

***HealthSmart* Alignment with  
North Carolina  
Essential Standards for Health**

**Middle School**

**etr.**

**HealthSmart Middle School Unit Key**

ABST = Abstinence, Personal & Sexual Health  
 EMH = Emotional & Mental Health  
 HIV = HIV, STD & Pregnancy Prevention

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

**Grade 6**

<b>Mental &amp; Emotional Health</b>	<b>HealthSmart Middle School (Unit: Lesson)</b>
<b>6.MEH.1 Apply structured thinking (decision making and goal setting) to benefit emotional well-being.</b>	
6.MEH.1.1 Implement a structured decision making model to enhance health behaviors.	<b>EMH: 13</b>
6.MEH.1.2 Execute a goal setting plan to enhance health behaviors.	<b>EMH: 14</b>
<b>6.MEH.2 Analyze the potential outcome of positive stress management techniques.</b>	
6.MEH.2.1 Organize common responses to stressors based on the degree to which they are positive or negative and their likely health outcomes.	<b>EMH: 10, 11, 12</b>
6.MEH.2.2 Differentiate between positive and negative stress management strategies.	<b>EMH: 10, 11, 12</b>
<b>6.MEH.3 Analyze the relationship between healthy expression of emotions, mental health, and healthy behavior.</b>	
6.MEH.2.1 Interpret failure in terms of its potential for learning and growth.	<b>EMH: 3</b>
6.MEH.2.2 Analyze the relationship between health-enhancing behaviors (communication, goal setting and decision making) and the ability to cope with failure.	<b>EMH: 3</b>
<b>Personal &amp; Consumer Health</b>	<b>HealthSmart Middle School (Unit: Lesson)</b>
<b>6.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.</b>	
6.PCH.1.1 Explain the increase of incidence of disease and mortality over the last decades.	<b>Not covered</b>
6.PCH.1.2 Differentiate between communicable and chronic diseases.	<b>ABST: 3</b>
6.PCH.1.3 Recall symptoms associated with common communicable and chronic diseases.	<b>ABST: 3</b>
6.PCH.1.4 Select methods of prevention based on the modes of transmission of communicable diseases.	<b>ABST: 3</b>
6.PCH.1.5 Explain methods of protecting eyes and vision.	<b>ABST: 2</b>
6.PCH.1.6 Summarize protective measures for ears and hearing.	<b>ABST: 2</b>

6.PCH.1.7 Summarize the triggers and symptoms for asthma and strategies for controlling asthma	<b>Covered in High School ABST: 3. Not covered in middle school.</b>
<b>6.PCH.2 Analyze health information and products.</b>	
6.PCH.2.1 Analyze claims for health products and services.	<b>ABST: 1</b> [focus is on online resources]
6.PCH.2.2 Evaluate the validity of claims made in advertisements for health products and services.	<b>ABST: 1</b> [focus is on online resources]
<b>6.PCH.3 Analyze measures necessary to protect the environment.</b>	
6.PCH.3.1 Differentiate between individual behaviors that can harm or help the environment.	<b>EMH: 2</b> [classroom environment] Natural environmental issues not covered.
6.PCH.3.2 Implement plans to work collaboratively to improve the environment.	<b>EMH: 2</b> [social environment]; <b>VIP: 13</b> [in terms of violence prevention] Natural environmental issues not covered.
<b>Interpersonal Communication and Relationships</b>	<b>HealthSmart Middle School (Unit: Lesson)</b>
<b>6.ICR.1 Understand healthy and effective interpersonal communication and relationships.</b>	
6.ICR.1.1 Classify behaviors as either productive or counterproductive to group functioning.	<b>EMH: 2</b>
6.ICR.1.2 Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.	<b>EMH: 5, 6, 8, 9</b>
6.ICR.1.3 Use strategies to communicate care, consideration, and respect for others.	<b>EMH: 2, 9</b>
<b>6.ICR.2 Apply strategies and skills for developing and maintaining healthy relationships.</b>	
6.ICR.2.1 Explain the impact of early sexual activity outside of marriage on physical, mental, emotional, and social health.	<b>ABST: 9, 10</b> <b>HIV: 2, 5, 6, 7, 8</b>
6.ICR.2.2 Summarize the responsibilities of parenthood.	<b>HIV: 5</b>
6.ICR.2.3 Use effective refusal skills to avoid negative peer pressure, sexual behaviors, and sexual harassment.	<b>ABST: 15, 16</b> <b>HIV: 11, 12, 14, 15</b>
6.ICR.2.4 Use resources in the family, school, and community to report sexual harassment and bullying.	<b>VIP: 11</b> [bullying], <b>12</b> [hazing], <b>13</b> May need to extend discussions to include sexual harassment
6.ICR.2.5 Summarize strategies for predicting and avoiding conflict.	<b>VIP: 15, 16</b>
6.ICR.2.6 Design nonviolent solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts.	<b>VIP: 15, 16</b>
6.ICR.2.7 Explain the signs of an abusive relationship and access resources for help.	<b>EMH: 4 &amp; HIV: 1</b> [healthy vs unhealthy relationships] <b>EMH 8</b> [resources for help]

<b>6.ICR.3 Understand the changes that occur during puberty and adolescence.</b>	
6.ICR.3.1 Identify the challenges associated with the transitions in social relationships that take place during puberty and adolescence.	<b>ABST: 5</b>
6.ICR.3.2 Summarize the relationship between conception and the menstrual cycle.	<b>ABST: 8 HIV: 5</b>
<b>Nutrition &amp; Physical Activity</b>	<b>HealthSmart Middle School (Unit: Lesson)</b>
<b>6.NPA.1 Analyze tools such as Dietary Guidelines and Food Facts Label as they related to the planning of healthy nutrition and fitness. (NPA: 2 [dietary guidelines], 4 [food labels])</b>	
6.NPA.1.1 Attribute the prevention of nutrition-related diseases to following the Dietary Guidelines for Americans.	<b>NPA: 1, 3</b>
6.NPA.1.2 Evaluate Food Facts label with the advertisement of nutrition choices and allowable claims on food labels.	<b>NPA: 4</b>
6.NPA.1.3 Apply MyPlate meal-planning guides to ethnic and vegetarian choices.	<b>NPA: 2</b> Extend discussion to fully cover.
<b>6.NPA.2 Apply strategies to consume a variety of nutrient dense foods and beverages in moderation.</b>	
6.NPA.2.1 Compare weight management strategies for healthy eating patterns, including attention to portion and serving sizes.	<b>NPA: 2 [serving sizes]; 13</b>
6.NPA.2.2 Differentiate the health effects of beverages which are nutrient dense with those high in sugar and calories.	<b>NPA: 7</b>
6.NPA.2.3 Implement a plan to consume adequate amounts of foods high in fiber.	<b>NPA: 3, 17, 18</b>
<b>6.NPA.3 Apply lifelong nutrition and health-related fitness concepts to enhance quality of life.</b>	
6.NPA.3.1 Explain the relationships between food consumption, physical activity, and healthy weight management.	<b>NPA: 13</b>
6.NPA.3.2 Implement a personal wellness plan in nutrition and fitness to enhance quality of life.	<b>NPA: 17, 18</b>
<b>Alcohol, Tobacco &amp; Other Drugs</b>	<b>HealthSmart Middle School (Unit: Lesson)</b>
<b>6.ATOD.1 Analyze influences on the use alcohol, tobacco, and other drugs.</b>	
6.ATOD.1.1 Analyze the marketing and advertising of alcohol and tobacco companies in terms of the strategies they use to influence youth experimentation with their products.	<b>TAOD: 12, 13, 14</b>
6.ATOD.1.2 Illustrate the effects of alcohol and other drugs on behavior, judgment, family relationships, and long-term success.	<b>TAOD: 2, 3, 4, 5, 6, 7</b>

<b>6.ATOD.2 Understand the health risks associated with alcohol, tobacco, and other drug use.</b>	
6.ATOD.2.1 Explain the immediate social and physical consequences of tobacco use, including spit tobacco.	TAOD: 3
6.ATOD.2.2 Summarize the short-term and long-term effects of being exposed to secondhand smoke.	TAOD: 3
<b>6.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</b>	
6.ATOD.3.1 Use effective assertive refusal skills to avoid pressure to use alcohol and other drugs.	TAOD: 15, 16, 17, 18
6.ATOD.3.2 Summarize the short-term and long-term benefits of resistance to drug abuse.	TAOD: 3, 10, 19

## Grade 7

<b>Mental &amp; Emotional Health</b>	<b>HealthSmart Middle School (Unit: Lesson)</b>
<b>7.MEH.1 Analyze the relationship between healthy expression of emotions, mental health, and healthy behavior.</b>	
7.MEH.1.1 Interpret the transition of adolescence, including emotions in flux.	ABST: 5 EMH 6, 7
7.MEH.1.2 Infer the potential outcome from impulsive behaviors.	EMH: 7 VIP 6
7.MEH.1.3 Organize resources (family, school, community) for mental and emotional health problems.	EMH: 8
<b>7.MEH.2 Evaluate positive stress management techniques.</b>	
7.MEH.2.1 Critique a variety of stress management techniques.	EMH: 10, 11, 12
7.MEH.2.2 Design a stress management plan that is appropriate for the situation and individual traits and skills.	EMH: 11, 12
<b>7.MEH.3 Apply help-seeking strategies for depression and mental disorders.</b>	
7.MEH.2.1 Identify resources that would be appropriate for treating common mental disorders.	EMH: 7, 8
7.MEH.2.2 Implement strategies to seek help from an adult for self-destructive thoughts or behaviors.	EMH: 8
<b>Personal &amp; Consumer Health</b>	<b>HealthSmart Middle School (Unit: Lesson)</b>
<b>7.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.</b>	
7.PCH.1.1 Explain health and academic consequences of inadequate rest and sleep.	ABST: 2
7.PCH.1.2 Explain environmental, psychological, and social factors affecting excessive sun exposure.	ABST: 2

<b>7.PCH.2 Analyze the immune system in terms of the organs, their functions, and their interrelationships.</b>	
7.PCH.2.1 Analyze the immune system in terms of the organs, their functions, and their interrelationships.	<b>Not covered</b>
<b>7.PCH.3 Evaluate health information and products.</b>	
7.PCH.3.1 Recognize health quackery as a false claim for a cure and the ploys quacks use to promote unproven products and services.	<b>EMH: 1</b> Can extend discussion if needed
7.PCH.3.2 Critique misconceptions about health and the efficacy of health products and services.	<b>EMH: 1</b> Extend discussion to cover misconceptions
<b>7.PCH.4 Analyze necessary steps to prevent and respond to unintentional injury.</b>	
7.PCH.4.1 Deconstruct how the interaction of individual behaviors, the environment, and other factors that cause or prevent injuries.	<b>VIP: 1</b>
7.PCH.4.2 Demonstrate techniques of basic first aid and procedures for treating injuries and emergencies.	<b>VIP: 7</b> [school emergencies] HealthSmart does not cover first-aid
7.PCH.4.3 Design plans that reduce the risk of fire-related injuries at home, in school, and in the community at large.	<b>VIP: 3</b>
7.PCH.4.4 Create a plan to reduce the risk of water-related injuries.	<b>VIP: 3</b>
<b>Interpersonal Communication and Relationships</b>	<b>HealthSmart Middle School (Unit: Lesson)</b>
<b>7.ICR.1 Understand healthy and effective interpersonal communication and relationships.</b>	
7.ICR.1.1 Contrast characteristics of healthy and unhealthy relationships.	<b>EMH: 4</b> <b>HIV: 1</b>
7.ICR.1.2 Predict short-term and long-term consequences of violence to perpetrators, victims, and bystanders.	<b>VIP: 8, 10, 12</b>
7.ICR.1.3 Illustrate strategies that can be used to manage anger in healthy and non-hurtful ways.	<b>EMH: 7</b> <b>VIP: 6</b>
7.ICR.1.4 Use structured thinking to avoid becoming a perpetrator or victim in cyber-bullying.	<b>VIP: 6, 10</b>
7.ICR.1.5 Explain why tolerance is beneficial in a society characterized by diversity.	<b>VIP: 9</b>
7.ICR.1.6 Illustrate the appropriate role of bystanders in preventing and stopping bullying and violence.	<b>VIP: 8, 11</b>
<b>7.ICR.2 Remember abstinence from sexual activity outside of marriage as a positive choice for young people.</b>	
7.ICR.2.1 Explain the effects of culture, media, and family values on decisions related to becoming or remaining abstinent.	<b>ABST 12</b>
7.ICR.2.2 Identify the positive benefits of abstinence from sexual activity outside of marriage.	<b>ABST 11</b>

<b>7.ICR.3 Apply strategies that develop and maintain reproductive and sexual health.</b>	
7.ICR.3.1 Recognize common STDs (including HIV and HPV), modes of transmission, symptoms, effects if untreated, and methods of prevention.	<b>HIV: 6, 7, 8</b>
7.ICR.3.2 Summarize the safe and effective use of FDA-approved methods of preventing sexually transmitted diseases.	<b>HIV: 8, 13</b>
7.ICR.3.3 Recognize that sexual harassment may contribute to sexual abuse, sexual assault and sex trafficking and the feelings that result from these behaviors.	<b>VIP: 8</b> Sex trafficking not addressed
7.ICR.3.4 Use strategies to be safe, reject inappropriate or unwanted sexual advances, and to report incidences to an adult when assistance is needed.	<b>HIV: 10, 11, 12</b>
<b>Nutrition &amp; Physical Activity</b>	<b>HealthSmart Middle School (Unit: Lesson)</b>
<b>7.NPA.1 Apply tools (MyPlate, Food Facts Label) to plan and employ healthy nutrition and fitness. (NPA: [MyPlate], 4 [food labels])</b>	
7.NPA.1.1 Use the Dietary Guidelines for Americans to eat nutrient dense foods in moderation.	<b>NPA: 2, 3</b>
7.NPA.1.2 Analyze Food Facts Labels for nutrients such as proteins, fats, and carbohydrates.	<b>NPA: 4</b>
<b>7.NPA.2 Apply strategies to consume a variety of nutrient dense foods and beverages in moderation.</b>	
7.NPA.2.1 Compare weight management strategies for healthy eating patterns, including attention to portion and serving sizes.	<b>NPA: 2 [serving sizes]; 13</b>
7.NPA.2.2 Recall the health benefits of consuming more water.	<b>NPA: 1</b>
<b>7.NPA.3 Analyze the relationship of nutrition, fitness, and healthy weight management to the prevention of diseases such as diabetes, obesity, cardiovascular diseases, and eating disorders.</b>	
7.NPA.3.1 Interpret the relationship between poor nutrition and chronic illnesses such as diabetes, cardiovascular diseases, and obesity.	<b>NPA: 1</b> May want to extend discussion to cover more thoroughly
7.NPA.3.2 Attribute a positive body image to healthy self-esteem and the avoidance of risky eating behaviors.	<b>NPA: 11, 12</b>
<b>7.NPA.4 Apply lifelong nutrition and health-related fitness concepts to enhance quality of life.</b>	
7.NPA.4.1 Design goals for increasing physical activity and strategies for achieving those goals.	<b>NPA: 15, 17</b>
7.NPA.4.2 Implement a personal fitness plan that balances caloric intake and expenditure.	<b>NPA: 17, 18</b>

<b>Alcohol, Tobacco &amp; Other Drugs</b>	<b>HealthSmart Middle School (Unit: Lesson)</b>
<b>7.ATOD.1 Understand the health risks associated with alcohol, tobacco, and other drug use.</b>	
7.ATOD.1.1 Explain the common sequence of substance abuse that leads to serious health risks.	<b>TAOD: 6</b>
7.ATOD.1.2 Explain health risks resulting from injection drug use.	<b>HIV: 7</b> [risk of HIV with IV drug use] Other risks not covered explicitly.
7.ATOD.1.3 Predict consequences of abuse of over-the-counter medicines from information provided by the manufacturers of these medicines.	<b>TAOD: 5</b>
7.ATOD.1.4 Explain how drug dependence and addition create barriers to achieving personal goals.	<b>TAOD: 6</b>
<b>7.ATOD.2 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</b>	
7.ATOD.2.1 Use communication strategies to avoid the consequences of tobacco, alcohol, and other drug use.	<b>TAOD: 9, 15, 16, 17, 18, 19</b>
7.ATOD.2.2 Design methods of avoiding the consequences of tobacco, including addiction, by seeking resources for prevention and cessation.	<b>TAOD: 3</b> Cessation is covered at High School only

## Grade 8

<b>Mental &amp; Emotional Health</b>	<b>HealthSmart Middle School (Unit: Lesson)</b>
<b>8.MEH.1 Create positive stress management strategies.</b>	
8.MEH.1.1 Evaluate stress management strategies based on personal experience.	<b>EMH: 12</b>
8.MEH.1.2 Design a plan to prevent stressors or manage the effects of stress.	<b>EMH: 11, 12</b>
8.MEH.1.3 Design effective methods to deal with anxiety.	<b>EMH: 11, 12</b>
<b>8.MEH.2 Evaluate how structured thinking (decision making, problem solving, goal setting) benefits emotional well-being.</b>	
8.MEH.2.1 Evaluate the uses of defense mechanisms in terms of whether they are healthy or unhealthy.	<b>EMH: 3</b>
8.MEH.2.2 Critique personal use of structured thinking to enhance emotional well-being (based on appropriateness, effectiveness, and consistency).	<b>EMH: 3, 13</b>

<b>8.MEH.3 Apply help-seeking strategies for depression and mental disorders.</b>	
8.MEH.2.1 Recognize signs and symptoms of hurting self or others.	<b>EMH: 8</b>
8.MEH.2.2 Implement a plan for seeking adult help for peers who express symptoms of self-injury or suicidal intent.	<b>EMH: 8</b>
<b>Personal &amp; Consumer Health</b>	<b>HealthSmart Middle School (Unit: Lesson)</b>
<b>8.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.</b>	
8.PCH.1.1 Classify the risk factors (based on risk behaviors) begun in childhood and adolescence associated with leading and premature causes of death.	<b>ABST: 3</b> Will need to extend discussion to leading causes of death
8.PCH.1.2 Explain behavioral and environmental factors that contribute to major chronic diseases and the methods for reducing problems associated with common conditions (asthma, allergies, diabetes, and epilepsy).	<b>ABST: 3</b> These specific conditions are covered in High School
8.PCH.1.3 Interpret health appraisal data to assess personal risks for preventable disease.	<b>NPA: 3, 15</b> [self-assessments]
<b>8.PCH.2 Evaluate health information and products.</b>	
8.PCH.2.1 Critique medical information resources in terms of reliability, unreliability, accuracy, and significance.	<b>ABST: 1</b> [online resources only]
8.PCH.2.2 Judge the effects of popular fads on health (tattooing, piercing, artificial fingernails).	<b>ABST: 2</b> [body art, but only briefly] Will need to supplement to cover all
<b>8.PCH.3 Analyze measures necessary to protect the environment.</b>	
8.PCH.3.1 Outline the potential health consequences of global environmental problems.	<b>Not covered</b>
8.PCH.3.2 Explain the impact of personal behaviors on the environment, both positively and negatively.	<b>EMH: 2</b> [social environment]; <b>VIP: 13</b> [in terms of violence prevention] Natural environmental issues not covered.
<b>8.PCH.4 Analyze necessary steps to prevent and respond to unintentional injury.</b>	
8.PCH.4.1 Execute the Heimlich maneuver on a mannequin.	HealthSmart does not cover first-aid.
8.PCH.4.2 Demonstrate basic CPR techniques and procedures on a mannequin and pass a Red Cross or American Heart Association approved test of CPR skills.	HealthSmart does not cover first-aid. The focus is on prevention and risk reduction.

<b>Interpersonal Communication and Relationships</b>	<b>HealthSmart Middle School (Unit: Lesson)</b>
<b>8.ICR.1 Understand healthy and effective interpersonal communication and relationships.</b>	
8.ICR.1.1 Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.	<b>EMH: 4 HIV: 1</b>
8.ICR.1.2 Identify the reasons that people engage in violent behaviors (bullying, hazing, dating violence, sexual assault, family violence, verbal abuse, sex trafficking) and resources for seeking help.	<b>VIP: 8, 9, 11</b>
8.ICR.1.3 Explain the effects of tolerance and intolerance on individuals and society.	<b>VIP: 8, 9</b>
8.ICR.1.4 Illustrate communication skills that build and maintain healthy relationships.	<b>EMH: 5</b>
8.ICR.1.5 Use decision-making strategies appropriate for responding to unknown people via the Internet, telephone, and face-to-face.	<b>VIP: 6</b> [safe decisions in general] Extend discussion to cover these specific situations
8.ICR.1.6 Recognize resources that can be used to deal with unhealthy relationships.	<b>EMH: 5, 8</b>
<b>8.ICR.2 Remember that abstinence from sexual activity outside of marriage means a positive choice for young people.</b>	
8.ICR.2.1 Recall abstinence as <i>voluntarily refraining from intimate sexual behavior that could lead to unintended pregnancy and disease.</i>	<b>ABST: 10, 11</b>
8.ICR.2.2 Recall skills and strategies for abstaining from sexual activity outside of marriage.	<b>ABST: 13, 14, 15, 16</b>
<b>8.ICR.3 Analyze strategies that develop and maintain reproductive and sexual health.</b>	
8.ICR.3.1 Explain the health, legal, financial, and social consequences of adolescent and unintended pregnancy and the advantages of delaying parenthood.	<b>HIV: 5</b>
8.ICR.3.2 Evaluate methods of FDA-approved contraceptives in terms of their safety and their effectiveness in preventing unintended pregnancy.	<b>HIV: 16</b> [in digital edition and online]
8.ICR.3.3 Select family, school, and community resources for the prevention of sexual risk taking through abstinence and safer sex practices.	<b>HIV: 10</b>
8.ICR.3.4 Summarize ways to avoid being a victim or perpetrator of sexual abuse via digital media (including social network sites, texting, and cell phone).	<b>VIP: 11</b> Extend discussion for more emphasis on digital media. High School contains a lesson specifically on cyberbullying

<b>Nutrition &amp; Physical Activity</b>	<b>HealthSmart Middle School (Unit: Lesson)</b>
<b>8.NPA.1 Apply tools (Body Mass Index, Dietary Guidelines) to plan and employ healthy nutrition and fitness. (NPA: [BMI], 4 [dietary guidelines])</b>	
8.NPA.1.1 Interpret the Body Mass Index in terms of body composition and healthy weight, underweight, overweight and obesity.	NPA: 13
8.NPA.1.2 Summarize the benefit of consuming adequate amounts of vitamins A, E, and C, magnesium, calcium, iron, fiber, folic acid, and water in a variety of foods.	NPA: 1, 2, 4
8.NPA.1.3 Implement meal plans that are consistent with the Dietary Guidelines.	NPA: 2, 3, 17, 18
<b>8.NPA.2 Create strategies to consume a variety of nutrient dense foods and beverages in moderation.</b>	
8.NPA.2.1 Plan healthy personal eating strategies with attention to caloric intake and expenditure.	NPA: 2, 3, 17, 18
8.NPA.2.2 Generate a healthful eating plan incorporating food choices inside and outside the home setting.	NPA: 17, 18
<b>8.NPA.3 Analyze the relationship of nutrition, fitness, and healthy weight management to the prevention of diseases such as diabetes, obesity, cardiovascular diseases, and eating disorders.</b>	
8.NPA.3.1 Identify media and peer pressures that result in unhealthy weight control (eating disorders, fad dieting, excessive exercise, smoking).	NPA: 9, 13
8.NPA.3.2 Differentiate the signs, symptoms, and consequences of common eating disorders from more healthy eating behaviors.	NPA: 14
8.NPA.3.3 Use strategies to advocate for those who are at risk for eating disorders or poor nutrition.	NPA: 14
<b>8.NPA.4 Analyze plans for lifelong nutrition and health-related fitness concepts to enhance quality of life.</b>	
8.NPA.4.1 Outline strategies that can be used to overcome barriers to healthy eating.	NPA: 10, 17, 18
8.NPA.4.2 Differentiate methods of food preparation in terms of their health and safety.	NPA: 8
8.NPA.4.2 Summarize the benefits of regular physical activity.	NPA: 15, 16
<b>Alcohol, Tobacco &amp; Other Drugs</b>	<b>HealthSmart Middle School (Unit: Lesson)</b>
<b>8.ATOD.1 Analyze influences related to alcohol, tobacco, and other drug use and avoidance.</b>	
8.ATOD.1.1 Analyze policies and laws related to the sale and use of tobacco products in terms of their purposes and benefits.	TAOD: 11
8.ATOD.1.2 Predict the potential effect of anti-tobacco messages on the use of tobacco by youth and adults.	TAOD: 14

<b>8.ATOD.2 Understand the health risks associated with alcohol, tobacco, and other drug use.</b>	
8.ATOD.2.1 Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.	<b>TAOD: 2, 4, 7</b> <b>VIP 9</b>
8.ATOD.2.2 Evaluate the magnitude and likelihood of the risks associated with the use of performance-enhancing drugs.	<b>TAOD: 5</b> [steroids only]
<b>8.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</b>	
8.ATOD.3.1 Use strategies to avoid riding in a car with someone impaired by alcohol or drugs.	<b>VIP: 2</b>
8.ATOD.3.2 Identify positive alternatives to the use of alcohol and drugs.	<b>TAOD: 10</b>
8.ATOD.3.3 Use advocacy skills to promote the avoidance of alcohol, tobacco, and drugs by others.	<b>TAOD: 19</b>