

Louisiana Health Education Content Standards

Middle School (Grades 5-8)

Correlations Submitted by InnerLink, Inc.

Abbreviation Key

PB = Project Breathe

PF = Project Fitness

PN = Project Nutrition

PR = Project Recover

PS = Project Safe

Take Action! MWP = My Wellness Planner, InnerLink's "Personal Health Program" tool (1 per Project)

Standard 1: Students will comprehend, analyze, design and evaluate health concepts and strategies related to health promotion and disease prevention.

Benchmark	Benchmark Description	Location(s) Where Taught in Major Tools
1-M-1	Describe relationships among physical, mental, emotional, and social health.	<p>PR, major focus of entire Project, e.g., Knowledge, Tutorials, e.g., Introduction, Emotional Trauma and PTSD, What Is Traumatic?, Depression, Anxiety; Skills, Lab Activities—all 5 with worksheets, e.g., Managing Stress; Skills, Life Skills—all 4, e.g., Inventory & Plan Take Action! MWP—PB, p. 11; PF, p. 4; PN, pp. 4-5, 12, 14; PR, pp. 12, 14; PS, p. 13 Take Action! Communications Advocate, Advocate for Myself—PB, PF, PN, PR, PS PS: Take Action! Activities—Leadership, Mentor, & Kindness; Knowledge, Tutorials—Avoiding Conflict, It Takes Time</p>
1-M-2	Evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.).	<p>Take Action! MWP—PB, PF, PN, PR, PS</p> <p>All content of Skills—provides application opportunities and/or additional info to practice evaluating lifestyle choices:</p> <ul style="list-style-type: none"> • Lab Activities, e.g.— <ul style="list-style-type: none"> ○ PB: Shortness of Breath, Peak Flow Meter ○ PF: all 4 exercise videos ○ PN: BMI Lab, BMR Lab, Food Label Lab ○ PR: all 5, e.g., Self-Talk ○ PS: McKay Video • Life Skills, e.g.— <ul style="list-style-type: none"> ○ PB: Reflections Tutorial, Reflections Activity ○ PF: all 6, e.g., Exercise Challenge ○ PN: all 5, e.g., Energy Balance ○ PR: all 4, e.g., Trauma or Drama? ○ PS: the 5 labeled as challenges, e.g., Fire Challenge & It Takes Time • PS—Chain of Survival <p>All content of Knowledge—provides basic info upon which to analyze, supported by <i>Instructor Lesson Plans</i>:</p> <ul style="list-style-type: none"> • Tutorials—PB, PF, PN, PR, PS • Activities, consequences of lifestyle choices & life events, e.g.'s— <ul style="list-style-type: none"> ○ PB: Life Expectancy Calculator, Addiction Prediction, Virtual Lung Fly-Through ○ PF: Fitness BMI Calculator ○ PN: Energy Balance, Measurement

		<ul style="list-style-type: none"> ○ PR: Signs of Stress ○ PS: Disaster Puzzle, Quiz Show
<p>1-M-3</p>	<p>Examine the structure and function of body systems and their relationships to wellness.</p>	<p>Knowledge, Tutorials—</p> <ul style="list-style-type: none"> ● PF: Lifting the Hood ● PB: Lung Cancer, Understanding Asthma (See especially, <i>Student Worksheets—The Lungs</i> (Resp. System), <i>The Heart</i> (Circ. System), <i>Protecting the Lungs</i>.) ● PN: Overview, Measurement ● PR: How Are People Affected? & Physical Changes (affects of event) ● PS: It Takes Time <p>Knowledge, Activities—</p> <ul style="list-style-type: none"> ● PB: Virtual Lung Fly-Through, Addiction Prediction, Heart Puzzle, Lung Puzzle ● PN: Hand-Washing Quiz ● PR: Signs of Stress (affects of event) <p>Skills, Lab Activities—</p> <ul style="list-style-type: none"> ● PB: Lung Volume with worksheet ● PS: Save-a-Life ● PR: all 5 with worksheets, e.g., Grief & Loss (affects of event) <p>Skills, Life Skills—</p> <ul style="list-style-type: none"> ● PN: Energy Balance ● PR: all 4, e.g., Inventory & Plan with worksheet
<p>1-M-4</p>	<p>Analyze high-risk behaviors to determine their impact on wellness (e.g., disease transmission, suicidal tendencies, substance use and abuse, etc.).</p>	<p>Skills—provide application opportunities and/or additional info to practice analyzing high-risk behaviors:</p> <p>Lab Activities, e.g.'s—</p> <ul style="list-style-type: none"> ● PB: Shortness of Breath, Peak Flow Meter ● PF: all 4 videos, re: exercise safety ● PN: NONE ● PR: Managing Stress ● PS: McKay Video <p>Life Skills, e.g.'s—</p> <ul style="list-style-type: none"> ● PB: Reflections Tutorial, Reflections Activity ● PF: Injury Challenge ● PN: NONE ● PR: Inventory & Plan ● PS: Conflict Challenge, Abduction Challenge <p>PS: Take Action! Activities—Assessment, Online, ICE; Take Action! MWP—pp. 4-5</p> <p>All content of Knowledge—provide basic info upon which to analyze, supported by <i>Student Worksheets</i> and <i>Instructor Lesson Plans</i>:</p> <ul style="list-style-type: none"> ● Activities, consequences of high-risk choices, e.g.'s— <ul style="list-style-type: none"> ○ PB Life Expectancy Calculator ○ PB Quitting Tobacco ○ PB Addiction Prediction ○ PB Virtual Lung Fly-Through ● Tutorials—PB, PF, PN, PR, PS

<p>1-M-5</p>	<p>Determine factors that influence violence and strategies for avoiding unhealthy situations.</p>	<p>PB: Knowledge, Tutorials—Refusal Skills; Take Action! MWP—p. 13 (applying refusal skills) PS: Skills, Life Skills—Abduction Challenge, Conflict Challenge; Skills, Lab Activities—McKay Video (re: Internet Safety); Take Action!, Activities—Assessment, Online; Knowledge, Tutorials—Avoiding Conflict, Stay Safe, Gun Safety, Preventive Lockdown, Internet Safety; Take Action! MWP, e.g., pp. 5, 11, 13 PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan</p>
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Standard 2: Students will demonstrate the ability to access and evaluate the validity of health information and health promoting products and services.

Benchmark	Benchmark Description	Location(s) Where Taught in Major Tools
2-M-1	Locate valid health information using various sources (e.g., Internet, videos, print, television, etc.).	<p>Evaluating validity of:</p> <ul style="list-style-type: none"> • PB: e.g., <i>Knowledge, Tutorials</i>—Assessing Health Information Accessed from the Internet • PN: <i>Knowledge, Activities</i>—Water Math Challenge; <i>Skills, Lab Activities</i>—Water Taste Test; <i>Take Action! Activities</i>—Food Safety • PR: NONE • PS: e.g., <i>Knowledge, Tutorials</i>—Internet Safety, Identity Theft; <i>Take Action! Activities</i>—Online; <i>Skills, Lab Activities</i>—McKay Video (re: Internet Safety) <p>Guided practice locating:</p> <ul style="list-style-type: none"> • <i>Take Action! MWP</i>—PB, p. 8; PF, p. 8; PN, p. 9; PR, p. 9; PS, p. 9 • Using <i>Student Worksheets</i> (under <i>Knowledge</i>) to take notes re: all <i>Tutorials</i>—PB, PF, PN, PR, PS • PB: <i>Student Worksheets</i>, Enrichment section—The Heart (Circ. System), Protecting the Lungs, Tobacco Facts, Lung Cancer • PN: <i>Knowledge, Activities</i>, e.g., Crossword Puzzle; <i>Skills, Lab Activities</i>—Food Label Lab • PR: <i>Take Action! Project Recover Community</i> • Finding each tutorial, worksheet, activity, other content on-line—PB, PF, PN, PR, PS <p>Resources, Links facilitates: PB, PF, PN, PR, PS; & PN—Newsletters</p> <p>See Also PS: Family Reunification Tutorial</p>
2-M-2	Identify how media influences the selection of health information and products.	<p>PB: <i>Knowledge, Tutorials</i>—Tobacco Advertising with worksheet & <i>Knowledge, Activities</i>—Counter-Smoking Ads</p> <p>Evaluating validity of: PB: e.g., <i>Knowledge, Tutorials</i>—Assessing Health Information Accessed from the Internet</p>
2-M-3	Locate and evaluate functions of community health agencies and professional health	<p>Resources, Links—locating practice PN: Nutrition Careers, including finding a nutrition professional</p> <ul style="list-style-type: none"> • PB: Organizational Links, Respiratory Health Careers Links • PF: first 4 links, e.g., Red Cross

	services.	<ul style="list-style-type: none"> • PR: all links, e.g., FEMA for Kids • PS: all links, e.g., iSAFE <p>Knowledge, Tutorials—</p> <ul style="list-style-type: none"> • PB: Careers in Respiratory Health, also highlights agencies & services • PR: referring student to, e.g., Depression • PS: Health Promo. & Disease Prevention, Public Health & Pandemics, It Takes Time [counseling], Public Health and Safety Careers (see also Evacuate [emergency officials], Pandemic [WHO], ICE [EMTs]) <p>Take Action! MWP—PB, p. 8; PF, p. 8; PN, p. 9; PR, p. 9; PS, p. 9</p>
2-M-4	Examine the effectiveness of health products and services.	<p>PN: Skills, Lab Activities—Water Taste Test (blind testing); Take Action! Advanced Study—influence of soft drink vending; Knowledge, Activities—Water Math Challenge & Nutrition Math Quiz</p>

Standard 3: Students will demonstrate the ability to practice positive health behaviors and reduce health risks.

Benchmark	Benchmark Description	Location(s) Where Taught in Major Tools
3-M-1	Identify personal health needs and develop long-term goals for a healthy lifestyle.	<p>Take Action! MWP—PB, pp. 17-19, 7, 9; PF, pp. 23-25, 4-5, 7; PR, pp. 24-28, 4-5, 12, 14; PN, pp. 7-8, 24-26; PS, pp. 7-8, 12-20</p> <p>PS: Skills—Chain of Survival</p> <p>Skills, Life Skills offer info upon which to base goals:</p> <p>PB: all 3 challenges, e.g., Reflections Activity</p> <p>PF: all 6 challenges, e.g., Getting Fit & Healthy Challenge</p> <p>PN: all 5, e.g., Energy Balance</p> <p>PR: all 4, e.g., Trauma or Drama?</p> <p>PS: all 8 challenges, e.g., Evacuate Challenge</p> <p>Knowledge, Tutorials</p> <p>PB: all emphasize individual responsibility, e.g., Quitting Smoking (Cessation)</p> <p>PF: all emphasize individual responsibility, e.g., Buckle Up for Safety</p> <p>PN: all emphasize individual responsibility, e.g., Portion Size</p> <p>PR: How to Spot Signs of Emotional Trauma subgroup, e.g., Cognitive (talk to adult)</p> <p>PS: all emphasize individual responsibility, except Careers</p> <p>Take Action! Activities</p> <p>PN: all 4, e.g., Eating Right</p> <p>PS: all 7, e.g., On-Line Take Action</p>
3-M-2	Examine physical fitness assessments and their role in developing a personal wellness program.	<p>PF, e.g.—</p> <p>Knowledge, Tutorials—Fitness Tips refer students to testing; see also Keeping the Body Running, Check Engine</p> <p>Knowledge, Activities—Fitness BMI Calculator</p> <p>Resources, Links—President’s Challenge</p>
3-M-3	Develop injury prevention and management strategies for personal and family health.	<p>Take Action! MWP—PS, pp. 4-5, 8, 10-11, 12-20</p> <p>PF: e.g., Knowledge, Tutorials—Buckle Up for Safety, Test Drive; Skills, Lab Activities—all 4 videos (re: correct techniques); Skills, Life Skills—Save-a-Life Challenge</p> <p>PS: Knowledge, Tutorials—Getting Prepared, ICE, Stay Safe, Hurricanes, Gun Safety, Avoiding Conflict, Internet Safety, Evacuate, Shelter in Place, Preventive Lockdown, Family Reunification; Skills, Lab Activities—Save-a-Life, McKay Video; Skills, Life Skills—all 8, e.g., Fire Drill Challenge, Conflict Challenge; Skills—Chain of Survival; Take Action! Activities—all 7, e.g., ICE Take Action, Train Me Take Action</p>

Standard 4: Students will analyze the impact of the media, technology, economy, culture, and other factors on health through the use of technological resources.

Benchmark	Benchmark Description	Location(s) Where Taught in Major Tools
4-M-3	Investigate the impact of media (e.g., television, newspaper, billboards, magazines, Internet) on positive and negative health behaviors.	<p>PB: Knowledge, Activities—Virtual Lung Fly-Through (high-tech view), Counter-Smoking Ads; Knowledge, Tutorials—Tobacco Advertising with worksheet; Take Action! Communications Advocate</p> <p>PN: Water Taste Test Lab Activity with worksheet (blind testing) Take Action! Advanced—Study influence of soft drink vending; Knowledge Activities—Water Math Challenge & Nutrition Math Quiz</p> <p>PS: Knowledge, Tutorials—Internet Safety, Identity Theft; Skills, Lab Activities—McKay Video (re: Internet Safety), Save-a-Life; Skills—Chain of Survival</p> <p>See Also</p> <p>PN: e.g., Energy Balance Tutorial (implied should limit media time/sedentary)</p>
4-M-4	Describe the ways that technology affects health (e.g., video games, computers, high-technological medical equipment, etc.).	<p>PB: e.g., Knowledge, Tutorials—Lung Cancer (med tech), Understanding Asthma (med test); Knowledge, Activities—Virtual Lung Fly-Through (high-tech viewpoint); Skills, Lab Activities—Peak Flow Meter & Stethoscope; Skills, Life Skills—Life Saving Skills (AED); Take Action! Activities—AED Take Action</p> <p>PS: Knowledge, Tutorials—Internet Safety, Identity Theft; Skills, Lab Activities—McKay Video (re: Internet Safety), Save-a-Life; Skills—Chain of Survival</p> <p>PF: Skills, Life Skills—Save-a-Life Challenge</p>
4-M-5	Assess ways in which various media influence buying decisions (e.g., health products, medicines, food).	<p>PB: Knowledge, Tutorials—Tobacco Advertising; Knowledge, Activities—Counter-Smoking Ads</p> <p>PN: Skills, Lab Activities—Water Taste Test (re: blind testing); Take Action! Advanced—Study influence of soft drink vending; Knowledge, Activities—Water Math Challenge & Nutrition Math Quiz</p> <p>PS: Knowledge, Tutorials—Internet Safety, Identity Theft</p>

Standard 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.

Benchmark	Benchmark Description	Location(s) Where Taught in Major Tools
5-M-1	Demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all.	<p>Communicating care to others, regarding their health, provided in each Project's Take Action!:</p> <ul style="list-style-type: none"> • Activities: PB; PN; PS, e.g., Leadership, Mentor, & Kindness • Helping: PB, PF, PN, PR, PS <p>Self-control & respect: PB: Take Action! MWP—p. 11; Knowledge, Tutorials—Refusal Skills PF: Take Action! MWP—p. 11 PN: Take Action! MWP—pp. 12, 14 PR: Take Action! MWP—pp. 10, 12, 14; Skills, Life Skills—Invite & Include, Trauma or Drama?; Skills, Lab Activities—all 5, e.g., Self-Talk, Grief & Loss PS: Take Action! MWP—pp. 11, 13; Skills, Lab Activities—McKay Video; Skills, Life Skills—Conflict Challenge, Abduction Challenge; Knowledge, Tutorials—Avoiding Conflict, Internet Safety, Stay Safe, Gun Safety, It Takes Time</p> <p>Communication practice provided in each Take Action! Communications Advocate: PB, PF, PN, PR, PS.</p>
5-M-2	Distinguish between positive and negative peer pressure and analyze the impact of peer pressure on decision-making.	<p>PB: Knowledge, Tutorials—Refusal Skills; Knowledge, Activities—Counter-Smoking Ads</p> <p>PS: Avoiding Conflict Tutorial; Take Action! Activities—Leadership, Mentor, & Kindness; Take Action! MWP—p. 11</p> <p>Becoming/Being a Positive Influence, Take Action!, e.g., Activities & Communication Advocate—PB, PF, PN, PR, PS</p>
5-M-3	Demonstrate refusal and conflict resolution skills to develop and maintain healthy relationships with peers, family and others in socially acceptable ways.	<p>PB: Knowledge, Tutorials—Refusal Skills; Knowledge, Activities—Counter-Smoking Ads PS: Knowledge, Tutorials—Avoiding Conflict, Internet Safety, Stay Safe, Gun Safety; Take Action! Activities—Leadership, Mentor, & Kindness; Take Action! MWP—p. 11; Skills, Lab Activities—McKay Video (re: Internet Safety) PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan; Knowledge, Tutorials—Behavior PF & PN</p>
5-M-4	Demonstrate positive decision-making and problem-solving skills.	<p>PB: All Knowledge, Tutorials & Activities with <i>Student Worksheets</i> and Skills, Lab Activities & Life Skills provide basic information upon which students</p>

		<p>are encouraged to base personal health decisions, e.g., Knowledge, Activities—Compound Investment Calculator, Life Expectancy Calculator, & Addiction Prediction; Skills, Life Skills—Reflections Tutorial & Reflections Activity</p> <p>PF: Skills, Life Skills—all 6 challenges provide real-world practice, e.g., Workout Challenge.</p> <p>PN: Skills, Life Skills—all 5 challenges provide real-world practice, e.g., Make the Right Choice Challenge; Knowledge, Activities—Water Math Challenge & Nutrition Math Quiz; Skills, Lab Activities—Water Taste Test; Take Action! Activities—all 4 activities offer practice, e.g., Eating Right Take Action.</p> <p>PS: Take Action! Activities—Assessment, ICE, Online, Train Me; Skills, Lab Activities—Save-a-Life, McKay Video; Skills, Life Skills—Fire Challenge, Fire Drill Challenge, It Takes Time, Abduction Challenge, Conflict Challenge, Evacuate Challenge; Take Action! MWP—p. 8</p> <p>PR: Skills, Lab Activities with <i>Student Worksheets</i>—all 5, e.g., Grief & Loss; Skills, Life Skills—all 4, e.g., Invite & Include</p>
<p>5-M-5</p>	<p>Develop strategies and skills for attaining personal health goals.</p>	<p>Take Action! MWP PB, pp. 17-19, 7, 9; PF, pp. 23-25, 4-5, 7; PR, pp. 24-28, 4-5, 12, 14; PN, pp. 7-8, 24-26; PS, pp. 7-8, 12-20</p> <p>Skills, Lab Activities, e.g:</p> <ul style="list-style-type: none"> • PB: Heart Rate, Respiratory Rate, Peak Flow Meter, Stethoscope • PF: all 4 videos (re: correct exercising techniques) • PN: BMI Calculator, BMR Calculator, Food Label Lab with worksheet • PR: all 5, e.g., Moving On • PS: McKay Video, Save-a-Life <p>Take Action! Activities, strategies suggested:</p> <ul style="list-style-type: none"> • PB: all 8, e.g., AED Take Action • PF: all 3, e.g., Physical Fitness • PN: all 4, e.g., Calorie Control Take Action • PS: all 7, e.g., Assessment Take Action <p>Skills, Life Skills offer practice & ideas:</p> <ul style="list-style-type: none"> • PB: Reflections Tutorial, Reflections Activity • PF: all 6, e.g., Getting Fit & Healthy Challenge • PN: all 5, e.g., Eat Your Veggies! • PR: all 4, e.g., Help Me Challenge • PS: all 8, e.g., It Takes Time <p>PS: Skills—Chain of Survival</p> <p>Knowledge, Tutorials offer basic info to help students apply skills—PB, PF, PN, PR, PS.</p>

Standard 6: Students will demonstrate the ability to advocate for personal, family, and community health.

Benchmark	Benchmark Description	Location(s) Where Taught in Major Tools
6-M-1	Develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.).	<p>Take Action! -Activities—</p> <ul style="list-style-type: none"> • PB: Tobacco-Free Car & Home; Awareness; Health Fair with form; Memory Quilt; Live Smoke Free • PN: Food Safety Take Action • PS: Leadership, Mentor, & Kindness <p>-Take Action! MWP—PB, p. 17, Take Action; PF, p. 7; PN, p. 6; PR, p. 7; PS, pp. 7, 14-20 -Communications Advocate (all activities, except Advocate for Myself)—PB, PF, PN, PR, PS -Helping—PB, PF, PN, PR, PS Resources, Newsletters, act of sharing them with family, others—PN PS: Avoiding Conflict Tutorial; Take Action! Activities—Leadership, Mentor, & Kindness</p>
6-M-2	Analyze various communication methods to accurately express health ideas and opinions.	<p>Take Action! Communications Advocate—PB, PF, PN, PR, PS PB: Knowledge, Tutorials—Refusal Skills PF: PS: Knowledge, Tutorials—Avoiding Conflict, Internet Safety; Skills, Lab Activities—McKay Video (re: Internet Safety); Take Action! Activities—Leadership, Mentor, & Kindness; Take Action! MWP—p. 11 PN: Resources, Newsletters</p>
6-M-3	Identify barriers to effective communication about health issues.	<p>PB: Knowledge, Tutorials—Refusal Skills PR: e.g., Skills, Lab Activities—all 5, e.g., Self-Talk; Skills, Life Skills—all 4, e.g., Trauma or Drama? PS: Skills, Lab Activities—McKay Video (re: Internet Safety); Take Action! Activities—Leadership, Mentor, & Kindness; Take Action! MWP—p. 11; Knowledge, Tutorials—Avoiding Conflict, Internet Safety Take Action! Communications Advocate—PB, PF, PN, PR, PS PN: Resources, Newsletters</p>
6-M-4	Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.	<p>Take Action! -Activities—</p> <ul style="list-style-type: none"> • PB: Tobacco-Free Car & Home; Awareness; Health Fair with form; Memory Quilt; Live Smoke Free • PN: Food Safety Take Action • PS: Leadership, Mentor, Kindness <p>-Take Action! MWP—PB, p. 17; PS, pp. 14-20 -Helping—PB, PF, PN, PR, PS</p>