

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

	<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>

<p>safe and healthy environment.</p>	<p>Action! Communications Advocate—e.g., Public Service Announcement; Knowledge, Tutorials—Protecting the Lungs; Knowledge, Activities—e.g., Counter-Smoking Ads 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
<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>

	<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
<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
a. Demonstrate the ability to avoid situations that are potentially harmful.	<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>
b. Demonstrate healthful strategies to assess and manage conflict and stress.	<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>
c. Use positive strategies to express and manage strong emotions, such as anger, frustration, fear, and joy.	<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
<p>a. Demonstrate the ability to influence and support others in making positive health choices.</p>	<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>
<p>b. Apply strategies for working cooperatively in support of mentally healthy individuals, families, or schools.</p>	<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>
<p>c. Apply various methods to accurately promote information, ideas, and opinions about mental health issues.</p>	<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
a. Explain the relationship between positive health behaviors and the prevention of injury and premature death.	<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</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>
b. Describe causes and effects of violence.	<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>

**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
a. Demonstrate the ability to locate and utilize community resources that support health and social needs of families.	<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>
b. Demonstrate the ability to access appropriate resources for child abuse, sexual assault, and domestic violence.	
c. Demonstrate the ability to access valid information concerning sexuality.	<p>General Info</p> <p>PB: e.g., Knowledge, Tutorials—Assessing Health Information Accessed from the Internet</p> <p>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.	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
b. Demonstrate strategies to improve or maintain family health.	PR: Skills, Lab Activities —Traditions PS: Knowledge, Tutorials —Getting Prepared, Family Reunification
c. Demonstrate coping strategies to address changes during adolescence.	Take Action! MWP —PR, PS, PF, PB, PN 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
d. Demonstrate skills for avoiding risky sexual behaviors.	General Info PB: Knowledge, Tutorials —Refusal Skills; Take Action! MWP —p. 13 (applying refusal skills) 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 PR: Skills, Lab Activities —Managing Stress, Self-Talk; Skills, Life Skills —Inventory & Plan

**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.	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

**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.	<p>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</p>

**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: Knowledge, Activities—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: Knowledge, Activities—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