

**HealthSmart
Alignment with
Washington
State Health
Education
Learning
Standards**



**Middle &
High School
Grades 6–12**

Health Education

Note: The Washington State Health Education K-12 Learning Standards are organized into six core ideas that reflect typical units of study. Each core idea organizes outcomes related to the eight learning standards. Each outcome is coded to the relevant learning standard (e.g., H3 for Health Education Standard 3), core idea and topic strand (e.g., N3 for Nutrition Topic Strand 3) and grade level (e.g., 4 for grade 4). For reference, each of the Health Education core ideas and learning standards are listed below.

Washington State Health Education K-12 Core Ideas:

Wellness (W)
Safety (Sa)
Nutrition (N)
Sexual Health (Se)
Social Emotional Health (So)
Substance Use and Abuse (Su)

Washington State Health Education K-12 Learning Standards:

- Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.
- Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

Health education teachers should provide a variety of age-appropriate and grade-level opportunities for students to demonstrate skill development and competency. They should not, however, use the standards to compare students. The standards and outcomes consider differences in cultural norms and access to resources outside of school and include alternative activities to engage students. Health education teachers may modify terminology when implementing the standards to ensure that students understand the concepts. The Health Education Glossary contains definitions for many of the terms used in the standards and outcomes.

HealthSmart Middle/High School Unit Key

ABST = Abstinence, Puberty & Personal Health (Middle School)
 Abstinence, Personal & Sexual Health (High School)
EMH = Emotional & Mental Health
HIV = HIV, STI & Pregnancy Prevention

NPA = Nutrition & Physical Activity
TAOD = Tobacco, Alcohol & Other Drug Prevention
VIP = Violence & Injury Prevention

GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
Health Education Core Idea: Wellness (W)			
1. Dimensions of Health			
H1.W1.6 Describe interrelationships of dimensions of health. MS-EMH 1	H1.W1.7 Assess personal health behaviors in relation to dimensions of health. MS-EMH 1	H1.W1.8 Analyze interrelationships of personal dimensions of health. MS-EMH 1	H1.W1.HS Analyze personal dimensions of health and design a plan to balance health. HS-EMH 1
2. Disease Prevention			
H1.W2.6 Differentiate between communicable and noncommunicable diseases. MS-ABST 3	H7.W2.7a Summarize lifestyle factors to prevent communicable and noncommunicable diseases. MS-ABST 3	H7.W2.8a Analyze how personal choices contribute to communicable and noncommunicable diseases. MS-ABST 3	H2.W2.HSa Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases. HS-ABST 1, 2, 3
H2.W2.6 Determine how hereditary factors and health behaviors impact health. MS-ABST 2, 3	H7.W2.7b Explain benefits and consequences of various health behaviors. MS-ABST 2, 3	H7.W2.8b Assess personal health behaviors that reduce or prevent health risks. MS-EMH 1; NPA 3, 9, 14	H2.W2.HSb Assess personal risk factors and predict future health status. HS-ABST 1, 2, 3, 5
3. Analyzing Influences			
H2.W3.6 Explain factors that influence health decisions and behaviors. MS-ABST 12, 13; NPA 9, 10, 11; TAOD 1, 2, 9, 11, 12, 14, 15; VIP 5, 9, 11, 13	H2.W3.7 Describe how peers, culture, and family influence health decisions and behaviors. MS-ABST 12; NPA 9, 10, 11; TAOD 9, 11, 12, 15; VIP 5, 11, 13	H2.W3.8 Describe how values, media, and technology influence health decisions and behaviors. MS-ABST 12; NPA 9, 11; TAOD 9, 13, 14; VIP 5, 9, 13	H2.W3.HS Analyze how a variety of factors impact personal and community health. HS-ABST 1, 2, 3, 5
4. Access Valid Information			
H3.W4.6 Describe situations that call for expert health resources and services. MS-ABST 9; EMH 8; HIV 1, 8; NPA 13	H3.W4.7 Analyze validity and reliability of health and wellness information and products. MS-ABST 1, 4; NPA 1	H3.W4.8 Investigate local valid and reliable health and wellness information. MS-ABST 4; NPA 4; TAOD 5, 12	H3.W4.HS Create a resource that outlines where and how students can access valid and reliable health information, products, and services. Can add to HS-ABST 4

GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
Health Education Core Idea: Wellness (W) (continued)			
5. Communication			
<p>H4.W5.6 Explain effective communication skills. MS-ABST 10, 14, 15; EMH 5, 12; HIV 10, 11, 13; NPA 10; TAOD 15, 16; VIP 5</p>	<p>H4.W5.7 Use communication skills effectively with family, peers, and others. MS-ABST 14, 15; EMH 5, 12; HIV 10, 11, 13; NPA 10; TAOD 15, 16; VIP 5</p>	<p>H4.W5.8 Demonstrate communication skills to enhance health and avoid or reduce health risks. MS-ABST 15; EMH 5, 12; HIV 11, 13; NPA 10; TAOD 15, 16; VIP 5</p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. HS-EMH 13</p>
6. Decision-Making			
<p>H5.W6.6 Identify circumstances that help or hinder making healthy decisions related to personal health. MS-EMH 14; HIV 9; VIP 6</p>	<p>H5.W6.7 Determine healthy alternatives for making a personal health decision. MS-EMH 14; HIV 9; VIP 6</p>	<p>H5.W6.8 Demonstrate a decision-making model to make a personal health-enhancing choice. MS-EMH 14; HIV 9; VIP 6</p>	<p>H5.W6.HS Predict potential short- and long-term outcomes of a personal health-related decision. HS-ABST 14; TAOD 13; VIP 5</p>
7. Goal-Setting			
<p>H6.W7.6 Describe how goals can enhance health. MS-ABST 16; EMH 15; NPA 16</p>	<p>H6.W7.7 Describe components of goal-setting to enhance health. MS-EMH 15; NPA 16, 17</p>	<p>H6.W7.8 Describe various short- and long-term goals that can be used to enhance health. MS-ABST 16; EMH 15; NPA 16, 17</p>	<p>H6.W7.HS Implement strategies to achieve a personal health goal. HS-EMH 14; NPA 10, 11</p>
Health Education Core Idea: Safety (Sa)			
1. Injury Prevention			
<p>H1.Sa1.6 Identify guidelines related to bicycle, pedestrian, traffic, water, and recreation safety. MS-VIP 2, 3, 4</p>	<p>H7.Sa1.7 Explain importance of being responsible for promoting safety and avoiding or reducing injury. MS-VIP 1, 3, 4, 5, 6</p>	<p>H8.Sa1.8 Advocate for safety and injury prevention. MS-VIP 4, 12</p>	<p>H5.Sa1.HS Analyze impact of decisions related to bicycle, pedestrian, traffic, water, and recreation safety. HS-VIP 2, 3, 5</p>
		<p>H2.Sa1.8 Describe how some health risk behaviors influence safety and injury prevention practices. MS-TAOD 2; VIP 2</p>	<p>H1.Sa1.HS Describe how to prevent occupational injuries. HS-VIP 3</p>
			<p>H2.Sa1.HS Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. HS-VIP 1</p>

GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
Health Education Core Idea: Safety (Sa) (continued)			
2. First Aid			
H1.Sa2.6a Understand basic first aid skills.	H1.Sa2.7 Explain basic first aid skills.	H7.Sa2.8a Practice basic first aid skills.	H7.Sa2.HSa Apply basic first aid skills. HS-VIP 4
Not covered			
H1.Sa2.6b Understand cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) procedures.	H7.Sa2.7 Demonstrate CPR and AED procedures.	H7.Sa2.8b. Demonstrate CPR and AED procedures.	H7.Sa2.HSb Demonstrate CPR and AED procedures. HS-VIP 4
Not covered			
3. Violence Prevention			
H1.Sa3.6a Describe situations that could lead to violence. MS-VIP 8, 13	H1.Sa3.7a Describe how risk of violence increases with presence of weapons. MS-VIP 8, 14 [add discussion to emphasize]	H1.Sa3.8a Analyze causes and effects of violence on individuals, families, and communities. MS-VIP 8	H2.Sa3.HS Evaluate societal influences on violence. HS-VIP 9
H4.Sa3.6 Demonstrate ways to resolve conflict to prevent, reduce, and avoid violence. MS-VIP 14, 15	H4.Sa3.7 Demonstrate communication skills to prevent, reduce, and avoid violent situations. MS-VIP 15	H4.Sa3.8 Differentiate between passive, aggressive, and assertive communication. Can be added to MS-VIP 13 or 14	H7.Sa3.HS Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid potentially violent situations. HS-EMH 12, 13
H1.Sa3.6b Identify potential dangers of sharing personal information through electronic media. MS-VIP 9 [in relation to cyberbullying only]; EMH 13 [social media]	H1.Sa3.7b Understand potential dangers of sharing personal information through electronic media. MS-VIP 9 [in relation to cyberbullying only]; EMH 13 [social media]	H1.Sa3.8b Explain how bystanders can help prevent, reduce, and avoid violence. MS-VIP 8, 10, 11	H8.Sa3.HS Advocate for violence prevention. HS-VIP 7 [focus is on safety, but could be extended to cover violence topics too]
		H1.Sa3.8c Describe potential dangers of sharing personal information through electronic media. MS-VIP 10 [cyberbullying]; EMH 13 [social media]	H1.Sa3.HS Analyze potential dangers of sharing personal information through electronic media. HS-VIP 10 [cyberbullying]; EMH 11
Health Education Core Idea: Nutrition (N)			
1. Food Groups and Nutrients			
H1.N1.6a Identify functions of the six nutrients: carbohydrates, fats, proteins, vitamins, minerals, water. MS-NPA 1	H1.N1.7a Classify foods by food groups and nutrients. MS-NPA 2, 3	H1.N1.8a Compare and contrast nutritional value of fresh versus processed foods. MS-NPA 3, 5, 6, 7	H1.N1.HS Predict impact of consuming adequate or inadequate amounts of nutrients. HS-NPA 1

GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
Health Education Core Idea: Nutrition (N) (continued)			
1. Food Groups and Nutrients (continued)			
H3.N1.6 Understand differences between reliable and unreliable sources of nutrition information. MS-NPA 1, 10	H1.N1.7b Summarize benefits of eating a variety of food from all food groups. MS-NPA 2, 3	H1.N1.8b Explain effects of eating patterns on growth and development, and on physical, mental, and academic performance. MS-NPA 5, 6	H3.N1.HS Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. HS-NPA 9
H1.N1.6b Describe consequences of skipping meals. MS-NPA 5	H3.N1.7 Determine availability of valid and reliable nutrition information, products, and services. MS-NPA 1, 4	H3.N1.8 Investigate valid and reliable nutrition information, products, and services. MS-NPA 1 [if discussion is extended], 4	H8.N1.HS Collaborate with others to advocate for healthy eating at home, in school, or in the community. Would have to be added; Can fit in HS-NPA 3 or 5
2. Beverages			
H1.N2.6 Summarize importance of staying hydrated. MS-NPA 15	H1.N2.7 Evaluate nutritional content for a variety of beverages and describe benefits and consequences of intake. MS-NPA 4 [if beverage labels used for comparison], 7	H8.N2.8 Develop a message to persuade someone to make healthy beverage choices. MS-NPA 3 [on Food Detective activity sheet], 7 [can add advocacy statement to Exit Ticket]	H2.N2.HS Analyze the impact of school rules and community and federal laws on beverage availability and choice. Not covered
H3.N2.6 Identify beverages that should be limited and provide evidence to support limiting intake. MS-NPA 3, 7			
3. Label Literacy			
H3.N3.6a Explain how different components of a Nutrition Facts label can be used to guide food and beverage choices. MS-NPA 4	H3.N3.7 Demonstrate how to use Nutrition Facts labels to make healthier choices. MS-NPA 4	H3.N3.8 Draw conclusions from Nutrition Facts labels and make recommendations for healthy choices. MS-NPA 4	H5.N3.HS Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. HS-NPA 4
H3.N3.6b Distinguish between serving size and portion size. MS-NPA 4 [enhance discussion to be sure this is covered]	H1.N3.7 Demonstrate how to calculate nutritional value based on serving sizes. MS-NPA 4 [enhance discussion to be sure this is covered]		H3.N3.HS Analyze trends in portion size as compared to recommended serving sizes. HS-NPA 5
4. Caloric Intake and Expenditure			
H1.N4.6a Distinguish between nutrient-dense and empty-calorie foods and identify examples of each. MS-NPA 3, 5, 6, 7	H1.N4.7a Explain relationship of caloric intake and expenditure to weight management. MS-NPA 12	H7.N4.8 Conduct a personal caloric needs assessment, based on age, gender, activity levels, and specific health requirements, to develop an eating plan. Can be added to MS-NPA 12 or 16	H7.N4.HS Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. HS-NPA 14

GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
Health Education Core Idea: Nutrition (N) (continued)			
4. Caloric Intake and Expenditure (continued)			
H1.N4.6b Compare and contrast caloric expenditure for a variety of physical activities. Can be added to MS-NPA 14	H1.N4.7b Investigate strategies for healthy weight management. MS-NPA 12		
5. Disease Prevention			
H1.N5.6 Identify diseases often caused by nutritional choices. Covered in MS-NPA 3 and ABST 3 in general terms; could add to NPA 1 discussion of nutrients	H1.N5.7 Describe impact of nutritional choices in relation to disease prevention. Covered in MS-NPA 3 and ABST 3 in general terms	H1.N5.8 Evaluate a variety of eating plans and determine potential short-term and long-term consequences based on nutritional intake. MS-NPA 3 [add discussion of consequences to self-assessment and Food Detective to cover more fully; also covered in the NPA Unit Assessment 1]	H1.N5.HS Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases. HS-NPA 1 [nutrition], 7 [physical activity]
6. Nutritional Planning			
H6.N6.6 Develop a SMART (specific, measurable, attainable, realistic, and timely) goal to improve eating behaviors. MS-NPA 16	H6.N6.7a Create a daily food plan with adequate amounts of each nutrient. MS-NPA 16	H7.N6.8 Assess personal food and beverage intake based on recommended individual needs. MS-NPA 3, 16	H7.N6.HS Design, monitor, and adjust a personal nutrition plan, considering cost, availability, access, nutritional value, balance, freshness, and culture. HS-NPA 10, 11 [cost, culture not emphasized]
H2.N6.6 Identify circumstances that influence healthy decision-making related to food choices and eating behaviors. MS-NPA 9, 10, 16, 17	H6.N6.7b Assess barriers to achieving a personal goal to improve healthy eating behaviors. MS-NPA 16, 17	H6.N6.8 Create short- and long-term goals to establish healthy eating patterns. MS-NPA 16, 17	H6.N6.HS Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. HS-NPA 11
	H2.N6.7 Describe how peers, culture, and family influence nutritional choices. MS-NPA 9, 10	H3.N6.8 Investigate strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. MS-NPA 16, 17	
		H2.N6.8 Draw conclusions regarding how society, culture, and economics influence nutrition choices. MS-NPA 9	

GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL	
Health Education Core Idea: Sexual Health (Se)				
1. Anatomy, Reproduction, and Pregnancy				
<p>H1.Se1.6 Identify parts of the reproductive systems. MS-ABST 5, 6, 8; HIV 5</p>	<p>H1.Se1.7a Describe reproductive systems including body parts and functions. MS-ABST 5, 6, 8; HIV 5</p>	<p>H1.Se1.8a Summarize reproductive systems and their functions, including the path of an egg during ovulation and the path of sperm during ejaculation. MS-ABST 6, 8; HIV 5</p>	<p>H1.Se1.HSa Summarize fertilization, fetal development, and childbirth. HS-ABST 8 [how pregnancy occurs only; stages of pregnancy not covered]</p>	
	<p>H1.Se1.7b Describe the stages of a pregnancy from fertilization to birth. MS-ABST 8; HIV 5 [how pregnancy occurs only; stages of pregnancy not covered]</p>	<p>H1.Se1.8b Identify physical, emotional, and social effects of sexual activity. MS-ABST 10, 11 [focus is on abstinence from sexual activity] HIV 1, 5</p>	<p>H5.Se1.HS Explain the role hormones play in sexual behavior and decision-making. HS-ABST 7, 8</p>	<p>H1.Se1.HSb Describe emotional, social, physical, and financial effects of being a teen or young adult parent. HS-HIV 5</p>
			<p>H1.Se1.HSc Describe behaviors that impact reproductive health. HS-ABST 9; HIV 3, 6, 9, 10, 11</p>	
			<p>H7.Se1.HS Describe steps of testicular self-exam and the importance of breast self-awareness. HS-ABST 9</p>	
2. Puberty and Development				
<p>H1.Se2.6 Identify physical, social, mental, and emotional changes that occur during puberty. MS-ABST 7</p>	<p>H1.Se2.7 Recognize that there are individual differences in growth and development. MS-ABST 7</p>	<p>H1.Se2.8 Describe the physical, social, mental, and emotional changes that occur during adolescence. MS-ABST 7</p>	<p>H1.Se2.HSa Explain the physical, social, mental, and emotional changes associated with being a young adult. HS-ABST 8, 9; HIV 3</p>	
			<p>H1.Se2.HSb Describe how sexuality and sexual expression change throughout the life span. Can add to HS-ABST 7; HIV 1</p>	

GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
Health Education Core Idea: Sexual Health (Se)			
3. Self-Identity			
<p>H2.Se3.6 Understand the range of gender roles, identity, and expression across cultures. MS-ABST 4; HIV 2</p>	<p>H1.Se3.7 Distinguish between biological sex, gender identity, gender expression, and sexual orientation. MS-ABST 4; HIV 2</p>	<p>H2.Se3.8 Recognize external influences that shape attitudes about gender identity, gender expression, and sexual orientation. MS-ABST 4; HIV 2</p>	<p>H2.Se3.HS Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. HS-ABST 7; HIV 1, 2</p>
4. Prevention			
<p>H1.Se4.6a Define abstinence and explain why it is the most effective method to prevent pregnancy and sexually transmitted infections (STDs), including HIV. MS-ABST 11; HIV 1</p>	<p>H1.Se4.7a List and describe commonly used methods of birth control, including abstinence. MS-HIV 14</p>	<p>H1.Se4.8a Summarize ways to prevent pregnancy and STDs. MS-HIV 6, 7, 8, 14</p>	<p>H1.Se4.HSa Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. HS-HIV 5, 9</p>
<p>H1.Se4.6b Explain how STDs are transmitted. MS-HIV 6</p>	<p>H1.Se4.7b Describe methods to prevent the transmission of STDs/HIV, including abstinence. MS-HIV 6, 7, 8</p>	<p>H7.Se4.8 List steps to using a condom correctly. MS-HIV 12</p>	<p>H7.Se4.HS Demonstrate steps to using a condom correctly. HS-HIV 11</p>
<p>H1.Se4.6c Identify examples of protective factors and risk behaviors. MS-ABST 12</p>	<p>H1.Se4.7c Understand that all STDs are treatable and many are curable. MS-HIV 6</p>	<p>H3.Se4.8 Identify medically accurate resources about contraceptive methods, STDs/HIV, and pregnancy. MS-HIV 14</p>	<p>H3.Se4.HS Identify local youth-friendly sexual health services. HS-HIV 10</p>
	<p>H3.Se4.7 Identify medically accurate information about STDs. MS-HIV 6</p>	<p>H1.Se4.8b Summarize signs, symptoms, potential impact, and treatment of STDs. MS-HIV 6, 8</p>	<p>H1.Se4.HSb Understand that people can choose abstinence at different times in their lives. HS-ABST 10</p>
	<p>H5.Se4.7 Identify a decision-making model that can be used to make a health-related decision. MS-HIV 9</p>	<p>H5.Se4.8 Use a decision-making model to make a health-related decision. MS-HIV 9</p>	<p>H8.Se4.HS Advocate for STD testing and treatment for sexually active youth. HS-HIV 15</p>
	<p>H1.Se4.7d Describe factors that contribute to or protect against engaging in risk behaviors. MS-ABST 12</p>	<p>H1.Se4.8c Compare and contrast potential outcomes of risk behaviors and protective factors. MS-ABST 12 [extend discussion to fully cover outcomes]</p>	<p>H5.Se4.HS Use a decision-making model to make a sexual health-related decision. HS-ABST 14</p>

GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
Health Education Core Idea: Sexual Health (Se)			
4. Prevention (continued)			
		H7.Se4.8 Describe personal role in protecting one’s own sexual and reproductive health. MS-ABST 9, 12, 16; HIV 1, 8	
5. Healthy Relationships			
H3.Se5.6 Explain importance of talking with a family member and other trusted adults about relationships. MS-ABST 4	H1.Se5.7 Describe characteristics of healthy and unhealthy relationships. MS-EMH 4; HIV 4	H1.Se5.8a Explain how to build and maintain healthy family, peer, and dating relationships. MS-EMH 5; HIV 4	H1.Se5.HSa Differentiate between affection, love, commitment, and sexual attraction. Can be added to HS-ABST 10; HIV 3
H1.Se5.6a Identify ways to communicate effectively in a variety of relationships. MS-EMH 5; HIV 4	H4.Se5.7a Demonstrate communication skills that foster healthy relationships. MS-EMH 5	H1.Se5.8b Define sexual consent and identify ways that consent can be communicated and accepted. MS-HIV 3	H1.Se5.HSb Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. HS-EMH 8, 9
H1.Se5.6b Recognize that everyone has the right to set boundaries based on personal values. MS-ABST 10; HIV 3	H4.Se5.7b Explain importance of setting personal boundaries and showing respect for the boundaries and values of others. MS-ABST 10; HIV 3	H2.Se8.8 Analyze the impact of technology and social media on friendships and relationships. MS-EMH 13	H4.Se5.HS Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. HS-ABST 15, 16; HIV 4, 12, 13
		H6.Se5.8 Develop a plan to communicate and maintain personal boundaries and values. MS-HIV 13	H2.Se5.HS Analyze factors that can affect the ability to give or recognize consent to sexual activity. HS-HIV 4
			H3.Se5.HS Identify ways to access accurate information and resources for survivors of sexual offenses. HS-VIP 17, 18
6. Washington State Laws*			
H1.Se6.6a Understand which sexual health care services are available to youth. Fits in MS-ABST 9; HIV 8	H1.Se6.7a Identify laws related to accessing sexual health care services. Fits in MS-ABST 9; HIV 8	H1.Se6.8a Understand laws related to accessing sexual health care services. Fits in MS-ABST 9; HIV 8	H3.Se6.HS Describe laws related to accessing sexual health care services. Fits in HS-ABST 9; HIV 10

* Discussion of specific Washington state laws will need to be added to these lessons.

GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
Health Education Core Idea: Sexual Health (Se)			
6. Washington State Laws (continued)			
H1.Se6.6b Understand that there are behaviors that constitute sexual offenses. Can fit in MS-ABST 10; HIV 3; VIP 17	H1.Se6.7b Define sexual offenses as they relate to state law. Can fit in MS-ABST 10; HIV 3; VIP 17	H7.Se6.HS Understand importance of personal responsibility for sexual decisions. MS-HIV 8, 9	H7.Se6.HS Understand importance of personal and social responsibility for sexual decisions. HS-ABST 9, 13; HIV 3, 4, 8, 9, 10, 14
H1.Se6.6c Understand that it is illegal to send or post sexually explicit images or messages electronically. Can fit in in MS-ABST 10; EMH 13; HIV 4	H1.Se6.7c Identify consequences of sharing sexually explicit pictures or messages. Can fit in in MS-ABST 10; EMH 13; HIV 4	H1.Se6.8b Identify state laws related to sexual offenses, including when a minor is involved. Can fit in MS-ABST 10; HIV 3; VIP 17	H1.Se6.HSa Examine laws and consequences related to sexual offenses, including when a minor is involved. Can fit in HS-VIP 17, 18
		H1.Se6.8c Explain consequences of sharing sexually explicit pictures or messages. Can fit in in MS-ABST 10; EMH 13; HIV 4	H1.Se6.HSb Identify laws and concerns related to sending or posting sexually explicit pictures or messages. Can fit in HS-HIV 3; EMH 11; VIP 17
Health Education Core Idea: Social Emotional Health (So)			
1. Self-Esteem (Note: Self-esteem is discussed in context of positive emotional health. Can add more emphasis on the term <i>self-esteem</i> if needed.)			
H1.So1.6a Describe factors that can influence self-esteem. MS-EMH 3	H1.So1.7 Explain how self-esteem influences personal health choices. MS-EMH 3	H1.So1.8 Compare characteristics of high and low self-esteem and impacts on health. MS-EMH, Lesson 3 [add more comparison of positive/negative emotional health traits if needed]	H1.So1.HSa Assess self-esteem and determine its impact on personal dimensions of health. HS-EMH 2
H1.So1.6b Understand how to improve one's self-esteem. MS-EMH 3	H7.So1.7 Describe personal choices that can positively impact self-esteem. MS-EMH 3	H7.So1.8 Demonstrate ability to make choices that positively impact self-esteem. MS-EMH 3, 5, 13, 14	H1.So1.HSb Understand changes in self-esteem can occur as people mature. Can add to HS-EMH 2
2. Body Image and Eating Disorders			
H1.So2.6a Describe how self-esteem and body image are related. MS-NPA 11	H2.So2.7 Explain how peers and media influence body image. MS-NPA 11	H2.So2.8 Explain how body image influences eating disorders. MS-NPA 13	H3.So2.HS Explain why people with eating disorders need support services. HS-NPA 15

GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
Health Education Core Idea: Social Emotional Health (So)			
2. Body Image and Eating Disorders (continued)			
H1.So2.6b Explain importance of a positive body image. MS-NPA 11		H1.So2.8 Identify signs, symptoms, and consequences of eating disorders. MS-NPA 13	H1.So2.HS Identify supportive services for people with eating disorders. HS-NPA 15
			H8.So2.HS Describe how to support someone who has symptoms of an eating disorder. HS-NPA 15
3. Stress Management			
H1.So3.6a Define stressor, eustress, and distress. MS-EMH 9 [uses positive/negative, add <i>eustress/distress</i> terms to discussion]	H1.So3.7 Differentiate between eustress and distress. MS-EMH 9 [uses positive/negative, add <i>eustress/distress</i> terms to discussion]	H1.So3.8 Analyze effects of eustress and distress. MS-EMH 9 [uses positive/negative, add <i>eustress/distress</i> terms to discussion]	H1.So3.HS Identify physical and psychological responses to stressors. HS-EMH 4
H1.So3.6b Explain causes and effects of stress. MS-EMH 9	H7.So3.7 Compare healthy and unhealthy ways of dealing with stress. MS-EMH 9, 10	H7.So3.8 Evaluate personal stress management techniques. MS-EMH 11	H7.So3.HS Develop a personal stress management plan. HS-EMH 5
H7.So3.6 Understand stress management techniques. MS-EMH 10, 11			
4. Expressing Emotions			
H1.So4.6a Explain importance of understanding other perspectives when resolving interpersonal conflicts. MS-VIP 14	H1.So4.7a Describe ways to manage interpersonal conflict. MS-VIP 14	H4.So4.8 Demonstrate ways to manage or resolve interpersonal conflict. MS-VIP 15	H8.So4.HS Advocate for ways to manage or resolve interpersonal conflict. HS-EMH 13
H1.So4.6b Summarize characteristics of empathy and compassion. MS-EMH 8	H1.So4.7b Explain how expressing emotions or feelings can influence others. MS-EMH 6	H2.So4.8 Compare and contrast the influence of family, culture, and media on how emotions are expressed. MS-EMH 6 [can add emphasis on compare/contrast if needed]	H1.So4.HS Summarize strategies for coping with difficult emotions, including defense mechanisms. HS-EMH 3, 6, 12
H3.So4.6 Investigate resources for support when dealing with difficult emotions. MS-EMH 8			H4.So4.HS Demonstrate effective communication skills to express emotions. HS-EMH 8

GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
Health Education Core Idea: Social Emotional Health (So)			
5. Harassment, Intimidation, and Bullying			
H1.So5.6a Describe different types of harassment, intimidation, and bullying. MS-VIP 8, 9, 11	H5.So5.7 Determine strategies for responding to harassment, intimidation, and bullying. MS-VIP, 10, 12	H1.So5.8a Describe possible consequences of harassment, intimidation, and bullying. MS-VIP 8, 9, 11	H1.So5.HS Analyze strategies to prevent and respond to different types of harassment, intimidation, and bullying. HS-VIP 10, 11, 12, 13, 14
H1.So5.6b Analyze harmful effects of harassment, intimidation, and bullying. MS-VIP 8, 9, 11	H1.So5.7 Explain how harassment, intimidation, and bullying affect individuals, families, and communities. MS-VIP 8, 9, 11	H8.So5.8 Advocate for a bully-free school and community environment. MS-VIP 12	H2.So5.HS Compare and contrast the influence of family, peers, culture, media, technology, and other factors on harassment, intimidation, and bullying. HS-VIP 9
		H1.So5.8c Understand connection between bullying and harmful behaviors including suicide. MS-VIP 9	
6. Emotional, Mental, and Behavioral Health			
H1.So6.6a Identify signs and symptoms of depression and anxiety. MS-EMH 8 Covered in more detail at High School	H1.So6.7a Identify different emotional and mental and behavioral health disorders. MS-EMH 8 [anxiety and depression] Additional disorders covered at High School	H1.So6.8a Explain causes, symptoms, and effects of emotional and mental and behavioral health disorders. MS-EMH 8 [anxiety and depression] Covered in more detail at High School	H1.So6.HSa Compare and contrast emotional and mental and behavioral illness, mental well-being, and concurrent disorders. HS-EMH 15
H3.So6.6 Describe situations that call for professional emotional and mental and behavioral health services. MS-EMH 8	H3.So6.7 Identify valid and reliable emotional and mental and behavioral health services. MS-EMH 8 [focus is on getting help from trusted adults] Covered in more detail at High School	H3.So6.8 Identify valid and reliable emotional and mental and behavioral health supports and services available to youth age 13 and older. MS-EMH 8 [focus is on getting help from trusted adults] Covered in more detail at High School	H1.So6.HSb Describe how self-harm or suicide impacts other people. HS-EMH 16; VIP 16
H1.So6.6b Identify reasons individuals may want to harm themselves. MS-EMH 8 Covered in more detail at High School	H1.So6.7b Identify risk factors associated with self-harm and/or suicide. MS-EMH 8 [warning signs of troublesome feelings] Covered explicitly at High School	H1.So6.8b Recognize signs that someone may be at risk of suicide. MS-EMH 8 [warning signs of troublesome feelings] Covered explicitly at High School	H1.So6.HSc Explain how to help someone who is thinking about attempting suicide. HS-EMH 16; VIP 16

GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
Health Education Core Idea: Social Emotional Health (So)			
6. Emotional, Mental, and Behavioral Health (continued)			
H1.So6.6c Understand that emotional and mental and behavioral health and well-being are as important as physical health and well-being. MS-EMH 1, 3	H2.So6.7 Recognize how culture and media impact access to mental and behavioral health services. Covered at High School	H1.So6.8d Recognize stigma as it relates to emotional and mental and behavioral health. Covered at High School	H3.So6.HSa Identify school and community resources that can help a person with emotional and mental and behavioral health concerns. HS-EMH 17; VIP 16
H1.So6.6d Define stigma related to mental and behavioral health. Covered at High School	H4.So6.7 Demonstrate supportive responses to people who may be experiencing mental and behavioral health disorders. MS-EMH 8		H3.So6.HSa Identify school and community resources that can help a person with emotional and mental and behavioral health concerns. HS-EMH 17; VIP 16
	H1.So6.7c Identify how individuals experience stigma related to mental and behavioral health. Covered at High School		H3.So6.HSb Describe laws related to minors accessing mental health care. Can add to HS-EMH 17
			H8.So6.HS Advocate for reducing stigma associated with emotional and mental and behavioral health. HS-EMH 15 [covers stigma, would need to add advocacy around reducing it]
Health Education Core Idea: Substance Use & Abuse (Su)			
1. Use and Abuse			
H1.Su1.6a Explain differences between appropriate use, misuse, and abuse of substances. MS-TAOD 5 [medicines], 7 [opioids]	H1.Su1.7 Distinguish between substance use, misuse, abuse, dependency, and addiction. MS-TAOD 5 [medicines], 6 [addiction stages], 7 [opioids]	H2.Su1.8 Analyze factors that influence substance use and abuse. MS-TAOD 9	H1.Su1.HSa Analyze why individuals choose to use or not use substances. HS-TAOD 1
H1.Su1.6b Understand stages of addiction. MS-TAOD 6	H2.Su1.7 Describe how peers and media influence substance use and abuse. MS-TAOD 9	H3.Su1.8 Compare and contrast sources of information on substance use. Not covered	H1.Su1.HSb Differentiate classifications of substances. HS-TAOD 1
			H3.Su1.HSa Analyze validity of information on substance use. Could add to HS-TAOD 10

GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
Health Education Core Idea: Substance Use & Abuse (Su)			
1. Use and Abuse (continued)			
H2.Su1.6 Describe how peers and family influence substance use and abuse. MS-TAOD 9		H1.Su1.8 Explain classifications of substances. Covered in High School	H3.Su1.5b Describe laws related to minors accessing substance abuse treatment. Can be added to HS-TAOD 9 or 10
2. Effects			
H1.Su2.6 Understand short- and long-term effects of substance abuse on physical and mental health. MS-TAOD 8	H1.Su2.7 Explain short- and long-term effects of substance abuse on dimensions of health. MS-TAOD 8	H1.Su2.8 Describe how substance abuse affects dimensions of health. MS-TAOD 8	H1.Su2.HSa Summarize short- and long-term effects of substance abuse on dimensions of health. HS-TAOD 2, 4, 5, 6, 7, 8
			H1.Su2.HSb Analyze how addiction and dependency impact individuals, families, and society. HS-TAOD 2
3. Prevention			
H1.Su3.6 Identify how to use refusal skills to avoid substance use. MS-TAOD 15, 16	H7.Su3.7a Demonstrate use of refusal skills to avoid substance use. MS-TAOD 15, 16	H7.Su3.8a Apply refusal skills to avoid substance use. MS-TAOD 15, 16	H6.Su3.HS Predict how a drug-free lifestyle will support achievement of short- and long-term goals. HS-TAOD 16
H7.Su3.6 Identify scenarios in which substances may be present and determine strategies to avoid exposure and use. MS-TAOD 10, 15, 16	H7.Su3.7b Assess scenarios in which substances may be present and determine strategies to avoid exposure and use. MS-TAOD 10, 15, 16	H7.Su3.8b Demonstrate behaviors and practices to prevent substance use and improve the health of oneself and others. MS-TAOD 10, 15, 16	H8.Su3.HS Design a drug-free message for a community beyond school. HS-TAOD 16 [can extend advocacy activity to community PSAs]
	H8.Su3.7 Construct a message describing benefits of being drug-free. MS-TAOD 10, 17	H8.Su3.8 Create a drug-free message for school. MS-TAOD 17 [can extend to schoolwide advocacy]	

GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
4. Treatment			
H3.Su4.6 Identify valid and reliable substance abuse services. Covered in High School	H3.Su4.7 Describe situations that call for professional treatment for substance abuse. Covered in High School	H3.Su4.8 Investigate local services for those affected by substance abuse. Covered in High School	H3.Su4.HS Analyze valid and reliable information to prevent or treat substance dependency and addiction. Can be added to HS-TAOD 10 H1.Su4.HS Understand how codependency relates to substance use and abuse. HS-TAOD 10 [introduce term <i>codependency</i> if needed]
5. Legal Consequences			
H1.Su5.6 Identify legal and illegal substances. MS-TAOD 2, 3, 4, 7	H1.Su5.7 Understand school policies related to substance possession and use. MS-TAOD 12	H6.Su5.8 Describe short- and long-term legal consequences of substance use and the effects on personal goals. MS-TAOD 8, 12	H1.Su5.HS Compare and contrast school, local, state, and federal laws related to substance possession and use. HS-TAOD 9