.1 Identify circumstances that help or hinder making choices that support a healthy eating pattern.	Lesson 3.2
FN5.8.2 Determine when situations require a decision related to a healthy eating pattern.	Lesson 3.2
FN5.8.3 Distinguish when a decision related to food and beverage choices should be made individually or with the help of others.	Lesson 3.2
FN5.8.4 Explain how family, culture, technology, media, peers and personal beliefs affect a decision related to eating behaviors.	Lesson 3.2
FN5.8.5 Distinguish between healthier and less healthy alternatives of a decision related to eating behaviors.	Lesson 3.2
FN5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives of a decision related to eating behaviors.	Lesson 3.2
FN5.8.7 Choose a food or beverage that fits with a healthy eating pattern when making a decision about what to eat or drink.	Lesson 3.2
FN5.8.8 Analyze the effectiveness of a final outcome of a decision related to food and nutrition.	Lesson 3.2

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Knowledge Expectations	Textbook Lessons
Mental and Emotional Health	
MEH5.8.1 Identify circumstances that help or hinder making a healthy decision related to mental and emotional health.	Lesson 4.1, Lesson 4.7
MEH5.8.2 Determine when situations require a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).	Lesson 4.3, Lesson 4.5
MEH5.8.3 Distinguish when decisions about a mental or emotional health problem should be made individually or with the help of others.	Lesson 4.7
MEH5.8.4 Explain how family, culture, technology, media, peers, and personal beliefs affect a mental or emotional health-related decision (e.g., dealing with interpersonal conflict, acceptance of differences in others).	Lesson 4.6
MEH5.8.5 Distinguish between healthy and unhealthy alternatives of a mental and emotional health-related decision.	Lesson 4.6
MEH5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives of a mental and emotional health-related decision (e.g., dealing with interpersonal conflict).	Lesson 4.6
MEH5.8.7 Choose a healthy alternative when making a decision related to mental and emotional health.	Lesson 4.6
MEH5.8.8 Analyze the effectiveness of a final outcome of a mental and emotional health-related decision (e.g., dealing with interpersonal conflict).	Lesson 4.5
Personal Health and Wellness	
PHW5.8.1 Identify circumstances that help or hinder making a healthy decision related to personal health and wellness.	Lesson 2.1
PHW5.8.2 Determine when personal health and wellness situations require a decision.	Lesson 2.2
PHW5.8.3 Distinguish when decisions about personal health and wellness should be made individually or with the help of others.	Lesson 2.4
PHW5.8.4 Explain how family, culture, technology, media, peers, and personal beliefs affect a personal health and wellness-related decision.	Lesson 2.5
PHW5.8.5 Distinguish between healthy and unhealthy alternatives of a personal health and wellness-related decision.	Lesson 2.1, Lesson 2.2
PHW5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives to a personal health and wellness-related decision.	Lesson 2.1, Lesson 2.2

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Knowledge Expectations	Textbook Lessons
PHW5.8.7 Choose a healthy alternative when making a personal health and wellness-related decision.	Lesson 2.1, Lesson 2.2
PHW5.8.8 Analyze the effectiveness of a final outcome of a personal health and wellness-related decision.	Lesson 2.5, Lesson 2.3
Physical Activity	
PA5.8.1 Identify circumstances that help or hinder making a decision to be physically active.	Lesson 3.4
PA5.8.2 Determine when situations related to physical activity require a decision (e.g., when a peer suggests watching television, a friend suggests riding bikes without a helmet).	Lesson 3.5
PA5.8.3 Distinguish when decisions related to physical activity can be made individually or with the help of others.	Lesson 3.4
PA5.8.4 Explain how family, culture, technology, media, peers, and personal beliefs affect a decision related to physical activity.	Lesson 3.4
PA5.8.5 Distinguish between healthy and unhealthy alternatives to a decision related to physical activity.	Lesson 3.5
PA5.8.6 Predict the potential healthy and unhealthy alternatives to a decision related to physical activity.	Lesson 3.5
PA5.8.7 Choose a healthy alternative when making a decision related to physical activity.	Lesson 3.5
PA5.8.8 Analyze the effectiveness of a final outcome of a decision related to physical activity.	Lesson 3.3
Safety	
S5.8.1 Identify circumstances that help or hinder healthy decision making related to safety and injury prevention.	Lesson 6.1
S5.8.2 Determine when situations require a decision related to safety and injury prevention.	Lesson 6.1, Lesson 6.2
S5.8.3 Distinguish when safety and injury prevention decisions should be made individually or with the help of others.	Lesson 6.1, Lesson 6.2
S5.8.4 Explain how family, culture, technology, media, peers, and personal beliefs affect a decision related to safety and injury prevention.	Lesson 6.1, Lesson 6.2

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Knowledge Expectations	Textbook Lessons
S5.8.5 Distinguish between healthy and unhealthy alternatives to a decision related to safety and injury prevention.	Lesson 6.2
S5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to injury.	Lesson 6.2
S5.8.7 Choose a healthy alternative when making a decision related to safety and injury prevention.	Lesson 6.2
S5.8.8 Analyze the effectiveness of a final outcome of a decision related to safety and injury prevention.	Lesson 6.1, Lesson 6.2
Sexual Health	
SH5.8.1 Identify circumstances that help or hinder making a decision related to a safe and potentially risky sexual situation.	Lesson 10.1
SH5.8.2 Determine when potentially risky sexual health-related situations require a decision.	Lesson 10.1
SH5.8.3 Distinguish when decisions about safe and potentially risky sexual health-related situations should be made individually or with others (e.g., sexual partner).	Lesson 8.4, Lesson 9.2
SH5.8.4 Explain how family, culture, technology, media, peers, and personal beliefs affect a sexual health-related decision.	Lesson 8.4, Lesson 10.1, Lesson 10.2, Lesson 10.3
SH5.8.5 Distinguish between healthy and unhealthy alternatives of a sexual health-related decision.	Lesson 10.1, Lesson 10.2, Lesson 10.3
SH5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives to a sexual health-related decision.	Lesson 10.1, Lesson 10.3
SH5.8.7 Choose a healthy alternative when making a sexual health-related decision.	Lesson 10.1, Lesson 10.2, Lesson 10.3
SH5.8.8 Analyze the effectiveness of a sexual health-related decision.	Lesson 10.1, Lesson 10.2
Tobacco	
T5.8.1 Identify circumstances that help or hinder making a decision related to being tobacco-free.	Lesson 5.1, Lesson 5.3, Lesson 5.6
T5.8.2 Determine when situations require a decision related to tobacco use (e.g., when offered a cigarette by a peer).	Lesson 5.1
T5.8.3 Distinguish when decisions related to tobacco use should be made individually	Lesson 5.6

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Knowledge Expectations	Textbook Lessons
or with help of others.	
T5.8.4 Explain how family, culture, technology, media, peers, and personal beliefs affect a decision related to tobacco use.	Lesson 5.1, Lesson 5.3, Lesson 5.6
T5.8.5 Distinguish between healthy and unhealthy alternatives of a decision related to tobacco use.	Lesson 5.1
T5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to tobacco use.	Lesson 5.1, Lesson 5.3
T5.8.7 Choose a healthy alternative when making a decision related to tobacco use.	Lesson 5.1, Lesson 5.3
T5.8.8 Analyze the effectiveness of a final outcome of a decision related to tobacco use.	Lesson 5.1
Violence Prevention	
V5.8.1 Identify circumstances that help or hinder making a decision to prevent violence.	Lesson 9.1, Lesson 9.2, Lesson 9.3, Lesson 9.4
V5.8.2 Determine when potentially violent situations require a decision.	Lesson 9.1, Lesson 9.2, Lesson 9.3, Lesson 9.4
V5.8.3 Distinguish when decisions about potentially violent situations should be made individually or with others.	Lesson 9.1, Lesson 9.2, Lesson 9.3, Lesson 9.4
V5.8.4 Explain how family, culture, technology, media, peers, and personal beliefs affect a decision that could lead to violence.	Lesson 9.1, Lesson 9.3
V5.8.5 Distinguish between healthy and unhealthy alternatives of a decision that could lead to violence.	Lesson 9.3
V5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to violence.	Lesson 9.3
V5.8.7 Choose a healthy alternative when making a decision that could lead to violence.	Lesson 9.3
V5.8.8 Analyze the effectiveness of a final outcome of a decision that could lead to violence.	Lesson 9.3

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Knowledge Expectations	Textbook Lessons
Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.	
Alcohol and Other Drugs	
AOD6.8.1 Assess personal practices related to alcohol- and other drug-use.	Lesson 5.1
AOD6.8.2 Set a realistic personal goal to be alcohol- and other drug-free.	Lesson 5.6
AOD6.8.3 Assess the barriers to achieving a personal goal to be alcohol- and other drug-free.	Lesson 5.1, Lesson 5.2, Lesson 5.3, Lesson 5.4, Lesson 5.5, Lesson 5.6
AOD6.8.4 Apply strategies to overcome barriers to achieving a personal goal to be alcohol- and other drug-free.	Lesson 5.1, Lesson 5.2, Lesson 5.3, Lesson 5.4, Lesson 5.5, Lesson 5.6
AOD6.8.5 Use strategies and skills to achieve a personal goal to be alcohol- and other drug-free.	Lesson 5.1, Lesson 5.2, Lesson 5.3, Lesson 5.4, Lesson 5.5, Lesson 5.6
AOD6.8.6 Set a realistic personal goal to be alcohol- and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.	Lesson 5.4
AOD6.8.7 Assess the barriers to achieving a personal goal to be alcohol- and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.	Lesson 5.4
AOD6.8.8 Apply strategies to overcome barriers to achieving a personal goal to be alcohol- and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.	Lesson 5.4
AOD6.8.9 Use strategies and skills to achieve a personal goal to be alcohol- and drug-free or to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.	Lesson 5.4
Food and Nutrition	
FN6.8.1 Assess personal eating practices.	Lesson 3.1, Lesson 3.2
FN6.8.2 Set a realistic personal goal to improve eating patterns.	Lesson 3.1, Lesson 3.2
FN6.8.3 Assess the barriers to achieving a personal goal to improve eating patterns.	Lesson 3.2
FN6.8.4 Apply strategies to overcome barriers to achieving a personal goal to improve eating patterns.	Lesson 3.2

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Knowledge Expectations	Textbook Lessons
FN6.8.5 Use strategies and skills to achieve a personal goal to improve eating patterns.	Lesson 3.1
Mental and Emotional Health	
MEH6.8.1 Assess personal mental and emotional health practices.	Lesson 4.1
MEH6.8.2 Set a realistic goal to improve or maintain positive mental and emotional health.	Lesson 4.4, Lesson 4.5
MEH6.8.3 Assess the barriers to achieving a goal to improve or maintain positive mental and emotional health.	Lesson 4.5
MEH6.8.4 Apply strategies to overcome barriers to achieving a goal to improve or maintain positive mental and emotional health.	Lesson 4.5
MEH6.8.5 Use strategies and skills to achieve a goal to improve or maintain positive mental and emotional health.	Lesson 4.4, Lesson 4.5
Personal Health and Wellness	
PHW6.8.1 Assess personal health and wellness-related practices.	Lesson 2.2, Lesson 2.3
PHW6.8.2 Set a realistic goal to improve a positive personal health and wellness-related practice.	Lesson 2.2, Lesson 2.3
PHW6.8.3 Assess the barriers to achieving a personal health and wellness-related goal.	Lesson 2.2
PHW6.8.4 Apply strategies to overcome barriers to achieving a personal health and wellness-related goal.	Lesson 2.2
PHW6.8.5 Use strategies and skills to achieve a personal health and wellness-related goal.	Lesson 2.2, Lesson 2.3
Physical Activity	
PA6.8.1 Assess personal physical activity practices.	Lesson 3.3, Lesson 3.4
PA6.8.2 Set a realistic personal goal to be physically active.	Lesson 3.3, Lesson 3.4
PA6.8.3 Assess the barriers to achieving a personal goal to be physically active.	Lesson 3.4
PA6.8.4 Apply strategies to overcome barriers to achieving a personal goal to be physically active.	Lesson 3.4
PA6.8.5 Use strategies and skills to achieve a personal goal to be physically active.	Lesson 3.4

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Knowledge Expectations	Textbook Lessons
Safety	
S6.8.1 Assess personal safety and injury prevention practices.	Lesson 6.3
S6.8.2 Set a realistic personal goal to avoid or reduce injury.	Lesson 6.3
S6.8.3 Assess the barriers to achieving a personal goal to avoid or reduce injury.	Lesson 6.1, Lesson 6.2
S6.8.4 Apply strategies to overcome barriers to achieving a personal goal to avoid or reduce injuries.	Lesson 6.1, Lesson 6.2
S6.8.5 Use strategies and skills to achieve a personal goal to avoid or reduce injuries.	Lesson 6.1, Lesson 6.2
Sexual Health	
SH6.8.1 Set a realistic goal related to maintaining personal hygiene during puberty.	Lesson 2.1, Lesson 2.2
SH6.8.2 Assess relationships, practices, and behaviors related to sexual and reproductive health.	Lesson 8.4
SH6.8.3 Set a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.	Lesson 10.2, Lesson 10.3
SH6.8.4 Assess the barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.	Lesson 10.2, Lesson 10.3
SH6.8.5 Apply strategies to overcome barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.	Lesson 10.2
SH6.8.6 Use strategies and skills to achieve a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STIs.	Lesson 10.2
Tobacco	
T6.8.1 Assess personal tobacco-use practices.	Lesson 5.3, Lesson 5.1
T6.8.2 Set a realistic personal goal to be tobacco-free.	Lesson 5.3
T6.8.3 Assess the barriers to achieving a personal goal to be tobacco-free.	Lesson 5.3
T6.8.4 Apply strategies to overcome barriers to achieving a personal goal to be tobacco-free.	Lesson 5.3
T6.8.5 Use strategies and skills to achieve a personal goal to be tobacco-free.	Lesson 5.3

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Knowledge Expectations	Textbook Lessons
Violence Prevention	
V6.8.1 Assess personal violent and non-violent practices.	Lesson 9.1, Lesson 9.2, Lesson 9.4, Lesson 1.3
V6.8.2 Set a realistic personal goal to prevent violence.	Lesson 9.1
V6.8.3 Assess the barriers to achieving a personal goal to prevent violence.	Lesson 9.1, Lesson 9.3
V6.8.4 Apply strategies to overcome barriers to achieving a personal goal to prevent violence.	Lesson 9.1, Lesson 9.2, Lesson 9.3, Lesson 9.4
V6.8.5 Use strategies and skills to achieve a personal goal to prevent violence.	Lesson 9.4
Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Alcohol and Other Drugs	
AOD7.8.1 Explain the importance of being responsible for being alcohol- and other drug-free.	Lesson 5.4, Lesson 5.5, Lesson 5.6
AOD7.8.2 Analyze personal practices and behaviors that reduce or prevent alcohol- and other drug-use.	Lesson 5.1, Lesson 5.2, Lesson 5.3, Lesson 5.4, Lesson 5.5, Lesson 5.6
AOD7.8.3 Demonstrate alcohol- and other drug-use prevention practices and behaviors to improve the health of oneself and others.	Lesson 5.2, Lesson 5.3, Lesson 5.4, Lesson 5.6
AOD7.8.4 Commit to practicing healthy alcohol- and other drug-use prevention behaviors.	Lesson 5.2, Lesson 5.4, Lesson 5.6
AOD7.8.5 Commit to avoiding riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.	Lesson 5.4
Food and Nutrition	
FN7.8.1 Explain the importance of being responsible for the personal eating behaviors that are within one's control.	Lesson 3.1, Lesson 3.2
FN7.8.2 Analyze eating patterns and behaviors that reduce or prevent health risks.	Lesson 3.2
FN7.8.3 Demonstrate eating patterns and behaviors to improve the health of oneself and others.	Lesson 3.2

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Knowledge Expectations	Textbook Lessons
FN7.8.4 Commit to practicing healthy eating patterns and behaviors.	Lesson 3.2
Mental and Emotional Health	
MEH7.8.1 Explain the importance of being responsible for personal mental and emotional health behaviors.	Lesson 4.1, Lesson 4.2, Lesson 4.3, Lesson 4.5
MEH7.8.2 Analyze personal mental and emotional health practices and behaviors that reduce or prevent health risks.	Lesson 4.1, Lesson 4.2, Lesson 4.3, Lesson 4.6, Lesson 4.7
MEH7.8.3 Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.	Lesson 4.1, Lesson 4.2, Lesson 4.3, Lesson 4.4, Lesson 4.6, Lesson 4.7
MEH7.8.4 Commit to practicing healthy mental and emotional health behaviors.	
Personal Health and Wellness	
PHW7.8.1 Explain the importance of being responsible for personal health and wellness-related behaviors.	Lesson 2.1, Lesson 2.2, Lesson 2.3, Lesson 2.4, Lesson 2.5
PHW7.8.2 Analyze personal health and wellness-related practices and behaviors that reduce or prevent health risks.	Lesson 2.1, Lesson 2.2, Lesson 2.3, Lesson 2.4, Lesson 2.5
PHW7.8.3 Demonstrate healthy practices and behaviors to improve the personal health and wellness of oneself and others.	Lesson 2.1, Lesson 2.2, Lesson 2.3, Lesson 2.4, Lesson 2.5
PHW7.8.4 Commit to practicing positive personal health and wellness-related behaviors.	Lesson 2.2, Lesson 2.3, Lesson 2.5
Physical Activity	
PA7.8.1 Explain the importance of being responsible for being physically active.	Lesson 3.3, Lesson 3.4
PA7.8.2 Analyze personal practices and behaviors that reduce or prevent sedentary behavior.	Lesson 3.3, Lesson 3.4
PA7.8.3 Demonstrate healthy practices and behaviors to improve the physical activity of oneself and others.	Lesson 3.3, Lesson 3.4, Lesson 3.5
PA7.8.4 Commit to being physically active.	Lesson 3.3, Lesson 3.4
Safety	
S7.8.1 Explain the importance of being responsible for promoting safety and avoiding	Lesson 6.1, Lesson 6.2

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Knowledge Expectations	Textbook Lessons
or reducing injury.	
S7.8.2 Analyze practices and behaviors that reduce or prevent injuries.	Lesson 6.1, Lesson 6.2, Lesson 6.3
S7.8.3 Demonstrate healthy practices and behaviors to improve safety and injury prevention of oneself and others.	Lesson 6.1, Lesson 6.2, Lesson 6.3
S7.8.4 Commit to practicing safety and injury prevention.	Lesson 6.1, Lesson 6.2, Lesson 6.3
Sexual Health	
SH7.8.1 Explain the importance of being responsible for practicing sexual abstinence.	Lesson 8.4, Lesson 10.1, Lesson 10.2, Lesson 10.3
SH7.8.2 Explain the importance of being responsible for practicing safer sexual behaviors.	Lesson 8.4, Lesson 10.2, Lesson 10.3
SH7.8.3 Analyze personal practices and behaviors that reduce or prevent sexual risk behaviors.	Lesson 8.4, Lesson 10.2, Lesson 10.3
SH7.8.4 Demonstrate practices and behaviors to improve the sexual and reproductive health of oneself and others.	Lesson 8.4, Lesson 10.2, Lesson 10.3
SH7.8.5 Commit to practicing healthy sexual behaviors.	Lesson 8.4
Tobacco	
T7.8.1 Explain the importance of being responsible for being tobacco-free.	Lesson 5.3
T7.8.2 Analyze personal practices and behaviors that prevent tobacco use.	Lesson 5.3
T7.8.3 Demonstrate tobacco prevention practices and behaviors to improve the health of oneself and others.	Lesson 5.3
T7.8.4 Commit to being tobacco-free.	Lesson 5.6
Violence Prevention	
V7.8.1 Explain the importance of being responsible for practicing violence prevention behaviors.	Lesson 9.1, Lesson 9.4
V7.8.2 Analyze personal practices and behaviors that reduce or prevent violence.	Lesson 9.1, Lesson 9.2, Lesson 9.3, Lesson 9.4
V7.8.3 Demonstrate violence prevention practices and behaviors to improve the	Lesson 9.3, Lesson 9.4

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Knowledge Expectations	Textbook Lessons
health of oneself and others.	
V7.8.4 Commit to practicing violence prevention behaviors.	Lesson 9.1, Lesson 9.4
Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.	
Alcohol and Other Drugs	
AOD8.8.1 State a health-enhancing position about being alcohol- and other drug-free, supported with accurate information, to improve the health of others.	Lesson 5.2, Lesson 5.3, Lesson 5.4, Lesson 5.6
AOD8.8.2 Persuade others to be alcohol- and other drug-free.	Lesson 5.2, Lesson 5.4, Lesson 5.6
AOD8.8.3 Persuade others to avoid driving while under the influence of alcohol or other drugs.	Lesson 5.4
AOD8.8.4 Persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.	Lesson 5.4
AOD8.8.5 Collaborate with others to advocate for individuals, families, and schools to be alcohol- and other drug-free.	Lesson 5.2, Lesson 5.3, Lesson 5.4, Lesson 5.6
AOD8.8.6 Demonstrate how to adapt alcohol- or other drug-free messages for different audiences.	Lesson 5.3, Lesson 5.6
Food and Nutrition	
FN8.8.1 State a food and nutrition position, supported with accurate information, to improve the health of others.	Lesson 3.1
FN8.8.2 Persuade and support others to make positive food and beverage choices that are within their control and influence.	Lesson 3.1, Lesson 3.2
FN8.8.3 Collaborate with others to advocate for healthy food and nutrition at home, in school, or in the community.	Lesson 3.1, Lesson 3.2
FN8.8.4 Demonstrate how to adapt food and nutrition messages for different audiences.	Lesson 3.2
Mental and Emotional Health	
MEH8.8.1 State a health-enhancing position on a mental and emotional health topic, supported with accurate information, to improve the health of others.	Lesson 4.1, Lesson 4.2, Lesson 4.5, Lesson 4.6, Lesson 4.7

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Knowledge Expectations	Textbook Lessons
MEH8.8.2 Persuade others to make positive mental and emotional health choices.	Lesson 4.1, Lesson 4.2, Lesson 4.5, Lesson 4.7
MEH8.8.3 Collaborate with others to advocate for improving mental and emotional health of individuals, families, and communities.	Lesson 4.5, Lesson 4.6, Lesson 4.7
MEH8.8.4 Demonstrate how to adapt a positive mental and emotional health message for different audiences.	Lesson 4.5, Lesson 4.6
Personal Health and Wellness	
PHW8.8.1 State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.	Lesson 2.1, Lesson 2.3, Lesson 2.4, Lesson 2.5
PHW8.8.2 Persuade others to make positive personal health and wellness-related choices.	Lesson 2.1, Lesson 2.3, Lesson 2.5
PHW8.8.3 Collaborate with others to advocate for individuals, families, and schools to be healthy.	Lesson 2.1, Lesson 2.5
PHW8.8.4 Demonstrate how to adapt a personal health and wellness-related message for different audiences.	Lesson 2.1, Lesson 2.2, Lesson 2.3
Physical Activity	
PA8.8.1 State a health-enhancing position about being physically active, supported with accurate information, to improve the health of others.	Lesson 3.3, Lesson 3.4
PA8.8.2 Persuade others to make healthy and safe physical activity choices.	Lesson 3.3, Lesson 3.4
PA8.8.3 Collaborate with others to advocate for individuals, families, and schools to be physically active.	Lesson 3.4
PA8.8.4 Demonstrate how to adapt a positive physical activity messages for different audiences.	Lesson 3.4
Safety	
S8.8.1 State a health enhancing position, supported with accurate information, to improve the safety of others.	Lesson 6.1, Lesson 6.2, Lesson 6.3
S8.8.2 Persuade others to make positive safety and injury prevention choices.	Lesson 6.1, Lesson 6.3
S8.8.3 Collaborate with others to advocate for individual, family, and community safety and injury prevention.	Lesson 6.1, Lesson 6.2, Lesson 6.3
S8.8.4 Demonstrate how to adapt safety and injury prevention messages for different	Lesson 6.2

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Knowledge Expectations	Textbook Lessons
audiences.	
Sexual Health	
SH8.8.1 State a health-enhancing position on a sexual and reproductive health-related topic, supported with accurate information, to improve the health of self and others.	Lesson 8.4, Lesson 10.2, Lesson 10.1
SH8.8.2 Persuade others to avoid or reduce risky sexual behaviors.	Lesson 10.1, Lesson 10.2
SH8.8.3 Persuade others to avoid teasing, bullying, or stigmatizing others based on their personal characteristics or aspects of their sexuality and gender (e.g., sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).	*This program does not discuss aspects of sexuality. For bullying and hate crimes, see Lessons 9.1 and 9.4.*
SH8.8.4 Collaborate with others to advocate for safe, respectful, and responsible relationships.	Lesson 8.4, Lesson 10.2
SH8.8.5 Collaborate with others to advocate for opportunities to avoid or reduce risky sexual behaviors.	Lesson 10.2
SH8.8.6 Demonstrate how to adapt positive sexual health-related messages for different audiences.	Lesson 8.4
Tobacco	
T8.8.1 State a health-enhancing position about tobacco prevention, supported with accurate information, to improve the health of others.	Lesson 5.3
T8.8.2 Persuade others to be tobacco-free and avoid exposure to second-hand smoke.	Lesson 5.3, Lesson 5.6
T8.8.3 Collaborate with others to advocate for individuals, families, and schools to be tobacco-free.	Lesson 5.3
T8.8.4 Demonstrate how to adapt tobacco-free messages for different audiences.	Lesson 5.3
Violence Prevention	
V8.8.1 State a health-enhancing position on a violence prevention topic, supported with accurate information, to improve the health of others.	Lesson 9.2, Lesson 9.3, Lesson 9.4
V8.8.2 Persuade others to prevent violence.	Lesson 9.2, Lesson 9.3, Lesson 9.4
V8.8.3 Collaborate with others to advocate for individuals, families, and schools to prevent violence.	Lesson 9.2, Lesson 9.3, Lesson 9.4
V8.8.4 Demonstrate how to adapt violence prevention messages for different	Lesson 9.2, Lesson 9.4

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Knowledge Expectations	Textbook Lessons
audiences.	

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