

Health Education

- Our Health curriculum prepares our students to understand Human Growth and Development, Emotional Health, Nutrition Environmental/Community Health, Family Life Education (Parenting), Healthy Life Styles, Disease and Disorders, Consumer Health, Substance Abuse, Safety, First Aid Survival and AIDS Education.

New York State Learning Standards for Physical Education and Health Education

Standard One: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardio-respiratory endurance, flexibility, muscular strength, endurance, and body composition.

Standard Two: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Standard Three: Resource Management

Students will understand and be able to manage their personal and community resources. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.

Topics	Standard	K-5	Standard	6
Social Health	1 1 1 1 2,3 2 1 1 2	<ul style="list-style-type: none"> ◆ Differentiate between healthful and harmful relationships ◆ Demonstrate ways to avoid and reduce threatening situations ◆ Describe ways in which families and friends influence decisions ◆ Define friendship and describe the qualities of a good friend ◆ Recognize and report harmful relationships to proper authorities ◆ Demonstrate ways to communicate care, consideration and respect of self and others ◆ Identify potentially harmful peer relations and situations ◆ Practice ways of expressing feelings and thoughts in positive healthful ways ◆ Identify types of families and explain the importance of family 	1 1 1,2 1 2 1 2 1,2 1 2 2,3	<ul style="list-style-type: none"> ◆ Identify various types of relationships and their relevance/importance in our lives ◆ Identify reasons why relationships fail and how to prevent problematic relationships ◆ Describe and demonstrate various ways to resolve conflicts that commonly arise during adolescence ◆ Describe ways to overcome the obstacles in making as well as maintaining new friendships ◆ Appreciate and identify family structures as well as unique qualities, roles played, and cultural diversity ◆ Identify differences in types of decisions ◆ Demonstrate various decision making processes and/or problem solving techniques ◆ Define peer pressure and devise as well as demonstrate ways to handle various types of peer pressure appropriately ◆ Define bullying, identify various forms of bullying (ie cyber bullying, social media) and rid stereotypes often associated with bullying ◆ Display empathy towards those who have been victims of bullying ◆ Understand and identify various resources and strategies to utilize in bullying prevention, victimization, as well as reporting to appropriate authorities.

Topics	Standard	8	Standard	9-12
Social Health	1 2 1 2 1 1 2 1 1 2 2 1,3 3	<ul style="list-style-type: none"> ◆ Understand the dynamics of relationships and their impact in present and future ◆ Demonstrate effective communication skills both verbal and non-verbal ◆ Identify various personalities/behaviors (passive,aggressive,assertive) ◆ Demonstrate appropriate behaviors to prevent conflict (ie “T” messages) ◆ Define cliques and describe the impact within the school community ◆ Identify various forms of bullying and recognize short term and long term impacts ◆ Demonstrate various strategies to prevent and deal with bullying ◆ Recognize the importance of social media and utilizing it responsibly ◆ Understand the consequences of using social media inappropriately ◆ Demonstrate an understanding and respect for other people, their ideas, and behavior ◆ Introduce and demonstrate positive coping skills in all relationships ◆ Identify family and community health issues as well as community agencies to provide solutions ◆ Utilize various resources available in school, community, and online preventing anti-social behaviors including that of bullying 	1 2 1 2 2 1 3 1	<ul style="list-style-type: none"> ◆ Identify the characteristic-s of social health, which are critical in adulthood ◆ Describe and demonstrate appropriate strategies to avoid or cope with potentially dangerous situations, such as dating violence or assault ◆ Understand how to control emotions in order to adapt to one’s environment utilizing anger management skills ◆ Are provided with frameworks for thinking about sexuality and its meaning in human relationships ◆ Think and analyze as concretely as possible how present behaviors, relationships, and actions may factor into future long-range plans ◆ Develop the proper listening and communication skills essential in successful relationships ◆ Describe how to obtain health services for individual needs and how to refer friends and family members to appropriate health services or providers ◆ Advocate for self and others with regard to personal health and safety.

Topics	Standard	K-5	Standard	6
Mental Health	1 2 1 1 1 1 2 1 1 1 1	<ul style="list-style-type: none"> ◆ Describe emotional indicators of healthy people ◆ Identify ways to care for and show respect for self and others ◆ Define and discuss the definition of a value ◆ Recognize how values influence behavior ◆ Recognize the difference between good and bad values ◆ Identify responsible health behaviors ◆ Demonstrate strategies to improve or maintain personal health ◆ Understand the grieving process ◆ Discuss emotions relating to death ◆ Demonstrate good manners ◆ Practice interpersonal communication skills 	2 2 2 2 1 1 1 1 1 1 1 1 1	<ul style="list-style-type: none"> ◆ Understand and demonstrate the decision making process ◆ Demonstrate ways to avoid and reduce threatening situations ◆ Know that one's decision can affect self and others ◆ Recognize that responsible people anticipate and accept the consequences of their personal decisions ◆ Define the term self-esteem ◆ Identify factors that influence self-esteem ◆ Differentiate between high and low self-esteem ◆ Recognize who and what influences our self-esteem ◆ Demonstrate ways to increase one's own self-esteem ◆ Describe the emotional indicators of healthy people ◆ Discuss the stages of the grieving process ◆ Understand the emotions related to death ◆ Define Stress, eustress, distress ◆ Learn stress management techniques

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Mental Health	1 1 1 3 1 2 2 2 3	<ul style="list-style-type: none"> ◆ Define the terms stress and stressor and identify the difference between stress and distress. ◆ Understand factors that contribute to stress and determine ways to manage stress. ◆ Understand that mental illness is a disease that is treatable and be able to identify common mental illnesses. ◆ Identify community resources for people with mental illness. ◆ Identify and predict how decisions regarding health behaviors have consequences for self and others ◆ Discuss self-esteem and how it affects personal health and influences decision making. ◆ Identify the stages of the grieving process and discuss emotions related to death. ◆ Discuss various warning signs of suicide. ◆ Describe how to access resources in school and community to assist with mental health problems. 	1 1 1 1 1 2 2	<ul style="list-style-type: none"> ◆ Define Stress and the different types of stress (distress and eustress) ◆ Learn techniques to manage stress ◆ Learn “trigger” situations that causes their stress ◆ Be able to control emotions in order to adapt to ones environment ◆ Appreciate the role of values in forming attitudes and influencing behavior ◆ Understand how defense mechanisms are used to protect emotional security and serve as a way of preventing or coping with anxiety ◆ Develop meaningful guidelines for problem solving and decision making

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Physical Health	1 1 1 1 1 1 1 1	<ul style="list-style-type: none"> ◆ Demonstrate the correct procedure for brushing and flossing their teeth ◆ Explain the importance of keeping their body and clothing clean ◆ Demonstrate cleanliness activities ◆ Demonstrate how lice is spread and how to avoid spreading lice ◆ Identify the need for increased hygiene as body changes occur ◆ Exhibit hygiene practices that contribute to health during puberty ◆ Differentiate between healthy and unhealthy foods ◆ Identify the Food Pyramid and its components 	2 1 1 1 1 1,3 1 1 2 3 1	<ul style="list-style-type: none"> ◆ Demonstrate health practices responsible for personal health ◆ Identify and describe hygiene procedures for adolescence ◆ Identify key components of fitness and the multiple benefits of physical activity ◆ Explain how nutritionally balanced meals and snacks promotes health ◆ Identify the six essential nutrients, food sources, and various importance ◆ Familiarize oneself with current USDA guidelines for nutritional health and food choices and identify proper resources ◆ Identify responsible health behaviors and demonstrate strategies to improve or maintain health ◆ Identify common health problems and indicate how they can be prevented, detected and treated ◆ Set a personal health goal and track progress toward its achievement ◆ Describe how to access resources in the home, on the web, school, and community to assist with health problems ◆ Identify the ways various media promote products and services that influence health choices

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Physical Health	1 1 2 1 1 1,3 1 3 1 1 1	<ul style="list-style-type: none"> ◆ Describe the interrelationship of social, emotional and physical health during adolescence ◆ Identify criteria for evaluating information about health products and services ◆ Analyze fitness and nutritional data to make well-informed decisions regarding food choices and activities ◆ Identify the current state of physical health in the U.S. and contributing factors ◆ Describe each of the six essential nutrients, their food sources and various universal diet goals ◆ Explain USDA guidelines (choosemyplate) and utilize resources to track attainable fitness and nutrition goals ◆ Understand the role of calories in weight control ◆ Identify and share valid resource applications that can assist in meeting personal fitness and nutritional goals ◆ Identify principles of healthy weight-loss and weight-gain diets ◆ Define the general term of fitness and identify its components and how they relate to various activities and exercises ◆ Identify and discuss activities as they relate to fitness and a healthy lifestyle 	1 3 3 3 1 1 1 2	<ul style="list-style-type: none"> ◆ Recognize that total health results from an interaction of one’s mental, physical and social well-being (Wellness Triangle) and their effect on being a young adult. ◆ Analyze situations in order to determine the need for professional health services ◆ Demonstrate the ability to access reliable information about self-care practices ◆ Demonstrate the ability to access health care services ◆ Understand RDA and its relationship to the Food Pyramid ◆ Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management. ◆ Distinguish between wellness behaviors and risk behaviors. ◆ Analyze influences on wellness decisions and practice health enhancing behaviors.

Topics	Standard	K-5	Standard	6
Growth and Development	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>1</p>	<ul style="list-style-type: none"> ◆ Describe basic structure and functions of the human body systems ◆ Set personal health goals and track progress it towards achievement ◆ Identify personal health needs ◆ Identify common health problems of children ◆ Recognize indicators of mental, emotional, social, and physical health during childhood ◆ Identify personal health behaviors ◆ Demonstrate ways to communicate, care, consideration and respect of self and others ◆ Demonstrate relationships between personal health behaviors and individual well-being 	<p>1</p> <p>2</p> <p>2</p> <p>2</p> <p>1</p>	<ul style="list-style-type: none"> ◆ Explain the three components of health and how they relate to healthy people ◆ Recognize responsible health behaviors and develop a plan to improve or stay at optimum health ◆ Develop ways to care and show respect for their bodies and others ◆ Develop a plan for healthy living throughout adolescence ◆ Identify the changes their body is going through during puberty

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Growth and Development	<p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>2</p> <p>2</p> <p>3</p>	<ul style="list-style-type: none"> ♦ Describe the many physical, social, emotional changes that happen during puberty ♦ Comprehend the human maturation process ♦ Analyze the risks and consequences associated with sexual behavior. ♦ Understand the importance of abstinence and demonstrate ways to make smart decisions by using the decision making process and refusal techniques ♦ Analyze different cultural effects on health and the use of a variety of health services ♦ Realize how different areas of the media can affect current issues surrounding growth development and sexuality. ♦ Obtain information from different reliable sources about health related issues especially using the Internet 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>2</p> <p>2</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>	<ul style="list-style-type: none"> ♦ Recognize the results associated with engaging in high risk behaviors ♦ Raise awareness in dealing with harmful consequences of early sexual relationships ♦ Understand the problems and responsibilities that advanced levels of sexual intimacy may bring to their lives and the importance of abstinence ♦ Discuss and be able to identify the parts of male and female reproductive system ♦ Discuss ways to care and show respect for themselves and others ♦ Raise awareness of parental fears about early sexual relationships as well as their hopes for their children’s sexual responsibilities and happiness ♦ Realize what happens in their lives now may have a huge impact in the future ♦ Identify community agencies which provide health information ♦ Recognize how cultural diversity may affect different health behaviors ♦ Identify places associated with health services to refer friends and relatives ♦ Access the Internet to aid in health research

	Standard	K-5	Standard	6
Topics				
Drugs	1	♦ Identify what a drug is	1	♦ Define drug and the difference between over-the-counter versus a prescription drug
	1	♦ Distinguish between medicines and illegal or dangerous drugs	1	
	1	♦ Analyze short-term and long-term consequences of safe, risky, and harmful behaviors	3	♦ Identify ways to use over the counter and prescription medicines in responsible ways
	1	♦ Identify ways to use over the counter and prescription medicines in responsible ways	1	♦ Identify laws and regulations regarding the use of controlled substances
	3	♦ Identify risks associated with taking any type of drug that is unlabeled	3	♦ Recognize risk factors associated with drug misuse and abuse
	1	♦ Identify the harmful effects of alcohol	1	♦ Identify the main classification of drugs: Stimulants, depressants, and hallucinogens
	1	♦ List reasons people begin to use alcohol	1	♦ Discuss the reasons why people start and/or continue to use tobacco products
	2	♦ Discuss ways that drinking alcohol can affect an entire family	1	♦ Identify health short and long term risks associated with tobacco
	2	♦ Discuss what a child can do when growing up with an alcoholic in the family	2	♦ Discuss what is found in tobacco products
	1	♦ Identify reasons people begin to use tobacco products	1	♦ Define the term Nicotine, Tar, Carbon Monoxide
	3	♦ List the health risks associated with the use of tobacco products	1	♦ Recognize how smoking tobacco enters the bloodstream
	3	♦ Discuss how second-hand smoke effects the nonsmoker	1	♦ Understand the difference between mainstream and side stream smoke
		♦ Implement a plan to avoid second hand smoke in their homes	2	♦ Identify the dangers from both types of smoke
		♦ Use refusal skills to resist the pressures to use tobacco	3	♦ Use refusal skills to resist pressures to use any tobacco products
		♦ List risks associated with using harmful substances such as inhalants	2	♦ Identify Alcohol as a drug
		♦ Demonstrate the ability to make a healthful decision	2	♦ Discuss the path of alcohol in the body and the oxidation process
		♦ Get introduced to the availability of health resources in the school that can help adolescents and their families	1	♦ Discuss the reasons why people start and/or continue to drink alcohol
		♦ Demonstrate the ability to locate health resources and services in their communities	1	♦ Identify the long and short term effects from alcohol use
			2	♦ Analyze ways alcohol use impacts society
			3	♦ Identify sources for help with alcohol related problems
			3	♦ Use refusal skills to resist peer pressure to use alcohol
			1	♦ Define Marijuana
				♦ Discuss the long and short term effects from marijuana use
				♦ identify how using drugs interfere with the decision making process
				♦ Recognize where help can be received for personal or family drug misuse or abuse
				♦ Become aware of school and community resources for intervention and treatment
				♦ Demonstrate the ability to influence and support others in making positive health choices

Topics	Standard	8	Standard	9-12
Drugs	1 1 1 2 2 1 1 1 1 1 1 3 2 2 1 3 1 1 3	<ul style="list-style-type: none"> ◆ Explain the difference between drug misuse and drug abuse. ◆ Identify and analyze dangers associated with prescription drug abuse. ◆ Demonstrate knowledge of various drugs and the effects these drugs have on the mind and body. ◆ List reasons why using inhalants is dangerous ◆ List ways drug abuse affects society ◆ Outline resistance skills that can be used to resist harmful drug use. ◆ Identify protective factors to prevent drug abuse. ◆ Understand the path of alcohol and the effects it has on the body. ◆ Explain how the proof for an alcoholic beverage is determined. ◆ List factors that affect blood alcohol concentration ◆ Identify problems associated with alcohol use and possible solutions. ◆ Discuss drinking laws for someone your age. ◆ Discuss life skills that cannot be practiced if you drink. ◆ Outline resistance skills to say NO when you are pressured to drink. ◆ Describe physical and psychological dependence on nicotine. ◆ Analyze various approaches used to target teens in tobacco advertisements. ◆ Formulate personal health messages to deter the use of smoking and smokeless tobacco. ◆ Discuss the effect of illicit drugs, physically, mentally, socially and financially. ◆ List guidelines for helping someone with drug or alcohol abuse 	1 1 2 2 1 1 1 2 1 1 1 1 1 1 1 2 1 1 1 1 1 3 3	<ul style="list-style-type: none"> ◆ List and explain factors that influence the effects a drug will have on a person ◆ Describe the use and abuse of prescription and nonprescription medicines and illegal substances. ◆ List guidelines for safe use of prescription and over the counter drugs ◆ List and explain why drug use is risky ◆ Discuss physical and psychological dependence ◆ Discuss roles of family members who are codependent ◆ List risk factors for drug use ◆ Identify direct and indirect peer pressure to use drugs ◆ Discuss alcohol’s effects on the different body systems ◆ Discuss the effects of alcohol on the mind including decision-making, sexual decision-making, violence, depression, and suicide ◆ Explain how alcohol is oxidized by the liver and the rate at which it is oxidized ◆ Explain how drinking affects thinking and decision-making ◆ Identify how alcohol and drugs affects your ability to drive a car ◆ Explain how drinking increases the risk of violence and illegal behavior ◆ Discuss alcoholism: cause, health problems, effects on family, friends and treatment. ◆ List guidelines for helping someone with drug or alcohol abuse. ◆ Use a decision making process to analyze when it’s necessary to seek help or leave an unhealthy situation. ◆ Analyze consequences for pregnant women when using tobacco, alcohol and other drugs to include FAS and other birth defects. ◆ Explain healthy alternatives to alcohol, tobacco and other drugs. ◆ Discuss goal setting and how a drug free lifestyle supports short term and long term success. ◆ Outline eight resistance skills that can be used to resist pressure to drink alcohol ◆ Discuss the harmful effects of nicotine including asthma, cancer, emphysema, chronic bronchitis ◆ Discuss ways smoking affects appearance, relationships, and spending habits ◆ Explain how smoking, breathing secondhand smoke, and using smokeless tobacco harm health ◆ Outline steps to take to quit using tobacco products ◆ Discuss the effects of stimulants, depressants, hallucinogens, and inhalants ◆ Discuss why stimulants, depressants, hallucinogens, and inhalants are illegal without a prescription ◆ List and explain steps teens can take to get help for someone who misuses or abuses drugs ◆ Discuss different kinds of treatment for people who are drug dependent

Topics	Standard	K-5	Standard	6
Diseases	1 1 1 1 1 3	<ul style="list-style-type: none"> ♦ Introduce the terms communicable and non-communicable ♦ Identify various ways that germs are spread, and to protect themselves ♦ Identify common health problems of children and how they can be prevented and treated ♦ Understand that HIV is an incurable virus ♦ Understand how HIV is spread and how it is not spread ♦ Identify various sources of health professionals in the area that can help you in times of need 	1 1 1 1 1 3	<ul style="list-style-type: none"> ♦ Recognize the importance of the immune system and how it fights germs ♦ Demonstrate health practices in order to have proper hygiene ♦ Identify common health problems and indicate how they can be prevented, detected and treated ♦ Have a basic knowledge of HIV/AIDS. Its transmission, and proper precautions to take to protect one's self from infection ♦ Identify ways in which HIV is passed on and ways in which HIV is not passed on ♦ Understand that abstinence is the only 100% sure way of preventing HIV transmission ♦ Identify various sources of health professionals in the area that can help you in times of need

Topics	Standard	8	Standard	9-12
Diseases	1 1 1 1 1 1 2 3	<ul style="list-style-type: none"> ◆ Understand the ways in which the body's immune system operates ◆ Explain how lifestyle, family history and other factors are related to the cause and prevention of diseases and other health problems. ◆ Identify warning signs of skin cancer. ◆ Minimize potential behaviors that contribute to skin cancer. ◆ Explain the difference between communicable and non-communicable diseases ◆ Comprehend the basic vocabulary regarding HIV/AIDS and other STD's ◆ Understand that abstinence is the only 100% sure way of preventing HIV and other STD transmission ◆ Understand risky behaviors as they apply to HIV/AIDS and other STD's ◆ Describe how to obtain health services appropriate for individual needs and how to refer friends and family members to appropriate health service providers 	1 1 1 1 1 1 2 3 3 1 1 1	<ul style="list-style-type: none"> ◆ Understand that abstinence is the only 100% sure way of preventing sexually transmitted diseases and HIV ◆ Identify the consequences associated with engaging in high risk behaviors which compromise health ◆ Awareness is raised regarding harmful consequences of early sexual relationships ◆ Are provided with facts about sexually transmitted diseases and encourage them to avoid behaviors that risk infection ◆ Understand signs and treatment for communicable diseases ◆ Understand how diseases are caused and transmitted and how to reduce the risk, including HIV/AIDS awareness ◆ Recognize the need for early detection and treatment of disease ◆ Describe how to obtain health services appropriate for individual needs and how to refer friends and family members to appropriate health service providers ◆ Describe the individual's role in community efforts to control and prevent communicable disease ◆ Describe latest immunizations available for young men and women. ◆ Describe necessary screening exams that should be sought out in young adulthood and onward. ◆ Uncover myths and realities of how diseases may be spread, including HIV/AIDS transmission.

Topics	Standard	K-5	Standard	6
First Aid and Safety	1 1 1 1 2 2 2 3	<ul style="list-style-type: none"> ◆ Identify common health problems of children ◆ Explain how childhood injuries and illnesses can be prevented or treated ◆ Identify and demonstrate safety rules associated with scooters, bicycles and swimming ◆ Understand how to prevent accidents that are associated with fires and poisons ◆ Develop injury prevention and management strategies for personal health ◆ Demonstrate ways to avoid and reduce threatening situations ◆ Demonstrate how culture influences personal health behaviors ◆ Be able to use “911” or similar emergency services 	2 2 2 2 3 2	<ul style="list-style-type: none"> ◆ Recognize why it is important for students to act safely ◆ Discuss means how to act safely ◆ Discuss Safety tips for traveling to and from home and other places in the community ◆ Identify means to avoid and reduce life threatening situations ◆ Be able to use 911 or similar emergency services ◆ Develop a safety plan for healthy living

Topics	Standard	8	Standard	9-12
First Aid and Safety	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>3</p> <p>2</p> <p>3</p>	<ul style="list-style-type: none"> ◆ Discuss the differences between CPR and artificial breathing ◆ Identify types of wounds and the first aid procedures for them ◆ Recognize the difference degree of burns and the treatment for each of them ◆ Identify the ABC's of basic first aid situations and how to provide treatment for them ◆ Apply basic safety rules in potential harmful situations ◆ Demonstrate the correct way to apply the Heimlich maneuver ◆ Discuss the ways to apply precautions to blood-borne pathogens and demonstrate the correct way to control bleeding ◆ Recognize potential disasters and the impact it has on the community. ◆ Identify how to assist in preparing for disasters and where information can be obtained. ◆ Understand the role of government and community resources in assisting in potential disasters. 	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>2</p> <p>2</p>	<ul style="list-style-type: none"> ◆ Identify certain situations which can lead to the use of first aid treatment ◆ Design and use a safety plan in the home, school, and workplace ◆ Understand the universal precautions and use first aid, CPR and emergency procedures ◆ Demonstrate the abdominal thrusts (Heimlich maneuver) ◆ Demonstrate the basic measures of CPR on a Rescue Annie doll ◆ Recognize first aid situations, assess them, and get help. ◆ The awareness of up-to-date first aid treatment, equipment and technology ◆ Demonstrate the ability to apply the necessary first aid treatment ◆ Understand the dangers of insect and animal bites within our environment ◆ Recognize local, state and federal agencies which provide health information and health services ◆ Obtain phone numbers and directions to local agencies that can help in first aid services ◆ Identify local community resources in times of emergency ◆ Understand the availability of health occupations in times of emergencies ◆ Identify ways to stay safe during natural disasters and emergency situations (ex: hurricanes, electrical storms, winter storms, earthquakes, wildfires, terrorist attacks). ◆ Evaluate risks involved with teen driving to include texting and speeding. ◆ Identify ICE on personal cell phones.