

HealthSmart Alignment with Texas Essential Knowledge and Skills for Health Education



**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 STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Physical Health and Hygiene						
(1) examine the structure, function, and relationships of body systems and their relevance to personal health, and explain how to maintain the healthy status of body systems	2 [eye/ear/skin health]; 9 [reproductive system health] Other body systems not covered					
(2A) compare immediate and long-term effects of personal health care choices such as personal and dental hygiene	2, 9					
(2B) develop criteria for evaluating the validity of health information and sources	2			1		
(2C) describe ways to demonstrate decision-making skills based on health information		14	9			6
(2D) identify current health-related issues and recommendations or guidelines	2 [hearing, vision, sleep]	9, 10, 11 [stress]	8 [STIs]	3 [eating], 7 [fast foods], 8 [food safety], 12 [dieting], 14 [activity], 15 [fitness safety]		1 [risks], 2 & 3 [safety], 8 [violence], 10 [bullying], 13 [fighting]
(2E) explain the role of preventive health measures, immunizations, and treatment such as wellness exams and dental check-ups in disease prevention	2, 3	[Immunization/exams covered in HS ABST – 4, 9]				
(2F) describe actions that should be taken when illness occurs, including asthma, diabetes, and epilepsy	Not covered until High School [HS ABST – 3]					
(2G) describe and recognize the signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus	Not covered					

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Mental Health and Wellness						
(3A) demonstrate healthy methods for communicating emotions in a variety of scenarios		6, 7				
(3B) assess and demonstrate healthy ways of responding to conflict						14, 15
(3C) differentiate between positive and negative peer influence	12, 13	13	9	10, 11	9, 11	5, 11, 13
(3D) describe methods for communicating important issues with and understanding perspectives of parents and peers		5				14, 15
(3E) discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios		5				14, 15
(3F) identify strategies for using non-violent conflict resolution skills						14, 15
(4A) identify how physical and social changes impact self-esteem	7					
(4B) identify possible health benefits of setting and implementing long-term personal goals		15		16, 17		
(4C) create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children	16		5 [impact of parenting]			
(4D) explain the steps in the decision-making process and the importance of following the steps		14	9			6
(5A) identify and discuss how adolescent brain development influences emotions, decision making, and logic		7 [in relation to self-control]			2 [in relation to addiction]	1 [in relation to risks]
(5B) relate physical environmental factors such as school climate and availability of resources to individual, family, and community health	2, 3	2, 13			12	8
(6A) examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others	Not covered					

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Mental Health and Wellness						
(6B) identify and describe lifetime strategies for managing conditions that impact learning such as attention-deficit disorder (ADD), attention-deficit/hyperactivity disorder (ADHD), dyslexia, dysgraphia, and sensory issues	Not covered					
(6C) identify how to respond positively to develop resiliency		3, 10, 11, 12			10	
(6D) describe healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief		7, 9, 10, 11, 12				
(6E) identify causes and effects associated with disordered eating and eating disorders such as bulimia, anorexia, and binge eating disorder and the importance of seeking help from a parent or another trusted adult for oneself or others related to disordered eating				13		
(6F) discuss the suicide risk and suicide protective factors identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning signs in self or others		8 [troublesome feelings]				
	Suicide is covered specifically in High School EMH – 16 and VIP – 16					
(6G) explain the role of a healthy self-concept in avoiding self-harming behaviors that can occur when someone is struggling to manage overwhelming emotions		8 [troublesome feelings]				
	Self-harm would need to be added specifically					
(6H) identify suicide prevention resources such as the National Suicide Prevention Hotline	Covered in High School EMH – 16 and VIP – 16					
Healthy Eating and Physical Activity						
(7A) define micronutrients, including calcium and iron, and their recommended daily allowances				Can be included in 1 or 4		
	Covered specifically in High School NPA – 4					
(7B) compare and contrast common food labels and menus for nutritional content and calories				4, 7		
(7C) describe healthy and unhealthy dietary practices				16, 17		
(7D) explain the importance of a realistic personal dietary plan				16, 17		

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Healthy Eating and Physical Activity (continued)						
(7E) evaluate the importance of choosing lower sodium alternatives to foods that have high levels of sodium such as salty snacks and canned vegetables				2, 3, 4, 6, 7		
(8A) identify the CDC guidelines for daily physical activity throughout the lifespan				14		
(8B) analyze the benefits of regular physical activity on mental, physical, and social health				15, 16, 17		
(9A) make a variety of healthy personal food choices and develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels				16, 17		
(9B) explain the role of media and technology in influencing individual and community health related to physical activity and nutritional choices				9 [food choices only]		
(10A) analyze the impact of moderate physical activity and dietary choices on the prevention of obesity, heart disease, and diabetes				Could be added to 14 or 15		
Covered in High School NPA – 7						
(10B) identify strategies to adopt healthy behaviors to reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes	3					
(10C) analyze internal and external factors that influence healthy eating and physical activity behaviors				9 [food choices only]		
(10D) discuss the nutritional differences between preparing and serving fresh or minimally processed foods and commercially prepared or highly processed foods				Can be addressed in 1, 4, 7		
Injury and Violence Prevention and Safety						
(11) identify and demonstrate safety and first aid knowledge to prevent and treat injuries; describe basic first-aid procedures	Not covered					
(12A) discuss and demonstrate strategies for avoiding violence, gangs, weapons, and human trafficking						8 [violence], 10 [bullying], 17 [abuse/trafficking]

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Injury and Violence Prevention and Safety (continued)						
(12B) define safe haven and identify dedicated safe haven locations in the community						Could be added to 8 or 17
(12C) describe the dangers associated with a variety of weapons						3 [firearms only] Could be added to 8
(12D) explain the importance of complying with rules prohibiting possession of weapons						3 [firearms only] Could be added to 8
(12E) create a personal safety plan						3 [safety rules to follow]
(13A) discuss appropriate personal digital and online communication boundaries		13				
(13B) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography	10 [sexting]	13 [social media]				
(13C) discuss and analyze consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography	10 [sexting]	13 [social media]				
(13D) discuss strategies and techniques for identity protection in digital and online environments	Not covered					
(13E) identify how technology is used to recruit or manipulate potential victims of sex trafficking	Covered in High School VIP – 17					
(13F) identify the current legal consequences of cyberbullying and inappropriate digital and online communication						Could be added to 8 or 9
(14A) identify how exposure to family violence can influence behavior and the importance of reporting suspected abuse						17 [reporting abuse] Could discuss family violence in 8
(14B) assess healthy and appropriate ways of responding to and discouraging bullying and cyberbullying, including behavior that takes place at school						10, 12

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Injury and Violence Prevention and Safety (continued)						
(14C) analyze the impact that bullying has on both victims and bullies						9, 10
(14D) identify strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual						10, 12 [bullying], 17 [abuse]
(14E) discuss ways to seek the input of parents and other trusted adults in problem solving issues relating to violence and bullying						10
Alcohol, Tobacco and Other Drugs						
(15A) describe the misuse and abuse of prescription and over-the-counter drugs, including combining drugs, and the dangers associated with each					5	
(15B) compare and contrast examples of prescription and over-the-counter drug labels					5	
(15C) identify and describe practices used to safely store and properly dispose of prescription and over-the-counter drugs					Could be added to 5	
(15D) describe substance abuse and addiction to alcohol, vaping products, tobacco, other drugs, and dangerous substances					6	
(16A) describe the short- and long-term health consequences of prescription and over-the-counter drug misuse and substance use disorders					5 [prescription/OTC], 7 [opioids], 8 [consequences of drug use]	
(16B) discuss the legal consequences related to the use, misuse, and possession of drugs, including prescription drugs					8	
(17A) identify ways to report a suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult					Could be added to 12	
(17B) identify signs and symptoms of alcohol; tobacco; drugs, including prescription drugs; and other substance use and misuse such as using medicine prescribed for someone else or for reasons other than intended					5, 6	
(17C) identify examples of who, when, where, and how to get help related to unsafe situations regarding the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances					Could be added to 6 or 12	
Covered in High School TAOD – 10						

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Alcohol, Tobacco and Other Drugs (continued)						
(18A) explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs					9	
(18B) describe methods for differentiating between positive and negative relationships that can influence alcohol, tobacco, and other drug use					9	
(18C) identify physical and social influences on alcohol, tobacco, and other drug use behaviors					9	
(18D) explain the relationships between alcohol, tobacco, drugs, and other substances and the role each can play in unsafe situations such as drinking and driving					2 [alcohol only]	
(19A) identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances					11	
(19B) demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present					15, 16	
(19C) identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids					10, 11, 17	
Reproductive and Sexual Health						
(20A) define and distinguish between friendship, infatuation, dating/romantic relationships, and marriage	Could be added to 10					
(20B) describe how friendships provide a foundation for healthy dating/romantic relationships	Could be added to 10					
(20C) list healthy ways to express friendship, affection, and love	10					
(20D) describe characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility			4			
(20E) explain that each person in a dating/romantic relationship should be treated with dignity and respect			4			
(20F) describe how healthy marriages can contribute to healthy families and communities	Not covered					

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Reproductive and Sexual Health (continued)						
(21A) identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse						17
(21B) identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault and sex trafficking						17
	Covered in more detail in High School VIP – 14, 15, 17, 18					
(21C) list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation		4	4			
(21D) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult						17
(21E) explain how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships	Could be emphasized in:					
	10, 11		4			
(21F) identify communication and refusal skills and how they can be applied in dating/romantic relationships	14, 15	5	10, 11, 13			
(21G) explain the importance of clearly communicating and respecting personal boundaries and using refusal skills related to physical intimacy such as holding hands, hugging, and kissing	14, 15		10, 11			
(22A) describe changes in male and female anatomy and physiology during puberty and how rates and patterns of development can vary between individuals	5, 6					
(22B) describe the process, characteristics, and variations of the menstrual cycle	8					
(22C) analyze the role of hormones related to growth and development and personal health	5, 6, 7					
(22D) describe the cellular process of fertilization in human reproduction	8					
(22E) explain significant milestones of fetal development.	Not covered					
(23A) identify teen pregnancy as a possible outcome of sexual activity	16		5			
(23B) identify life goals that one wishes to achieve prior to becoming a parent	16					

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Reproductive and Sexual Health (continued)						
(23C) define sexually transmitted infections (STIs) and sexually transmitted diseases (STDs) as infections or diseases that are spread through sex or sexual activity			6, 7			
(23D) identify what emotional risks are associated with sexual activity between unmarried persons of school age	11		1			
(23E) define abstinence as refraining from all forms of sexual activity and genital contact between individuals and discuss the importance of seeking support from parents, other trusted adults, and peers to be abstinent	11		1			
(23F) explain why abstinence is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age	11		1			
(23G) identify why abstinence from sexual activity is the only method that is 100% effective in preventing pregnancy; STDs/STIs, including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS); and the emotional risks associated with adolescent sexual activity	11		1			
(23H) list the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, student academic achievement, and alignment with personal, family, and moral or religious beliefs and values	11		1			
(23I) explain how laws protect victims of sexual harassment, sexual abuse, and sexual assault						Could be emphasized in 17

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Physical Health and Hygiene						
(1) examine the structure, function, and relationships of body systems and their relevance to personal health, and explain how to maintain the healthy status of body systems		2 [eye/ear/skin health]; 9 [reproductive system health] Other body systems not covered				
(2A) list specific resources or facilities where members of the community can obtain medical care	Not covered					
(2B) explain ways to use health information to help self and others, including seizure awareness, diabetes education, and response plans such as first aid or cardiopulmonary resuscitation (CPR)	Not covered					
(2C) identify barriers related to solving health problems and ways to overcome barriers	Not covered					
(2D) explain the course, signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus	Not covered					
Mental Health and Wellness						
(3A) identify and analyze different emotions and causal thoughts in self		6, 7				
(3B) analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress		7, 9, 10, 11				
(3C) evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness	13	2, 4, 13			11	
(3D) demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships		5				14, 15 [conflict resolution]
	Ending relationships is covered in High School EMH – 9					
(3E) analyze similarities and differences between one's own and others' perspectives		5				14, 15 [conflict resolution]
(3F) practice conflict resolution and mediation skills						15
(4A) describe how internal and external factors influence self-esteem		3				

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Mental Health and Wellness (continued)						
(4B) identify and develop strategies for setting long-term personal goals		15		16, 17		
(4C) create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children	16		5 [impact of parenting]			
(4D) identify decision-making skills that promote individual, family, and community mental health		14				
(5A) explain how adolescent brain development influences cognitive processing, emotions, and decision making		7 [in relation to self-control]			2 [in relation to addiction]	1 [in relation to risks]
(5B) identify and describe how environmental influences such as air, water, or noise can affect an individual's mental health	Not covered					
(5C) discuss the influence of childhood trauma and how to recognize, process, and overcome negative events		Could be addressed in 3				
(6A) describe methods to support others who have long-term physical health conditions	Not covered					
(6B) examine ways to influence peers positively and promote resiliency in others in stressful situations		2, 5, 8, 12				
(6C) differentiate between healthy and unhealthy self-management strategies for stress anxiety, depression, trauma, loss, and grief		7, 9, 10, 11, 12				
(6D) describe the consequences of disordered eating and eating disorders such as bulimia, anorexia, and binge eating disorder and the importance of seeking help from a parent or another trusted adult for oneself or others related to disordered eating				13		
(6E) discuss the suicide risk and suicide protective factors [of suicide] identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning signs in self or others		8 [troublesome feelings]				
Suicide is covered specifically in High School EMH – 16 and VIP – 16						

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Mental Health and Wellness (continued)						
(6F) research and discuss protective factors and healthy self-management strategies to avoid self-harming behaviors	Not covered Could be addressed in EMH – 8					
(6G) examine how the use of suicide prevention resources such as the National Suicide Prevention Hotline can reduce the likelihood of suicide.	Covered in High School EMH – 16 and VIP – 16					
Healthy Eating and Physical Activity						
(7A) analyze food labels and menus to determine the nutritional value of foods and make healthy decisions about daily caloric intake				4, 7		
(7B) develop a personal dietary plan				16, 17		
(7C) identify and practice strategies for choosing healthy foods and beverages in diverse social environments, including at home, at school, and while dining out.				6, 7, 10		
(8A) explain the relationships between nutrition, physical activity, quality of life, and disease in terms of their mental, physical, and social benefits	1, 3			3, 15		
(8B) identify how to balance caloric intake and physical activity				12		
(8C) apply the CDC guidelines for daily physical activity to develop a physical fitness plan using appropriate technology				14, 16, 17		
(9A) develop and examine progress of short- and long-term goals toward achieving appropriate levels of physical activity, improving personal physical fitness level, and making healthy personal food choices				16, 17		
(9B) explain how media influences buying decisions regarding physical fitness equipment or nutritional products				9 [food choices only]		
(10A) analyze the impact of moderate physical activity and healthy dietary practices in the prevention of obesity, heart disease, and diabetes				Could be added to 14 or 15		
Covered in High School NPA – 7						
(10B) analyze risk factors that may lead to the development of chronic conditions and formulate strategies to reduce the likelihood of developing chronic conditions	3					

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Healthy Eating and Physical Activity (continued)						
(10C) identify community and digital resources that can assist in developing healthy eating and physical activity behaviors				Could be added to 16, 17 as part of goal-setting process		
(10D) investigate and compare the nutritional differences between preparing and serving fresh food or minimally processed food and serving commercially prepared or highly processed foods				Can be addressed in 1, 4, 7		
Injury and Violence Prevention and Safety						
(11) identify and demonstrate safety and first aid knowledge to prevent and treat injuries; demonstrate basic first-aid procedures, including CPR and the choking rescue	Not covered					
(12A) analyze strategies for and the benefits of avoiding violence, gangs, weapons, and human trafficking						8 [violence], 10 [bullying], 17 [abuse/trafficking]
(12B) define safe haven and identify dedicated safe haven locations in the community						Could be added to 8 or 17
(12C) evaluate the dangers associated with a variety of weapons						3 [firearms only] Could be added to 8
(12D) evaluate the importance of complying with rules prohibiting possession of and the improper use of weapons						3 [firearms only] Could be added to 8
(12E) create a personal safety plan						3 [safety rules to follow]
(13A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography	10 [sexting]	13 [social media]				
(13B) discuss and analyze consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography	10 [sexting]	13 [social media]				
(13C) evaluate strategies and techniques for identity protection in digital and online environments	Not covered					

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Injury and Violence Prevention and Safety (continued)						
(13D) identify how technology is used to recruit or manipulate potential victims of sex trafficking	Covered in High School VIP – 17					
(13E) research the current legal consequences of cyberbullying and inappropriate digital and online communication						Could be added to 8 or 9
(14A) identify forms of family violence, including physical, mental, and emotional violence						Included in 17 Could also discuss family violence in 8
(14B) describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual						9
(14C) explain the responsibility to report bullying behavior, including cyberbullying						10, 12
(14D) describe the seriousness of various forms of bullying such as harassment						10 [bullying], 11 [hazing]
(14E) analyze strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual						10 [bullying], 17 [abuse]
(14F) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills related to personal safety						6
Alcohol, Tobacco and Other Drugs						
(15A) differentiate between appropriate and inappropriate use of prescription and over-the-counter drugs, including combining drugs, and the outcomes of each					5	
(15B) identify and describe the categories of prescription drugs and their proper uses	Not covered					
(15C) identify and explain the importance of each component of an over-the-counter drug warning label					5	
(15D) describe how substance misuse and addiction to alcohol, tobacco, vaping products, drugs, and other substances, including prescription drugs, affect the body systems and brain					2 [alcohol], 3 [tobacco, vaping], 4 [marijuana], 5 [prescription/OTC drugs], 6 [addiction], 7 [opioids]	

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Alcohol, Tobacco and Other Drugs (continued)						
(16A) analyze and explain the short- and long-term health consequences of addiction to alcohol and tobacco and prescription and over-the-counter drug misuse and substance use disorders					2 [alcohol], 3 [tobacco, vaping], 4 [marijuana], 5 [prescription/OTC drugs], 6 [addiction], 7 [opioids]	
(16B) analyze the importance of alternative activities to drug and substance use and misuse on mental and social health					11	
(16C) analyze the legal consequences of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances					8	
(17A) identify and describe treatment options for substance abuse and addiction	Covered in High School TAOD – 10					
(17B) identify signs and symptoms of alcohol; tobacco; drugs, including prescription drugs; and other substance use and misuse such as using medicine prescribed for someone else or for reasons other than intended					5, 6	
(17C) identify at least one example of who, when, where, and how to get help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances					Could be added to 6 or 12	
	Covered in High School TAOD – 10					
(18A) examine the effects and role of peer influence on decision making and problem solving regarding the use of alcohol, tobacco, and other drugs					9	
(18B) examine physical and social influences on alcohol, tobacco, and other drug use behaviors					9	
(18C) differentiate among the relationships of alcohol, tobacco, drugs, and other substances and the roles these substances play in unsafe situations such as drinking and driving					2 [alcohol only]	
(18D) identify support systems and describe ways to report the suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult.					9 [support systems] Reporting could be included in 12	

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Alcohol, Tobacco and Other Drugs (continued)						
(19) analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use; develops and applies strategies, including demonstrating refusal skills, for avoiding alcohol, tobacco, and other drugs in various scenarios					1, 8, 10, 11, 15, 16 [refusals]	
Reproductive and Sexual Health						
(20A) compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage	Could be added to 10					
(20B) explain how friendships provide a foundation for healthy dating/romantic relationships	Could be added to 10					
(20C) describe healthy ways to express friendship, affection, and love	10					
(20D) describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationships and marriage	10 [expressing affection]	5, 6 [communicating emotions in general]				
(20E) evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage			4 [marriage not specifically addressed]			
(20F) describe behaviors in dating/romantic relationships that enhance dignity and respect			4			
(20G) describe the benefits of healthy marriages, including companionship and social, emotional, financial, and health benefits	Not covered					
(21A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse						17
(21B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault and sex trafficking						17
	Covered in more detail in High School VIP – 14, 15, 17, 18					
(21C) define dating violence and the characteristics of unhealthy or harmful relationships including anger, controlling behavior, jealousy, manipulation, and isolation			4 [characteristics]			
	Covered specifically in High School VIP – 15					

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Reproductive and Sexual Health						
(21D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence						16
(21E) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others						17
(21F) describe how a healthy sense of self and making decisions regarding setting and respecting personal boundaries promote healthy dating/romantic relationships	Could be emphasized in 10, 11		Could be emphasized in 4			
(21G) discuss and practice how refusal skills can be used to resist negative peer influences and reinforce personal boundaries to avoid dangerous situations and behaviors that increase sexual risk in dating/romantic relationships	14, 15		10, 11, 13			16
(21H) explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact			3			16
(22A) compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty and adolescence	5, 6					
(22B) identify how the process of fertilization occurs between a man and a woman through sexual intercourse	8					
(22C) explain significant milestones of fetal development and the harmful effects on the fetus of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead	Not covered					
(22D) describe the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur			Supplemental Lesson			
(22E) define the emotional changes that may occur during and after pregnancy, including postpartum depression, and discuss resources for support and treatment	Not covered					

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Reproductive and Sexual Health (continued)						
(23A) explain how teen pregnancy is a possible outcome of sexual activity	16		5			
(23B) explain the short- and long-term educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society	16		5			
(23C) identify the difference between bacterial and viral sexually transmitted diseases/sexually transmitted infections (STDs/STIs), including long-term or lifetime effects such as infertility			6 [bacterial/viral distinction not included]			
(23D) describe various modes of transmission of STDs/STIs			6, 7			
(23E) identify the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources			Could be added to 6			
(23F) list the signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and explain why not all STDs/STIs show symptoms initially			6, 7			
(23G) explain the importance of STD/STI screening, testing, and early treatment for sexually active individuals, including during yearly physicals or if there is a concern			8			
(23H) identify community resources, a minor's right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment			Could be added to 8			
(23I) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression	11		1			
(23J) identify support from parents and other trusted adults to be abstinent from sexual activity and create strategies for building peer support to be abstinent	11, 13					
(23K) analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age	11		1			

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Reproductive and Sexual Health (continued)						
(23L) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods in the prevention of STDs/STIs and pregnancy			14 [specific rates would need to be added]			
(23M) explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause genital warts and cervical cancer and other cancers in males and females			1			
(23N) research and explain the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, and student academic achievement	11					
(23O) define legal implications of teen pregnancy, including the legal effects of acknowledgement and proof of paternity	16 [specific legal implications may need to be added]		5 [specific legal implications may need to be added]			
(23P) describe legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, sexual abuse, and indecency with a child	Not covered					
(23Q) examine the legal ramifications of sexual offenses such as sexual harassment, sexual abuse, and sexual assault						Could be added to 17