

# HEALTH *Smart*<sup>®</sup> Middle School

## 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, Puberty & Personal Health

| Healthy Behavior Outcome                                                                                                                      | Lesson Number                            |          |          |          |          |          |          |          |          |           |           |           |           |           |           |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
|                                                                                                                                               | 1                                        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10        | 11        | 12        | 13        | 14        | 15        | 16        |
| <b>Personal Health &amp; Wellness</b>                                                                                                         |                                          |          |          |          |          |          |          |          |          |           |           |           |           |           |           |           |
| 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.                                                                   | Covered in Nutrition & Physical Activity |          |          |          |          |          |          |          |          |           |           |           |           |           |           |           |
| PHW-9 Prevent serious health problems that result from common chronic diseases and conditions, such as allergies, asthma, diabetes, epilepsy. | Covered in High School                   |          |          |          |          |          |          |          |          |           |           |           |           |           |           |           |
| PHW-10 Use health care services to address common infectious diseases and manage chronic diseases and conditions.                             | Covered in High School                   |          |          |          |          |          |          |          |          |           |           |           |           |           |           |           |
| PHW-11 Seek out health care professionals for appropriate screenings and examinations.                                                        | Covered in High School                   |          |          |          |          |          |          |          |          |           |           |           |           |           |           |           |
| PHW-12 Prevent health problems that result from fads or trends.                                                                               | Covered in Nutrition & Physical Activity |          |          |          |          |          |          |          |          |           |           |           |           |           |           |           |
| <b>Sexual Health</b>                                                                                                                          | <b>1</b>                                 | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> | <b>13</b> | <b>14</b> | <b>15</b> | <b>16</b> |
| Progress through puberty in a healthy way (ETR).                                                                                              |                                          |          |          |          | ●        | ●        | ●        | ●        | ●        |           |           |           |           |           |           |           |
| SH-1 Recognize developmental changes experienced by self and others during childhood and adolescence.                                         |                                          |          |          |          | ●        | ●        | ●        | ●        |          |           |           |           |           |           |           |           |
| 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.                                                                                                                   |                                          |          |          |          |          |          |          |          |          | ●         | ●         | ●         | ●         | ●         | ●         | ●         |

(continued)

# 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. | Covered for abstinence only. Other protective behaviors are addressed in HIV, STI & Pregnancy Prevention |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| 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                           |   |   |   |   |   |   |   |   |    |    |    |    |    |     |
|--------------------------------------------------------------------------------------|-----------------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|-----|
| Mental & Emotional Health                                                            | 1                                       | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15* |
| MEH-1 Express feelings in a healthy way.                                             |                                         |   |   |   |   | ● | ● |   |   |    |    | ●  |    |    | ○   |
| MEH-2 Engage in activities that are mentally and emotionally healthy.                | ●                                       | ● | ● |   |   |   |   |   |   |    |    | ●  | ●  | ●  | ○   |
| MEH-3 Manage interpersonal conflict in healthy ways.                                 | Covered in Violence & Injury Prevention |   |   |   |   |   |   |   |   |    |    |    |    |    |     |
| 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 acceptance 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 which emotional health behaviors students focus on in their goals.

# 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 |
| <b>Sexual Health</b>                                                                                        |                                                  |   |   |   |   |   |   |   |   |    |    |    |    |    |
| SH-1 Recognize developmental changes experienced by self and others during childhood and adolescence.       | Covered in Abstinence, Puberty & Personal Health |   |   |   |   |   |   |   |   |    |    |    |    |    |
| SH-2 Establish and maintain healthy relationships.                                                          |                                                  |   |   | ● |   |   |   |   |   |    |    |    |    |    |
| 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* | 17* |
| <b>Food &amp; Nutrition</b>                                                                                  |               |   |   |   |   |   |   |   |   |    |    |    |    |    |    |     |     |
| 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

| Healthy Eating <i>(continued)</i>                                                                                                          | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16* | 17* |   |
|--------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|-----|-----|---|
| 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 and 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.                                                                                          |   |   |   |   |   | ● |   |   |   |    |    |    |    |    |    |     | ●   | ● |
| 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).                                          |   |   |   |   |   |   |   |   |   |    |    | ●  |    |    |    |     |     |   |
| MEH-2 Engage in activities that are mentally and emotionally healthy.                                                                      |   |   |   |   |   |   |   |   |   |    | ●  |    |    |    |    |     |     |   |
| MEH-6 Get help for troublesome thoughts, feelings or actions for oneself and others (from Mental & Emotional Health).                      |   |   |   |   |   |   |   |   |   |    |    |    | ●  |    |    |     |     |   |
| Physical Activity                                                                                                                          | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16* | 17* |   |
| 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 | 17 |
| <b>Tobacco</b>                                                                                            |                                         |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |
| 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.                                                                  | Covered in High School                  |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |
| <b>Alcohol &amp; Other Drugs</b>                                                                          |                                         |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |
| 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.                                 | Covered in High School                  |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |
| AOD-6 Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs. | Covered in Violence & Injury Prevention |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |
| AOD-7 Quit using alcohol and other drugs if already using.                                                | Covered in High School                  |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |
| 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 |
| <b>Safety/Injury Prevention</b>                                                                  |                        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |
| 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.           | Covered in High School |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |
| 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 |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|
| 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.                                                    | First-aid procedures are not addressed in <i>HealthSmart</i> |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |
| 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 |
| V-1 Manage interpersonal conflict in nonviolent ways.                                                               |                                                              |   |   |   |   |   |   |   |   |    |    |    |    | •  | •  |    |    |
| V-2 Manage emotional distress in nonviolent ways.                                                                   |                                                              |   |   |   |   |   |   |   |   |    |    |    | •  |    |    |    |    |
| 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.                                        | Covered in High School                                       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |

# Alignment with HECAT Knowledge Expectations

## Alcohol & Other Drugs

- AOD1.8.1 Define and differentiate between over-the-counter medications, prescription medications, and illicit drugs. **TAOD Lesson 5 [types of medicines only]**
- AOD1.8.2 Distinguish between proper use and abuse of over-the-counter medicines. **TAOD Lesson 5**
- AOD1.8.3 Distinguish between proper use and abuse of prescription medicines. **TAOD Lesson 5, TAOD Lesson 7**
- AOD1.8.4 Describe how to read and interpret directions for over-the-counter and prescription medications. **TAOD Lesson 5**
- AOD1.8.5 Describe why it is important to use over-the-counter and prescription medications as directed. **TAOD Lesson 5 [covered but not an objective]**
- AOD1.8.6 Explain the dangers of sharing medications. **TAOD Lesson 5 [covered but not an objective]**
- AOD1.8.7 Describe how to safely store medications. **Can be addressed in TAOD Lesson 5, but not currently covered**
- AOD1.8.8 Summarize the physical and mental effects of using alcohol, marijuana, and illicit drugs. **TAOD Lesson 2 (alcohol), TAOD Lesson 4 (marijuana), TAOD Lesson 7 (opioids), TAOD Lesson 8**
- AOD1.8.9 Determine the immediate and long-term impacts of alcohol- and other drug-use on the brain, including impacts on decision making. **TAOD Lesson 2 (alcohol), TAOD Lesson 4 (marijuana), TAOD Lesson 7 (opioids), TAOD Lesson 8**
- AOD1.8.10 Explain the potential effects of mixing any type of medication or drug with another (sometimes called poly-drug use). **TAOD Lesson 5 [briefly covered for medicines only]**
- AOD1.8.11 Determine reasons why people choose to abstain from or misuse alcohol, marijuana, prescription medications, and illicit drugs. **TAOD Lesson 6, TAOD Lesson 11**
- AOD1.8.12 Explain why using alcohol and other drugs is an unhealthy way to manage stress. **TAOD Lesson 6**
- AOD1.8.13 Determine the benefits of being drug free. **TAOD Lesson 11, TAOD Lesson 17**
- AOD1.8.14 Describe positive alternatives to using alcohol and other drugs. **TAOD Lesson 11**
- AOD1.8.15 Describe 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 2; also VIP Lesson 3 [covered but not an objective]**
- AOD1.8.16 Explain the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis. **HIV/STI Lesson 7 [covered in relation to HIV but not an objective]**
- AOD1.8.17 Explain the risks associated with using alcohol or other drugs and driving a motor vehicle. **VIP Lesson 2**
- AOD1.8.18 Explain school policies and community laws about alcohol, marijuana, prescription medications, and illicit drugs. **TAOD Lesson 12**

## Food & Nutrition

- FN1.8.1 Explain the importance of trying new foods. **Covered in Grades K–5**
- FN1.8.2 Describe the importance of eating a variety of foods to meet daily nutrient and energy needs. **NPA Lesson 1, Lesson 2, Lesson 3 [covered but not an objective]**
- FN1.8.3 Describe the U.S. Dietary Guidelines for Americans. **NPA Lesson 3**
- FN1.8.4 Summarize a variety of nutrient-dense food choices for each food group. **NPA Lesson 2**
- FN1.8.5 Explain why individuals may have different nutritional needs. **NPA Lesson 2 [covered but not an objective]**
- FN1.8.6 Summarize the benefits of eating plenty of whole fruits and vegetables (e.g., fresh, canned, frozen, and dried). **NPA Lesson 3**
- FN1.8.7 Explain the similarities and differences in nutritional value and food sources for protein, fats, and carbohydrates. **NPA Lesson 1 [covered but not an objective]**
- FN1.8.8 Identify foods that provide key nutrients including fiber, iron, calcium, potassium, and vitamin D. **NPA Lesson 1; calcium is discussed in NPA Lesson 2 and NPA Lesson 4; fiber is also discussed in NPA Lesson 3; iron discussed in relation to food label in NPA Lesson 4**
- FN1.8.9 Identify how different stages of food processing can impact the nutrient profile of food. **NPA Lesson 4 [issues with processed foods in general, stages of processing not discussed]**

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# Alignment with HECAT Knowledge Expectations

## Food & Nutrition (continued)

- FN1.8.10 Identify examples of whole-grain foods. **NPA Lesson 5**
- FN1.8.11 Describe how to make good-tasting, nutrient-dense meals and snacks. **NPA Lesson 6 [nutrient-dense snacks]; NPA Lesson 7 [adapting fast-food meals]**
- FN1.8.12 Summarize the benefits of consuming enough water. **NPA Lesson 1**
- FN1.8.13 Identify sugary drinks. **NPA Lesson 7**
- FN1.8.14 Summarize the benefits of limiting the consumption of saturated fat, trans fat, added sugar, and sodium. **NPA Lesson 3; also NPA Lesson 4 [covered but not an objective]**
- FN1.8.15 Identify ways to prepare and season food using healthy fats, herbs, and spices while reducing sugar and sodium. **NPA Lesson 7**
- FN1.8.16 Describe the importance of eating breakfast every day. **NPA Lesson 5**
- FN1.8.17 Explain the relationship between access to healthy foods and personal food choices. **NPA Lesson 6 [covered but not an objective]**
- FN1.8.18 Explain how to select nutrient-dense foods when dining out. **NPA Lesson 7**
- FN1.8.19 Describe major chronic diseases and their relationship to eating and physical activity patterns. **ABST Lesson 3 [Describe the behavioral and environmental factors that contribute to the major chronic diseases]**
- FN1.8.20 Analyze the benefits of following a healthy eating pattern. **NPA Lesson 16**
- FN1.8.21 Identify healthy and risky approaches to weight management. **NPA Lesson 12**
- FN1.8.22 Describe the benefits of eating the amount of food needed to be healthy and energetic. **NPA Lesson 3**
- FN1.8.23 Describe body signals that tell a person when they are hungry and when they are full. **Covered in Grades K–5**
- FN1.8.24 Explain what is enjoyable about eating meals with family and friends. **Can be addressed in NPA Lesson 9**

## Mental & Emotional Health

- MEH1.8.1 Describe signs and symptoms that one may be experiencing different feelings or emotions. **EMH Lesson 7 [covered but not an objective]**
- MEH1.8.2 Describe how brain development and emotions change during adolescence. **ABST Lesson 7 [emotions]**
- MEH1.8.3 Describe how emotions can change throughout the day and over time. **Can be addressed in EMH Lesson 6**
- MEH1.8.4 Identify situations that can trigger different thoughts, feelings, and emotions. **EMH Lesson 6, Lesson 7**
- MEH1.8.5 Describe the importance of being aware of one's own feelings and emotions and how this can influence behavior. **EMH Lesson 6**
- MEH1.8.6 Explain appropriate ways to express and manage needs, wants, emotions, and feelings. **EMH Lesson 6 (emotions/feelings), EMH Lesson 12 (grief)**
- MEH1.8.7 Discuss how the expression of emotions or feelings can help or hurt oneself and others. **EMH Lesson 6**
- MEH1.8.8 Describe characteristics and behaviors of a mentally and emotionally healthy person. **EMH Lesson 3**
- MEH 1.8.9 Identify role models who demonstrate positive mental and emotional health. **EMH Lesson 3 [covered but not an objective]**
- MEH1.8.10 Describe 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**
- MEH1.8.11 Identify internal and external factors that influence self-efficacy, self-respect, and self-awareness. **EMH unit supports these SEL competencies, but students don't analyze factors that affect these traits.**
- MEH1.8.12 Identify personal stressors at home, in school, and with friends. **EMH Lesson 9**
- MEH1.8.13 Describe ways the body can react to stressful situations and ways to reduce these impacts. **EMH Lesson 9, EMH Lesson 10, EMH Lesson 11**
- MEH1.8.14 Explain the causes, symptoms, and effects of depression and anxiety. **EMH Lesson 8 [covered in terms of getting help but not an objective]**
- MEH1.8.15 Identify feelings and emotions associated with loss, sadness, and grief. **EMH Lesson 12**
- MEH1.8.16 Describe how mental and emotional health can affect health behaviors. **Not covered**
- MEH1.8.17 Describe self-control. **EMH Lesson 7 [covered but not an objective]**

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# Alignment with HECAT Knowledge Expectations

## Mental & Emotional Health (*continued*)

- MEH1.8.18 Explain the benefits of practicing self-control in different situations. **EMH Lesson 7 [covered but not an objective]**
- MEH1.8.19 Identify situations where people have demonstrated resilience. **Can be addressed in EMH Lesson 3**
- MEH1.8.20 Identify ways to cope with challenging situations (e.g., losing a game, doing poorly on a test). **EMH Lesson 3 [covered but not an objective], Lesson 7 [in relation to anger], Lesson 12 [in relation to loss and grief]**
- MEH1.8.21 Describe healthy and unhealthy ways to manage challenging emotions such as anger, stress, anxiety, frustration, disappointment, or sadness. **EMH Lesson 3 [stress], EMH Lesson 7 [anger], EMH Lesson 12 [grief]; VIP Lesson 13**
- MEH1.8.22 Identify warning signs when a person may be at risk for harming themselves or others and may need help. **EMH Lesson 8 (signs that troublesome feelings need help) [covered but not an objective]**
- MEH1.8.23 Describe characteristics of healthy and unhealthy relationships. **EMH Lesson 4**
- MEH1.8.24 Describe the benefits of healthy family and peer relationships. **EMH Lesson 4**
- MEH1.8.25 Explain how to build and maintain healthy family and peer relationships. **EMH Lesson 5 [related to communication]**
- MEH1.8.26 Describe healthy ways to express affection, love, friendship, and concern. **EMH Lesson 12 (expressing concern when someone is grieving); ABST Lesson 10 (expressing affection)**
- MEH1.8.27 Identify qualities of healthy dating or romantic relationships. **HIV/STI Lesson 1**
- MEH1.8.28 Identify relationships in the family, school, and community that are caring. **EMH Lesson 4 [covered but not an objective]**
- MEH1.8.29 Identify a parent, caregiver, or trusted adult and use strategies to communicate feelings and emotions with them. **EMH Lesson 8**
- MEH1.8.30 Summarize the benefits of talking with a trusted parent or adult about feelings. **EMH Lesson 8**
- MEH1.8.31 Identify strategies to effectively communicate feelings to peers. **EMH Lesson 5**
- MEH1.8.32 Describe healthy strategies to manage difficult relationships with family, peers, or partners. **EMH Lesson 5 [communication based]**
- MEH1.8.33 Identify strategies to resolve conflict in a group. **VIP Lesson 14 [extension of interpersonal conflict resolution skills]**
- MEH1.8.34 Describe strategies for managing interpersonal conflicts nonviolently. **VIP Lesson 14**
- MEH1.8.35 Analyze how prosocial behaviors can benefit overall health. **VIP Lesson 8; EMH Lesson 2 covers pro-social behaviors for a positive classroom environment**
- MEH1.8.36 Describe how power and control differences in relationships can contribute to aggression and violence. **VIP Lesson 9 [in relation to bullying]**
- MEH1.8.37 Describe different ways to show empathy towards self and others. **EMH Lesson 3 [covered briefly but not an objective]; EMH Lesson 8; EMH Lesson 12**
- MEH1.8.38 Describe characteristics that make people unique or special. **Not covered**
- MEH1.8.39 Explain the benefits of living in a diverse society. **Not covered**
- MEH1.8.40 Explain how intolerance can affect others. **VIP Lesson 8 [covered but not an objective]**
- MEH1.8.41 Describe how stereotyping, bullying, harassment, bias, prejudice, and discrimination can impact mental and emotional health. **VIP Lesson 9 (bullying), VIP Lesson 11 (hazing); HIV/STI Lesson 2 (stereotyping)**
- MEH1.8.42 Explain why it is wrong to tease or bully others based on personal characteristics. **VIP Lesson 9 [covered but not an objective]**
- MEH1.8.43 Identify ways to prevent and address bullying, harassment, bias, prejudice, and discrimination. **VIP Lesson 10; HIV/STI Lesson 2**
- MEH1.8.44 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 13**

# Alignment with HECAT Knowledge Expectations

## Personal Health & Wellness

- PHW1.8.1 Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships. **ABST Lesson 9**
- PHW1.8.2 Summarize the benefits of getting proper rest and sleep for healthy growth and development. **ABST Lesson 2**
- PHW1.8.3 Identify common causes of noise-induced hearing loss. **ABST Lesson 2 [covered but not an objective]**
- PHW1.8.4 Describe appropriate ways to protect vision and hearing. **ABST Lesson 2**
- PHW1.8.5 Describe proper hygiene practices for healthy eyes and vision (e.g., contact lens hygiene). **Can be addressed in ABST Lesson 2**
- PHW1.8.6 Summarize actions to take to protect oneself against potential damage from exposure to the sun. **ABST Lesson 2**
- PHW1.8.7 Explain the difference between infectious, noninfectious, and chronic diseases. **ABST Lesson 3 [infectious/noninfectious only]**
- PHW1.8.8 Summarize the symptoms of someone who is sick or getting sick. **ABST Lesson 3**
- PHW1.8.9 Summarize the symptoms of someone who is seriously ill and needs immediate medical attention, including attention for mental health. **EMH Lesson 8 (mental health); not covered for other illness until High School**
- PHW1.8.10 Describe the importance of seeking help and treatment for common infectious diseases, chronic diseases, and mental illnesses. **NPA Lesson 8 (food-borne illness); ABST Lesson 3 (other infectious diseases)**
- PHW1.8.11 Summarize ways that common infectious diseases are transmitted. **ABST Lesson 3**
- PHW1.8.12 Summarize health practices to prevent the spread of infectious diseases that are transmitted by food, water, air, indirect contact, and person-to-person contact. **NPA Lesson 8 (food-borne illness); ABST Lesson 3 (other infectious diseases)**
- PHW1.8.13 Describe food and water safety strategies that can control germs that cause food-borne and water-borne illnesses. **NPA Lesson 8**
- PHW1.8.14 Identify appropriate situations for using different hand hygiene approaches (e.g., hand washing, alcohol-based hand rubs and sanitizers). **Not covered**
- PHW1.8.15 Explain when surfaces or objects should be cleaned, disinfected, or both; which cleaning agents are appropriate; and how to safely apply them. **Not covered**
- PHW1.8.16 Explain ways to prevent the spread of germs that cause infectious diseases by not having sex, not touching blood, and not touching used hypodermic needles. **ABST Lesson 3 (infectious diseases) [covered but not an objective]; HIV/STI Lesson 7 (spread of HIV)**
- PHW1.8.17 Explain behavioral and environmental factors that contribute to major chronic diseases and mental illnesses. **ABST Lesson 3**
- PHW1.8.18 Describe how a sedentary lifestyle contributes to chronic disease. **ABST Lesson 3 [covered but not an objective]**
- PHW1.8.19 Describe the potential health and social consequences of popular fads or trends. **NPA Lesson 12 (dieting fads)**

# Alignment with HECAT Knowledge Expectations

## Physical Activity

- PA1.8.1 Describe the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults. **NPA Lesson 14**
- PA1.8.2 Explain how physical activity can be incorporated into daily life without special exercise equipment. **NPA Lesson 14 [covered but not an objective]**
- PA1.8.3 Describe ways to increase daily physical activity and decrease inactivity. **NPA Lesson 14**
- PA1.8.4 Summarize the mental, emotional, and social benefits of physical activity and the importance of selecting appropriate, enjoyable activities. **NPA Lesson 15, NPA Lesson 16**
- PA1.8.5 Differentiate between physical activity, exercise, health-related fitness, and skill-related fitness. **Not covered**
- PA1.8.6 Describe physical activities that contribute to maintaining or improving components of health-related fitness. **NPA Lesson 14**
- PA1.8.7 Explain the short- and long-term benefits of physical activity, including improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing the risks for chronic diseases. **NPA Lesson 15, NPA Lesson 16**
- PA1.8.8 Explain how an inactive lifestyle contributes to chronic disease. **ABST Lesson 3 [Describe the behavioral and environmental factors that contribute to the major chronic diseases]**
- PA1.8.9 Explain the importance of warming up and cooling down after physical activity. **NPA Lesson 15**
- PA1.8.10 Describe climate-related physical conditions that affect physical activity, such as heat exhaustion, sunburn, heat stroke, and hypothermia. **NPA Lesson 15**
- PA1.8.11 Summarize the benefits of drinking water before, during, and after physical activity. **NPA Lesson 15**
- PA1.8.12 Describe the use of safety equipment for specific physical activities. **NPA Lesson 15; VIP Lesson 4**
- PA1.8.13 Describe ways to reduce risk of injuries from participation in sports and other physical activities. **NPA Lesson 15; VIP Lesson 3**

## Safety/Injury Prevention

- S1.8.1 Describe ways to reduce risk of injuries while riding in or on a motor vehicle. **VIP Lesson 2**
- S1.8.2 Describe how to reduce risk of injuries when riding an all-terrain vehicle (ATV) (e.g., snowmobile, quad/4-wheeler). **Can be addressed in VIP Lesson 2**
- S1.8.3 Identify protective equipment needed for sports and recreational activities. **VIP Lessons 3 and 4 [covered but not an objective]**
- S1.8.4 Explain the importance helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating. **VIP Lesson 4**
- S1.8.5 Summarize the necessary protective gear for riding ATVs, biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding. **VIP Lesson 4**
- S1.8.6 Explain the risks associated with using alcohol or other drugs and driving a motor vehicle. **VIP Lesson 2**
- S1.8.7 Describe the relationship between using alcohol or other drugs and injuries. **VIP Lesson 3 [covered but not an objective]**
- S1.8.8 Identify actions to take to prevent injuries during severe weather. **VIP Lesson 3**
- S1.8.9 Describe ways to reduce risk of injuries from falls. **VIP Lesson 3**
- S1.8.10 Describe ways to reduce risk of injuries around water. **VIP Lesson 3**
- S1.8.11 Describe ways to reduce risk of injuries in case of fire. **VIP Lesson 3**
- S1.8.12 Describe ways to reduce risk of injuries when playing sports. **VIP Lesson 3**
- S1.8.13 Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heat stroke, and hypothermia. **NPA Lesson 15 [in regard to physical activity]**
- S1.8.14 Describe ways to reduce risk of injuries as a pedestrian. **VIP Lesson 3**
- S1.8.15 Describe ways to reduce risk of injuries from firearms. **VIP Lesson 3**
- S1.8.16 Describe actions to change unsafe situations at home. **Covered in High School**

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# Alignment with HECAT Knowledge Expectations

## Safety/Injury Prevention (continued)

- S1.8.17 Describe how to avoid injuries when preparing food or cooking. **Can be addressed in VIP Lesson 3**
- S1.8.18 Describe why household products are harmful if ingested or inhaled. **Not covered**
- S1.8.19 Describe potential risks associated with over-the-counter medications. **TAOD Lesson 5**
- S1.8.20 Describe actions to change unsafe situations at school. **Covered in High School**
- S1.8.21 Describe actions to change unsafe situations in the community. **Covered in High School**
- S1.8.22 Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat rooms, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self and others. **EMH Lesson 13 [social media use in general]**
- S1.8.23 Describe first response procedures needed to treat injuries and other emergencies. **Not covered**
- S1.8.24 Determine the benefits of reducing the risk of injuries. **VIP Lesson 1**
- S1.8.25 Describe ways to encourage others to reduce risk of injuries and stay safe. **VIP Lesson 4**

## Sexual Health

- SH1.8.1 Describe the physical, cognitive, emotional, and social changes that occur during puberty. **ABST Lesson 7**
- SH1.8.2 Explain how puberty and development can vary greatly and be normal. **ABST Lesson 7 [covered but not an objective]**
- SH1.8.3 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 5, ABST Lesson 6**
- SH1.8.4 Describe the relationship between the menstrual cycle and conception. **ABST Lesson 8 [Describe how pregnancy occurs]; HIV/STI Lesson 5 [Explain how pregnancy occurs]**
- SH1.8.5 Describe the range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive). **ABST Lesson 4; HIV/STI Lesson 2 [covered but not an objective]**
- SH1.8.6 Analyze associations between a range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive) and health. **HIV/STI Lesson 2 [covered but not an objective]**
- SH1.8.7 Differentiate between sex assigned at birth and gender identity and expression. **ABST Lesson 4; HIV/STI Lesson 2 [covered but not an objective]**
- SH1.8.8 Define 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). **ABST Lesson 4; HIV/STI Lesson 2 [covered but not an objective]**
- SH1.8.9 Analyze associations between sexual orientation and health. **HIV/STI Lesson 2 [in terms of stereotypes/social-emotional health]**
- SH1.8.10 Describe characteristics of healthy relationships. **EMH Lesson 4**
- SH1.8.11 Describe healthy and unhealthy relationships. **EMH Lesson 4; HIV/STI Lesson 4 (romantic relationships)**
- SH1.8.12 Describe healthy ways to express affection, love, and friendship. **ABST Lesson 10 (romantic feelings)**
- SH1.8.13 Explain the qualities of a healthy dating or sexual relationship. **HIV/STI Lesson 4**
- SH1.8.14 Describe the range of family and peer relationship structures (e.g., nuclear, single, parent, blended, intergenerational, cohabiting, adoptive, foster, same sex or gender). **Not covered**
- SH1.8.15 Describe the range of dating or sexual relationship structures. **Not covered; could be addressed in HIV/STI Lesson 4**
- SH1.8.16 Explain 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 4, ABST Lesson 7**
- SH1.8.17 Describe how power differences (e.g., age, race/ethnicity, sex, gender, socio-economic status) impact relationships. **HIV/STI Lesson 4 [briefly covered, but not an objective]**
- SH1.8.18 Describe how gender role stereotypes impact goal setting and decision making in relationships. **HIV/STI Lesson 2 [sexual stereotypes in general]**

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# Alignment with HECAT Knowledge Expectations

## Sexual Health (continued)

- SH1.8.19 Explain the negative consequences of sending sexually explicit pictures, messages, or media (e.g., texting, chat groups, social media platforms, e-mail, websites, phone or tablet applications). **ABST Lesson 10 [covered but not an objective]**
- SH1.8.20 Explain how viewing sexually explicit pictures, messages, or media can influence perceptions of, and expectations for, relationships. **Can be addressed in ABST Lesson 10**
- SH1.8.21 Explain why it is wrong to tease or bully others based on their gender or sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity), growth and development, or physical appearance or ability. **HIV/STI Lesson 2 (sexual stereotyping) [covered but not an objective]**
- SH1.8.22 Describe 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 (sexual stereotyping)**
- SH1.8.23 Explain 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 4; HIV/STI Lesson 2 [covered but not an objective]**
- SH1.8.24 Describe ways to show dignity and respect for all people with regard to their gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity). **ABST Lesson 14 [Identify things to say that show they respect another person's refusal]; HIV/STI Lesson 2 [Apply ways to challenge sexual stereotyping], HIV/STI Lesson 10 [Identify things to say to show they respect another person's refusal]**
- SH1.8.25 Describe stereotypes, myths, and stigma about STIs, including HIV, and people living with acquired immunodeficiency syndrome (AIDS). **Not covered; could be addressed in HIV/STI Lessons 6 and 7**
- SH1.8.26 Define consent and its importance for decisions about sexual behaviors. **HIV/STI Lesson 3**
- SH1.8.27 Describe how to communicate consent for all sexual behaviors. **HIV/STI Lesson 3 [covered but not an objective]**
- SH1.8.28 Explain how to receive consent and accept a lack or retraction of consent for sexual behaviors. **HIV/STI Lesson 3; ABST Lesson 14 [respecting another person's refusal]**
- SH1.8.29 Describe how consent cannot be fully present when there is an imbalance of power. **Can be addressed in HIV/STI Lesson 3**
- SH1.8.30 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 17**
- SH1.8.31 Describe how a person can call attention to or leave an uncomfortable and dangerous situation, including instances of sexual violence. **VIP Lesson 16**
- SH1.8.32 Explain the importance of setting personal limits to avoid sexual risk behaviors. **ABST Lesson 10**
- SH1.8.33 Describe the benefits of being sexually abstinent. **ABST Lesson 11; HIV/STI Lesson 1**
- SH1.8.34 Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from STIs, including HIV, and unintended pregnancy. **ABST Lesson 11; HIV/STI Lesson 6 (STI), HIV/STI Lesson 7 (HIV), HIV/STI Lesson 14 (pregnancy)**
- SH1.8.35 Describe the factors that protect against engaging in sexual risk behaviors. **ABST Lesson 12**
- SH1.8.36 Describe the factors that contribute to engaging in sexual risk behaviors. **ABST Lesson 12**
- SH1.8.37 Analyze ways common infectious diseases are transmitted. **ABST Lesson 3**
- SH1.8.38 Explain how the most common STIs, including HIV, are transmitted. **HIV/STI Lesson 6, HIV/STI Lesson 7**
- SH1.8.39 Describe usual signs and symptoms of the most common STIs and HIV. **HIV/STI Lesson 6, HIV/STI Lesson 7**
- SH1.8.40 Explain the short- and long-term consequences of common STIs. **HIV/STI Lesson 6**
- SH1.8.41 Summarize which STIs can be cured and which can be treated. **HIV/STI Lesson 6**
- SH1.8.42 Describe the effectiveness of condoms in reducing the risk of HIV and other STIs (e.g., chlamydia, syphilis). **HIV/STI Lesson 12 [HPV not specifically discussed]**
- SH1.8.43 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]**

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# Alignment with HECAT Knowledge Expectations

## Sexual Health (continued)

- SH1.8.44 Describe the role of HIV treatment in preventing HIV transmission. **HIV/STI Lesson 7 [covered but not an objective]**
- SH1.8.45 Summarize ways to decrease the spread of STIs and HIV by not having sex, using condoms consistently and correctly when having sex, using PrEP, getting treatment for HIV and STIs, not touching blood or using hypodermic needles. **HIV/ STI Lesson 6; HIV/STI Lesson 7; HIV/STI Lesson 8 (testing/treatment), HIV/STI Lesson 13 (condom use)**
- SH1.8.46 Describe ways sexually active people can reduce the risk of unintended pregnancy. **HIV Lesson 14**
- SH1.8.47 Describe the effectiveness of condoms in reducing the risk of unintended pregnancy. **HIV/STI Lesson 12, also HIV/STI Lesson 14 [covered but not an objective]**
- SH1.8.48 Describe methods of birth control [e.g., intrauterine device (IUD) or implant, shot, patch, ring, birth control pills, condoms, emergency contraception] including their effectiveness, required user action, and possible side effects. **HIV/STI Lesson 14**
- SH1.8.49 Describe 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. **HIV/STI Lesson 14 [covered but not an objective]**
- SH1.8.50 Explain the importance of using a condom for STI prevention at the same time as using other effective HIV prevention options including antiretroviral therapy (ART), PrEP, or PEP. **Not covered**
- SH1.8.51 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 14 [covered but not an objective]**
- SH1.8.52 Summarize ways to prevent unintended pregnancy, including not having sex and effective use of contraceptives. **HIV/STI Lesson 14**
- SH1.8.53 Identify the emotional, social, physical, and financial effects of becoming a parent. **ABST Lesson 16; HIV/STI Lesson 5**
- SH1.8.54 Describe what confidential care is and give specific instances when confidential care cannot be maintained. **Not covered**
- SH1.8.55 Describe young people’s rights to confidential services in their state. **Not covered**
- SH1.8.56 Describe 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 HIV/STI Lesson 8**
- SH1.8.57 Explain what to expect from youth-friendly sexual health services and providers (e.g., hours, use of preferred names and pronouns). **Not covered**
- SH1.8.58 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. **Not covered**
- SH1.8.59 Explain the importance of disclosing sexual activity to a health care provider. **Can be addressed in HIV/STI Lesson 8**
- SH1.8.60 Explain the importance of preventative care including examinations, checkups, immunizations, and health screenings (e.g., breast and testicular self-examination, Pap smears, PrEP and PEP) needed to maintain sexual and reproductive health. **ABST Lesson 9 [testicular self-exam only]; others covered in High School**
- SH1.8.61 Describe how the human papillomavirus (HPV) vaccination is a safe and effective way to avoid HPV infection, cancer, and other related health issues. **HIV/STI Lesson 6 [covered but not an objective]; also briefly covered in ABST Lesson 4 and HIV/STI Lesson 1**

# Alignment with HECAT Knowledge Expectations

## Tobacco

- T1.8.1 Describe short- and long-term health effects of using tobacco. **TAOD Lesson 3**
- T1.8.2 Describe the harmful chemicals in e-cigarettes or vaping products. **TAOD Lesson 3 [addressed briefly but not an objective]**
- T1.8.3 Summarize the dangers of experimenting with tobacco products. **TAOD Lesson 6**
- T1.8.4 Describe situations that could lead to the use of tobacco. **TAOD Lesson 9 (influences), TAOD Lesson 15 [covered but not an objective]**
- T1.8.5 Describe the relationship between using tobacco and using alcohol or other drugs. **Not covered**
- T1.8.6 Summarize the benefits of being tobacco-free. **TAOD Lesson 3, TAOD Lesson 11, TAOD Lesson 17**
- T1.8.7 Describe the social, economic, and cosmetic consequences of tobacco use. **TAOD Lesson 8 [Explain how using tobacco, alcohol and other drugs can negatively affect multiple aspects of a person's life]**
- T1.8.8 Summarize the effects of secondhand smoke and aerosol. **TAOD Lesson 3**
- T1.8.9 Describe the difference between air pollutants and emissions from tobacco smoke and aerosol from e-cigarettes or vaping products. **TAOD Lesson 3 [harmful effects of both discussed, but differences between the two are not covered]**
- T1.8.10 Analyze environmental impacts of tobacco product waste (e.g., litter). **Not covered**
- T1.8.11 Summarize how the tobacco industry has targeted youth and minority populations. **TAOD Lesson 13 [youth specifically]**
- T1.8.12 Explain reasons most individuals do not use tobacco products. **TAOD Lesson 3 and TAOD Lesson 11 [covered but not an objective]**
- T1.8.13 Explain school policies and community laws related to the sale and use of tobacco products. **TAOD Lesson 12**
- T1.8.14 Summarize that tobacco use is an addiction that can be treated. **TAOD Lesson 6 [covered but not an objective]**
- T1.8.15 Summarize how addiction to tobacco use can be treated. **Covered in High School**
- T1.8.16 Summarize how smoking cessation programs can be successful. **Covered in High School**
- T1.8.17 Describe ways to support family and friends who are trying to stop using tobacco. **Covered in High School**

## Violence Prevention

- V1.8.1 Describe ways to identify and label emotions. **EMH Lesson 6, Lesson 7**
- V1.8.2 Describe examples of self-control. **EMH Lesson 7 [covered but not an objective]**
- V1.8.3 Explain how impulsive behaviors can lead to violence. **VIP Lesson 8 [covered but not an objective]; EMH Lesson 7 (self-control)**
- V1.8.4 Analyze the risks of using violence as an impulsive behavior or response to stress or conflict. **EMH Lesson 7; VIP Lesson 8 [covered but not an objective]**
- V1.8.5 Identify a variety of nonviolent ways to respond to stress when angry or upset. **VIP Lesson 13**
- V1.8.6 Describe the similarities and differences between violent behaviors (e.g., bullying, hazing, fighting, dating violence, harassment, sexual assault, family violence, verbal abuse, rape). **Not covered**
- V1.8.7 Describe how stigma, bias, and prejudice can lead to discrimination and violence. **VIP Lesson 8 [covered but not an objective]**
- V1.8.8 Explain why it is wrong to tease others based on personal characteristics. **VIP Lesson 9 [covered but not an objective]**
- V1.8.9 Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, and violence. **VIP Lesson 8, VIP Lesson 9 (bullying) [covered but not an objective]**
- V1.8.10 Describe short- and long-term consequences of violence to perpetrators, victims, and bystanders. **VIP Lesson 8, VIP Lesson 9 (bullying), VIP Lesson 11 (hazing)**

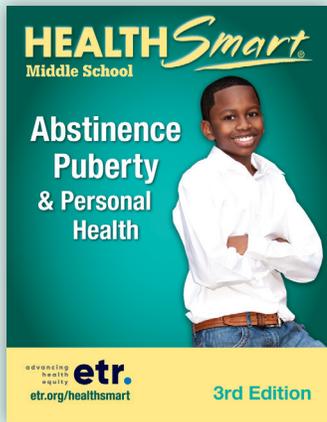
(continued)

# Alignment with HECAT Knowledge Expectations

## Violence Prevention *(continued)*

- V1.8.11 Describe examples of prosocial behaviors (e.g., using nonviolent conflict resolution, helping others, being respectful of others, and cooperation) that help prevent violence. **VIP Lesson 8**
- V1.8.12 Describe examples of dangerous or risky behaviors that might lead to injuries. **VIP Lesson 1 [Describe situations that could lead to unsafe risks that cause injuries]**
- V1.8.13 Describe situations that could lead to physical fighting and violence. **VIP Lesson 13**
- V1.8.14 Analyze techniques that are used to coerce or pressure someone to use violence. **Not covered**
- V1.8.15 Describe how the presence of weapons increases the risk of serious violent injuries. **Not covered**
- V1.8.16 Summarize how participation in gangs can lead to violence. **Not covered**
- V1.8.17 Explain how technology and social media can be used in violent or harmful ways toward others. **VIP Lesson 9 (cyberbullying); EMH Lesson 13 [social media in general]**
- V1.8.18 Describe strategies to avoid physical fighting and violence. **VIP Lesson 14**
- V1.8.19 Describe ways to manage interpersonal conflict nonviolently. **VIP Lesson 14**
- V1.8.20 Determine the benefits of using nonviolence to solve interpersonal conflict. **VIP Lesson 14**
- V1.8.21 Explain why communicating effectively is important to resolving conflicts nonviolently. **Addressed in VIP Lessons 14 and 15, but not an objective**
- V1.8.22 Describe ways to communicate effectively to manage conflict nonviolently. **VIP Lesson 15**
- V1.8.23 Explain why it is important to understand the perspectives of others in resolving conflicts nonviolently. **VIP Lesson 14**
- V1.8.24 Describe actions to change unsafe situations at school that could lead to violence. **VIP Lesson 10 (bullying), VIP Lesson 11 (hazing), VIP Lesson 12 (code of conduct)**
- V1.8.25 Describe actions to change unsafe situations in the community that could lead to violence. **Not covered**
- V1.8.26 Explain why gender stereotypes are harmful and can lead to violence. **HIV Lesson 2**
- V1.8.27 Describe how power and control differences in relationships can contribute to aggression and violence. **VIP Lesson 9 [in relation to bullying]**
- V1.8.28 Recognize techniques that are used to coerce or pressure someone to have sex. **ABST Lesson 14**
- V1.8.29 Explain that rape and sexual assault are illegal. **Not covered**
- V1.8.30 Explain why individuals have the right to refuse sexual contact. **VIP Lesson 16; HIV/STI Lesson 3**
- V1.8.31 Explain that a person who has been sexually assaulted or raped is not at fault. **VIP Lesson 17**
- V1.8.32 Explain that rape and sexual assault should be reported to a trusted adult. **VIP Lesson 17**
- V1.8.33 Explain the importance of telling an adult if someone is in danger of hurting themselves or others. **VIP Lesson 10 (reporting bullying) [covered but not an objective]; EMH Lesson 8 [in regard to anxiety and depression]**
- V1.8.34 Describe the signs and symptoms of people who are in danger of hurting themselves or others. **EMH Lesson 8 (signs that troublesome feelings need help) [covered but not an objective]**
- V1.8.35 Explain that help is available for people who are feeling sad, hopeless, or thinking of hurting themselves (e.g., mental health services). **EMH Lesson 8**

# Lesson Objectives with HECAT & NHES Correlations



## Abstinence, Puberty & Personal Health

### Lesson 1: Staying Healthy for a Lifetime

1. Explain how positive health behaviors can benefit people throughout their life span.
2. Identify sources of accurate information for help with personal health issues and concerns. (PHW3.8.6)
3. List questions to ask when evaluating the reliability of online information about personal health.
4. *Optional:* Evaluate online information about personal health. (PHW3.8.1)

NHES Performance Indicators 1.8.1, 1.8.7; 3.8.1, 3.8.2

### Lesson 2: Keeping My Body Healthy

1. Summarize actions to protect vision. (PHW1.8.4)
2. Summarize actions to protect hearing. (PHW1.8.4)
3. Summarize actions to protect skin from sun damage. (PHW1.8.6)
4. Summarize the benefits of getting proper rest and sleep for healthy growth and development. (PHW1.8.2)
5. Advocate for healthy behaviors. (PHW8.8.1, PHW8.8.2, PHW8.8.3)

NHES Performance Indicators 1.8.1, 1.8.3, 1.8.5; 7.8.2; 8.8.1, 8.8.2, 8.8.3

### Lesson 3: Protecting My Body from Disease

1. Summarize the symptoms of someone who is sick or getting sick. (PHW1.8.8)
2. Explain the differences between infectious and noninfectious diseases. (PHW1.8.7)
3. Summarize the ways that common infectious diseases are transmitted. (PHW1.8.11)
4. Describe the behavioral and environmental factors that contribute to the major chronic diseases. (PHW1.8.17)
5. Summarize health practices to prevent the spread of infectious illnesses. (PHW1.8.12, PHW7.8.2)
6. Summarize health practices to help prevent chronic disease. (PHW7.8.2)

NHES Performance Indicators 1.8.1, 1.8.3, 1.8.4; 7.8.1, 7.8.2, 7.8.3

### Lesson 4: Talking About Sexuality

1. Identify sources of accurate information about sexuality. (SH3.8.1)
2. Explain the importance of talking with parents and other trusted adults about sexuality. (SH1.8.16)

NHES Performance Indicators 1.8.2; 3.8.1

### Lesson 5: The Reproductive System: A Body with a Vagina

1. Summarize basic reproductive body parts and their functions. (SH1.8.3)

NHES Performance Indicators 1.8.1

### Lesson 6: The Reproductive System: A Body with a Penis

1. Summarize basic reproductive body parts and their functions. (SH1.8.3)

NHES Performance Indicators 1.8.1

### Lesson 7: Puberty

1. Describe the physical, social, mental and emotional changes associated with puberty. (MEH1.8.1)
2. Summarize the benefits of talking with parents and other trusted adults about sexuality. (SH1.8.16)

NHES Performance Indicators 1.8.2; 4.8.1

### Lesson 8: The Menstrual Cycle & Pregnancy

1. Describe how pregnancy occurs. (SH1.8.4)

NHES Performance Indicators 1.8.1

### Lesson 9: Taking Care of Sexual Health

1. Describe practices to protect sexual health.
2. Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships. (PHW1.8.1)
3. Explain the importance of seeking help for sexual health issues. (SH3.8.4)

NHES Performance Indicators 1.8.1, 1.8.6; 3.8.4; 7.8.1

### Lesson 10: Feelings & Relationships

1. Describe appropriate, healthy and safe ways to express romantic feelings. (SH1.8.12, MEH1.8.26)
2. Explain the importance of setting personal limits for the expression of romantic feelings to avoid sexual risk behaviors. (SH1.8.32)
3. Give examples of how setting personal limits for the expression of romantic feelings can help keep teens healthy and safe. (SH1.8.32)

NHES Performance Indicators 1.8.1; 2.8.2; 4.8.1

### Lesson 11: Benefits of Abstinence

1. Determine the benefits of being sexually abstinent. (SH1.8.33)
2. Explain why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STIs and pregnancy. (SH1.8.34)
3. Advocate for protecting sexual health by being sexually abstinent. (SH8.8.1, SH8.8.2)

NHES Performance Indicators 1.8.1, 1.8.7; 8.8.1, 8.8.2

### Lesson 12: Influences on Abstinence

1. Describe influences that contribute to engaging in sexual risk behaviors. (SH1.8.36)
2. Describe influences that protect against engaging in sexual risk behaviors. (SH1.8.35)
3. Explain how to resist negative influences that can threaten the choice to be sexually abstinent. (SH2.8.3, SH2.8.4, SH2.8.7, SH2.8.8, SH2.8.9, SH2.8.10)

NHES Performance Indicators 2.8.1, 2.8.2, 2.8.3, 2.8.4, 2.8.5, 2.8.8

### Lesson 13: Peer Power for Abstinence

1. Accurately estimate the current rate of sexual abstinence among U.S. ninth graders.
2. Explain how knowing actual norms can support sexual abstinence. (SH2.8.2)
3. Explain how peers can support one another to remain sexually abstinent. (SH2.8.10)
3. Express intentions to help others remain sexually abstinent.

NHES Performance Indicators 2.8.3, 2.8.7; 8.8.2

# Lesson Objectives with HECAT & NHES Correlations

## Abstinence, Puberty & Personal Health (continued)

### Lesson 14: Resisting Sexual Pressure

1. Describe lines used to pressure someone to engage in sexual behaviors.
2. Identify effective words and actions to resist sexual pressure. (SH4.8.3)
3. Identify things to say that show they respect another person's refusal. (SH1.8.24, SH4.8.5, SH4.8.7)

NHES Performance Indicators 4.8.1, 4.8.2

### Lesson 15: Roleplay Practice: Saying NO to Sexual Pressure

1. Demonstrate effective refusal skills to resist sexual pressure. (SH4.8.3)

NHES Performance Indicators 4.8.2

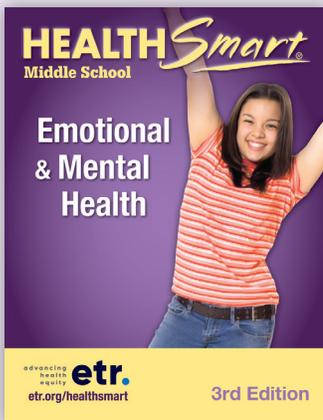
### Lesson 16: Protecting My Future

1. Identify the emotional, social, physical and financial effects of being a teen parent. (SH1.8.53)
2. Describe how negative consequences of becoming a teen parent would affect personal goals.
3. Explain how sexual abstinence can help young people reach future goals.

NHES Performance Indicators 1.8.1; 6.8.4

### NHES Skills Addressed

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



## Emotional & Mental Health

### Lesson 1: Dimensions of Health

1. Explain the interrelationship of physical, mental, emotional, social and spiritual health.

NHES Performance Indicators: 1.8.2; 6.8.1

### Lesson 2: Classroom Rules & Responsibilities

1. Describe what it means to be a responsible person. (MEH1.8.35, MEH7.8.1)
2. Describe prosocial behaviors that contribute to a positive classroom environment.
3. Generate classroom rules that will contribute to a positive classroom environment. (MEH2.8.1, MEH2.8.3)

NHES Performance Indicators: 1.8.3; 2.8.4; 7.8.1

### Lesson 3: Being Emotionally Healthy

1. Describe characteristics of an emotionally healthy person. (MEH1.8.8)
2. Explain ways to improve emotional health.

NHES Performance Indicators 1.8.1; 7.8.1

### Lesson 4: Qualities of Healthy Relationships

1. Compare and contrast healthy and unhealthy relationships. (MEH1.8.23)
2. Describe characteristics of healthy relationships. (MEH1.8.23)
3. Describe benefits of healthy relationships. (MEH1.8.24)

NHES Performance Indicators 1.8.1; 2.8.1, 2.8.3

### Lesson 5: Building Healthy Relationships Through Communication

1. Demonstrate effective communication skills. (MEH4.8.1, SH4.8.1)
2. Demonstrate effective listening skills. (MEH4.8.1, SH4.8.1)

NHES Performance Indicator 4.8.1

### Lesson 6: Expressing Your Feelings

1. Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others. (MEH1.8.5)
2. Explain appropriate and healthy ways to express emotions. (MEH 1.8.6)
3. Explain how the expression of emotions can help or hurt oneself and others. (MEH1.8.7)

NHES Performance Indicator 1.8.1; 7.8.1

### Lesson 7: Self-Control Skills for Dealing with Difficult Feelings

1. Describe examples of situations that require self-control.
2. Analyze the risks of impulsive behaviors.
3. Demonstrate appropriate ways to respond when angry or upset. (MEH1.8.8, MEH7.8.3)

NHES Performance Indicators 1.8.1, 1.8.7; 7.8.1, 7.8.3

# Lesson Objectives with HECAT & NHES Correlations

## Emotional & Mental Health (continued)

### Lesson 8: Getting Help for Troublesome Feelings

1. Identify trusted adults to talk to about troublesome feelings. (MEH1.8.29)
2. Summarize the benefits of talking with parents or other trusted adults about troublesome feelings. (MEH1.8.30)
3. Describe warning signs that troublesome feelings require help. (MEH3.8.3)
4. Identify anxiety and depression as troublesome feelings that require professional help.
5. Demonstrate how to effectively ask for help for troublesome feelings for themselves or a friend. (MEH4.8.5)

NHES Performance Indicators 1.8.7; 3.8.4; 4.8.4

### Lesson 9: What Is Stress?

1. Explain causes and effects of stress.
2. Describe personal stressors at home, in school and with friends. (MEH1.8.12)
3. Describe physical and emotional reactions to stressful situations. (MEH1.8.13)
4. Explain positive and negative ways of dealing with stress. (MEH1.8.13)

NHES Performance Indicator 1.8.1

### Lesson 10: Reducing Stress

1. Identify skills for planning, time management and organization that can help reduce stress. (MEH7.8.2)

NHES Performance Indicators 1.8.1, 1.8.5; 7.8.2

### Lesson 11: Managing Stress

1. Demonstrate stress-management techniques. (MEH7.8.3)
2. Explain how they will apply stress-management techniques to manage personal stressors. (MEH7.8.4)

NHES Performance Indicators 1.8.5; 7.8.3

### Lesson 12: Dealing with Grief

1. Summarize feelings associated with loss and grief. (MEH1.8.15)
2. Describe how to deal with grief in healthy ways. (MEH1.8.6)
3. Demonstrate what to say to someone who has experienced the death of a loved one. (MEH1.8.26, MEH4.8.6)

NHES Performance Indicators 1.8.1; 4.8.1

### Lesson 13: Social Media & Emotional Health

1. Describe how social media, online gaming and other technology can impact mental and emotional health. (MEH1.8.44)
2. Advocate for responsible social media and technology use that supports emotional health. (MEH8.8.2)

NHES Performance Indicators 1.8.1, 1.8.3; 2.8.3, 2.8.5, 2.8.6, 2.8.7; 8.8.2

### Lesson 14: Making Healthy Decisions

1. Demonstrate decision-making skills that can be used to support emotional health. (MEH5.8.2, MEH5.8.3, MEH5.8.5, MEH5.8.6, MEH5.8.7, MEH5.8.8)

NHES Performance Indicators 5.8.1, 5.8.2, 5.8.3, 5.8.4, 5.8.5, 5.8.6, 5.8.7

### Lesson 15: Setting Goals for Emotional Health

1. Use goal-setting skills to improve emotional health. (MEH6.8.1, MEH6.8.2, MEH6.8.3, MEH6.8.4)
2. Monitor progress on a goal to improve emotional health. (MEH6.8.3, MEH6.8.4, MEH6.8.5)

NHES Performance Indicators 6.8.1, 6.8.2, 6.8.3, 6.8.4

#### NHES Skills Addressed

- Comprehending Concepts
- Analyzing Influences
- Communication
- Decision Making
- Goal Setting
- Practicing Health-Enhancing Behavior



## HIV, STI & Pregnancy Prevention

### Lesson 1: Understanding Sexual Health

1. Describe the consequences of becoming sexually active.
2. Determine the benefits of being sexually abstinent. (SH1.8.3)
3. Explain that most teens are not engaging in sexual intercourse. (SH2.8.2)
4. Describe ways to protect sexual health.

NHES Performance Indicators 1.8.1, 1.8.7, 1.8.8; 2.8.7

### Lesson 2: Sexual Identity & Sexual Stereotyping

1. Apply ways to challenge sexual stereotyping. (SH1.8.24, SH4.8.7, SH8.8.3)
2. Describe how sexual stereotyping can negatively affect people. (SH1.8.22)
3. Explain why it's important to challenge sexual stereotypes. (SH8.8.1)

NHES Performance Indicators 7.8.2; 8.8.1

### Lesson 3: What Is Affirmative Consent?

1. Define Affirmative Consent and explain why it is important. (SH1.8.26)
2. Explain why it is an individual's responsibility to make sure that all sexual contact is consensual.
3. Explain why individuals have the right to refuse sexual contact. (VI.8.23)

NHES Performance Indicators 1.8.5, 1.8.7; 7.8.1

# Lesson Objectives with HECAT & NHES Correlations

## HIV, STI & Pregnancy Prevention (continued)

### Lesson 4: Healthy Romantic Relationships

1. Explain the qualities of a healthy romantic relationship. (SH1.8.13)
2. Differentiate healthy and unhealthy romantic relationships. (SH1.8.11)

NHES Performance Indicators 1.8.1

### Lesson 5: Reproduction & Teen Pregnancy

1. Explain how pregnancy occurs. (SH1.8.4)
2. Personalize the risk of pregnancy if having unprotected vaginal intercourse.
3. Identify the consequences of becoming a teen parent. (SH1.8.53)
4. Use advocacy skills to encourage others to avoid unintended pregnancy. (SH8.8.2, SH8.8.5)

NHES Performance Indicators 1.8.1, 1.8.8, 1.8.9; 7.8.1; 8.8.2, 8.8.3

### Lesson 6: STI Facts

1. Describe symptoms of common STIs. (SH1.8.39)
2. Explain that some STIs are asymptomatic.
3. Explain how common STIs are transmitted. (SH1.8.38)
4. Explain the negative consequences of common STIs. (SH1.8.40)
5. Summarize which STIs can be cured and which can be treated. (SH1.8.41)
6. Describe why sexual abstinence is the safest, most effective way to avoid STIs. (SH1.8.34)

NHES Performance Indicators 1.8.1, 1.8.9

### Lesson 7: HIV Facts

1. Explain how HIV is transmitted. (SH1.8.38)
2. Describe symptoms of untreated HIV. (SH1.8.39)
3. Explain the consequences of HIV.
4. Describe why sexual abstinence is the safest, most effective way to avoid HIV. (SH1.8.34)
5. Explain why it is safe to be a friend of someone who has HIV.

NHES Performance Indicators 1.8.1, 1.8.8, 1.8.9

### Lesson 8: STI & Responsible Actions

1. Describe responsible actions for someone who has an STI. (SH3.8.4, SH7.8.3)

NHES Performance Indicators 1.8.1; 3.8.4; 7.8.1

### Lesson 9: Making Sexual Health Decisions

1. Demonstrate decision-making skills that can be used to protect sexual health. (SH5.8.2, SH5.8.3, SH5.8.5, SH5.8.6, SH5.8.7, SH5.8.8)

NHES Performance Indicators 5.8.1, 5.8.2, 5.8.3, 5.8.4, 5.8.5, 5.8.6, 5.8.7

### Lesson 10: Resisting Sexual Pressure

1. Describe techniques used to pressure someone to engage in sexual behaviors. (V1.8.28)
2. Identify effective words and actions to resist sexual pressure. (SH4.8.3)
3. Identify things to say to show they respect another person's refusal. (SH1.8.24, SH4.8.1, SH4.8.7)

NHES Performance Indicators 4.8.1, 4.8.2

### Lesson 11: Roleplay Practice: Saying NO to Sexual Pressure

1. Demonstrate effective refusal skills to resist sexual pressure. (SH4.8.3)

NHES Performance Indicators 4.8.2

### Lesson 12: Using Condoms for Safer Sex

1. Identify where to obtain condoms. (SH3.8.5, SH3.8.7)
2. Identify steps for proper condom use. (SH7.8.4)
3. Describe how condoms can reduce the risk of pregnancy, HIV and other STIs. (SH1.8.42, SH1.8.47)

NHES Performance Indicators 3.8.3, 3.8.5; 7.8.3

### Lesson 13: Negotiating Condom Use

1. Demonstrate using communication skills to negotiate condom use. (SH4.8.1, SH4.8.4)

NHES Performance Indicators 1.8.7; 4.8.1, 4.8.2; 7.8.3

### Lesson 14: Preventing Pregnancy

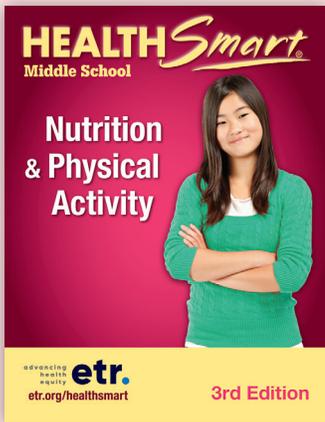
1. Describe ways sexually active people can reduce the risk of pregnancy through effective use of contraceptives. (SH1.8.46, SH1.8.48, SH1.8.52)
2. Describe why sexual abstinence is the safest, most effective way to avoid pregnancy. (SH1.8.34)

NHES Performance Indicators 1.8.1

### NHES Skills Addressed

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

# Lesson Objectives with HECAT & NHES Correlations



## Nutrition & Physical Activity

### Lesson 1: What Are Nutrients?

1. Summarize reliable sources of information about healthy eating. (FN3.8.1)
2. Identify the function of key nutrients.
3. Identify food sources for key nutrients. (FN1.8.8)
4. Summarize the benefits of drinking plenty of water. (FN1.8.12)

NHES Performance Indicators 1.8.1; 3.8.1

### Lesson 2: What Should I Eat & How Much?

1. Summarize a variety of nutritious food choices for each food group. (FN1.8.4)
2. Summarize the amount of food from each food group that a person needs each day.
3. Explain why the recommended amount of food a person needs each day may be different for each food group.
4. Identify foods that are high in fiber. (FN1.8.8)

NHES Performance Indicator 1.8.1

### Lesson 3: Assessing My Eating Habits

1. Use self-assessment skills to analyze personal eating habits. (FN6.8.1, FN7.8.2)
2. Summarize the benefits of eating plenty of fruits and vegetables. (FN1.8.6)
3. Summarize the benefits of limiting the consumption of unhealthy fat, added sugar and sodium. (FN1.8.14)
4. Describe the benefits of eating in moderation. (FN1.8.22)
5. Apply the *U.S. Dietary Guidelines for Americans*. (FN1.8.3)

NHES Performance Indicators 1.8.1; 6.8.1; 7.8.1

### Lesson 4: Reading a Food Label

1. Explain how reading a food label can help improve a person's eating habits.
2. Analyze the nutrition information on food labels to compare products. (FN3.8.4)
3. Demonstrate how to use food labels to make healthy food choices. (FN7.8.3)

NHES Performance Indicators 1.8.1; 3.8.2; 7.8.2

### Lesson 5: Eating Breakfast Every Day

1. Describe the importance of eating breakfast every day. (FN1.8.16)
2. Provide examples of healthy breakfast foods.
3. Identify examples of whole-grain foods. (FN1.8.10)
4. Describe ways to overcome barriers to eating a healthy breakfast every day. (FN6.8.3, FN6.8.4)
5. Explain ways to improve personal breakfast habits. (FN7.8.2, FN7.8.4)

NHES Performance Indicators 1.8.1, 1.8.7; 7.8.2

### Lesson 6: Healthy Snacking

1. Explain characteristics of a healthy snack. (FN1.8.11)
2. Use advocacy skills to encourage others to eat healthy snacks. (FN8.8.1, FN8.8.2, FN8.8.3)

NHES Performance Indicators 1.8.1; 8.8.1, 8.8.2, 8.8.3

### Lesson 7: Eating Healthy at Fast-Food Restaurants

1. Explain how to select healthy foods when dining out at fast-food restaurants. (FN1.8.18)
2. Identify food preparation methods that add less fat to food. (FN1.8.15)
3. Differentiate between nutritious and non-nutritious beverages. (FN1.8.13)
4. Express intentions to make healthier choices at fast-food restaurants. (FN7.8.4)

NHES Performance Indicators 1.8.1; 7.8.2

### Lesson 8: Keeping Food Safe to Eat

1. Summarize food safety strategies that can control germs that cause food-borne illnesses. (PHW1.8.12)
2. Express intentions to prevent food-borne illness. (PHW7.8.4)

NHES Performance Indicators 1.8.1, 1.8.5; 7.8.3

### Lesson 9: What Influences My Food Choices?

1. Assess personal eating practices. (FN6.8.1)
2. Analyze influences on personal eating patterns. (FN2.8.3, FN2.8.6, FN2.8.8, FN2.8.9)
3. Suggest ways to counter negative influences on food choices.
4. Express intentions to make healthy food choices. (FN7.8.4)

NHES Performance Indicators 2.8.1, 2.8.3, 2.8.5; 6.8.1

### Lesson 10: Resisting Pressure to Eat Less-Healthy Foods

1. Identify words and actions used to resist pressure to eat less-nutritious foods. (FN4.8.1)
2. Demonstrate effective refusal skills to say NO to pressure to eat less-nutritious foods. (FN4.8.3)

NHES Performance Indicators 2.8.3; 4.8.1, 4.8.2

### Lesson 11: Body Image Basics

1. Differentiate between a positive and negative body image.
2. Explain the importance of a positive body image.
3. Analyze influences on body image. (MEH2.8.3, MEH2.8.5, MEH2.8.9, MEH2.8.10)
4. Explain ways to develop or maintain a positive body image. (MEH7.8.3)
5. Express intentions to develop or maintain a positive body image. (MEH7.8.4)

NHES Performance Indicators 1.8.1; 2.8.1, 2.8.2, 2.8.3, 2.8.5; 7.8.2

### Lesson 12: Dieting Dangers & Healthy Ways to Manage Weight

1. Explain the dangers of dieting.
2. Identify healthy and risky approaches to weight management. (FN1.8.21)
3. Describe the relationship between what people eat, their physical activity level and their body weight.
4. Describe the health risks of using weight-loss drugs.

NHES Performance Indicator 1.8.1, 1.8.8

# Lesson Objectives with HECAT & NHES Correlations

## Nutrition & Physical Activity (continued)

### Lesson 13: Eating Disorders

1. Describe the symptoms and consequences of disordered eating and common eating disorders.
2. Summarize how disordered eating and eating disorders can affect proper nutrition.
3. Explain what to do if a friend is showing symptoms of disordered eating or an eating disorder. (MEH3.8.3, MEH4.8.6)

NHES Performance Indicators 1.8.1, 1.8.8, 1.8.9; 3.8.4

### Lesson 14: Assessing My Physical Activity

1. Describe how to meet the recommended amounts and types of moderate, vigorous, muscle-strengthening and bone-strengthening physical activity for adolescents. (PA1.8.1)
2. Describe physical activities that contribute to maintaining or improving the components of health-related fitness. (PA1.8.6)
3. Describe ways to increase daily physical activity and decrease inactivity. (PA1.8.3)
4. Assess personal physical activity practices. (PA6.8.1)

NHES Performance Indicators 1.8.1; 6.8.1; 7.8.1, 7.8.2

### Lesson 15: Staying Safe While Getting Fit

1. Identify the physical, mental/emotional and social benefits of physical activity. (PA1.8.4, PA1.8.7)
2. Describe the use of safety equipment to reduce risk of injuries from participation in physical activity. (PA1.8.12, PA1.8.13)
3. Describe climate-related conditions that affect physical activity. (PA1.8.10, SI.8.13)
4. Summarize the benefits of drinking water before, during and after physical activity. (PA1.8.11)
5. Explain the importance of warming up before and cooling down after physical activity. (PA1.8.9)

NHES Performance Indicators 1.8.1, 1.8.5; 7.8.2, 7.8.3

### Lesson 16: My Healthy Eating & Physical Activity Goal

1. Analyze expected benefits of healthy eating and physical activity. (FN1.8.20, PA1.8.4, PA1.8.7)
2. Identify ways to overcome barriers to healthy eating and physical activity. (FN6.8.3, FN6.8.4, PA6.8.3, PA6.8.4)
3. Set a specific, realistic and measurable goal to improve healthy eating or physical activity behaviors. (FN6.8.2, FN6.8.5, PA6.8.2, PA6.8.5)

NHES Performance Indicators 1.8.1, 1.8.7; 6.8.1, 6.8.2, 6.8.3

### Lesson 17: Tracking My Progress

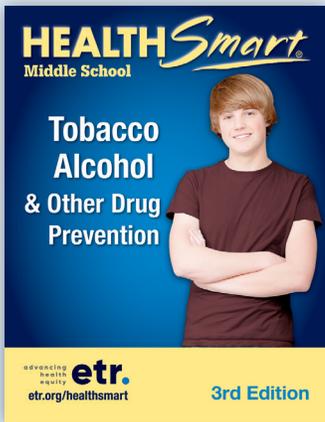
1. Use goal-setting and self-management skills to monitor personal progress toward a healthy eating or physical activity goal. (FN6.8.3, FN6.8.4, FN6.8.5, PA6.8.3, PA6.8.4, PA6.8.5)

NHES Performance Indicators 6.8.3, 6.8.4; 7.8.2

### NHES Skills Addressed

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

# Lesson Objectives with HECAT & NHES Correlations



## Tobacco, Alcohol & Other Drug Prevention

### Lesson 1: Teens & Drugs: What's the Truth?

1. Examine perceived norms around vaping and the use of other tobacco products, alcohol, marijuana and opioids. (AOD2.8.2, T2.8.2)
2. Explain that most teens do not use tobacco, alcohol or other drugs.

NHES Performance Indicator 2.8.7

### Lesson 2: Alcohol: What's the Truth?

1. Summarize the negative consequences of using alcohol. (AOD1.8.8, AOD1.8.9)
2. Explain how using alcohol could negatively affect their lives.
3. Describe the relationship between alcohol use and other risky behaviors. (AOD1.8.15, AOD2.8.5)

NHES Performance Indicators 1.8.1, 1.8.9; 2.8.9

### Lesson 3: Tobacco & Vaping: What's the Truth?

1. Describe the negative short- and long-term physical effects of using tobacco. (T1.8.1)
2. Summarize the negative health effects of secondhand smoke. (T1.8.8)
3. Describe negative effects of vaping.
4. Summarize the personal benefits of being tobacco free. (T1.8.6)

NHES Performance Indicator 1.8.1

### Lesson 4: Marijuana: What's the Truth?

1. Summarize the negative short- and long-term effects of marijuana use. (AOD1.8.8, AOD1.8.9)
2. Explain that most teens do not use marijuana.

NHES Performance Indicator 1.8.1

### Lesson 5: Medicines: What's the Truth?

1. Explain directions for correct use of over-the-counter and prescription medicines. (AOD1.8.4)
2. Differentiate between proper use and misuse of over-the-counter and prescription medicines. (AOD1.8.2, AOD1.8.3)
3. Describe negative effects of misusing over-the-counter and prescription medicines. (S1.8.19)

NHES Performance Indicators 1.8.1; 3.8.2

### Lesson 6: Experimentation & Addiction: What's the Truth?

1. Determine reasons teens choose to use tobacco, alcohol and other drugs. (AOD1.8.11)
2. Evaluate the dangers of experimenting with tobacco, alcohol or other drugs. (T1.8.3)
3. Explain why using alcohol or other drugs is an unhealthy way to manage stress. (AOD1.8.12)

NHES Performance Indicator 1.8.1

### Lesson 7: Opioids: What's the Truth?

1. Differentiate between proper use and abuse of prescription opioids. (AOD1.8.3)
2. Describe negative consequences of misusing opioids. (AOD1.8.8, AOD1.8.9)

NHES Performance Indicator 1.8.1, 1.8.8, 1.8.9

### Lesson 8: Consequences of Drug Use: How Bad Could It Be?

1. Explain how using tobacco, alcohol and other drugs can negatively affect multiple aspects of a person's life. (AOD1.8.8, AOD1.8.9, T1.8.7)
2. Examine the likelihood and seriousness of negative consequences resulting from tobacco, alcohol and other drug use.
3. Describe how negative consequences of using tobacco, alcohol and other drugs could affect them personally.

NHES Performance Indicators 1.8.8, 1.8.9

### Lesson 9: Influences on My Choices About Drugs

1. Analyze influences on personal choices to use or not use tobacco, alcohol and other drugs. (AOD2.8.3, AOD2.8.4, AOD2.8.6, AOD2.8.7, AOD2.8.8, AOD2.8.9, T2.8.3, T2.8.4, T2.8.6, T2.8.7, T2.8.8, T2.8.9)
2. Describe strategies to strengthen positive influences and counter negative influences on choices about drug use.

NHES Performance Indicators 2.8.1, 2.8.3, 2.8.4, 2.8.5, 2.8.8

### Lesson 10: Self-Talk for Being Drug Free

1. Analyze influences that might pressure someone to use tobacco, alcohol and other drugs. (AOD2.8.3, AOD2.8.4, AOD2.8.6, AOD2.8.7, AOD2.8.8, AOD2.8.9, T2.8.3, T2.8.4, T2.8.6, T2.8.7, T2.8.8, T2.8.9)
2. Demonstrate self-talk to counter influences to use tobacco, alcohol and other drugs. (AOD7.8.3, T7.8.3)

NHES Performance Indicators 7.8.2, 7.8.3

### Lesson 11: My Peers & Their Feelings About Drugs

1. Determine reasons teens choose to use or not use tobacco, alcohol and other drugs. (AOD1.8.11)
2. Describe healthy alternatives to using tobacco, alcohol and other drugs. (AOD1.8.14)
3. Summarize the personal benefits of being drug free. (AOD1.8.13, T1.8.6)

NHES Performance Indicators 1.8.1, 1.8.7; 2.8.3

# Lesson Objectives with HECAT & NHES Correlations

## Tobacco, Alcohol & Other Drug Prevention (continued)

### Lesson 12: Family, School & Community Rules About Drugs

1. Summarize family rules about vaping, other tobacco products, alcohol and other drugs.
2. Access resources to find information about school policies on drug use. (AOD3.8.5, T3.8.6)
3. Summarize school policies regarding vaping, other tobacco products, alcohol and other drugs. (AOD1.8.18, T1.8.13)
4. Summarize community laws regarding purchasing and using vaping and other tobacco products, alcohol and other drugs. (AOD1.8.18, T1.8.13)

NHES Performance Indicators  
2.8.1, 2.8.4, 2.8.10; 3.8.2

### Lesson 13: Tobacco & Vape Companies: Are They Targeting Youth?

1. Analyze ways the tobacco industry promotes vaping and the use of other tobacco products among young people. (T2.8.8)

NHES Performance Indicator  
2.8.5; 8.8.1

### Lesson 14: Counter-Advertisements

1. Support a positive health message about being tobacco or alcohol free with accurate information. (AOD8.8.1, T8.8.1)
2. Advocate for peers to be tobacco and alcohol free. (AOD8.8.2, AOD8.8.5, AOD8.8.6, T8.8.2, T8.8.3, T8.8.5)

NHES Performance Indicators  
2.8.5; 8.8.1, 8.8.2, 8.8.3, 8.8.4

### Lesson 15: Peer Pressure: Ways to Say NO

1. Describe effective verbal and nonverbal ways to resist pressure to vape or use other tobacco products, alcohol or other drugs. (AOD4.8.2, T4.8.1)

NHES Performance Indicator  
2.8.3; 4.8.1, 4.8.2

### Lesson 16: Roleplay Practice: Resisting Drug Pressure

1. Demonstrate effective refusal skills to say NO to pressure to use drugs. (AOD4.8.4, T4.8.2)

NHES Performance Indicator  
4.8.2

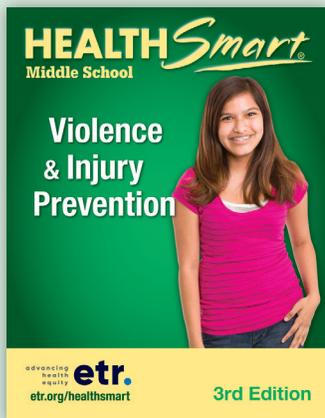
### Lesson 17: Drug-Free Pledges: Support for Myself & Others

1. Express intentions to be drug free. (AOD7.8.4, T7.8.4)
2. Summarize the personal benefits of being drug free. (AOD1.8.13, T1.8.6)
3. Identify ways to help others be drug free. (AOD8.8.1, AOD8.8.2, T8.8.1, T8.8.2)

NHES Performance Indicators  
7.8.1; 8.8.2

#### NHES Skills Addressed

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



## Violence & Injury Prevention

### Lesson 1: Understanding Risks & Unintentional Injury

1. Describe consequences of unintentional injury.
2. Describe situations that could lead to unsafe risks that cause injuries.
3. Identify benefits of reducing the risks for injury. (S1.8.24)

NHES Performance Indicators  
1.8.1, 1.8.5, 1.8.8, 1.8.9; 2.8.7

### Lesson 2: Avoiding Motor Vehicle Injuries

1. Describe ways to reduce risks of injuries while riding in or on a motor vehicle. (S1.8.1)
2. Explain the risks associated with using alcohol or other drugs and driving a motor vehicle. (S1.8.6, AOD1.8.17)
3. Describe ways to avoid riding in or on a motor vehicle with a driver who has been using alcohol or other drugs.

NHES Performance Indicators  
1.8.1, 1.8.5, 1.8.8; 7.8.1, 7.8.3

### Lesson 3: Safety Rules to Prevent Common Injuries

1. Describe ways to reduce the risk of injuries around water. (S1.8.10)
2. Describe ways to reduce the risk of injuries in case of fire. (S1.8.11)
3. Describe ways to reduce the risk of injuries during sports and recreational activities. (S1.8.12)
4. Describe ways to reduce the risk of injuries from firearms. (S1.8.15)
5. Describe ways to reduce the risk of injuries as a pedestrian. (S1.8.14)
6. Describe ways to reduce the risk of injuries from falls. (S1.8.9)
7. Identify actions to take to prevent injuries during severe weather. (S1.8.8)

NHES Performance Indicators  
1.8.5; 7.8.3

# Lesson Objectives with HECAT & NHES Correlations

## Violence & Injury Prevention (continued)

### Lesson 4: Safety Gear & Me

1. Explain the importance of helmets and other safety gear for biking, skateboarding, inline skating and other activities. (S1.8.4)
2. Demonstrate advocacy skills to support others to be safe by encouraging the use of safety gear. (S8.8.1, S8.8.2, S8.8.3, S8.8.4)

NHES Performance Indicators 1.8.5; 8.8.1, 8.8.2, 8.8.3, 8.8.4

### Lesson 5: Resisting Dares

1. Describe words and actions they can use to resist dares. (S4.8.1)
2. Demonstrate effective refusal skills to say NO to pressure to take unsafe risks. (S4.8.2)

NHES Performance Indicators 2.8.3; 4.8.1, 4.8.2; 7.8.1, 7.8.3

### Lesson 6: Making Safe Decisions

1. Demonstrate decision-making skills that can be used to avoid or reduce the risk of unintentional injuries. (S5.8.2, S5.8.3, S5.8.5, S5.8.6, S5.8.7, S5.8.8)

NHES Performance Indicators 5.8.1, 5.8.2, 5.8.3, 5.8.4, 5.8.5, 5.8.6, 5.8.7

### Lesson 7: Preparing for School Emergencies

1. Demonstrate how to respond to school emergencies. (S7.8.3)

NHES Performance Indicators 1.8.5; 7.8.3

### Lesson 8: Understanding Violence

1. Identify causes of violence.
2. Describe consequences of violence to perpetrators, victims and bystanders. (V1.8.10)
3. Explain the role of bystanders in escalating, preventing or stopping violence. (V1.8.9)
4. Describe prosocial behaviors that help stop or prevent violence. (V1.8.11)

NHES Performance Indicators 1.8.1, 1.8.8, 1.8.9

### Lesson 9: Understanding Bullying

1. Explain the effects of bullying on targets and bystanders. (V1.8.10)
2. Describe how power and control differences can contribute to bullying. (V1.8.27)

NHES Performance Indicators 1.8.1; 2.8.6

### Lesson 10: Taking a Stand Against Bullying

1. Identify actions to prevent or stop bullying. (V4.8.6, V7.8.2)
2. Express intentions to help prevent bullying at school. (V7.8.4)
3. Demonstrate how to effectively ask for help to stop bullying. (V4.8.5)

NHES Performance Indicators 1.8.1, 1.8.7; 4.8.4; 7.8.3

### Lesson 11: Hazing: A Different Kind of Bullying

1. Define hazing and explain why it is a form of bullying.
2. Describe consequences of hazing. (V1.8.10)
3. Explain ways to prevent or stop hazing. (V7.8.2)

NHES Performance Indicators 1.8.1; 2.8.3; 7.8.3

### Lesson 12: Our Code of Conduct

1. Advocate against bullying and hazing. (V8.8.1, V8.8.3)

NHES Performance Indicators 8.8.1, 8.8.2, 8.8.3

### Lesson 13: Feelings & Fights

1. Describe situations that could lead to physical fighting. (V1.8.13)
2. Describe nonviolent ways to respond when angry or upset. (V1.8.5)

NHES Performance Indicators 1.8.1, 1.8.5, 1.8.8; 2.8.3, 2.8.5

### Lesson 14: Skills to Resolve Conflict

1. Describe ways to manage interpersonal conflict nonviolently. (V1.8.19, MEH1.8.34)
2. Explain why it is important to understand the perspectives of others in resolving conflicts. (V1.8.23)

3. Determine the benefits of using nonviolent means to solve interpersonal conflicts. (V1.8.20)
4. Describe strategies to avoid physical fighting. (V1.8.18)

NHES Performance Indicators 1.8.5, 1.8.7; 4.8.3

### Lesson 15: Conflict Resolution Roleplays

1. Demonstrate skills for resolving conflict. (MEH4.8.4, V4.8.3, V4.8.4, V4.8.5, V4.8.6, V7.8.3)

NHES Performance Indicators 4.8.3, 4.8.4; 7.8.2, 7.8.3

### Lesson 16: Dealing with Unwanted Touch

1. Demonstrate using assertive communication to defend personal boundaries. (V4.8.1)
2. Explain why individuals have the right to refuse sexual contact. (V1.8.30)

NHES Performance Indicators 1.8.5; 4.8.2

### Lesson 17: Understanding Sexual Abuse

1. Explain that a person who has been sexually abused is not at fault. (V1.8.31)
2. Explain that sexual abuse should be reported to a trusted adult. (V1.8.32)
3. Explain that there are resources and supports that can help survivors of abuse heal and recover. (V3.8.3)
4. Demonstrate how to ask for help for themselves or a friend. (V4.8.5)

NHES Performance Indicators 1.8.5; 3.8.4, 3.8.5; 4.8.4

#### NHES Skills Addressed

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

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