

**HealthSmart
Alignment with
Massachusetts
Comprehensive
Health
Curriculum
Framework**



**Middle School
Grades 6–8**

HealthSmart Middle School Unit Key

ABST = Abstinence, Puberty & Personal Health

EMH = Emotional & Mental Health

HIV = HIV, STI & Pregnancy Prevention

NPA = Nutrition & Physical Activity

TAOD = Tobacco, Alcohol & Other Drug Prevention

VIP = Violence & Injury Prevention

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Practice 1: Decision Making and Problem Solving						
Healthy Relationships (8.1.HR)						
1. Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships and discuss various ways to show affection within different relationships (e.g., holding hands, hugging, kind words, acts of kindness, kissing, sexual behaviors).	10		4			
2. Compare and contrast the continuum of relationship behaviors (including identifying healthier and less healthy behaviors, and the potential impacts of power differences such as age, gender, status or position within relationships) and how these impact health and well-being.		4	4			
3. Identify warning signs of potential danger in a relationship and strategies to get help.		4	4			4
4. Evaluate options and strategies a person might use to end an unhealthy relationship, including involving a trusted adult who can help.	Covered in High School EMH - 9					
		Could be included in 4	Could be included in 4			
5. Define consent and describe factors, including drugs and alcohol, that may influence one's capacity to request consent, and to give and receive consent, including sexual consent, in a variety of situations.			3			
6. Demonstrate the ability to apply a decision-making process to decisions related to consent in a variety of situations (e.g., friendships, familial, with an intimate partner, in a sexual relationship) and to communicate and respond to consent or non-consent.	14 [respecting refusals]		3, 9, 10			
7. Demonstrate the ability to apply a decision-making model to arrive at a decision that promotes health and safety related to various types of relationships (including sexual relationships).			9			

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Practice 1: Decision Making and Problem Solving (continued)						
Personal Safety (8.1.PS)						
1. Describe the role of individual versus shared responsibility in staying safe in a variety of situations (e.g., outdoor recreation, motor vehicle safety, digital safety, threats of violence).						1, 2, 3, 5
2. Discuss how systemic and other factors (e.g., home rules, school connectedness, environment, available supports, available equipment, weather, gender-based violence, racism and discrimination) help or hinder an individual's ability to remain safe in a variety of situations.						1, 3
3. Evaluate potential options and consequences for decisions related to personal safety in a variety of situations (e.g., motor vehicle safety, physical injury, digital safety, threats of violence, inappropriate touch, physical, emotional, and sexual abuse).						6
4. Describe laws (e.g., age of consent laws, child abuse, including sexual abuse, and sexual exploitation laws, parental notification laws) that relate to young people's sexual health and the rights of adolescents to maintain their own health, and how these might impact decisions related to sexual health.						16, 17
5. Define exploitation, human trafficking and sex trafficking, and describe strategies used for and warning sign behaviors of exploitation and recruitment of youth.						17
High School VIP – 17 deals specifically with sexual exploitation						
6. Demonstrate strategies for avoiding situations that may lead to human trafficking and sex trafficking and for getting help if concerned about self or others.						16
7. Explain the potential consequences of requesting, sending, or digitally posting sexually explicit pictures or messages (e.g., on social media sites, chat groups, e-mail, texting, websites, phone and tablet applications, and other digital forms) and demonstrate the ability to make health-promoting decisions related to safe and legal activity in online and digital spaces.	10					
8. Demonstrate strategies for keeping oneself safe online and in digital spaces (including situations that could lead to exploitation or trafficking, and online sexual harassment).		Can be addressed in 13				
Covered specifically in High School VIP – 17						

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Practice 1: Decision Making and Problem Solving (continued)						
Personal Safety (8.1.PS) (continued)						
9. Describe the characteristics of various forms of abuse (i.e., physical abuse, emotional abuse, psychological abuse, financial abuse, sexual abuse and exploitation), provide examples of how abuse is used to control an individual, and demonstrate strategies for getting help.						17
10. Evaluate a variety of non-violent responses to address conflict and demonstrate the ability to use these responses to act on health-related decisions.						14, 15
11. Analyze barriers that may prevent someone from reporting unsafe situations and child maltreatment to adults and identify strategies to overcome these barriers.						17
12. Demonstrate the ability to use a decision-making process to thoughtfully and effectively address personal safety in a variety of situations.						6, 16
Physical Activity and Fitness (8.1.PF)						
Covered in physical education classes.						
Sexual Health (8.1.SH)						
1. Apply an effective decision-making process in situations related to sexual health.			9			
2. Identify valid and reliable sources of information and resources to inform and support sexual health choices.	4 [trusted adults], 9		8, 12			
3. Analyze ways to prevent pregnancy and sexually transmitted infections (STIs), including methods that can be taken before becoming sexually active (e.g., communicating with a partner, HPV vaccine, contraception).	9, 11		5, 6, 12, 14			
4. Describe possible short- and long-term consequences (positive and negative) of engaging in sexual activity and identify ways to avoid negative or potentially harmful consequences.	16		1, 5, 6, 7			
5. Articulate the benefits of postponing sexual activity and setting personal limits, including to avoid early or unintended pregnancy and to reduce the risk of sexually transmitted infections, based on personal beliefs and values.	10, 11, 13, 16		1			
6. Analyze personal beliefs (including level of readiness) and values related to sexual activity and sexual health.	10, 11, 12					

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Practice 1: Decision Making and Problem Solving (continued)						
Sexual Health (8.1.SH) (continued)						
7. Explain the importance of, and ways to identify, setting personal limits to avoid unintended outcomes from risky or unwanted sexual behavior and to make sexual health decisions.	10					
8. Describe strategies that can be used to make decisions that adhere to personal values, beliefs, and limits.			9			
Substance Use and Misuse (8.1.SU)						
1. Thoughtfully apply a decision-making process in situations or to problems related to legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana) and illegal drug (e.g., prescription drugs not prescribed to you, cocaine) use.	Decision making is covered in other content areas in Middle School					
	High School TAOD – 13 covers decision making around drug use					
2. Identify circumstances that enable or encourage the use and misuse of legal and illegal drugs (in regard to age of legal use or type of substance), determine when situations or problems related to illegal drugs might require assistance, and identify possible options in how to respond.					9, 10, 11, 17	
3. Access valid and reliable information (from home, school, and community) about legal and illegal drugs (in regard to age of legal use or type of substance) and use it to understand and communicate the risks and dangers of drug use and misuse.					12	
4. Analyze factors (e.g., personal beliefs, source of substance, purpose of use) that may affect a decision to use legal or illegal substances.					9, 10, 11	
5. Analyze the potential negative effects of legal and illegal drug use on personal safety, physical activity, relationships with friends and families, school success, brain development, and attainment of present and future goals.					2, 3, 4, 5, 6, 7, 8	
6. Develop positive norms regarding substance use (e.g., most people (including teens) do not use illegal drugs, most teens do not use nicotine or regularly consume alcohol, and most teens refrain from even trying marijuana).					1	

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Practice 2: Self-Management and Goal Setting						
Mental and Emotional Health (8.2.MH)						
1. Explain the role of individual and collective responsibility for maintaining and enhancing mental and emotional well-being and describe environmental and contextual factors that affect mental and emotional health and well-being.		1, 3				
2. Describe and demonstrate strategies to effectively manage changing emotions during adolescence.		6, 7, 8				
3. Describe how emotions can impact one's behaviors and experiences and how this might vary in differing contexts.		6, 7, 8				
4. Demonstrate techniques to independently manage emotions in a variety of settings.		7, 8				
5. Demonstrate behaviors that will maintain or improve the mental and emotional well-being of self and others.		5, 7, 8, 11, 12				
6. Explain possible outcomes of expressing or repressing emotions.		6, 7, 8				
7. Examine how various coping strategies may help or harm health.		6, 7, 8, 9, 10, 11, 12				
8. Apply health-promoting coping and stress management strategies.		7, 8, 10, 11				
9. Demonstrate strategies to persevere when facing adversity.		11, 12				
10. Create and monitor personal goals to meet identified emotional and mental health needs or wants and identify people or resources to assist in meeting those goals.		15				
11. Analyze and demonstrate strategies for planning, prioritizing, and managing time.		10				
Physical Activity and Fitness (8.2.PF)						
Covered in physical education classes. Some are also addressed in <i>HealthSmart</i> lessons.						
1. Analyze areas of strength related to physical activity, fitness and movement skills, identify areas for improvement and demonstrates practice for individual improvement.				14		
7. Compare and contrast health-related and skill-related fitness components (e.g., strength, muscular endurance, cardiovascular endurance, flexibility, balance, speed, balance, agility) and principles (e.g., overload, specificity, progression, FITT – frequency, intensity, time, type).				14		

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Practice 2: Self-Management and Goal Setting (continued)						
Physical Activity and Fitness (8.2.PF) (continued)						
8. Explain connections between fitness level and overall physical, emotional, and mental health.				15		
9. Apply knowledge of personal health practices in order to self-select meaningful physical activities.				16		
11. Apply knowledge of aerobic, strength and endurance, and flexibility training exercises through the design and implementation of a short- and long-term health-related fitness program (that includes a warm-up and cool down, addresses all components and principles of fitness) that builds on strengths and addresses areas for improvement in fitness level.				16, 17		
Sexual Health (8.2.SH)						
1. Assess personal health practices and develop short- and long-term goals that support healthy sexual behaviors (e.g., abstinence, delay, use of contraception, use of barriers, giving and obtaining consent).	11, 16					
2. Determine strategies that will reduce the risk of HIV and sexually transmitted infections (STIs) and early pregnancy.	11, 13		1, 6, 7, 12, 13, 14			
3. Examine reasons and considerations (e.g., cultural and societal norms, personal values and beliefs) for determining emotional readiness for sexual behaviors.			1			
4. Describe how sexual health values and priorities may change over time, with varying responsibilities and maturity.	Can be addressed in 9		Can be addressed in 1			
Practice 3: Social Awareness, Relationship, and Communication Skills						
Healthy Relationships (8.3.HR)						
1. Identify characteristics of healthy and unhealthy relationships and ways to seek help in unhealthy or unwanted relationships.		4	4			
2. Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships).	14, 15 [refusal skills]	5 [effective communication]	10 [refusals], 13 [negotiation]			14, 15 [conflict resolution], 16 [boundaries]
3. Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction in various settings.		Can be addressed in 5	Can be addressed in 3			

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Practice 3: Social Awareness, Relationship, and Communication Skills (continued)						
Healthy Relationships (8.3.HR) (continued)						
4. Explain why consent and respecting a person's boundaries are important.			3			16
5. Demonstrate effective approaches to boundary setting (e.g., acknowledge feelings, communicate the boundary, target alternative), maintenance of a variety of boundaries (e.g., related to technology use, emotional, physical).		5 [communication in general]				16
6. Recognize when boundaries are being violated and identify tactics used to coerce or pressure someone to change a personal boundary (e.g., to have sex, to share a password, to send an explicit photo, break a rule).	14		10			16
7. Demonstrate techniques and assertive responses to counter coercive tactics in order to maintain boundaries.	14, 15		10, 11			16
8. Analyze how media and technology can be both a positive and negative influence on beliefs about what constitutes a healthy relationship (including sexual relationships).	12	13				
9. Analyze the impact of technology and social media on relationships (e.g., use of smartphones, sharing relationship information, GPS tracking).	12	13				
10. Describe potential impacts of power and privilege (e.g., associated with age, race, ethnicity, sexual orientation, gender, gender identity, socioeconomic status, immigration status, ability, position of authority) within a variety of relationships and in various settings.		Can be addressed in 4	Can be addressed in 4			
11. Analyze ways that prejudice, discrimination (e.g., sexism), and injustice can impact relationship health and describe ways to address these issues to support health of self and others.		Can be addressed in 4	Can be addressed in 4			
12. Apply conflict resolution strategies in a variety of situations (e.g., interpersonal, intrapersonal, intragroup, intergroup).						14, 15
13. Demonstrate positive ways to communicate differences of opinion in a variety of relationships (e.g., familial, peer, teacher) and situations (e.g., in class, outside of school, on a team).						14, 15
14. Compare and contrast bullying, harassment, and abuse and demonstrate ways to support and seek help for someone who is being bullied, harassed, or abused, or who is the target of unhealthy or coercive behaviors.						9, 10, 11, 12, 16, 17

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Practice 3: Social Awareness, Relationship, and Communication Skills (continued)						
Mental and Emotional Health (8.3.MH)						
1. Discuss how adverse childhood experiences and toxic stress as well as resilience and positive childhood experiences can impact mental and emotional health and demonstrate ways to communicate effectively about these factors and ways to support people who have experienced or are experiencing trauma.	Not covered directly, can be addressed in:					
		1, 8, 9				
2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations.		6, 7				
3. Accurately recognize and effectively respond to emotions, thoughts, values, and perspectives when communicating with others and when resolving interpersonal conflicts.		5, 6, 7, 12				14, 15
4. Analyze how people from diverse groups can learn from each other and how this can enhance emotional well-being.		1, 2, 3				
5. Apply refusal or negotiation skills in ways that support or improve mental health and minimize health risks.	14, 15	5	10, 11	10	15, 16	14, 15, 16
6. Advocate for oneself by creating 'I'-messages to express feelings and needs in appropriate ways.		7				
7. Identify signs and symptoms of mental and emotional distress, in self and others, that may require assistance from adults.		8				
8. Demonstrate how to respond (e.g., calling 9–8–8) when there is a concern about one's own or someone else's mental well-being or where someone is considering harming or killing themselves.		8				
9. Effectively express needs, wants, emotions, and feelings (including affection, love, friendship, concern, anger) in respectful and health-promoting ways.	10	5, 7, 12				
Physical Activity and Fitness (8.3.PF)						
Covered in physical education classes.						
Sexual Health (8.3.SH)						
1. Explain the difference between sexual orientation and gender identity.	4		2			

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Practice 3: Social Awareness, Relationship, and Communication Skills (continued)						
Sexual Health (8.3.SH) (continued)						
2. Explain three dimensions of sexual orientation (i.e., identity, attraction, and behavior) and how they are all a part of an individual’s sexual orientation that may or may not align with each other.	4		2			
3. Explain how assigned sex assigned at birth, gender identity, and gender expression are distinct concepts and how they interact with each other.	4		2			
4. Explain that attractions can be romantic, emotional, and/or sexual to an individual of the same gender and/or a different gender(s) and that attractions can change over time.	4		2			
5. Demonstrate the ability to create or maintain positive relationships with people of all gender identities, gender expressions, and sexual orientations.			2			
Substance Use and Misuse (8.3.SU)						
1. Analyze social situations in multiple settings (e.g., at home, at school, out with friends, at a party) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (in regard to age, use, or type) and potentially harmful substances.					9, 10	
2. Analyze influences (e.g., culture, peers, media, perceptions of norms) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (in regard to age, use, or type) and potentially harmful substances.					1 [norms], 9, 10	
3. Describe the ways that social characteristics (i.e., socioeconomic status, culture, gender) can impact risk and protective factors for substance use and misuse.					9, 10	
4. Summarize and communicate the effects of using legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol and marijuana) and illegal drugs (e.g., prescription drugs not prescribed to you, cocaine) on brain development and multiple dimensions of health (e.g., physical, social, occupational, mental/emotional).					2, 3, 4, 5, 6, 7, 8, 12	
5. Demonstrate effective verbal and nonverbal communication skills (including refusal) to keep self or others safe in substance use- and misuse-related situations (e.g., avoiding riding with a driver who is under the influence, seeking help, leaving a situation) in order to protect individuals from risk or injury.					10, 15, 16	5 [refusing dares that could be substance related]

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Practice 4: Movement Skills						
Covered in physical education classes.						
Practice 5: Self-Awareness and Analyzing Influences						
Personal Safety (8.5.PS)						
1. Analyze how various influences (e.g., peers, family, culture, society, school and community policies) impact the safety of adolescents in a varied of situations (including during physical activity).						1, 4, 5, 11
2. Analyze laws related to sexual harassment, sexual abuse, sexual assault, and domestic violence and how the laws impact individual safety.						17 [add information about state-specific laws]
3. Analyze how sharing or posting personal information electronically about self or others (e.g., chat groups, email, texting, sexting, websites, social media, phone and tablet applications) can impact the safety of self or others.	10 [sexting]	13 [social media use in general]				
Public, Community, and Environmental Health (8.5.CE)						
1. Analyze how a variety of social determinants of health (e.g., education, social environment, socioeconomic conditions, food availability, public safety, discrimination) may impact health at different levels (e.g., individual, family, and community).	<i>HealthSmart does not cover environmental health</i>					
2. Analyze how stigma and public perception can influence access to health and health care (e.g., menstrual health care, mental health services and supports, preventative screenings).						
3. Explain how public health policies and government regulations influence health promotion and disease prevention in both positive and negative ways.						
4. Analyze how environmental factors (e.g., air quality, trash and litter, availability of clean drinking water) and types of pollution (e.g., air, noise, chemical, water) affect health.						
5. Encourage others to improve health outcomes.	2, 11, 13	13	5	6	14, 17	4, 12

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Practice 5: Self-Awareness and Analyzing Influences (continued)						
Sexual Health (8.5.SH)						
1. Explain how perceptions, social norms, and social environment influence thoughts, attitudes, beliefs, and behaviors toward sexual orientation, sexual health and sexual activity.	12, 13		1, 2			
2. Analyze external influences (e.g., peers, media, technology, family, society, community, culture, cultural stigmas) that have an impact on an individual's attitudes, beliefs, and expectations about gender identity, gender roles, and sexual orientation.			2			
3. Analyze internal and external influences (e.g., personal values and beliefs, peers, media, technology, family, society, community, culture, stigmas) that have an impact on an individual's sexual behaviors.	12, 13		1, 2			
Practice 6: Information and Resource Seeking						
Mental and Emotional Health (8.6.MH)						
1. Describe situations where professional health services are necessary to support or improve mental and emotional well-being.		8 [anxiety, depression, etc.]		13 [eating disorders]		
2. Demonstrate the ability to access professional health services if needed.		8 [anxiety, depression, etc.]				17 [abuse]
3. Locate valid and reliable products and services to enhance mental and emotional well-being, manage stress and emotions, and treat mental health conditions.		8				
Physical Health and Hygiene (8.6.PH)						
1. Determine the accessibility of public, community, and environmental products, resources and services that enhance health and identify supports or barriers to accessing the products or services.	1 [information], 9 [sexual health care]					
2. Locate valid and reliable information on puberty, personal hygiene, menstruation, and personal health products from a variety of resources in one's home, school, and community and evaluate their validity.	7 [emphasis is on trusted adults as resource]					
3. Access personal health products (e.g., deodorant, hair care, menstrual products, sunscreen, dental care products) based on individual needs, and evaluate the ease of accessibility and use.	Not covered					

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Practice 6: Information and Resource Seeking (continued)						
Physical Health and Hygiene (8.6.PH) (continued)						
4. Locate a variety of personal health-related digital resources and assess each for reliability and validity.	1					
5. Identify sources of support such as parents or other trusted adults to whom students can go if they or someone they know is being bullied, harassed, abused, assaulted, or exploited						10, 11, 17
6. Explain why a person who has been bullied, exploited, sexually harassed, sexually abused, sexually assaulted, or has been a victim of incest, rape, domestic violence, dating violence, or gender-based violence is not at fault.						9, 11, 17
7. Locate community resources that provide support and resources related to sexual exploitation or for getting help for self or others in situations related to sex trafficking.						17
Sexual Health (8.6.SH)						
1. Analyze the validity of claims for health information, products, and services about human sexual and reproductive health.	Not covered					
2. Access credible sources of information about human sexual and reproductive health (including pregnancy and pregnancy options).	9		12, 14			
3. Access credible sources of information about gender identity, gender expression, sexual orientation, and healthy sexuality development.			Could be addressed in 2			
4. Identify parents, guardians, or other supportive and trusted adults to whom students can ask questions about gender, gender-role stereotypes, gender identity, and sexual orientation and demonstrate strategies for engaging in these conversations.	Take-home activities to encourage discussion of sexual health topics that can include sexual identity are found in:					
	7, 10		5, 10			
Practice 7: Self-Advocacy and Health Promotion						
Mental and Emotional Health (8.7.MH)						
1. Analyze how stereotyping, bias, prejudice, and discrimination can impact mental and emotional health.		Can be addressed in 1, 3				
2. Analyze influences on body image and the relationship between body image, disordered eating, and mental health.				11, 12, 13		

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Practice 7: Self-Advocacy and Health Promotion (continued)						
Mental and Emotional Health (8.7.MH) (continued)						
3. Analyze the effects of social media on mental and emotional health.		13				
4. Demonstrate strategies for supporting healthy body image in youth and adolescents.				11		
5. Demonstrate strategies for reducing stigma related to mental health.		Can be addressed in 8				
	Covered more explicitly in High School EMH – 15					
6. Utilize positive peer and societal norms when formulating a health-promoting position related to eliminating discrimination, injustice, and challenge negative norms.			2 [around sexual stereotyping]			
7. Evaluate strategies for opposing, reducing, or eliminating stereotyping, prejudice, discrimination and injustice.			2 [around sexual stereotyping]			
8. Encourage others to refrain from teasing or bullying others based on personal characteristics (e.g., race, national origin, disability, body shape or weight), or personal values and beliefs			2 [sexual stereotyping]	11 [body image]		12
Nutrition and Balanced Eating (8.7.NE)						
1. Demonstrate the importance of food to all people and how food is used to keep us healthy, return us to health, and connect us (e.g., soup when you are ill, comfort food, food after major events).				Could be added to 9		
2. Analyze a variety of influences (e.g., media, peers, family, culture, stigmas, school, economics, food access, food production and cultivation) on nutrition-related beliefs and behaviors, and today's society.				9, 10, 12		
3. Discuss a variety of perspectives on health-promoting eating practices (e.g., food guidelines from other countries and cultures, USDA Guidelines and Harvard's Healthy Eating plate, cultural food practices, buying locally grown or produced foods) and describe the health benefits of and strategies for implementing these practices.				2, 3 [HealthSmart uses Dietary Guidelines for Americans and MyPlate]		
4. Articulate a health-promoting position on a nutrition-related topic and support the claim with accurate information.				6		
5. Identify personal dietary needs (e.g., dietary allergies, food preferences) and goals, and advocate to address the identified needs and goals.				3, 16, 17		

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Practice 7: Self-Advocacy and Health Promotion (continued)						
Nutrition and Balanced Eating (8.7.NE) (continued)						
6. Collaborate effectively to support nutrition-related practices or behaviors that maintain or enhance health.				6		
Personal Safety (8.7.PS)						
1. State a position, supported by accurate information, that encourages peers to adopt or continue practices that maintain or enhance personal safety.						4, 12
2. Demonstrate how to influence and support others to make choices that maintain or enhance personal safety.						4, 12
3. Work cooperatively to support the safety of individuals, families, and communities.						4, 12
4. Identify reasons that harassment is harmful and illegal along with warning signs for when to report it and seek help from a safe/trusted adult or health professional.						10, 11, 17
Sexual Health (8.7.SH)						
1. Demonstrate ways to show courtesy and respect for others when aspects of their sexuality (e.g., sexual activity [including abstinence], sexual orientation) or gender (e.g., gender expression, gender identity) are different from one's own.			2			
2. Encourage others to refrain from teasing or bullying others based on their sexuality (e.g., sexual activity [including abstinence], sexual orientation) or gender (e.g., gender expression, gender identity).			2			
3. Identify behaviors, policies and practices in the school community that promote or hinder dignity and respect for all individuals, including those of different sexual orientations, gender identities, and gender expression.			Can be addressed in 2			