

***HealthSmart* Alignment with
Washington State
Health Education Learning Standards**

**Middle & High School,
Third Edition**

advancing
health
equity **etr.**

Health Education

Note: The Washington State Health Education K-12 Learning Standards are organized into six core ideas that reflect typical units of study. Each core idea organizes outcomes related to the eight learning standards. Each outcome is coded to the relevant learning standard (e.g., H3 for Health Education Standard 3), core idea and topic strand (e.g., N3 for Nutrition Topic Strand 3) and grade level (e.g., 4 for grade 4). For reference, each of the Health Education core ideas and learning standards are listed below.

Washington State Health Education K-12 Core Ideas:

- Wellness (W)
- Safety (Sa)
- Nutrition (N)
- Sexual Health (Se)
- Social Emotional Health (So)
- Substance Use and Abuse (Su)

Washington State Health Education K-12 Learning Standards:

- Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.
- Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

Health education teachers should provide a variety of age-appropriate and grade-level opportunities for students to demonstrate skill development and competency. They should not, however, use the standards to compare students. The standards and outcomes consider differences in cultural norms and access to resources outside of school and include alternative activities to engage students. Health education teachers may modify terminology when implementing the standards to ensure that students understand the concepts. The Health Education Glossary contains definitions for many of the terms used in the standards and outcomes.

Health Education Core Idea: Wellness (W)

HealthSmart Middle/High School Unit Key		
ABST = Abstinence, Puberty & Personal Health (middle school), Abstinence, Personal & Sexual Health (high school)	NPA = Nutrition & Physical Activity	VIP = Violence & Injury Prevention
EMH = Emotional & Mental Health	TAOD = Tobacco, Alcohol & Other Drug Prevention	
HIV = HIV, STI & Pregnancy Prevention		

Topic	Grade 6	Grade 7	Grade 8	High School
1. Dimensions of Health	Describe interrelationships of dimensions of health. H1.W1.6 MS-EMH, Lesson 1	Assess personal health behaviors in relation to dimensions of health. H1.W1.7 MS-EMH, Lesson 1	Analyze interrelationships of personal dimensions of health. H1.W1.8 MS-EMH, Lesson 1	Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS HS-EMH, Lesson 1
2. Disease Prevention	Differentiate between communicable and noncommunicable diseases. H1.W2.6 MS-ABST, Lesson 3 Determine how hereditary factors and health behaviors impact health. H2.W2.6 MS-ABST, Lessons 2, 3	Summarize lifestyle factors to prevent communicable and noncommunicable diseases. H7.W2.7a MS-ABST, Lesson 3 Explain benefits and consequences of various health behaviors. H7.W2.7b MS-ABST, Lessons 2, 3	Analyze how personal choices contribute to communicable and noncommunicable diseases. H7.W2.8a MS-ABST, Lesson 3 Assess personal health behaviors that reduce or prevent health risks. H7.W2.8b MS-EMH, Lesson 1; NPA, Lessons 3, 9, 14	Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases. H2.W2.HSa HS-ABST, Lessons 1, 2, 3 Assess personal risk factors and predict future health status. H2.W2.HSb HS-ABST, Lessons 1, 2, 3, 5
3. Analyzing Influences	Explain factors that influence health decisions and behaviors. H2.W3.6 MS-ABST, Lessons 12, 13; NPA, Lessons 9, 10, 11; TAOD, Lessons 1, 2, 9, 11, 12, 14, 15; VIP, Lesson 5, 9, 11, 13	Describe how peers, culture, and family influence health decisions and behaviors. H2.W3.7 MS-ABST, Lesson 12; NPA, Lessons 9, 10, 11; TAOD, Lessons 9, 11, 12, 15; VIP, Lesson 5, 11, 13	Describe how values, media, and technology influence health decisions and behaviors. H2.W3.8 MS-ABST, Lesson 12; NPA, Lessons 9, 11; TAOD, Lessons 9, 13, 14; VIP, Lesson 5, 9, 13	Analyze how a variety of factors impact personal and community health. H2.W3.HS HS-ABST, Lessons 1, 2, 3, 5
4. Access Valid Information	Describe situations that call for expert health resources and services. H3.W4.6 MS-ABST, Lesson 9; EMH, Lesson 8; HIV, Lessons 1, 8; NPA, Lesson 13	Analyze validity and reliability of health and wellness information and products. H3.W4.7 MS-ABST, Lessons 1, 4; NPA, Lesson 1	Investigate local valid and reliable health and wellness information. H3.W4.8 MS-ABST, Lesson 4; NPA, Lesson 4; TAOD, Lessons 5, 12	Create a resource that outlines where and how students can access valid and reliable health information, products, and services. H3.W4.HS Can add to HS-ABST, Lesson 4

Health Education Core Idea: Wellness (W)

Topic	Grade 6	Grade 7	Grade 8	High School
5. Communication	Explain effective communication skills. H4.W5.6 MS-ABST, Lessons 10, 14, 15; EMH, Lessons 5, 12; HIV, Lessons 10, 11, 13; NPA, Lesson 10; TAOD, Lessons 15, 16; VIP, Lesson 5	Use communication skills effectively with family, peers, and others. H4.W5.7 MS-ABST, Lessons 14, 15; EMH, Lessons 5, 12; HIV, Lessons 10, 11, 13; NPA, Lesson 10; TAOD, Lessons 15, 16; VIP, Lesson 5	Demonstrate communication skills to enhance health and avoid or reduce health risks. H4.W5.8 MS-ABST, Lesson 15; EMH, Lessons 5, 12; HIV, Lessons 11, 13; NPA, Lesson 10; TAOD, Lessons 15, 16; VIP, Lesson 5	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. HS-EMH, Lesson 13
6. Decision-Making	Identify circumstances that help or hinder making healthy decisions related to personal health. H5.W6.6 MS- EMH, Lesson 14; HIV, Lesson 9; VIP, Lesson 6	Determine healthy alternatives for making a personal health decision. H5.W6.7 MS- EMH, Lesson 14; HIV, Lesson 9; VIP, Lesson 6	Demonstrate a decision-making model to make a personal health-enhancing choice. H5.W6.8 MS- EMH, Lesson 14; HIV, Lesson 9; VIP, Lesson 6	Predict potential short- and long-term outcomes of a personal health-related decision. H5.W6.HS HS-ABST, Lesson 14; TAOD, Lesson 13; VIP, Lesson 5
7. Goal-Setting	Describe how goals can enhance health. H6.W7.6 MS-ABST, Lesson 16; EMH, Lesson 15; NPA, Lesson 16	Describe components of goal-setting to enhance health. H6.W7.7 MS-EMH, Lesson 15; NPA, Lessons 16, 17	Describe various short- and long-term goals that can be used to enhance health. H6.W7.8 MS-ABST, Lesson 16; EMH, Lesson 15; NPA, Lessons 16, 17	Implement strategies to achieve a personal health goal. H6.W7.HS HS-EMH, Lesson 14; NPA, Lessons 10, 11

Health Education Core Idea: Safety (Sa)

Topic	Grade 6	Grade 7	Grade 8	High School
<p>1. Injury Prevention</p>	<p>Identify guidelines related to bicycle, pedestrian, traffic, water, and recreation safety. H1.Sa1.6 MS-VIP, Lessons 2, 3, 4</p>	<p>Explain importance of being responsible for promoting safety and avoiding or reducing injury. H7.Sa1.7 MS-VIP, Lessons 1, 3, 4, 5, 6</p>	<p>Advocate for safety and injury prevention. H8.Sa1.8 MS-VIP, Lessons 4, 12</p> <p>Describe how some health risk behaviors influence safety and injury prevention practices. H2.Sa1.8 MS-TAOD Lesson 2; VIP, Lesson 2</p>	<p>Analyze impact of decisions related to bicycle, pedestrian, traffic, water, and recreation safety. H5.Sa1.HS HS-VIP, Lessons 2, 3, 5</p> <p>Describe how to prevent occupational injuries. H1.Sa1.HS HS-VIP, Lesson 3</p> <p>Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. H2.Sa1.HS HS-VIP, Lesson 1</p>
<p>2. First Aid <i>Note: HealthSmart does not cover first aid.</i></p>	<p>Understand basic first aid skills. H1.Sa2.6a</p> <p>Understand cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) procedures. H1.Sa2.6b</p>	<p>Explain basic first aid skills. H1.Sa2.7</p> <p>Demonstrate CPR and AED procedures. H7.Sa2.7</p>	<p>Practice basic first aid skills. H7.Sa2.8a</p> <p>Demonstrate CPR and AED procedures. H7.Sa2.8b.</p>	<p>Apply basic first aid skills. H7.Sa2.HSa</p> <p>Demonstrate CPR and AED procedures. H7.Sa2.HSb</p>

Health Education Core Idea: Safety (Sa)

Topic	Grade 6	Grade 7	Grade 8	High School
<p>3. Violence Prevention</p>	<p>Describe situations that could lead to violence. H1.Sa3.6a MS-VIP, Lessons 8, 13</p> <p>Demonstrate ways to resolve conflict to prevent, reduce, and avoid violence. H4.Sa3.6 MS-VIP, Lessons 14, 15</p> <p>Identify potential dangers of sharing personal information through electronic media. H1.Sa3.6b MS-VIP, Lesson 9 [in relation to cyberbullying only]; EMH Lesson 13 [social media]</p>	<p>Describe how risk of violence increases with presence of weapons. H1.Sa3.7a MS-VIP, Lessons 8, 14 [add discussion to emphasize]</p> <p>Demonstrate communication skills to prevent, reduce, and avoid violent situations. H4.Sa3.7 MS-VIP, Lesson 15</p> <p>Understand potential dangers of sharing personal information through electronic media. H1.Sa3.7b MS-VIP, Lesson 9 [in relation to cyberbullying only]; EMH Lesson 13 [social media]</p>	<p>Analyze causes and effects of violence on individuals, families, and communities. H1.Sa3.8a MS-VIP, Lesson 8</p> <p>Differentiate between passive, aggressive, and assertive communication. H4.Sa3.8 Can be added to MS-VIP, Lessons 13 or 14</p> <p>Explain how bystanders can help prevent, reduce, and avoid violence. H1.Sa3.8b MS-VIP, Lessons 8, 10, 11</p> <p>Describe potential dangers of sharing personal information through electronic media. H1.Sa3.8c MS-VIP, Lesson 10 [cyberbullying]; EMH Lesson 13 [social media]</p>	<p>Evaluate societal influences on violence. H2.Sa3.HS HS-VIP, Lesson 9</p> <p>Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid potentially violent situations. H7.Sa3.HS HS-EMH, Lessons 12, 13</p> <p>Advocate for violence prevention. H8.Sa3.HS HS-VIP, Lesson 7 [focus is on safety, but could be extended to cover violence topics too]</p> <p>Analyze potential dangers of sharing personal information through electronic media. H1.Sa3.HS HS-VIP, Lesson 10 [cyberbullying]; EMH, Lesson 11</p>

Health Education Core Idea: Nutrition (N)

Topic	Grade 6	Grade 7	Grade 8	High School
1. Food Groups and Nutrients	<p>Identify functions of the six nutrients: carbohydrates, fats, proteins, vitamins, minerals, water. H1.N1.6a MS-NPA, Lesson 1</p> <p>Understand differences between reliable and unreliable sources of nutrition information. H3.N1.6 MS-NPA, Lessons 1, 10</p> <p>Describe consequences of skipping meals. H1.N1.6b MS-NPA, Lesson 5</p>	<p>Classify foods by food groups and nutrients. H1.N1.7a MS-NPA, Lessons 2, 3</p> <p>Summarize benefits of eating a variety of food from all food groups. H1.N1.7b MS-NPA, Lessons 2, 3</p> <p>Determine availability of valid and reliable nutrition information, products, and services. H3.N1.7 MS-NPA, Lessons 1, 4</p>	<p>Compare and contrast nutritional value of fresh versus processed foods. H1.N1.8a MS-NPA, Lessons 3, 5, 6, 7</p> <p>Explain effects of eating patterns on growth and development, and on physical, mental, and academic performance. H1.N1.8b MS-NPA, Lesson 5, 6</p> <p>Investigate valid and reliable nutrition information, products, and services. H3.N1.8 MS-NPA, Lessons 1 [if discussion is extended], 4</p>	<p>Predict impact of consuming adequate or inadequate amounts of nutrients. H1.N1.HS HS-NPA, Lesson 1</p> <p>Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. H3.N1.HS HS-NPA, Lesson 9</p> <p>Collaborate with others to advocate for healthy eating at home, in school, or in the community. H8.N1.HS Would have to be added; Can fit in HS-NPA, Lesson 3 or 5</p>
2. Beverages	<p>Summarize importance of staying hydrated. H1.N2.6 MS-NPA, Lesson 15</p> <p>Identify beverages that should be limited and provide evidence to support limiting intake. H3.N2.6 MS-NPA, Lessons 3, 7</p>	<p>Evaluate nutritional content for a variety of beverages and describe benefits and consequences of intake. H1.N2.7 MS-NPA, Lessons 4 [if beverage labels used for comparison], 7</p>	<p>Develop a message to persuade someone to make healthy beverage choices. H8.N2.8 MS-NPA, Lessons 3 [on Food Detective activity sheet], 7 [can add advocacy statement to Exit Ticket]</p>	<p>Analyze the impact of school rules and community and federal laws on beverage availability and choice. H2.N2.HS Not covered</p>
3. Label Literacy	<p>Explain how different components of a Nutrition Facts label can be used to guide food and beverage choices. H3.N3.6a MS-NPA, Lesson 4</p> <p>Distinguish between serving size and portion size. H3.N3.6b MS-NPA, Lesson 4 [enhance discussion to be sure this is covered]</p>	<p>Demonstrate how to use Nutrition Facts labels to make healthier choices. H3.N3.7 MS-NPA, Lesson 4</p> <p>Demonstrate how to calculate nutritional value based on serving sizes. H1.N3.7 MS-NPA, Lesson 4 [enhance discussion to be sure this is covered]</p>	<p>Draw conclusions from Nutrition Facts labels and make recommendations for healthy choices. H3.N3.8 MS-NPA, Lesson 4</p>	<p>Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.N3.HS HS-NPA, Lesson 4</p> <p>Analyze trends in portion size as compared to recommended serving sizes. H3.N3.HS HS-NPA, Lesson 5</p>

Health Education Core Idea: Nutrition (N)

Topic	Grade 6	Grade 7	Grade 8	High School
4. Caloric Intake and Expenditure	<p>Distinguish between nutrient-dense and empty-calorie foods and identify examples of each. H1.N4.6a MS-NPA, Lessons 3, 5, 6, 7</p> <p>Compare and contrast caloric expenditure for a variety of physical activities. H1.N4.6b Can be added to MS-NPA, Lesson 14</p>	<p>Explain relationship of caloric intake and expenditure to weight management. H1.N4.7a MS-NPA, Lesson 12</p> <p>Investigate strategies for healthy weight management. H1.N4.7b MS-NPA, Lesson 12</p>	<p>Conduct a personal caloric needs assessment, based on age, gender, activity levels, and specific health requirements, to develop an eating plan. H7.N4.8 Can be added to MS-NPA, Lesson 12 or 16</p>	<p>Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. H7.N4.HS HS-NPA, Lesson 14</p>
5. Disease Prevention	<p>Identify diseases often caused by nutritional choices. H1.N5.6 Covered in MS-NPA, Lesson 3 and ABST, Lesson 3 in general terms; could add to NPA, Lesson 1 discussion of nutrients</p>	<p>Describe impact of nutritional choices in relation to disease prevention. H1.N5.7 Covered in MS-NPA, Lesson 3 and ABST, Lesson 3 in general terms</p>	<p>Evaluate a variety of eating plans and determine potential short-term and long-term consequences based on nutritional intake. H1.N5.8 MS-NPA, Lesson 3 [add discussion of consequences to self-assessment and Food Detective to cover more fully; also covered in the NPA Unit Assessment 1]</p>	<p>Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases. H1.N5.HS HS-NPA, Lesson 1 [nutrition], Lesson 7 [physical activity]</p>

Health Education Core Idea: Nutrition (N)

Topic	Grade 6	Grade 7	Grade 8	High School
6. Nutritional Planning	<p>Develop a SMART (specific, measurable, attainable, realistic, and timely) goal to improve eating behaviors. H6.N6.6 MS-NPA Lesson 16</p> <p>Identify circumstances that influence healthy decision-making related to food choices and eating behaviors. H2.N6.6 MS-NPA Lessons 9, 10, 16, 17</p>	<p>Create a daily food plan with adequate amounts of each nutrient. H6.N6.7a MS-NPA Lesson 16</p> <p>Assess barriers to achieving a personal goal to improve healthy eating behaviors. H6.N6.7b MS-NPA Lessons 16, 17</p> <p>Describe how peers, culture, and family influence nutritional choices. H2.N6.7 MS-NPA Lessons 9, 10</p>	<p>Assess personal food and beverage intake based on recommended individual needs. H7.N6.8 MS-NPA Lessons 3, 16</p> <p>Create short- and long-term goals to establish healthy eating patterns. H6.N6.8 MS-NPA Lessons 16, 17</p> <p>Investigate strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. H3.N6.8 MS-NPA Lessons 16, 17</p> <p>Draw conclusions regarding how society, culture, and economics influence nutrition choices. H2.N6.8 MS-NPA Lesson 9</p>	<p>Design, monitor, and adjust a personal nutrition plan, considering cost, availability, access, nutritional value, balance, freshness, and culture. H7.N6.HS HS-NPA, Lessons 10, 11 [cost, culture not emphasized]</p> <p>Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. H6.N6.HS HS-NPA, Lesson 11</p>

Health Education Core Idea: Sexual Health (Se)

Topic	Grade 6	Grade 7	Grade 8	High School
1. Anatomy, Reproduction, and Pregnancy	Identify parts of the reproductive systems. H1.Se1.6 MS-ABST Lessons 5, 6, 8; HIV, Lesson 5	Describe reproductive systems including body parts and functions. H1.Se1.7a MS-ABST Lessons 5, 6, 8; HIV, Lesson 5 Describe the stages of a pregnancy from fertilization to birth. H1.Se1.7b MS-ABST Lesson 8; HIV, Lesson 5 [how pregnancy occurs only; stages of pregnancy not covered]	Summarize reproductive systems and their functions, including the path of an egg during ovulation and the path of sperm during ejaculation. H1.Se1.8a MS-ABST Lessons 5, 6, 8; HIV, Lesson 5 Identify physical, emotional, and social effects of sexual activity. H1.Se1.8b MS-ABST, Lessons 10, 11 [focus is on abstinence from sexual activity]; HIV, Lessons 1, 5	Summarize fertilization, fetal development, and childbirth. H1.Se1.HSa HS-ABST Lesson 8 [how pregnancy occurs only; stages of pregnancy not covered] Explain the role hormones play in sexual behavior and decision-making. H5.Se1.HS HS-ABST Lessons 7, 8 Describe emotional, social, physical, and financial effects of being a teen or young adult parent. H1.Se1.HSb HS-HIV Lesson 5 Describe behaviors that impact reproductive health. H1.Se1.HSc HS-ABST, Lesson 9; HIV, Lesson 3, 6, 6, 9, 10, 11 Describe steps of testicular self-exam and the importance of breast self-awareness. H7.Se1.HS HS-ABST, Lesson 9
2. Puberty and Development	Identify physical, social, mental, and emotional changes that occur during puberty. H1.Se2.6 MS-ABST Lesson 7	Recognize that there are individual differences in growth and development. H1.Se2.7 MS-ABST Lesson 7	Describe the physical, social, mental, and emotional changes that occur during adolescence. H1.Se2.8 MS-ABST Lesson 7	Explain the physical, social, mental, and emotional changes associated with being a young adult. H1.Se2.HSa HS-ABST, Lessons 8, 9; HIV, Lesson 3 Describe how sexuality and sexual expression change throughout the life span. H1.Se2.HSb Can add to HS-ABST, Lesson 7; HIV, Lesson 1

Health Education Core Idea: Sexual Health (Se)

Topic	Grade 6	Grade 7	Grade 8	High School
3. Self-Identity	Understand the range of gender roles, identity, and expression across cultures. H2.Se3.6 MS-ABST, Lesson 4; HIV, Lesson 2	Distinguish between biological sex, gender identity, gender expression, and sexual orientation. H1.Se3.7 MS-ABST, Lesson 4; HIV, Lesson 2	Recognize external influences that shape attitudes about gender identity, gender expression, and sexual orientation. H2.Se3.8 MS-ABST, Lesson 4; HIV, Lesson 2	Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.Se3.HS HS-ABST, Lesson 7; HIV, Lessons 1, 2
4. Prevention	Define abstinence and explain why it is the most effective method to prevent pregnancy and sexually transmitted infections (STDs), including HIV. H1.Se4.6a MS-ABST, Lesson 11; HIV, Lesson 1 Explain how STDs are transmitted. H1.Se4.6b MS-HIV, Lesson 6 Identify examples of protective factors and risk behaviors. H1.Se4.6c MS-ABST, Lesson 12	List and describe commonly used methods of birth control, including abstinence. H1.Se4.7a MS-HIV, Lesson 14 Describe methods to prevent the transmission of STDs/HIV, including abstinence. H1.Se4.7b MS-HIV, Lesson 6, 7, 8 Understand that all STDs are treatable and many are curable. H1.Se4.7c MS-HIV, Lesson 6 Identify medically accurate information about STDs. H3.Se4.7 MS-HIV, Lesson 6 Identify a decision-making model that can be used to make a health-related decision. H5.Se4.7 MS-HIV, Lesson 9 Describe factors that contribute to or protect against engaging in risk behaviors. H1.Se4.7d MS-ABST, Lesson 12	Summarize ways to prevent pregnancy and STDs. H1.Se4.8a MS-HIV, Lessons 6, 7, 8, 14 List steps to using a condom correctly. H7.Se4.8 MS-HIV, Lesson 12 Identify medically accurate resources about contraceptive methods, STDs/HIV, and pregnancy. H3.Se4.8 MS-HIV, Lesson 14 Summarize signs, symptoms, potential impact, and treatment of STDs. H1.Se4.8b MS-HIV, Lessons 6, 8 Use a decision-making model to make a health-related decision. H5.Se4.8 MS-HIV, Lesson 9 Compare and contrast potential outcomes of risk behaviors and protective factors. H1.Se4.8c MS-ABST, Lesson 12 [extend discussion to fully cover outcomes] Describe personal role in protecting one’s own sexual and reproductive health. H7.Se4.8 MS-ABST, Lessons 9, 12, 16; HIV, Lessons 1, 8	Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.HSa HS-HIV, Lessons 5, 9 Demonstrate steps to using a condom correctly. H7.Se4.HS HS-HIV, Lesson 11 Identify local youth-friendly sexual health services. H3.Se4.HS HS-HIV, Lesson 10 Understand that people can choose abstinence at different times in their lives. H1.Se4.HSb HS-ABST, Lesson 10 Advocate for STD testing and treatment for sexually active youth. H8.Se4.HS HS-HIV, Lesson 15 Use a decision-making model to make a sexual health-related decision. H5.Se4.HS HS-ABST, Lesson 14

Health Education Core Idea: Sexual Health (Se)

Topic	Grade 6	Grade 7	Grade 8	High School
5. Healthy Relationships	<p>Explain importance of talking with a family member and other trusted adults about relationships. H3.Se5.6 MS-ABST, Lesson 4</p> <p>Identify ways to communicate effectively in a variety of relationships. H1.Se5.6a MS-EMH, Lesson 5; HIV, Lesson 4</p> <p>Recognize that everyone has the right to set boundaries based on personal values. H1.Se5.6b MS-ABST, Lesson 10; HIV Lesson 3</p>	<p>Describe characteristics of healthy and unhealthy relationships. H1.Se5.7 MS-EMH, Lesson 4; HIV Lesson 4</p> <p>Demonstrate communication skills that foster healthy relationships. H4.Se5.7a MS-EMH, Lesson 5</p> <p>Explain importance of setting personal boundaries and showing respect for the boundaries and values of others. H4.Se5.7b MS-ABST, Lesson 10; HIV Lesson 3</p>	<p>Explain how to build and maintain healthy family, peer, and dating relationships. H1.Se5.8a MS-EMH, Lesson 5; HIV, Lesson 4</p> <p>Define sexual consent and identify ways that consent can be communicated and accepted. H1.Se5.8b MS-HIV, Lesson 3</p> <p>Analyze the impact of technology and social media on friendships and relationships. H2.Se8.8. MS-EMH, Lesson 13</p> <p>Develop a plan to communicate and maintain personal boundaries and values. H6.Se5.8 MS-HIV, Lesson 13</p>	<p>Differentiate between affection, love, commitment, and sexual attraction. H1.Se5.HSa Can be added to HS-ABST, Lesson 10; HIV, Lesson 3</p> <p>Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb HS-EMH, Lessons 8, 9</p> <p>Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS HS-ABST, Lessons 15, 16; HIV, Lesson 4, Lessons 12, 13</p> <p>Analyze factors that can affect the ability to give or recognize consent to sexual activity. H2.Se5.HS HS-HIV, Lesson 4</p> <p>Identify ways to access accurate information and resources for survivors of sexual offenses. H3.Se5.HS HS-VIP, Lessons 17, 18</p>

Health Education Core Idea: Sexual Health (Se)

* Discussion of specific Washington state laws will need to be added to these lessons.

Topic	Grade 6	Grade 7	Grade 8	High School
6. Washington State Laws	<p>Understand which sexual health care services are available to youth. H1.Se6.6a Fits in MS-ABST, Lesson 9; HIV, Lesson 8</p> <p>Understand that there are behaviors that constitute sexual offenses. H1.Se6.6b Can fit in MS-ABST, Lesson 10; HIV, Lesson 3; VIP Lesson 17</p> <p>Understand that it is illegal to send or post sexually explicit images or messages electronically. H1.Se6.6c Can fit in in MS-ABST, Lesson 10; EMH Lesson 13; HIV, Lesson 4</p>	<p>Identify laws related to accessing sexual health care services. H1.Se6.7a Fits in MS-ABST, Lesson 9; HIV, Lesson 8</p> <p>Define sexual offenses as they relate to state law. H1.Se6.7b Can fit in MS-ABST, Lesson 10; HIV, Lesson 3; VIP Lesson 17</p> <p>Identify consequences of sharing sexually explicit pictures or messages. H1.Se6.7c Can fit in in MS-ABST, Lesson 10; EMH Lesson 13; HIV, Lesson 4</p>	<p>Understand laws related to accessing sexual health care services. H1.Se6.8a Fits in MS-ABST, Lesson 9; HIV, Lesson 8</p> <p>Understand importance of personal responsibility for sexual decisions. H7.Se6.HS MS-HIV, Lessons 8, 9</p> <p>Identify state laws related to sexual offenses, including when a minor is involved. H1.Se6.8b Can fit in MS-ABST, Lesson 10; HIV, Lesson 3; VIP, Lesson 17</p> <p>Explain consequences of sharing sexually explicit pictures or messages. H1.Se6.8c Can fit in in MS-ABST, Lesson 10; EMH Lesson 13; HIV, Lesson 4</p>	<p>Describe laws related to accessing sexual health care services. H3.Se6.HS Fits in HS-ABST, Lesson 9; HIV, Lesson 10</p> <p>Understand importance of personal and social responsibility for sexual decisions. H7.Se6.HS HS-ABST, Lessons 9, 13; HIV, Lessons 3, 4, 8, 9, 10, 14</p> <p>Examine laws and consequences related to sexual offenses, including when a minor is involved. H1.Se6.HSa Can fit in HS-VIP, Lessons 17, 18</p> <p>Identify laws and concerns related to sending or posting sexually explicit pictures or messages. H1.Se6.HSb Can fit in HS-HIV, Lesson 3; EMH, Lesson 11; VIP Lesson 17</p>

Health Education Core Idea: Social Emotional Health (So)

Topic	Grade 6	Grade 7	Grade 8	High School
<p>1. Self-Esteem</p> <p><i>Note:</i> Self-esteem is discussed in context of positive emotional health. Can add more emphasis on the term <i>self-esteem</i> if needed.</p>	<p>Describe factors that can influence self-esteem. H1.So1.6a MS-EMH, Lesson 3</p> <p>Understand how to improve one’s self-esteem. H1.So1.6b MS-EMH, Lesson 3</p>	<p>Explain how self-esteem influences personal health choices. H1.So1.7 MS-EMH, Lesson 3</p> <p>Describe personal choices that can positively impact self-esteem. H7.So1.7 MS-EMH, Lesson 3</p>	<p>Compare characteristics of high and low self-esteem and impacts on health. H1.So1.8 MS-EMH, Lesson 3 [add more comparison of positive/negative emotional health traits if needed]</p> <p>Demonstrate ability to make choices that positively impact self-esteem. H7.So1.8 MS-EMH, Lesson 3, 5, 13, 14</p>	<p>Assess self-esteem and determine its impact on personal dimensions of health. H1.So1.HSa HS-EMH, Lesson 2</p> <p>Understand changes in self-esteem can occur as people mature. H1.So1.HSb Can add to HS-EMH, Lesson 2</p>
<p>2. Body Image and Eating Disorders</p>	<p>Describe how self-esteem and body image are related. H1.So2.6a MS-NPA, Lesson 11</p> <p>Explain importance of a positive body image. H1.So2.6b MS-NPA, Lesson 11</p>	<p>Explain how peers and media influence body image. H2.So2.7 MS-NPA, Lessons 11</p>	<p>Explain how body image influences eating disorders. H2.So2.8 MS-NPA, Lesson 13</p> <p>Identify signs, symptoms, and consequences of eating disorders. H1.So2.8 MS-NPA, Lesson 13</p>	<p>Explain why people with eating disorders need support services. H3.So2.HS HS-NPA, Lesson 15</p> <p>Identify supportive services for people with eating disorders. H1.So2.HS HS-NPA, Lesson 15</p> <p>Describe how to support someone who has symptoms of an eating disorder. H8.So2.HS HS-NPA, Lesson 15</p>
<p>3. Stress Management</p>	<p>Define stressor, eustress, and distress. H1.So3.6a MS-EMH, Lesson 9 [uses positive/negative, add eustress/distress terms to discussion]</p> <p>Explain causes and effects of stress. H1.So3.6b MS-EMH, Lesson 9</p> <p>Understand stress management techniques. H7.So3.6 MS-EMH, Lessons 10, 11</p>	<p>Differentiate between eustress and distress. H1.So3.7 MS-EMH, Lesson 9 [uses positive/negative, add eustress/distress terms to discussion]</p> <p>Compare healthy and unhealthy ways of dealing with stress. H7.So3.7 MS-EMH, Lessons 9, 10</p>	<p>Analyze effects of eustress and distress. H1.So3.8 MS-EMH, Lesson 9 [uses positive/negative, add eustress/distress terms to discussion]</p> <p>Evaluate personal stress management techniques. H7.So3.8 MS-EMH, Lesson 11</p>	<p>Identify physical and psychological responses to stressors. H1.So3.HS HS-EMH, Lesson 4</p> <p>Develop a personal stress management plan. H7.So3.HS HS-EMH, Lesson 5</p>

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4. Expressing Emotions	<p>Explain importance of understanding other perspectives when resolving interpersonal conflicts. H1.So4.6a MS-VIP, Lesson 14</p> <p>Summarize characteristics of empathy and compassion. H1.So4.6b MS-EMH, Lesson 8</p> <p>Investigate resources for support when dealing with difficult emotions. H3.So4.6 MS-EMH, Lesson 8</p>	<p>Describe ways to manage interpersonal conflict. H1.So4.7a MS-VIP, Lesson 14</p> <p>Explain how expressing emotions or feelings can influence others. H1.So4.7b MS-EMH, Lesson 6</p>	<p>Demonstrate ways to manage or resolve interpersonal conflict. H4.So4.8 MS-VIP, Lesson 15</p> <p>Compare and contrast the influence of family, culture, and media on how emotions are expressed. H2.So4.8 MS-EMH, Lesson 6 [can add emphasis on compare/contrast if needed]</p>	<p>Advocate for ways to manage or resolve interpersonal conflict. H8.So4.HS HS-EMH, Lesson 13</p> <p>Summarize strategies for coping with difficult emotions, including defense mechanisms. H1.So4.HS HS-EMH, Lessons 3, 6, 12</p> <p>Demonstrate effective communication skills to express emotions. H4.So4.HS HS-EMH, Lesson 8</p>
5. Harassment, Intimidation, and Bullying	<p>Describe different types of harassment, intimidation, and bullying. H1.So5.6a MS-VIP, Lessons 8, 9, 11</p> <p>Analyze harmful effects of harassment, intimidation, and bullying. H1.So5.6b MS-VIP, Lessons 8, 9, 11</p>	<p>Determine strategies for responding to harassment, intimidation, and bullying. H5.So5.7 MS-VIP, Lessons 10, 12</p> <p>Explain how harassment, intimidation, and bullying affect individuals, families, and communities. H1.So5.7 MS-VIP, Lessons 8, 9, 11</p>	<p>Describe possible consequences of harassment, intimidation, and bullying. H1.So5.8a MS-VIP, Lessons 8, 9, 11</p> <p>Advocate for a bully-free school and community environment. H8.So5.8 MS-VIP, Lesson 12</p> <p>Understand connection between bullying and harmful behaviors including suicide. H1.So5.8c MS-VIP, Lesson 9</p>	<p>Analyze strategies to prevent and respond to different types of harassment, intimidation, and bullying. H1.So5.HS HS-VIP, Lessons 10, 11, 12, 13, 14</p> <p>Compare and contrast the influence of family, peers, culture, media, technology, and other factors on harassment, intimidation, and bullying. H2.So5.HS HS-VIP, Lesson 9</p>

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6. Emotional, Mental, and Behavioral Health	<p>Identify signs and symptoms of depression and anxiety. H1.So6.6a MS-EMH, Lesson 8 Covered in more detail at High School</p> <p>Describe situations that call for professional emotional and mental and behavioral health services. H3.So6.6 MS-EMH, Lesson 8</p> <p>Identify reasons individuals may want to harm themselves. H1.So6.6b MS-EMH, Lesson 8 Covered in more detail at High School</p> <p>Understand that emotional and mental and behavioral health and well-being are as important as physical health and well-being. H1.So6.6c MS-EMH, Lessons 1, 3</p> <p>Define stigma related to mental and behavioral health. H1.So6.6d Covered at High School</p>	<p>Identify different emotional and mental and behavioral health disorders. H1.So6.7a MS-EMH, Lesson 8 [anxiety and depression]; Additional disorders covered at High School</p> <p>Identify valid and reliable emotional and mental and behavioral health services. H3.So6.7 MS-EMH, Lesson 8 [focus is on getting help from trusted adults]; Covered in more detail at High School</p> <p>Identify risk factors associated with self-harm and/or suicide. H1.So6.7b MS-EMH, Lesson 8 [warning signs of troublesome feelings] Covered explicitly at High School</p> <p>Recognize how culture and media impact access to mental and behavioral health services. H2.So6.7 Covered at High School</p> <p>Demonstrate supportive responses to people who may be experiencing mental and behavioral health disorders. H4.So6.7 MS-EMH, Lesson 8</p> <p>Identify how individuals experience stigma related to mental and behavioral health. H1.So6.7c Covered at High School</p>	<p>Explain causes, symptoms, and effects of emotional and mental and behavioral health disorders. H1.So6.8a MS-EMH, Lesson 8 [anxiety and depression]; Covered in more detail at High School</p> <p>Identify valid and reliable emotional and mental and behavioral health supports and services available to youth age 13 and older. H3.So6.8 MS-EMH, Lesson 8 [focus is on getting help from trusted adults]; Covered in more detail at High School</p> <p>Recognize signs that someone may be at risk of suicide. H1.So6.8b MS-EMH, Lesson 8 [warning signs of troublesome feelings] Covered explicitly at High School</p> <p>Recognize stigma as it relates to emotional and mental and behavioral health. H1.So6.8d Covered at High School</p>	<p>Compare and contrast emotional and mental and behavioral illness, mental well-being, and concurrent disorders. H1.So6.HSa HS-EMH, Lesson 15</p> <p>Describe how self-harm or suicide impacts other people. H1.So6.HSb HS-EMH, Lesson 16; VIP, Lesson 16</p> <p>Explain how to help someone who is thinking about attempting suicide. H1.So6.HSc HS-EMH, Lesson 16; VIP, Lesson 16</p> <p>Identify school and community resources that can help a person with emotional and mental and behavioral health concerns. H3.So6.HSa HS-EMH, Lesson 17; VIP, Lesson 16</p> <p>Describe laws related to minors accessing mental health care. H3.So6.HSb Can add to HS-EMH, Lesson 17</p> <p>Advocate for reducing stigma associated with emotional and mental and behavioral health. H8.So6.HS HS-EMH, Lesson 15 [covers stigma, would need to add advocacy around reducing it]</p>

Health Education Core Idea: Substance Use and Abuse (Su)

Topic	Grade 6	Grade 7	Grade 8	High School
1. Use and Abuse	<p>Explain differences between appropriate use, misuse, and abuse of substances. H1.Su1.6a MS-TAOD, Lesson 5 [medicines], 7 [opioids]</p> <p>Understand stages of addiction. H1.Su1.6b MS-TAOD, Lesson 6</p> <p>Describe how peers and family influence substance use and abuse. H2.Su1.6 MS-TAOD, Lesson 9</p>	<p>Distinguish between substance use, misuse, abuse, dependency, and addiction. H1.Su1.7 MS-TAOD, Lessons 5 [medicines], 6 [addiction stages], 7 [opioids]</p> <p>Describe how peers and media influence substance use and abuse. H2.Su1.7 MS-TAOD, Lesson 9</p>	<p>Analyze factors that influence substance use and abuse. H2.Su1.8 MS-TAOD, Lesson 9</p> <p>Compare and contrast sources of information on substance use. H3.Su1.8 Not covered</p> <p>Explain classifications of substances. H1.Su1.8 Covered in High School</p>	<p>Analyze why individuals choose to use or not use substances. H1.Su1.HSa HS-TAOD, Lesson 1</p> <p>Differentiate classifications of substances. H1.Su1.HSb HS-TAOD, Lesson 1</p> <p>Analyze validity of information on substance use. H3.Su1.HSa Could add to HS-TAOD, Lesson 10</p> <p>Describe laws related to minors accessing substance abuse treatment. H3.Su1.5b Can be added to HS-TAOD, Lesson 9 or 10</p>
2. Effects	<p>Understand short- and long-term effects of substance abuse on physical and mental health. H1.Su2.6 MS-TAOD, Lesson 8</p>	<p>Explain short- and long-term effects of substance abuse on dimensions of health. H1.Su2.7 MS-TAOD, Lesson 8</p>	<p>Describe how substance abuse affects dimensions of health. H1.Su2.8 MS-TAOD, Lesson 8</p>	<p>Summarize short- and long-term effects of substance abuse on dimensions of health. H1.Su2.HSa HS-TAOD, Lessons 2, 4, 5, 6, 7, 8</p> <p>Analyze how addiction and dependency impact individuals, families, and society. H1.Su2.HSb HS-TAOD, Lesson 2</p>

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Topic	Grade 6	Grade 7	Grade 8	High School
3. Prevention	<p>Identify how to use refusal skills to avoid substance use. H1.Su3.6 MS-TAOD, Lessons 15, 16</p> <p>Identify scenarios in which substances may be present and determine strategies to avoid exposure and use. H7.Su3.6 MS-TAOD, Lessons 10, 15, 16</p> <p>Promote benefits of abstaining from or discontinuing substance use. H8.Su3.6 MS-TAOD, Lessons 10, 17</p>	<p>Demonstrate use of refusal skills to avoid substance use. H7.Su3.7a MS-TAOD, Lessons 15, 16</p> <p>Assess scenarios in which substances may be present and determine strategies to avoid exposure and use. H7.Su3.7b MS-TAOD, Lessons 10, 15, 16</p> <p>Construct a message describing benefits of being drug-free. H8.Su3.7 MS-TAOD, Lessons 10, 17</p>	<p>Apply refusal skills to avoid substance use. H7.Su3.8a MS-TAOD, Lessons 15, 16</p> <p>Demonstrate behaviors and practices to prevent substance use and improve the health of oneself and others. H7.Su3.8b MS-TAOD, Lessons 10, 15, 16</p> <p>Create a drug-free message for school. H8.Su3.8 MS-TAOD, Lesson 17 [can extend to schoolwide advocacy]</p>	<p>Predict how a drug-free lifestyle will support achievement of short- and long-term goals. H6.Su3.HS HS-TAOD, Lesson 16</p> <p>Design a drug-free message for a community beyond school. H8.Su3.HS HS-TAOD, Lesson 16 [can extend advocacy activity to community PSAs]</p>
4. Treatment	<p>Identify valid and reliable substance abuse services. H3.Su4.6 Covered in High School</p>	<p>Describe situations that call for professional treatment for substance abuse. H3.Su4.7 Covered in High School</p>	<p>Investigate local services for those affected by substance abuse. H3.Su4.8 Covered in High School</p>	<p>Analyze valid and reliable information to prevent or treat substance dependency and addiction. H3.Su4.HS Can be added to HS-TAOD, Lesson 10</p> <p>Understand how codependency relates to substance use and abuse. H1.Su4.HS HS-TAOD, Lesson 10 [introduce term <i>codependency</i> if needed]</p>
5. Legal Consequences	<p>Identify legal and illegal substances. H1.Su5.6 MS-TAOD, Lessons 2, 3, 4, 7</p>	<p>Understand school policies related to substance possession and use. H1.Su5.7 MS-TAOD, Lesson 12</p>	<p>Describe short- and long-term legal consequences of substance use and the effects on personal goals. H6.Su5.8 MS-TAOD, Lessons 8, 12</p>	<p>Compare and contrast school, local, state, and federal laws related to substance possession and use. H1.Su5.HS HS-TAOD, Lesson 9</p>