

***HealthSmart* Alignment with  
Maryland Comprehensive  
Health Education Framework**

**Middle School, Third Edition  
Grades 6–8**

advancing  
health  
equity **etr.**

**HealthSmart Middle School Unit Key**

ABST = Abstinence, Puberty & Personal Health  
 EMH = Emotional & Mental Health  
 HIV = HIV, STI & Pregnancy Prevention

NPA = Nutrition & Physical Activity  
 TAOD = Tobacco, Alcohol & Other Drug Prevention  
 VIP = Violence & Injury Prevention

**Standard 1a: Mental and Emotional Health (MS)**

Topic	6	7	8
Wellness	Describe the components of wellness. 1a.6.1 EMH – Lesson 3 [mental health] ABST – Lessons 1, 2, 3 [physical health]	Explain how role models display wellness. 1a.7.1 EMH – Lesson 3	Evaluate one’s personal wellness. 1a.8.1 EMH – Lesson 1, Lesson 15
	Describe role models that demonstrate positive mental and emotional health. 1a.6.2 EMH – Lesson 3	Explain the interrelationship of the components of wellness. 1a.7.2 EMH – Lesson 1	Identify strategies to improve dimensions of wellness. 1a.8.2 EMH – Lesson 1, Lesson 15
Emotions, feelings, and relationships	Examine the importance of being aware of one’s own feelings and being sensitive to the feelings of others. 1a.6.3 EMH – Lesson 6	Describe how mental and emotional health can affect health-related behaviors. 1a.7.3 Not covered	Explain how the expression of emotions or feelings can help or hurt oneself and others. 1a.8.3 EMH – Lesson 6
	Discuss how emotions change during adolescence. 1a.6.4 ABST – Lesson 7		
Self and social awareness	Identify triggers of strong emotions and apply healthy coping strategies. 1a.6.5 EMH – Lesson 7	Demonstrate how to support others by practicing empathy. 1a.7.4 EMH – Lesson 12	Demonstrate empathy to others who have different feelings, thoughts, and experiences. 1a.8.4 EMH – Lesson 12
	Identify strengths in self in order to prioritize personal skills and allow interests to develop. 1a.6.6 EMH – Lesson 15	Describe strategies for developing strengths and overcoming disappointments. 1a.7.5 EMH – Lesson 3, Lesson 15	Reframe a challenge or setback as an opportunity. 1a.8.5 EMH – Lesson 3 [part of discussion of emotional health] Covered in-depth in HS EMH – Lesson 3
			Describe how personal responsibility for one’s choices is linked to self-worth and growth. 1a.8.6 EMH – Lesson 3, Lesson 14
Trusted adults	Describe the qualities of a trusted adult with whom you could talk about your overall wellness. 1a.6.7 EMH – Lesson 8 [feelings], Lesson 15 [help with emotional health goal] ABST – Lesson 4 [sexuality], Lesson 7 [puberty]	Identify strategies for communicating your overall wellness with a trusted adult. 1a.7.6 EMH – Lesson 8 [feelings]	Demonstrate communication with a trusted adult about your overall wellness. 1a.8.7 EMH – Lesson 8 [feelings] ABST – Lesson 7 [puberty]

<b>Standard 1a: Mental and Emotional Health (MS) (continued)</b>			
<b>Topic</b>	<b>6</b>	<b>7</b>	<b>8</b>
Trusted adults <i>(continued)</i>	Identify the importance of telling a trusted adult if you or someone else is experiencing mental or emotional health challenges. 1a.6.8 <a href="#">EMH – Lesson 8</a>	Identify the importance of telling a trusted adult if you or someone else is experiencing mental or emotional health challenges. 1a.7.7 <a href="#">EMH – Lesson 8</a>	
Stress and anxiety	Explain the body’s physical and psychological responses to stressful situations. 1a.6.9 <a href="#">EMH – Lesson 9</a>	Describe personal stressors at home, in school, and with friends. 1a.7.8 <a href="#">EMH – Lesson 8</a>	Explain the causes and effects of stress. 1a.8.8 <a href="#">EMH – Lesson 9</a>
		Describe a variety of appropriate ways to respond to stress when angry or upset. 1a.7.9 <a href="#">EMH – Lesson 7, Lesson 11</a>	Explain positive and negative ways of dealing with stress. 1a.8.9 <a href="#">EMH – Lesson 9</a>
			Explain the causes, symptoms, and effects of anxiety. 1a.8.10 <a href="#">EMH – Lesson 8</a>
			Analyze the risks of impulsive behaviors. 1a.8.11 <a href="#">EMH – Lesson 7</a>
Depression awareness	Identify depression as prolonged sadness with no identifiable cause. 1a.6.10 <a href="#">EMH – Lesson 8</a>	Describe the connection between depression and brain chemistry. 1a.7.10 <a href="#">Not covered</a>	
		Explain the causes, symptoms, and effects of depression. 1a.7.11 <a href="#">EMH – Lesson 8</a>	
Suicide prevention	Identify warning signs of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1a.6.11 <a href="#">EMH – Lesson 8</a>	Describe the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1a.7.12 <a href="#">EMH – Lesson 8</a>	Explain the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1a.8.12 <a href="#">EMH – Lesson 8</a>
		Explain the causes, symptoms, and effects of depression and suicide. 1a.7.13 <a href="#">EMH – Lesson 8 [depression]</a> <a href="#">Suicide covered at High School</a>	Describe the signs and symptoms of people who are in danger of hurting themselves or others. 1a.8.13 <a href="#">EMH – Lesson 8</a>
			Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others. 1a.8.14 <a href="#">EMH – Lesson 8</a>

<b>Standard 1a: Mental and Emotional Health (MS)</b> <i>(continued)</i>			
<b>Topic</b>	<b>6</b>	<b>7</b>	<b>8</b>
Teasing, bullying, harassment, and violence	Explain why it is wrong to tease, bully or discriminate against others based on personal characteristics. 1a.6.12 <a href="#">VIP – Lesson 9</a> <a href="#">HIV – Lesson 2 [sexuality]</a>	Describe how power and control differences in relationships can contribute to aggression and violence. 1a.7.14 <a href="#">VIP – Lesson 9 [related to bullying]</a>	Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts. 1a.8.15 <a href="#">VIP – Lesson 14</a>
			Explain how intolerance can affect others. 1a.8.16 <a href="#">VIP – Lesson 8</a> <a href="#">HIV – Lesson 2</a>
			Describe ways to manage interpersonal conflict nonviolently. 1a.8.17 <a href="#">VIP – Lesson 14</a>
Social media	Identify sharing or posting personal information electronically about self or others on social media sites can impact mental and emotional health. 1a.6.13 <a href="#">EMH – Lesson 13</a>	Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact mental and emotional health. 1a.7.15 <a href="#">EMH – Lesson 13</a>	Evaluate how sharing or posting personal information electronically about self or others on social media sites can impact mental and emotional health. 1a.8.18 <a href="#">EMH – Lesson 13</a>
Body image	Define the concept of a positive body image and its implications for mental and physical wellness. 1a.6.14 <a href="#">NPA – Lesson 11</a>	Explain the importance of a positive body image and its implications for mental and physical wellness. 1a.7.16 <a href="#">NPA – Lesson 11</a>	Analyze strategies to cultivate a positive body image. 1a.8.19 <a href="#">NPA – Lesson 11</a>
Disordered eating	Recognize signs of disordered eating. 1a.6.15 <a href="#">NPA – Lesson 13</a>	Identify the signs of disordered eating. 1a.7.17 <a href="#">NPA – Lesson 13</a>	Explain the signs of disordered eating. 1a.8.20 <a href="#">NPA – Lesson 13</a>
	Identify the potential mental and physical consequences of disordered eating and why it is important to seek professional help. 1a.6.16 <a href="#">NPA – Lesson 13</a>	Explain the potential mental and physical consequences of disordered eating and why it is important to seek professional help. 1a.7.18 <a href="#">NPA – Lesson 13</a>	Summarize the potential mental and physical consequences of disordered eating and why it is important to seek professional help. 1a.8.21 <a href="#">NPA – Lesson 13</a>
Loss and grief	Explain feelings and emotions associated with loss and grief. 1a.6.17 <a href="#">EMH – Lesson 12</a>	Summarize feelings and emotions associated with loss and grief. 1a.7.19 <a href="#">EMH – Lesson 12</a>	Justify feelings and emotions associated with loss and grief as a normal part of development. 1a.8.22 <a href="#">EMH – Lesson 12</a>
Stigma	Recognize the negative effects of stigma surrounding mental health conditions. 1a.6.18 <a href="#">Covered in High School</a> <a href="#">EMH – Lesson 15</a>	Identify the negative impact of stigma on health seeking behavior. 1a.7.20 <a href="#">Covered in High School</a> <a href="#">EMH – Lesson 15</a>	Summarize the negative impact of stigma on health-seeking behavior. 1a.8.23 <a href="#">Covered in High School</a> <a href="#">EMH – Lesson 15</a>

<b>Standard 1a: Mental and Emotional Health (MS)</b> <i>(continued)</i>			
<b>Topic</b>	<b>6</b>	<b>7</b>	<b>8</b>
Addiction	Recognize when a behavior or habit has a negative consequence on self or others. 1a.6.19 <a href="#">TAOD – Lesson 6</a>	Identify factors that contribute to addiction. 1a.7.21 <a href="#">TAOD – Lesson 6</a>	Identify addiction as long-term compulsive behavior despite negative consequences. 1a.8.24 <a href="#">TAOD – Lesson 6</a>
Self-harm	Recognize self-harming behaviors. 1a.6.20 <a href="#">Can be included in EMH – Lesson 8</a>	Summarize how to get help for someone who is self-harming. 1a.7.22 <a href="#">Can be included in EMH – Lesson 8</a>	

## Standard 1b: Substance Abuse Prevention (MS)

Topic	6	7	8
Medicines	<p>Differentiate between proper use and abuse of prescription medicines. 1b.6.1  <a href="#">TAOD – Lesson 5, Lesson 7</a></p> <p>Distinguish between proper use and abuse of over-the-counter medicines. 1b.6.2  <a href="#">TAOD – Lesson 5</a></p>	<p>Identify the negative effects of incorrect use of prescription drugs and over-the-counter medicines. 1b.7.1  <a href="#">TAOD – Lesson 5, Lesson 7</a></p>	
Household products	<p>Explain why products can be harmful to self and others if ingested, inhaled, or absorbed. 1b.6.3  <a href="#">Not covered</a></p>		
Alcohol, opioids, nicotine products, marijuana products, fentanyl, and other drugs	<p>Describe situations that could lead to the use of alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.6.4  <a href="#">TAOD – Lesson 9, Lesson 15</a></p>	<p>Identify the physical effects of alcohol, opioids, nicotine products, marijuana products, and other drugs. 1b.7.2  <a href="#">TAOD – Lesson 2 [alcohol], Lesson 3 [nicotine], Lesson 4 [marijuana], Lesson 7 [opioids]</a></p>	
	<p>Determine the reasons why people choose to use or not to use alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.6.5  <a href="#">TAOD – Lesson 6, Lesson 11</a></p>	<p>Describe the negative consequences of using alcohol, nicotine products, marijuana products, opioids (including the lethal effects of fentanyl), and other drugs. 1b.7.3  <a href="#">TAOD – Lesson 8, also Lesson 2 [alcohol], Lesson 3 [nicotine], Lesson 4 [marijuana], Lesson 7 [opioids]</a>  <a href="#">Fentanyl not covered</a></p>	<p>Summarize the negative consequences of using alcohol, nicotine products, marijuana products, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. 1b.8.1  <a href="#">TAOD – Lesson 8, also Lesson 2 [alcohol], Lesson 3 [nicotine], Lesson 4 [marijuana], Lesson 7 [opioids]</a>  <a href="#">Fentanyl not covered</a></p>
		<p>Describe the positive alternatives to using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.7.4  <a href="#">TAOD – Lesson 11</a></p>	<p>Describe the relationship between substance use and health risks including unintentional injuries, violence, suicide, and sexual risk behaviors. 1b.8.2  <a href="#">TAOD – Lesson 2</a>  <a href="#">VIP – Lesson 3</a></p>

<b>Standard 1b: Substance Abuse Prevention (MS) (continued)</b>			
<b>Topic</b>	<b>6</b>	<b>7</b>	<b>8</b>
Alcohol, opioids, nicotine products, marijuana products, fentanyl, and other drugs <i>(continued)</i>		Explain why using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances is an unhealthy way to manage stress, anxiety, and depression. 1b.7.5 <a href="#">TAOD – Lesson 6</a>	Describe the health risks of using performance-enhancing or weight loss drugs. 1b.8.3 <a href="#">NPA – Lesson 12</a> [weight-loss only]
		Determine the benefits of being free from alcohol, opioids, nicotine products, marijuana products, and other drugs. 1b.7.6 <a href="#">TAOD – Lesson 11, Lesson 17</a>	Defend the benefits of being free from alcohol, opioids, nicotine products, marijuana products, and other trending drug or substances. 1b.8.4 <a href="#">TAOD – Lesson 17</a>
Environmental literacy			Identify the negative environmental effects of alcohol, opioids, nicotine products, marijuana products, and other drugs. 1b.8.5 <a href="#">Can be included in TAOD – Lesson 8</a>

<b>Standard 1c: Family Life and Human Sexuality (MS)</b>			
<b>Topic</b>	<b>6</b>	<b>7</b>	<b>8</b>
Healthy relationships and consent	Describe characteristics of healthy relationships. 1c.6.1 <a href="#">EMH – Lesson 4</a> <a href="#">HIV – Lesson 4</a>	Explain the characteristics of a healthy dating relationship. 1c.7.1 <a href="#">HIV – Lesson 4</a>	Distinguish healthy relationships from unhealthy ones. 1c.8.1 <a href="#">EMH – Lesson 4</a> <a href="#">HIV – Lesson 4</a>
	Describe healthy ways to express affection, love, and friendship. 1c.6.2 <a href="#">ABST – Lesson 10</a>	Evaluate the impact of technology (e.g., use of smart phones and digital monitoring) and social media on communication and consent in relationships. 1c.7.2 <a href="#">EMH – Lesson 13</a> <a href="#">Can also be included in HIV – Lesson 3 or 4</a>	Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships. 1c.8.2
	Identify why individuals have the right to refuse sexual contact. 1c.6.3 <a href="#">HIV – Lesson 3</a> <a href="#">VIP – Lesson 16</a>	Explain why individuals have the right to refuse sexual contact. 1c.7.3 <a href="#">HIV – Lesson 3</a> <a href="#">VIP – Lesson 16</a>	Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help. 1c.8.3 <a href="#">Can be included in HIV Lesson 4</a> <a href="#">Covered in-depth in HS EMH – Lesson 9</a>
			Summarize why individuals have the right to refuse sexual contact. 1c.8.4 <a href="#">HIV – Lesson 3</a> <a href="#">VIP – Lesson 16</a>
			Analyze factors, including alcohol and other substances that can affect the ability to give or perceive consent to sexual activity. 1c.8.5 <a href="#">HIV – Lesson 3</a>
			Explain the importance of setting personal limits to avoid sexual risk behaviors. 1c.8.6 <a href="#">ABST – Lesson 10</a>
Gender identity and expression	Define sex assigned at birth, gender identity, and gender expression. 1c.6.4 <a href="#">ABST – Lesson 4</a> <a href="#">HIV – Lesson 2</a>	Compare sex assigned at birth and gender identity and explain how they may or may not differ. 1c.7.5 <a href="#">ABST – Lesson 4</a> <a href="#">HIV – Lesson 2</a>	Explain sex assigned at birth and gender identity and explain how they may or may not differ. 1c.8.7 <a href="#">ABST – Lesson 4</a> <a href="#">HIV – Lesson 2</a>



<b>Standard 1c: Family Life and Human Sexuality (MS) (continued)</b>			
<b>Topic</b>	<b>6</b>	<b>7</b>	<b>8</b>
Sexual orientation and identity	Explain sexual orientation. 1c.6.5 <a href="#">ABST – Lesson 4</a> <a href="#">HIV – Lesson 2</a>	Define sexual identity and explain a range of identities related to sexual orientation. 1c.7.6 <a href="#">ABST – Lesson 4</a> <a href="#">HIV – Lesson 2</a>	Describe sexual identity and explain a range of identities related to sexual orientation. 1c.8.8 <a href="#">ABST – Lesson 4</a> <a href="#">HIV – Lesson 2</a>
Harassment, teasing, and bullying	Describe ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, and gender identity) are different from one's own. 1c.6.6 <a href="#">HIV – Lesson 2</a>	Explain why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, and gender identity). 1c.7.7 <a href="#">HIV – Lesson 2</a>	Describe how intolerance can affect others when aspects of their sexuality are different from one's own. 1c.8.9 <a href="#">HIV – Lesson 2</a>
		Identify strategies for respecting individual differences in sexual growth and development, or physical appearance. 1c.7.8 <a href="#">HIV – Lesson 2</a>	
Anatomy and physiology	Identify human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.6.7 <a href="#">ABST – Lessons 5 &amp; 6</a>	Describe human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.7.9 <a href="#">ABST – Lessons 5 &amp; 6</a>	Summarize human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.8.10 <a href="#">ABST – Lessons 5 &amp; 6</a>
	Describe conception and its relationship to the menstrual cycle and vaginal sex. 1c.6.8 <a href="#">ABST – Lesson 8</a> <a href="#">HIV – Lesson 5</a>	Describe menstruation, fertilization, and implantation. 1c.7.10 <a href="#">ABST – Lesson 8</a> <a href="#">HIV – Lesson 5</a>	Explain menstruation, fertilization, and implantation. 1c.8.11 <a href="#">ABST – Lesson 8</a> <a href="#">HIV – Lesson 5</a>
Sexual health		Identify ways to prevent pregnancy, including not having sex and effective use of contraceptives, including condoms. 1c.7.11 <a href="#">HIV – Lesson 14</a>	Describe ways sexually active people can reduce the risk of pregnancy. 1c.8.12 <a href="#">HIV – Lesson 14</a>
		Describe ways sexually active people can reduce the risk of HIV, and other STIs. 1c.7.12 <a href="#">HIV – Lessons 6, 7, 13</a>	Explain ways sexually active people can reduce the risk of HIV, and other STIs including condoms and preventative medications. 1c.8.13 <a href="#">HIV – Lesson 7 [PrEP/PEP]</a> <a href="#">HIV – Lesson 13 [condoms]</a>

<b>Standard 1c: Family Life and Human Sexuality (MS) (continued)</b>			
<b>Topic</b>	<b>6</b>	<b>7</b>	<b>8</b>
Sexual health <i>(continued)</i>		Identify solo, vaginal, anal, and oral sex along with possible outcomes of each. 1c.7.13 <a href="#">HIV – Lesson 1 [being sexually active in general]</a>	Identify proper steps to using barrier methods correctly. 1c.8.14 <a href="#">HIV – Lesson 14</a>
		Describe how the effectiveness of condoms can reduce the risk of HIV, and other STIs. 1c.7.14 <a href="#">HIV – Lesson 12, Lesson 14</a>	Describe the state and federal laws related to minors’ access to sexual healthcare services, including pregnancy and STI/HIV prevention, testing, care, and treatment. 1c.8.15 <a href="#">Can be included in ABST – Lesson 9 and/or HIV – Lesson 8</a>
		Describe the relationship between substance use and sexual risk behaviors. 1c.7.15 <a href="#">Can be included in ABST – Lesson 12 TAOD – Lesson 2 [effects of alcohol use on other risks]</a>	Describe the factors that contribute to engaging in sexual risk behaviors including substance use. 1c.8.16 <a href="#">ABST – Lesson 12</a>
		Recognize racism and intersectionality and describe their impacts on sexual health 1c.7.16 <a href="#">Not covered</a>	Identify racism and intersectionality and describe their impacts on sexual health 1c.8.17 <a href="#">Not covered</a>
Sexually explicit media	Identify the impact sexually explicit media can have on one’s body image, expectations about sex, relationships, and self- esteem. 1c.6.9 <a href="#">Can be included in EMH – Lesson 13 and/or ABST – Lesson 12</a>	Explain the impact sexually explicit media can have on one’s body image, expectations about sex, relationships, and self-esteem. 1c.7.17 <a href="#">Can be included in EMH – Lesson 13 and/or ABST – Lesson 12</a>	Describe the state and federal laws that impact young people’s sexual health and rights, ability to give and receive sexual consent, and engagement with sexually explicit media. 1c.8.18 <a href="#">Can be included in HIV – Lesson 3 [consent] and ABST – Lesson 12 [sexting]</a>
	Explain the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites. 1c.6.10 <a href="#">ABST – Lesson 10</a>	Summarize the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites. 1c.7.18 <a href="#">ABST – Lesson 10</a>	Analyze the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites. 1c.8.19 <a href="#">ABST – Lesson 10</a>

<b>Standard 1d: Safety and Violence Prevention (MS)</b>			
<b>Topic</b>	<b>6</b>	<b>7</b>	<b>8</b>
Safety and injuries			Describe first response procedures needed to treat injuries and other emergencies. 1d.8.1 <a href="#">HealthSmart does not cover first aid</a>
			Identify ways to reduce the risk of injury in a motor vehicle (substance use, distracted driving, seat belts, etc.). 1d.8.2 <a href="#">VIP – Lesson 2</a>
Technology safety	Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact personal safety of self or others. 1d.6.1 <a href="#">Can be included in EMH – Lesson 13</a>	Analyze the impact of media influences on harassing and intimidating behaviors. 1d.7.1 <a href="#">VIP – Lesson 13</a>	Identify how to use technology and social media safely and respectfully and laws pertaining to the dissemination of intimate images. 1d.8.3 <a href="#">EMH – Lesson 13 [will need to add info about laws]</a>
	Describe the positive and negative ways in which technology and social media can impact physical and emotional safety. 1d.6.2 <a href="#">VIP – Lesson 9</a> <a href="#">EMH – Lesson 13</a>	Recognize the inappropriate use of technology as it relates to harassment, stalking, and other intimidating behaviors. 1d.7.2 <a href="#">VIP – Lesson 9</a>	
Boundaries and consent	Demonstrate effective ways to express needs, wants, and feelings, including the setting of and respecting of personal limits and boundaries. 1d.6.3 <a href="#">EMH – Lesson 5, Lesson 6</a>	Explain why individuals have the right to refuse sexual contact. 1d.7.3 <a href="#">VIP – Lesson 16</a> <a href="#">HIV – Lesson 3</a>	Distinguish between appropriate and inappropriate verbal and/or non-verbal interactions. 1d.8.4 <a href="#">ABST – Lesson 10</a> <a href="#">EMH – Lesson 6, Lesson 7</a> <a href="#">VIP – Lesson 17</a>
	Identify individuals have the right to refuse sexual contact. 1d.6.4 <a href="#">VIP – Lesson 16</a> <a href="#">HIV – Lesson 3</a>		Explain the importance of setting and respecting personal limits/boundaries. 1d.8.5 <a href="#">ABST – Lesson 10</a> <a href="#">VIP – Lesson 16</a>
			Describe why individuals have the right to refuse sexual contact. 1d.8.6 <a href="#">VIP – Lesson 16</a> <a href="#">HIV – Lesson 3</a>
			Define affirmative consent. 1d.8.7

			HIV – Lesson 3
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**Standard 1d: Safety and Violence Prevention (MS) (continued)**

Topic	6	7	8
Boundaries and consent <i>(continued)</i>			Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. 1d.8.8 VIP – Lesson 16 HIV – Lesson 3 ABST – Lesson 10
Discrimination and violence	Determine the benefits of using non-violence to solve interpersonal conflict. 1d.6.5 VIP – Lesson 14	Describe helping behaviors that prevent violence. 1d.7.4 VIP – Lesson 8	Summarize how participation in gangs and hate groups can lead to violence. 1d.8.9 Can be added to VIP – Lesson 8
	Examine and model appropriate, respectful, and healthy ways to express affection, love, and friendship between people and in various situations. 1d.6.6 ABST – Lesson 10 EMH – Lesson 6	Analyze the influence of peer groups as they relate to harassing and intimidating behaviors. 1d.7.5 VIP – Lesson 11, Lesson 13	Explain how intolerance can lead to violence. 1d.8.10 VIP – Lesson 8
	Describe ways to reduce risk of injuries from firearms. 1d.6.7 VIP – Lesson 3	Analyze how situations and/or impulsive behaviors can lead to violence. 1d.7.6 VIP – Lesson 8 EMH – Lesson 7	
	Defend against teasing others based on personal characteristics such as body type, race, gender, appearance, mannerisms, and the way one dresses or acts. 1d.6.8 VIP – Lesson 9 HIV – Lesson 2	Identify a variety of non-violent ways to respond to stress when angry or upset. 1d.7.7 VIP – Lesson 13 EMH – Lesson 7	
		Analyze techniques that are used to coerce or pressure someone to use violence. 1d.7.8 Not covered	
	Describe how prejudice, discrimination, and bias can lead to violence and identify strategies for intervention. 1d.7.9 VIP – Lesson 8 HS VIP Lesson 13 covers in much more detail		

<b>Standard 1d: Safety and Violence Prevention (MS) (continued)</b>			
<b>Topic</b>	<b>6</b>	<b>7</b>	<b>8</b>
Abuse and assault	Identify and describe healthy relationships between children and others (e.g., persons in authority, coaches, teachers, and clergy). 1d.6.9 <a href="#">EMH – Lesson 4 [healthy relationships in general]</a>	Identify power differences in relationships between potential abusers and their victims. 1d.7.10 <a href="#">Can be added to VIP – Lesson 17</a>	Identify situations including domestic violence where physical, emotional, verbal, or sexual abuse occurs in a person’s family. 1d.8.11 <a href="#">VIP – Lesson 17</a>
	Identify verbal and/or non-verbal actions that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 1d.6.10 <a href="#">VIP – Lesson 17</a>	Identify a source of support that a student can go to if they or someone they know is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited. 1d.7.11 <a href="#">VIP – Lesson 17</a>	Describe situations and behaviors that constitute sexual mistreatment grooming, harassment, abuse, assault, exploitation, and boundary violations. 1d.8.12 <a href="#">VIP – Lesson 17</a>
		Analyze laws, policies, and consequences related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and human trafficking that are designed to protect young people. 1d.7.12 <a href="#">Can be added to VIP – Lesson 17</a>	
Trusted adults and responding to safety threats		Identify the process of reporting incidents of harassment, stalking, and other intimidating behaviors. 1d.7.13 <a href="#">VIP – Lessons 10, 11, 17</a>	List qualities of an adult whom a student can rely upon for support. 1d.8.13 <a href="#">EMH – Lesson 8</a> <a href="#">ABST – Lesson 4</a>
			Identify a source of support that a student can go to if they or someone they know is being abused or assaulted. 1d.8.14 <a href="#">VIP – Lesson 17</a>
			Demonstrate the ability to recognize and respond to situations that threaten sexual health safety. 1d.8.15 <a href="#">VIP – Lesson 17</a>

<b>Standard 1d: Safety and Violence Prevention (MS) (continued)</b>			
<b>Topic</b>	<b>6</b>	<b>7</b>	<b>8</b>
Bystander intervention and compassion for victims	Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, discrimination, and violence. 1d.6.11 VIP – Lesson 8, Lesson 9	Demonstrate ways to be a positive bystander by responding or reporting if someone is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited. 1d.7.14 VIP – Lesson 17	Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. 1d.8.16 VIP – Lesson 17
	Explain that it is never the fault of a person if they are made to feel unsafe. 1d.6.12 VIP – Lessons 9 & 10, Lesson 17	Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. 1d.7.15 VIP – Lesson 17	Defend the need to empower and support people who experience racism, harassment, or abuse. 1d.8.17 VIP – Lesson 10, Lesson 17
		Identify the need to empower and support people who experience racism, harassment, or abuse. 1d.7.16 VIP – Lesson 10 [bullying], Lesson 17 [abuse]	

## Standard 1e: Healthy Eating (MS)

Topic	6	7	8
Nutritious foods and beverages	Describe the U.S. Dietary Guidelines for Americans. 1e.6.1 <a href="#">NPA – Lesson 3</a>	Explain why the recommended amount of food and food group portions vary by individual. 1e.7.1 <a href="#">NPA – Lesson 2</a>	Identify every individual has unique nutrition needs and identify strategies to maximize nutrition. 1e.8.1 <a href="#">NPA – Lesson 2</a>
	Summarize the benefits of eating plenty of fruits, vegetables, and whole grains. 1e.6.2 <a href="#">NPA – Lesson 3</a>	Summarize a variety of nutritious food choices for each food group. 1e.7.2 <a href="#">NPA – Lesson 2</a>	Summarize the benefits of consuming nutritious foods and the idea that “all foods fit.” 1e.8.2 <a href="#">NPA – Lesson 3</a>
	Summarize the benefits of drinking water. 1e.6.3 <a href="#">NPA – Lesson 1</a>	Explain the benefit of nutritious foods and the idea that “all foods fit.” 1e.7.3 <a href="#">NPA – Lesson 3</a>	
	Identify foods that are high in fiber, iron, and calcium. 1e.6.4 <a href="#">NPA – Lesson 2 [fiber]</a> , <a href="#">Lesson 4 [in relation to food labels]</a> Covered in more detail in <a href="#">HS NPA – Lesson 4</a>		
	Describe the benefits of consuming foods high in fiber, iron and calcium. 1e.6.5 <a href="#">NPA – Lesson 2 [fiber]</a> , <a href="#">Lesson 4 [all 3 briefly]</a> Covered in more detail in <a href="#">HS NPA – Lesson 4</a>		
	Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium. 1e.6.6 <a href="#">NPA – Lesson 2</a> , <a href="#">Lesson 4</a> Covered in more detail in <a href="#">HS NPA – Lesson 4</a>		
Sugar Sweetened Beverages	Identify a variety of sugar-sweetened beverages. 1e.6.7 <a href="#">NPA – Lesson 7</a>	Examine <i>added</i> sugar content in beverages. 1e.7.4 <a href="#">NPA – Lesson 7</a>	Explain the importance of limiting the consumption of sugar-sweetened beverages. 1e.8.3 <a href="#">NPA – Lesson 3</a> , <a href="#">Lesson 7</a>
	Identify the importance of limiting the consumption of sugar-sweetened beverages. 1e.6.8 <a href="#">NPA – Lesson 3</a> , <a href="#">Lesson 7</a>		

<b>Standard 1e: Healthy Eating (MS) (continued)</b>			
<b>Topic</b>	<b>6</b>	<b>7</b>	<b>8</b>
Food choices		Explain the relationship between access to foods and personal food choices. 1e.7.5 <a href="#">NPA – Lesson 6</a>	Practice making balanced choices when choosing a meal. 1e.8.4 <a href="#">NPA – Lesson 5, Lesson 7</a>
		Summarize the benefits of limiting the consumption of trans fat, saturated fat, added sugar, and sodium. 1e.7.6 <a href="#">NPA – Lesson 3</a>	Identify food preparation and production methods and their impact on nutrients in foods. 1e.8.5 <a href="#">NPA – Lesson 7</a>
Nutrition facts label	Identify the importance of a nutrition facts label. 1e.6.9 <a href="#">NPA – Lesson 4</a>	Analyze a nutrition facts label to identify foods that are high in sodium and added sugar. 1e.7.7 <a href="#">NPA – Lesson 4</a>	Compare and contrast fruits, vegetables, and whole grains using a nutrition facts label. 1e.8.6 <a href="#">NPA – Lesson 4 [depending on labels analyzed from home]</a>
	Identify the components of a nutrition facts label. 1e.6.10 <a href="#">NPA – Lesson 4</a>	Explain the significance of reading a nutrition facts label ingredient list. 1e.7.8 <a href="#">NPA – Lesson 4</a>	Summarize the significance of reading a nutrition facts label and the concept of balance or moderation. 1e.8.7 <a href="#">NPA – Lesson 4</a>
			Describe the benefits of limiting the consumption of added sugar, sodium, and processed food. 1e.8.8 <a href="#">NPA – Lesson 3, Lesson 4</a>



## Standard 1f: Disease Prevention and Control (MS)

Topic	6	7	8
Disease	Explain the difference between infectious and noninfectious diseases. 1f.6.1 <a href="#">ABST – Lesson 3</a>		Demonstrate how to seek help and treatment for common infectious diseases and chronic diseases. 1f.8.1 <a href="#">Not covered</a>
Chronic diseases		Explain the behavioral and environmental factors that contribute to chronic diseases including cancer, cardiovascular disease, and diabetes. 1f.7.1 <a href="#">ABST – Lesson 3; covered in more detail in HS NPA – Lesson 1</a>	
Disease Prevention	Summarize ways that common infectious diseases are transmitted. 1f.6.2 <a href="#">ABST – Lesson 3</a>	Explain the relationship between intravenous drug use and transmission of infections such as HIV and hepatitis. 1f.7.2 <a href="#">HIV – Lesson 7 [HIV only]</a>	Summarize health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact. 1f.8.2 <a href="#">ABST – Lesson 3 [direct/indirect]</a> <a href="#">NPA – Lesson 8 [food borne]</a>
	Explain ways to prevent the spread of germs that cause infectious diseases. 1f.6.3 <a href="#">ABST – Lesson 3</a>	Identify how the most common sexually transmitted infections (STIs) are transmitted. 1f.7.3 <a href="#">HIV – Lesson 6</a>	Explain transmission methods of common sexually transmitted infections (STIs). 1f.8.3 <a href="#">ABST – Lesson 9</a>
		Describe ways to decrease the spread of STIs including HIV through abstinence, using condoms consistently and correctly when having sex, reducing one’s number of sexual partners, and using practicing universal precautions. 1f.7.4 <a href="#">HIV – Lesson 6, Lesson 7</a>	Summarize ways to decrease the spread of STIs including HIV through abstinence, using condoms consistently and correctly when having sex, and practicing universal precautions. 1f.8.4 <a href="#">HIV – Lesson 6, Lesson 7</a>
		Describe the typical signs, symptoms, consequences, and treatment of common STIs including HIV. 1f.7.5 <a href="#">HIV – Lesson 6, Lesson 7</a>	Describe the typical signs, symptoms, consequences, and treatment of STIs including HIV. 1f.8.5 <a href="#">HIV – Lesson 6, Lesson 7</a>
Hygiene	Identify the benefits of good hygiene practices for promoting health. 1f.6.4 <a href="#">ABST – Lesson 9</a>	Explain the benefits of good hygiene practices for promoting health. 1f.7.6 <a href="#">ABST – Lesson 9</a>	Summarize the benefits of good hygiene practices for promoting health. 1f.8.6 <a href="#">ABST – Lesson 9</a>
Sleep	Recognize the benefits of getting adequate rest and sleep. 1f.6.5 <a href="#">ABST – Lesson 2</a>		Summarize the benefits of getting adequate rest and sleep. 1f.8.7 <a href="#">ABST – Lesson 2</a>
Sun	Summarize actions to take to protect one’s skin against potential damage from exposure to the sun. 1f.6.6 <a href="#">ABST – Lesson 2</a>	Explain why it is important to protect oneself against potential skin damage from exposure to the sun. 1f.7.7 <a href="#">ABST – Lesson 2</a>	

## Standard 2: Analyzing Influences

### 6–8 (MS)

Examine how the family influences the health of adolescents. 2.MS.a	<a href="#">ABST – Lesson 12</a> <a href="#">EMH – Lesson 4</a> <a href="#">NPA – Lesson 9, Lesson 11</a> <a href="#">TAOD – Lesson 9, Lesson 12</a>
Describe the influence of culture on health beliefs, practices, and behaviors. 2.MS.b	<a href="#">ABST – Lesson 10, Lesson 12</a> <a href="#">NPA – Lesson 11</a>
Describe how peers influence healthy and unhealthy behaviors. 2.MS.c	<a href="#">ABST – Lesson 12, Lesson 13</a> <a href="#">EMH – Lesson 4, Lesson 13</a> <a href="#">NPA – Lesson 9, Lesson 10, Lesson 11</a> <a href="#">TAOD – Lesson 9, Lesson 11, Lesson 15</a> <a href="#">VIP – Lesson 5, Lesson 11, Lesson 13</a>
Analyze how the school and community can affect personal health practices and behaviors. 2.MS.d	<a href="#">ABST – Lesson 12</a> <a href="#">EMH – Lesson 2</a> <a href="#">TAOD – Lesson 9, Lesson 12</a>
Analyze how messages from media influence health behaviors. 2.MS.e	<a href="#">ABST – Lesson 12</a> <a href="#">EMH – Lesson 13</a> <a href="#">NPA – Lesson 9, Lesson 11</a> <a href="#">TAOD – Lesson 9, Lesson 13, Lesson 14</a> <a href="#">VIP – Lesson 13</a>
Analyze the influence of technology on personal and family health. 2.MS.f	<a href="#">EMH – Lesson 13</a> <a href="#">VIP – Lesson 9</a>
Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.MS.g	<a href="#">ABST – Lesson 13</a> <a href="#">EMH – Lesson 13</a> <a href="#">HIV – Lesson 1</a> <a href="#">TAOD – Lesson 1</a> <a href="#">VIP – Lesson 1</a>
Explain the influence of personal values and beliefs on individual health practices and behaviors. 2.MS.h	<a href="#">ABST – Lesson 12</a> <a href="#">TAOD – Lesson 9</a>
Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.MS.i	<a href="#">TAOD – Lesson 2</a>
Explain how school and public health policies can influence health promotion and disease prevention. 2.MS.j	<a href="#">TAOD – Lesson 12</a>

## Standard 3: Accessing Information

### 6–8 (MS)

Analyze the validity of health information, products, and services. 3.MS.a	ABST – Lesson 1, Lesson 4 NPA – Lesson 1
Access valid health information from home, school, and community. 3.MS.b	ABST – Lesson 1 NPA – Lesson 4 TAOD – Lesson 5, Lesson 12
Determine the accessibility of products that enhance health. 3.MS.c	HIV – Lesson 12
Describe situations that may require professional health services. 3.MS.d	ABST – Lesson 9 EMH – Lesson 8 HIV – Lesson 8 NPA – Lesson 13 VIP – Lesson 17
Locate valid and reliable health products and services. 3.MS.e	HIV – Lesson 12 VIP – Lesson 17

## Standard 4: Interpersonal Communication

### 6–8 (MS)

Apply effective verbal and nonverbal communication skills to enhance health. 4.MS.a	ABST – Lesson 7, Lesson 10, Lesson 14 EMH – Lesson 5, Lesson 12 HIV – Lesson 10, Lesson 13 NPA – Lesson 10 TAOD – Lesson 15 VIP – Lesson 5
Demonstrate refusal and negotiation skills to avoid or reduce health risks. 4.MS.b	ABST – Lesson 15 HIV – Lesson 11, Lesson 13 NPA – Lesson 10 TAOD – Lesson 16 VIP – Lesson 5, Lesson 16
Demonstrate effective conflict management or resolution strategies. 4.MS.c	VIP – Lessons 14 & 15
Demonstrate how to ask for assistance to enhance the health of self and others. 4.MS.d	EMH – Lesson 8 VIP – Lesson 10, Lesson 15, Lesson 17

## Standard 5: Decision Making

### 6–8 (MS)

Identify circumstances that can help or hinder healthy decision- making. 5.MS.a	EMH – Lesson 14 HIV – Lesson 9 VIP – Lesson 6
Determine when health-related situations require the application of a thoughtful decision- making process. 5.MS.b	EMH – Lesson 14 HIV – Lesson 9 VIP – Lesson 6
Distinguish when individual or collaborative decision- making is appropriate. 5.MS.c	EMH – Lesson 14 HIV – Lesson 9 VIP – Lesson 6
Distinguish between healthy and unhealthy alternatives to health- related issues or problems. 5.MS.d	EMH – Lesson 14 HIV – Lesson 9 VIP – Lesson 6
Predict the potential short-term impact of each alternative on self and others. 5.MS.e	EMH – Lesson 14 HIV – Lesson 9 VIP – Lesson 6
Choose healthy alternatives over unhealthy alternatives when making a decision. 5.MS.f	EMH – Lesson 14 HIV – Lesson 9 VIP – Lesson 6
Analyze the outcomes of a health-related decision. 5.MS.g	EMH – Lesson 14 HIV – Lesson 9 VIP – Lesson 6

## Standard 6: Goal Setting

### 6–8 (MS)

Assess personal health practices. 6.MS.a	EMH – Lesson 1, Lesson 15 NPA – Lesson 3, Lesson 9, Lesson 14, Lesson 16
Develop a goal to adopt, maintain, or improve a personal health practice. 6.MS.b	EMH – Lesson 15 NPA – Lesson 16
Apply strategies and skills needed to attain a personal health goal. 6.MS.c	EMH – Lesson 15 NPA – Lessons 16 & 17
Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. 6.MS.d	ABST – Lesson 16 EMH – Lesson 15 NPA – Lessons 16 & 17

## Standard 7: Self-Management

### 6–8 (MS)

Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a	<p>ABST – Lesson 3, Lesson 9</p> <p>EMH – Lesson 2, Lesson 3, Lesson 6, Lesson 7</p> <p>HIV – Lesson 3, Lesson 5, Lesson 8</p> <p>NPA – Lesson 3, Lesson 14</p> <p>TAOD – Lesson 17</p> <p>VIP – Lesson 2, Lesson 5</p>
Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 7.MS.b	<p>ABST – Lesson 2, Lesson 3</p> <p>EMH – Lesson 10</p> <p>HIV – Lesson 2</p> <p>NPA – Lesson 4, Lesson 5, Lesson 7, Lesson 11, Lesson 14, Lesson 15, Lesson 17</p> <p>TAOD – Lesson 10</p> <p>VIP – Lesson 15</p>
Demonstrate behaviors that avoid or reduce health risks to self and others. 7.MS.c	<p>ABST – Lesson 3</p> <p>EMH – Lesson 7, Lesson 11</p> <p>HIV – Lesson 12, Lesson 13</p> <p>NPA – Lesson 8, Lesson 15</p> <p>TAOD – Lesson 10</p> <p>VIP – Lesson 2, Lesson 3, Lesson 5, Lesson 7, Lesson 10, Lesson 11, Lesson 15</p>

## Standard 8: Advocacy

### 6–8 (MS)

State a health- enhancing position on a topic and support it with accurate information. 8.MS.a	<p>ABST – Lesson 2, Lesson 11</p> <p>HIV – Lesson 2</p> <p>NPA – Lesson 6</p> <p>TAOD – Lesson 13, Lesson 14</p> <p>VIP – Lesson 4, Lesson 12</p>
Demonstrate how to influence and support others to make positive health choices. 8.MS.b	<p>ABST – Lesson 2, Lesson 11, Lesson 13</p> <p>EMH – Lesson 13</p> <p>HIV – Lesson 5</p> <p>NPA – Lesson 6</p> <p>TAOD – Lesson 14, Lesson 17</p> <p>VIP – Lesson 4, Lesson 12</p>
Work cooperatively to advocate for healthy individuals, families, and schools. 8.MS.c	<p>ABST – Lesson 2</p> <p>HIV – Lesson 5</p> <p>NPA – Lesson 6</p> <p>TAOD – Lesson 14</p> <p>VIP – Lesson 4, Lesson 12</p>
Identify ways that health messages and communication techniques can be altered for different audiences. 8.MS.d	<p>TAOD – Lesson 14</p> <p>VIP – Lesson 4</p>