



Alignment of *HealthSmart* with National Health Education Standards and CDC's 2021 HECAT

The National Health Education Standards (NHES) detail what students need to know and be able to do in order to achieve health literacy. The Standards detail both the functional knowledge and essential skills required for adopting and maintaining healthy behaviors.

In addition to comprehending concepts, the Standards set age-appropriate performance indicators for 7 essential health skills:

- Analyzing Influences
- Accessing Information
- Interpersonal Communication
- Decision Making
- Goal Setting
- Practicing Health-Enhancing Behaviors
- Advocacy

The Health Education Curriculum Analysis Tool (HECAT) from the Centers for Disease Control and Prevention identified the most important healthy behaviors for adolescents to practice by the time they graduate from high school. At each grade range the HECAT outlines the concepts students need to know and the skills they need to be able to practice in order to achieve desired Healthy Behavior Outcomes in each of 9 health content areas:

- Mental & Emotional Health
- Personal Health & Wellness
- Safety/Injury Prevention
- Violence Prevention
- Healthy Eating
- Physical Activity
- Alcohol & Other Drugs
- Tobacco
- Sexual Health

The HECAT is intended as a guide to help schools analyze health curricula to see if they align with the identified Knowledge and Skill Expectations, which are aligned with the National Health Education Standards. In theory, if a curriculum enables students to meet these Knowledge and Skill Expectations, it should impact health behavior in a positive way.

Healthy Behavior Outcomes

Abstinence, Personal & Sexual Health

Healthy Behavior Outcome	Lesson Number															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Personal Health & Wellness																
PHW-1 Practice appropriate hygiene habits.		●							●							
PHW-2 Get an appropriate amount of sleep and rest.					●	●										
PHW-3 Prevent vision and hearing loss.					●	●										
PHW-4 Prevent damage from the sun.					●	●										
PHW-5 Practice behaviors that prevent infectious diseases.	●	●				●										
PHW-6 Practice behaviors that prevent chronic diseases.	●		●			●										
PHW-7 Practice behaviors that promote mental and emotional well-being.	Covered in Emotional & Mental Health															
PHW-8 Practice behaviors that prevent food-borne and water-borne illnesses.		●														
PHW-9 Prevent serious health problems that result from common chronic diseases and conditions, such as allergies, asthma, diabetes, and epilepsy.			●													
PHW-10 Use health care services to address common infectious diseases and manage chronic diseases and conditions.				●												
PHW-11 Seek out health care professionals for appropriate screenings and examinations.				●												
PHW-12 Prevent health problems that result from fads or trends.	Covered in Nutrition & Physical Activity															
Sexual Health	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
SH-1 Recognize developmental changes experienced by self and others during childhood and adolescence.	Covered in Grade 4, Grade 5 and Middle School															
SH-2 Establish and maintain healthy relationships.	Covered in Emotional & Mental Health															
SH-3 Treat all people with dignity and respect with regard to their gender identity and sexual orientation.							●									
SH-4 Give and receive consent in all situations.	Covered in HIV, STI & Pregnancy Prevention															
SH-5 Be sexually abstinent.								●		●	●	●	●	●	●	●

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Healthy Behavior Outcomes

Sexual Health <i>(continued)</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
SH-6 Engage in behaviors that prevent or reduce sexually transmitted infections (STIs), including HIV.										●						
SH-7 Engage in behaviors that prevent or reduce unintended pregnancy.								●		●						
SH-8 Support others to avoid or reduce sexual risk behaviors.										●						
SH-9 Avoid pressuring others to engage in sexual behaviors.													●		●	●
SH-10 Use appropriate health services to promote sexual and reproductive health.									●							

Emotional & Mental Health

Healthy Behavior Outcome	Lesson Number																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
MEH-1 Express feelings in a healthy way.						●	●		●	●		●		*			
MEH-2 Engage in activities that are mentally and emotionally healthful.	●	●	●								●			●			
MEH-3 Manage interpersonal conflict in healthy ways.													●	*			
MEH-4 Prevent and manage emotional stress and anxiety in healthy ways.				●	●									*			
MEH-5 Use self-control and impulse-control strategies to promote health.												●		*			
MEH-6 Get help for troublesome thoughts, feelings or actions for oneself and others.										●					●	●	●
MEH-7 Show tolerance of differences in others.											●			*	●		
MEH-8 Establish and maintain healthy relationships.							●	●	●					*			
MEH-9 Practice habits that promote mental and emotional well-being.	●	●	●		●		●	●	●			●	●	●			

*Healthy Behavior Outcomes will vary, depending on the goals students set for improving their emotional health.

Healthy Behavior Outcomes

HIV, STI & Pregnancy Prevention

Healthy Behavior Outcome	Lesson Number														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Sexual Health															
SH-1 Recognize developmental changes experienced by self and others during childhood and adolescence.	Covered in Grade 4, Grade 5 and Middle School														
SH-2 Establish and maintain healthy relationships.	Covered in Emotional & Mental Health														
SH-3 Treat all people with dignity and respect with regard to their gender identity and sexual orientation.	●	●													
SH-4 Give and receive consent in all situations.				●								●			
SH-5 Be sexually abstinent.			●					●						●	
SH-6 Engage in behaviors that prevent or reduce sexually transmitted infections (STIs), including HIV.			●			●	●	●	●	●	●	●	●	●	
SH-7 Engage in behaviors that prevent or reduce unintended pregnancy.			●		●			●		●	●	●	●	●	
SH-8 Support others to avoid or reduce sexual risk behaviors.															●
SH-9 Avoid pressuring others to engage in sexual behaviors.				●									●		
SH-10 Use appropriate health services to promote sexual and reproductive health.			●		●	●	●			●					

Nutrition & Physical Activity

Healthy Behavior Outcome	Lesson Number															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Food & Nutrition																
FN-1 Follow a healthy eating pattern that meets individual preferences and needs for growth and development.	●	●	●						●	●	●	●	●	●		
FN-2 Choose a variety of options within each food group.	●		●							*	*					
FN-3 Eat lots of fruits and vegetables.	●	●								*	*					
FN-4 Choose to eat whole-grain products.		●								*	*					
FN-5 Choose to eat or drink fat-free or low-fat dairy or fortified dairy alternatives.		●								*	*					
FN-6 Drink lots of water.	●									*	*					

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Healthy Behavior Outcomes

Food & Nutrition <i>(continued)</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
FN-7 Avoid sugary drinks.					●					*	*					
FN-8 Limit foods high in added sugars, saturated fats, trans fats, and sodium.		●		●	●					*	*					
FN-9 Choose to eat or drink nutrient-dense foods or beverages when dining.					●					*	*					
FN-10 Prepare good-tasting, nutrient-dense foods for yourself and others.		●	●							*	*					●
FN-11 Choose and enjoy nutrient-dense foods and beverages that reflect personal preferences, culture, and budget.									●	*	*	●				
FN-12 Support healthy eating patterns for others.									●	●	●	●		●		
MEH-2 Engage in activities that are mentally and emotionally healthy (from Mental & Emotional Health).													●			
MEH-6 Get help for troublesome thoughts, feelings or actions for oneself and others (from Mental & Emotional Health).															●	
PHW-8 Practice behaviors that prevent food-borne and water-borne illnesses (from Personal Health & Wellness).																●
PHW-12 Prevent health problems that result from fads or trends (from Personal Health & Wellness).														●		
Physical Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PA-1 Engage in moderate to vigorous physical activity for at least 60 minutes every day.						●	●			*	*					
PA-2 Regularly engage in physical activities that enhance cardiorespiratory endurance, flexibility, muscle endurance, and muscle strength.						●	●			*	*					
PA-3 Engage in warm-up and cool-down activities before and after structured exercise.								●		*	*					
PA-4 Drink plenty of water before, during, and after physical activity.								●		*	*					
PA-5 Follow a physical activity plan for healthy growth and development.						●	●		●	●	●	●		●		
PA-6 Avoid injury during physical activity.								●								
PA-7 Support others to be physically active.						●		●	●	●	●	●		●		

*Healthy Behavior Outcomes will vary, depending on whether students set a healthy eating or physical activity goal.

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Healthy Behavior Outcomes

Tobacco, Alcohol & Other Drug Prevention

Healthy Behavior Outcome	Lesson Number															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Tobacco																
T-1 Avoid using (or experimenting with) any form of tobacco.					•				•		•	•			•	
T-2 Avoid exposure to secondhand smoke and aerosol.					•											
T-3 Support a tobacco-free environment.					•											
T-4 Support others to be tobacco free.					•	•						•				•
T-5 Quit using tobacco if already using.						•										
Alcohol & Other Drugs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
AOD-1 Use prescription and over-the-counter medications correctly.			•													
AOD-2 Avoid misuse and abuse of over-the-counter and prescription drugs.	•		•	•							•					
AOD-3 Avoid the use of alcohol.		•					•		•		•	•	•	•	•	
AOD-4 Avoid the use of illegal drugs.	•	•		•				•	•		•		•	•	•	
AOD-5 Avoid driving while under the influence of alcohol and other drugs.							•									
AOD-6 Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.							•						•		•	
AOD-7 Quit using alcohol and other drugs if already using.										•						
AOD-8 Support others to be alcohol and other drug free.								•		•		•				•

Violence & Injury Prevention

Healthy Behavior Outcome	Lesson Number																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Safety/Injury Prevention																			
S-1 Follow appropriate safety rules when riding in or on a motor vehicle.		•			•		*												
S-2 Avoid driving a motor vehicle while under the influence of alcohol or other drugs.		•			•		*												
Avoid riding in a motor vehicle driven by someone under the influence of alcohol or other drugs.		•			•		*												

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Healthy Behavior Outcomes

Safety/Injury Prevention <i>(continued)</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
S-3 Use safety equipment appropriately and correctly.			●				*													
S-4 Apply safety rules and procedures to avoid risky behaviors and injury.	●		●	●	●		*													
S-5 Avoid safety hazards in the home and community.			●		●	●	*													
S-6 Recognize and avoid dangerous surroundings.	●		●		●	●	*													
S-7 Get help for oneself or others when injured or suddenly ill.				●			*													
S-8 Support others to avoid risky behaviors and be safe.						●	●													
Violence Prevention	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
V-1 Manage interpersonal conflict in nonviolent ways.	Covered in Emotional & Mental Health																			
V-2 Manage emotional distress in nonviolent ways.	Covered in Emotional & Mental Health																			
V-3 Avoid bullying or being a bystander to bullying.										●	●	●								
V-4 Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape.								●	●				●	●	●					
V-5 Avoid situations where violence is likely to occur.									●			●								
V-6 Avoid associating with others who are involved in or who encourage violence or criminal activity.									●			●	●							
V-7 Get help to prevent or stop violence, including harassment, abuse, bullying, hazing, fighting, and hate crimes.											●	●	●	●	●					
V-8 Get help to prevent or stop unwanted or inappropriate touching.																		●	●	●
V-9 Get help to stop being subjected to violence or physical abuse.															●			●	●	●
V-10 Get help for oneself or others who are in danger of hurting themselves.																●				

*Healthy Behavior Outcomes will vary, depending on which area students focus on in their advocacy campaigns.

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Alignment with HECAT Knowledge Expectations

Alcohol & Other Drugs

- AOD1.12.1 Differentiate between over-the-counter medications, prescription medications, and illicit drugs. **TAOD Lesson 1, TAOD Lesson 3 [prescription/OTC]**
- AOD1.12.2 Differentiate between proper use and abuse of over-the-counter medications. **TAOD Lesson 3**
- AOD1.12.3 Differentiate between proper use and abuse of prescription medications. **TAOD Lesson 3, also covered in TAOD Lesson 4 in relation to opioids**
- AOD1.12.4 Describe how to read and interpret prescription and over-the-counter medication labels. **TAOD Lesson 3**
- AOD1.12.5 Describe how to store medications safely. **Not covered; can be addressed in TAOD Lesson 3**
- AOD1.12.6 Explain the potential consequences of mixing any type of drug with another medication or drug, or with alcohol (sometimes called poly-drug use). **TAOD Lesson 3 [briefly covered but not an objective]**
- AOD1.12.7 Describe the harmful effects of binge drinking. **TAOD Lesson 7**
- AOD1.12.8 Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol and illicit drugs, and misusing prescription medications. **TAOD Lesson 1, TAOD Lesson 4 (opioids), TAOD Lesson 7 (alcohol), TAOD Lesson 8 (marijuana), TAOD Lesson 16**
- AOD1.12.9 Describe the effects of using alcohol and other drugs on school performance, absenteeism, job-related performance, and interpersonal relationships. **TAOD Lesson 7 (alcohol), TAOD Lesson 8 (marijuana)**
- AOD1.12.10 Explain the effects of alcohol- and other drug-use during pregnancy. **TAOD Lesson 7 (alcohol) [covered but not an objective]**
- AOD1.12.11 Evaluate situations that could lead to the use of alcohol and other drugs. **TAOD Lesson 12 (decision making) and TAOD Lesson 14 (refusal skills) [covered but not an objective]**
- AOD1.12.12 Summarize why alcohol- or other drug-use is an unhealthy way to manage weight or stress. **TAOD Lesson 11**
- AOD1.12.13 Analyze why individuals choose to use or not to use alcohol and other drugs. **TAOD Lesson 1, TAOD Lesson 11**
- AOD1.12.14 Analyze short- and long-term benefits of remaining alcohol- and drug-free. **TAOD Lesson 7 (alcohol), TAOD Lesson 8 (marijuana), TAOD Lesson 16**
- AOD1.12.15 Determine socially appropriate ways to avoid or prevent use of alcohol and other drugs. **TAOD Lesson 14 (countering peer pressure) and TAOD Lesson 15 (refusal skills) [covered but not an objective]**
- AOD1.12.16 Analyze the relationship between alcohol- and other drug-use and the major causes of death and disease in the United States. **Not covered**
- AOD1.12.17 Analyze the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use. **TAOD Lesson 9; ABST Lesson 11 (sexual risk behaviors); HIV/STI Lesson 8 (sexual risk behaviors); VIP Lesson 1 (unintentional injuries), VIP Lesson 9 (violence)**
- AOD1.12.18 Summarize the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis. **Not covered**
- AOD1.12.19 Summarize long-term health benefits of abstaining from or discontinuing alcohol use. **AOD Lesson 7 (abstaining), [covered but not an objective]**
- AOD1.12.20 Analyze the dangers of driving while under the influence of alcohol or other drugs. **TAOD Lesson 7, TAOD Lesson 16; VIP Lesson 2**
- AOD1.12.21 Summarize the importance of not riding with a driver who has been using alcohol or other drugs. **TAOD Lesson 7, TAOD Lesson 16; VIP Lesson 2**
- AOD1.12.22 Analyze how addiction to alcohol and other drugs can be treated. **TAOD Lesson 4 (opioids), TAOD Lesson 10 [covered but not an objective]**
- AOD1.12.23 Analyze how alcohol and drug cessation programs can be successful. **TAOD Lesson 10 [covered but not an objective]**
- AOD1.12.24 Summarize family rules, school rules, and community laws about alcohol and other drug use. **TAOD Lesson 9**

Alignment with HECAT Knowledge Expectations

Food & Nutrition

- FN1.12.1 Describe the recommendations of the U.S. Dietary Guidelines for Americans. **NPA Lesson 2**
- FN1.12.2 Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis. **NPA Lesson 1**
- FN1.12.3 Explain how the U.S. Dietary Guidelines for Americans are useful in planning a healthy eating pattern. **NPA Lesson 2**
- FN1.12.4 Identify food sources that provide key nutrients including fiber, calcium, potassium, iron, and vitamin D. **NPA Lesson 1; also NPA Lesson 4 [covered but not an objective]**
- FN1.12.5 Describe the importance of choosing a variety of foods and beverages to meet daily nutrient and energy needs. **NPA Lesson 3**
- FN1.12.6 Explain the importance of trying new foods. **Covered at lower grade levels; can be addressed in NPA Lessons 2 and 3**
- FN1.12.7 Identify how different stages of food processing can impact the nutrient profile of food. **NPA Lesson 2 [issues with processed foods in general, stages of processing not discussed]**
- FN1.12.8 Describe a balanced vegetarian eating pattern. **NPA Lesson 5**
- FN1.12.9 Identify ways to prepare and season food using healthy fats, herbs, and spices while reducing sugar and sodium. **NPA Lesson 3**
- FN1.12.10 Describe how to make good-tasting, nutrient-dense meals and snacks. **NPA Lesson 5 [adapting fast-food meals]**
- FN1.12.11 Summarize the physical, mental, social, and academic benefits of eating breakfast every day. **NPA Lesson 14**
- FN1.12.12 Summarize how to identify nutrient-dense food selections when dining out. **NPA Lesson 5 (fast-food restaurants)**
- FN1.12.13 Describe the benefits of avoiding energy drinks. **NPA Lesson 10 [addressed briefly but not an objective]**
- FN1.12.14 Summarize the relationship between access to food and personal food choices. **Not covered**
- FN1.12.15 Summarize food safety strategies that can control germs that cause foodborne illnesses. **NPA Lesson 16; also ABST Lesson 2 [covered but not an objective]**
- FN1.12.16 Describe the relationship between nutrition and overall health. **NPA Lesson 1**
- FN1.12.17 Identify characteristics of a “fad diet.” **NPA Lesson 14**
- FN1.12.18 Analyze healthy and risky approaches to weight management. **NPA Lesson 14**
- FN1.12.19 Describe body signals that tell a person when they are hungry and when they are full. **Covered at lower grade levels**
- FN1.12.20 Explain the effects of eating disorders on healthy growth and development. **NPA Lesson 15**
- FN1.12.21 Identify signs of eating disorders. **NPA Lesson 15**
- FN1.12.22 Analyze the benefits of healthy eating patterns. **NPA Lesson 10**
- FN1.12.23 Describe the benefits of eating meals with family and friends. **Not covered**

Alignment with HECAT Knowledge Expectations

Mental & Emotional Health

- MEH1.12.1 Discuss signs and symptoms that oneself or others may be experiencing different feelings or emotions. **EMH Lesson 6, EMH Lesson 10, EMH Lesson 12**
- MEH1.12.2 Describe how brain development and emotions change during adolescence. **Covered in Middle School**
- MEH1.12.3 Discuss how automatic thoughts can influence feelings. **EMH Lesson 3 [covered but not an objective]**
- MEH1.12.4 Analyze how feelings can influence behavior. **EMH Lesson 6, EMH Lesson 10, EMH Lesson 12**
- MEH1.12.5 Describe situations that can trigger different thoughts, feelings, and emotions. **EMH Lesson 3 [covered but not an objective], EMH Lesson 6, EMH Lesson 10, EMH Lesson 12**
- MEH1.12.6 Explain potential positive and negative consequences of the influence of feelings and emotions on behavior, including health behavior. **EMH Lesson 6, EMH Lesson 10, EMH Lesson 12**
- MEH1.12.7 Explain how person and context may influence appropriate ways to express and manage needs, wants, emotions, and feelings. **Can be addressed in EMH Lesson 6, EMH Lesson 12**
- MEH1.12.8 Analyze characteristics and practices of a mentally and emotionally healthy person. **EMH Lesson 2**
- MEH 1.12.9 Identify role models who demonstrate positive mental and emotional health. **EMH Lesson 14 [part of take-home family activity]**
- MEH1.12.10 Analyze the differences and similarities between self-efficacy, self-respect, and self-awareness. **EMH unit supports these SEL competencies, but students don't define/distinguish between terms**
- MEH1.12.11 Discuss how self-efficacy, self-respect, and self-awareness influence behavior. **EMH unit supports these SEL competencies, but students don't discuss specific effects on behavior**
- MEH1.12.12 Summarize personal stressors at home, in school, and with friends. **EMH Lesson 4**
- MEH1.12.13 Explain the body's physical and psychological responses to stressful situations and ways to reduce their impact. **EMH Lesson 4**
- MEH1.12.14 Analyze the causes, symptoms, and effects of depression and anxiety. **EMH Lesson 15**
- MEH1.12.15 Summarize strategies for coping with sadness, loss, and grief. **EMH Lesson 9, EMH Lesson 10**
- MEH1.12.16 Discuss how mental and emotional health can affect health-related behaviors. **EMH Lesson 2**
- MEH1.12.17 Summarize characteristics of someone who demonstrates self-respect and self-control. **EMH Lesson 3 (self-respect), EMH Lesson 12 (self-control); also ABST Lesson 14 [covered but not an objective]**
- MEH1.12.18 Discuss situations where people have demonstrated resilience. **EMH Lesson 2, EMH Lesson 3 [covered but not an objective]**
- MEH1.12.19 Summarize impulsive behaviors and strategies for controlling them. **EMH Lesson 12**
- MEH1.12.20 Evaluate strategies for managing challenging emotions such as anger, stress, anxiety, frustration, disappointment, or sadness. **EMH Lesson 6, EMH Lesson 10, EMH Lesson 12**
- MEH1.12.21 Determine when to seek help for mental and emotional health problems. **EMH Lesson 17**
- MEH1.12.22 Identify a parent, caregiver, or trusted adult you can talk to about feelings and identify strategies for communicating your feelings to them. **EMH Lesson 17**
- MEH1.12.23 Summarize the benefits of talking with parents or other trusted adults about feelings. **EMH Lesson 5, EMH Lesson 6 [covered but not an objective]; ABST Lesson 9 [in relation to sexual health]**
- MEH1.12.24 Differentiate characteristics of healthy and unhealthy relationships. **EMH Lesson 8**
- MEH1.12.25 Summarize qualities of healthy dating or sexual relationships. **VIP Lesson 15; EMH Lesson 9 [covered but not an objective]**
- MEH1.12.26 Identify relationships in family, peer groups, school, and the community that are caring. **EMH Lesson 8**
- MEH1.12.27 Describe the benefits of healthy family and peer relationships. **EMH Lesson 8**
- MEH1.12.28 Explain how to build and maintain healthy family and peer relationships. **EMH Lesson 8**
- MEH1.12.29 Summarize healthy ways to express affection, love, friendship, and concern. **ABST Lesson 9 (affection/attraction) [covered but not an objective]**
- MEH1.12.30 Identify strategies to effectively communicate feelings to peers. **EMH Lesson 7, EMH Lesson 9**
- MEH1.12.31 Evaluate healthy and unhealthy strategies to manage difficult relationships with family, peers, or dating or sexual partners. **EMH Lesson 7 (effective communication) and EMH Lesson 9 (ending relationships) [addressed but not an objective]**

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Alignment with HECAT Knowledge Expectations

Mental & Emotional Health *(continued)*

- MEH1.12.32 Identify strategies to resolve conflict in a group. **Can be addressed in EMH Lesson 13**
- MEH1.12.33 Analyze strategies for managing interpersonal conflicts. **EMH Lesson 13**
- MEH1.12.34 Analyze how differences in power and control in a relationship can contribute to aggression and violence. **VIP Lesson 15**
- MEH1.12.35 Analyze how prosocial behaviors can benefit overall health. **EMH Lesson 2**
- MEH1.12.36 Analyze how empathy can influence behavior. **EMH Lesson 2 [briefly covered but not an objective]**
- MEH1.12.37 Describe characteristics that make people unique or special. **Not covered**
- MEH1.12.38 Summarize the benefits of living in a diverse society. **Not covered**
- MEH1.12.39 Summarize how intolerance can affect self, others, and society. **HIV Lesson 2 [in relation to aspects of sexuality]; VIP Lesson 13 [in relation to hate violence]**
- MEH1.12.40 Discuss how stereotyping, bullying, harassment, bias, prejudice, and discrimination are distinct and related to each other, and explain their impact on self, others, and society. **Addressed in VIP Lesson 10, VIP Lesson 12, VIP Lesson 13, VIP Lesson 14**
- MEH1.12.41 Recognize bullying, harassment, bias, prejudice, and discrimination in self, others, organizations, and institutions. **Addressed in VIP Lesson 10, VIP Lesson 12, VIP Lesson 13, VIP Lesson 14**
- MEH1.12.42 Identify ways to prevent and address bullying, harassment, bias, prejudice, and discrimination. **VIP Lesson 11, VIP Lesson 12, VIP Lesson 13, VIP Lesson 14**
- MEH1.12.43 Analyze how sharing or posting personal information electronically about self or others on social media sites and other digital communication (e.g., messages, forums, e-mail, websites, phone and tablet applications) can negatively impact mental and emotional health. **EMH Lesson 11; also ABST Lesson 10 (sexting) [covered but not an objective]**

Personal Health & Wellness

- PHW1.12.1 Analyze the personal physical, emotional, mental, and social health; educational; and vocational performance benefits of rest and sleep. **ABST Lesson 5**
- PHW1.12.2 Summarize personal strategies for reducing hearing damage due to exposure to loud sounds. **ABST Lesson 5**
- PHW1.12.3 Summarize personal strategies for avoiding vision damage. **ABST Lesson 5**
- PHW1.12.4 Explain how eye infections occur and how to prevent or minimize risk with healthy hygiene. **Can be addressed in ABST Lesson 5**
- PHW1.12.5 Summarize personal strategies for minimizing potential harm from sun exposure. **ABST Lesson 5**
- PHW1.12.6 Summarize how common infectious diseases are transmitted by indirect contact and person-to-person contact. **ABST Lesson 2**
- PHW1.12.7 Analyze how common food-borne and water-borne diseases are transmitted. **ABST Lesson 2; NPA Lesson 16**
- PHW1.12.8 Explain how regular cleaning, disinfection, and hand hygiene at key times improves personal and population health and prevents the spread of disease. **Not covered, could be addressed in ABST Lesson 2**
- PHW1.12.9 Explain the relationship between intravenous drug use and transmission of blood-borne diseases such as HIV and hepatitis. **ABST Lesson 2 [briefly addressed but not an objective]**
- PHW1.12.10 Summarize ways to prevent the spread of germs that cause infectious diseases such as HIV by not having sex, not touching blood, and not touching used hypodermic needles. **ABST Lesson 2 (common infectious diseases); HIV/STI Lessons 6 & 7 (other STIs and HIV)**
- PHW1.12.11 Analyze behavioral and environmental factors that contribute to major chronic diseases and mental illness. **ABST Lesson 3 (chronic diseases); EMH Lesson 15 (mental health issues)**
- PHW1.12.12 Analyze health practices to prevent the spread of infectious diseases that are transmitted by food, water, air, indirect contact, and person-to-person contact. **ABST Lesson 2**
- PHW1.12.13 Justify why it is important to seek help and treatment for common infectious diseases, chronic diseases, and mental illnesses. **ABST Lesson 4 (diseases); EMH Lesson 17 (mental health issues)**
- PHW1.12.14 Summarize important health screenings, immunizations, checkups, and examinations necessary to maintain good health. **ABST Lesson 4**
- PHW1.12.15 Summarize the potential health and social consequences of popular fads or trends. **NPA Lesson 14 (dieting fads)**

Alignment with HECAT Knowledge Expectations

Physical Activity

- PA1.12.1 Analyze how an inactive lifestyle contributes to chronic disease. **NPA Lesson 7 [framed in positive—how an active lifestyle can prevent chronic disease]**
- PA1.12.2 Analyze ways to increase physical activity and decrease inactivity. **NPA Lesson 7**
- PA1.12.3 Summarize the mental, emotional, and social benefits of physical activity and the importance of selecting appropriate, enjoyable activities. **NPA Lesson 7, NPA Lesson 10**
- PA1.12.4 Summarize the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone-strengthening physical activity for adolescents and adults. **NPA Lesson 6**
- PA1.12.5 Summarize how a person can incorporate physical activity into daily life without relying on a structured exercise plan or special equipment. **NPA Lesson 7 [covered but not an objective]**
- PA1.12.6 Differentiate between various sports and physical activities in terms of health and skill-related fitness. **Not covered**
- PA1.12.7 Evaluate the short- and long-term benefits of physical activity including improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases. **NPA Lesson 7, NPA Lesson 10**
- PA1.12.8 Summarize physical activities that contribute to maintaining or improving components of health-related fitness. **NPA Lesson 6**
- PA1.12.9 Describe methods for avoiding and responding to climate-related physical conditions during physical activity. **NPA Lesson 8**
- PA1.12.10 Summarize the importance of warming up before and cooling down after physical activity. **NPA Lesson 8**
- PA1.12.11 Explain ways to reduce the risk of injuries from participation in sports and other physical activities. **NPA Lesson 8; VIP Lesson 3**
- PA1.12.12 Describe the effects of hydration and dehydration on physical performance. **NPA Lesson 8 [Explain the benefits of drinking water before, during and after physical activity]**
- PA1.12.13 Determine the necessary protective gear for wheel sports and activities including biking, inline skating, riding a scooter, and skateboarding. **NPA Lesson 8; VIP Lesson 3 [addressed but not an objective]**
- PA1.12.14 Describe the use of safety equipment for specific physical activities. **NPA Lesson 8; also covered in VIP Lesson 3 (sports/ recreation injuries)**

Alignment with HECAT Knowledge Expectations

Safety/Injury Prevention

- S1.12.1 Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle. **VIP Lesson 2**
- S1.12.2 Summarize the necessary protective gear for riding an ATV, biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding. **VIP Lesson 3 [addressed but not an objective]**
- S1.12.3 Explain ways to reduce the risk of injuries when using tools or machinery. **VIP Lesson 3**
- S1.12.4 Explain ways to reduce the risk of work-related injuries. **VIP Lesson 3**
- S1.12.5 Analyze the dangers of driving while under the influence of alcohol or other drugs. **VIP Lesson 2; TAOD Lesson 7**
- S1.12.6 Summarize the importance of not riding with a driver who has been using alcohol or other drugs. **VIP Lesson 2; TAOD Lesson 7**
- S1.12.7 Analyze the relationship between unintentional injuries and using alcohol or other drugs. **VIP Lesson 1**
- S1.12.8 Explain ways to reduce the risk of injuries due to alcohol and other drug use. **Addressed in VIP Lesson 1 [depending on the risks students choose to analyze]**
- S1.12.9 Prioritize actions to take to prevent injuries during severe weather. **VIP Lesson 4**
- S1.12.10 Explain ways to reduce the risk of injuries around water. **VIP Lesson 3 [covered but not an objective]**
- S1.12.11 Summarize ways to reduce injuries when playing sports. **VIP Lesson 3; NPA Lesson 8**
- S1.12.12 Summarize ways to reduce the risk of injuries from firearms. **VIP Lesson 3 [covered but not an objective]**
- S1.12.13 Summarize ways to reduce safety hazards in the home. **VIP Lesson 6**
- S1.12.14 Summarize ways to reduce safety hazards at school. **VIP Lesson 6**
- S1.12.15 Summarize ways to reduce safety hazards in the community. **Not covered**
- S1.12.16 Analyze how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self or others. **VIP Lesson 19, also VIP Lesson 10 (cyberbullying) [covered but not an objective]**
- S1.12.17 Explain accepted procedures for basic emergency care and lifesaving. **First aid is not covered in HealthSmart**
- S1.12.18 Analyze the benefits of reducing the risk of injuries. **VIP Lesson 3**
- S1.12.19 Summarize ways to encourage others to reduce risk of injuries and stay safe. **VIP Lesson 7**

Alignment with HECAT Knowledge Expectations

Sexual Health

- SH1.12.1 Explain how puberty and development can vary greatly and be normal. **Covered in Middle School**
- SH1.12.2 Describe internal and external reproductive body parts using medically accurate terms in a gender-neutral way (e.g., some people have a penis, and some people have a vagina). **ABST Lesson 8**
- SH1.12.3 Summarize the relationship between the menstrual cycle and conception. **ABST Lesson 8**
- SH1.12.4 Describe the human sexual response cycle, including the role of hormones and pleasure. **Not covered**
- SH1.12.5 Describe the range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive). **HIV/STI Lesson 2; ABST Lesson 7**
- SH1.12.6 Analyze associations between a range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive) and health. **Can be addressed in HIV/STI Lesson 2 and ABST Lesson 7**
- SH1.12.7 Differentiate between sex assigned at birth and gender identity and expression. **HIV/STI Lesson 2; ABST Lesson 7 [covered but not an objective]**
- SH1.12.8 Describe sexual orientation (i.e., patterns of emotional, romantic, or sexual attractions to men, women, or both sexes), including sense of identity, attractions, and related behaviors (e.g., heterosexual, gay/lesbian, bisexual). **HIV/STI Lesson 2; ABST Lesson 7**
- SH1.12.9 Analyze associations between sexual orientation and health. **Can be addressed in HIV/STI Lesson 2 and ABST Lesson 7**
- SH1.12.10 Analyze characteristics of healthy relationships. **EMH Lesson 8**
- SH1.12.11 Summarize the qualities of a healthy dating or sexual relationship. **VIP Lesson 15; also EMH Lesson 9 [covered but not an objective]**
- SH1.12.12 Explain how to build and maintain healthy family and peer relationships. **EMH Lesson 8**
- SH1.12.13 Describe the range of family and peer relationship structures and dynamics (e.g., nuclear, single parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). **Not covered**
- SH1.12.14 Describe the range of dating and sexual relationship structures. **Not covered**
- SH1.12.15 Summarize the importance of talking with parents, caregivers, and other trusted adults about issues related to growth and development, relationships, sex, and sexual and reproductive health services. **ABST Lesson 9 (sexual health)**
- SH1.12.16 Analyze how power differences (e.g., age, race/ethnicity, sex, gender, socio-economic status) impact relationships. **VIP Lesson 15**
- SH1.12.17 Examine how gender role stereotypes impact goal setting and decision making in relationships. **Can be addressed in VIP Lesson 15 or EMH Lesson 8 or 9**
- SH1.12.18 Explain the negative consequences of sending sexually explicit pictures, messages, or media (e.g., e-mail, texting, chat groups, social media platforms, websites, phone and tablet applications). **ABST Lessons 7 and 10 (sexting); VIP Lesson 10 (cyberbullying) [covered but not an objective]**
- SH1.12.19 Explain how viewing sexually explicit pictures, messages, or media can influence perceptions of, and expectations for, relationships. **Can be addressed in ABST Lesson 7 or ABST Lesson 10**
- SH1.12.20 Analyze the impact of technology and social media on peer, dating, and sexual relationships. **EMH Lesson 11 (social media in general); VIP Lesson 10 (cyberbullying)**
- SH1.12.21 Evaluate effective strategies for dealing with difficult relationships with family members peers, and dating or sexual partners. **EMH Lesson 7 (effective communication); EMH Lesson 9 (ending relationships) [covered but not an objective]**
- SH1.12.22 Summarize why it is wrong to tease or bully others based on their gender and sexuality (e.g., gender identity or expression, sexual orientation, sexual abstinence and activity). **HIV/STI Lesson 2 [covered but not an objective]**
- SH1.12.23 Summarize how bias, prejudice, and stigma related to gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity) can impact health. **HIV/STI Lesson 2**
- SH1.12.24 Summarize the benefits of respecting individual differences in gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity), growth and development, or physical appearance or ability. **ABST Lesson 7; HIV/STI Lesson 2**
- SH1.12.25 Summarize ways to show dignity and respect for all people with regard to their gender and sexuality (e.g., gender identity or expression, sexual orientation, sexual abstinence and activity). **HIV/STI Lesson 2; also HIV/STI Lesson 4, ABST Lesson 7 and ABST Lesson 15 [covered but not an objective]**

(continued)

Alignment with HECAT Knowledge Expectations

Sexual Health (continued)

- SH1.12.26 Analyze stereotypes, myths, and stigma about STIs, including HIV, and people living with AIDS. **Not covered**
- SH1.12.27 Define consent and its importance for decisions about sexual behaviors. **HIV/STI Lesson 4**
- SH1.12.28 Summarize why individuals have the right to refuse sexual contact. **ABST Lesson 15; HIV/STI Lesson 4**
- SH1.12.29 Explain why it is an individual's responsibility to verify that all sexual contact is consensual. **HIV/STI Lesson 4; VIP Lesson 14**
- SH1.12.30 Describe how to communicate consent for all sexual behaviors. **HIV/STI Lesson 4 [covered but not an objective]**
- SH1.12.31 Explain how to receive consent and accept a lack or retraction of consent. **ABST Lesson 15; HIV/STI Lesson 4**
- SH1.12.32 Describe how consent cannot be fully present when there is an imbalance of power. **HIV/STI Lesson 4**
- SH1.12.33 Explain why a person who has experienced any form of sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) is never to blame for actions of the perpetrator. **VIP Lesson 15, VIP Lesson 18**
- SH1.12.34 Analyze the relationship between using alcohol and other drugs and sexual risk behaviors. **ABST Lesson 11; HIV/STI Lesson 8**
- SH1.12.35 Analyze situations that could lead to being pressured to have sex. **ABST Lesson 13; VIP Lesson 19**
- SH1.12.36 Analyze techniques that are used to coerce or pressure someone to have sex. **VIP Lesson 19; also ABST Lesson 15 [covered but not an objective]**
- SH1.12.37 Describe how a person can call attention to or leave an uncomfortable or dangerous situation, including instances of sexual violence. **VIP Lesson 19**
- SH1.12.38 Summarize the importance of setting personal limits to avoid risky sexual behavior. **ABST Lesson 13; HIV/STI Lesson 3**
- SH1.12.39 Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors. **HIV/STI Lesson 9**
- SH1.12.40 Justify why abstinence from sex is the safest, most effective risk avoidance method of protection from STIs, including HIV, and unintended pregnancy. **ABST Lesson 10; HIV/STI Lesson 3**
- SH1.12.41 Analyze the factors that protect one against engaging in sexual risk behaviors. **ABST Lesson 11; HIV/STI Lesson 8**
- SH1.12.42 Analyze the factors that contribute to engaging in sexual risk behaviors. **ABST Lesson 11; HIV/STI Lesson 8**
- SH1.12.43 Summarize how the most common STIs and HIV are transmitted. **HIV/STI Lesson 6, HIV/STI Lesson 7**
- SH1.12.44 Summarize the signs and symptoms of the most common STIs, including HIV. **HIV/STI Lesson 6, HIV/STI Lesson 7**
- SH1.12.45 Summarize the problems associated with asymptomatic STIs and HIV. **HIV/STI Lesson 6 (STI only)**
- SH1.12.46 Summarize the short- and long-term consequences of the most common STIs, including HIV. **HIV/STI Lesson 6, HIV/STI Lesson 7**
- SH1.12.47 Analyze methods of birth control (e.g., IUD or implant, shot, patch, ring, birth control pills, condoms, emergency contraception) including their effectiveness, required user action or proper use, and possible side effects. **HIV/STI Lesson 5**
- SH1.12.48 Explain why the most effective contraceptive methods (i.e., IUD or implant, shot, patch ring, birth control pills) do not prevent STIs, including HIV. **HIV/STI Lesson 5 [covered but not an objective]**
- SH1.12.49 Summarize the importance of using condoms consistently and correctly to reduce risk of STIs, including HIV, and unintended pregnancy. **HIV/STI Lesson 12; also HIV/STI Lesson 5 (pregnancy) and HIV/STI Lesson 6 (STI) [covered but not an objective]**
- SH1.12.50 Analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of STIs (e.g., chlamydia, syphilis), including HIV, and unintended pregnancy. **Not covered; HIV/STI Lesson 12 covers general effectiveness of condoms, but does not distinguish between perfect and typical use**
- SH1.12.51 Explain the importance of using a condom for STI/HIV prevention at the same time as using a more effective contraceptive method (i.e., IUD or implant, shot, patch, ring, birth control pills) for pregnancy prevention. **Can be addressed in HIV/STI Lesson 5**
- SH1.12.52 Analyze the importance of using condoms with all sexual partners. **HIV/STI Lesson 9, HIV/STI Lesson 12**
- SH1.12.53 Summarize ways to prevent common STIs, including HIV, and unintended pregnancy. **ABST Lesson 14; HIV/STI Lesson 5 (pregnancy), HIV/STI Lesson 6 (STI), HIV/STI Lesson 7 (HIV); HIV/STI Lesson 14**

Alignment with HECAT Knowledge Expectations

Sexual Health (*continued*)

- SH1.12.54 Describe how pre-exposure prophylaxis (PrEP) and post-exposure prophylaxis (PEP) are safe and effective ways to prevent HIV infection and transmission. **HIV/STI Lesson 7 [covered but not an objective]**
- SH1.12.55 Describe the role of HIV treatment [e.g., antiretroviral therapy (ART)] in preventing HIV transmission. **HIV/STI Lesson 7 [covered but not an objective]**
- SH1.12.56 Analyze the emotional, social, physical, and financial effects of becoming a parent. **HIV/STI Lesson 5**
- SH1.12.57 Explain what confidential care is and give specific instances when confidential care cannot be maintained. **Can be addressed in ABST Lesson 4 or ABST Lesson 9**
- SH1.12.58 Describe the importance of ‘time-alone’ between young people and the health care provider (e.g., doctor, nurse) to discuss sexual and reproductive health and other sensitive health topics. **Can be addressed in ABST Lesson 4 or ABST Lesson 9**
- SH1.12.59 Explain the importance of disclosing sexual activity to a health care provider. **Can be addressed in ABST Lesson 4 or ABST Lesson 9**
- SH1.12.60 Describe young people’s rights to confidential services in their state. **Can be addressed in ABST Lesson 4 or ABST Lesson 9**
- SH1.12.61 Summarize young people’s legal rights to consent to sexual and reproductive health services, including STI/HIV testing, treatment (including ART, PrEP, PEP), and contraception. **Can be addressed in ABST Lesson 9 or HIV/STI Lesson 10**
- SH1.12.62 Explain what to expect from youth-friendly sexual health services and providers (e.g., hours, use of preferred names and pronouns). **Can be addressed in ABST Lesson 4 or ABST Lesson 9**
- SH1.12.63 Explain the importance of preventative care including examinations, checkups, immunizations, and health screenings (e.g., breast and testicular self-examination, Pap smears) necessary to maintain sexual and reproductive health. **ABST Lesson 9**
- SH1.12.64 Explain the importance of STI and HIV testing and counseling if sexually active. **HIV/STI Lesson 10**
- SH1.12.65 Explain the importance of contraceptive counseling and services if sexually active. **HIV/STI Lesson 5**
- SH1.12.66 Explain the basic side effects and costs of treatment for STIs. **Not covered; HIV/STI Lesson 6 covers STI treatment, but not side-effects/costs**
- SH1.12.67 Explain the basic side effects and costs of treatment for HIV. **Not covered; HIV/STI Lesson 7 covers HIV treatment, but not side-effects/costs**
- SH1.12.68 Explain why it is important to know the STI and HIV status of oneself and of a sexual partner. **HIV/STI Lesson 10**
- SH1.12.69 Describe how the human papillomavirus (HPV) vaccination is a safe and effective way to avoid HPV infection, cancer, and other HPV-related health issues. **ABST Lesson 4, ABST Lesson 9**

Alignment with HECAT Knowledge Expectations

Tobacco

- T1.12.1 Examine situations that could lead to tobacco use. **Not covered**
- T1.12.2 Analyze short- and long-term physical effects of tobacco use. **TAOD Lesson 5**
- T1.12.3 Analyze short- and long-term psychological and social effects of tobacco use. **TAOD Lesson 5**
- T1.12.4 Analyze the relationship between using tobacco and using alcohol or other drugs. **Not covered**
- T1.12.5 Summarize long-term health benefits of abstaining from or discontinuing tobacco use. **TAOD Lesson 6**
- T1.12.6 Describe the effects of tobacco use on the fetus. **TAOD Lesson 5 [covered but not an objective]**
- T1.12.7 Summarize the effects of secondhand smoke and aerosol. **TAOD Lesson 5**
- T1.12.8 Summarize why individuals choose to use or not use tobacco. **TAOD Lesson 5, TAOD Lesson 6**
- T1.12.9 Evaluate community laws and policies related to the sale and use of tobacco products. **TAOD Lesson 9**
- T1.12.10 Evaluate the financial costs of tobacco use to the individual, society, and environment. **TAOD Lesson 5 (individual) [covered but not an objective]**
- T1.12.11 Summarize the impact of tobacco industry marketing on health disparities. **Can be addressed in TAOD Lesson 12**
- T1.12.12 Distinguish appropriate ways to support family and friends who are trying to stop using tobacco. **TAOD Lesson 6**
- T1.12.13 Analyze how addiction to tobacco use can be treated. **TAOD Lesson 6**
- T1.12.14 Analyze how smoking cessation programs can be successful. **TAOD Lesson 6**

Violence Prevention

- V1.12.1 Analyze why prosocial behaviors can help prevent violence. **Not covered**
- V1.12.2 Analyze why being able to identify and label emotions is important for managing conflict nonviolently. **Can be addressed in EMH Lesson 13; EMH Lesson 6 covers identifying emotions in general**
- V1.12.3 Analyze why communicating effectively is important for resolving conflict nonviolently. **Can be addressed in EMH Lesson 13; EMH Lesson 7 covers effective communication in general**
- V1.12.4 Describe strategies to communicate effectively to manage conflict nonviolently. **EMH Lesson 13**
- V1.12.5 Analyze why it is important to understand the perspectives of others in resolving a conflict. **EMH Lesson 13**
- V1.12.6 Evaluate effective nonviolent strategies for dealing with difficult relationships with family members, peers, and dating or sexual partners. **EMH Lesson 7 (effective communication), EMH Lesson 9 (ending relationships)**
- V1.12.7 Analyze how mental and emotional health can affect violence-related behaviors. **VIP Lesson 16; EMH Lesson 16 [in relation to suicide only]**
- V1.12.8 Describe ways to express anger nonviolently. **EMH Lesson 12**
- V1.12.9 Summarize nonviolent ways to respond to stress when angry or upset. **EMH Lesson 12 [covered but not an objective]**
- V1.12.10 Summarize impulsive behaviors that can lead to violence and strategies for controlling them. **EMH Lesson 12**
- V1.12.11 Analyze the relationship between using alcohol or other drugs and violence. **VIP Lesson 9, VIP Lesson 12 (hazing)**
- V1.12.12 Analyze situations that could lead to different types of violence. **Not covered**
- V1.12.13 Summarize why the presence of weapons increases the likelihood of serious violent injuries. **VIP Lesson 9**
- V1.12.14 Analyze how gang involvement can contribute to violence. **VIP Lesson 9**
- V1.12.15 Describe characteristics of the school or community that can increase or decrease the likelihood of violence. **VIP Lesson 9 [covered but not an objective]**
- V1.12.16 Analyze how changing behavior or changing the environment interact to increase or decrease the likelihood of violence. **VIP Lesson 9**
- V1.12.17 Analyze the consequences of stigma, bias, prejudice, and discrimination resulting from racism, sexism, and hate crimes. **VIP Lesson 13**

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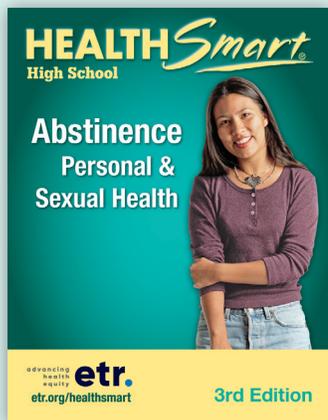
Alignment with HECAT Knowledge Expectations

Violence Prevention (continued)

- V1.12.18 Analyze how gender stereotypes can contribute to violence. **Can be addressed in VIP Lesson 13 or HIV/STI Lesson 2**
- V1.12.19 Analyze how power and control differences in relationships (peer, dating, sexual, or family relationships) can contribute to aggression and violence. **VIP Lesson 15 (dating); also VIP Lesson 14 (sexual harassment) [covered but not an objective]**
- V1.12.20 Summarize the qualities of a healthy dating or sexual relationship. **VIP Lesson 15**
- V1.12.21 Explain why it is an individual's and partner's responsibility to verify that all sexual acts are consensual. **HIV/STI Lesson 4; VIP Lesson 14; also VIP Lesson 15 [addressed but not an objective]**
- V1.12.22 Explain why it is wrong to trick, threaten, or coerce another person into having sex. **HIV/STI Lesson 4; VIP Lesson 15, VIP Lesson 17**
- V1.12.23 Analyze techniques that are used to coerce or pressure someone to have sex. **VIP Lesson 19, also ABST Lesson 14 [covered but not an objective]**
- V1.12.24 Summarize why individuals have the right to refuse sexual contact. **HIV/STI Lesson 4; VIP Lesson 18, also VIP Lesson 15 (dating violence) [covered but not an objective]**
- V1.12.25 Explain why a person who has been raped or sexually assaulted is not at fault. **VIP Lesson 15, VIP Lesson 18**
- V1.12.26 Explain why rape and sexual assault should be reported to a trusted adult. **VIP Lesson 15 [covered but not an objective]; VIP Lesson 18 (reporting sexual abuse)**
- V1.12.27 Analyze the negative consequences of violence to perpetrators, victims, and bystanders. **VIP Lesson 8, Lesson 10 (bullying/cyberbullying), Lesson 12 (hazing), Lesson 14 (sexual harassment)**
- V1.12.28 Explain how bystanders can help prevent violence by reporting dangerous situations or actions. **VIP Lesson 11 (bullying/cyberbullying), Lesson 12 (hazing)**
- V1.12.29 Describe federal, state, and local laws intended to prevent violence. **Not covered**
- V1.12.30 Analyze how technology and social media can be used in violent or harmful ways toward others. **VIP Lesson 10**
- V1.12.31 Describe the signs and symptoms of people who are in danger of hurting themselves or others. **VIP Lesson 16; EMH Lesson 16**
- V1.12.32 Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others. **VIP Lesson 16; EMH Lesson 16**
- V1.12.33 Explain that self-directed violence is the result of an accumulation of multiple problems rather than just one problem. **VIP Lesson 16; EMH Lesson 16**
- V1.12.34 Explain that help is available for people who are feeling sad, hopeless, or thinking of hurting themselves (e.g., mental health services). **VIP Lesson 16; EMH Lesson 16 [covered but not an objective]**
- V1.12.35 Explain when to seek help for mental health issues that contribute to violence. **Not covered; EMH Lesson 17 covers getting help for mental health issues in general**
- V1.12.36 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or caregiver. **Not covered**
- V1.12.37 Describe actions to take in case of a disaster, emergency, or act of terrorism. **VIP Lesson 4 (natural disasters and emergencies)**

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Lesson Objectives with HECAT & NHES Correlations



Abstinence, Personal & Sexual Health

Lesson 1: Living a Healthy Life

1. Explain the difference between life span and quality of life.
2. Describe factors that can affect quality of life.
3. Assess personal health- and wellness-related practices and behaviors that reduce or prevent health risks. (PHW6.12.1)

NHES Performance Indicators 1.12.1, 1.12.8; 6.12.1

Lesson 2: Preventing Infectious Disease

1. Summarize direct and indirect ways common infectious diseases can be transmitted. (PHW1.12.6)
2. Describe how common food-borne diseases are transmitted. (PHW1.12.7)
3. Summarize ways to prevent the spread of infectious diseases. (PHW1.12.12)

NHES Performance Indicators 1.12.1, 1.12.3, 1.12.5, 1.12.8; 7.12.2, 7.12.3

Lesson 3: Preventing Chronic Disease

1. Describe the relationship between poor personal health and wellness habits and common chronic diseases.

2. Analyze the behavioral and environmental risk factors that contribute to the major chronic diseases. (PHW1.12.11)
3. *Optional:* Describe common chronic diseases and conditions among youth, such as allergies, asthma, diabetes and epilepsy. (PHW-8)

NHES Performance Indicators 1.12.1, 1.12.3, 1.12.4, 1.12.8, 1.12.9

Lesson 4: Getting Appropriate Health Care

1. Summarize important health screenings, immunizations and examinations necessary to maintain good health. (PHW1.12.14)
2. Explain why it's important to seek help and treatment for common infectious and chronic diseases. (PHW1.12.13)
3. Determine when professional health and wellness services may be required. (PHW3.12.5)

NHES Performance Indicators 1.12.1, 1.12.6, 1.12.8; 3.12.4

Lesson 5: Researching Health Habits

1. Describe how to evaluate the validity and reliability of personal health and wellness information. (PHW3.12.1, PHW3.12.7)
2. Access resources that provide valid and reliable personal health and wellness information. (PHW3.12.7)
3. Summarize personal strategies for reducing hearing damage. (PHW1.12.2)
4. Summarize personal strategies for avoiding vision damage. (PHW1.12.3)
5. Summarize personal strategies for minimizing harm from sun exposure. (PHW1.12.5)

6. Describe benefits of and personal strategies for getting enough sleep. (PHW1.12.1)

NHES Performance Indicators 1.12.1, 1.12.5, 1.12.8; 3.12.1, 3.12.2

Lesson 6: Setting a Goal to Improve My Personal Health

1. Set a realistic goal to improve a personal health habit. (PHW6.12.2)
2. Assess the barriers to achieving a personal health goal. (PHW6.12.3)
3. Identify ways to overcome barriers to achieving a personal health goal. (PHW6.12.6)
4. Develop a plan for changing or improving a health habit. (PHW6.12.4)
5. Implement strategies to achieve a personal health goal. (PHW6.12.5)

NHES Performance Indicators 6.12.1, 6.12.2, 6.12.3

Lesson 7: Understanding Sexuality

1. Define aspects of sexuality, including sexual abstinence, sexual activity, sexual orientation and gender identity. (SH1.12.5, SH1.12.7, SH1.12.8)
2. Summarize the benefits of respecting individual differences in aspects of sexuality. (SH1.12.24)

NHES Performance Indicators 1.12.1

Lesson 8: Review of the Reproductive Systems

1. Identify the organs of the reproductive systems. (SH1.12.2)
2. Describe the functions of the reproductive systems.
3. Summarize the relationship between the menstrual cycle and becoming pregnant. (SH1.12.3)

NHES Performance Indicators 1.12.1

Lesson 9: Taking Care of Your Sexual Health

1. Explain the importance of vaccines, checkups and self-exams to maintain sexual and reproductive health. (SH1.12.63)
2. Summarize the importance of talking with parents and other trusted adults about issues related to sexual health. (SH1.12.15)
3. Determine when professional sexual health services may be required. (SH3.12.5)
4. Analyze the role of individual responsibility for sexual health. (SH7.12.1)

NHES Performance Indicators 1.12.1, 1.12.6; 3.12.4; 7.12.1

Lesson 10: Abstinence: What's in It for Me?

1. Describe benefits of sexual abstinence.
2. Summarize safe ways to express feelings of sexual attraction.
3. Justify why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STIs and pregnancy. (SH1.12.40)

NHES Performance Indicators 1.12.1, 1.12.7, 1.12.9

Lesson 11: Influences on Sexual Choices

1. Analyze factors that influence decisions around sexual risk behaviors. (SH1.12.41, SH1.12.42, SH2.12.2, SH2.12.3, SH2.12.4, SH2.12.5, SH2.12.9)
2. Analyze how perceptions of norms influence the choice to be sexually abstinent. (SH2.12.3)
3. Analyze the relationship between using alcohol and other drugs and sexual risk behaviors. (SH1.12.34, SH2.12.5)

NHES Performance Indicators 2.12.1, 2.12.2, 2.12.3, 2.12.7, 2.12.8, 2.12.9

Lesson Objectives with HECAT & NHES Correlations

Abstinence, Personal & Sexual Health (continued)

Lesson 12: Countering Media Pressure

1. Analyze the influence of media and technology on attitudes about sexual behaviors. (SH2.12.8)
2. Analyze the influence of media and technology on choices around sexual abstinence and sexual activity. (SH2.12.8)

NHES Performance Indicators
2.12.5, 2.12.6

Lesson 13: Setting Limits to Support Abstinence

1. Analyze situations that could lead to being pressured into having sex. (SH1.12.35)
2. Summarize the importance of setting personal limits to avoid risky sexual behavior. (SH1.12.38)

NHES Performance Indicators
1.12.1, 1.12.8; 7.12.1

Lesson 14: Making Decisions to Support Abstinence

1. Use decision-making skills to set personal limits regarding sexual behaviors. (SH5.12.2, SH5.12.3, SH5.12.5, SH5.12.6, SH5.12.7, SH5.12.8)

NHES Performance Indicators
5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7

Lesson 15: Resisting Sexual Pressure

1. Summarize why individuals have the right to refuse sexual contact. (SH1.12.28)
2. Demonstrate effective communication skills for setting sexual limits and resisting sexual pressure. (SH4.12.2)
3. Identify things to say that show they respect another person's refusal. (SH1.12.25, SH4.12.1)

NHES Performance Indicators
4.12.1, 4.12.2

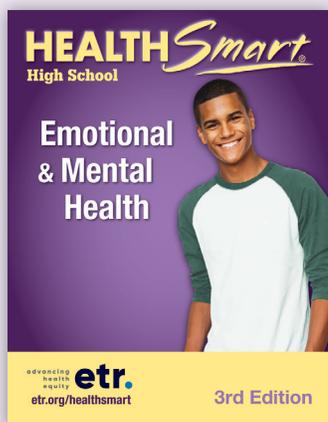
Lesson 16: Roleplay Practice: Saying NO to Sexual Activity

1. Demonstrate effective refusal skills to avoid engaging in unwanted sexual behaviors. (SH4.12.2)

NHES Performance Indicators
4.12.1, 4.12.2

NHES Skills Addressed

- Comprehending Concepts
- Analyzing Influences
- Accessing Resources
- Communication
- Decision Making
- Goal Setting
- Practicing Health-Enhancing Behaviors



Emotional & Mental Health

Lesson 1: Dimensions of Health

1. Assess personal behaviors that contribute to physical, mental/emotional, social, and spiritual health. (MEH6.12.1)

2. Analyze the interrelationship of physical, mental/emotional, social and spiritual health. (MEH6.12.1)
- NHES Performance Indicators
1.12.2; 6.12.1

Lesson 2: Exploring Emotional Health

1. Analyze the characteristics of an emotionally healthy person. (MEH1.12.8)
2. Analyze how mental/emotional health can affect other health-related behaviors. (MEH1.12.16)
3. Analyze how prosocial behaviors can benefit health. (MEH1.12.35)
4. Assess personal emotional health practices and behaviors. (MEH6.12.1)

NHES Performance Indicators
1.12.1; 2.12.8; 6.12.1; 7.12.1

Lesson 3: Optimism & Positive Self-Talk

1. Describe strategies for maintaining an optimistic outlook.
2. Change negative self-talk into positive self-talk to promote emotional health. (MEH7.12.3)
3. Demonstrate using positive self-talk. (MEH7.12.3)

NHES Performance Indicators
1.12.1; 2.12.8; 7.12.2

Lesson 4: Understanding Stress

1. Summarize personal stressors at home, in school and with friends. (MEH1.12.12)
2. Explain the body's physical and psychological responses to stressful situations. (MEH1.12.13)
3. Evaluate effective strategies for dealing with stress. (MEH1.12.13, MEH7.12.2)

NHES Performance Indicators
1.12.3, 1.12.5, 1.12.8, 1.12.9

Lesson 5: Stress-Management Techniques

1. Apply stress-management techniques to manage personal stressors. (MEH7.12.2)
 2. Practice stress-management techniques. (MEH7.12.3)
- NHES Performance Indicators
1.12.1, 1.12.5; 7.12.3

Lesson 6: Expressing Emotions in Healthy Ways

1. Describe situations that can trigger different emotions. (MEH1.12.5)
2. Describe healthy and unhealthy ways to express emotions. (MEH1.12.4, MEH1.12.20)
3. Describe negative consequences of expressing emotions in unhealthy ways. (MEH1.12.6)

NHES Performance Indicators
1.12.1; 4.12.1; 7.12.1

Lesson Objectives with HECAT & NHES Correlations

Emotional & Mental Health (continued)

Lesson 7: Skills for Effective Communication

1. Demonstrate the use of I-messages to communicate emotions in healthy ways. (MEH1.12.30, MEH4.12.1)
2. Demonstrate effective communication skills to enhance emotional health (MEH4.12.1)

NHES Performance Indicators 4.12.1; 7.12.2

Lesson 8: Building Healthy Relationships

1. Identify personal relationships that are caring and healthy. (MEH1.12.26)
2. Analyze characteristics of healthy relationships. (MEH1.12.24, SH1.12.10)
3. Explain how to build and maintain healthy family and peer relationships. (MEH1.12.28, SH1.12.12)
4. Explain the connection between healthy relationships and positive emotional health. (MEH1.12.27)

NHES Performance Indicators 1.12.1; 2.12.1, 2.12.3; 7.12.2

Lesson 9: Ending Relationships

1. Evaluate when to end an unhealthy friendship or dating relationship.
2. Demonstrate communication skills to end relationships in healthy ways. (MEH1.12.30, MEH4.12.1)
3. Summarize ways to cope with feelings when a relationship ends. (MEH1.12.15)

NHES Performance Indicators 1.12.1; 4.12.1; 7.12.3

Lesson 10: Coping with Loss & Grief

1. Summarize feelings associated with loss and grief. (MEH1.12.1)

2. Summarize strategies for coping with loss and grief. (MEH1.12.15, MEH1.12.20)
3. Demonstrate what to say to someone who's experienced the death of a loved one. (MEH4.12.5)

NHES Performance Indicators 1.12.1; 4.12.1, 4.12.4

Lesson 11: Social Media & Emotional Health

1. Describe how social media, online gaming and other technology can impact mental and emotional health. (MEH1.12.43)
2. Advocate for responsible social media and technology use that supports emotional health. (MEH8.12.2, MEH8.12.3)

NHES Performance Indicators 1.12.1, 1.12.3; 2.12.5, 2.12.6; 6.12.1; 8.12.2

Lesson 12: Managing Anger

1. Summarize impulsive behaviors that can result from anger and strategies for controlling them. (MEH1.12.4, MEH1.12.19, V1.12.10)
2. Describe how to express anger in healthy and constructive ways. (V1.12.8)
3. Describe how to respond to someone else's anger in healthy and constructive ways.
4. Demonstrate appropriate ways to respond when angry or upset. (MEH1.12.20, MEH7.12.3, V1.12.9, V7.12.3)

NHES Performance Indicators 1.12.1, 1.12.5; 7.12.1, 7.12.3

Lesson 13: Skills for Conflict Resolution

1. Demonstrate strategies for managing and reducing interpersonal conflicts. (MEH1.12.33, MEH4.12.3, V1.12.4)

2. Explain why it's important to understand the perspectives of others in resolving a conflict situation. (V1.12.5)

NHES Performance Indicators 1.12.5, 1.12.7; 4.12.3; 7.12.2, 7.12.3

Lesson 14: Goal Setting for Emotional Health

1. Set a realistic personal goal to improve or maintain positive emotional health. (MEH6.12.2)
2. Demonstrate how to use goal-setting skills to improve emotional health. (MEH6.12.3, MEH6.12.4, MEH6.12.5, MEH6.12.6)
3. Monitor progress on a goal to improve emotional health. (MEH6.12.5)

NHES Performance Indicators 1.12.7; 6.12.1, 6.12.2, 6.12.3

Lesson 15: Understanding Mental Health Disorders

1. Identify myths or misinformation about mental health disorders.
2. Analyze how myths and misinformation can influence views on mental health disorders. (MEH2.12.9)
3. Describe the causes, symptoms and effects of eating disorders.
4. Describe the causes, symptoms and effects of anxiety disorders. (MEH1.12.14)
5. Describe the causes, symptoms and effects of depression. (MEH1.12.14)

NHES Performance Indicators 1.12.3, 1.12.4, 1.12.6, 1.12.9; 2.12.3, 2.12.5, 2.12.7; 3.12.4

Lesson 16: Preventing Suicide

1. Identify warning signs of suicide thoughts.
2. Explain that suicide is the result of an accumulation of multiple problems rather than just one problem. (V1.12.33)

3. Summarize why it's important to tell an adult if there are people who are in danger of hurting themselves. (V1.12.32)
4. Demonstrate how to effectively offer assistance to a friend who is experiencing suicide thoughts. (V1.12.34, MEH4.12.5)

NHES Performance Indicators 1.12.5; 3.12.4; 4.12.4

Lesson 17: Getting Help for Mental Health Issues

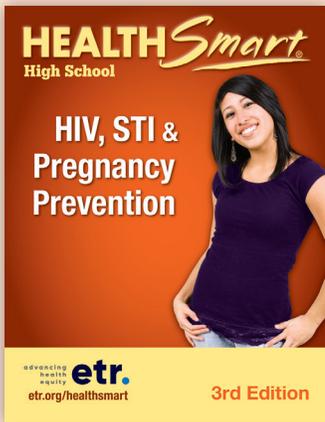
1. Determine when to seek help for emotional health issues. (MEH1.12.21, MEH3.12.5)
2. Identify valid and reliable resources for help with emotional health issues. (MEH1.12.22, MEH3.12.6)
3. Demonstrate how to effectively ask for help with mental health issues. (MEH4.12.4)

NHES Performance Indicators 1.12.6, 1.12.7; 3.12.1, 3.12.4; 4.12.4

NHES Skills Addressed

- Comprehending Concepts
- Analyzing Influences
- Accessing Resources
- Communication
- Goal Setting
- Practicing Health-Enhancing Behaviors

Lesson Objectives with HECAT & NHES Correlations



HIV, STI & Pregnancy Prevention

Lesson 1: What Do You Know About Sexuality?

1. Define aspects of sexuality, including sexual abstinence, sexual activity, sexual orientation and gender identity.

2. Describe positive effects of healthy sexuality on relationships.

NHES Performance Indicators 1.12.1

Lesson 2: Respecting Sexual Differences

1. Summarize the benefits of respecting individual differences in aspects of sexuality, such as sexual abstinence, sexual activity, sexual orientation and gender identity. (SH1.12.24)

2. Summarize how intolerance of differences in aspects of sexuality can affect others. (SH1.12.23, MEH1.12.39)

3. Summarize ways to demonstrate respect for sexuality-related differences. (SH1.12.25)
4. Advocate for respecting different aspects of sexuality. (SH8.12.5, SH8.12.6)

NHES Performance Indicators 1.12.1; 8.12.2, 8.12.3, 8.12.4

Lesson 3: Understanding Sexual Risks & Responsibilities

1. Analyze the role of individual responsibility in making sexual decisions. (SH7.12.1)
2. Describe negative consequences of sexual activity.
3. Summarize the importance of setting personal limits to avoid risky sexual behavior. (SH1.12.38)
4. Justify why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STIs and pregnancy. (SH1.12.40)
5. Describe responsible sexual behaviors.

NHES Performance Indicators 1.12.8, 1.12.9; 7.12.1

Lesson 4: Understanding Affirmative Consent

1. Define Affirmative Consent. (SH1.12.27)
2. Explain why it is an individual's responsibility to make sure that all sexual contact is consensual. (SH1.12.29, V1.12.21)
3. Summarize why individuals have the right to refuse sexual contact. (SH1.12.28, V1.12.24)
4. Explain why it is wrong to trick, threaten or coerce another person into having sex. (V1.12.22)

NHES Performance Indicators 1.12.5, 1.12.7; 7.12.1

Lesson 5: Avoiding Pregnancy

1. Analyze the emotional, social, physical and financial effects of being a teen parent. (SH1.12.56)
2. Analyze different birth control options. (SH1.12.47)
3. Explain the importance of using contraceptives correctly and consistently to reduce risk of pregnancy.

4. Explain the importance of contraceptive counseling and services if sexually active. (SH1.12.65)

NHES Performance Indicators 1.12.1

Lesson 6: STIs: The Facts

1. Summarize how common STIs are transmitted. (SH1.12.43)
2. Summarize how to prevent or reduce the risk of common STIs. (SH1.12.43)
3. Summarize symptoms of common STIs. (SH1.12.44)
4. Summarize the problems associated with asymptomatic STIs. (SH1.12.45)
5. Summarize the negative consequences of STIs. (SH1.12.46)
6. Explain the importance of seeking testing and treatment if a person is having symptoms of an STI or has been at risk.

NHES Performance Indicators 1.12.1, 1.12.8, 1.12.9; 3.12.4

Lesson 7: HIV: The Facts

1. Summarize how HIV is transmitted. (SH1.12.43)
2. Describe symptoms of untreated HIV. (SH1.12.44)
3. Summarize the long-term physical consequences of untreated HIV. (SH1.12.46)
4. Analyze the HIV risk of a variety of behaviors.
5. Summarize how to prevent or reduce the risk of HIV. (SH1.12.53)
6. Explain why it's safe to be a friend of someone who has HIV.

NHES Performance Indicators 1.12.1, 1.12.8, 1.12.9

Lesson 8: Influences on Sexual Choices

1. Analyze risk factors that contribute to a person engaging in sexual risk behaviors. (SH1.12.42, SH2.12.2, SH2.12.3, SH2.12.4, SH2.12.7, SH2.12.8)

2. Analyze protective factors that protect a person from engaging in sexual risk behaviors. (SH1.12.41, SH2.12.2, SH2.12.3, SH2.12.4, SH2.12.7, SH2.12.8)

3. Analyze the relationship between using alcohol and other drugs and sexual risk behaviors. (SH1.12.34, SH2.12.5)

NHES Performance Indicators 1.12.1; 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9

Lesson 9: Assessing & Avoiding STI Risks

1. Explain the increased risks associated with having multiple sexual partners, including serial monogamy.
2. Explain the importance of partners sharing the responsibility for avoiding sexual activity and/or preventing sexual risk behaviors. (SH1.12.39, SH7.12.1)

NHES Performance Indicators 1.12.1, 1.12.9; 2.12.5; 7.12.1

Lesson 10: Getting Tested for HIV, Other STIs & Pregnancy

1. Explain why it's sexually responsible to know the STI/HIV status of oneself and any potential sexual partner. (SH1.12.68)
2. List the steps involved in getting tested for HIV, other STIs and pregnancy.
3. Explain the importance of STI and HIV testing and counseling if sexually active. (SH1.12.64)
4. Identify local resources where teens can get tested for HIV, other STIs and pregnancy. (SH3.12.6)
5. Access valid and reliable sexual health services. (SH3.12.9)

NHES Performance Indicators 1.12.1; 3.12.3, 3.12.5

Lesson Objectives with HECAT & NHES Correlations

HIV, STI & Pregnancy Prevention (continued)

Lesson 11: Using Condoms

1. Demonstrate steps for proper condom use. (SH7.12.3)
2. Explain how to overcome challenges to using condoms.
3. Determine the accessibility of condoms from local resources. (SH3.12.4)

NHES Performance Indicators 1.12.7; 3.12.3, 3.12.5; 7.12.3

Lesson 12: Negotiating Condom Use

1. Describe the effectiveness of condoms in reducing the risk of pregnancy, HIV and other STIs.

2. Summarize the importance of using condoms consistently and correctly to reduce the risk of pregnancy, HIV and other STIs. (SH1.12.49)
3. Demonstrate negotiation skills to support condom use. (SH4.12.2)

NHES Performance Indicators 4.12.1, 4.12.2

Lesson 13: Roleplay Practice: Saying NO to Unsafe Sex

1. Demonstrate effective refusal skills to resist having sex without a condom. (SH4.12.2)
2. Demonstrate negotiation skills to support condom use. (SH4.12.2)

NHES Performance Indicators 4.12.1, 4.12.2

Lesson 14: My Commitment to Protect Myself

1. Summarize ways to reduce the risk of pregnancy and the sexual transmission of HIV and other STIs if sexually active. (SH1.12.53)
2. Make a commitment to help protect themselves from pregnancy, HIV and other STIs. (SH7.12.4)

NHES Performance Indicators 1.12.1; 6.12.4; 7.12.1

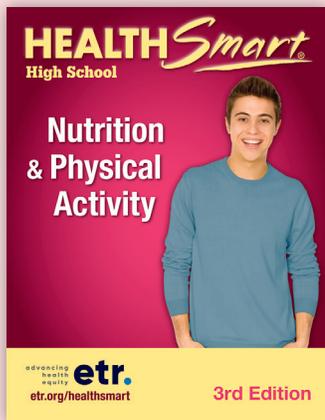
Lesson 15: Advocating to Keep Friends Safe & Healthy

1. Use advocacy skills to encourage others to prevent or reduce the risk of pregnancy, HIV and other STIs. (SH8.12.2, SH8.12.4, SH8.12.6)

NHES Performance Indicators 8.12.2, 8.12.3, 8.12.4

NHES Skills Addressed

- Comprehending Concepts
- Analyzing Influences
- Accessing Resources
- Communication
- Practicing Health-Enhancing Behaviors
- Advocacy



Nutrition & Physical Activity

Lesson 1: Nutrition & Health

1. Distinguish food sources that provide key nutrients. (FN1.12.4)
2. Explain the benefits of consuming key nutrients.
3. Describe the relationship between nutrition and overall health. (FN1.12.16)

4. Describe the relationship between diet and common chronic diseases. (FN1.12.2)

NHES Performance Indicators 1.12.1

Lesson 2: Guidelines for Healthy Eating

1. Apply the *Dietary Guidelines for Americans*. (FN1.12.1)
2. Explain how the *Dietary Guidelines for Americans* are useful in planning a healthy diet. (FN1.12.3)

NHES Performance Indicators 1.12.1; 6.12.1

Lesson 3: What's on MyPlate?

1. Identify appropriate amounts to eat from each food group represented in the MyPlate system.
2. Plan a personal healthy diet for one day.
3. Describe the importance of eating a variety of appropriate foods to meet daily nutrient and calorie needs. (FN1.12.5)

4. Describe how to make a vegetarian diet healthy. (FN1.12.8)

NHES Performance Indicators 1.12.1; 6.12.1

Lesson 4: Reading Food Labels

1. Demonstrate how to use food labels to make healthy food choices. (FN3.12.7, FN7.12.3)

NHES Performance Indicators 1.12.1; 3.12.2; 6.12.1; 7.12.2

Lesson 5: Eating Healthy at Fast-Food Restaurants

1. Summarize how to make healthier food selections when dining out. (FN1.12.12)
2. Summarize food preparation methods that add less unhealthy fat, sugar and sodium to food. (FN1.12.9)

NHES Performance Indicators 1.12.1; 7.12.2

Lesson 6: Guidelines for Physical Activity

1. Describe the components of health-related fitness.

2. Identify physical activities that contribute to maintaining or improving the components of health-related fitness. (PA1.12.8)
3. Summarize recommended amounts and types of moderate, vigorous, muscle-strengthening and bone-strengthening physical activity for adolescents. (PA1.12.4)

NHES Performance Indicators 1.12.1

Lesson 7: Physical Activity & Health

1. Summarize the physical, mental/emotional and social benefits of physical activity. (PA1.12.3, PA1.12.7)
2. Explain how an active lifestyle can help prevent chronic disease. (PA1.12.1)
3. Analyze ways to increase physical activity and decrease inactivity. (PA1.12.2)

NHES Performance Indicators 1.12.1, 1.12.7; 6.12.1

Lesson Objectives with HECAT & NHES Correlations

Nutrition & Physical Activity (continued)

Lesson 8: Staying Safe During Physical Activity

1. Explain the benefits of drinking water before, during and after physical activity. (PA1.12.12)
2. Explain ways to reduce risk of injuries from participation in sports and other physical activity. (PA1.12.11, S1.12.11)
3. Describe methods for responding to climate-related conditions during physical activity. (PA1.12.9)
4. Summarize the importance of warming up before and cooling down after physical activity. (PA1.12.10)
5. Describe the use of safety equipment for specific physical activities. (PA1.12.14)
6. Advocate to help others make healthy and safe physical activity choices. (PA8.12.2)

NHES Performance Indicators 1.12.1, 1.12.5; 8.12.2, 8.12.3, 8.12.4

Lesson 9: Finding Accurate Information

1. Identify valid and reliable sources of nutrition and physical activity information. (FN3.12.1, PA3.12.1)
2. Access resources to answer questions about nutrition or physical activity. (FN3.12.7, PA3.12.7)

NHES Performance Indicators 3.12.1, 3.12.2

Lesson 10: Setting Healthy Eating & Physical Activity Goals

1. Assess strengths and areas that need improvement in personal nutrition and physical activity behaviors. (FN6.12.1, PA6.12.1)

2. Summarize expected benefits of healthy eating or physical activity. (FN1.12.22, PA1.12.3, PA1.12.7)
3. Identify ways to overcome barriers to healthy eating or physical activity. (FN6.12.3, PA6.12.3)
4. Set a specific, realistic and measurable health goal related to healthy eating or physical activity. (FN6.12.2, FN6.12.4, PA6.12.2, PA6.12.4)

NHES Performance Indicators 1.12.7; 6.12.1, 6.12.2, 6.12.3,

Lesson 11: Tracking My Progress

1. Monitor personal progress toward a healthy eating or physical activity goal. (FN6.12.5, FN6.12.6, PA6.12.5, PA6.12.6)

NHES Performance Indicators 6.12.3; 7.12.2

Lesson 12: Analyzing Influences on Eating & Physical Activity

1. Analyze positive and negative influences on personal nutrition and physical activity behaviors. (FN2.12.1, FN2.12.2, FN2.12.3, FN2.12.4, FN2.12.6, FN2.12.7, FN2.12.8, PA1.12.1, PA1.12.2, PA1.12.3, PA1.12.4, PA1.12.7, PA1.12.8)
2. Describe strategies to overcome negative influences on personal nutrition and physical activity behaviors.

NHES Performance Indicators 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.8, 2.12.10

Lesson 13: Influences on Body Image

1. Analyze influences on body image. (MEH2.12.2, MEH2.12.3, MEH2.12.4, MEH2.12.7, MEH2.12.8)
2. Differentiate between a positive and negative body image.

3. Identify strategies to improve personal body image. (MEH7.12.2)

NHES Performance Indicators 1.12.1; 2.12.1, 2.12.2, 2.12.3, 2.12.5; 7.12.2

Lesson 14: Managing Weight in Healthy Ways

1. Analyze healthy and risky approaches to weight management. (FN1.12.18)
2. Describe the importance of healthy eating and physical activity in maintaining a healthy weight.
3. Summarize the benefits of eating breakfast every day. (FN1.12.11)

NHES Performance Indicators 1.12.1, 1.12.8, 1.12.9

Lesson 15: Disordered Eating & Compulsive Exercising

1. Identify the symptoms of disordered eating and compulsive exercising.
2. Explain the effects of eating disorders on healthy growth and development. (FN1.12.20)
3. Explain why people with eating disorders need professional help. (MEH3.12.5)
4. Practice strategies to help those with disordered eating and compulsive exercising behaviors. (FN4.12.4, MEH4.12.5)
5. Demonstrate how to get help for a friend who is showing signs of disordered eating. (FN4.12.3)

NHES Performance Indicators 1.12.1, 1.12.9; 3.12.4; 4.12.4

Lesson 16: Food Safety at Home & Work

1. Identify risk factors that can lead to food-borne illness. (PHW1.12.7)
2. Summarize food safety strategies that can control germs that cause food-borne illness. (FN1.12.15)

NHES Performance Indicators 1.12.1, 1.12.5, 1.12.8, 1.12.9; 7.12.3

NHES Skills Addressed

- Comprehending Concepts
- Analyzing Influences
- Accessing Resources
- Communication
- Goal Setting
- Practicing Health-Enhancing Behaviors
- Advocacy



Tobacco, Alcohol & Other Drug Prevention

Lesson 1: Teens & Drug Use

1. Summarize the harmful short- and long-term physical and psychological effects of using drugs. (AOD1.12.8)
2. Summarize why individuals choose to use or not use drugs. (AOD1.12.13)
3. Analyze the role of individual responsibility in choosing to be drug free. (AOD7.12.1)

NHES Performance Indicators 1.12.1, 1.12.9; 7.12.1

Lesson Objectives with HECAT & NHES Correlations

Tobacco, Alcohol & Other Drug Prevention (continued)

Lesson 2: Drug Addiction

1. Identify factors that can contribute to addiction.
2. Describe the stages of addiction.
3. Summarize negative consequences of drug addiction.

NHES Performance Indicators
1.12.1, 1.12.4, 1.12.9

Lesson 3: Prescription & Over-the-Counter Drugs: Get the Facts

1. Differentiate between proper use, misuse and abuse of prescription and over-the-counter drugs. (AOD1.12.2, AOD1.12.3)
2. Correctly read sample labels for prescription and over-the-counter drugs. (AOD3.12.1)

NHES Performance Indicators
1.12.1; 3.12.2

Lesson 4: Opioids: Get the Facts

1. Describe negative consequences of misusing opioids. (AOD1.12.8)
2. Explain the importance of treatment for opioid addiction.

NHES Performance Indicators
1.12.1, 1.12.9; 3.12.4

Lesson 5: Vaping & Other Tobacco Products: Get the Facts

1. Summarize why individuals choose to vape or use other tobacco products. (T1.12.8)
2. Summarize the negative short- and long-term physical effects of vaping and using other tobacco products. (T1.12.2)
3. Summarize the negative personal and social consequences of vaping and using other tobacco products. (T1.12.3)

4. Summarize the negative effects of secondhand smoke. (T1.12.7)
5. Use accurate norms to support an advocacy message around avoiding vaping and other tobacco products. (T8.12.1)

NHES Performance Indicators
1.12.1, 1.12.9; 2.12.7; 8.12.1, 8.12.2

Lesson 6: The Benefits of Quitting Tobacco Use

1. Summarize why individuals choose not to vape or use other tobacco products. (T1.12.8)
2. Summarize the health benefits of abstaining from or discontinuing all forms of tobacco use. (T1.12.5)
3. Summarize how cessation programs can help people quit. (T1.12.14)
4. Describe how the addiction to nicotine can be treated. (T1.12.13)
5. Demonstrate appropriate ways to support people who are trying to stop vaping or using other tobacco products. (T1.12.12, T4.12.4)

NHES Performance Indicators
1.12.1, 1.12.7; 4.12.4; 8.12.2

Lesson 7: Alcohol: Get the Facts

1. Summarize the harmful short- and long-term physical, psychological and social effects of alcohol use. (AOD1.12.8)
2. Analyze the dangers of driving while under the influence of alcohol. (AOD1.12.20, S1.12.5)
3. Summarize the importance of not riding with a driver who's been using alcohol. (AOD1.12.21, S1.12.6)
4. Describe the harmful effects of binge drinking. (AOD1.12.7)
5. Analyze the benefits of remaining alcohol free. (AOD1.12.14)

NHES Performance Indicators
1.12.1, 1.12.8, 1.12.9

Lesson 8: Marijuana: Get the Facts

1. Summarize the harmful short- and long-term physical, psychological and social effects of marijuana use. (AOD1.12.8)
2. Analyze the benefits of remaining marijuana free. (AOD1.12.14)

NHES Performance Indicators
1.12.1, 1.12.8, 1.12.9

Lesson 9: Drugs & the Law

1. Summarize school rules and community laws about tobacco, alcohol and other drug use. (AOD1.12.24, T1.12.9)
2. Analyze the relationship between using alcohol or other drugs and other health risks. (AOD1.12.17, AOD2.12.5)
3. Analyze how school rules and community laws influence behaviors around alcohol and other drug use. (AOD2.12.6, AOD2.12.7)

NHES Performance Indicators
1.12.1; 2.12.4, 2.12.9

Lesson 10: Getting Help for Drug Problems

1. Describe warning signs that indicate a person may have a problem with alcohol or other drug use.
2. Explain that drug use problems require professional help. (AOD3.12.7)
3. Identify resources for help with drug use problems. (AOD3.12.6)

NHES Performance Indicators
1.12.1; 3.12.4

Lesson 11: Analyzing Influences on Tobacco, Alcohol & Other Drug Use

1. Analyze factors that influence choices around tobacco, alcohol and other drug use. (AOD1.12.13, AOD2.12.2, AOD2.12.3, AOD2.12.4, AOD2.12.6, AOD2.12.7, AOD2.12.9)

2. Summarize why tobacco, alcohol or other drug use is an unhealthy way to manage stress. (AOD1.12.12)
3. Analyze the role of individual responsibility in choosing to be drug free. (AOD7.12.1)

NHES Performance Indicators
1.12.1; 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.8, 2.12.10; 7.12.1

Lesson 12: Countering Media Influences

1. Analyze how media can influence choices to vape or use other tobacco products, alcohol or other drugs. (AOD2.12.8)
2. Counteract media messages that promote tobacco, alcohol or other drug use. (AOD8.12.2, AOD8.12.6)

NHES Performance Indicators
1.12.1; 2.12.5; 8.12.2

Lesson 13: Making Decisions About Drugs

1. Apply decision-making skills to situations involving drug use. (AOD5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 5.12.8, 5.12.9)

NHES Performance Indicators
1.12.5, 1.12.9; 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7

Lesson 14: Saying NO to Drugs

1. Demonstrate effective refusal skills that can be used to say NO to pressure to use tobacco, alcohol and other drugs. (AOD4.12.4)

NHES Performance Indicators
4.12.1, 4.12.2

Lesson 15: Resisting Drug Pressures: Roleplay Practice

1. Demonstrate effective refusal skills that can be used to say NO to pressure to use tobacco, alcohol, and other drugs. (AOD4.12.4)

NHES Performance Indicators
4.12.2

Lesson Objectives with HECAT & NHES Correlations

Tobacco, Alcohol & Other Drug Prevention (continued)

Lesson 16: Advocating for Being Drug Free

1. Summarize the harmful short- and long-term effects of tobacco, alcohol and other drugs. (AOD1.12.8)
2. Analyze the benefits of remaining drug free. (AOD1.12.14)
3. Analyze the dangers of driving while under the influence of alcohol and other drugs. (AOD1.12.20, S1.12.5)
4. Evaluate the importance of not riding with a driver who's been using alcohol or other drugs. (AOD1.12.21, S1.12.6)

5. Use advocacy skills to help others be drug free. (AOD8.12.1, AOD8.12.2, AOD8.12.3, AOD8.12.4, AOD8.12.5, AOD8.12.6)
- NHES Performance Indicators 1.12.1, 1.12.9; 8.12.1, 8.12.2, 8.12.3, 8.12.4

NHES Skills Addressed

- Comprehending Concepts
- Analyzing Influences
- Accessing Resources
- Communication
- Decision Making
- Practicing Health-Enhancing Behaviors
- Advocacy

Lesson 3: Preventing Common Injuries

1. Summarize ways to reduce injuries during sports and recreational activities. (PA1.12.11, S1.12.11)
2. Summarize ways to reduce the risk of work-related injuries, including injuries caused by using tools or machinery. (S1.12.3, S1.12.4)
3. Analyze the benefits of reducing the risks of injury. (S1.12.18)

NHES Performance Indicators 1.12.5, 1.12.9; 7.12.3

Lesson 4: Responding to Emergencies

1. Describe priority actions to take to prevent injuries during severe weather and natural disasters. (S1.12.9)
2. Describe priority actions to take in a personal or family emergency when someone has been injured or has suddenly become ill. (S-7)
3. Explain the importance of getting help for oneself or others when injured or suddenly ill.
4. *Optional:* Demonstrate how to respond to school emergencies. (S7.12.3)

NHES Performance Indicators 1.12.5, 1.12.9; 7.12.3

Lesson 5: Making Decisions to Reduce Risk

1. Demonstrate decision-making skills that can be used to avoid or reduce the risk of unintentional injuries. (S5.12.1, S5.12.2, S5.12.3, S5.12.5, S5.12.6, S5.12.7, S5.12.8)

NHES Performance Indicators 1.12.5; 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7; 7.12.1

Lesson 6: Assessing Safety Hazards

1. Summarize ways to reduce safety hazards in the home. (S1.12.13)
2. Summarize ways to reduce safety hazards at school. (S1.12.14)

3. *Optional:* Implement safety strategies at home or school. (S7.12.3, S8.12.3, S8.12.4)

NHES Performance Indicators 1.12.5; 7.12.3; 8.12.3

Lesson 7: Advocating for Safety

1. Use advocacy skills to promote behaviors that can prevent unintentional injury among teens. (S1.12.19, S8.12.1, 8.12.2, 8.12.3, 8.12.5)

NHES Performance Indicators 1.12.5; 8.12.1, 8.12.2, 8.12.3, 8.12.4

Lesson 8: The Consequences of Violence

1. Identify roles people play in violent situations.
2. Analyze negative consequences of violence to perpetrators, victims and bystanders. (V1.12.27)

NHES Performance Indicators 1.12.8, 1.12.9

Lesson 9: Factors That Contribute to Violence

1. Analyze factors that contribute to violence, including attitudes, behaviors and things in the environment.
2. Summarize the relationship between using alcohol and other drugs and violence. (V1.12.11, V2.12.5)
3. Summarize why the presence of weapons increases the likelihood of violent injury. (V1.12.13)
4. Summarize how gang involvement can contribute to violence. (V1.12.14)
5. Describe ways to change attitudes, behaviors or the environment to help reduce the likelihood of violence. (V1.12.16)

NHES Performance Indicators 1.12.3; 2.12.2, 2.12.4, 2.12.8, 2.12.9

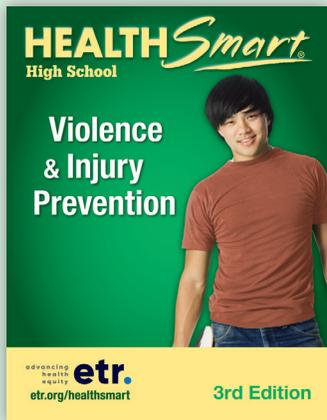
4. Explain the importance of taking personal responsibility for reducing the risk of injury. (S7.12.1)

NHES Performance Indicators 1.12.5, 1.12.8, 1.12.9; 2.12.3, 2.12.9; 6.12.1; 7.12.1

Lesson 2: Preventing Motor Vehicle Injuries

1. Analyze the dangers or driving while under the influence of alcohol or other drugs. (S1.12.5, AOD1.12.20)
2. Analyze the dangers of distracted driving.
3. Summarize the importance of not riding with a driver who's been using alcohol or other drugs. (S1.12.6, AOD1.12.21)
4. Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle. (S1.12.1)
5. Express intentions to avoid impaired and distracted driving and/or riding with an impaired or distracted driver. (S7.12.4)

NHES Performance Indicators 1.12.1, 1.12.5, 1.12.7, 1.12.9; 2.12.3, 2.12.8



Violence & Injury Prevention

Lesson 1: Understanding Injury & Risk

1. Assess personal risk-taking behaviors. (S6.12.1, S7.12.2)
2. Analyze the relationship between unintentional injuries and using alcohol and other drugs. (S1.12.7, S2.12.5)
3. Describe strategies for preventing and mitigating injury risks related to personal behaviors.

Lesson Objectives with HECAT & NHES Correlations

Lesson 10: Understanding Bullying & Cyberbullying

1. Describe negative consequences of bullying to perpetrators, victims and bystanders. (V1.12.27, V1.12.30)

NHES Performance Indicators 1.12.9; 2.12.6

Lesson 11: Preventing Bullying

1. Explain how bystanders can help prevent or stop bullying by reporting dangerous situations or actions. (V1.12.28)
2. Describe strategies for promoting a bully-free environment at school. (V8.12.4)

NHES Performance Indicators 1.12.5, 1.12.7; 2.12.3, 2.12.4; 7.12.1; 8.12.2, 8.12.3

Lesson 12: Preventing Hazing

1. Describe how hazing is a form of bullying.
2. Describe consequences of hazing to perpetrators, victims and bystanders. (V1.12.27)
3. Analyze the relationship between alcohol or other drug use and hazing activities. (V1.12.11)
4. Generate ideas for safe and respectful welcoming activities for teen groups.
5. Explain how bystanders can help prevent or stop hazing. (V1.12.28)

NHES Performance Indicators 1.12.5, 1.12.7, 1.12.9; 2.12.3, 2.12.4

Lesson 13: Preventing Hate Violence

1. Explain the role of prejudice and discrimination in hate violence. (V2.12.4)
2. Analyze the consequences of hate violence. (V1.12.17)
3. Analyze influences on intolerance, bias and hate. (V2.12.9)

4. Describe strategies for preventing or stopping hate violence.

NHES Performance Indicators 1.12.5, 1.12.9; 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.8

Lesson 14: Preventing Sexual Harassment

1. Define *sexual harassment*.
2. Explain why it's an individual's responsibility to verify that all sexual contact is consensual. (V1.12.21)
3. Describe consequences of sexual harassment to perpetrators, victims and bystanders. (V1.12.27)
4. Describe strategies for preventing or stopping sexual harassment.

NHES Performance Indicators 1.12.7, 1.12.9; 7.12.1

Lesson 15: Preventing Dating Violence

1. Summarize the qualities of a healthy dating relationship. (V1.12.20, MEH1.12.25, SH1.12.11)
2. Describe warning signs of dating violence.
3. Analyze how power and control differences in dating relationships can contribute to violence. (V1.12.19)
4. Explain why it's wrong to coerce another person into having sex. (V1.12.22)
5. Explain why a person who has been sexually assaulted or raped is not at fault. (V1.12.25)

NHES Performance Indicators 1.12.1, 1.12.5, 1.12.7, 1.12.9; 7.12.1

Lesson 16: Preventing Suicide

1. Explain that self-directed violence is the result of an accumulation of multiple problems rather than just one problem. (V1.12.33)
2. Identify warning signs of suicide thoughts. (V1.12.31)

3. Summarize why it's important to tell an adult if there are people who are in danger of hurting themselves. (V1.12.32)

4. Demonstrate how to effectively ask for help to prevent suicide. (V4.12.4)

NHES Performance Indicators 1.12.5, 1.12.7; 3.12.4; 4.12.4

Lesson 17: Understanding Sexual Exploitation

1. Define *sexual exploitation*.
2. Explain why it is wrong to trick, threaten or coerce another person into having sex. (V1.12.22)
3. Identify warning signs and situations that may place a person at risk for sexual exploitation.
4. Identify resources that provide valid and reliable information to prevent exploitation and help survivors of exploitation recover. (V3.12.4)
5. Demonstrate how to ask for assistance to prevent sexual exploitation. (V4.12.4)

NHES Performance Indicators 1.12.5; 4.12.4

Lesson 18: Understanding Sexual Abuse

1. Define *sexual abuse*.
2. Summarize why individuals have the right to refuse sexual contact. (V1.12.21)
3. Explain why a person who has been sexually abused is not at fault. (V1.12.25)
4. Explain why sexual abuse should be reported to a trusted adult. (V1.12.26)
5. Explain that there are resources and supports that can help survivors of abuse heal and recover.

NHES Performance Indicators 1.12.5; 3.12.4

Lesson 19: Protecting Yourself

1. Assess personal practices and behaviors related to personal safety regarding sexual abuse or exploitation. (V7.12.2, SH7.12.2)
2. Analyze situations that could lead to being pressured into having sex. (SH1.12.35)
3. Analyze techniques that are used to coerce or pressure someone to have sex. (V1.12.23, SH1.12.36)
4. Demonstrate effective resistance skills to avoid or prevent sexual violence. (V4.12.2)
5. Demonstrate how to manage personal information in electronic communications and when using social media to minimize the risk of sexual abuse or exploitation. (S1.12.16)

NHES Performance Indicators 1.12.5; 4.12.2

NHES Skills Addressed

- Comprehending Concepts
- Analyzing Influences
- Accessing Resources
- Communication
- Decision Making
- Practicing Health-Enhancing Behaviors
- Advocacy

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