

South Carolina Health Education Content Standards Middle School (Grades 6-8)

Correlations Submitted by InnerLink, Inc.

Abbreviation Key

PB = Project Breathe

PF = Project Fitness

PN = Project Nutrition

PR = Project Recover

PS = Project Safe

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

**Content Area I:
Personal Health
and Wellness**

Standard 1: Comprehend health promotion and disease prevention concepts.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|--|
| <p>a. Describe how lifestyle behaviors, environment, genetics, and medical care influence health.</p> | <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 influences on health:</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 influences on health, 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 ○ PR: Signs of Stress ○ PS: Disaster Puzzle Quiz Show |
| <p>b. Explain how disease processes affect body systems.</p> | <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 <p>Knowledge, Tutorials—</p> <ul style="list-style-type: none"> • PF: Lifting the Hood • PB: Lung Cancer, Understanding Asthma (See especially, <i>Student Worksheets</i>—The Lungs (Resp. System), The Heart (Circ. System), Protecting the Lungs.) • PN: Overview, Measurement • See also → PR: Physical Changes <p>Skills, Lab Activities—</p> <ul style="list-style-type: none"> • PB: Lung Volume with worksheet • PS: Save-a-Life • PR: Managing Stress |

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| | <p>Skills, Life Skills—</p> <ul style="list-style-type: none"> • PN: Energy Balance • PR: all 4, e.g., Inventory & Plan with worksheet |
| <p>c. Compare and contrast strategies for reducing the risks of communicable and chronic diseases.</p> | <p>Skills—provide application opportunities and/or additional info to practice analyzing health promotion and disease prevention strategies:</p> <p>Lab Activities, e.g.'s—</p> <ul style="list-style-type: none"> • PB: Shortness of Breath, Peak Flow Meter • PN: BMI Lab, BMR Lab • PR: Managing Stress <p>Life Skills, e.g.'s—</p> <ul style="list-style-type: none"> • PB: Reflections Tutorial, Reflections Activity • PF: Injury Challenge • PN: all 5, e.g., Energy Balance • PR: Inventory & Plan <p>All content of Knowledge—provide basic info upon which to compare and contrast, 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 ○ PN: Hand Washing Quiz • Tutorials—PB, PF, PN, PR, PS |

**Content Area I:
Personal Health
and Wellness**

Standard 2: Access valid health information, products, and services.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|--|---|
| <p>a. Analyze the validity of health information, products, and services.</p> | <p>Evaluating validity of:</p> <ul style="list-style-type: none"> • PB: e.g., Knowledge, Tutorials—Assessing Health Information Accessed from the Internet • PN: Knowledge, Activities—Water Math Challenge; Skills, Lab Activities—Water Taste Test; Take Action! Activities—Food Safety • PS: e.g., Knowledge, Tutorials—Internet Safety, Identity Theft; Take Action! Activities—Online; Skills, Lab Activities—McKay Video (re: Internet Safety) <p>Guided practice locating:</p> <ul style="list-style-type: none"> • Take Action! MWP—PB, p. 8; PF, p. 8; PN, p. 9; PR, p. 9; PS, p. 9 • Using Student Worksheets (under Knowledge) to take notes re: all Tutorials—PB, PF, PN, PR, PS • PB: <i>Student Worksheets</i>, Enrichment section— The Heart (Circ. System), Protecting the Lungs, Tobacco Facts, Lung Cancer • PN: all 4 Knowledge, Activities, e.g., Crossword Puzzle; Skills, Lab Activities—Food Label Lab • PR: Take Action! Project Recover Community • Finding each tutorial, worksheet, activity, other content <i>on-line</i>—PB, PF, PN, PR, PS <p>Resources, Links facilitates: PB, PF, PN, PR, PS; & PN—Newsletters</p> <p>See Also PS: Knowledge, Tutorials—Family Reunification</p> |
| <p>b. Demonstrate the ability to utilize school and community resources that provide valid health information, products, and services.</p> | <p>Resources, Links—locating practice:</p> <ul style="list-style-type: none"> • PN: Nutrition Careers, including finding a nutrition professional PB: Organizational Links, Respiratory Health Careers Links • PF: first 4 links, e.g., Red Cross • 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> |
| <p>c. Demonstrate the ability to access resources and services that promote a</p> | <p>[[SPECIFICS LARGELY MISSING—SC seems to mean pollution in general, recycling, buying “green”, etc.]] PB: Take Action! Activities—e.g., Tobacco Free Car & Home; Take</p> |

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| safe and healthy environment. | <p>Action! Communications Advocate—e.g., Public Service Announcement; Knowledge, Tutorials—Protecting the Lungs; Knowledge, Activities—e.g., Counter-Smoking Ads</p> <p>PS: Skills, Life Skills—Evacuation Challenge, Fire Challenge; Knowledge, Tutorials—e.g., Evacuate, Shelter in Place, Hurricanes</p> |
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**Content Area I:
Personal Health
and Wellness**

Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|--|
| <p>a. Demonstrate strategies for personal health maintenance and enhancement.</p> | <p>Take Action! MWP—PB, e.g., pp. 17-19, 7, 9; PF, e.g., pp. 23-25, 4-5, 7; PR, e.g., pp. 24-28, 4-5, 12, 14; PN, e.g., pp. 7-8, 24-26; PS, e.g., pp. 7-8, 12-20</p> <p>PS: Skills—Chain of Survival</p> <p>Skills, Life Skills:</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: personal responsibility, e.g., Quitting Smoking (Cessation)</p> <p>PF: personal responsibility, e.g., Buckle Up for Safety</p> <p>PN: personal responsibility, e.g., Portion Size</p> <p>PR: How to Spot Signs of Emotional Trauma sub-group, 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> |
| <p>b. Demonstrate strategies for detection and treatment of common health problems and communicable and chronic diseases.</p> | <p>Take Action! MWP—PB, pp. 4-5; PS, pp. 4-5, 14-20; PF, pp. 4-5; PN, pp. 4-5; PR, pp. 4-5</p> <p>PR: Skills, Life Skills—Inventory & Plan</p> <p>See Also</p> <p>PB: Skills, Life Skills—Reflections Tutorial & Reflections Activity (damage caused by tobacco use); Skills, Lab Activities—e.g., Shortness of Breath, Peak Flow Meter; Knowledge, Tutorials—Quitting Smoking (3-2-1 Success! plan)</p> <p>PR: Skills, Lab Activities—all 5, e.g., Managing Stress</p> <p>PF: Knowledge, Activities—Fitness BMI Calculator</p> <p>PN: Skills, Lab Activities—BMI Lab, BMR Lab (with Knowledge, Tutorials—Measurement); Take Action! Activities—Calorie Control, Physical Activity, Eating Right</p> |

**Content Area I:
Personal Health
and Wellness**

Standard 4: Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
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| <p>a. Analyze the influence of peers, family, and mass media on health behaviors.</p> | <p>[[PF should clearly highlight how sedentary activities (e.g., TV, video games) may impact health.]] PB: Knowledge, Activities—Virtual Lung Fly-Through (high-tech view), Counter-Smoking Ads to influence others; Knowledge, Tutorials—Refusal Skills (re: peer pressure), Tobacco Advertising with worksheet; Take Action! Communications Advocate 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 PS: Knowledge, Tutorials—Internet Safety, Identity Theft; Skills, Lab Activities—McKay Video (re: Internet Safety), Save-a-Life; Skills—Chain of Survival PR: Skills, Lab Activities—Traditions</p> <p>See Also PN: e.g., Energy Balance Tutorial (implied should limit media time/sedentary)</p> |
| <p>b. Describe the influence of cultural beliefs on health and the use of health services.</p> | <p>See Also PR: Skills, Lab Activities—Traditions</p> |
| <p>c. Analyze the influence of technology and the environment on personal health.</p> | <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 PS: Knowledge, Tutorials—Internet Safety, Identity Theft; Skills, Lab Activities—McKay Video, Save-a-Life; Skills—Chain of Survival PF: Skills, Life Skills—Save-a-Life Challenge [[PF should clearly highlight how sedentary activities (e.g., TV, video games) may impact health.]]</p> |

**Content Area I:
Personal Health
and Wellness**

Standard 5: Use interpersonal communication skills to enhance health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|--|
| <p>Demonstrate effective verbal and nonverbal communication skills to enhance health and access personal health services.</p> | <p>PR: <i>Take Action! MWP</i>—p. 10 (comm. re: stress mgmt.), p. 12 (re: self-talk); <i>Skills, Life Skills</i>—Invite & Include, Trauma or Drama?; <i>Skills, Lab Activities</i>—all 5, e.g., Self-Talk, Grief & Loss (re: talk therapy) Communication practice provided in each <i>Take Action! Communications Advocate & Helping</i>: PB, PF, PN, PR, PS. PS: <i>Skills, Life Skills</i>—Conflict Challenge, Abduction Challenge; <i>Take Action! Activities</i>—Assessment, Online; <i>Knowledge, Tutorials</i>—Bullying, Avoiding Conflict, Internet Safety; <i>Take Action! MWP</i>, e.g., pp. 5, 11, 13; <i>Skills, Lab Activities</i>—McKay Video</p> |

**Content Area I:
Personal Health
and Wellness**

Standard 6: Use goal-setting and decision-making skills to enhance health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|--|
| <p>a. Predict how decisions regarding health behaviors have consequences for the self, for others, and for the environment.</p> | <p>Decision-Making Practice: Skills, Life Skills—</p> <ul style="list-style-type: none"> • PB: all 3, e.g., Reflections Activity • PF: all 7, e.g., Exercise Challenge • PN: all 5, e.g., Eating Right • PR: all 4, e.g., Help Me Challenge • PS: Abduction Challenge, Evacuate Challenge, Fire Challenge, Conflict Challenge, Fire Drill Challenge, It Takes Time <p>PS: Skills—Chain of Survival</p> <p>See Also Basic info, upon which to make decisions: -Knowledge, Tutorials—</p> <ul style="list-style-type: none"> • PB: Lungs (Respiratory System), Heart (Circulatory System), Tobacco Facts, Understanding Asthma, Lung Cancer, Gateway Drug—Alcohol, Smoking and Pregnancy • PF: e.g., Buckle Up for Safety • PN: Overview, Applied Nutrition sub-group (4), Food Safety • PR: e.g., How Are People Affected?, How to Spot Signs of Emotional Trauma sub-group, e.g., Behavior • PS: all, except Careers, e.g., Hurricanes <p>-Knowledge, Activities—</p> <ul style="list-style-type: none"> • PB: Addiction Prediction, Life Expectancy Calculator, Virtual Lung Fly-Through, Smoke Detective • PF: Fitness BMI Calculator • PN: Hand-Washing Quiz • PR: Quiz Show <p>Skills, Lab Activities—</p> <ul style="list-style-type: none"> • PB: all 5, e.g., Shortness of Breath • PN: all 4, e.g., BMI Lab • PR: all 5, e.g., Moving On • PS: McKay Video <p>Take Action! MWP—PB, pp. 4, 9; PF, pp. 4-5; PN, pp. 4-5; PR, pp. 4-5; PS, pp. 12-20</p> |
| <p>b. Demonstrate the ability to assess personal health strengths and weaknesses.</p> | <p>Take Action! MWP—PB, pp. 17-19, 7; PF, pp. 23-25, 7, 13; PN, pp. 24-26, 7-8, 14; PR, pp. 24-28, 7-8; PS, pp. 7-8, 12-13, 14-20</p> <p>PR: Skills, Life Skills—Inventory & Plan</p> |
| <p>c. Demonstrate the ability to develop and implement a personal health and wellness program.</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>PS: Skills—Chain of Survival</p> |

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| | <p>See Also</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: personal responsibility, e.g., Quitting Smoking (Cessation)</p> <p>PF: personal responsibility, e.g., Buckle Up for Safety</p> <p>PN: personal responsibility, e.g., Portion Size</p> <p>PR: How to Spot Signs of Emotional Trauma sub-group, e.g., Cognitive (talk to adult)</p> <p>PS: all emphasize personal 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> |
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**Content Area I:
Personal Health
and Wellness**

Standard 7: Demonstrate the ability to advocate for personal, family, and community health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
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| <p>a. Demonstrate the ability to influence and support others in promoting a healthy environment.</p> | <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</p> |
| <p>b. Demonstrate the ability to use a variety of methods to disseminate valid health information.</p> | <p>Take Action! Communications Advocate—PB, PF, PN, PR, PS PB: Knowledge, Tutorials—Refusal Skills PS: Knowledge, Tutorials—Bullying, 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> |

**Content Area II:
Nutritional Choices**

Standard 1: Comprehend health promotion and disease prevention concepts.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|--|---|
| a. Describe the relationship between proper nutrition and food handling and the prevention of disease and premature death. | <p>Take Action! MWP—PN (e.g., pp. 4, 10), PF (e.g., pp. 9, 11)</p> <p>PN: application opportunities and/or additional info to practice evaluating lifestyle choices:</p> <ul style="list-style-type: none"> • Knowledge—provides basic info upon which to analyze, supported by <i>Instructor Lesson Plans</i>: • Tutorials: Food Safety & Technology section (PF: Fueling the Body) • Activities, e.g., Hand-Washing Quiz (PF: Fitness BMI Calculator, Nutrition Pyramid Puzzle) • Lab Activities, e.g.—BMI Lab, BMR Lab, Food Label Lab • Life Skills, e.g.—all 5, e.g., Energy Balance, Eat Your Veggies! <p>PF: Skills, Life Skills—Getting Fit & Healthy Challenge, Energy Balance Challenge; Take Action! Activities—Calories, Eating Right</p> |
| b. Describe the relationships of food selection to body composition, energy expenditure, and health. | <p>PN: Lab Activities, e.g.—BMI Lab, BMR Lab, Food Label Lab; Life Skills, e.g.—all 5, e.g., Energy Balance, Eat Your Veggies!; Knowledge, Tutorials—Measurement; Knowledge, Activities—Energy Balance, Measurement, Hand-Washing Quiz</p> <p>PF: Knowledge, Activities—Fitness BMI Calculator</p> |
| c. Describe the adverse effects of eating disorders. | <p>PN: Knowledge, Tutorials—Overview</p> |
| d. Describe the adverse effects of high dietary fat intake. | <p>PN: Skills, Lab Activities—BMI Lab, Food Label Lab; Take Action! Activities—Eating Right, Calorie Control; Knowledge, Tutorials—Overview</p> |

**Content Area II:
Nutritional Choices**

Standard 2: Access valid health information, products, and services.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|---|
| <p>a. Compare the validity of nutrition information from a variety of sources, including mass media and the Internet.</p> | <p>PN: Knowledge, Activities—Water Math Challenge; Skills, Lab Activities—Water Taste Test; Take Action! Activities—Food Safety</p> <p>Guided Practice Locating Knowledge, Activities, e.g., Crossword Puzzle; Skills, Lab Activities—Food Label Lab PB: e.g., Knowledge, Tutorials—Assessing Health Information Accessed from the Internet</p> |
| <p>b. Demonstrate the ability to locate nutrition services and products that are cost-effective, safe, and appropriate.</p> | <p>PN: Knowledge, Activities—Water Math Challenge; Skills, Lab Activities—Water Taste Test; Take Action! Activities—Food Safety; Knowledge, Tutorials—Food Safety & Technology section</p> <p>Guided Practice Locating PN: Knowledge, Activities, e.g., Crossword Puzzle; Skills, Lab Activities—Food Label Lab</p> |
| <p>c. Describe situations requiring the intervention of professional nutrition services.</p> | <p>PN: Resources, Links—Nutrition Careers, including finding a nutrition professional</p> |

**Content Area II:
Nutritional Choices**

Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|--|--|
| <p>a. Demonstrate the ability to make age-appropriate nutritional choices based on valid information (e.g., Food Guide Pyramid, <i>Dietary Guidelines for Americans</i>) in a variety of settings.</p> | <p>Take Action! MWP—PN (e.g., pp. 10-14), PF (pp. 5, 11)</p> <p>PN: application opportunities and/or additional info to practice evaluating nutritional choices:</p> <ul style="list-style-type: none"> • Lab Activities, e.g.—BMI Lab, BMR Lab, Food Label Lab • Life Skills, e.g.—all 5, e.g., Energy Balance, Eat Your Veggies! <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—PN, e.g., Overview, Measurement • Activities, e.g.'s— <ul style="list-style-type: none"> ○ PF: Fitness BMI Calculator ○ PN: Energy Balance, Measurement, Hand-Washing Quiz |
| <p>b. Demonstrate the ability to make nutritive comparisons.</p> | <p>PN: Skills, Lab Activities—Food Label Lab, Water Taste Test; Knowledge, Activities—Water Math Challenge</p> |
| <p>c. Demonstrate the ability to select adequate amounts of appropriate foods to meet personal health needs.</p> | <p>PN: Knowledge, Tutorials—Portion Size, Food Pyramid, Energy Balance, Overview, Calories, Carbohydrates, Protein, Fat; Skills, Lab Activities—Food Label Lab, BMI Lab; Take Action! Activities—Calorie Control Take Action with log, Eating Right Take Action with log</p> |
| <p>d. Demonstrate the ability to plan and prepare nutritionally appropriate snacks and meals.</p> | <p>Take Action! MWP—PN</p> |
| <p>e. Demonstrate the ability to modify personal nutrition practices to avoid eating disorders.</p> | <p>Background Info PN: Knowledge, Tutorials—Overview; Take Action! MWP—[[worksheet discussing BMI results]]</p> |

**Content Area II:
Nutritional Choices**

Standard 4: Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|--|
| a. Describe parent, family, peer, and environmental influences on food consumption. | Mentioned— PR: Skills, Lab Activities —Traditions |
| b. Analyze factors that influence nutrition behaviors (e.g., gender, age, costs, body image). | Take Action! MWP —PN [[general only]] |
| c. Analyze the influence of mass media, societal messages, and technology on nutrition behaviors. | 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 PN: e.g., Energy Balance Tutorial (implied should limit media time/sedentary) |
| d. Analyze how technology influences food availability and selection. | PN: Knowledge, Tutorials —Food Tech; Skills, Lab Activities —Water Taste Test with worksheet (blind testing); Take Action! Advanced —Study influence of soft drink vending; Knowledge, Activities —Water Math Challenge & Nutrition Math Quiz |

**Content Area II:
Nutritional Choices**

Standard 5: Use interpersonal communication skills to enhance health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|---|
| a. Demonstrate the use of effective communication skills to express nutritional needs and improve nutrition in a variety of settings. | Take Action! Communications Advocate —PN |
| b. Demonstrate ways to communicate consideration and respect for self and others as related to body composition and shape, weight control, and dietary choices. | PN: Take Action! MWP —pp. 10, 12, 14; Knowledge, Tutorials —Overview PF & PN Take Action! Communications Advocate —PN |

**Content Area II:
 Nutritional Choices**

Standard 6: Use goal-setting and decision-making skills to enhance health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|--|--|
| a. Demonstrate the ability to use nutritional assessment to develop a personal nutrition plan. | PN: <i>Take Action! MWP</i> —e.g., pp. 7-8, 24-26 |
| b. Analyze personal nutrition practices as related to eating disorders and to the prevention of chronic disease. | PN: <i>Knowledge, Tutorials</i> —Overview; <i>Take Action! MWP</i> —e.g., pp. 7-8, 24-26 |

**Content Area II:
 Nutritional Choices**

Standard 7: Demonstrate the ability to advocate for personal, family, and community health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|--|---|
| a. Demonstrate the ability to promote an environment that supports appropriate nutritional choices. | Take Action! Communications Advocate —PN |
| b. Participate in school and community activities that promote positive approaches to nutritional choices. | Take Action! Communications Advocate —PN |

**Content Area III:
Mental Health**

Standard 1: Comprehend health promotion and disease prevention concepts.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|--|
| a. Describe the interrelationships among mental, emotional, social, and physical health during adolescence. | <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, e.g., Managing Stress; Skills, Life Skills—all 4, e.g., Inventory & Plan</p> <p>Take Action! MWP—PB, p. 11; PF, p. 4; PN, 12, 14; PR, pp. 12, 14; PS, p. 13</p> <p>Take Action! Communications Advocate, Advocate for Myself—PB, PF, PN, PR, PS</p> <p>PS: Knowledge, Tutorials—Bullying, Avoiding Conflict, It Takes Time; Skills, Life Skills—It Takes Time; Take Action! Activities—Leadership, Mentor, & Kindness</p> |
| b. Recognize the symptoms of depression and other mental illnesses. | <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, e.g., Managing Stress; Skills, Life Skills—all 4, e.g., Help Me Challenge, Trauma or Drama?</p> <p>Take Action! MWP—PB, p. 11; PF, p. 4; PN, 12, 14; PR, pp. 12, 14; PS, p. 13</p> <p>PS: Knowledge, Tutorials—It Takes Time; Skills, Life Skills—It Takes Time; Take Action! Activities—Leadership, Mentor, & Kindness</p> |
| c. Describe characteristics of mentally healthy adolescents. | <p>PR: Knowledge, Tutorials—e.g., Introduction, Emotional Trauma and PTSD, What Is Traumatic?, Depression, Anxiety; Skills, Lab Activities—all 5, e.g., Managing Stress; Skills, Life Skills—all 4, e.g., Inventory & Plan</p> |
| d. Explain relationships between mental illness and substance abuse. | <p>PB: Knowledge, Tutorials—Gateway Drug – Alcohol; Knowledge, Activities—Addiction Prediction (Brain)</p> |

**Content Area III:
Mental Health**

Standard 2: Access valid health information, products, and services.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|---|
| a. Explain criteria for valid mental health information from a variety of sources. | General Guidelines PB: e.g., Knowledge, Tutorials —Assessing Health Information Accessed from the Internet |
| b. Demonstrate the ability to locate appropriate services for mental health issues. | PR: Resources, Links —all links, e.g., FEMA for Kids; Knowledge, Tutorials —referring student to, e.g., Depression; Take Action! MWP —PR, p. 9; PS, p. 9; Take Action! Helping — Tutorials, Skills, & Activities |

**Content Area III:
Mental Health**

Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|--|
| <p>a. Demonstrate the ability to avoid situations that are potentially harmful.</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; Take Action!, Activities—Assessment, Online; Knowledge, Tutorials—Bullying, 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> |
| <p>b. Demonstrate healthful strategies to assess and manage conflict and stress.</p> | <p>PR: Take Action! MWP—e.g., pp. 4, 10-14; Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan PB: Knowledge, Tutorials—Refusal Skills; Take Action! MWP—p. 13 (applying refusal skills) PS: Take Action! MWP, e.g., pp. 4, 7-10; Skills, Life Skills—Abduction Challenge, Conflict Challenge; Skills, Lab Activities—McKay Video; Take Action!, Activities—Assessment, Online; Knowledge, Tutorials—Bullying, Avoiding Conflict, Stay Safe, Gun Safety, Preventive Lockdown, Internet Safety; Take Action! MWP, e.g., pp. 5, 11, 13</p> |
| <p>c. Use positive strategies to express and manage strong emotions, such as anger, frustration, fear, and joy.</p> | <p>PR: Take Action! MWP—e.g., pp. 4, 10-14; Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan PB: Knowledge, Tutorials—Refusal Skills; Take Action! MWP—p. 13 (applying refusal skills) PS: Skills, Life Skills—Conflict Challenge; Take Action!, Activities—Assessment; Knowledge, Tutorials—Bullying, Avoiding Conflict, Gun Safety; Take Action! MWP, e.g., pp. 4, 7-10</p> |

**Content Area III:
 Mental Health**

Standard 4: Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|--|---|
| a. Analyze influences of culture and mass media on self-image, feelings, behaviors, and relationships. | |
| b. Explain how information from and perceptions of peers influence mental and emotional health. | |
| c. Compare and contrast how character qualities influence emotional and social health. | |

**Content Area III:
Mental Health**

Standard 5: Use interpersonal communication skills to enhance health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|--|
| <p>a. Demonstrate ways to communicate care, consideration, and respect for self, for parents and family, and for the diversity of others.</p> | <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>Consideration & respect: PB: <i>Take Action! MWP</i>—p. 11; Knowledge, Tutorials—Refusal Skills PF: <i>Take Action! MWP</i>—p. 11 PN: <i>Take Action! MWP</i>—pp. 12, 14 PR: <i>Take Action! MWP</i>—pp. 10, 12, 14; Skills, Life Skills—Invite & Include, Trauma or Drama?; Skills, Lab Activities—all 5, e.g., Self-Talk, Grief & Loss PS: <i>Take Action! MWP</i>—pp. 11, 13; Skills, Lab Activities—McKay Video; Skills, Life Skills—Conflict Challenge, Abduction Challenge; Knowledge, Tutorials—Bullying, 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> |
| <p>b. Demonstrate effective interpersonal communication skills.</p> | <p>Take Action! Communications Advocate—PB, PF, PN, PR, PS</p> |
| <p>c. Demonstrate strategies for the expression of needs, wants, and feelings.</p> | <p>PB: Knowledge, Tutorials—Refusal Skills; Take Action! MWP—e.g., 10, 12-14 PS: Skills, Life Skills—Conflict Challenge; Take Action!, Activities—Assessment; Knowledge, Tutorials—Bullying, Avoiding Conflict, Gun Safety; Take Action! MWP, e.g., pp. 4-5, 10-11 PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan</p> |

**Content Area III:
Mental Health**

Standard 6: Use goal-setting and decision-making skills to enhance health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|--|--|
| <p>a. Use an age-appropriate decision-making process with positive mental health issues and problems, both individually and collaboratively.</p> | <p>Take Action! MWP—PR, PS, PF PR: Take Action! Helping—Tutorials, Skills, & Activities</p> <p>Skills, Life Skills PR: all 4, e.g., Inventory & Plan, Help Me Challenge PS: Conflict Challenge</p> <p>Skills, Lab Activities PR: all 5, e.g., Moving On PS: McKay Video</p> |
| <p>b. Analyze how individual, family, and community values influence health-related decisions.</p> | <p>Take Action! MWP—PB, pp. 7, 9; PF, pp. 7-8; PN, pp. 6-7; PR, pp. 6-7; PS, pp. 6-7 PR: Take Action! Project Recover Community—experiencing positive impact on own health; Skills, Lab Activities—Traditions with worksheet PS: Skills, Lab Activities—McKay Video PB: Knowledge, Tutorials—Refusal Skills</p> <p>Being a Positive Influence Take Action!, e.g., Activities & Communications Advocate—PB; PF; PN; PR; PS, e.g., Leadership, Kindness, Mentor PR: Skills, Life Skills—Invite & Include, Help Me Challenge, Trauma or Drama?</p> |
| <p>c. Demonstrate the ability to assess one’s personal strengths, needs, and health risks.</p> | <p>Take Action! MWP— PR, pp. 4-5; PB, pp. 4-5; PS, pp. 4-5, 14-20; PF, pp. 4-5; PN, pp. 4-5 PR: Skills, Life Skills—Inventory & Plan</p> <p>See Also PR: Skills, Lab Activities—all 5, e.g., Managing Stress PS: Skills, Life Skills—e.g., Fire Drill Challenge; Skills, Lab Activities—McKay Video PB: Skills, Life Skills—Reflections Tutorial & Reflections Activity (damage caused by tobacco use); Skills, Lab Activities—e.g., Shortness of Breath, Peak Flow Meter; Knowledge, Tutorials—Quitting Smoking (3-2-1 Success! plan) PF: Knowledge, Activities—Fitness BMI Calculator PN: Skills, Lab Activities—BMI Lab, BMR Lab (with Knowledge, Tutorials—Measurement); Take Action! Activities—Calorie Control, Physical Activity, Eating Right</p> |

**Content Area III:
Mental Health**

Standard 7: Demonstrate the ability to advocate for personal, family, and community health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|--|
| a. Demonstrate the ability to influence and support others in making positive health choices. | <p>PS: Knowledge, Activities—Bullying, Avoiding Conflict; Take Action! Activities—Leadership, Mentor, & Kindness; Take Action! MWP—p. 11 Take Action! -Helping—PR, PS, PB, PF, PN -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 <p>-Take Action! MWP—PB, p. 17, Take Action; PS, pp. 14-20 -Communications Advocate (all activities, except Advocate for Myself)—PB, PF, PN, PR, PS PN: Resources, Newsletters, act of sharing them with family, others</p> |
| b. Apply strategies for working cooperatively in support of mentally healthy individuals, families, or schools. | <p>PR: Take Action! Helping—Tutorials, Skills, & Activities; Knowledge, Tutorials—How to Spot Signs of Emotional Trauma sub-group, e.g., Cognitive (talk to adult)</p> <p>Take Action! Communications Advocate—PR, PS</p> |
| c. Apply various methods to accurately promote information, ideas, and opinions about mental health issues. | <p>Take Action! Communications Advocate—PR, PS PR: Take Action! Helping—Tutorials, Skills, & Activities</p> |

**Content Area IV:
Preventing Injuries**

Standard 1: Comprehend health promotion and disease prevention concepts.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|--|--|
| <p>a. Explain the relationship between positive health behaviors and the prevention of injury and premature death.</p> | <p>PS: Knowledge, Tutorials—Getting Prepared, ICE, Stay Safe, Hurricanes, Gun Safety, Bullying, 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, Train Me; Take Action! MWP—pp. 4-5, 8, 10-11, 12-20 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>b. Describe causes and effects of violence.</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; Take Action!, Activities—Assessment, Online; Knowledge, Tutorials—Bullying, 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> |

**Content Area IV:
Preventing Injuries**

Standard 2: Access valid health information, products, and services.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|--|---|
| <p>a. Demonstrate the ability to utilize resources at home and in the school and community that provide valid safety information and services.</p> | <p>Resources, Links facilitates:</p> <ul style="list-style-type: none"> • PR: all links, e.g., FEMA for Kids • PS: all links, e.g., iSAFE <p>PS: e.g., Knowledge, Tutorials—Internet Safety, Identity Theft; Take Action! Activities—Online; Skills, Lab Activities—McKay Video (re: Internet Safety)</p> <p>PS: Knowledge, Tutorials—Family Reunification</p> <p>PN: Take Action! Activities—Food Safety</p> <p>General Info</p> <p>PB: e.g., Knowledge, Tutorials—Assessing Health Information Accessed from the Internet</p> |
| <p>b. Describe and participate in school emergency procedures.</p> | <p>PS: Knowledge, Tutorials—Preventive Lockdown. See also: Shelter in Place, Getting Prepared, ICE, Stay Safe, Hurricanes, Gun Safety, Bullying, Avoiding Conflict, Evacuate, Family Reunification. Skills, Life Skills—Fire Challenge, Fire Drill Challenge, Conflict Challenge, Abduction Challenge; Skills, Lab Activities—McKay Video; Take Action!, Activities—Assessment; Take Action! MWP, e.g., pp. 5, 11, 13</p> |

**Content Area IV:
Preventing Injuries**

Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|--|--|
| a. Develop injury prevention, management, and treatment strategies for personal and family health. | <p>Take Action! MWP—PS, pp. 4-5, 8, 10-11, 12-20 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 PS: Knowledge, Tutorials—Getting Prepared, ICE, Stay Safe, Hurricanes, Gun Safety, Bullying, 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> |
| b. Demonstrate ways to avoid and reduce threatening situations. | <p>PB: Refusal Skills Tutorial with worksheet; Take Action! MWP—p. 13 (applying refusal skills) PS: Skills, Life Skills—Abduction Challenge, Conflict Challenge; Skills, Lab Activities—McKay Video; Take Action!, Activities—Assessment, Online; Knowledge, Tutorials—Bullying, 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> |
| c. Demonstrate appropriate use of hazardous products. | |

**Content Area IV:
Preventing Injuries**

Standard 4: Analyze the influence of personal beliefs, technology, and other factors on health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|---|
| a. Identify the effects of culture and mass media on personal safety and violent behaviors. | <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> |
| b. Explain the effect of peers and mass media on pedestrian and vehicular safety. | |

**Content Area IV:
Preventing Injuries**

Standard 5: Use interpersonal communication skills to enhance health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|--|
| a. Demonstrate strategies to manage conflict in healthy ways. | <p>PB: Knowledge, Tutorials—Refusal Skills; Knowledge, Activities—Counter-Smoking Ads</p> <p>PS: Knowledge, Tutorials—Bullying, Avoiding Conflict, Internet Safety, Stay Safe, Gun Safety; Take Action! Activities—Leadership, Mentor, & Kindness; Take Action! MWP—pp. 11, 13; Skills, Lab Activities—McKay Video</p> <p>PR: Skills, Lab Activities—all 5, e.g., Grief & Loss; Skills, Life Skills—all 4, e.g., Inventory & Plan; Take Action! MWP—pp. 10, 12, 14</p> <p>PN: Take Action! MWP—p.12 (re: stress overeating), p. 14</p> |
| b. Demonstrate refusal and negotiation skills to reduce the risk of injury and promote personal safety. | <p>PB: Knowledge, Tutorials—Refusal Skills; Knowledge, Activities—Counter-Smoking Ads</p> <p>PS: Knowledge, Tutorials—Bullying, Avoiding Conflict, Internet Safety, Stay Safe, Gun Safety; Take Action! Activities—Leadership, Mentor, & Kindness; Take Action! MWP—p. 11; Skills, Lab Activities—McKay Video</p> <p>PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan; Knowledge, Tutorials—Behavior</p> |

**Content Area IV:
Preventing Injuries**

Standard 6: Use goal-setting and decision-making skills to enhance health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|--|--|
| a. Demonstrate the ability to apply an age-appropriate decision-making process to situations regarding personal safety and risk. | PS: Skills, Lab Activities —McKay Video; Skills, Life Skills —all 8, e.g., Evacuate Challenge; Skills —Chain of Survival; Knowledge, Tutorials —all offer basic info to help students make decisions, e.g., Stay Safe. |

**Content Area IV:
Preventing Injuries**

Standard 7: Demonstrate the ability to advocate for personal, family, and community health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|---|
| a. Demonstrate the ability to influence and support others in making choices that reduce the risks of intentional and unintentional injury. | Take Action! Communications Advocate —PS, PR PR: Take Action! Helping —Tutorials, Skills, & Activities |

**Content Area V:
Family Living and
Healthy Sexuality**

Standard 1: Comprehend health promotion and disease prevention concepts.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|--|--|
| a. Analyze how family roles, rules, and responsibilities change over time. | |
| b. Describe psychological, physical, and emotional changes that occur with puberty. | |
| c. Compare and contrast the structures and functions of the male and female reproductive systems. | |
| d. Justify abstinence as the most effective means of teen pregnancy prevention and protection of reproductive health. | |
| e. Describe strategies for the prevention of sexually transmitted diseases (STDs), Acquired Immune Deficiency Syndrome (HIV/AIDS), and unintended pregnancy. | <p>PS: Knowledge, Tutorials—Health Promotion & Disease Prevention, Public Health & Pandemics, Pandemic, Bullying, Avoiding Conflict</p> <p>PB: Knowledge, Tutorials—Refusal Skills</p> |

**Content Area V:
Family Living and
Healthy Sexuality**

Standard 2: Access valid health information, products, and services.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|---|
| <p>a. Demonstrate the ability to locate and utilize community resources that support health and social needs of families.</p> | <p>Resources, Links—locating practice:</p> <ul style="list-style-type: none"> • PR: all links, e.g., FEMA for Kids • PS: all links, e.g., iSAFE • PN: Nutrition Careers, including finding a nutrition professional • PB: Organizational Links, Respiratory Health Careers Links • PF: first 4 links, e.g., Red Cross <p>Knowledge, Tutorials—</p> <ul style="list-style-type: none"> • 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]) • PB: Careers in Respiratory Health, also highlights agencies & services <p>Take Action! MWP—PB, p. 8; PF, p. 8; PN, p. 9; PR, p. 9; PS, p. 9</p> |
| <p>b. Demonstrate the ability to access appropriate resources for child abuse, sexual assault, and domestic violence.</p> | |
| <p>c. Demonstrate the ability to access valid information concerning sexuality.</p> | <p>General Info PB: e.g., Knowledge, Tutorials—Assessing Health Information Accessed from the Internet PS: e.g., Knowledge, Tutorials—Internet Safety, Identity Theft; Take Action! Activities—Online; Skills, Lab Activities—McKay Video</p> |

**Content Area V:
Family Living and
Healthy Sexuality**

Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|--|--|
| a. Distinguish between safe and risky or harmful behaviors in relationships. | <p>PB: Knowledge, Tutorials—Refusal Skills; Take Action! MWP—p. 13 (applying refusal skills)</p> <p>PS: Skills, Life Skills—Abduction Challenge, Conflict Challenge; Skills, Lab Activities—McKay Video; Take Action!, Activities—Assessment, Online; Knowledge, Tutorials—Bullying, Avoiding Conflict, Stay Safe, Gun Safety, Preventive Lockdown, Internet Safety; Take Action! MWP, e.g., pp. 5, 11, 13</p> <p>PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan</p> |
| b. Demonstrate strategies to improve or maintain family health. | <p>PR: Skills, Lab Activities—Traditions</p> <p>PS: Knowledge, Tutorials—Getting Prepared, Family Reunification</p> |
| c. Demonstrate coping strategies to address changes during adolescence. | <p>Take Action! MWP—PR, PS, PF, PB, PN</p> <p>PR: Take Action! Helping—Tutorials, Skills, & Activities; Skills, Lab Activities—all, e.g., Managing Stress, Self-Talk; Skills, Life Skills—all e.g., Inventory & Plan; Knowledge, Tutorials—all, e.g., Depression; Knowledge, Activities—all, e.g., Signs of Stress</p> |
| d. Demonstrate skills for avoiding risky sexual behaviors. | <p>General Info</p> <p>PB: Knowledge, Tutorials—Refusal Skills; Take Action! MWP—p. 13 (applying refusal skills)</p> <p>PS: Skills, Life Skills—Conflict Challenge; Skills, Lab Activities—McKay Video; Take Action!, Activities—Assessment, Online; Knowledge, Tutorials—Bullying, Avoiding Conflict, Stay Safe, Internet Safety; Take Action! MWP, e.g., pp. 5, 11, 13</p> <p>PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan</p> |

**Content Area V:
Family Living and
Healthy Sexuality**

Standard 4: Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|--|--|
| a. Compare and contrast the effect of culture, mass media, and technology on personal and family health. | |
| b. Analyze the influence of peers, mass media, and culture on sexual attitudes and behaviors. | <p>PB: Knowledge, Tutorials—Refusal Skills (re: peer pressure); Knowledge, Activities—Counter-Smoking Ads to influence others; Take Action! MWP—p. 13 (applying refusal skills) Take Action! Communications Advocate (influencing peers)—PB, PR, PS, PF, PN</p> |

**Content Area V:
Family Living and
Healthy Sexuality**

Standard 5: Use interpersonal communication skills to enhance health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|--|--|
| a. Demonstrate the ability to utilize effective verbal and nonverbal communication skills to enhance parent, family, and peer relationships. | <p>PR: <i>Take Action! MWP</i>—p. 10 (comm. re: stress mgmt.), p. 12 (re: self-talk); <i>Skills, Life Skills</i>—Invite & Include, Trauma or Drama?; <i>Skills, Lab Activities</i>—all 5, e.g., Self-Talk, Grief & Loss (re: talk therapy) Communication practice provided in each <i>Take Action! Communications Advocate & Helping</i>: PB, PF, PN, PR, PS. PS: <i>Skills, Life Skills</i>—Conflict Challenge, Abduction Challenge; <i>Take Action! Activities</i>—Assessment, Online; <i>Knowledge, Tutorials</i>—Bullying, Avoiding Conflict, Internet Safety; <i>Take Action! MWP</i>, e.g., pp. 5, 11, 13; <i>Skills, Lab Activities</i>—McKay Video</p> |
| b. Demonstrate refusal and negotiation skills to protect sexual health. | <p>PB: <i>Knowledge, Tutorials</i>—Refusal Skills (re: peer pressure); <i>Take Action! MWP</i>—p. 13 (applying refusal skills)</p> |
| c. Demonstrate the ability to communicate with parents, family members, or trusted adults about sexuality. | <p>PR: <i>Knowledge, Tutorials</i>—How to Spot Signs of Emotional Trauma subgroup, e.g., Cognitive (talk to adult) PS: <i>Knowledge, Tutorials</i>—It Takes Time [counseling]</p> |

**Content Area V:
 Family Living and
 Healthy Sexuality**

Standard 6: Use goal-setting and decision-making skills to enhance health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|--|
| a. Analyze factors that influence decisions about sexual behavior. | |
| b. Predict how decisions regarding sexual behavior have consequences for self and others. | |
| c. Describe risks and consequences of early sexual involvement and benefits of delaying sexual activity and avoiding parenthood until marriage. | |

**Content Area V:
 Family Living and
 Healthy Sexuality**

Standard 7: Demonstrate the ability to advocate for personal, family, and community health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|--|--|
| a. Demonstrate the ability to influence and support others in making choices that promote healthy families and healthy sexual development. | General Practice Take Action! Communications Advocate —PR, PS, PB, PF, PN PS: Knowledge, Tutorials —Health Promo. & Disease Prevention, Public Health & Pandemics, It Takes Time, Family Reunification PR: Take Action! Helping —Tutorials, Skills, & Activities; Knowledge, Tutorials —e.g., Depression |

**Content Area VI:
Alcohol, Tobacco, and
Other Drugs (ATOD)**

Standard 1: Comprehend health promotion and disease prevention concepts.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|--|---|
| a. Describe the relationship between ATOD use and physical injury, violence, disease, and premature death. | <p>Focus of Project Breathe, see especially— <i>-Disease, premature death: Skills, Life Activities—e.g., Shortness of Breath; Skills, Life Skills—e.g., Reflections Tutorial, Reflections Activity; Knowledge, Tutorials—all, e.g., Gateway Drug – Alcohol, Lung Cancer, Protecting the Lungs; Knowledge, Activities—e.g., Life Expectancy Calculator, Addiction Prediction, Virtual Lung Fly-Through</i></p> <p><i>-Violence, injury: Knowledge, Tutorials—Refusal Skills; Take Action! MWP—p. 13 (applying refusal skills)</i></p> <p>See Also PS: e.g., Skills, Life Skills—Conflict Challenge; Knowledge, Tutorials—Bullying, Avoiding Conflict; Take Action! MWP—pp. 5, 11, 13 [[check e-pp.]] PR: Skills, Lab Activities—Managing Stress, Self-Talk</p> |
| b. Describe risks associated with ATOD use, dependence, and addiction. | <p>PB: <i>Knowledge, Activities</i>—e.g., Smoke Detective, Life Expectancy Calculator, Addiction Prediction, Virtual Lung Fly-Through; Knowledge, Tutorials—all, e.g., Smoking & Pregnancy, Gateway Drug – Alcohol, Lung Cancer</p> |
| c. Describe the impact of ATOD use/abuse on the individual, family, and society. | <p>PB: <i>Knowledge, Activities</i>—e.g., Addiction Prediction, Smoke Detective, Life Expectancy Calculator; Knowledge, Tutorials—e.g., Lung Cancer, Smoking & Pregnancy, Gateway Drug – Alcohol</p> |

**Content Area VI:
 Alcohol, Tobacco and
 Other Drugs (ATOD)**

Standard 2: Access valid health information, products, and services.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|--|--|
| a. Demonstrate the ability to utilize resources for ATOD-related problems. | PB: Resources, Links —esp. Educational Links & Organizational Links; Knowledge, Tutorials —Assessing Health Information Accessed from the Internet |
| b. Access valid information on ATOD issues. | PB: Resources, Links —esp. Educational Links & Organizational Links |

**Content Area VI:
Alcohol, Tobacco, and
Other Drugs (ATOD)**

Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|--|
| a. Demonstrate the ability to use medications properly. | |
| b. Demonstrate the ability to avoid potentially harmful situations related to ATOD use. | <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; Take Action!, Activities—Assessment, Online; Knowledge, Tutorials—Bullying, 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> |
| c. Demonstrate individual responsibility for preventing risky ATOD behaviors. | Take Action! MWP —PB, PS, PR |
| d. Assess personal risks related to ATOD use. | <p>PB: Skills, Life Activities—e.g., Peak Flow Meter, Heart Rate; Skills, Life Skills—e.g., Reflections Tutorial, Reflections Activity; Knowledge, Activities—e.g., Life Expectancy Calculator, Addiction Prediction, Virtual Lung Fly-Through; Knowledge, Tutorials—e.g., Protecting the Lungs, Gateway Drug - Alcohol; Take Action! MWP—e.g., pp. 17-19, 7, 9</p> |

**Content Area VI:
Alcohol, Tobacco, and
Other Drugs (ATOD)**

Standard 4: Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|--|--|
| a. Analyze the effect of mass media, culture, gender, age, and other factors on attitudes and behaviors related to ATOD use. | PB: Knowledge, Tutorials —Refusal Skills (re: peer pressure), Tobacco Advertising; Knowledge, Activities —Counter-Smoking Ads to influence others; Take Action! Communications Advocate |
| b. Analyze advertising messages related to alcohol and tobacco. | PB: Knowledge, Tutorials —Tobacco Advertising; Knowledge, Activities —Counter-Smoking Ads; Take Action! Communications Advocate |
| c. Recognize current policies, laws, and criminal consequences related to ATOD use. | PB: Knowledge, Tutorials —Enforcer, Gateway Drug |

**Content Area VI:
Alcohol, Tobacco, and
Other Drugs (ATOD)**

Standard 5: Use interpersonal communication skills to enhance health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|--|
| a. Demonstrate resistance and negotiation skills to avoid ATOD use. | <p>PB: Knowledge, Tutorials—Refusal Skills; Take Action! MWP—p. 13 (applying refusal skills) PS: Skills, Life Skills—Conflict Challenge; Take Action! Activities—Assessment, Online; Knowledge, Tutorials—Bullying, Avoiding Conflict, Internet Safety; Skills, Lab Activities—McKay Video (re: Internet Safety)</p> |
| b. Demonstrate healthy ways to express feelings and relieve stress. | <p>PR: Skills, Lab Activities—Managing Stress, Self-Talk; Skills, Life Skills—Inventory & Plan PB: Knowledge, Tutorials—Refusal Skills; Take Action! MWP—p. 13 (applying refusal skills) PS: Skills, Life Skills—Conflict Challenge; Take Action!, Activities—Assessment; Knowledge, Tutorials—Bullying, Avoiding Conflict, Gun Safety; Take Action! MWP</p> |

**Content Area VI:
Alcohol, Tobacco, and
Other Drugs (ATOD)**

Standard 6: Use goal-setting and decision-making skills to enhance health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|--|
| a. Apply decision-making strategies to ATOD issues. | PB: Skills, Life Skills —Reflections Tutorial, Reflections Activity, Life Saving Skills; Take Action! MWP |
| b. Predict how decisions regarding ATOD use have consequences for individuals, family, and society. | PB: Skills, Lab Activities —e.g., Shortness of Breath; Knowledge, Activities —e.g., Addiction Prediction, Life Expectancy Calculator; Knowledge, Tutorials —e.g., Tobacco Facts, Lung Cancer, Smoking & Pregnancy |

**Content Area VI:
Alcohol, Tobacco, and
Other Drugs (ATOD)**

Standard 7: Demonstrate the ability to advocate for personal, family, and community health.

| Performance Indicator Description | Location(s) Where Taught in Major Tools |
|---|--|
| a. Demonstrate the ability to work cooperatively to prevent ATOD use among adolescents. | PB: <i>Take Action! Activities</i> —Tobacco-Free Car & Home, Awareness, Health Fair with form, Memory Quilt, Live Smoke Free; <i>Take Action! MWP</i> —p. 17; <i>Take Action! Communications Advocate</i> —all activities, except Advocate for Myself; <i>Take Action! Helping; Knowledge, Activities</i> —Counter-Smoking Ads |
| b. Demonstrate the ability to influence and support others in making positive choices regarding the use of ATODs. | PB: <i>Take Action! Activities</i> —Tobacco-Free Car & Home, Awareness, Health Fair with form, Memory Quilt, Live Smoke Free; <i>Take Action! MWP</i> —p. 17; <i>Take Action! Communications Advocate</i> —all activities, except Advocate for Myself; <i>Take Action! Helping; Knowledge, Activities</i> —Counter-Smoking Ads |
| c. Support school and community efforts regarding the illegal use of ATODs. | PB: <i>Take Action! Activities</i> —Tobacco-Free Car & Home, Awareness, Health Fair with form, Memory Quilt, Live Smoke Free; <i>Take Action! MWP</i> —p. 17; <i>Take Action! Communications Advocate</i> —all activities, except Advocate for Myself; <i>Take Action! Helping; Knowledge, Activities</i> —Counter-Smoking Ads |