

# Standards Met in Health Education Today's Middle School Curriculum

National Consensus for School Health Education. Model Guidance for Curriculum and Instruction (3rd Edition) <a href="https://www.schoolhealtheducation.org/">https://www.schoolhealtheducation.org/</a>	
Standard 1	Students comprehend functional health knowledge to enhance health.
Standard 2	Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.
Standard 3	Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.
Standard 4	Students demonstrate effective interpersonal communication skills to enhance health.
Standard 5	Students demonstrate effective decision-making skills to enhance health.
Standard 6	Students demonstrate effective goal-setting skills to enhance health.
Standard 7	Students demonstrate observable health and safety practices.
Standard 8	Students advocate for behaviors that support personal, family, peer, school, and community health.
Standard 1	
Students comprehend functional health knowledge to enhance health.	
1.8.1	Describe interrelationships among physical, social, emotional, and intellectual health.
1.8.2	Analyze benefits of practicing health-promoting behaviors.
1.8.3	Analyze potential risks and consequences of practicing unhealthy behaviors.
1.8.4	Assess the risk of situations, people, and events that contribute to unhealthy behaviors and outcomes.
1.8.5	Explain why it is important to be responsible for personal health behaviors.

1.8.6	Analyze how personal practices and behaviors reduce or prevent health risks.
1.8.7	Analyze health promotion and disease prevention guidelines and recommendations for healthy behaviors from credible federal, professional, and voluntary health organizations (e.g., recommendations for rest and sleep).
1.8.8	Predict the likelihood of personal injury or illness if engaging in unhealthy behaviors.
1.8.9	Analyze the effects of family history, genetics, education level, and income on personal health status.

Standard 2

Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.

2.8.1	Explain how personal attitudes, values, and beliefs influence health behaviors.
2.8.2	Analyze the influence of family and culture on health behaviors.
2.8.3	Analyze how peers influence health behaviors.
2.8.4	Explain how perceptions of social norms and expectations influence healthy and unhealthy behaviors.
2.8.5	Analyze how media, social media, and technology (e.g., television, movies, video games, advertisements, apps, and other screen time) influence health behaviors.
2.8.6	Explain how school rules, community norms, and governmental policies and laws influence health behaviors.
2.8.7	Analyze how education level and income influence health behaviors.
2.8.8	Identify factors that influence opportunities to obtain safe, equitable, culturally appropriate, and affordable products and services that support personal health behaviors.

Standard 3

Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.

3.8.1	Demonstrate functional health literacy by decoding health information that is represented in visual, textual, gestural, and/or linguistic ways.
3.8.2	Engage in an interpersonal conversation about a health-related product or technology to make an informed health decision.
3.8.3	Interpret numerical and graphical information to make an informed health decision.
3.8.4	Analyze the validity of health information in print and electronic sources (e.g., news articles, magazines, visual signage, social media, podcasts, and websites) using established criteria.
3.8.5	Analyze health-related messages in print and electronic materials to determine credibility of the health message.
3.8.6	Demonstrate interactive health literacy by talking about print media and social media that address different populations, perspectives, and practices.
3.8.7	Describe why it is important to seek valid and reliable health care to be a proactive, well-informed patient.
3.8.8	Read to interpret health-related product information with a trusted adult to determine the benefits and risks.
3.8.9	Access credible websites or health-related applications using technology to support health behaviors.
3.8.10	Explain health literacy as a determinant of health that can reduce health inequities.

**Standard 4**

Students demonstrate effective interpersonal communication skills to enhance health.

4.8.1	Examine how effective interpersonal communication can benefit personal health and well-being.
4.8.2	Demonstrate the use of verbal and nonverbal communication skills that enhance well-being.
4.8.3	Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.
4.8.4	Demonstrate how to ask for assistance to improve personal health.

4.8.5	Demonstrate refusal skills to avoid or reduce health risks.
4.8.6	Demonstrate how to effectively communicate kindness, empathy, compassion, and care for others.
4.8.7	Demonstrate effective ways to show respect for another person’s consent or non-consent.
4.8.8	Demonstrate effective collaboration and negotiation skills that support healthy behaviors and relationships.
4.8.9	Demonstrate effective ways to manage and resolve conflict.

Standard 5

Students demonstrate effective decision-making skills to enhance health.

5.8.1	Examine situations when the procedural steps of decision making are needed.
5.8.2	Distinguish when health decisions should be made individually or with the help of others.
5.8.3	Explain how family, peers, culture, media, technology, and other factors can affect a health decision.
5.8.4	Analyze how personal beliefs can affect decisions about a health behavior.
5.8.5	Discuss alternatives when making health decisions.
5.8.6	Distinguish between healthy and unhealthy consequences for each alternative.
5.8.7	Choose a health-promoting option when making an effective decision.
5.8.8	Analyze the outcomes of an effective health decision.

Standard 6

Students demonstrate effective goal-setting skills to enhance health.

6.8.1	Assess personal health practices.
6.8.2	Set a SMART personal health goal.
6.8.3	Predict the health and life benefits of reaching a personal health goal.

6.8.4	Develop a detailed plan, with a timeline, for achieving a personal health goal.
6.8.5	Assess the barriers to achieving a personal health goal.
6.8.6	Apply strategies to overcome barriers to achieving a personal health goal.
6.8.7	Implement strategies toward achieving a personal health goal (e.g., tracking progress, setting reminders, taking small steps, overcoming barriers, and revising the goal based on life circumstances).
6.8.8	Apply effort, determination, and resilience toward achieving a personal health goal.
Standard 7	
Students demonstrate observable health and safety practices.	
7.8.1	Demonstrate age and developmentally appropriate practices that promote health and prevent or reduce the risk of disease and injury.
7.8.2	Assess the ability to perform observable health and safety practices.
7.8.3	Document personal health and safety habits and practices in a variety of settings and situations.
7.8.4	Analyze the impact of making health and safety practices into personal health habits.
Standard 8	
Students advocate for behaviors that support personal, family, peer, school, and community health.	
8.8.1	Use valid and reliable information to identify advocacy positions that meet personal, family, peer, and school health needs.
8.8.2	Create an action plan with advocacy strategies related to a position that promotes personal, family, peer, and school health.
8.8.3	Create an advocacy message about a position using valid and reliable information that support the health of self and others.
8.8.4	Demonstrate how to adapt health-related messages to persuade different audiences.

8.8.5	Demonstrate confidence (e.g., strong voice, body language) when persuading others to make health choices that enhance quality of life and promote equitable health opportunities for all.
8.8.6	Collaborate with others to advocate for personal, family, peer, school, and community health.

## State Health Education Standards Met

Washington State High School Health Education Learning Standards <a href="http://www.k12.wa.us/HealthFitness/Standards.aspx">http://www.k12.wa.us/HealthFitness/Standards.aspx</a>	
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.
Washington State Health Education K-12 Core Ideas:  Wellness, Safety, Nutrition, Sexual Health, Social Emotional Health, Substance Use and Abuse.	
Wellness	

Standard 1	6th	7th	8th
1. Dimensions of Health	Describe interrelationships of dimensions of health. H1.W1.6	Assess personal health behaviors in relation to dimensions of health. H1.W1.7	Analyze interrelationships of personal dimensions of health. H1.W1.8
2. Disease Prevention	Differentiate between communicable and noncommunicable diseases. H1.W2.6  Determine how hereditary factors and health behaviors impact health. H2.W2.6	Summarize lifestyle factors to prevent communicable and noncommunicable diseases. H7.W2.7a  Explain benefits and consequences of various health behaviors. H7.W2.7b	Analyze how personal choices contribute to communicable and noncommunicable diseases. H7.W2.8a  Assess personal health behaviors that reduce or prevent health risks. H7.W2.8b
3. Analyzing Influences	Explain factors that influence	Describe how peers, culture, and family influence health decisions and behaviors. H2.W3.7	Describe how values, media, and technology influence health decisions and behaviors. H2.W3.8
4. Access Valid Information	Describe situations that call for expert health resources and services. H3.W4.6	Analyze validity and reliability of health and wellness information and products. H3.W4.7	Investigate local valid and reliable health and wellness information. H3.W4.8
5. Communication	Explain effective communication skills. H4.W5.6	Use communication skills effectively with family, peers, and others. H4.W5.7	Demonstrate communication skills to enhance health and avoid or reduce health risks. H4.W5.8
6. Decision-Making	Identify circumstances that help or hinder making healthy decisions related to personal health. H5.W6.6	Determine healthy alternatives for making a personal health decision. H5.W6.7	Demonstrate a decision-making model to make a personal health-enhancing choice. H5.W6.8
7. Goal-Setting	Describe how goals can enhance health. H6.W7.6	Describe components of goal-setting to enhance health. H6.W7.7	Describe various short and long term goals that can be used to enhance health. H6.W7.8
<b>Safety</b>			
Standard 2	6th	7th	8th

1. Injury Prevention	Identify guidelines related to bicycle, pedestrian, traffic, water, and recreation safety. H1.Sa1.6	Explain importance of being responsible for promoting safety and avoiding or reducing injury. H7.Sa1.7	Advocate for safety and injury prevention. H8.Sa1.8  Describe how some health risk behaviors influence safety and injury prevention practices. H2.Sa1.8
2. First Aid	Understand basic first aid skills. H1.Sa2.6a Understand cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) procedures. H1.Sa2.6b	Explain basic first aid skills. H1.Sa2.7 Demonstrate CPR and AED procedures. H7.Sa2.7	Practice basic first aid skills. H7.Sa2.8a  Demonstrate CPR and AED procedures. H7.Sa2.8b
3. Violence Prevention	Describe situations that could lead to violence. H1.Sa3.6a Demonstrate ways to resolve conflict to prevent, reduce, and avoid violence. H4.Sa3.6  Identify potential dangers of sharing personal information through electronic media. H1.Sa3.6b	Describe how risk of violence increases with presence of weapons. H1.Sa3.7a Demonstrate communication skills to prevent, reduce, and communication. H4.Sa3.8 Explain how bystanders can help prevent, reduce, and avoid violence. H1.Sa3.8b Describe potential dangers of sharing personal information through electronic media. H1.Sa3.8c	Analyze causes and effects of violence on individuals, families, and communities. H1.Sa3.8a  Explain how bystanders can help prevent, reduce, and avoid violence. H1.Sa3.8b  Describe potential dangers of sharing personal information through electronic media. H1.Sa3.8c

**Nutrition**

Standard 3	6th	7th	8th
1. Food Groups and Nutrients	Identify functions of the six nutrients: carbohydrates, fats, proteins, vitamins, minerals, water. H1.N1.6a  Understand differences between reliable and unreliable sources of nutrition information. H3.N1.6	Classify foods by food groups and nutrients. H1.N1.7a Summarize benefits of eating a variety of food from all food groups. H1.N1.7b  Determine availability of valid and reliable nutrition information,	Compare and contrast nutritional value of fresh versus processed foods. H1.N1.8a  Explain effects of eating patterns on growth and development, and on physical, mental, and academic performance. H1.N1.8b

	Describe consequences of skipping meals. H1.N1.6b	products, and services. H3.N1.7	
2. Beverages	Summarize importance of staying hydrated. H1.N2.6  Identify beverages that should be limited and provide evidence to support limiting intake. H3.N2.6	Evaluate nutritional content for a variety of beverages and describe benefits and consequences of intake. H1.N2.7	Develop a message to persuade someone to make healthy beverage choices. H8.N2.8
3. Label Literacy	Explain how different components of a Nutrition Facts label can be used to guide food and beverage choices. H3.N3.6a  Distinguish between serving size and portion size. H3.N3.6b	Demonstrate how to use Nutrition Facts labels to make healthier choices. H3.N3.7  Demonstrate how to calculate nutritional value based on serving sizes. H1.N3.7	Draw conclusions from Nutrition Facts labels and make recommendations for healthy choices. H3.N3.8
4. Caloric Intake and Expenditure	Distinguish between nutrient- dense and empty-calorie foods and identify examples of each. H1.N4.6a  Compare and contrast caloric expenditure for a variety of physical activities. H1.N4.6b	Explain relationship of caloric intake and expenditure to weight management. H1.N4.7a  Investigate strategies for healthy weight management. H1.N4.7b	Conduct a personal caloric needs assessment, based on age, gender, activity levels, and specific health requirements, to develop an eating plan. H7.N4.8
5. Disease Prevention	Identify diseases often caused by nutritional choices. H1.N5.6	Describe impact of nutritional nutritional choices. H1.N5.6	Evaluate a variety of eating plans and determine potential short-term and long – term consequences based on nutritional intake. H1.N5.8
6. Nutritional Planning	Develop a SMART (specific, measurable, attainable, realistic, and timely) goal to improve eating behaviors. H6.N6.6  Identify circumstances that influence healthy	Create a daily food plan with adequate amounts of each nutrient. H6.N6.7a  Assess barriers to achieving a personal goal to improve healthy	Assess personal food and beverage intake based on recommended individual needs. H7.N6.8  Create short and long-term goals to establish

	<p>decision-making related to food choices and eating behaviors. H2.N6.6</p>	<p>eating behaviors. H6.N6.7b</p> <p>Describe how peers, culture, and family influence nutritional choices. H2.N6.7</p>	<p>healthy eating patterns. H6.N6.8</p> <p>Investigate strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. H3.N6.8</p> <p>Draw conclusions regarding how society, culture, and economics influence nutrition choices. H2.N6.8</p>
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**Sexual Health**

Standard 4	6th	7th	8th
1. Anatomy, Reproduction, and Pregnancy	<p>Identify parts of the reproductive systems. H1.Se1.6</p>	<p>Describe reproductive systems including body parts and functions. H1.Se1.7a</p> <p>Describe the stages of a pregnancy from fertilization to birth. H1.Se1.7b</p>	<p>Summarize reproductive systems and their functions, including the path of an egg during ovulation and the path of sperm during ejaculation. H1.Se1.8a</p> <p>Identify physical, emotional, and social effects of sexual activity. H1.Se1.8b</p>
2. Puberty and Development	<p>Identify physical, social, mental, and emotional changes that occur during puberty. H1.Se2.6</p>	<p>Recognize that there are individual differences in growth and development. H1.Se2.7</p>	<p>Describe the physical, social, mental, and emotional changes that occur during adolescence. H1.Se2.8</p>
3. Self-Identity	<p>Understand the range of gender roles, identity, and expression across cultures. H2.Se3.6</p>	<p>Distinguish between biological sex, gender identity, gender expression, and sexual orientation. H1.Se3.7</p>	<p>Recognize external influences that shape attitudes about gender identity, gender expression, and sexual orientation. H2.Se3.8</p>
4. Prevention	<p>Define abstinence and explain why it is the most effective method to prevent pregnancy and sexually transmitted infections (STDs), including HIV. H1.Se4.6a</p>	<p>List and describe commonly used methods of birth control, including abstinence. H1.Se4.7a</p> <p>Describe methods to prevent the</p>	<p>Summarize ways to prevent pregnancy and STDs. H1.Se4.8a</p> <p>List steps to using a condom correctly. H7.Se4.8</p>

	<p>Explain how STDs are transmitted. H1.Se4.6b</p> <p>Identify examples of protective factors and risk behaviors. H1.Se4.6c</p>	<p>transmission of STDs/HIV, including abstinence.</p> <p>H1.Se4.7b Understand that all STDs are treatable and many are curable. H1.Se4.7c</p> <p>Identify medically accurate information about STDs. H3.Se4.7</p> <p>Identify a decision-making model that can be used to make a health-related decision. H5.Se4.7</p> <p>Describe factors that contribute to or protect against engaging in risk behaviors. H1.Se4.7d</p>	<p>Identify medically accurate resources about contraceptive methods, STDs/HIV, and pregnancy. H3.Se4.8</p> <p>Summarize signs, symptoms, potential impact, and treatment of STDs. H1.Se4.8b</p> <p>Use a decision-making model to make a health-related decision. H5.Se4.8</p> <p>Compare and contrast potential outcomes of risk behaviors and protective factors. H1.Se4.8c</p> <p>Describe personal role in protecting one's own sexual and reproductive health. H7.Se4.8</p>
5. Healthy Relationships	<p>Explain importance of talking with a family member and other trusted adults about relationships. H3.Se5.6</p> <p>Identify ways to communicate effectively in a variety of relationships. H1.Se5.6a</p> <p>Recognize that everyone has the right to set boundaries based on personal values. H1.Se5.6b</p>	<p>Describe characteristics of healthy and unhealthy relationships. H1.Se5.7</p> <p>Demonstrate communication skills that foster healthy relationships. H4.Se5.7a</p> <p>Explain importance of setting personal boundaries and showing respect for the boundaries and values of others. H4.Se5.7b</p>	<p>Explain how to build and maintain healthy family, peer, and dating relationships. H1.Se5.8a</p> <p>Define sexual consent and identify ways that consent can be communicated and accepted. H1.Se5.8b</p> <p>Analyze the impact of technology and social media on friendships and relationships. H2.Se8.8.</p> <p>Develop a plan to communicate and maintain personal boundaries and values. H6.Se5.8</p>
6. State Laws	<p>Understand which sexual health care services are available to youth. H1.Se6.6a</p>	<p>Identify laws related to accessing sexual health care services. H1.Se6.7a</p>	<p>Understand laws related to accessing sexual health care services. H1.Se6.8a</p>

	<p>Understand that there are behaviors that constitute sexual offenses. H1.Se6.6b</p> <p>Understand that it is illegal to send or post sexually explicit images or messages electronically. H1.Se6.6c</p>	<p>Define sexual offenses as they relate to state law. H1.Se6.7b</p> <p>Identify consequences of sharing sexually explicit pictures or messages. H1.Se6.7c</p>	<p>Understand importance of personal responsibility for sexual decisions. H7.Se6.HS</p> <p>Identify state laws related to sexual offenses, including when a minor is involved. H1.Se6.8b</p> <p>Explain consequences of sharing sexually explicit pictures or messages. H1.Se6.8c</p>
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**Social Emotional Health**

Standard 5	6th	7th	8th
1. Self-Esteem	<p>Describe factors that can influence self-esteem. H1.So1.6a</p> <p>Understand how to improve one's self-esteem. H1.So1.6b</p>	<p>Explain how self-esteem influences personal health choices. H1.So1.7</p> <p>Describe personal choices that can positively impact self-esteem. H7.So1.7</p>	<p>Compare characteristics of high and low self-esteem and impacts on health. H1.So1.8</p> <p>Demonstrate ability to make choices that positively impact self-esteem. H7.So1.8</p>
2. Body Image and Eating Disorders	<p>Describe how self-esteem and body image are related. H1.So2.6a</p> <p>Explain importance of a positive body image. H1.So2.6b</p>	<p>Explain how peers and media influence body image. H2.So2.7</p>	<p>Explain how body image influences eating disorders. H2.So2.8</p> <p>Identify signs, symptoms, and consequences of eating disorders. H1.So2.8</p>
3. Stress Management	<p>Define stressor, eustress, and distress. H1.So3.6a</p> <p>Explain causes and effects of stress. H1.So3.6b</p> <p>Understand stress management techniques. H7.So3.6</p>	<p>Differentiate between eustress and distress. H1.So3.7</p> <p>Compare healthy and unhealthy ways of dealing with stress. H7.So3.7</p>	<p>Analyze effects of eustress and distress. H1.So3.8</p> <p>Evaluate personal stress management techniques. H7.So3.8</p>
4. Expressing Emotions	<p>Explain importance of understanding other perspectives when</p>	<p>Describe ways to manage interpersonal conflict. H1.So4.7a</p>	<p>Demonstrate ways to manage or resolve</p>

	<p>resolving interpersonal conflicts. H1.So4.6a</p> <p>Summarize characteristics of empathy and compassion. H1.So4.6b</p> <p>Investigate resources for support when dealing with difficult emotions. H3.So4.6</p>	<p>Explain how expressing emotions or feelings can influence others. H1.So4.7b</p>	<p>interpersonal conflict. H4.So4.8</p> <p>Compare and contrast the influence of family, culture, and media on how emotions are expressed. H2.So4.8</p>
5. Harassment, Intimidation, and Bullying	<p>Describe different types of harassment, intimidation, and bullying. H1.So5.6a</p> <p>Analyze harmful effects of harassment, intimidation, and bullying. H1.So5.6b</p>	<p>Determine strategies for responding to harassment, intimidation, and bullying. H5.So5.7</p> <p>Explain how harassment, intimidation, and bullying affect individuals, families, and communities. H1.So5.7</p>	<p>Describe possible consequences of harassment, intimidation, and bullying. H1.So5.8a</p> <p>Advocate for a bully-free school and community environment. H8.So5.8</p> <p>Understand connection between bullying and harmful behaviors including suicide. H1.So5.8c</p>
6. Emotional, Mental, and Behavioral Health	<p>Identify signs and symptoms of depression and anxiety. H1.So6.6a</p> <p>Describe situations that call for professional emotional and mental and behavioral health services. H3.So6.6</p> <p>Identify reasons individuals may want to harm themselves. H1.So6.6b</p> <p>Understand that emotional and mental and behavioral health</p>	<p>Identify different emotional and mental and behavioral health disorders. H1.So6.7a</p> <p>Identify valid and reliable emotional and mental and behavioral health services. H3.So6.7</p> <p>Identify risk factors associated with self-harm and/or suicide. H1.So6.7b</p> <p>Recognize how culture and media impact access to mental and behavioral health services. H2.So6.7</p> <p>Demonstrate supportive responses to people who may be</p>	<p>Explain causes, symptoms, and effects of emotional and mental and behavioral health disorders. H1.So6.8a</p> <p>Identify valid and reliable emotional and mental and behavioral health supports and services available to youth age 13 and older. H3.So6.8</p> <p>Recognize signs that someone may be at risk of suicide. H1.So6.8b</p> <p>Recognize stigma as it relates to emotional and mental and behavioral health. H1.So6.8d</p>

	and well - being are as important as physical health and well- being. H1.So6.6c	experiencing mental and behavioral health disorders. H4.So6.7	
	Define stigma related to mental and behavioral health. H1.So6.6d	Identify how individuals experience stigma related to mental and behavioral health. H1.So 6.7c	

**Substance Use and Abuse**

Standard 6	6th	7th	8th
1. Use and Abuse	<p>Explain differences between appropriate use, misuse, and abuse of substances. H1.Su1.6a</p> <p>Understand stages of addiction. H1.Su1.6b</p> <p>Describe how peers and family influence substance use and abuse. H2.Su1.6</p>	<p>Distinguish between substance use, misuse, abuse, dependency, and addiction. H1.Su1.7</p> <p>Describe how peers and media influence substance use and abuse. H2.Su1.7</p>	<p>Analyze factors that influence substance use and abuse. H2.Su1.8</p> <p>Compare and contrast sources of information on substance use. H3.Su1.8</p> <p>Explain classifications of substances. H1.Su1.8</p>
2. Effects	<p>Understand short and long-term effects of substance abuse on physical and mental health. H1.Su2.6</p>	<p>Explain short and long-term effects of substance abuse on dimensions of health. H1.Su2.7</p>	<p>Describe how substance abuse affects dimensions of health. H1.Su2.8</p>
3. Prevention	<p>Identify how to use refusal skills to avoid substance use. H1.Su3.6</p> <p>Identify scenarios in which substances may be present and determine strategies to avoid exposure and use. H7.Su3.6</p> <p>Promote benefits of abstaining from or discontinuing substance use. H8.Su3.6</p>	<p>Demonstrate use of refusal skills to avoid substance use. H7.Su3.7a</p> <p>Assess scerarios in which substances may be present and determine strategies to avoid exposure and use. H7.Su3.7b</p> <p>Construct a message describing benefits of</p>	<p>Apply refusal skills to avoid substance use. H7.Su3.8a</p> <p>Demonstrate behaviors and practices to prevent substance use and improve the health of oneself and others. H7.Su3.8b</p> <p>Create a drug-free message for school. H8.Su3.8</p>

		being drug-free. H8.Su3.7	
4. Treatment	Identify valid and reliable substance abuse services. H3.Su4.6	Describe situations that call for professional treatment for substance abuse. H3.Su4.7	Investigate local services for those affected by substance abuse. H3.Su4.8
5. Legal Consequences	Identify legal and illegal substances. H1.Su5.6	Understand school policies related to substance possession and use. H1.Su5.7	Describe short and long-term legal consequences of substance use and the effects on personal goals. H6.Su5.

## Common Core Standards Met

Common Core State Standards for Science and Technical Subjects   ELA College and Career Anchor Standards <a href="https://www.thecorestandards.org/ELA-Literacy/RST/">https://www.thecorestandards.org/ELA-Literacy/RST/</a>	
Writing Grades 6-8	
1	Write arguments focused on discipline-specific content.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
3	Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.
4	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8	Gather relevant information from multiple print and digital sources, using search terms electively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9	Draw evidence from informational texts to support analysis reflection, and research.
10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Reading Grades 6-8

1	Cite specific textual evidence to support analysis of science and technical texts.
2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6	Analyze the author’s purpose in providing an explanation, describing a procedure, procedure, or discussing an experiment in a text.
7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

