

***HealthSmart* Alignment with
Texas Essential Knowledge
and Skills for Health Education
(Adopted 2020)**

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

advancing
health
equity **etr.**

HealthSmartMiddle School Unit Key	
ABST = Abstinence, Puberty & Personal Health	NPA = Nutrition & Physical Activity
EMH = Emotional & Mental Health	TAOD = Tobacco, Alcohol & Other Drug Prevention
HIV = HIV, STI & Pregnancy Prevention	VIP = Violence & Injury Prevention
Grade 6	HealthSmart (Unit – Lesson)
Physical Health and Hygiene	
(1) examine the structure, function, and relationships of body systems and explain how to maintain the healthy status of body systems	ABST – 2 (eye/ear/skin health); 9 (reproductive system health) Other body systems not covered
(2A) compare immediate and long-term effects of personal health care choices such as personal and dental hygiene	ABST – 2, 9
(2B) develop criteria for evaluating the validity of health information and sources	ABST – 2 NPA – 1
(2C) describe ways to demonstrate decision-making skills based on health information	EMH – 14 HIV – 9 VIP – 6
(2D) identify current health-related issues and recommendations or guidelines	ABST – 2 (hearing, vision, sleep) EMH – 9, 10, 11 (stress) HIV – 8 (STDs) NPA – 3 (eating), 7 (fast foods), 8 (food safety), 12 (dieting), 14 (activity), 15 (fitness safety) VIP – 1 (risks), 2 & 3 (safety), 8 (violence), 10 (bullying), 13 (fighting)
(2E) explain the role of preventive health measures, immunizations, and treatment such as wellness exams and dental check-ups in disease prevention	ABST – 2, 3 (Immunization/exams covered in HS ABST – 4, 9)
(2F) describe actions that should be taken when illness occurs, including asthma, diabetes, and epilepsy	Not covered until High School (HS ABST – 3)
(2G) describe and recognize the signs, symptoms, and treatments of vector borne illnesses such as Lyme disease or West Nile Virus	Not covered
Mental Health and Wellness	
(3A) demonstrate healthy methods for communicating emotions in a variety of scenarios	EMH – 6, 7
(3B) assess and demonstrate healthy ways of responding to conflict	VIP – 14, 15
(3C) differentiate between positive and negative peer influence	ABST – 12, 13 EMH – 13 HIV – 9 NPA – 10, 11 TAOD – 9, 11 VIP – 5, 11, 13
(3D) describe methods for communicating important issues and understanding perspectives of parents and peers	EMH – 5 VIP – 14, 15

Grade 6 (continued)	HealthSmart (Unit – Lesson)
Mental Health and Wellness (continued)	
(3E) discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios	EMH – 5 VIP – 14, 15
(3F) identify strategies for using non-violent conflict resolution skills	VIP – 14, 15
(4A) identify how physical and social changes impact self-esteem	ABST – 7
(4B) identify possible health benefits of setting and implementing long-term personal goals	EMH – 15 NPA – 16, 17
(4C) create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children	ABST – 16 HIV – 5 (impact of parenting)
(4D) explain the steps in the decision-making process and the importance of following the steps	EMH – 14 HIV – 9 VIP – 6
(5A) identify and discuss how adolescent brain development influences emotions, decision making, and logic	TAOD – 2 (in relation to addiction) Could also be addressed in VIP – 1 (in relation to risks), and/or EMH – 7 (in relation to self-control)
(5B) relate physical environmental factors such as school climate and availability of resources to individual, family, and community health	ABST – 2, 3 EMH – 2, 13 TAOD – 12 VIP – 8
(6A) examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others	Not covered
(6B) identify and describe lifetime strategies for managing conditions that impact learning such as attention-deficit disorder (ADD), attention-deficit/hyperactivity disorder (ADHD), dyslexia, dysgraphia, and sensory issues	Not covered
(6C) identify how to respond positively to develop resiliency	EMH – 3, 10, 11, 12 TAOD – 10
(6D) describe healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief	EMH – 7, 9, 10, 11, 12
(6E) identify causes and effects associated with disordered eating and eating disorders such as bulimia, anorexia, and binge eating disorder and the importance of seeking help from a parent or another trusted adult for oneself or others related to disordered eating	NPA – 13
(6F) discuss the suicide risk and suicide protective factors identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning signs in self or others	EMH – 8 (troublesome feelings) Suicide is covered specifically in High School EMH – 16 and VIP – 16
(6G) explain the role of a healthy self-concept in avoiding self-harming behaviors that can occur when someone is struggling to manage overwhelming emotions	EMH – 8 (troublesome feelings) Self-harm would need to be added specifically
(6H) identify suicide prevention resources such as the National Suicide Prevention Hotline	Covered in High School EMH – 16 and VIP – 16

Grade 6 (continued)	HealthSmart (Unit – Lesson)
Healthy Eating and Physical Activity	
(7A) define micronutrients, including calcium and iron, and their recommended daily allowances	Can be included in NPA – 1 or 4 Covered specifically in High School NPA – 4
(7B) compare and contrast common food labels and menus for nutritional content and calories	NPA – 4, 7
(7C) describe healthy and unhealthy dietary practices	NPA – 16, 17
(7D) explain the importance of a realistic personal dietary plan	NPA – 16, 17
(7E) evaluate the importance of choosing lower sodium alternatives to foods that have high levels of sodium such as salty snacks and canned vegetables	NPA – 2, 3, 4, 6, 7
(8A) identify the CDC guidelines for daily physical activity throughout the lifespan	NPA – 14
(8B) analyze the benefits of regular physical activity on mental, physical, and social health	NPA – 15, 16, 17
(9A) make a variety of healthy personal food choices and develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels	NPA – 16, 17
(9B) explain the role of media and technology in influencing individual and community health related to physical activity and nutritional choices	NPA – 9 (food choices only)
(10A) analyze the impact of moderate physical activity and dietary choices on the prevention of obesity, heart disease, and diabetes	Could be added to NPA – 14 or 15 Covered in High School NPA – 7
(10B) identify strategies to adopt healthy behaviors to reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes	ABST – 3
(10C) analyze internal and external factors that influence healthy eating and physical activity behaviors	NPA – 9 (food choices only)
(10D) discuss the nutritional differences between preparing and serving fresh or minimally processed foods and commercially prepared or highly processed foods	Can be addressed in NPA – 1, 4, 7
Injury and Violence Prevention and Safety	
(11) identify and demonstrate safety and first aid knowledge to prevent and treat injuries; describe basic first-aid procedures	Not covered
(12A) discuss and demonstrate strategies for avoiding violence, gangs, weapons, and human trafficking	VIP – 8 (violence), 10 (bullying), 17 (abuse/trafficking)
(12B) define safe haven and identify dedicated safe haven locations in the community	Could be added to VIP – 8 or 17
(12C) describe the dangers associated with a variety of weapons	VIP – 3 (firearms only) Could be added to VIP – 8
(12D) explain the importance of complying with rules prohibiting possession of weapons	VIP – 3 (firearms only) Could be added to VIP – 8
(12E) create a personal safety plan	VIP – 3 (safety rules to follow)

Grade 6 (continued)	HealthSmart (Unit – Lesson)
Injury and Violence Prevention and Safety (continued)	
(13A) discuss appropriate personal digital and online communication boundaries	EMH – 13
(13B) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography	ABST – 10 (sexting) EMH – 13 (social media)
(13C) discuss and analyze consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography	ABST – 10 (sexting) EMH – 13 (social media)
(13D) discuss strategies and techniques for identity protection in digital and online environments	Not covered
(13E) identify how technology is used to recruit or manipulate potential victims of sex trafficking	Covered in High School VIP – 17
(13F) identify the current legal consequences of cyberbullying and inappropriate digital and online communication	Could be added to VIP – 8 or 9
(14A) identify how exposure to family violence can influence behavior and the importance of reporting suspected abuse	VIP – 17 (reporting abuse) Could discuss family violence in VIP – 8
(14B) assess healthy and appropriate ways of responding to and discouraging bullying and cyberbullying, including behavior that takes place at school	VIP – 10, 12
(14C) analyze the impact that bullying has on both victims and bullies	VIP – 9, 10
(14D) identify strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual	VIP – 10, 12 (bullying), 17 (abuse)
(14E) discuss ways to seek the input of parents and other trusted adults in problem solving issues relating to violence and bullying	VIP – 10
Alcohol, Tobacco and Other Drugs	
(15A) describe the misuse and abuse of prescription and over-the-counter drugs, including combining drugs, and the dangers associated with each	TAOD – 5
(15B) compare and contrast examples of prescription and over-the-counter drug labels	TAOD – 5
(15C) identify and describe practices used to safely store and properly dispose of prescription and over-the-counter drugs	Could be added to TAOD – 5
(15D) describe substance abuse and addiction to alcohol, vaping products, tobacco, other drugs, and dangerous substances	TAOD – 6
(16A) describe the short- and long-term health consequences of prescription and over-the-counter drug misuse and substance use disorders	TAOD – 5 (prescription/OTC), 7 (opioids), 8 (consequences of drug use)
(16B) discuss the legal consequences related to the use, misuse, and possession of drugs, including prescription drugs	TAOD – 8
(17A) identify ways to report a suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult	Could be added to TAOD – 12

Grade 6 (continued)	HealthSmart (Unit – Lesson)
Alcohol, Tobacco and Other Drugs (continued)	
(17B) identify signs and symptoms of alcohol; tobacco; drugs, including prescription drugs; and other substance use and misuse such as using medicine prescribed for someone else or for reasons other than intended	TAOD – 5, 6
(17C) identify examples of who, when, where, and how to get help related to unsafe situations regarding the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances	Could be added to TAOD – 6 or 12 Covered in High School TAOD – 10
(18A) explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs	TAOD – 9
(18B) describe methods for differentiating between positive and negative relationships that can influence alcohol, tobacco, and other drug use	TAOD – 9
(18C) identify physical and social influences on alcohol, tobacco, and other drug use behaviors	TAOD – 9
(18D) explain the relationships between alcohol, tobacco, drugs, and other substances and the role each can play in unsafe situations such as drinking and driving	TAOD – 2 (alcohol only)
(19A) identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances	TAOD – 11
(19B) demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present	TAOD – 15, 16
(19C) identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids	TAOD – 10, 11, 17
Reproductive and Sexual Health	
(20A) define and distinguish between friendship, infatuation, dating/romantic relationships, and marriage	Could be added to ABST – 10
(20B) describe how friendships provide a foundation for healthy dating/romantic relationships	Could be added to ABST – 10
(20C) list healthy ways to express friendship, affection, and love	ABST – 10
(20D) describe characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility	HIV – 4
(20E) explain that each person in a dating/romantic relationship should be treated with dignity and respect	HIV – 4
(20F) describe how healthy marriages can contribute to healthy families and communities	Not covered
(21A) identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse	VIP – 17
(21B) identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault and sex trafficking	VIP – 17 Covered in more detail in High School VIP – 14, 15, 17, 18
(21C) list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation	EMH – 4 HIV – 4
(21D) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult	VIP – 17

Grade 6 (continued)	HealthSmart (Unit – Lesson)
Reproductive and Sexual Health (continued)	
(21E) explain how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships	Could be emphasized in ABST – 10, 11, or HIV – 4
(21F) identify communication and refusal skills and how they can be applied in dating/romantic relationships	ABST – 14, 15 EMH – 5 HIV – 10, 11, 13
(21G) explain the importance of clearly communicating and respecting personal boundaries and using refusal skills related to physical intimacy such as holding hands, hugging, and kissing	ABST – 14, 15 HIV – 10, 11
(22A) describe changes in male and female anatomy and physiology during puberty and how rates and patterns of development can vary between individuals	ABST – 5, 6
(22B) describe the process, characteristics, and variations of the menstrual cycle	ABST – 8
(22C) analyze the role of hormones related to growth and development and personal health	ABST – 5, 6, 7
(22D) describe the cellular process of fertilization in human reproduction	ABST – 8
(22E) explain significant milestones of fetal development.	Not covered
(23A) identify teen pregnancy as a possible outcome of sexual activity	ABST – 16 HIV – 5
(23B) identify life goals that one wishes to achieve prior to becoming a parent	ABST – 16
(23C) define sexually transmitted infections (STIs) and sexually transmitted diseases (STDs) as infections or diseases that are spread through sex or sexual activity	HIV – 6, 7
(23D) identify what emotional risks are associated with sexual activity between unmarried persons of school age	ABST – 11 HIV – 1
(23E) define abstinence as refraining from all forms of sexual activity and genital contact between individuals and discuss the importance of seeking support from parents, other trusted adults, and peers to be abstinent	ABST – 11 HIV – 1
(23F) explain why abstinence is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age	ABST – 11 HIV – 1
(23G) identify why abstinence from sexual activity is the only method that is 100% effective in preventing pregnancy; STDs/STIs, including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS); and the emotional risks associated with adolescent sexual activity	ABST – 11 HIV – 1
(23H) list the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, student academic achievement, and alignment with personal, family, and moral or religious beliefs and values	ABST – 11 HIV – 1
(23I) explain how laws protect victims of sexual harassment, sexual abuse, and sexual assault	Could be emphasized in VIP – 17

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Grades 7 & 8	HealthSmart (Unit – Lesson)
Physical Health and Hygiene	
(1) examine the structure, function, and relationships of body systems and their relevance to personal health, and explain how to maintain the healthy status of body systems	ABST – 2 (eye/ear/skin health); 9 (reproductive system health) Other body systems not covered
(2A) list specific resources or facilities where members of the community can obtain medical care	
(2B) explain ways to use health information to help self and others, including seizure awareness, diabetes education, and response plans such as first aid or cardiopulmonary resuscitation (CPR)	
(2C) identify barriers related to solving health problems and ways to overcome barriers	
(2D) explain the course, signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus	Not covered
Mental Health and Wellness	
(3A) identify and analyze different emotions and causal thoughts in self	EMH – 6, 7
(3B) analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress	EMH – 7, 9, 10, 11
(3C) evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness	ABST – 13 EMH – 2, 4, 13 TAOD – 11
(3D) demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships	EMH – 5 VIP – 14, 15 (conflict resolution) Ending relationships is covered in High School EMH – 9
(3E) analyze similarities and differences between one's own and others' perspectives	EMH – 5 VIP – 14, 15 (conflict resolution)
(3F) practice conflict resolution and mediation skills	VIP – 15
(4A) describe how internal and external factors influence self-esteem	EMH – 3
(4B) identify and develop strategies for setting long-term personal goals	EMH – 15 NPA – 16, 17
(4C) create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children	ABST – 16 HIV – 5 (impact of parenting)
(4D) identify decision-making skills that promote individual, family, and community mental health	EMH – 14

Grades 7 & 8 (continued)	HealthSmart (Unit – Lesson)
Mental Health and Wellness (continued)	
(5A) explain how adolescent brain development influences cognitive processing, emotions, and decision making	TAOD – 2 (in relation to addiction) Could also be addressed in VIP – 1 (in relation to risks), and/or EMH – 7 (in relation to self-control)
(5B) identify and describe how environmental influences such as air, water, or noise can affect an individual's mental health	Not covered
(5C) discuss the influence of childhood trauma and how to recognize, process, and overcome negative events	Could be addressed in EMH – 3
(6A) describe methods to support others who have long-term physical health conditions	Not covered
(6B) examine ways to influence peers positively and promote resiliency in others in stressful situations	EMH – 2, 5, 8, 12
(6C) differentiate between healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief	EMH – 7, 9, 10, 11, 12
(6D) describe the consequences of disordered eating and eating disorders such as bulimia, anorexia, and binge eating disorder and the importance of seeking help from a parent or another trusted adult for oneself or others related to disordered eating	NPA – 13
(6E) discuss the suicide risk and suicide protective factors [of suicide] identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning signs in self or others	EMH – 8 (troublesome feelings) Suicide is covered specifically in High School EMH – 16 and VIP – 16
(6F) research and discuss protective factors and healthy self-management strategies to avoid self-harming behaviors	Not covered Could be addressed in EMH – 8
(6G) examine how the use of suicide prevention resources such as the National Suicide Prevention Hotline can reduce the likelihood of suicide.	Covered in High School EMH – 16 and VIP - 16
Healthy Eating and Physical Activity	
(7A) analyze food labels and menus to determine the nutritional value of foods and make healthy decisions about daily caloric intake	NPA – 4, 7
(7B) develop a personal dietary plan	NPA – 16, 17
(7C) identify and practice strategies for choosing healthy foods and beverages in diverse social environments, including at home, at school, and while dining out.	NPA – 6, 7, 10
(8A) explain the relationships between nutrition, physical activity, quality of life, and disease in terms of their mental, physical, and social benefits	ABST – 1, 3 NPA – 3, 15
(8B) identify how to balance caloric intake and physical activity	NPA – 12
(8C) apply the CDC guidelines for daily physical activity to develop a physical fitness plan using appropriate technology	NPA – 14, 16, 17
(9A) develop and examine progress of short- and long-term goals toward achieving appropriate levels of physical activity, improving personal physical fitness level, and making healthy personal food choices	NPA – 16, 17

Grades 7 & 8 (continued)	HealthSmart (Unit – Lesson)
Healthy Eating and Physical Activity (continued)	
(9B) explain how media influences buying decisions regarding physical fitness equipment or nutritional products	NPA – 9 (food choices only)
(10A) analyze the impact of moderate physical activity and healthy dietary practices in the prevention of obesity, heart disease, and diabetes	Could be added to NPA – 14 or 15 Covered in High School NPA – 7
(10B) analyze risk factors that may lead to the development of chronic conditions and formulate strategies to reduce the likelihood of developing chronic conditions	ABST – 3
(10C) identify community and digital resources that can assist in developing healthy eating and physical activity behaviors	Could be added to NPA – 16, 17 as part of goal-setting process
(10D) investigate and compare the nutritional differences between preparing and serving fresh food or minimally processed food and serving commercially prepared or highly processed foods	Can be addressed in NPA – 1, 4, 7
Injury and Violence Prevention and Safety	
(11) identify and demonstrate safety and first aid knowledge to prevent and treat injuries; demonstrate basic first-aid procedures, including CPR and the choking rescue	Not covered
(12A) analyze strategies for and the benefits of avoiding violence, gangs, weapons, and human trafficking	VIP – 8 (violence), 10 (bullying), 17 (abuse/trafficking)
(12B) define safe haven and identify dedicated safe haven locations in the community	Could be added to VIP – 8 or 17
(12C) evaluate the dangers associated with a variety of weapons	VIP – 3 (firearms only) Could be added to VIP – 8
(12D) evaluate the importance of complying with rules prohibiting possession of and the improper use of weapons	VIP – 3 (firearms only) Could be added to VIP – 8
(12E) create a personal safety plan	VIP – 3 (safety rules to follow)
(13A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography	ABST – 10 (sexting) EMH – 13 (social media)
(13B) discuss and analyze consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography	ABST – 10 (sexting) EMH – 13 (social media)
(13C) evaluate strategies and techniques for identity protection in digital and online environments	Not covered
(13D) identify how technology is used to recruit or manipulate potential victims of sex trafficking	Covered in High School VIP – 17
(13E) research the current legal consequences of cyberbullying and inappropriate digital and online communication	Could be added to VIP – 8 or 9
(14A) identify forms of family violence, including physical, mental, and emotional violence	Included in VIP – 17 Could also discuss family violence in VIP – 8
(14B) describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual	VIP – 9

Grades 7 & 8 (continued)	HealthSmart (Unit – Lesson)
Injury and Violence Prevention and Safety (continued)	
(14C) explain the responsibility to report bullying behavior, including cyberbullying	VIP – 10, 12
(14D) describe the seriousness of various forms of bullying such as harassment	VIP – 10 (bullying), 11 (hazing)
(14E) analyze strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual	VIP – 10 (bullying), 17 (abuse)
(14F) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills related to personal safety	VIP – 6
Alcohol, Tobacco and Other Drugs	
(15A) differentiate between appropriate and inappropriate use of prescription and over-the-counter drugs, including combining drugs, and the outcomes of each	TAOD – 5
(15B) identify and describe the categories of prescription drugs and their proper uses	Not covered
(15C) identify and explain the importance of each component of an over-the-counter drug warning label	TAOD – 5
(15D) describe how substance misuse and addiction to alcohol, tobacco, vaping products, drugs, and other substances, including prescription drugs, affect the body systems and brain	TAOD – 2 (alcohol), 3 (tobacco, vaping), 4 (marijuana), 5 (prescription/OTC drugs), 6 (addiction), 7 (opioids)
(16A) analyze and explain the short- and long-term health consequences of addiction to alcohol and tobacco and prescription and over-the-counter drug misuse and substance use disorders	TAOD – 2 (alcohol), 3 (tobacco, vaping), 4 (marijuana), 5 (prescription/OTC drugs), 6 (addiction), 7 (opioids)
(16B) analyze the importance of alternative activities to drug and substance use and misuse on mental and social health	TAOD – 11
(16C) analyze the legal consequences of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances	TAOD – 8
(17A) identify and describe treatment options for substance abuse and addiction	Covered in High School TAOD – 10
(17B) identify signs and symptoms of alcohol; tobacco; drugs, including prescription drugs; and other substance use and misuse such as using medicine prescribed for someone else or for reasons other than intended	TAOD – 5, 6
(17C) identify at least one example of who, when, where, and how to get help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances	Could be added to TAOD – 6 or 12 Covered in High School TAOD – 10
(18A) examine the effects and role of peer influence on decision making and problem solving regarding the use of alcohol, tobacco, and other drugs	TAOD – 9
(18B) examine physical and social influences on alcohol, tobacco, and other drug use behaviors	TAOD – 9
(18C) differentiate among the relationships of alcohol, tobacco, drugs, and other substances and the roles these substances play in unsafe situations such as drinking and driving	TAOD – 2 (alcohol only)

Grades 7 & 8 (continued)	HealthSmart (Unit – Lesson)
Alcohol, Tobacco and Other Drugs (continued)	
(18D) identify support systems and describe ways to report the suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult.	TAOD – 9 (support systems) Reporting could be included in TAOD – 12
(19) analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use; develops and applies strategies, including demonstrating refusal skills, for avoiding alcohol, tobacco, and other drugs in various scenarios	TAOD – 1, 8, 10, 11 TAOD – 15, 16 (refusals)
Reproductive and Sexual Health	
(20A) compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage	Could be added to ABST – 10
(20B) explain how friendships provide a foundation for healthy dating/romantic relationships	Could be added to ABST – 10
(20C) describe healthy ways to express friendship, affection, and love	ABST – 10
(20D) describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationships and marriage	ABST – 10 (expressing affection) EMH – 5, 6 (communicating emotions in general)
(20E) evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage	HIV – 4 (marriage not specifically addressed)
(20F) describe behaviors in dating/romantic relationships that enhance dignity and respect	HIV – 4
(20G) describe the benefits of healthy marriages, including companionship and social, emotional, financial, and health benefits	Not covered
(21A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse	VIP – 17
(21B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault and sex trafficking	VIP – 17 Covered in more detail in High School VIP – 14, 15, 17, 18
(21C) define dating violence and the characteristics of unhealthy or harmful relationships including anger, controlling behavior, jealousy, manipulation, and isolation	HIV – 4 (characteristics) Covered specifically in High School VIP – 15
(21D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence	VIP – 16
(21E) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others	VIP – 17
(21F) describe how a healthy sense of self and making decisions regarding setting and respecting personal boundaries promote healthy dating/romantic relationships	Could be emphasized in ABST – 10, 11 , or HIV – 4
(21G) discuss and practice how refusal skills can be used to resist negative peer influences and reinforce personal boundaries to avoid dangerous situations and behaviors that increase sexual risk in dating/romantic relationships	ABST – 14, 15 HIV – 10, 11, 13 VIP – 16

Grades 7 & 8 (continued)	HealthSmart (Unit – Lesson)
Reproductive and Sexual Health (continued)	
(21H) explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact	HIV – 3 VIP – 16
(22A)) compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty and adolescence	ABST – 5, 6
(22B) identify how the process of fertilization occurs between a man and a woman through sexual intercourse	ABST – 8
(22C) explain significant milestones of fetal development and the harmful effects on the fetus of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead	Not covered
(22D) describe the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur	HIV Supplemental Lesson
(22E) define the emotional changes that may occur during and after pregnancy, including postpartum depression, and discuss resources for support and treatment	Not covered
(23A) explain how teen pregnancy is a possible outcome of sexual activity	ABST – 16 HIV – 5
(23B) explain the short- and long-term educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society	ABST – 16 HIV – 5
(23C) identify the difference between bacterial and viral sexually transmitted diseases/sexually transmitted infections (STDs/STIs), including long-term or lifetime effects such as infertility	HIV – 6 (bacterial/viral distinction not included)
(23D) describe various modes of transmission of STDs/STIs	HIV – 6, 7
(23E) identify the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources	Could be added to HIV – 6
(23F) list the signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and explain why not all STDs/STIs show symptoms initially	HIV – 6, 7
(23G) explain the importance of STD/STI screening, testing, and early treatment for sexually active individuals, including during yearly physicals or if there is a concern	HIV – 8
(23H) identify community resources, a minor's right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment	Could be added to HIV – 8
(23I) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression	ABST – 11 HIV – 1
(23J) identify support from parents and other trusted adults to be abstinent from sexual activity and create strategies for building peer support to be abstinent	ABST – 11, 13
(23K) analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age	ABST – 11 HIV – 1

Grades 7 & 8 (continued)	HealthSmart (Unit – Lesson)
Reproductive and Sexual Health (continued)	
(23L) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods in the prevention of STDs/STIs and pregnancy	HIV – 14 (specific rates would need to be added)
(23M) explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause genital warts and cervical cancer and other cancers in males and females	HIV – 1
(23N) research and explain the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, and student academic achievement	ABST – 11
(23O) define legal implications of teen pregnancy, including the legal effects of acknowledgement and proof of paternity	ABST – 16; HIV – 5 (specific legal implications may need to be added)
(23P) describe legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, sexual abuse, and indecency with a child	Not covered
(23Q) examine the legal ramifications of sexual offenses such as sexual harassment, sexual abuse, and sexual assault	Could be added to VIP – 17