

***HealthSmart* Alignment with Texas Essential Knowledge and Skills for Health Education**

**Middle School
(Grades 6–8)**

etr.

HealthSmart Middle School Unit Key

ABST = Abstinence, Puberty & Personal 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	HealthSmart Middle School
Health Information	Print & Digital Editions (Unit: Lesson)
(1A) analyze healthy and unhealthy dietary practices	NPA: 3, 6, 7
(1B) explain the importance of a personal dietary and exercise plan	NPA: 17
(1C) compare immediate and long-range effects of personal health care choices such as personal and dental hygiene	ABST: 1, 2, 3
(1D) identify causes and effects associated with poor body image such as eating disorders and growth patterns	NPA: 11, 12, 14
(1E) examine the concept of cost versus effectiveness of health care products	Not covered
(1F) describe the mental, physical, and social benefits of regular exercise and fitness	NPA: 15, 16
(1G) describe the importance of establishing and implementing a periodic health-maintenance clinical assessment	ABST: 9
(1H) demonstrate strategies for managing stress	EMH: 10, 11, 12
(2A) analyze the relationships among the body systems	Not covered
(2B) describe changes in male and female anatomy and physiology during puberty	ABST: 5
(2C) analyze the role of hormones as they relate to growth and development and personal health	ABST: 5
(2D) describe menstrual health and identify the relationship to reproduction	ABST: 8
(3A) describe various modes of disease transmission	ABST: 3
(3B) compare healthy cell growth to cell growth in the disease process	Not covered
(3C) list noncommunicable and hereditary diseases and respective prevention and treatment techniques	ABST: 3

Grade 6 (continued)	
(4A) list ways to evaluate health products, practices, and services such as sunblocks, dietary aides, and over-the-counter medications	TAOD: 5 / NPA: 13
(4B) use critical thinking to research and evaluate health information	ABST: 1 / HIV: 10 / NPA: 9
(5A) define prescription and over-the-counter drugs	TAOD: 5
(5B) describe the purposes of prescription and over-the-counter drugs, including the intended benefits	TAOD: 5
(5C) explain why some drugs require a prescription	TAOD: 5
(5D) identify the components of prescription and over-the-counter drug labels	TAOD: 5
(5E) compare and contrast examples of prescription and over-the-counter drug labels	TAOD: 5
(5F) identify and describe practices used to safely store and properly dispose of prescription and over-the-counter drugs	Not covered; could be added to TAOD: 5
(5G) explain the dangers associated with taking expired prescription and over-the-counter drugs	Not covered; could be added to TAOD: 5
(6A) explain the difference between the misuse and abuse of prescription drugs	Misuse versus proper use discussed in TAOD: 5
(6B) describe the misuse and abuse of prescription and over-the-counter drugs and the dangers associated with each	TAOD: 5
(6C) describe how the abuse of drugs affects the body systems and brain	TAOD: 7
Health Behaviors	
(7A) demonstrate an understanding of basic first-aid procedures	Not covered
(7B) describe chemical dependency and addiction to tobacco, alcohol, drugs, including prescription drugs, and other substances	TAOD: 6
(7C) explain the relationship between tobacco, alcohol, drugs, including prescription drugs, and other substances and the role these items play in unsafe situations such as drinking and driving and HIV/ STD transmission	TAOD: 7
(7D) identify ways such as alternate activities to prevent the use of tobacco, alcohol, drugs, and other substances	TAOD: 9, 10
(7E) identify ways to prevent substance misuse, including the misuse of prescription and over-the-counter drugs, and substance use disorders	TAOD: 9, 10
(7F) demonstrate strategies for the prevention of and response to deliberate and accidental injuries such as using conflict resolution skills instead of fighting and wearing a seat belt	VIP: 2, 3, 4, 5, 15, 16

Grade 6 (continued)	
(7G) identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations	VIP: 9, 11, 13, 14
(7H) explain the consequences of sexual activity and the benefits of abstinence	ABST: 9, 11, 14
(7I) identify signs and symptoms of prescription drug misuse such as using medicine prescribed for someone else or for reasons other than its intended use	TAOD: 5
Influencing Factors	
(8A) identify how environmental influences may affect an individual's substance misuse and substance use disorder	TAOD: 8
(8B) identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures	ABST: 12 / EMH: 1, 2 / NPA: 9 / TAOD: 8, 11 / VIP: 9
(8C) make healthy choices from among environmental alternatives such as leaving a smoke-filled room or selecting healthy snacks from vending machines	NPA: 6, 7
(9A) differentiate between positive and negative relationships that can affect individual health such as clubs, gangs, or families	EMH: 4 / HIV: 1 / VIP: 12
(9B) examine social influences on drug-taking behaviors	TAOD: 8, 10
(9C) explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior	ABST: 13 / EMH: 5 / VIP: 5
(9D) practice conflict resolution/mediation skills	VIP: 15, 16
(9E) describe strategies such as abstinence for communicating refusal to engage in unsafe behaviors	ABST: 15, 16 / HIV: 11, 12 / NPA: 10 / TAOD: 16, 17, 18 / VIP: 5
(9F) describe methods for communicating important issues with parents and peers	ABST: 4, 13 / EMH: 5, 7, 8 / HIV: 10
(10A) identify ways in which media and technology influence social norms such as using prescription and over-the-counter drugs	TAOD 8; 12, 13 (tobacco, alcohol covered, would need to add prescription/OTC drugs)
(10B) identify and analyze various media and technologies that influence individual and community health such as computer software and the internet	ABST: 1 / HIV: 10
(10C) explain the relationship between health needs and technology development such as the development of an HIV vaccine	Not covered
(11A) develop strategies for supporting and respecting all family members	EMH: 5
(11B) identify strategies for coping with unhealthy behaviors in the family such as abuse, alcoholism and neglect	EMH: 8

Grade 6 (continued)	
Personal/Interpersonal Skills	
(12A) demonstrate ways to communicate empathy to others and have consideration for others	EMH: 5
(12B) assess healthy ways of responding to disrespectful behaviors such as mediation	VIP: 15, 16
(12C) practice methods for self-control	EMH: 7 / VIP: 14
(12D) describe healthy ways to express affection and love	ABST: 10
(12E) describe ways to manage anxiety and grief	EMH: 9, 11, 12
(12F) describe ways to control anger and emotions when responding to others	EMH: 6, 7 / VIP: 14
(12G) demonstrate strategies for showing respect for individual differences such as race, physical appearance, and socio-economic status	EMH: 2 / HIV: 3 / VIP: 13
(12H) define stress and its effects on individual health and relationships	EMH: 10, 11
(12I) identify stressors and their impact on the health of the individual and family	EMH: 10, 11
(13A) seek the input of parents and other trusted adults in problem solving and goal setting	ABST: 14 / EMH: 14 / HIV: 9 / NPA: 17, 18
(13B) demonstrate the use of refusal skills in unsafe situations	ABST: 15, 16 / HIV: 11, 12 / TAOD: 16, 17, 18 / VIP: 5
(13C) explain the impact of peer pressure on decision making	ABST: 13, 14 / EMH: 13 / HIV: 9 / NPA: 9, 10 / TAOD: 10 / VIP: 5
(13D) compare the risks and benefits of various health behaviors such as choosing not to smoke	ABST: 11 / HIV: 5 / TAOD: 2, 3, 4, 5, 7 / VIP: 2, 3, 5, 14
(13E) identify the possible health implications of long-term personal and vocational goals	ABST: 17 / EMH: 14
(13F) identify decision-making practices such as refusing invitations, knowing the risks of substance abuse, and reporting the abuse to a parent school administrator, teacher, or other trusted adult that reduce unsafe health behaviors	Not covered explicitly; refusals covered in TAOD: 16, 17, 18 ; risks/consequences in TAOD: 7 ; getting help for friend is covered in High School TAOD . Decision making process in general covered in EMH: 13
Bullying Prevention	
(14A) analyze the impact that bullying has on both victims and bullies	VIP: 10, 11, 12, 13
(14B) identify strategies for prevention and intervention of all forms of bullying such as emotional, physical, social, and sexual	VIP: 11, 12, 13
(14C) describe healthy ways to be assertive without being aggressive	EMH: 5 / VIP: 11
(14D) assess healthy and appropriate ways of responding to bullying	VIP: 11, 13

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Grades 7–8	HealthSmart Middle School
Health Information	Print & Digital Editions (Unit: Lesson)
(1A) analyze the interrelationships of physical, mental, and social health	EMH: 1
(1B) identify and describe types of eating disorders such as bulimia, anorexia, or overeating	NPA: 14
(1C) identify and describe lifetime strategies for prevention and early identification of disorders such as depression and anxiety that may lead to long-term disability	EMH: 7, 8
(1D) describe the life cycle of human beings including birth, dying, and death	Not covered
(1E) identify and describe the three categories of prescription drugs and types of illegal drugs	Not covered until high school [HS TAOD: 1] (categories may not correspond exactly)
(1F) examine the relationship between prescription drugs and illegal drugs	Not covered until high school [HS TAOD: 1]
(2A) explain how differences in growth patterns among adolescents such as onset of puberty may affect personal health	ABST: 5, 9
(2B) describe the influence of the endocrine system on growth and development	ABST: 5 (hormones only)
(2C) compare and contrast changes in males and females	ABST: 5, 6, 7
(2D) describe physiological and emotional changes that occur during pregnancy	ABST: 8 (start of pregnancy only)
(2E) examine physical and emotional development during adolescence	ABST: 5 / EMH: 1, 6
(2F) identify the common side effects associated with each drug category on the body systems and brain	Not covered until high school [HS TAOD:1]
(3A) explain the role of preventive health measures, immunizations, and treatment in disease prevention such as wellness exams and dental check-ups	ABST: 2, 3, 9
(3B) analyze risks for contracting specific diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors	ABST: 3
(3C) distinguish risk factors associated with communicable and noncommunicable diseases	ABST: 3
(3D) summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases	HIV: 6, 7

Grades 7–8 (continued)	
(4A) use critical thinking to analyze and use health information such as interpreting media messages	ABST: 12 / NPA: 11, 12 / TAOD: 12, 13, 14
(4B) develop evaluation criteria for health information	ABST: 1 / HIV: 10 / NPA: 9
(4C) demonstrate ways to use health information to help self and others	ABST: 13 / NPA: 12, 13 / TAOD: 19 / VIP: 13
(4D) discuss the legal implications regarding sexual activity as it relates to minor persons	Covered in high school
(4E) identify and explain the importance of each component of an over-the-counter drug warning label	TAOD: 5
(4F) identify common uses of each prescription drug category	Not covered (in TAOD: 5 only steroids are called out as separate category)
(4G) compare and contrast examples of various packaging and forms of medicines, including prescription drugs	Not covered; could be added to TAOD: 5
(4H) discuss the legal consequences related to the use of drugs, including the misuse of prescription drugs	TAOD: 11
(5A) analyze the short- and long-term health consequences of prescription and over-the-counter drug misuse and substance use disorders	TAOD: 6, 7
(5B) describe how substance misuse, including prescription drug misuse, and substance use disorders affect the body systems and brain	TAOD: 6, 7
(5C) relate medicine and other drugs to communicable and noncommunicable disease, prenatal health, health problems in later life, and other adverse consequences	TAOD: 7 (would need to add prenatal)
Health Behaviors	
(6A) analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries	VIP: 2, 3, 4, 5
(6B) describe the dangers associated with a variety of weapons	Covered in high school
(6C) identify strategies for prevention and intervention of emotional, physical, and sexual abuse	EMH: 8
(6D) identify information relating to abstinence	ABST: 11, 12, 13, 14
(6E) analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age	ABST: 11, 13, 14
(6F) discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, STDs, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity	ABST: 11, 13, 14, 17 / HIV: 5, 6, 7
(6G) demonstrate basic first-aid procedures including cardiopulmonary resuscitation (CPR) and the choking rescue	Not covered

Grades 7–8 (continued)	
(6H) explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs, including prescription drugs, and other substances	TAOD: 6
(6I) identify and discuss efforts to prevent substance abuse, including prescription drug use, in the community	TAOD: 11
(6J) apply strategies for avoiding violence, gangs, weapons and drugs	VIP: 9, 11, 13, 14
(6K) explain the importance of complying with rules prohibiting possession of drugs and weapons	TAOD: 11 (drugs only)
(6L) differentiate between appropriate and inappropriate use of prescription and over-the-counter drugs and the resulting consequences of each	TAOD: 5
(6M) describe how substance misuse, including prescription drug misuse, can lead to addiction	TAOD: 6
Influencing Factors	
(7A) relate physical and social environmental factors to individual and community health such as climate and gangs	NPA: 16 / VIP: 9
(7B) describe the application of strategies for controlling the environment such as emission control, water quality, and waste management	Not covered
(7C) discuss the influence of physical and social environmental factors on substance misuse	
(8A) analyze positive and negative relationships that influence individual and community health such as families, peers, and role models	ABST: 13 / EMH: 2,4 / NPA: 10/ TAOD: 15
(8B) develop strategies for monitoring positive and negative relationships that influence health	EMH: 2, 4, 5
(9A) discuss the influence of media and technology on social norms such as using prescription drugs and the social commitment not to use illegal drugs	TAOD 8, 10 (add emphasis on prescription drugs)
(9B) explain the role of media and technology in influencing individuals and community health such as watching television or reading a newspaper and billboard	NPA: 11, 12 / TAOD: 12, 13
(9C) explain how programmers develop media to influence buying decisions	TAOD: 12, 13 (advertising)
(10A) describe personal health behaviors and knowledge unique to different generations and populations	Not covered
(10B) describe characteristics that contribute to family health	EMH: 3, 5

Grades 7–8 (continued)	
Personal/Interpersonal Skills	
(11A) differentiate between positive and negative peer pressure	ABST: 12, 13 / NPA: 9 / TAOD: 10
(11B) describe the application of effective coping skills	EMH: 3, 7, 9, 11, 12
(11C) distinguish between effective and ineffective listening such as paying attention to the speaker versus not making eye-contact	EMH: 5
(11D) summarize and relate conflict resolution/mediation skills to personal situations	VIP: 15, 16
(11E) appraise the importance of social groups	EMH: 1, 2, 3 / VIP: 12
(12A) describe techniques for responding to criticism	Can be addressed in EHM: 5, 6
(12B) demonstrate strategies for coping with problems and stress	EMH: 7, 8, 9, 11, 12
(12C) describe strategies to show respect for individual differences including age differences	EMH: 2 / HIV: 3 (age differences not explicitly covered)
(12D) describe methods of communicating emotions	EMH: 6, 7
(12E) describe the effect of stress on personal and family health	EMH: 10, 11
(12F) describe the relationships between emotions and stress	EMH: 7, 9, 10
(12G) discuss how substance misuse, including prescription drug misuse, and substance use disorders impact families and communities	TAOD 6 (add emphasis on prescription drugs)
(13A) interpret critical issues related to solving health problems	EMH: 8 / HIV: 8 / VIP: 9, 10
(13B) relate practices and steps necessary for making health decisions	ABST: 14 / EMH: 13 / HIV: 9 / VIP: 6
(13C) appraise the risks and benefits of decision-making about personal health	ABST: 14 / EMH: 13 / HIV: 9 / VIP: 6
(13D) predict the consequences of refusal skills in various situations	ABST: 15, 16 / HIV: 11, 12, 15 / TAOD: 15, 16, 17, 18
(13E) examine the effects of peer pressure on decision making	ABST: 13 / EMH: 13 / HIV: 4 / NPA: 10 / TAOD: 10 / VIP: 5
(13F) develop strategies for setting long-term personal and vocational goals	ABST: 17 / EMH: 14
(13G) demonstrate time-management skills	EMH: 11

Grades 7–8 (continued)	
Bullying Prevention	
(14A) analyze strategies for preventing bullying, harassment, dating violence, and sexual assault	VIP: 11, 12, 13 (dating violence and assault covered in high school)
(14B) describe the seriousness of various forms of bullying such as harassment, acquaintance rape, and sexual abuse	VIP: 10, 11, 12, 13
(14C) demonstrate empathy toward others	EMH: 5, 9
(14D) analyze ways to show disapproval of inconsiderate and disrespectful bullying behavior	VIP: 11, 12, 13
(14E) recognize the responsibility to report bullying behavior	VIP: 11, 12, 13