

***HealthSmart* Alignment with
Health Education
Standards of Learning
for Virginia Public Schools**

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

Grade 6	HealthSmart (Unit – Lesson)
Essential Health Concepts – 6.1	
<u>Body Systems</u> a) Identify and describe the major structures and functions of the renal and urinary systems (kidneys, ureters, bladder, and urethra).	Not covered
<u>Nutrition</u> b) Compare the Recommended Daily Allowance (RDA) of macronutrients (i.e., carbohydrates, fat, protein) for adolescent males and females. c) Explain ingredients in foods that may cause an allergic reaction.	Can be included in NPA–2, 3 Not covered
<u>Physical Health/Disease Prevention/Health Promotion</u> d) Describe causes of heart disease, cancer, and diabetes. e) Identify a variety of immunizations and vaccines available to prevent communicable disease and illness. f) Identify influences (e.g., family, peers, culture, screen time, media) on personal health choices. g) Describe persuasive tactics used by various types of media.	ABST–3 Not covered ABST –12, 13; EMH–13; NPA–9, 11; TAOD–9, 12; VIP–13 NPA–9; TAOD–13
<u>Substance Abuse Prevention</u> h) Differentiate between proper use and misuse of prescription and nonprescription medications. i) Recognize social influences/influencers on both the reduction and promotion of the use of alcohol, tobacco, nicotine products, and other drugs. j) Define addiction and substance use disorder. k) Identify different types of opioids. l) Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors related to substance use.	TAOD–5, 7 TAOD–9 TAOD–6 (addiction only) TAOD–7 TAOD–1, 17
<u>Safety/Injury Prevention</u> m) Identify strategies to prevent injuries, including safety habits in vehicles, on the Internet, in public areas, and during recreational activities. n) Describe basic first aid and emergency procedures for common injuries, including sunburn, cuts, scrapes, and insect stings. o) List types and purposes of school safety drills.	VIP – 2, 3, 4 Not covered VIP–7
<u>Mental Wellness/Social and Emotional Skills</u> p) Define body image and explain the importance of having a positive body image. q) Analyze factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills). r) Define mental health and describe what it means to be mentally healthy. s) Describe personal strengths and areas for growth. t) Identify potential positive and negative responses to stress and criticism. u) Explain the importance of personal boundaries for physical, emotional, and social health.	NPA–11 EMH–2, 5, 7 EMH–3 EMH–4, 15 EMH–9 HIV–3; VIP–16

Grade 6 (continued)	HealthSmart (Unit – Lesson)
Essential Health Concepts – 6.1 (continued)	
<u>Violence Prevention</u> v) Analyze the role of emotions and media influences on conflict and violence. w) Describe the possible effects of bullying and cyberbullying, including the increased risk for harm and violence when bullying aggression persists. x) Explain what a gang is and identify gang-related behaviors.	VIP–8, 13 VIP–9 Briefly covered in VIP–8
<u>Community/Environmental Health</u> y) Assess environmental health and safety issues in the community. z) Recognize that all individuals have a responsibility to protect and preserve the environment.	Not covered Not covered
Healthy Decisions – 6.2	
<u>Body Systems</u> a) Describe the importance of proper hydration to support renal function.	NPA–1 (hydration in general)
<u>Nutrition</u> b) Analyze the benefits of following recommended daily allowances for macronutrients when selecting beverages and planning meals and snacks. c) Interpret information on a food label to identify a food product that may cause an allergic reaction.	NPA–3, 6 Can be added to NPA–4
<u>Physical Health Disease Prevention/Health Promotion</u> d) Identify strategies to prevent heart disease, cancer, and diabetes. e) Describe the impact of immunizations and vaccines on individuals and others. f) Explain the impact of external influences (e.g., family, peers, screen time, social media) on personal health choices. g) Analyze a variety of media to identify tactics used to persuade consumers regarding physical activity, nutrition, sleep, or other areas of personal health products.	ABST–3 Not covered ABST –12, 13; EMH–13; NPA–9, 11; TAOD–9, 12; VIP–13 NPA–9
<u>Substance Abuse Prevention</u> h) Evaluate the influence of media and marketing techniques on prescription, nonprescription, and unregulated medication choices. i) Identify the benefits of a smoke and tobacco/nicotine-free environment. j) Describe characteristics of substance use disorder. k) Differentiate between legal and illegal drugs that fall into the opioid category. l) Analyze family and peer pressure as influences on the use and nonuse of opioids, alcohol, tobacco, inhalants, and other drugs.	Not covered TAOD–3 TAOD–6 Can be included in TAOD–7 TAOD–9, 11, 12

Grade 6 (continued)	HealthSmart (Unit – Lesson)
Healthy Decisions – 6.2 (continued)	
<u>Safety/Injury Prevention</u> m) Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors and injury. n) Use a decision-making process to determine when medical assistance is needed. o) Describe the consequences of not following school safety drill procedures.	VIP–1, 6 Can be included in VIP – 6 VIP–7
<u>Mental Wellness/Social and Emotional Skills</u> p) Describe how culture, media, and other external factors influence perceptions about body image. q) Explain the importance of understanding the feelings and perspectives of others. r) Identify protective and risk factors for mental illnesses and challenges. s) Describe strategies to work through adversity and challenges. t) Analyze internal factors, such as responses to criticism or stress, which influence emotional and social health. u) Identify ways to set and communicate personal boundaries and how to respect the boundaries of others.	NPA–11 EMH – 2, 5; HIV–3; VIP–14 EMH–8 EMH – 3, 12 EMH – 6, 7, 9 ABST–14, 15; HIV–3, 10, 11; NPA–10; VIP–5, 16
<u>Violence Prevention</u> v) Explain methods to reduce violence and peacefully resolve conflict. w) Recognize the role of family, peers, community, and the media in preventing bullying and cyberbullying. x) Explain the importance of friends or adult mentors in avoiding gang involvement.	VIP–14, 15 VIP – 9, 10, 11, 12 Not covered
<u>Community/Environmental Health</u> y) Explain the role of the Environmental Protection Agency (EPA) and local agencies in protecting the environment. z) Create and monitor progress toward a personal goal, service learning, or group project to protect the environment.	Not covered Not covered
Advocacy and Health Promotion – 6.3	
<u>Body Systems</u> a) Describe strategies to promote renal health.	Not covered
<u>Nutrition</u> b) Create a one-day plan for meals, snacks, and beverages that includes the daily recommended macronutrients. c) Promote the understanding of the impact of food allergies on individuals.	NPA–3 Not covered

Grade 6 (continued)	HealthSmart (Unit – Lesson)
Advocacy and Health Promotion – 6.3 (continued)	
<u>Physical Health/ Disease Prevention/Health Promotion</u> d) Promote strategies to prevent heart disease, cancer, and diabetes. e) Identify strategies to reduce illness at home and at school. f) Monitor personal progress toward physical activity, nutrition, and sleep goals. g) Analyze the reliability of health product claims for physical activity, nutrition, sleep, or other areas of personal health.	ABST–3 ABST–3 NPA–16, 17 (Sleep can be addressed in ABST–2) Not covered
<u>Substance Abuse Prevention</u> h) Describe where to access accurate information on the proper use of prescription, nonprescription, and unregulated medications. i) Examine the changes in school and community policies and laws regarding tobacco/nicotine-free environments. j) Describe the types of support available at school and in the community for substance use disorders. k) Describe the dangers of opioids in the home and the community impact of the national opioid epidemic. l) Identify mental and health professionals and explain their role in preventing the use/abuse of prescription opioids and other drugs.	TAOD–5 TAOD–12 Can be included in TAOD–6 ; Also covered in HS TAOD–10 TAOD–7 Can be included in TAOD–7
<u>Safety/Injury Prevention</u> m) Develop a plan to remain injury-free, including avoiding risk-taking behaviors online and in the community and using safety equipment. n) Demonstrate basic first aid and emergency procedures for common injuries, including sunburn, cuts, scrapes, and insect stings. o) Demonstrate appropriate behaviors during lockdown, fire/evacuation, tornado, earthquake, and other safety drills.	VIP – 3, 4, 6 Not covered VIP–7
<u>Mental Wellness/Social and Emotional Skills</u> p) Analyze the influence of media on issues related to body image. q) Demonstrate ways to show respect for individual differences, opinions, and beliefs. r) Compile and promote personal, family, and community resources that can help oneself and others with mental illnesses and challenges. s) Ability to set and monitor a personal goal to address one area of growth. t) Ability to create a plan to manage stress. u) Practice ways to communicate personal boundaries for privacy, safety, and expression of emotions and opinions.	NPA–11 EMH – 2, 5; VIP–15 EMH–8 EMH–15 EMH–11 ABST–14, 15; HIV–3, 10, 11; NPA–10; VIP–5, 16
<u>Violence Prevention</u> v) Practice ways to resolve conflict peacefully. w) Evaluate a plan to prevent or manage the effects of bullying and cyberbullying. x) Identify resistance skills to avoid violence, gangs, weapons, alcohol, tobacco, and other drugs.	VIP–15 VIP–10, 12 TAOD–15, 16; VIP–5, 16

Grade 6 (continued)	HealthSmart (Unit – Lesson)
Advocacy and Health Promotion – 6.3 (continued)	
<u>Community/Environmental Health</u> y) Identify careers and professions associated with environmental health. z) Develop a plan to work collaboratively with peers, families, and community groups to address community environmental health and safety issues.	Not covered Not covered

Grade 7	HealthSmart (Unit – Lesson)
Essential Health Concepts – 7.1	
<u>Body Systems</u> a) Identify and describe the major structures and functions of the circulatory system.	Not covered
<u>Nutrition</u> b) Describe the value of nutrient-dense foods. c) Describe the benefit of eating foods to meet recommendations for iron, calcium, potassium, vitamin D, and dietary fiber. d) Identify decision-making steps for selecting healthy foods and beverages. e) Explain how allergens cause an allergic reaction.	NPA–1, 3, 5, 6, 7 NPA–1, 3 NPA–9 (not formal DM process) Not covered
<u>Physical Health</u> f) Explain the concept of active transportation (e.g., walking, biking).	Could be included in NPA–14
<u>Disease Prevention/Health Promotion</u> g) Evaluate the impact of sleep and rest on physical, social, and emotional health and on cognitive performance. h) Explain the impact of weather- or climate-related physical conditions on individuals, including allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia. i) Describe how the school and the community can impact personal health practices and behaviors, including the availability of physical, emotional, and social health services; emergency response systems; healthcare products; and recreational and leisure opportunities. j) Identify government agencies that provide consumer protections for health products and services.	ABST–2 NPA–15 ABST–12; EMH–2; NPA–9; TAOD–9, 12 Not covered
<u>Substance Abuse Prevention</u> k) Explain the link between addiction to alcohol, tobacco, and other drugs; chronic disease; and engaging in risky behaviors. l) Define prescriptions, controlled substances, nicotine vaping products, hemp, and marijuana-derived cannabidiol (CBD) products, and explain their uses. m) Identify the types of behavior associated with drug use and abuse that reflect positive norms (e.g., drug use is not cool, drunken driving is stupid, most teens do not use drugs).	ABST–3; TAOD–2; VIP–3 TAOD–3, 4, 5, 7 TAOD–1, 9, 11
<u>Safety/Injury Prevention</u> n) Identify potential safety issues related to babysitting, caring for younger siblings, being alone at home, in the neighborhood (e.g., water sports, recreation areas, shopping areas), and being online.	VIP–3 (need to add babysitting, caring for siblings)

Grade 7 (continued)	HealthSmart (Unit – Lesson)
Essential Health Concepts – 7.1 (continued)	
<u>Mental Wellness/Social and Emotional Skills</u> o) Identify the body’s physical and psychological responses to stress. p) Identify the characteristics of healthy interpersonal relationships. q) Recognize the impact of disappointment or adversity on physical, social, and emotional health and how to cope effectively and change one’s feelings. r) Describe situations that can cause a range of emotions and feelings, and describe how to recognize these feelings and emotions and predict how long they may last. s) Identify healthy verbal, nonverbal, written, and visual communication. t) Define disordered eating and describe types of eating disorders. u) Define depression and describe the warning signs, risk factors, and protective factors for anxiety and depression.	EMH–9 EMH–4 EMH–3, 6, 7 EMH–6, 7, 8 EMH–5 NPA–13 EMH–8
<u>Violence Prevention</u> v) List the characteristics of and how to contribute to a positive (i.e., emotionally safe) school climate. w) Describe the role of empathy in preventing bullying and cyberbullying. x) Explain the myths and facts about gangs and gang-related behaviors.	EMH–2 VIP–10 Not covered
<u>Community/Environmental Health</u> y) Describe human behaviors that contribute to air, water, soil, and noise pollution.	Not covered
Healthy Decisions – 7.2	
<u>Body Systems</u> a) Describe how healthy food choices and physical activity keep the circulatory system healthy.	NPA–3, 15 (health in general)
<u>Nutrition</u> b) Analyze the effects of nutrition on daily performance (i.e., mind and body). c) Explain the cognitive and physical benefits of eating a healthy breakfast. d) Use a decision-making process to evaluate daily food intake and nutritional requirements. e) Discuss the concept of an allergen-safe zone.	NPA–1, 3, 5, 6 NPA–5 NPA–3 (not formal DM process) Not covered
<u>Physical Health</u> f) Analyze the physical and mental health benefits of active transportation.	NPA–15 (activity in general)

Grade 7 (continued)	HealthSmart (Unit – Lesson)
Healthy Decisions – 7.2 (continued)	
<u>Disease Prevention/Health Promotion</u> g) Compare current personal sleep and rest habits with recommended guidelines for teenagers. h) Describe ways to prevent weather- or climate-related physical environmental conditions, such as allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia. i) Identify resources in the community that are dedicated to promoting health. j) Identify state and federal laws that provide consumer protections.	Can be included in ABST–2 NPA–15 ABST–9; EMH–8; VIP–17 Not covered
<u>Substance Abuse Prevention</u> k) Understand that addiction is a compulsive physiological need for and use of a habit-forming substance. l) Explain the purpose of the Food and Drug Administration (FDA), and differentiate between FDA-approved and non-FDA-approved substances. m) Identify short term, social and negative consequences of engaging in risky behaviors, including the use of alcohol, tobacco, nicotine products, marijuana, and other drugs.	TAOD–6 Not covered TAOD–2, 3, 4, 7, 8
<u>Safety/Injury Prevention</u> n) Explain the importance of recognizing harmful and risky behaviors related to personal safety.	VIP–1, 8, 16
<u>Mental Wellness/Social and Emotional Skills</u> o) Analyze and explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for physical and emotional health. p) Explain how empathy, compassion, and acceptance of others support healthy relationships. q) Develop strategies for coping with disappointment, stress, anxiety, anger, and adversity. r) Develop healthy ways to identify, express, and respond to emotions and identify resources for help and support. s) Describe the relationship between healthy communication skills and healthy relationships. t) Describe the warning signs, risk factors, and protective factors for eating disorders. u) Explain when mental illnesses and mental challenges require support or assistance (e.g., when they affect one’s relationships, responsibilities, and involvement in activities).	EMH–3, 10, 11 EMH–4, 5 EMH–3, 6, 7, 9, 10, 11; VIP–13 EMH–6, 7, 8; VIP–13 EMH–5 NPA–13 EMH–8

Grade 7 (continued)	HealthSmart (Unit – Lesson)
Healthy Decisions – 7.2 (continued)	
<u>Violence Prevention</u> v) Explain how violence, bullying, and harassment affect personal health and school safety. w) Explain why it is important to be able to identify bullying behavior to prevent bullying and cyberbullying. x) Explain why people may join gangs, including the relationship between self-image and gang-related behaviors.	VIP–9, 11, 13 VIP–9, 10 Briefly covered in VIP–8
<u>Community/Environmental Health</u> y) Explain how environmental health is essential to personal and community health.	Not covered
Advocacy and Health Promotion – 7.3	
<u>Body Systems</u> a) Promote strategies for maintaining a healthy circulatory system.	NPA–3, 15 (health in general)
<u>Nutrition</u> b) Encourage nutrient-dense food choices at home, at school, and in restaurants. c) Educate peers and family members on the importance of eating a healthy breakfast and being physically active. d) Explore opportunities to engage with local school wellness policy committees to advocate for nutritional food and beverage choices for all school-sponsored events. e) Promote understanding of the importance of handwashing, not sharing food, and allergen safe zones.	NPA–6, 7 NPA–5, 14 Could be included in NPA–6 or 7 NPA–8 (food safety only) ABST–3 covers handwashing
<u>Physical Health</u> f) Design and promote safe walking and bike routes to and from school or another location in the community.	Can be included in NPA–14 or 15
<u>Disease Prevention/Health Promotion</u> g) Engage family to create a personal plan to meet recommended guidelines for sleep and rest. h) Determine strategies to protect against the harmful effects of the sun, heat, and cold. i) Define public health, and describe the associated health and medical careers and the training required for these occupations. j) Evaluate and promote a healthcare product or service for students, families, schools, or communities that will help others to make positive health choices.	Can be included in ABST–2 ABST–2 (sun damage); NPA–15 Not covered Not covered

Grade 7 (continued)	HealthSmart (Unit – Lesson)
Advocacy and Health Promotion – 7.3 (continued)	
<u>Substance Abuse Prevention</u> k) Identify ways to participate in school and community efforts to promote a drug-free lifestyle. l) Create strategies to identify types of advertising techniques used in a variety of media, including social media that may influence adolescents’ decisions concerning alcohol, tobacco and nicotine products, and other drugs. m) Identify and demonstrate strategies and skills for avoiding alcohol, tobacco, inhalants, and other harmful substances (e.g., effective refusal skills).	TAOD–17 TAOD–13, 14 TAOD–10, 15, 16
<u>Safety/Injury Prevention</u> n) Describe ways to maintain a safe and healthy environment at school, in the community, at home, and online.	VIP–3, 12
<u>Mental Wellness/Social and Emotional Skills</u> o) Develop achievable goals for handling stressors in healthy ways. p) Design ways to demonstrate empathy, compassion, and acceptance for others to support healthy relationships. q) Promote strategies for coping with disappointment and adversity. r) Promote help-seeking for mental health concerns. s) Demonstrate healthy verbal, nonverbal, written, and visual communication skills. t) Identify school and community resources for help and support with eating disorders. u) Identify personal, family, school, community, and healthcare professional resources that can help oneself and others with mental illnesses and challenges.	EMH–15 EMH–2, 5, 12 EMH–3, 6, 8, 12 EMH–8 EMH–5 (verbal/nonverbal) NPA–13 EMH–8
<u>Violence Prevention</u> v) Assess your school’s safety protocols (e.g., reporting processes, support provided for a positive climate) and recommend suggestions for improvement. w) Create a campaign to prevent/stop bullying or cyberbullying. x) Create strategies to promote awareness of consequences associated with gang involvement and healthy alternatives to gang involvement.	VIP–12 VIP–10, 12 Not covered
<u>Community/Environmental Health</u> y) Demonstrate ways to conserve and promote the conservation of natural resources.	Not covered

Grade 8	HealthSmart (Unit – Lesson)
Essential Health Concepts – 8.1	
<u>Body Systems</u> a) Identify and describe the major structures and functions of the brain and nervous system and identify brain and nervous system disorders.	Not covered
<u>Nutrition</u> b) Determine the nutrients needed for proper brain function. c) Examine the health risks posed by food contaminants during food preparation and food storage. d) Identify the nutritional impact of disordered eating. e) Compare health benefits and risks associated with trending diets, dietary supplements, and popular beverages, including sugar-sweetened and caffeinated beverages.	NPA–1 (nutrients in general) NPA–8 NPA–13 NPA – 12 (fad diets, weight-loss supplements); NPA–3 covers sweetened beverages
<u>Physical Health</u> f) Evaluate the physical, mental, and social health benefits of physical activity.	NPA–15
<u>Disease Prevention/Health Promotion</u> g) Explain the difference between rest, sleep, sleep deprivation, and sleep debt. h) Identify environmental and personal factors that influence the degree of risk of diabetes, heart disease, cancer, obesity, and stroke.	Can be included in ABST–2 ABST–3
<u>Substance Abuse Prevention</u> i) Describe the short- and long-term health issues and effects on the brain related to the use of alcohol, tobacco, nicotine products, and other drugs, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs. j) Research the signs, symptoms, and causes of addiction and the impact of substance use disorder on relationships and behavior.	TAOD–2, 3, 4, 7, 8 TAOD–6
<u>Safety/Injury Prevention</u> k) Explain the need for school safety drills and procedures. l) Identify risky behaviors associated with Internet use, online gaming, and social media use. m) Identify the benefits and risks of social media. n) Describe how to assess levels of stress based on physical and psychological responses. o) List the skills and strategies for refusal and negotiation.	VIP–7 EMH–13 EMH–13 EMH–9 ABST–14, 15; EMH–5; HIV–10, 11, 13; NPA–10; TAOD–15, 16; VIP–5
<u>Mental Wellness/Social and Emotional Skills</u> p) Describe characteristics of healthy and unhealthy relationships, including establishing and communicating boundaries. q) Describe the warning signs, risk factors, and protective factors for self-harm behaviors, depression, and suicide.	EMH–4, 5 EMH–8 (suicide covered in more depth in HS EMH–16 and HS VIP–16)

Grade 8 (continued)	HealthSmart (Unit – Lesson)
Essential Health Concepts – 8.1 (continued)	
<u>Mental Wellness/Social and Emotional Skills (continued)</u> r) Identify factors that can influence mental health (e.g., family, environment, trauma, genetics, brain chemistry, health behaviors, nutrition, personal values, peers, media, technology, culture, community). s) Identify and describe careers associated with mental health care (e.g., social worker, psychologist, psychiatrist).	EMH–1, 3, 8, 13 Not covered
<u>Violence Prevention</u> t) Differentiate between bullying behaviors, arguments, peer conflict, harassment, teasing, taunting, and joking situations. u) Identify the consequences of weapon use, physical violence, and gang involvement.	Can be included in VIP–9 VIP–8, 13
<u>Community/Environmental Health</u> v) Define and describe renewable resources and sustainable energy.	Not covered
Healthy Decisions – 8.2	
<u>Body Systems</u> a) Describe ways to maintain brain and nervous system health.	Not covered
<u>Nutrition</u> b) Explain how nutrients contribute to brain function. c) Describe food safety techniques (e.g., hand washing, food washing, cross contamination, proper handling and storing of foods). d) Describe food safety techniques (e.g., hand washing, food washing, cross contamination, proper handling and storing of foods). e) Evaluate the accuracy of claims about trending diets, dietary supplements, and popular beverages.	NPA–1 (health in general) NPA–8 NPA–8 (duplicates above) NPA–12
<u>Physical Health</u> f) Assess the health risks of a sedentary lifestyle.	NPA – 15 (focus is on benefits of physical activity)
<u>Disease Prevention/Health Promotion</u> g) Identify sleep hygiene strategies to support recommendations for optimal sleep. h) Describe preventive health measures, including immunizations, regular health and medical screenings, nutrition, physical activity, sleep, and limiting personal technology use, in preventing diabetes, heart disease, stroke, cancer, obesity, and other chronic diseases.	Can be included in ABST–2 ABST–2 (sleep), 9 (health care); EMH –13 (media use); NPA–3 (nutrition), 14 (activity)

Grade 8 (continued)	HealthSmart (Unit – Lesson)
Healthy Decisions – 8.2 (continued)	
<u>Substance Abuse Prevention</u> i) Analyze the social, economic, and family and peer pressure influences on the use of tobacco, nicotine products (e.g., e-cigarettes), alcohol, marijuana, and other drugs. j) Have and express positive norms regarding why most teenagers do not use alcohol, tobacco, prescription opioids, or other drugs (e.g., do not think use and abuse are acceptable or appropriate).	TAOD–9 TAOD–1, 9, 11
<u>Safety/Injury Prevention</u> k) Explain the potential consequences of following and not following safety protocols for school drills. l) Explain the role of decision making when faced with potentially harmful situations when using the Internet, online gaming, and social media. m) Develop strategies to assess and manage the effects of social media use. n) Identify personal stress-management skills that help respond to different kinds of stress. o) Explain the benefits of using refusal and negotiation skills for a variety of risk-taking situations.	VIP–7 EMH–13, 14; VIP–6 EMH–13 EMH–10, 11 ABST–14, 15; EMH–5; HIV–10, 11, 13; NPA–10; TAOD–15, 16; VIP–5
<u>Mental Wellness/Social and Emotional Skills</u> p) Explain the importance of developing relationships that are positive and promote wellness. q) Explain why mental health issues such as self-harm behaviors, depression, and suicide ideation cannot be managed independently and require support/assistance. r) Explain how negative perceptions of mental health promote a stigma about mental illnesses and emotional challenges. s) Describe the role of mental health professionals in schools (e.g., school counselors, psychologists, social workers).	EMH–4 EMH–8 Covered in HS EMH–15 Can be included in EMH–8
<u>Violence Prevention</u> t) Explain the effects of bullying on individuals, including vulnerable populations. u) Analyze the risks associated with weapon use, physical violence, and gang-related activities for oneself, the family, and the community.	VIP–9; HIV–2 VIP–8, 13
<u>Community/Environmental Health</u> v) Explain how humans and the environment are interdependent.	Not covered

Grade 8 (continued)	HealthSmart (Unit – Lesson)
Advocacy and Health Promotion – 8.3	
<u>Body Systems</u> a) Design strategies to protect and promote brain and nervous system health.	Not covered
<u>Nutrition</u> b) Create a plan to make healthy food choices, including choosing fruits and vegetables and increasing water and healthy beverage choices in a variety of settings. c) Create strategies to promote food safety at home. d) Identify and promote resources for help and assistance with disordered eating. e) Develop factual advertising to help family and peers evaluate healthy food and beverage choices.	NPA–3, 6, 7 NPA–8 NPA–13 Not covered
<u>Physical Health</u> f) Create environmental design solutions that promote physical and mental health.	Not covered
<u>Disease Prevention/Health Promotion</u> g) Create Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.) goals to get optimal sleep to promote cognitive performance and academic success. h) Design a plan of action with short- and long-term goals to prevent diabetes, heart disease, stroke, cancer, obesity, and other chronic diseases and conditions.	Not covered (HS ABST–6 addresses) NPA–16, 17 (through health eating/physical activity goals)
<u>Substance Abuse Prevention</u> i) Design persuasive advertising to eliminate drug use. j) Create a campaign that emphasizes the importance of prevention and early identification of drug use disorder.	TAOD–14 Not covered
<u>Safety/Injury Prevention</u> k) Develop a personal action plan during an emergency situation for a variety of locations outside of school (e.g., shopping areas, recreation areas). l) Develop appropriate personal guidelines for online gaming and social media use. m) Develop and promote guidelines for using social media. n) Practice and promote stress-management skills. o) Analyze a variety of situations to determine when to use refusal and negotiation skills to avoid risk.	Not covered (HS VIP – 4 addresses) EMH–13 EMH–13 EMH–10, 11 ABST–14, 15; EMH–5; HIV–10, 11, 13; NPA–10; TAOD–15, 16; VIP–5
<u>Mental Wellness/Social and Emotional Skills</u> p) Ability to develop safe, respectful, and responsible relationships. q) Identify and recognize family, school, and community resources for helping oneself and others with mental health needs.	EMH–4 EMH–8

Grade 8 (continued)	HealthSmart (Unit – Lesson)
Advocacy and Health Promotion – 8.3 (continued)	
<u>Mental Wellness/Social and Emotional Skills (continued)</u> r) Explain the effects of stigma on accessing help and assistance for mental illnesses and emotional challenges. s) Promote the availability of school and community mental health resources.	Covered in HS EMH–15 Can be included in EMH–8
<u>Violence Prevention</u> t) Recommend strategies to prevent, safely defend oneself and others, or get help with bullying. u) Describe ways for students to develop relationships that are positive, promote wellness, and prevent weapon use, physical violence, and gang involvement.	VIP–10, 12 EMH–2, 4; VIP–14, 15
<u>Community/Environmental Health</u> v) Analyze opportunities for community service and advocacy for policies that promote environmental health.	Not covered