

***HealthSmart* Alignment with Michigan Health Education Content Standards and Expectations**

**Middle School
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

Grade 6	HealthSmart Unit – Lesson
Strand 1: Nutrition and Physical Activity	
Standard 1: Core Concepts	
1.1 Analyze the benefits of healthy eating and being physically active.	NPA – 3, 15
1.2 Identify the causes of foodborne illness.	NPA – 8
1.3 Explain how weight management is influenced by healthy eating and being physically active.	NPA – 12
Standard 3: Health Behaviors	
1.4 Describe the federal dietary guidelines and the amount of physical activity recommended for one’s age in order to achieve health benefits.	NPA – 2, 3, 14
1.5 Describe strategies for dealing with personal preferences, restrictions, and barriers related to healthy eating, adequate sleep, and physical activity.	NPA – 16, 17
1.6 Describe environmental influences that encourage or discourage physical activity.	Can be addressed in NPA – 14 or NPA – 15
1.7 Develop a dietary and physical activity plan for a week that is consistent with the dietary guidelines.	NPA – 16, 17
1.8 Demonstrate the ability to support others to choose healthy foods and be physically active.	NPA – 16, 17
Recommended Standard 1: Core Concepts	
1.9 Describe the relationship of self-perception, body image, body weight, and physical activity.	NPA – 11, 12
Recommended Standard 4: Influences	
1.10 Analyze how one’s own perception of weight influences healthy eating and being physically active.	NPA – 12
Strand 2: Alcohol, Tobacco, and Other Drugs	
Standard 1: Core Concepts	
2.1 Explain the short- and long-term effects of alcohol and marijuana use.	TAOD – 2 [alcohol], 4 [marijuana]
2.2 Explain school policies and Michigan laws related to the sale and use of tobacco products.	TAOD – 12 [add state-specific laws]
2.3 Analyze data that supports that most young people in middle school do not use tobacco, alcohol, or other drugs.	TAOD – 1
2.4 Articulate the benefits of remaining alcohol, tobacco, and drug free.	TAOD – 17

Grade 6 <i>(continued)</i>	HealthSmart Unit – Lesson
Strand 2: Alcohol, Tobacco, and Other Drugs <i>(continued)</i>	
2.5 Analyze how impaired judgment and other effects of alcohol or marijuana use impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.	TAOD – 2 [alcohol], 4 [marijuana], 8 [all drugs]
Standard 2: Access Information	
2.6 Demonstrate the ability to locate school and community resources to assist with problems related to alcohol and other drug use; and assess the validity of the resources.	Covered in High School TAOD–10
Standard 3: Health Behaviors	
2.7 Make a commitment to be alcohol, tobacco, and drug free.	TAOD – 17
2.8 Recognize behaviors that may indicate alcohol or drug impairment in order to avoid riding with an impaired driver.	VIP – 2
2.9 Describe strategies to avoid riding with an impaired driver and demonstrate the ability to use them.	VIP – 2
Standard 4: Influences	
2.10 Analyze family, peer, societal, and media influences on tobacco, alcohol, and other drug use.	TAOD – 9
Standard 7: Social Skills	
2.11 Develop personal strategies to resist influences to use tobacco, alcohol, and other drugs.	TAOD – 10, 11
2.12 Demonstrate verbal and non-verbal ways to refuse alcohol, tobacco, and other drugs.	TAOD – 15, 16
Recommended Standard 1: Core Concepts	
2.13 Describe the negative health effects of caffeine, tobacco, and diet pills on rest, stress, athletic performance, and weight management.	NPA – 12 [diet pills] TAOD – 11 [using drugs to cope with stress]
Recommended Standard 4: Influences	
2.14 Analyze possible reasons why individuals choose to use, or not use, alcohol or marijuana.	TAOD – 9, 11
2.15 Demonstrate the ability to support friends and family members who are trying to stop using alcohol, tobacco, and other drugs.	Covered in High School TAOD–6, 10
Recommended Standard 8: Advocacy	
2.16 Apply effective persuasion skills for encouraging others not to use tobacco, alcohol, and other drugs.	TAOD – 17

Grade 6 <i>(continued)</i>	HealthSmart Unit – Lesson
Strand 3: Safety	
Standard 1: Core Concepts	
3.1 Explain how safety belts help passengers to stay safe.	VIP – 2
3.2 Describe safety hazards related to using the Internet.	EMH – 13 [social media and emotional health] VIP – 9 [cyberbullying]
3.3 Describe appropriate and inappropriate touch.	VIP – 16
3.4 Explain the importance of respecting personal space and boundaries.	VIP – 16
3.5 Explain that a child is not at fault if someone touches him or her in an inappropriate way.	VIP – 16, 17
Standard 2: Access Information	
3.6 Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.	EMH – 8 VIP – 10, 15, 17
Standard 3: Health Behaviors	
3.7 Analyze environments and situations, including those where weapons may be present, to determine whether they are safe.	VIP – 3, 13
3.8 Describe strategies to avoid unsafe situations.	VIP – 3, 5, 7, 15, 16
3.9 Demonstrate strategies to escape when weapons/dangerous objects are present.	Can be included in VIP – 7
3.10 Describe the procedure for reporting the presence of weapons at school.	Can be included in VIP – 7
3.11 Demonstrate the ability to escape safety hazards in public places.	VIP – 7
3.12 Apply school rules and procedures to hypothetical school crisis situations.	VIP – 7
3.13 Demonstrate strategies to get away in hypothetical cases of inappropriate touching or abduction.	VIP – 16
3.14 Apply strategies to stay safe when using the Internet.	EMH – 13 VIP – 10
Standard 4: Influences	
3.15 Explain how one’s behavior, when an occupant of a vehicle, influences the behavior of others.	VIP – 2
Recommended Standard 8: Advocacy	
3.16 Advocate for others to practice safe behavior, including the proper use of safety belts, when riding in a car.	VIP – 4
3.17 Advocate for others to stay safe when using the Internet.	EMH – 13

Grade 6 <i>(continued)</i>	HealthSmart Unit – Lesson
Strand 4: Social and Emotional Health	
Standard 1: Core Concepts	
4.1 Describe some common causes of stress, and the health effects of stress.	EMH – 9
Standard 2: Access Information	
4.2 Analyze the importance of getting help from an adult when it is needed.	EMH – 8 VIP – 10, 13, 14, 17
4.3 Identify criteria to determine whether another person is able to help one make healthy decisions and solve problems; and apply these criteria to identify people who can provide help.	EMH – 8 NPA – 13
Standard 3: Health Behaviors	
4.4 Demonstrate the ability to use practical strategies to manage strong feelings.	EMH – 7 VIP – 13
Standard 5: Goal Setting	
4.5 Use practical strategies to develop a personal plan for stress management.	EMH – 10, 11
Standard 6: Decision Making	
4.6 Describe the decision making and problem-solving steps.	EMH – 14 HIV – 9 VIP – 6
4.7 Demonstrate the ability to make a decision or solve a problem using criteria to evaluate solutions.	EMH – 14 HIV – 9 VIP – 6
Standard 7: Social Skills	
4.8 Describe the characteristics of conflicts that can be resolved and the steps of effective conflict resolution.	VIP – 14
4.9 Demonstrate the ability to use the steps of conflict resolution.	VIP – 15
4.10 Demonstrate effective listening strategies.	EMH – 5
4.11 Demonstrate the ability to use assertive communication skills appropriately.	ABST – 14, 15 EMH – 5 HIV – 10, 11, 13 NPA – 10 TAOD – 15, 16 VIP – 5, 16
Recommended Standard 1: Core Concepts	
4.12 Analyze how friendships may involve positive and negative risks.	EMH – 4
4.13 Explain the difference between angry feelings and angry behavior.	EMH – 6, 7 VIP – 13
Recommended Standard 7: Social Skills	
4.14 Demonstrate the ability to express appreciation.	Can be included in EMH – 5

Grade 6 <i>(continued)</i>	HealthSmart Unit – Lesson
Strand 5: Personal Health and Wellness	
Standard 1: Core Concepts	
5.1 Demonstrate skills throughout the day to reduce the spread of germs.	ABST – 3
Strand 6: HIV and STIs Prevention	
See grades 7-8	
Strand 7: Sexuality Education	
Standard 1: Core Concepts	
7.1 Describe the changes in friendships that one might experience as a result of puberty and evaluate what it means to be a boyfriend or girlfriend.	ABST – 7, 10 HIV – 4
7.2 Identify changes in physical maturation during puberty as it relates to the physical capacity for human reproduction.	ABST – 5, 6, 7, 8
7.3 Describe the basic process of human reproduction, using scientific names for reproductive anatomy.	ABST – 8
7.4 Define abstinence from sex.	ABST – 11 HIV – 1
7.5 Analyze reasons for young people to remain abstinent, concluding that abstinence is the only 100% effective method of protection from HIV, other serious communicable disease, and pregnancy.	ABST – 11, 13, 16 HIV – 1
Standard 2: Access Information	
7.6 Locate adult resources (e.g., parent, teacher, medical professional, counselor, other adult) who can provide accurate information about friendships, dating, puberty, and human reproduction.	ABST – 4, 9
Standard 3: Health Behaviors	
7.7 Recognize situations or behaviors that may lead to engaging in sexually risky behaviors.	ABST – 10, 12, 14 HIV – 1, 9, 10
7.8 Set personal boundaries and limits related to physical intimacy and sexual behavior.	ABST – 10, 13, 14, 15 HIV – 9, 10, 11
Standard 4: Influences	
7.9 Evaluate a variety of external influences (e.g., media, parents, culture, peers, and society) and internal influences (e.g., values, curiosity, interests, desires, and fears) and their potential to impact relationships and behavior.	ABST – 12
Standard 5: Goal Setting	
7.10 Develop personal short- and long-term goals that support abstinence.	ABST – 16
Standard 7: Social Skills	
7.11 Demonstrate how to communicate one’s level of readiness to be a boyfriend or girlfriend.	EMH – 5 [communication in general] HIV – 4
7.12 Identify ways to show respect for other’s boundaries and limits related to physical intimacy and sexual behavior.	ABST – 14 HIV – 3
7.13 Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.	ABST – 14, 15 HIV – 10, 11

Grades 7 & 8	HealthSmart Unit – Lesson
Strand 1: Nutrition and Physical Activity	
Standard 1: Core Concepts	
1.1 Summarize the benefits of healthy eating, being physically active, and keeping the body hydrated, and the potential consequences of not doing so.	NPA – 3, 15
1.2 Describe the federal dietary guidelines for teenagers, and the recommended amount of physical activity needed to achieve health benefits.	NPA – 2, 3, 14
Standard 2: Access Information	
1.3 Use nutrition information on food labels to compare products and select foods for specific dietary goals.	NPA – 4
1.4 Determine the accuracy of health claims on food packages and advertisements in order to choose foods that have the most nutritional value.	NPA – 4, 9
1.5 Demonstrate the ability to access resources regarding healthy weight management and unhealthy eating patterns; and assess the validity of the resources.	Could be a skills extension for NPA – 12
Standard 3: Health Behaviors	
1.6 Analyze characteristics of restaurant menu items and methods of preparation to identify healthier food choices one can make when eating out, including at fast food restaurants.	NPA – 7
1.7 Evaluate a typical day’s food intake according to the federal dietary guidelines for teenagers.	NPA – 3
1.8 Describe moderate-intensity physical activities that are personally enjoyed and that can be enjoyed for a lifetime.	NPA – 14
Standard 4: Influences	
1.9 Analyze the influence of television, computer, and video games on physical activity.	Not covered specifically. Could be addressed in NPA – 14 or NPA-15.
Standard 5: Goal Setting	
1.10 Assess personal barriers to healthy eating and being physically active and develop practical solutions to remove these barriers.	NPA – 16, 17
1.11 Make a personal plan for improving one’s nutrition and incorporating physical activity into daily routines.	NPA – 16, 17
Standard 8: Advocacy	
1.12 Advocate for the availability of appealing, nutrient-dense foods in the school cafeteria and throughout the school environment.	Not covered specifically. Could be addressed in any of the nutrition lessons.
Recommended Standard 1: Core Concepts	
1.13 Summarize the characteristics of a healthy body image and factors that determine body weight, including body type.	NPA – 11

Grades 7 & 8 <i>(continued)</i>	HealthSmart Unit – Lesson
Strand 1: Nutrition and Physical Activity <i>(continued)</i>	
Recommended Standard 2: Access Information	
1.14 Describe how to access nutrition information about foods offered in restaurants in one’s community.	NPA – 7
Recommended Standard 3: Health Behaviors	
1.15 Evaluate the availability of nutrient-dense foods in the school cafeteria and throughout the school environment.	Not covered specifically. Could be addressed in any of the nutrition lessons.
1.16 Demonstrate the ability to use safety equipment for physical activity.	NPA – 15
Recommended Standard 7: Social Skills	
1.17 Demonstrate skills for dealing with pressure to eat in ways that are not healthy.	NPA – 10
1.18 Demonstrate the ability to persuade peers to eat healthy and be physically active.	NPA – 6, 16
Strand 2: Alcohol, Tobacco, and Other Drugs	
Standard 1: Core Concepts	
2.1 Analyze how alcohol, tobacco, and other drug use and exposure negatively impacts the user, as well as friends, family members, and community members.	TAOD – 2 [alcohol], 3 [tobacco], 4 [marijuana], 5 [medicine misuse], 6 [addiction], 7 [opioids], 8 [consequences]
Standard 2: Access Information	
2.2 Locate resources in one’s school and community, and on the Internet, for information and assistance regarding alcohol, tobacco, and other drug use; and assess the validity of the resources.	TAOD – 12
Standard 3: Health Behaviors	
2.3 Describe a variety of needs young people may have, explain healthy ways to meet these needs without using alcohol, tobacco, or other drugs, and make a personal commitment to remain drug free.	TAOD – 11, 17
2.4 Recognize risky situations that may lead to trouble, so that one can protect oneself and others from alcohol, tobacco, and other drug use.	TAOD – 9, 15
Standard 4: Influences	
2.5 Evaluate environmental and social factors, especially advertising strategies, which may influence young people to use alcohol, tobacco, or other drugs.	TAOD – 9, 10
Standard 6: Decision Making	
2.6 Apply problem-solving skills to hypothetical situations to protect oneself and others from alcohol, tobacco, and other drug use.	TAOD – 10, 11

Grades 7 & 8 <i>(continued)</i>	HealthSmart Unit – Lesson
Strand 2: Alcohol, Tobacco, and Other Drugs <i>(continued)</i>	
Standard 7: Social Skills	
2.7 Demonstrate effective refusal skills to counter pressure to use alcohol, tobacco, or other drugs.	TAOD – 15, 16
Recommended Standard 3: Health Behaviors	
2.8 Demonstrate how to follow directions for correct use of over-the-counter and prescription medications.	TAOD – 5
2.9 Demonstrate skills to avoid hazards due to another’s use of alcohol, tobacco, or other drugs, including avoiding secondhand smoke and riding in a car with someone who has been using alcohol or other drugs.	VIP – 2 [avoiding riding with impaired driver]
Recommended Standard 7: Social Skills	
2.10 Demonstrate ways to support people who are abstaining from and/or trying to quit using alcohol, tobacco, or other drugs.	Covered in High School TAOD–6 and 10
2.11 Compose persuasive advice for peers on how to stay alcohol, tobacco, and drug free.	TAOD – 17
Strand 3: Safety	
Standard 1: Core Concepts	
3.1 Describe the characteristics of healthy (positive) and harmful (negative) relationships.	EMH – 4 HIV – 4
3.2 Evaluate the impact of alcohol and other drug use related to safety when dating.	HIV – 3 [impact on consent] TAOD – 2
3.3 Describe the extent of the problem of dating abuse, assault, and rape.	Covered in High School VIP–15
3.4 Define the legal consequences of sexual harassment and violence.	VIP – 11 [hazing] Sexual harassment covered in High School VIP–14
Standard 2: Access Information	
3.5 Describe the characteristics of situations for which adult help is needed, including intimidating and dangerous situations, where valid help can be located, and how to access it for self or others.	EMH – 8 VIP – 10, 15, 17
Standard 3: Health Behaviors	
3.6 Evaluate potential responses to violence to determine the probability of a safe outcome.	VIP – 8, 10, 11, 13
3.7 Describe strategies to stay safe when using the Internet.	EMH – 13 [responsible social media use]
3.8 Demonstrate skills and strategies for avoiding or escaping potentially dangerous situations.	VIP – 5, 13, 14, 15, 16
3.9 Recognize warning signs of potential danger in relationships.	HIV – 4 Covered in more detail in High School VIP–15

Grades 7 & 8 <i>(continued)</i>	HealthSmart Unit – Lesson
Strand 3: Safety <i>(continued)</i>	
Standard 4: Influences	
3.10 Evaluate individual, group, and societal influences that promote peace and respectful behaviors, and those that promote violence and disrespectful behaviors.	VIP – 8, 11
Standard 6: Decision Making	
3.11 Apply the problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.	VIP – 16
Standard 7: Social Skills	
3.12 Apply conflict resolution skills to real or hypothetical situations involving peers.	VIP – 14, 15
3.13 Demonstrate skills for dealing with intimidation, including sexual harassment.	VIP – 10, 11, 12, 13
Recommended Standard 3: Health Behaviors	
3.14 Demonstrate skills to avoid or escape a potentially violent dating situation.	VIP – 16 Covered in more detail in High School VIP–15
3.15 Demonstrate the ability to properly and consistently use a variety of safety gear, including seat belts.	VIP – 4
3.16 Assess situations for safety hazards and consequences, and make recommendations regarding safety procedures or safety gear to alleviate the risks.	VIP – 5 Covered in more detail in High School VIP–6 and 7
3.17 Commit to taking individual action to promote peace.	VIP – 12
Recommended Standard 4: Influences	
3.18 Analyze influences that can lead to abusive relationships, including expectations for males and females.	Covered in High School VIP–15
Recommended Standard 8: Advocacy	
3.19 Advocate for changes in home, school, or community environments that would increase safety.	VIP – 12 Covered in more detail in High School VIP–7
Strand 4: Social and Emotional Health	
Standard 1: Core Concepts	
4.1 Distinguish between passive, aggressive, and assertive communication.	EMH – 5
4.2 Describe the warning signs, risk factors, and protective factors for depression and suicide.	EMH – 8
Standard 2: Access Information	
4.3 Analyze situations as to whether they call for simple acts of caring among friends, or require getting the help of caring adults.	EMH – 8, 12 NPA – 13
4.4 Demonstrate how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.	EMH – 8

Grades 7 & 8 <i>(continued)</i>	HealthSmart Unit – Lesson
Strand 4: Social and Emotional Health <i>(continued)</i>	
4.5 Demonstrate the ability to locate school and community resources to assist with problems related to emotional health concerns, including when someone is in danger of hurting self or others.	EMH – 8
Standard 3: Health Behaviors	
4.6 Describe the signs and symptoms of stress.	EMH – 9
4.7 Demonstrate the ability to use stress management techniques.	EMH – 11
Standard 4: Influences	
4.8 Explain internal and external factors that help to determine how one acts toward others.	ABST – 12 EMH – 3, 6
4.9 Demonstrate using the problem-solving steps to solve a problem.	EMH – 14
Standard 7: Social Skills	
4.10 Demonstrate ways to show caring and respect for others, including those with real or perceived differences (e.g., cultural differences, disabilities, gender, and sexual orientation).	EMH – 2, 12 HIV – 2 VIP – 12
4.11 Demonstrate the ability to use assertive communication skills.	ABST – 14, 15 EMH – 5 HIV – 10, 11, 13 NPA – 10 TAOD – 15, 16 VIP – 5, 16
4.12 Apply conflict resolution skills to real or hypothetical situations involving peers.	VIP – 14, 15
Recommended Standard 1: Core Concepts	
4.13 Describe essential character traits needed for personal success and well-being.	EMH – 3
Recommended Standard 3: Health Behaviors	
4.14 Apply skills to manage strong feelings.	EMH – 7 VIP – 13
Recommended Standard 6: Decision Making	
4.15 Apply character traits during the process of making a decision.	EMH – 14
Recommended Standard 7: Social Skills	
4.16 Evaluate behaviors, including one’s own, to determine if they are examples of essential character traits.	EMH – 3
Recommended Standard 8: Advocacy	
4.16 Advocate for a school environment in which everyone treats each other with caring and respect.	HIV – 2 VIP – 12

Grades 7 & 8 <i>(continued)</i>	HealthSmart Unit – Lesson
Strand 5: Personal Health and Wellness	
Standard 1: Core Concepts	
5.1 Describe the importance of rest and sleep for personal health.	ABST – 2
5.2 Explain how common infectious diseases are transmitted by air, indirect contact, and person-to-person contact.	ABST – 3
Standard 2: Access Information	
5.3 Locate resources in one’s school and community, and on the Internet, related to personal health issues and concerns; and assess the validity of the resources.	ABST – 1
Standard 3: Health Behaviors	
5.4 Apply health practices that can prevent the spread of illness, including foodborne illness.	ABST – 3 NPA – 8
5.5 Demonstrate basic first aid skills (i.e., controlling bleeding, Heimlich maneuver).	<i>HealthSmart does not cover first aid</i>
5.6 Analyze the characteristics of an illness or injury to determine whether it is necessary to seek medical care.	Covered in High School ABST–4
5.7 Demonstrate the proper steps to protect against harm from the sun.	ABST – 2
Standard 4: Influences	
5.8 Analyze the social influences that encourage or discourage a person to practice sun safety.	Can be included in ABST – 2
Standard 5: Goal Setting	
5.9 Create a plan to incorporate adequate rest and sleep in daily routines.	ABST – 2
Recommended Standard 2: Access Information	
5.10 Locate resources in one’s school and community, and on the Internet, for first aid information and training; and assess the validity of the resources.	<i>HealthSmart does not cover first aid</i>
5.11 Demonstrate the ability to access information about personal health products (e.g., deodorant, shampoo, sunscreen, and dental care products), and evaluate the information’s validity.	Not covered
Recommended Standard 3: Health Behaviors	
5.12 Explain strategies to support youth who have illnesses such as asthma, epilepsy, or diabetes.	Covered in High School ABST–3
Recommended Standard 4: Influences	
5.13 Analyze the influence of media on selection of personal health care products.	Not covered
Strand 6: HIV and STIs Prevention	
Standard 1: Core Concepts	
6.1 Explain how HIV is and is not transmitted.	HIV – 7
6.2 Distinguish between facts and myths regarding HIV infection and AIDS.	HIV – 7

Grades 7 & 8 <i>(continued)</i>	HealthSmart Unit – Lesson
Strand 6: HIV and STIs Prevention <i>(continued)</i>	
Standard 2: Access Information	
6.3 Explain when it is important to get adult, medical, and/or counseling help.	HIV – 8
6.4 Describe sources of accurate information and assistance in one’s community.	Can be included in HIV – 8
Standard 3: Health Behaviors	
6.5 Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).	HIV – 6, 7
6.6 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.	HIV – 10, 11, 13
Strand 7: Sexuality Education	
Standard 1: Core Concepts	
7.1 Summarize the benefits of staying within behavioral limits and remaining abstinent.	ABST – 11, 16
7.2 Compare characteristics of healthy and unhealthy relationships and describe ways to express caring for a boyfriend or girlfriend while staying abstinent.	ABST – 10 [ways to express affection] EMH – 4 [healthy relationships in general] HIV – 4 [healthy romantic relationships]
Standard 3: Health Behaviors	
7.3 Set personal boundaries and limits related to physical intimacy and sexual behavior.	ABST – 10, 13
7.4 Demonstrate skills to avoid and escape risky situations.	ABST – 14, 15 HIV – 10, 11
Standard 4: Influences	
7.5 Examine viewpoints of parents and other trusted adults regarding teen relationships, abstinence, and sexual decisions.	ABST – 7, 10 HIV – 5, 10
7.6 Evaluate the impact of alcohol and other drug use on decisions regarding sexual behavior.	HIV – 3 [impact on consent] TAOD – 2
Standard 5: Goal Setting	
7.7 Create a plan to stay within behavioral limits which protect one from HIV and STIs.	ABST – 16 HIV – 9
Standard 7: Social Skills	
7.8 Demonstrate the ability to communicate one’s behavioral limits and to show respect for the limits of others related to physical intimacy and sexual behavior.	ABST – 14, 15 HIV – 10, 11, 13
7.9 Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.	ABST – 14, 15 HIV – 10, 11
Standard 8: Advocacy	
7.10 Demonstrate the ability to be positive peer role models in the school and community.	ABST – 11, 13 HIV – 5