**Subject Area:** Health Education    **Textbook Title:** Live Well: Middle School Health

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*The Maryland Comprehensive Health Education Framework may be accessed online at http://marylandpublicschools.org/.*

# Standard 1a: Mental and Emotional Health (MS)

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
|---|---|---|---|---|
| Wellness | Describe the components of wellness. 1a.6.1 | Explain how role models display wellness. 1a.7.1 | Evaluate one's personal wellness. 1a.8.1 | 5-12 (entire lesson: Exploring Health and Wellness) |
| | Describe role models that demonstrate positive mental and emotional health. 1a.6.2 | Explain the interrelationship of the components of wellness. 1a.7.2 | Identify strategies to improve dimensions of wellness. 1a.8.2 | 5-12 (entire lesson: Exploring Health and Wellness) |
| Emotions, feelings, and relationships | Examine the importance of being aware of one's own feelings and being sensitive to the feelings of others. 1a.6.3 | Describe how mental and emotional health can affect health-related behaviors. 1a.7.3 | Explain how the expression of emotions or feelings can help or hurt oneself and others. 1a.8.3 | 273 (entire lesson: Your Emotional Health) |
| | Discuss how emotions change during adolescence. 1a.6.4 | | | |

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
|---|---|---|---|---|
| Self and social awareness | Identify triggers of strong emotions and apply healthy coping strategies. 1a.6.5 | Demonstrate how to support others by practicing empathy. 1a.7.4 | Demonstrate empathy to others who have different feelings, thoughts, and experiences. 1a.8.4 | 277-278 (Emotional Intelligence), 278 (Developing Empathy), 280 (Skill-Building Challenge: Expressing and Communicating Empathy) |
| | Identify strengths in self in order to prioritize personal skills and allow interests to develop. 1a.6.6 | Describe strategies for developing strengths and overcoming disappointments. 1a.7.5 | Reframe a challenge or setback as an opportunity. 1a.8.5 | 282-288 (entire lesson: Being Yourself), 291-292 (What Is Resilience?), 293 (Grit) |
| | | | Describe how personal responsibility for one's choices is linked to self-worth and growth. 1a.8.6 | 287 (Self-Esteem and Self-Confidence Boosters and Busters), 288 (Skill-Building Challenge: Self-Esteem and Decision Making), 293-294 (Growth Mindset), 295 (Self-Talk for Resilience, Grit, and Growth), 296 (Skill-Building Challenge: Goal-Setting for Resilience and Grit) |

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
|---|---|---|---|---|
| Trusted adults | Describe the qualities of a trusted adult with whom you could talk about your overall wellness. 1a.6.7 | Identify strategies for communicating your overall wellness with a trusted adult. 1a.7.6 | Demonstrate communication with a trusted adult about your overall wellness. 1a.8.7 | 8-9 (Influences on Health and Wellness), 12 (Skill-Building Challenge: Influences on Your Wellness), 18-19 (Communicating Your Health Needs), 335 (Reaching Out for Help), 631 (Skill-Building Challenge: Accessing Community Health Resources) |
| Stress and anxiety | Explain the body's physical and psychological responses to stressful situations. 1a.6.9 | Describe personal stressors at home, in school, and with friends. 1a.7.8 | Explain the causes and effects of stress. 1a.8.8 | 311-318 (entire lesson: Understanding and Managing Stress) |
| | | Describe a variety of appropriate ways to respond to stress when angry or upset. 1a.7.9 | Explain positive and negative ways of dealing with stress. 1a.8.9 | 317 (Managing Stress), 318 (Skill-Building Challenge: Setting Healthy Goals) |
| | | | Explain the causes, symptoms, and effects of anxiety. 1a.8.10 | 324 (What Is Anxiety?), 324-325 (What Are Anxiety Disorders?), 325-326 (Getting Help for Anxiety Disorders) |
| | | | Analyze the risks of impulsive behaviors. 1a.8.11 | 299 (Impulsive Behavior), 300 (When Emotions Control You), 303 (Skill-Building Challenge: Practicing Emotional Control) |

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
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| Depression awareness | Identify depression as prolonged sadness with no identifiable cause. 1a.6.10 | Describe the connection between depression and brain chemistry. 1a.7.10 | | 330-331 (What Is Depression?), 332 (Sadness Versus Depression), 336 (Healthy Living Skills: Accessing Information) |
| Depression awareness | | Explain the causes, symptoms, and effects of depression. 1a.7.11 | | 330-331 (What Is Depression?), 336 (Healthy Living Skills: Accessing Information) |
| Suicide prevention | Identify warning signs of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1a.6.11 | Describe the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1a.7.12 | Explain the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1a.8.12 | 334 (Understanding Self-Harm), 335 (Reaching Out for Help) |
| | | Explain the causes, symptoms, and effects of depression and suicide. 1a.7.13 | Describe the signs and symptoms of people who are in danger of hurting themselves or others. 1a.8.13 | 330-331 (What Is Depression?), 334 (Understanding Self-Harm), 334 (Suicide and Suicide Prevention), 335 (Reaching Out for Help), 336 (Healthy Living Skills: Accessing Information) |
| | | | Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others. 1a.8.14 | 335 (Reaching Out for Help), 336 (Skill-Building Challenge: Making Healthy Decisions) |

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
|---|---|---|---|---|
| Teasing, bullying, harassment, and violence | Explain why it is wrong to tease, bully or discriminate against others based on personal characteristics. 1a.6.12 | Describe how power and control differences in relationships can contribute to aggression and violence. 1a.7.14 | Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts. 1a.8.15 | 393-400 (entire lesson: Understanding Violent Behavior), 402 (entire lesson: Anger, Aggression, and Conflict), 411-414 (Bullying), 414-416 (Cyberbullying) |
| | | | Explain how intolerance can affect others. 1a.8.16 | 397 (Prejudice, Bias, and Intolerance), 399 (Communicating Respect for Others), 400 (Skill-Building Challenge: Communicating Respect for Others) |
| | | | Describe ways to manage interpersonal conflict nonviolently. 1a.8.17 | 405-406 (Managing Conflict), 406 (Conflict Resolution), 407 (Skill-Building Challenge: Resolving Conflicts) |
| Social media | Identify sharing or posting personal information electronically about self or others on social media sites can impact mental and emotional health. 1a.6.13 | Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact mental and emotional health. 1a.7.15 | Evaluate how sharing or posting personal information electronically about self or others on social media sites can impact mental and emotional health. 1a.8.18 | 377-378 (Sexting), 414-416 (Cyberbullying), 599-601(Internet Safety), 602 (Skill-Building Challenge: Keeping Myself Safe on Social Media) |
| Body image | Define the concept of a positive body image and its implications for mental and physical wellness. 1a.6.14 | Explain the importance of a positive body image and its implications for mental and physical wellness. 1a.7.16 | Analyze strategies to cultivate a positive body image. 1a.8.19 | 204-212 (entire lesson: Your Body Image) |

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
|---|---|---|---|---|
| Disordered eating | Recognize signs of disordered eating. 1a.6.15 | Identify the signs of disordered eating. 1a.7.17 | Explain the signs of disordered eating. 1a.8.20 | 209-210 (Disordered Eating and Eating Disorders) |
| | Identify the potential mental and physical consequences of disordered eating and why it is important to seek professional help. 1a.6.16 | Explain the potential mental and physical consequences of disordered eating and why it is important to seek professional help. 1a.7.18 | Summarize the potential mental and physical consequences of disordered eating and why it is important to seek professional help. 1a.8.21 | 209-210 (Disordered Eating and Eating Disorders) |
| Loss and grief | Explain feelings and emotions associated with loss and grief. 1a.6.17 | Summarize feelings and emotions associated with loss and grief. 1a.7.19 | Justify feelings and emotions associated with loss and grief as a normal part of development. 1a.8.22 | 333 (Grief and Loss) |
| Stigma | Recognize the negative effects of stigma surrounding mental health conditions. 1a.6.18 | Identify the negative impact of stigma on health seeking behavior. 1a.7.20 | Summarize the negative impact of stigma on health- seeking behavior. 1a.8.23 | 323 (Social Stigma and Mental Disorders) |
| Addiction | Recognize when a behavior or habit has a negative consequence on self or others. 1a.6.19 | Identify factors that contribute to addiction. 1a.7.21 | Identify addiction as long-term compulsive behavior despite negative consequences. 1a.8.24 | 471-477 (entire lesson: Treating Alcohol Use Disorders), 485-498 (entire lesson: Tobacco Products and the Rise of E-Cigarettes), 511-512 (Nicotine Addiction), 535-536 (Abuse of OTC and Prescription Drugs), 541 (entire lesson: Illicit Drugs), 562 (Substance Use Disorder), 563 (Addictive Potential of Drugs) |

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
|---|---|---|---|---|
| Self-harm | Recognize self-harming behaviors. 1a.6.20 | Summarize how to get help for someone who is self-harming. 1a.7.22 | | 334 (Understanding Self-Harm), 335 (Reaching Out for Help) |

# Standard 1b: Substance Abuse Prevention (MS)

*The term "abuse" used throughout does not indicate a disorder. This section contains information about legal substances, substances legal over the age of 21, and substances that are illegal. For example, any use of alcohol under the age of 21 is considered abuse of alcohol.*

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
|---|---|---|---|---|
| Medicines | Differentiate between proper use and abuse of prescription medicines. 1b.6.1<br><br>Distinguish between proper use and abuse of over-the-counter medicines. 1b.6.2 | Identify the negative effects of incorrect use of prescription drugs and over-the-counter medicines. 1b.7.1 | | 533 (Using OTC and Prescription Drugs Safely), 533-534 (Reading Drug Labels), 534-535 (Potential Risks of Taking OTC and Prescription Drugs), 535-536 (Abuse of OTC and Prescription Drugs) |
| Household products | Explain why products can be harmful to self and others if ingested, inhaled, or absorbed. 1b.6.3 | | | 545-546 (Inhalants), 579 (Poisoning) |

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
|---|---|---|---|---|
| Alcohol, opioids, nicotine products, marijuana products, fentanyl, and other drugs | Describe situations that could lead to the use of alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.6.4 | Identify the physical effects of alcohol, opioids, nicotine products, marijuana products, and other drugs. 1b.7.2 | | 471-477 (entire lesson: Treating Alcohol Use Disorders), 511-512 (Nicotine Addiction), 541 (entire lesson: Illicit Drugs), 562 (Substance Use Disorder), 563 (Addictive Potential of Drugs) |
| | Determine the reasons why people choose to use or not to use alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.6.5 | Describe the negative consequences of using alcohol, nicotine products, marijuana products, opioids (including the lethal effects of fentanyl), and other drugs. 1b.7.3 | Summarize the negative consequences of using alcohol, nicotine products, marijuana products, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. 1b.8.1 | 471-477 (entire lesson: Treating Alcohol Use Disorders), 511-512 (Nicotine Addiction), 541 (entire lesson: Illicit Drugs), 562 (Substance Use Disorder), 563 (Addictive Potential of Drugs) |
| | | Describe the positive alternatives to using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.7.4 | Describe the relationship between substance use and health risks including unintentional injuries, violence, suicide, and sexual risk behaviors. 1b.8.2 | 452-453 (Risks of Underage Drinking), 453 (Skill-Building Challenge: Deciding to Be Alcohol Free), 468 (Benefits of Being Alcohol Free), 468 (Alternatives to Drinking Alcohol), 494 (Health Risks and E-Cigarettes), 495 (Pregnancy and Tobacco Product Use), 496 (Secondhand and Thirdhand Smoke or Vape), 512-513 (Benefits of Being Tobacco-Free), 550 (Illicit Drugs and Risky Behaviors), 551 (Skill-Building Challenge: Refuse to Use), 557-558 (Healthy Alternatives to Using Drugs) |

| | | | Explain why using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances is an unhealthy way to manage stress, anxiety, and depression. 1b.7.5 | Describe the health risks of using performance-enhancing or weight loss drugs. 1b.8.3 | 472-474 (Alcohol Use Disorder), 502-504 (Factors That Influence Tobacco Use), 536-537 (Performance-Enhancing Drugs), 537-538 (Diet Pills), 554-555 (Factors That Influence the Use of Drugs) |
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| | | | Determine the benefits of being free from alcohol, opioids, nicotine products, marijuana products, and other drugs. 1b.7.6 | Defend the benefits of being free from alcohol, opioids, nicotine products, marijuana products, and other trending drug or substances. 1b.8.4 | 453 (Skill-Building Challenge: Deciding to Be Alcohol Free), 468 (Benefits of Being Alcohol Free), 468 (Alternatives to Drinking Alcohol), 512-513 (Benefits of Being Tobacco-Free), 557-558 (Healthy Alternatives to Using Drugs) |
| Environmental literacy | | | | Identify the negative environmental effects of alcohol, opioids, nicotine products, marijuana products, and other drugs. 1b.8.5 | 449-450 (Effects of Alcohol Use During Pregnancy), 450-451 (Mental Effects of Alcohol Use), 472-474 (Alcohol Use Disorder), 502-504 (Factors That Influence Tobacco Use), 554-555 (Factors That Influence the Use of Drugs) |

# Standard 1c: Family Life and Human Sexuality (MS)

*Opt-out (not opt-in) is permitted for family life and human sexuality education.*

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
|---|---|---|---|---|
| Healthy relationships and consent | Describe characteristics of healthy relationships. 1c.6.1 | Explain the characteristics of a healthy dating relationship. 1c.7.1 | Distinguish healthy relationships from unhealthy ones. 1c.8.1 | 343-351 (entire lesson: Healthy Relationships), 370-382 (entire lesson: Dating Relationships) |
| | Describe healthy ways to express affection, love, and friendship. 1c.6.2 | Evaluate the impact of technology (e.g., use of smart phones and digital monitoring) and social media on communication and consent in relationships. 1c.7.2 | Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships. 1c.8.2 | 344-345 (Healthy Relationships), 349 (Communicating Through Text Messages and Social Media), 353-360 (entire lesson: Family Relationships), 362-368 (entire lesson: Friendships), 370-382 (entire lesson: Dating Relationships) |
| | Identify why individuals have the right to refuse sexual contact. 1c.6.3 | Explain why individuals have the right to refuse sexual contact. 1c.7.3 | Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help. 1c.8.3 | 378-379 (Unhealthy Middle School Dating), 379-380 (Dating Relationships: Intimacy and Boundaries), 381 (Skill-Building Challenge: Advocating for Safe and Respectful Dating Relationships), 428 (Setting Personal Boundaries) |
| | | Discuss what does and does not constitute sexual consent. 1c.7.4 | Summarize why individuals have the right to refuse sexual contact. 1c.8.4 | S10 (Sexual Consent), 379-380 (Dating Relationships: Intimacy and Boundaries), 381 (Skill-Building Challenge: Advocating for Safe and Respectful Dating Relationships), 428 (Setting Personal Boundaries) |

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| | | | Analyze factors, including alcohol and other substances that can affect the ability to give or perceive consent to sexual activity. 1c.8.5 | S10 (Sexual Consent), 379-380 (Dating Relationships: Intimacy and Boundaries), 452-453 (Risks of Underage Drinking) |
| | | | Explain the importance of setting personal limits to avoid sexual risk behaviors. 1c.8.6 | S10 (Sexual Consent), S10-S11 (Being Sexually Active), S12 (Skill-Building Challenge: Influences on My Decision to Be Sexually Active), 379-380 (Dating Relationships: Intimacy and Boundaries), 380 (Abstinence), 381 (Skill-Building Challenge: Advocating for Safe and Respectful Dating Relationships), 428 (Setting Personal Boundaries) |
| Gender identity and expression | Define sex assigned at birth, gender identity, and gender expression. 1c.6.4 | Compare sex assigned at birth and gender identity and explain how they may or may not differ. 1c.7.5 | Explain sex assigned at birth and gender identity and explain how they may or may not differ. 1c.8.7 | S5-S6 (Sex and Sexuality), S6-S7 (Gender and Gender Expression), S7-S8 (Gender Identity and Sexual Orientation), S8-S9 (LGBTQ Teens), 356 (Gender Socialization) |
| Sexual orientation and identity | Explain sexual orientation. 1c.6.5 | Define sexual identity and explain a range of identities related to sexual orientation. 1c.7.6 | Describe sexual identity and explain a range of identities related to sexual orientation. 1c.8.8 | S7-S8 (Gender Identity and Sexual Orientation), S8-S9 (LGBTQ Teens) |

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
|---|---|---|---|---|
| Harassment, teasing, and bullying | Describe ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, and gender identity) are different from one's own. 1c.6.6 | Explain why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, and gender identify). 1c.7.7 | Describe how intolerance can affect others when aspects of their sexuality are different from one's own. 1c.8.9 | S8-S9 (LGBTQ Teens), 397 (Prejudice, Bias, and Intolerance), 399 (Communicating Respect for Others), 400 (Skill-Building Challenge: Communicating Respect for Others), 411-414 (Bullying) |
| | | Identify strategies for respecting individual differences in sexual growth and development, or physical appearance. 1c.7.8 | | 397 (Prejudice, Bias, and Intolerance), 399 (Communicating Respect for Others), 400 (Skill-Building Challenge: Communicating Respect for Others) |
| Anatomy and physiology | Identify human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.6.7 | Describe human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.7.9 | Summarize human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.8.10 | S15-S23 (entire lesson: Reproductive Systems) |
| | Describe conception and its relationship to the menstrual cycle and vaginal sex. 1c.6.8 | Describe menstruation, fertilization, and implantation. 1c.7.10 | Explain menstruation, fertilization, and implantation. 1c.8.11 | S15-S23 (entire lesson: Reproductive Systems) |

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
|---|---|---|---|---|
| Sexual health | | Identify ways to prevent pregnancy, including not having sex and effective use of contraceptives, including condoms. 1c.7.11 | Describe ways sexually active people can reduce the risk of pregnancy. 1c.8.12 | S26-S35 (entire lesson: Abstinence and Contraception), 380 (Abstinence) |
| | | Describe ways sexually active people can reduce the risk of HIV, and other STIs. 1c.7.12 | Explain ways sexually active people can reduce the risk of HIV, and other STIs including condoms and preventative medications. 1c.8.13 | S28-S34 (Contraception) |
| | | Identify solo, vaginal, anal, and oral sex along with possible outcomes of each. 1c.7.13 | Identify proper steps to using barrier methods correctly. 1c.8.14 | S27 (Abstinence), S28-S34 (Contraception) |
| | | Describe how the effectiveness of condoms can reduce the risk of HIV, and other STIs. 1c.7.14 | Describe the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STI/HIV prevention, testing, care, and treatment. 1c.8.15 | S21-S22 (Teens as Parents), S28-S34 (Contraception), S39 (Treatment for HIV and AIDS), S45-S46 (How to Reduce the Risk of Infection from an STD), S46 (Healthy Living Skills: Accessing Information) |
| | | Describe the relationship between substance use and sexual risk behaviors. 1c.7.15 | Describe the factors that contribute to engaging in sexual risk behaviors including substance use. 1c.8.16 | 452-453 (Risks of Underage Drinking), 550 (Illicit Drugs and Risky Behaviors) |
| | | Recognize racism and intersectionality and describe their impacts on sexual health 1c.7.16 | Identify racism and intersectionality and describe their impacts on sexual health 1c.8.17 | 397 (Prejudice, Bias, and Intolerance), 399 (Communicating Respect for Others) |

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
|---|---|---|---|---|
| Sexually explicit media | Identify the impact sexually explicit media can have on one's body image, expectations about sex, relationships, and self-esteem. 1c.6.9 | Explain the impact sexually explicit media can have on one's body image, expectations about sex, relationships, and self-esteem. 1c.7.17 | Describe the state and federal laws that impact young people's sexual health and rights, ability to give and receive sexual consent, and engagement with sexually explicit media. 1c.8.18 | S10 (Sexual Consent), S10-S11 (Being Sexually Active), 206 (Negative Body Image and Health), 207-208 (Media Influences on Body Image), 376 (Online Dating Websites and Apps for Teens), 377-378 (Sexting) |
| | Explain the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites. 1c.6.10 | Summarize the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites. 1c.7.18 | Analyze the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites. 1c.8.19 | 377-378 (Sexting) |

# Standard 1d: Safety and Violence Prevention (MS)

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
|---|---|---|---|---|
| Safety and injuries | | | Describe first response procedures needed to treat injuries and other emergencies. 1d.8.1 | 604-617 (entire lesson: First Aid and Emergency Procedures) |
| | | | Identify ways to reduce the risk of injury in a motor vehicle (substance use, distracted driving, seat belts, etc.). 1d.8.2 | 442 (Drinking and Driving), 594 (Motor Vehicle Safety) |

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
|---|---|---|---|---|
| Technology safety | Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact personal safety of self or others. 1d.6.1 | Analyze the impact of media influences on harassing and intimidating behaviors. 1d.7.1 | Identify how to use technology and social media safely and respectfully and laws pertaining to the dissemination of intimate images. 1d.8.3 | 375-376 (Online Dating), 377-378 (Sexting), 414-416 (Cyberbullying), 598 (entire lesson: Safety Online) |
| | Describe the positive and negative ways in which technology and social media can impact physical and emotional safety. 1d.6.2 | Recognize the inappropriate use of technology as it relates to harassment, stalking, and other intimidating behaviors. 1d.7.2 | | 414-416 (Cyberbullying), 598 (entire lesson: Safety Online) |
| Boundaries and consent | Demonstrate effective ways to express needs, wants, and feelings, including the setting of and respecting of personal limits and boundaries. 1d.6.3 | Explain why individuals have the right to refuse sexual contact. 1d.7.3 | Distinguish between appropriate and inappropriate verbal and/or non-verbal interactions. 1d.8.4 | S10 (Sexual Consent), S10-S11 (Being Sexually Active), S12 (Skill-Building Challenge: Influences on My Decision to Be Sexually Active), 379-380 (Dating Relationships: Intimacy and Boundaries), 380 (Abstinence), 428 (Setting Personal Boundaries) |
| | Identify individuals have the right to refuse sexual contact. 1d.6.4 | | Explain the importance of setting and respecting personal limits/boundaries. 1d.8.5 | S10 (Sexual Consent), S10-S11 (Being Sexually Active), S12 (Skill-Building Challenge: Influences on My Decision to Be Sexually Active), 379-380 (Dating Relationships: Intimacy and Boundaries), 380 (Abstinence), 428 (Setting Personal Boundaries) |

| | | | Describe why individuals have the right to refuse sexual contact. 1d.8.6 | S10 (Sexual Consent), S10-S11 (Being Sexually Active), S12 (Skill-Building Challenge: Influences on My Decision to Be Sexually Active), 379-380 (Dating Relationships: Intimacy and Boundaries), 380 (Abstinence), 428 (Setting Personal Boundaries) |
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| | | | Define affirmative consent. 1d.8.7 | S10 (Sexual Consent) |
| | | | Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. 1d.8.8 | S10 (Sexual Consent), 379-380 (Dating Relationships: Intimacy and Boundaries), 380 (Abstinence), 428 (Setting Personal Boundaries) |
| Discrimination and violence | Determine the benefits of using non-violence to solve interpersonal conflict. 1d.6.5 | Describe helping behaviors that prevent violence. 1d.7.4 | Summarize how participation in gangs and hate groups can lead to violence. 1d.8.9 | 402-407 (entire lesson: Anger, Aggression, and Conflict), 416-418 (Gang Violence) |

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
|---|---|---|---|---|
| Discrimination and violence | Examine and model appropriate, respectful, and healthy ways to express affection, love, and friendship between people and in various situations. 1d.6.6 | Analyze the influence of peer groups as they relate to harassing and intimidating behaviors. 1d.7.5 | Explain how intolerance can lead to violence. 1d.8.10 | 344-345 (Healthy Relationships), 367 (Healthy Ways to Express Love in a Friendship), 372 (Characteristics of a Healthy Dating Relationship), 397 (Prejudice, Bias, and Intolerance), 398-399 (Preventing Violence) |
| | Describe ways to reduce risk of injuries from firearms. 1d.6.7 | Analyze how situations and/or impulsive behaviors can lead to violence. 1d.7.6 | | 299 (Impulsive Behavior), 300-302 (Taking Control of Your Emotions), 396 (Influences on Violent Behavior), 398-399 (Preventing Violence), 580 (Firearms), 586 (Skill-Building Challenge: Advocating for Gun Safety) |
| | Defend against teasing others based on personal characteristics such as body type, race, gender, appearance, mannerisms, and the way one dresses or acts. 1d.6.8 | Identify a variety of non-violent ways to respond to stress when angry or upset. 1d.7.7 | | 398-399 (Preventing Violence), 413-414 (Responding to Bullying), 300-302 (Taking Control of Your Emotions),405-406 (Managing Conflict), 406 (Conflict Resolution) |
| | | Analyze techniques that are used to coerce or pressure someone to use violence. 1d.7.8 | | 419 (Skill-Building Challenge: Analyzing Influences) |

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| | | Describe how prejudice, discrimination, and bias can lead to violence and identify strategies for intervention. 1d.7.9 | | 397 (Prejudice, Bias, and Intolerance), 398-399 (Preventing Violence), 400 (Skill-Building Challenge: Communicating Respect for Others) |
| Abuse and assault | Identify and describe healthy relationships between children and others (e.g., persons in authority, coaches, teachers, and clergy). 1d.6.9 | Identify power differences in relationships between potential abusers and their victims. 1d.7.10 | Identify situations including domestic violence where physical, emotional, verbal, or sexual abuse occurs in a person's family. 1d.8.11 | 421 (entire lesson: Relationships and Violence) |
| | Identify verbal and/or non-verbal actions that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 1d.6.10 | Identify a source of support that a student can go to if they or someone they know is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited. 1d.7.11 | Describe situations and behaviors that constitute sexual mistreatment grooming, harassment, abuse, assault, exploitation, and boundary violations. 1d.8.12 | 426 (Sexual Assault), 426 (Coercive Relationships), 426-427 (Human and Sex Trafficking), 428 (Setting Personal Boundaries) |
| | | Analyze laws, policies, and consequences related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and human trafficking that are designed to protect young people. 1d.7.12 | | 426 (Sexual Assault), 426 (Coercive Relationships), 426-427 (Human and Sex Trafficking), 427-428 (Breaking the Cycle of Abuse), 428 (Setting Personal Boundaries) |

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
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| Trusted adults and responding to safety threats | | Identify the process of reporting incidents of harassment, stalking, and other intimidating behaviors. 1d.7.13 | List qualities of an adult whom a student can rely upon for support. 1d.8.13 | 418 (Reporting Gang Violence), 419 (Healthy Living Skills: Accessing Information), 423 (Recognizing and Reporting Child Abuse and Neglect), 427-428 (Breaking the Cycle of Abuse) |
| | | | Identify a source of support that a student can go to if they or someone they know is being abused or assaulted. 1d.8.14 | 418 (Reporting Gang Violence), 419 (Healthy Living Skills: Accessing Information), 423 (Recognizing and Reporting Child Abuse and Neglect), 427-428 (Breaking the Cycle of Abuse) |
| | | | Demonstrate the ability to recognize and respond to situations that threaten sexual health safety. 1d.8.15 | 426 (Sexual Assault), 426 (Coercive Relationships), 426-427 (Human and Sex Trafficking) |
| Bystander intervention and compassion for victims | Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, discrimination, and violence. 1d.6.11 | Demonstrate ways to be a positive bystander by responding or reporting if someone is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited. 1d.7.14 | Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. 1d.8.16 | 400 (Healthy Living Skills: Practicing Healthy Behaviors), 413-414 (Responding to Bullying), 418 (Reporting Gang Violence), 426 (Sexual Assault), 426 (Coercive Relationships), 426-427 (Human and Sex Trafficking) |

| | Explain that it is never the fault of a person if they are made to feel unsafe. 1d.6.12 | Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. 1d.7.15 | Defend the need to empower and support people who experience racism, harassment, or abuse. 1d.8.17 | 398-399 (Preventing Violence), 400 (Skill-Building Challenge: Communicating Respect for Others), 413-414 (Responding to Bullying), 426 (Sexual Assault), 426 (Coercive Relationships), 426-427 (Human and Sex Trafficking) |
|---|---|---|---|---|
| | | Identify the need to empower and support people who experience racism, harassment, or abuse. 1d.7.16 | | 398-399 (Preventing Violence), 400 (Skill-Building Challenge: Communicating Respect for Others) |

# Standard 1e: Healthy Eating (MS)

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
|---|---|---|---|---|
| Nutritious foods and beverages | Describe the U.S. Dietary Guidelines for Americans. 1e.6.1 | Explain why the recommended amount of food and food group portions vary by individual. 1e.7.1 | Identify every individual has unique nutrition needs and identify strategies to maximize nutrition. 1e.8.1 | 131-139 (entire lesson: Energy Balance, Hunger, and Appetite), 141-149 (entire lesson: Tips and Tools for Eating Well) |
| | Summarize the benefits of eating plenty of fruits, vegetables, and whole grains. 1e.6.2 | Summarize a variety of nutritious food choices for each food group. 1e.7.2 | Summarize the benefits of consuming nutritious foods and the idea that "all foods fit." 1e.8.2 | 143-144 (Accessing and Using Nutrition Information), 145-148 (My Plate) |
| | Summarize the benefits of drinking water. 1e.6.3 | Explain the benefit of nutritious foods and the idea that "all foods fit." 1e.7.3 | | 120-121 (Nutrients and Your Health), 121-123 (Energy Nutrients and Foods), 125-127 (Water and Other Beverages), 128 (Skill-Building Challenge: Communicating the Benefits of Drinking Water), 143-144 (Accessing and Using Nutrition Information) |
| | Identify foods that are high in fiber, iron, and calcium. 1e.6.4 | | | 121-122 (Carbohydrates), 124-125 (Vitamins and Minerals), 180-184 (Minerals for Healthy Development) |
| | Describe the benefits of consuming foods high in fiber, iron and calcium. 1e.6.5 | | | 121-122 (Carbohydrates), 124-125 (Vitamins and Minerals), 180-184 (Minerals for Healthy Development) |
| | Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium. 1e.6.6 | | | 124-125 (Vitamins and Minerals), 180-184 (Minerals for Healthy Development) |

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
|---|---|---|---|---|
| Sugar Sweetened Beverages | Identify a variety of sugar-sweetened beverages. 1e.6.7 | Examine *added* sugar content in beverages. 1e.7.4 | Explain the importance of limiting the consumption of sugar-sweetened beverages. 1e.8.3 | 125-127 (Water and Other Beverages), 128 (Skill-Building Challenge: Communicating the Benefits of Drinking Water) |
| | Identify the importance of limiting the consumption of sugar-sweetened beverages. 1e.6.8 | | | 125-127 (Water and Other Beverages), 128 (Skill-Building Challenge: Communicating the Benefits of Drinking Water) |
| Food choices | | Explain the relationship between access to foods and personal food choices. 1e.7.5 | Practice making balanced choices when choosing a meal. 1e.8.4 | 145-148 (My Plate), 161-171 (entire lesson: Making Healthy Nutrition Decisions) |
| | | Summarize the benefits of limiting the consumption of trans fat, saturated fat, added sugar, and sodium. 1e.7.6 | Identify food preparation and production methods and their impact on nutrients in foods. 1e.8.5 | 162-165 (Nutrition, Health, and Disease), 166-168 (Making Healthy Decisions When Eating Out) |
| | Identify the importance of a nutrition facts label. 1e.6.9 | Analyze a nutrition facts label to identify foods that are high in sodium and added sugar. 1e.7.7 | Compare and contrast fruits, vegetables, and whole grains using a nutrition facts label. 1e.8.6 | 144 (Reading Food Labels) |
| | Identify the components of a nutrition facts label. 1e.6.10 | Explain the significance of reading a nutrition facts label ingredient list. 1e.7.8 | Summarize the significance of reading a nutrition facts label and the concept of balance or moderation. 1e.8.7 | 144 (Reading Food Labels) |
| | | | Describe the benefits of limiting the consumption of added sugar, sodium, and processed food. 1e.8.8 | 162-165 (Nutrition, Health, and Disease) |

# Standard 1f: Disease Prevention and Control (MS)

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
|---|---|---|---|---|
| Disease | Explain the difference between infectious and noninfectious diseases. 1f.6.1 | | Demonstrate how to seek help and treatment for common infectious diseases and chronic diseases. 1f.8.1 | 37-47 (entire lesson: Communicable Diseases), 49-59 (entire lesson: Noncommunicable Diseases) |
| Chronic diseases | | Explain the behavioral and environmental factors that contribute to chronic diseases including cancer, cardiovascular disease, and diabetes. 1f.7.1 | | 49-59 (entire lesson: Noncommunicable Diseases) |
| Disease Prevention | Summarize ways that common infectious diseases are transmitted. 1f.6.2 | Explain the relationship between intravenous drug use and transmission of infections such as HIV and hepatitis. 1f.7.2 | Summarize health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact. 1f.8.2 | S38-S39 (HIV and AIDS), 38 (Methods of Transmission), 38-40 (Preventing Communicable Diseases) |
| | Explain ways to prevent the spread of germs that cause infectious diseases. 1f.6.3 | Identify how the most common Sexually Transmitted Infections (STIs) are transmitted. 1f.7.3 | Explain transmission methods of common sexually transmitted infections (STIs). 1f.8.3 | S38-S39 (HIV and AIDS), S39-S44 (Sexually Transmitted Diseases), 38 (Methods of Transmission), 38-40 (Preventing Communicable Diseases) |
| | | Describe ways to decrease the spread of STIs including HIV through abstinence, using condoms consistently and correctly when having sex, reducing one's number of sexual partners, and using practicing universal precautions. 1f.7.4 | Summarize ways to decrease the spread of STIs including HIV through abstinence, using condoms consistently and correctly when having sex, and practicing universal precautions. 1f.8.4 | S45-S46 (How to Reduce the Risk of Infection from an STD), S46 (Skill-Building Challenge: Communication: Preventing the Spread of STDs) |
| | | Describe the typical signs, symptoms, consequences, and treatment of common STIs including HIV. 1f.7.5 | Describe the typical signs, symptoms, consequences, and treatment of STIs including HIV. 1f.8.5 | S38-S39 (Signs and Symptoms of HIV and AIDS), S39 (Treatment for HIV and AIDS), S39-S44 (Sexually Transmitted Diseases) |

| Topic | 6 | 7 | 8 | Where taught (page numbers) |
|---|---|---|---|---|
| Hygiene | Identify the benefits of good hygiene practices for promoting health. 1f.6.4 | Explain the benefits of good hygiene practices for promoting health. 1f.7.6 | Summarize the benefits of good hygiene practices for promoting health. 1f.8.6 | 67-75 (entire lesson: Healthy Skin, Hair, and Nails) |
| Sleep | Recognize the benefits of getting adequate rest and sleep. 1f.6.5 | | Summarize the benefits of getting adequate rest and sleep. 1f.8.7 | 96-101 (entire lesson: Healthy Sleep and Rest) |
| Sun | Summarize actions to take to protect one's skin against potential damage from exposure to the sun. 1f.6.6 | Explain why it is important to protect oneself against potential skin damage from exposure to the sun. 1f.7.7 | | 71 (Sunburn), 71 Detecting Skin Cancer), 612-613 (Burns) |

# Standard 2: Analyzing Influences

| 6-8 (MS) | Where taught (page numbers) |
|---|---|
| Examine how the family influences the health of adolescents. 2.MS.a | 8-9 (Influences on Health and Wellness), 16 (Analyzing What Influences Your Health Behaviors), 136-138 (Influences on Your Appetite) |
| Describe the influence of culture on health beliefs, practices, and behaviors. 2.MS.b | 8-9 (Influences on Health and Wellness), 16 (Analyzing What Influences Your Health Behaviors), 24 (Healthy Living Skills: Analyzing Influences), 136-138 (Influences on Your Appetite), 207-208 (Media Influences on Body Image) |
| Describe how peers influence healthy and unhealthy behaviors. 2.MS.c | 8-9 (Influences on Health and Wellness), 16 (Analyzing What Influences Your Health Behaviors), 24 (Healthy Living Skills: Analyzing Influences), 136-138 (Things That Impact Appetite), 457-459 (Who Influences You to Drink or Not), 460 (Skill-Building Challenge: Who Influences Me?), 502-504 Factors That Influence Tobacco Use), 554-555 (Factors That Influence the Use of Drugs) |

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|---|---|
| Analyze how the school and community can affect personal health practices and behaviors. 2.MS.d | 8-9 (Influences on Health and Wellness), 16 (Analyzing What Influences Your Health Behaviors), 24 (Healthy Living Skills: Analyzing Influences), 136-138 (Things That Impact Appetite), 502-504 (Factors That Influence Tobacco Use), 506 (Tobacco Products and School Policies) |
| Analyze how messages from media influence health behaviors. 2.MS.e | 8-9 (Influences on Health and Wellness), 16 (Analyzing What Influences Your Health Behaviors), 24 (Healthy Living Skills: Analyzing Influences), 74 (Analyzing Influences: Beauty, Media, and Technology), 75 (Skill-Building Challenge: Analyzing Social and Media Influences), 136-138 (Things That Impact Appetite), 457-459 (Who Influences You to Drink or Not), 460 (Skill-Building Challenge: Who Influences Me?), 502-504 (Factors That Influence Tobacco Use), 554-555 (Factors That Influence the Use of Drugs) |
| Analyze the influence of technology on personal and family health. 2.MS.f | 17-18 (Accessing Valid and Reliable Health Information and Services), 47 (Healthy Living Skills: Analyzing Influences), 74 (Analyzing Influences: Beauty, Media, and Technology), 94 (STEM in Health: Laser Eye Surgery), 193 (STEM in Health: Genetically Modified Foods) |
| Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.MS.g | 8-9 (Influences on Health and Wellness), 16 (Analyzing What Influences Your Health Behaviors), 93 (Social Norms and Listening Behaviors), 355-356 (Social Norms), 504-505 (Tobacco Norming in Society) |
| Explain the influence of personal values and beliefs on individual health practices and behaviors. 2.MS.h | 8-9 (Influences on Health and Wellness), 16 (Analyzing What Influences Your Health Behaviors), 19 (Making Healthy Decisions), 20 (Setting SMART Goals), 137 (Diversity Matters: Religion and Food), 457-459 (Who Influences You to Drink or Not), 459 (Your Values), 502-504 (Factors That Influence Tobacco Use), 564-565 (Being Drug-Free), 658 (Skill-Building Challenge: Living Green Challenge) |

| 6-8 (MS) | Where taught (page numbers) |
|---|---|
| Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.MS.i | 10 (Healthy Lifestyle Choices), 31 (Lifestyle and Your Immune System), 44 (The Disease Risks of Getting a Tattoo), 50-51 (What Are Noncommunicable Diseases?), 55 (Preventing Skin Cancer), 201 (Dangerous Dieting Habits), 299 (Impulsive Behavior), 378-379(Unhealthy Middle School Dating), 452-453 (Risks of Underage Drinking), 488-490 (Tobacco's Effects on the Body), 494 (Health Risks and E-Cigarettes), 534-535 (Potential Risks of Taking OTC and Prescription Drugs), 550 (Illicit Drugs and Risky Behaviors) |
| Explain how school and public health policies can influence health promotion and disease prevention. 2.MS.j | S28-S34 (Contraception), S46 (Healthy Living Skills: Promoting Good Health), 17-18 (Accessing Valid and Reliable Health Information and Services), 418 (School Violence), 443 (Healthy Living Skills: Accessing Information), 506 (Tobacco Products and School Policies), 565-566 (Treating Substance Use Disorders), 566 (School Policies), 567 (Community Laws), 568 (Skill-Building Challenge: Accessing Information), 631 (Skill-Building Challenge: Accessing Community Health Resources), 631 (Healthy Living Skills: Analyzing Influences) |

# Standard 3: Accessing Information

| 6-8 (MS) | Where taught (page numbers) |
|---|---|
| Analyze the validity of health information, products, and services. 3.MS.a | S23 (Skill-Building Challenge: Taking Care of Your Reproductive Health), 17-18 (Accessing Valid and Reliable Health Information and Services), 34 (Accessing Valid and Reliable Information About the Immune System), 34 (Skill-Building Challenge: Accessing Reliable Information), 85 (Healthy Living Skills: Accessing Valid Information), 148 (Skill-Building Challenge: Accessing Valid Nutrition Information), 171 (Healthy Living Skills: Accessing Valid Information), 247 (Healthy Living Skills: Accessing Information), 568 (Skill-Building Challenge: Accessing Information), 631 (Skill-Building Challenge: Accessing Community Health Resources), 631 (Healthy Living Skills: Analyzing Influences) |
| Access valid health information from home, school, and community. 3.MS.b | S23 (Skill-Building Challenge: Taking Care of Your Reproductive Health), 15 (What Are Health Skills?), 17-18 (Accessing Valid and Reliable Health Information and Services), 34 (Accessing Valid and Reliable Information About the Immune System), 34 (Skill-Building Challenge: Accessing Reliable Information), 59 (Healthy Living Skills: Accessing Valid Information), 148 (Skill-Building Challenge: Accessing Valid Nutrition Information), 171 (Healthy Living Skills: Accessing Valid Information), 171 (Healthy Living Skills: Accessing Valid Information), 596 (Skill-Building Challenge: Accessing Valid and Reliable Information to Determine Laws and Consequences), 631 (Skill-Building Challenge: Accessing Community Health Resources), 631 (Healthy Living Skills: Analyzing Influences) |

| 6-8 (MS) | Where taught (page numbers) |
|---|---|
| Determine the accessibility of products that enhance health. 3.MS.c | 17-18 (Accessing Valid and Reliable Health Information and Services), 33 (STEM in Health: Vaccinations), 189-190 (Does Everyone Have Access to Enough Food?), 194 (Skill-Building Challenge: Advocating for Food Access), 631 (Skill-Building Challenge: Accessing Community Health Resources) |
| Describe situations that may require professional health services. 3.MS.d | 626-627 (What Are Public and Community Health?), 628 (Careers in Community and Public Health), 629-630 (Community and Public Health Resources) |
| Locate valid and reliable health products and services. 3.MS.e | 17-18 (Accessing Valid and Reliable Health Information and Services), 34 (Accessing Valid and Reliable Information About the Immune System), 34 (Skill-Building Challenge: Accessing Reliable Information), 629-630 (Community and Public Health Resources), 631 (Skill-Building Challenge: Accessing Community Health Resources) |

# Standard 4: Interpersonal Communication

| 6-8 (MS) | Where taught (page numbers) |
|---|---|
| Apply effective verbal and nonverbal communication skills to enhance health. 4.MS.a | 18-19 (Communicating Your Health Needs), 22-23 (Advocating for Good Health), 24 (Skill-Building Challenge: Healthy Communication), 46 (Skill-Building Challenge: Communicating Well to Stay Healthy), 109 (Using Assertive Communication), 110 (Skill-Building Challenge: Making a Consumer Complaint), 128 (Skill-Building Challenge: Communicating the Benefits of Drinking Water), 347-348 (Communication Styles), 399 (Communicating Respect for Others), 400 (Skill-Building Challenge: Communicating Respect for Others), 465-467 (Using Effective Communication Skills to Avoid Alcohol Use), 511 (Refusal Skills to Avoid Tobacco Use), 565 (Being Drug-Free) |
| Demonstrate refusal and negotiation skills to avoid or reduce health risks. 4.MS.b | 184 (Saying No to Unhealthy Food Choices), 185 (Negotiating for Healthy Food Choices), 465-467 (Using Effective Communication Skills to Avoid Alcohol Use), 467 (Refusal Skills), 469 (Skill-Building Challenge: Practicing Your No When Offered Alcohol), 511 (Refusal Skills to Avoid Tobacco Use), 516 (Skill-Building Challenge: Demonstrating Interpersonal Refusal Skills), 562 (Substance Use Disorder), 565 (Being Drug-Free) |
| Demonstrate effective conflict management or resolution strategies. 4.MS.c | 405-406 (Managing Conflict), 406 (Conflict Resolution), 407 (Skill-Building Challenge: Resolving Conflicts) |

| 6-8 (MS) | Where taught (page numbers) |
|---|---|
| Demonstrate how to ask for assistance to enhance the health of self and others. 4.MS.d | 184 (Saying No to Unhealthy Food Choices), 185 (Asking for Help), 474 (Helping a Friend or Family Member Who Has a Drinking Problem), 474-476 (Alcohol Treatment Programs), 626 (What Are Public and Community Health?) |

## Standard 5: Decision-Making

| 6-8 (MS) | Where taught (page numbers) |
|---|---|
| Identify circumstances that can help or hinder healthy decision-making. 5.MS.a | 19 (Making Healthy Decisions), 161-171 (entire lesson: Making Healthy Nutrition Decisions), 288 (Skill-Building Challenge: Self-Esteem and Decision Making), 299 (Impulsive Behavior), 457-459 (Who Influences You to Drink or Not), 502-504 (Factors That Influence Tobacco Use), 506 (Skill-Building Challenge: Analyzing Influences: Who Influences Me?) |
| Determine when health-related situations require the application of a thoughtful decision-making process. 5.MS.b | 10-11 (Healthy Lifestyle Choices), 19 (Making Healthy Decisions), 104-105 (Being a Health Care Consumer), 170 (Skill-Building Challenge: Making a Healthy Food Decision), 453 (Deciding to Be Alcohol Free), 497 (Skill-Building Challenge: Making Healthy Decisions), 551 (Skill-Building Challenge: Refuse to Use), 564-565 (Being Drug-Free), 648 (Skill-Building Challenge: Making Responsible Decisions) |

| 6-8 (MS) | Where taught (page numbers) |
| --- | --- |
| Distinguish when individual or collaborative decision-making is appropriate. 5.MS.c | 405-406 (Managing Conflict), 406 (Conflict Resolution), 407 (Skill-Building Challenge: Resolving Conflicts) |
| Distinguish between healthy and unhealthy alternatives to health-related issues or problems. 5.MS.d | 10-11 (Healthy Lifestyle Choices), 19 (Making Healthy Decisions), 104-105 (Being a Health Care Consumer), 162-165 (Nutrition, Health, and Disease), 166 (Making Healthy Breakfast Decisions), 166-168 (Making Healthy Decisions When Eating Out), 170 (Skill-Building Challenge: Making a Healthy Food Decision), 453 (Deciding to Be Alcohol Free), 497 (Skill-Building Challenge: Making Healthy Decisions), 551 (Skill-Building Challenge: Refuse to Use), 564-565 (Being Drug-Free), 648 (Skill-Building Challenge: Making Responsible Decisions) |
| Predict the potential short-term impact of each alternative on self and others. 5.MS.e | 20 (Setting SMART Goals), 47 (Healthy Living Skills: Setting Healthy Goals), 56 (Short-Term Challenges to Your Digestive Health), 429 (Skill-Building Challenge: Making Healthy Decisions) |
| Choose healthy alternatives over unhealthy alternatives when making a decision. 5.MS.f | 10-11 (Healthy Lifestyle Choices), 19 (Making Healthy Decisions), 104-105 (Being a Health Care Consumer), 162-165 (Nutrition, Health, and Disease), 166 (Making Healthy Breakfast Decisions), 166-168 (Making Healthy Decisions When Eating Out), 170 (Skill-Building Challenge: Making a Healthy Food Decision), 453 (Deciding to Be Alcohol Free), 497 (Skill-Building Challenge: Making Healthy Decisions), 551 (Skill-Building Challenge: Refuse to Use), 564-565 (Being Drug-Free), 648 (Skill-Building Challenge: Making Responsible Decisions) |

| 6-8 (MS) | Where taught (page numbers) |
|---|---|
| Analyze the outcomes of a health-related decision. 5.MS.g | 10-11 (Healthy Lifestyle Choices), 19 (Making Healthy Decisions), 170 (Skill-Building Challenge: Making a Healthy Food Decision), 336 (Skill-Building Challenge: Making Healthy Decisions), 453 (Skill-Building Challenge: Deciding to Be Alcohol Free), 497 (Skill-Building Challenge: Making Healthy Decisions), 551 (Skill-Building Challenge: Refuse to Use), 648 (Skill-Building Challenge: Making Responsible Decisions) |

# Standard 6: Goal-Setting

| 6-8 (MS) | Where taught (page numbers) |
|---|---|
| Assess personal health practices. 6.MS.a | 14 (entire lesson: Developing Skills for Healthy Living) |
| Develop a goal to adopt, maintain, or improve a personal health practice. 6.MS.b | 20 (Setting SMART Goals), 58 (Practicing Healthy Behaviors: Behavior Contracts), 59 (Skill-Building Challenge: Creating a Behavior Contract), 83 (Goal Setting for Good Dental Hygiene), 84 (Skill-Building Challenge: Goal Setting for Good Oral Health), 101 (Skill-Building Challenge: Developing Self-Management for Good Sleep), 214-219 (entire lesson: Your Nutrition Plan), 260-261 (Goal Setting Using SMART Goals), 296 (Skill-Building Challenge: Goal-Setting for Resilience and Grit), 318 (Skill-Building Challenge: Setting Healthy Goals) |

| 6-8 (MS) | Where taught (page numbers) |
|---|---|
| Apply strategies and skills needed to attain a personal health goal. 6.MS.c | 20 (Setting SMART Goals), 58 (Practicing Healthy Behaviors: Behavior Contracts), 59 (Skill-Building Challenge: Creating a Behavior Contract), 83 (Goal Setting for Good Dental Hygiene), 84 (Skill-Building Challenge: Goal Setting for Good Oral Health), 101 (Skill-Building Challenge: Developing Self-Management for Good Sleep), 214-219 (entire lesson: Your Nutrition Plan), 260-261 (Goal Setting Using SMART Goals), 264 (Skill-Building Challenge: Setting Goals Using My Fitness Plan), 296 (Skill-Building Challenge: Goal-Setting for Resilience and Grit), 318 (Skill-Building Challenge: Setting Healthy Goals) |
| Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. 6.MS.d | 20 (Setting SMART Goals), 58 (Practicing Healthy Behaviors: Behavior Contracts), 59 (Skill-Building Challenge: Creating a Behavior Contract), 214-219 (entire lesson: Your Nutrition Plan), 260-261 (Goal Setting Using SMART Goals), 263 (Monitoring Your Fitness Plan), 264 (Skill-Building Challenge: Setting Goals Using My Fitness Plan) |

# Standard 7: Self-Management

| 6-8 (MS) | Where taught (page numbers) |
|---|---|
| Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a | 10-11 (Healthy Lifestyle Choices), 20 (Setting SMART Goals), 59 (Skill-Building Challenge: Creating a Behavior Contract), 83 (Goal Setting for Good Dental Hygiene), 84 (Skill-Building Challenge: Goal Setting for Good Oral Health), 109 (Your Consumer Rights and Responsibilities), 215-218 (Creating a Nutrition Plan), 260-261 (Goal Setting Using SMART Goals), 264 (Skill-Building Challenge: Setting Goals Using My Fitness Plan), 296 (Skill-Building Challenge: Goal-Setting for Resilience and Grit), 318 (Skill-Building Challenge: Setting Healthy Goals) |
| Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 7.MS.b | 21 (Practicing Healthy Behaviors), 35 (Healthy Living Skills: Practicing Health-Enhancing Behaviors), 58 (Practicing Healthy Behaviors: Behavior Contracts), 59 (Skill-Building Challenge: Creating a Behavior Contract), 93 (Social Norms and Listening Behaviors), 186 (Healthy Living Skills: Practicing Healthy Behaviors) |
| Demonstrate behaviors that avoid or reduce health risks to self and others. 7.MS.c | 10-11 (Healthy Lifestyle Choices), 98 (The Importance of Sleep), 162-165 (Nutrition, Health, and Disease), 229 (Physical Activity and Disease Prevention), 251 (Getting Active and Staying Active Throughout Your Life), 252-253 (Dressing for Physical Activity), 380 (Abstinence), 465-467 (Using Effective Communication Skills to Avoid Alcohol Use), 511 (Refusal Skills to Avoid Tobacco Use), 564-565 (Being Drug-Free) |

# Standard 8: Advocacy

| 6-8 (MS) | Where taught (page numbers) |
|---|---|
| State a health-enhancing position on a topic and support it with accurate information. 8.MS.a | 22-23 (Advocating for Good Health), 128 (Skill-Building Challenge: Communicating the Benefits of Drinking Water), 194 (Advocating for Food Access), 232 (Skill-Building Challenge: Promoting Good Health), 254 (Healthy Living Skills: Promoting Good Health), 351 (Healthy Living Skills: Promoting Good Health), 381 (Skill-Building Challenge: Advocating for Safe and Respectful Dating Relationships), 443 (Skill-Building Challenge: Promoting an Alcohol-Free Lifestyle), 523 (Skill-Building Challenge: Advocating for Vape-Free Community Parks), 538 (Skill-Building Challenge: Promoting the Proper Use of Prescription Medications), 586 (Skill-Building Challenge: Advocating for Gun Safety) |
| Demonstrate how to influence and support others to make positive health choices. 8.MS.b | 22-23 (Advocating for Good Health), 128 (Skill-Building Challenge: Communicating the Benefits of Drinking Water), 194 (Advocating for Food Access), 254 (Healthy Living Skills: Promoting Good Health), 351 (Healthy Living Skills: Promoting Good Health), 443 (Skill-Building Challenge: Promoting an Alcohol-Free Lifestyle), 523 (Skill-Building Challenge: Advocating for Vape-Free Community Parks), 538 (Skill-Building Challenge: Promoting the Proper Use of Prescription Medications) |

| 6-8 (MS) | Where taught (page numbers) |
|---|---|
| Work cooperatively to advocate for healthy individuals, families, and schools. 8.MS.c | 22-23 (Advocating for Good Health), 194 (Advocating for Food Access), 232 (Skill-Building Challenge: Promoting Good Health), 254 (Healthy Living Skills: Promoting Good Health), 351 (Healthy Living Skills: Promoting Good Health), 381 (Skill-Building Challenge: Advocating for Safe and Respectful Dating Relationships), 443 (Skill-Building Challenge: Promoting an Alcohol-Free Lifestyle), 523 (Skill-Building Challenge: Advocating for Vape-Free Community Parks), 538 (Skill-Building Challenge: Promoting the Proper Use of Prescription Medications), 586 (Skill-Building Challenge: Advocating for Gun Safety) |
| Identify ways that health messages and communication techniques can be altered for different audiences. 8.MS.d | 22-23 (Advocating for Good Health), 128 (Skill-Building Challenge: Communicating the Benefits of Drinking Water), 232 (Skill-Building Challenge: Promoting Good Health), 454 (Healthy Living Skills: Promoting Good Health) |