Boston Public Schools
Health and Wellness Department
Health Education Frameworks

Draft

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Introduction to the BPS Health Education Frameworks

The mission of the Boston Public Schools Health and Wellness Department is to actively promote the health and wellness of all students in order to advance both their positive development and their readiness to learn. We do this by taking a coordinated school health approach, in which we emphasize interdepartmental and community-based partnerships, in line with the BPS Academic Achievement Frameworks.

In pursuit of this mission, the present document outlines the Frameworks for Health Education in BPS. In this introduction to the Frameworks, we lay out our vision for health education in BPS, connect health education to academic achievement, identify the key components of the skills-based approach to health education, and provide suggestions for implementing these frameworks.

A Vision for Health Education in Boston

Our vision is to provide comprehensive health education to all students in the Boston Public Schools through a sustainable program model founded on medically accurate information that introduces developmentally appropriate knowledge and skills at each grade level. We have designed these frameworks to meet the needs and interests of urban youth, with particular attention paid to the racial, ethnic, cultural, and geographic diversity of Boston. Furthermore, these frameworks integrate learning across the many disciplines of the BPS curriculum.

Health education is an essential part of our work to improve educational outcomes for BPS students. Wellness makes everything else in our lives possible. Healthy students are students who are ready to learn. When students have the knowledge and the skills they need to be healthy, their academic performance will improve. Health literacy thus lays the foundation for academic success. Wellness-promoting behaviors such as sleep, exercise, and proper nutrition will help students stay energized and feel mentally sharp. Having the skills and motivation to avoid the use of tobacco, alcohol, and other drugs will help students stay

fresh and work hard in and out of school. Social emotional learning is essential to help students build relationships with teachers and classmates and, in addition, learn cope with the vast array of stressors in their lives so they have the mental energy to focus on schoolwork. Discussing issues of safety helps students learn to manage volatile environments in their homes, neighborhoods, and schools, which is vital if students are expected to find a space in which to do homework or time in which to study for exams. All of these aspects of health education provide immediate benefits to students and, in addition, build lifelong skills that help students stay in school, find a career path, and pursue a healthy lifestyle.

Health classes provide a unique educational space within the school day in which students reflect on their own lives, connect with their peers, and gain support from their teachers. In these ways, effective health education can foster school engagement as students build self-efficacy and develop essential skills for school and career, such as analyzing influences and managing their goals. Furthermore, building heath literacy will help students participate in the global economy and advocate for their own needs and the needs of others in both the personal and professional realms. Strengthening both skills and literacy will increase students' positive development and help them become thriving adults who successfully contribute to our society.

In order to effectively design frameworks for health education that will help to improve educational outcomes, we drew upon three different sets of resources. First, we used the National and State Health Education Standards to make sure our frameworks are well aligned with national and local policies. Next, we put together a Frameworks Committee consisting of BPS teachers and organized into four groups based on grade-span expertise. Finally, an Advisory Committee of local professionals provided us with their professional opinions on several drafts. By following this process and accessing these important resources, we put together these Frameworks for Health Education in BPS that will help to fulfill the mission and vision of our department.

Health Education in Context

Health education is a critical component of the Coordinated School Health model, as outlined by the CDC. Schools must support the health of the whole child, which includes physical wellness, academic achievement, and social/ emotional development. While health education provides opportunities for skill-building and learning information, further access to individualized support and medical services is necessary. School nurses, school guidance counselors, and school- or community-based health resource centers are other critical components of the Coordinated School Health model. Effective health education will help students connect with these other resources.

Parents and guardians are the primary health educators of their children. However, schools are in a unique position to support parents in this task by providing resources to families and offering homework assignments and school-based programming that can serve as a guide for conversations at home. In this way, bringing health education into the classroom will uniquely contribute to the efforts of BPS to promote healthy and positive development in all students. Furthermore, as students get older and are more and more strongly influenced by their peers, schools play a central role in shaping peer group norms. Health education helps build social support from family and peers for making healthy decisions and building healthy literacy.

These Health Education Frameworks present health knowledge and skills through interdisciplinary, integrated learning across the curriculum. Key curriculum messages will be presented using concepts and methods from multiple subject areas, helping students build skills and competencies in reading, language arts, math, science, and social studies. The Health and Wellness Department is committed to providing resources for the effective implementation of these Health Education Frameworks in each of these subject areas in ways that will meet subject-specific learning objectives while strengthening health literacy.

These frameworks promote the constructivist approach to learning. Students learn best when they actively construct meaning for themselves. The program involves an active, student-centered process in which students must engage in reading, writing, speaking, listening, brainstorming, experimenting, presenting, and reflecting independently as well as in pairs and small groups. Such interactive learning processes strengthen social development, prepare students for a diverse array of tasks they may undertake in the workplace, and empower students to take control of their own learning. At the center of constructivist education is the focus on demonstrations of skill competence.

The Skills-based Approach

These frameworks take a skills-based approach to health education. The National Standards for Health Education are based on six core skills necessary for healthy and engaged living and outline performance indicators through which students demonstrate that they are developing and strengthening these skills in each grade. In the BPS Frameworks, these skill-based performance indicators are called *skill objectives*, and function as the action item for the unit, what the teacher will focus on while planning and implementing each lesson. By the end of a given unit, the students will demonstrate the skill objective in order to show that they have learned what they were intended to learn.

The skills-based approach is a recent innovation in the field of health education. In this approach, each unit teaches the necessary health knowledge through the specific skills to be demonstrated. For example, in order to develop skills for analyzing influences around nutrition, students must also learn specific nutrition-related knowledge. By structuring classes using the skills-based approach, health education empowers students to pursue healthy lifestyles by equipping them with lifelong skills. They will learn to better understand their own goals and decision making processes, to build stronger interpersonal relationships, and to have a greater positive impact on their schools, neighborhoods

communities. These skills will help them in the classroom and after school as well as in the long term as they pursue physical health, fulfilling relationships, and career goals.

The definitions and rationale for use of the six health skills that form the basis for the frameworks are as follows. Definitions and rationales are taken from the National Standards for Health Education.

1. Analyzing Influences

Definition: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Rationale: Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.

2. Accessing Resources

Definition: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Rationale: Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.

3. Interpersonal Communication

Definition: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to

organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

4. Decision Making

Definition: Students will demonstrate the ability to use decision-making skills to enhance health.

Rationale: Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

5. Goal Management

Definition: Students will demonstrate the ability to use goal-setting skills to enhance health.

Rationale: Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

6. Health Advocacy

Definition: Students will demonstrate the ability to advocate for personal, family, and community health.

Rationale: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

Each of these six skills will be taught through four overarching topic areas.

Physical activity and nutrition: With a focus on energy balance, students will learn how to keep themselves properly nourished and energized throughout the day and how to develop personal plans for lasting physical health.

Alcohol, tobacco, and other drugs: Students will learn about the impact of substance use on individual and family life as they gain the knowledge necessary for making informed choices and learn to meet their own needs without substance use.

Health body/ safe body: Students will explore information addressing a variety of topics such as disease prevention, violence prevention, puberty, and sexual health.

Social emotional learning: Students will gain tools for identifying and coping with difficult emotions, navigating interpersonal conflicts, pursuing healthy relationships, and addressing mental health issues.

Implementation: designing curriculum and instruction

This document offers a specific and flexible guideline for planning and implementing a comprehensive, substantive, developmentally appropriate year of health instruction that reinforces messages learned in previous grades and lays the foundation for learning and growth in the grades to come.

Skill objectives provide a frame for each unit. Each unit is labeled with the corresponding topic area that incorporates 1-3 skill objectives, listed directly underneath it. These skills objectives indicate what the students should be able to demonstrate by the end of the unit. Instructional strategies must build towards meeting these skill objectives. To show that they have met these objectives, an opportunity for demonstrating these skills in an appropriate form (written, oral, interactive) must be provided. The unit then needs to be designed to lead up to this demonstration.

Skill-based units can go in any order. For ease of reading, the core skills are numbered and always listed in order of sequence. While some teachers might prefer to enact units addressing the same core skills back-to-back, others may choose to structure the year

differently. However, each unit, as designed, should remain intact. To clarify, a unit is a set of skill and knowledge objectives clustered under one topic area label and corresponding with one of the six core health skills.

These units can be integrated with other elements of the academic curriculum and incorporated into existing interdisciplinary projects. For example, a unit on goal management skills can be combined with a literature unit in which the character's motivations and decisions are analyzed in light of the goals they set for themselves. A unit on health advocacy skills can be combined with a social studies lesson in which the history of social change movements is studied and students identify the various methods of cultural and institutional advocacy and activism. A unit on accessing resources can be combined with a science lesson in which students conduct scientific research regarding the resources available in their neighborhoods. In addition, each of these skills can be built through long-term interdisciplinary projects. Analyzing influences units, for example, may form the basis of a long-term project that incorporates some math, some social studies, and some writing skills.

The skills-based unit structure provides an opportunity for utilizing a diverse array of instructional methods, strategies and techniques. In a skills-based classroom, the role of the teacher or instructor is to model, scaffold, coach, and fade. Meanwhile, the students are observing the skill in use, piecing together the different parts of the skill, practicing the skill, and then performing the skill independently. This process allows students to develop the skill in a way that supports their use of that skill in the future in a variety of different contexts and challenges. They will be able to identify what sources of help they might need for using the skill effectively, and they will also be able to identify when they have achieved skill mastery and are able to use the skill consistently and effectively on their own in a variety of situations. The CDC offers the following advice to teachers using a skills-based framework:

1. Discuss the importance of the skill, its relevance, and relationship to other skills.

2. Present steps for developing the skill.

3. Model the skill.

4. Provide opportunities for practicing and rehearsing the skill.

5. Give feedback and reinforcement.

The students' performances of the skill and new applications of the skill will function as opportunities for the evaluation of student learning. Students who can perform the skill on their own have achieved skill competence, and students who can identify when use of the skill would be appropriate and can apply the skill in novel situations have achieved skill mastery. Evaluations should be designed so that all students are given meaningful, realistic, and challenging opportunities to demonstrate skill competence strive towards skill mastery by the end of each unit.

Skill competence should also be demonstrated in such a way that requires students to use and integrate the knowledge objectives of the unit. The ability to apply knowledge to support the successful use of one's skills is essential. Thus the ideal student evaluation will incorporate elements from the knowledge objectives into the skill demonstration, while maintaining the skill as the main focus of the evaluation. For some units, particularly units combined with other academic subjects, teachers may prefer to extend the evaluation to include a more extensive assessment of students' ability to apply their knowledge in a variety of situations and tasks.

Evaluating teacher and curriculum effectiveness should also be an ongoing component of any health education program. Students themselves should participate in an ongoing evaluation of how meaningful, realistic and demanding they feel their health education program is to them. Direct verbal and written feedback should be combined with informal methods of checking in, individual choice, and group decision-making processes. Teachers should then combine feedback from students with formal and informal methods of getting feedback from peers on lesson-planning and classroom instruction.

In addition to the ongoing support that will be offered from the BPS Health and Wellness Department, teachers are encouraged to access resources for background information, lesson planning ideas, and student handouts. See the Resource List in the appendix.

Conclusion

These frameworks outline how health education in every grade in every Boston public school will help students build and strengthen health literacy and essential life skills. Using a constructivist approaches to engage and empower students, health education will promote healthy norms and values and reinforce positive health behaviors in students. In these ways, health education will strengthen student success in line with the BPS Academic Achievement Frameworks and foster lifelong learning. Towards these ends, the BPS Health and Wellness Department will provide ongoing support and supervision to individual schools and teachers working to implement these Health Education Frameworks.

SKILL: Analyzing Influences

Performance indicator 2.2.1 Identify how the family influences personal health practices and behaviors.

Healthy Mind

- **Skill objective K.1.S:** Identify how the family influences personal feelings and behaviors.
- **Knowledge objective:** Identify and describe several feelings and common behaviors associated with each (MA Standard 5.1).

Healthy Balance

- **Skill objective K.1.P:** Identify how the family influences personal food access and eating habits.
- **Knowledge objective:** Explain where different foods are produced and the different processes they go through before arriving in your home (MA Standard 3.5).

SKILL: Accessing Resources

Performance indicator 3.2.1 Identify trusted adults and professionals who can help promote health.
Performance indicator 3.2.2 Identify ways to locate school and community health helpers.

Healthy Balance

- **Skill objective K.2.P:** Identify trusted adults and professionals who can help promote physical activity.
- **Knowledge objective A:** Describe different places to engage in physical activity at home and in the community.
- **Knowledge objective B:** Identify appropriate social conduct to use while joining and incorporating physical activity throughout the day (MA Standard 2.7).

Health Body/Safe Body

- **Skill objective K.2.H:** Identify ways to locate and contact emergency helpers in the school and community.
- **Knowledge objective A:** Discuss how to decide whom to call in specific situations and circumstances under which not to call, such as a prank.
- **Knowledge objective B:** Explain the process of calling 911 and giving name, address and other information regarding an emergency (MA Standard 9.2).

SKILL: Interpersonal Communication

Performance indicator 4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.
Performance indicator 4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

Healthy Body/Safe Body

- **Skill objective K.3.H:** Demonstrate ways to tell a trusted adult if threatened or harmed by unsafe or inappropriate touch.
- **Knowledge objective A:** Distinguish among safe, unsafe, and inappropriate touch (MA Standard 9.4).
- **Knowledge objective B:** Discuss which adults to tell about unsafe or inappropriate touch, when to tell them, and what they need to know.

Healthy Mind

- **Skill objective K.3.S1:** Demonstrate ways to respond to unwanted, threatening, or dangerous teasing.
- **Skill objective K.3.S1:** Demonstrate ways to tell a trusted adult if threatened or harmed by teasing and taunting.
- **Knowledge objective A:** Explain how teasing causes harm to self and others.
- **Knowledge objective B:** Describe methods for responding to teasing that show respect for all types of people and help to build positive peer relationships (MA Standard 7.3).

SKILL: Decision Making

Performance indicator 5.2.1 Identify situations in which a health-related decision is needed.

Healthy Balance

- **Skill objective K.4.P:** Identify different times throughout the day when a decision about what to drink is needed.
- **Knowledge objective:** Describe why drinking water consistently throughout the day is good for your overall health and wellness (MA Standard 3.3).
- **Knowledge objective B:** Explain why sugar-sweetened beverages should be consumed sparingly, for the purpose of consuming the right nutrients throughout the day and also to improve immediate mental energy.

Healthy Body/Safe Body

- **Skill objective K.4.H:** Identify situations in which a health-related decision is needed to prevent and control the spread of disease, for example, to promote cleanliness or to control the spread of a cold.
- **Knowledge objective:** Explain the importance of correct hand washing, regular bathing, and washing clothes for illness prevention (MA Standard 8.3).

SKILL: Goal Management

Performance indicator 6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.

Healthy Balance

- **Skill objective K.5.P:** Identify who can help you achieve a goal to eat more healthy meals.
- **Knowledge objective:** Explain the components of a healthy meal and give examples of healthy meals you would enjoy eating for breakfast, lunch, and dinner (MA Standard 3.2).

Healthy Mind

- **Skill objective K.5.S:** Identify who can help you achieve a personal health goal designed to support your success in school.
- **Knowledge objective:** List the jobs carried out by people at school and in the community that support health and success in school (MA Standard 14.1)

SKILL: Health Advocacy

Performance indicator 8.2.1 Make requests to promote personal health.

Healthy Body/Safe Body

- **Skill objective K.6.H:** Make requests for the materials necessary to wash your hands and brush your teeth, such as soap, toothpaste, and a toothbrush.
- **Knowledge objective:** Explain the healthy habits involved in hand washing and oral care (MA Standard 8.4).

Healthy Lifestyle

- **Skill objective K.6.D:** Make requests that will help you figure out whether a household item is safe to eat, drink, or take as medication.
- **Knowledge objective A**: Explain the role of medicine in treating or preventing illness and why medicine should only be taken with the supervision of an adult such as a parent or health care provider.
- **Knowledge objective B**: Explain what a poison is and how to identify which household items are unsafe to consume (MA Standard 10.4).

SKILL: Analyzing Influences

Performance indicator 2.2.3 Describe how the media can influence health behaviors.

Healthy Mind

- **Skill objective 1.1.S:** Describe how the media can influence how friends and family treat each other.
- **Knowledge objective:** Explain several examples of friends and family building healthy, strong relationships as shown in the media (MA Standard 6.2).

Healthy Balance

- **Skill objective 1.1.P:** Describe how the media can influence food choices and portion sizes.
- **Knowledge objective A:** Explain how advertisements try to change your feelings or opinions about certain foods (MA Standard 12.3).
- **Knowledge objective B:** Explain how extended viewing habits can result in overeating, and state the recommended limit of no more than two hours of screen time per day and no televisions or computers in children's bedrooms.

SKILL: Accessing Resources

Performance indicator 3.2.1 Identify trusted adults and professionals who can help promote health.
Performance indicator 3.2.2 Identify ways to locate school and community health helpers.

Health Body/Safe Body

- **Skill objective 1.2.H:** Identify trusted adults and professionals who can help maintain safety and address safety concerns.
- **Knowledge objective:** Explain appropriate first aid for cuts and bruises, including observing universal precautions (MA Standard 9.7).

Healthy Lifestyle

- **Skill objective 1.2.D:** Identify ways to locate school and community health personnel who can help you differentiate between what is poisonous and what is not.
- **Knowledge objective A:** Explain what a poison is and how to identify which items in the school and community are unsafe to consume (MA Standard 10.4).

SKILL: Interpersonal Communication

Performance indicator 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.
Performance indicator 4.2.2 Demonstrate listening skills to enhance health.

Health Body/Safe Body

- **Skill objective 1.3.S1:** Demonstrate effective ways to express when you are feeling sick.
- **Knowledge objective A:** Identify the common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to any symptoms of illness (MA Standard 8.2).
- **Knowledge objective B:** List the signs of common illness along with what to do and who to tell if you are experiencing one of these signs (MA Standard 8.3).

Healthy Mind

- **Skill objective 1.3.H:** Demonstrate listening skills to identify when one of your peers is experiencing a strong positive or negative feeling.
- **Knowledge objective A:** Identify the most commonly experienced positive and negative feelings (MA Standard 5.1).
- **Knowledge objective B:** Differentiate between healthy and unhealthy ways to respond to peers' expression of common positive and negative feelings.

SKILL: Decision Making

Performance indicator 5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Healthy Mind

- **Skill objective 1.5.S:** Differentiate between times in school when a conduct-related decision can be made individually or when assistance is needed.
- **Knowledge objective A:** Describe responsible personal and social conduct in school (MA Standard 2.7).
- **Knowledge objective B:** Explain that individual responsibility for getting help from a trusted adult if other students are hurting themselves or someone else.

Health Body/Safe Body

- **Skill objective 1.4.H:** Differentiate between situations when a safety-related decision can be made individually or when assistance is needed.
- **Knowledge objective A:** Describe personal responsibility for reducing hazards and avoiding accidents and explain that taking responsibility sometimes includes asking for help.
- **Knowledge objective B:** Identify appropriate methods for escaping dangerous situations, including asking for help (MA Standard 9.3).

SKILL: Goal Management

Performance indicator 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.

Health Body/Safe Body

- **Skill objective 1.5.H:** Identify a short-term goal to reduce your risk of catching a cold or getting the flu and take action toward achieving the goal.
- **Knowledge objective:** Identify important steps to take every day towards stopping the spread of germs (MA Standard 8.3).

Healthy Balance

- **Skill objective 1.4.P:** Identify a short-term physical fitness goal and take action toward achieving the goal.
- **Knowledge objective:** Explain the benefits of physical fitness to good health and why it is important to lead an active lifestyle (MA Standard 2.6).

SKILL: Health Advocacy

Performance indicator 8.2.2 Encourage peers to make positive health choices.

Health Body/Safe Body

- **Skill objective 1.6.H:** Encourage peers to make positive health choices when dealing with minor injuries.
- **Knowledge objective:** List rules for first aid safety, weapons safety, bus safety, and seatbelt use where applicable, such as at home, school, community, public transportation, and play and who is responsible in each context (MA Standard 11.3).

Social/ Emotional Learning

- **Skill objective 1.6.S:** Encourage peers to make positive choices to work hard in school and put effort and energy towards success.
- **Knowledge objective:** Explain how peers can function as positive role models and active leaders to promote an environment that encourages everyone to be engaged, motivated, and respectful in school (MA Standard 7.2).

SKILL: Analyzing Influences

Performance indicator 2.2.2 Identify what the school can do to support personal health practices and behaviors.

Healthy Balance

- **Skill objective 2.1.P:** Identify what the school can do to support the major behaviors that contribute to wellness and physical fitness.
- **Knowledge objective:** Identify the major behaviors that contribute to wellness, such as exercise, nutrition, hygiene, rest, recreation, avoiding caffeine, and refraining from using tobacco, alcohol, and other substances (MA standard 2.6).

Healthy Mind

- **Skill objective 2.1.S:** Identify what the school can do to support positive attitudes, interpersonal respect, and acceptance of a diversity of lifestyles.
- **Knowledge objective:** Differentiate between practices and behaviors that demonstrate respect, acceptance, and a positive attitude versus practices and behaviors that demonstrate disrespect, intolerance, and a negative attitude. (MA Standard 5.3).

SKILL: Accessing Resources

Performance indicator 3.2.1 Identify trusted adults and professionals who can help promote health.
Performance indicator 3.2.2 Identify ways to locate school and community health helpers.

Healthy Lifestyle

- **Skill objective 2.2.D:** Identify trusted adults and professionals who can help respond to a possible poisoning or overdose and how to contact them in an emergency.
- **Knowledge objective:** Describe the purpose of medicines (prescription and over-the-counter) and how they can be used or misused in the treatment of common medical problems (MA Standard 10.2).
- **Knowledge objective:** Describe the information you need to give to a trusted adult or professional when responding to a possible poisoning or overdose.

Healthy Mind

- **Skill objective 2.2.S:** Identify ways to locate adults in the school and community who can help you cope with the loss of a loved one and with other family struggles or struggles at home.

- **Knowledge objective A:** Describe the different roles played by members of a family and other loved ones in our lives (MA Standard 6.4).
- **Knowledge objective B:** Explain how loss of a loved one or other family struggles can affect how we feel at school and why it is important to seek support. (MA Standard 6.3).

SKILL: Interpersonal Communication

Performance indicator 4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.
Performance indicator 4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

Healthy Body/Safe Body

- **Skill objective 2.3.H1:** Demonstrate ways to respond when an adult puts you in an unwanted, threatening, or dangerous situation.
- **Skill objective 2.3.H2:** Demonstrate ways to tell a trusted adult if threatened or harmed by a different adult.
- **Knowledge objective:** Identify signs that an adult might be treating you in a threatening or dangerous way (MA Standard 9.4).

Healthy Lifestyle

- **Skill objective 2.3.D:** Demonstrate ways to respond when someone is smoking in your vicinity.
- **Knowledge objective A:** Explain that nicotine, tar, and other chemicals are found in tobacco products and describe their effects on the body (MA Standard 10.3).
- **Knowledge objective B:** Describe the health consequences of second-hand smoke. (MA Standard 10.3).

SKILL: Decision Making

Performance indicator 5.2.1 Identify situations when a health-related decision is needed.
Performance indicator 5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Healthy Balance

- **Skill objective 2.4.P:** Based on portion size and emotional factors such as hunger and satiety cues, identify situations when a decision is needed about when, what, and how much to eat.
- **Knowledge objective:** Recognize emotional factors such as hunger and satiety cues and how to consider these cues when making food decisions (MA Standard 3.3).

Healthy Body/Safe Body

- **Skill objective 2.4.H:** Differentiate between situations when a weapon-related decision can be made individually or when adult and/or professional assistance is needed.
- **Knowledge objective A:** Describe the basics of gun safety and safety with other weapons and identify safe and legal options for responding to the presence of a gun or other weapon (MA Standard 9.1).
- **Knowledge objective B:** Explain that children should immediately tell an adult if they see a gun or think someone has a gun.

SKILL: Goal Management

Performance indicator 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.
Performance indicator 6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.

Healthy Mind:

- **Skill objective 2.5.S:** Identify who can help when assistance is needed to achieve a goal related to reducing screen time and increasing physical activity.
- **Knowledge objective:** Demonstrate ways to use your time well by connecting with friends through physical activity and face-to-face interaction instead of through screen time (MA Standard 12.4).

Healthy Balance

- **Skill objective 2.5.P:** Identify a short-term goal to get healthy amounts of key nutrients and take action toward achieving the goal.
- **Knowledge objective A:** Recognize that the amount of food a person needs will change as the body grows.
- **Knowledge objective B:** Identify the key nutrients that support healthy body growth and which nutrients are found in food from each food group (MA Standard 3.1).

SKILL: Health Advocacy

Performance indicator 8.2.1 Make requests to promote personal health.
Performance indicator 8.2.2 Encourage peers to make positive health choices.

Healthy Balance

- **Skill objective 2.6.P:** Make requests to confirm that the food you eat does not contain anything to which you are allergic.

- **Knowledge objective:** Identify common allergens and ways that people who are allergic can avoid allergens and get the nutrition they need, including personal safety practices for food preparation. (MA Standard 3.6).

Healthy Body/Safe Body

- **Skill objective 2.6.H:** Encourage peers to make choices that support their personal safety.
- **Knowledge objective:** Identify personal safety practices for common activities such as biking, skateboarding, playing in water, and using the Internet (MA Standard 9.1).

SKILL: Analyzing Influences

Performance indicator 2.5.1 Describe how family influences personal health practices and behaviors.
Performance indicator 2.5.2 Identify the influence of culture on health practices and behaviors.

Healthy Balance

- **Skill objective 3.1.P1:** Describe how the family influences eating practices and physical activity levels.
- **Skill objective 3.1.P2:** Identify the influence of culture, social norms, and structural inequalities on eating practices and physical activity levels.
- **Knowledge objective A:** Identify healthy foods commonly eaten by families from various social and cultural groups, including the foods most available and accessible in your neighborhood (MA Standard 3.7).
- **Knowledge objective B:** Explain how family practices, such as having the television off and cooking dinner together, can affect eating behaviors and physical activity levels.

Healthy Body/Safe Body

- **Skill objective 3.1.H:** Identify the influence of the local environment (including natural and constructed elements as well as social and political climate) on health practices and behaviors.
- **Knowledge objective A:** Explain how the natural and constructed environment is related to air pollution and the prevalence of certain chronic health conditions, such as asthma (MA Standard 14.2).
- **Knowledge objective B:** List harmful chemicals found in tobacco products and their effects on the person smoking and on the other people in the vicinity. (MA Standard 10.3).

SKILL: Accessing Resources

Performance indicator 3.5.1 Identify characteristics of valid health information, products, and services.

Healthy Balance

- **Skill objective 3.2.P:** Identify characteristics of valid food and nutrition information, products, and services.
- **Knowledge objective A:** Define the key vocabulary terms to consider when assessing the validity of nutrition information.

- **Knowledge objective B:** Interpret the symbols and vocabulary terms provided on labels for food products (MA Standard 12.2).

Healthy Mind

- **Skill objective 3.2.S:** Identify characteristics of valid websites and social media platforms that offer health information, products, and services.
- **Knowledge objective:** Describe key elements of a website to assess regarding validity, such as the url, the author(s) or creator(s) of the website, and how the content is moderated (MA Standard 14.3).

SKILL: Interpersonal Communication

Performance indicator 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
Performance indicator 4.5.2 Demonstrate refusal skills that avoid or reduce health risks.

Healthy Mind

- **Skill objective 3.3.S:** Demonstrate effective verbal and nonverbal communication skills to respond to and reduce bullying, teasing, and name-calling.
- **Knowledge objective A:** Describe the differences among assertive, passive, and aggressive communication styles (MA Standard 9.5).
- **Knowledge objective B:** Explain effective methods for responding when you or a peer is faced with bullying, teasing, and name-calling, including assertive communication as well as getting away when necessary.

Healthy Lifestyle

- **Skill objective 3.3.D:** Demonstrate the use of refusal skills to avoid or stop using cigarettes, tobacco products, and nicotine delivery devices.
- **Knowledge objective:** Describe how tobacco and prolonged exposure to tobacco, nicotine, and/or cigarette smoke affects the body (MA Standard 10.3).

SKILL: Decision Making

Performance indicator 5.5.3 List healthy options to health-related issues or problems.
Performance indicator 5.5.4 Predict the potential outcomes of each option when making a health-related decision.
Performance indicator 5.5.5 Choose a healthy option when making a decision.

Healthy Body/Safe Body

- **Skill objective 3.4.H1:** List healthy options related to sleep patterns.

- **Skill objective 3.4.H2:** Predict the potential outcomes of each option when making sleep-related decisions in the evening or at night.
- **Knowledge objective A:** Describe healthy sleep patterns for children and how sleep needs can change in adolescence (MA Standard 8.12).
- **Knowledge objective B:** Identify strategies for getting to bed on time and for addressing other obstacles to getting enough sleep.

Healthy Mind

- **Skill objective 3.4.S1:** Predict the potential outcomes of each option when making a decision about an interpersonal conflict.
- **Skill objective 3.4.S2:** Choose a healthy option when making a decision about an interpersonal conflict.
- **Knowledge objective:** Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, kindness, and compassion and describe their role in addressing interpersonal conflicts (MA Standard 5.3).

SKILL: Goal Management

Performance indicator 6.5.1 Set a personal health goal and track progress toward its achievement.

Healthy Balance

- **Skill objective 3.5.P:** Set a personal goal to plan, prepare, and eat balanced, healthy meals and track progress toward its achievement.
- **Knowledge objective A:** Use the visual of a healthy plate to plan, prepare, and eat several healthy, balanced meals that you would enjoy.

Healthy Mind

- **Skill objective 3.5.S:** Set a goal with a team and work together to track progress toward its achievement.
- **Knowledge objective:** Discuss strategies for teams working together to achieve a common goal.
- **Knowledge objective:** Describe the effects of leadership skills on the promotion of teamwork (MA Standard 5.4).

SKILL: Health Advocacy

Performance indicator 8.5.2 Encourage others to make positive health choices.

Healthy Lifestyle

- **Skill objective 3.6.D:** Encourage others to make positive choices to address substance use and addiction within their families and/ or communities.
- **Knowledge objective:** Describe the effects that substance use can have on individuals, families, and neighborhoods, and identify strategies and resources for building safe, healthy environments at home. (MA Standard 6.4).

Healthy Body/Safe Body

- **Skill objective 3.6.H:** Encourage others to make positive choices to get themselves out of unsafe situations and to improve the safety of situations that they choose not to leave.
- **Knowledge objective:** List practices and products that make living safer (MA Standard 14.3).

SKILL: Analyzing Influences

Performance indicator 2.5.4 Describe how the school and community can support personal health practices and behaviors.
Performance indicator 2.5.6 Describe ways that technology can influence personal health.

Healthy Balance

- **Skill objective 4.1.P:** Describe how the school and community can support healthy dietary practices and behaviors.
- **Knowledge objective A:** Identify the connection between food served in the school and regional food production. (MA Standard 3.5).
- **Knowledge objective B:** Explain the benefits of eating food produced locally.

Healthy Body/Safe Body

- **Skill objective 4.1.H:** Describe ways that technology can influence knowledge and beliefs about HIV/ AIDS.
- **Knowledge objective A:** Differentiate between myths and facts you hear about HIV/ AIDS. (MA Standard 4.9).
- **Knowledge objective B:** Identify when technology functions to circulate myths about HIV/ AIDS and, on the other hand, how to use technology effectively to learn accurate, factual information about HIV/ AIDS.

SKILL: Accessing Resources

Performance indicator 3.5.2 Locate resources from home, school, and community that provide valid health information.

Healthy Mind

- **Skill objective 4.2.S:** Locate resources from home, school, and community that provide valid information about different individual experiences of puberty.
- **Knowledge objective A:** Explain the changes male and female youth can expect during puberty (MA Standard 4.2).
- **Knowledge objective B:** Identify how different males and females experience puberty in different ways, both physically and emotionally.

Healthy Body/Safe Body

- **Skill objective 4.2.H:** Locate resources from home, school, and community that provide valid information about first aid that involves blood and other body fluids.
- **Knowledge objective:** Explain universal precautions for all first aid involving any blood and other body fluids (MA Standard 9.6).

SKILL: Interpersonal Communication

Performance indicator 4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.

Healthy Mind

- **Skill objective 4.3.S:** Demonstrate nonviolent strategies to manage or resolve conflict that stems from intolerance.
- **Knowledge objective A:** Define intolerance and explain how it can contribute to violence (MA Standard 11.7).
- **Knowledge objective B:** Explain several different strategies for promoting acceptance in creative and effective ways.

Healthy Body/Safe Body

- **Skill objective 4.3.H:** Demonstrate effective nonviolent strategies to manage or resolve potentially violent conflicts.
- **Knowledge objective A:** Differentiate between fantasy and reality violence.
- **Knowledge objective B:** Identify strategies for managing strong feelings (MA Standard 5.2).
- **Knowledge objective C:** Explain how to use "I messages" effectively.

SKILL: Decision Making

Performance indicator 5.5.1 Identify health-related situations that might require a thoughtful decision.
Performance indicator 5.5.2 Analyze when assistance is needed in making a health-related decision.

Healthy Balance

- **Skill objective 4.4.P:** Identify food preparation situations that might require a thoughtful decision about safe cooking practices.
- **Knowledge objective A:** Describe personal hygiene and safety measures used in preparing foods (MA Standard 3.6).
- **Knowledge objective B:** Explain the importance of safe food preparation.

Healthy Body/Safe Body

- **Skill objective 4.4.H:** Analyze when assistance is needed in making a decision about responding to actual or attempted sexual abuse or abduction.
- **Knowledge objective A:** Define sexual abuse and identify warning signs of sexual abuse and abduction. (MA Standard 9.4).
- **Knowledge objective B:** Identify adults in your family, school, and community that you could ask for assistance in responding to actual or attempted sexual abuse or abduction.

SKILL: Goal Management

Performance indicator 6.5.2 Identify resources to assist in achieving a personal health goal.

Healthy Lifestyle

- **Skill objective 4.5.D:** Identify resources to assist in achieving a personal stress-management goal without relying on violence and substance use.
- **Knowledge objective A:** Identify healthy ways to relax yourself and cope with personal stress (MA Standard 5.2).
- **Knowledge objective B:** Explain how having a toolbox of strategies for coping with stress can help make the healthy choice the easy choice (MA Standard 5.6).

Healthy Balance

- **Skill objective 4.5.P:** Identify resources to assist in achieving a personal hygiene goal during exercise.
- **Knowledge objective A:** Identify physical and psychological changes that result from participation in different types of exercise and how some of these changes function to promote health (MA Standard 2.4).
- **Knowledge objective B:** Describe proper personal hygiene for exercising.

SKILL: Health Advocacy

Performance indicator 8.5.1 Express opinions and give accurate information about health issues.

Social/ Emotional Learning

- **Skill objective 4.6.H:** Express respectful opinions and give accurate information about people with physical disabilities.
- **Knowledge objective:** Identify appropriate accommodations and aids for people with different abilities (MA Standard 1.3).
- **Knowledge objective:** Identify the importance of treating people with different abilities with respect.

Healthy Body/Safe Body

- **Skill objective 4.6.H1:** Express opinions and give accurate information about violence in the school and community.
- **Skill objective 4.6.H2:** Encourage others to make positive and safe choices to reduce and prevent violence in the school and community.
- **Knowledge objective:** Describe the power of the individual in reducing violence by identifying situations where individuals can become active in violence prevention (MA Standard 11.8).

SKILL: Analyzing Influences

Performance indicator 2.5.3 Identify how peers can influence healthy and unhealthy behaviors.
Performance indicator 2.5.5 Explain how media influences thoughts, feelings, and health behaviors.

Healthy Body/Safe Body

- **Skill objective 5.1.H:** Identify how peers can influence violent and nonviolent actions.
- **Knowledge objective A:** Explain why some people admire others who gain social status through violence and how this can influence further violence (MA Standard 11.5).
- **Knowledge objective B:** Discuss how peers can be a positive influence on others to promote nonviolence, respect, and peace in their schools and communities.

Healthy Mind

- **Skill objective 5.1.S:** Explain how media use, including television and social media, influences thoughts, feelings and health behaviors through the messages sent through the media and the habits formed by media use.
- **Knowledge objective A:** Identify advertising techniques commonly used in the media targeting children and adolescents (MA Standard 12.3).
- **Knowledge objective B:** State the recommended limit of no more than two hours of screen time per day and no televisions or computers in bedrooms.

SKILL: Accessing Resources

Performance indicator 3.5.1 Identify characteristics of valid health information, products and services.
Performance indicator 3.5.2 Locate resources from home, school, and community that provide valid health information.

Healthy Mind

- **Skill objective 5.2.S:** Identify characteristics of valid information, products, and services that can help you learn about your own and other ethnic groups.
- **Knowledge objective:** Explain the role of learning about your own and other ethnic groups in the process of building peaceful communities locally and globally. (MA Standard 6.1).

Healthy Body/Safe Body

- **Skill objective 6.2.H:** Locate resources from home, school, and community that provide valid information about reducing and preventing violence.
- **Knowledge objective A:** State local, state, and federal laws regarding youth violence.
- **Knowledge objective B:** Explain how to access local resources for violence prevention and response, such as counselors, neighbors, law enforcement officers, and members of faith-based groups (MA Standard 11.4).

SKILL: Interpersonal Communication

Performance indicator 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
Performance indicator 4.5.4 Demonstrate how to ask for assistance to enhance personal health.

Healthy Body/Safe Body

- **Skill objective 5.3.H:** Demonstrate effective verbal and nonverbal communication skills while discussing the physical changes that the reproductive system undergoes during puberty.
- **Knowledge objective A:** Identify the components, functions, and processes of the reproductive system (MA Standard 4.1).
- **Knowledge objective B:** Identify the physical changes that the reproductive system undergoes during puberty (MA Standard 4.2).

Healthy Mind

- **Skill objective 5.3.S:** Demonstrate how to ask for assistance to address your personal feelings and to meet your needs during puberty.
- **Knowledge objective A:** Assert that all bodies are unique and explain how this fact affects one's personal feelings and needs during puberty. (MA Standard 5.9).
- **Knowledge objective B:** Explain the importance of having one adult that you trust that you can speak to about your personal feelings and needs during puberty and identify who might be this adult for you. (MA Standard 6.7).

SKILL: Decision Making

Performance indicator 5.5.6 Describe the outcomes of a health-related decision.

Healthy Body/Safe Body

- **Skill objective 5.4.H:** Describe the outcomes of a decision to join a gang (including gang initiations) and describe the outcomes of a decision to *not* join a gang.
- **Knowledge objective A:** Identify how gangs affect community safety and local violence (MA Standard 11.5).
- **Knowledge objective B:** Identify reasons why some people choose to join gangs and how joining a gang will likely fail to meet their needs.

Healthy Lifestyle

- **Skill objective 5.4.D:** Describe the outcomes of the following decisions: to use cigarettes, to use other tobacco products, and to abstain from tobacco use altogether.
- **Knowledge objective:** Describe the health effects of various tobacco, and nicotine products. (MA Standard 10.3).

SKILL: Goal Management

Performance indicator 6.5.1 Set a personal health goal and track progress toward its achievement.
Performance indicator 6.5.2 Identify resources to assist in achieving a personal health goal.

Healthy Mind

- **Skill objective 5.5.S:** Set a goal about coping with difficult feelings in a constructive way and track progress toward its achievement.
- **Knowledge objective A:** Understand the causes and effects of feeling negative emotions such as sad, depressed, scared, angry, guilty, jealous, and envious.
- **Knowledge objective B:** Explain how using coping skills effectively can positive influence self-concept (MA Standard 5.6).

Healthy Balance

- **Skill objective 5.5.P:** Identify resources to assist in achieving a physical fitness goal.
- **Knowledge objective A:** Identify the contributions of diet, physical activity, and heredity to physical fitness (MA Standard 3.4).
- **Knowledge objective B:** Explain different ways to be active alone and in groups and how to pursue those options at home, in school, or within the community.

SKILL: Health Advocacy

Performance indicator 8.5.1 Express opinions and give accurate information about health issues.
Performance indicator 8.5.2 Encourage others to make positive health choices.

Healthy Body/Safe Body

- **Skill objective 5.6.S:** Encourage students and teachers to make healthy choices to promote a positive and safe school climate.
- **Knowledge objective A:** Identify important social, emotional, and physical elements of a positive and safe school climate.
- **Knowledge objective B:** Identify how individual choices made by students and teachers affect the school climate. (MA Standard 7.2).

Healthy Mind

- **Skill objective 5.6.S:** Express respectful opinions and give accurate information about sexual orientation.
- **Knowledge objective A:** Define sexual orientation using the correct terminology, such as heterosexual, homosexual, bisexual, and asexual (MA Standard 4.3).
- **Knowledge objective B:** Identify the importance of treating people of different sexual orientations with respect, courtesy, and compassion.

SKILL: Analyzing Influences

Performance indicator 2.8.1 Examine how the family influences the health of adolescents.
Performance indicator 2.8.2 Describe the influence of culture on health beliefs, practices and behaviors.
Performance indicator 2.8.3 Describe how peers influence healthy and unhealthy behaviors.

Healthy Mind

- **Skill objective 6.1.S1:** Examine how the family influences the mental health of adolescents.
- **Skill objective 6.1.S2:** Describe how peers influence positive and negative mental health behaviors.
- **Knowledge objective A:** Describe ways in which relationships among parents and children change during adolescence, and compare peer and parental influences on individual mental health (MA Standard 6.8).
- **Knowledge objective B:** Describe the contribution of a strong personal support system to good mental health (MA Standard 5.10).

Healthy Body/Safe Body

- **Skill objective 6.1.S:** Describe the influence of culture (including subcultures and American pop culture) on beliefs, practices, and behaviors related to one's own physical appearance and body image.
- **Knowledge objective A:** Identify different cultural messages that shape how changes in a person's physical appearance might affect self-concept and self-esteem (MA Standard 5.9).
- **Knowledge objective B:** Explain the health benefits of having a positive body image and feeling good about one's physical appearance.

Healthy Balance

- **Skill objective 6.1.S:** Examine how family finances influence the food choices of adolescents.
- **Knowledge objective A:** Describe the costs related to healthy food choices and the importance of programs like SNAP and WIC.
- **Knowledge objective B:** Identify strategies for feeding a family a healthy diet on a budget. (MA Standard 12.9).

SKILL: Accessing Resources

Performance indicator 3.8.3 Determine the accessibility of products that enhance health.
Performance indicator 3.8.5 Locate valid and reliable health products and services.

Healthy Balance

- **Skill objective 6.2.P:** Locate valid and reliable products and services that promote physical fitness.
- **Knowledge objective A:** Explain the benefits of physical fitness in helping to decrease sedentary lifestyle, relieve mental and emotional tension, and increase positive social interactions with others.
- **Knowledge objective B:** Identify strategies for participating in activities that promote physical fitness, including what kinds of products and services can help (MA Standard 2.12).

Healthy Mind

- **Skill objective 6.2.S:** Determine the accessibility of safe spaces and resources for enhancing mental health.
- **Knowledge objective A:** Describe different emotional coping strategies one might use when feeling unsafe, and identify ways to access a personal support system. (MA Standard 5.10).
- **Knowledge objective B:** Determine how to find a place where you can go to be safe and feel supported.

Healthy Body/Safe Body

- **Skill objective 5.2.H:** Locate resources from home, school, and community (such as counselors, law enforcement, and faith-based groups) that teach about healthy behaviors in teen dating relationships.
- **Knowledge objective A:** Explain the elements of a healthy dating relationship, including affection, expression of positive and negative emotions, respecting each other's opinions, and supporting other friendships (MA Standard 7.5).
- **Knowledge objective B:** Identify ways to encourage peers to use local and national resources for finding examples of healthy, positive, and fun options in teen dating relationships.

SKILL: Interpersonal Communication

Performance indicator 4.8.3 Demonstrate effective conflict management or resolution strategies.

Healthy Mind

- **Skill objective 6.3.S:** Demonstrate effective conflict management and resolution strategies to use when a peer has hurt your feelings or when you see someone else's feelings being hurt by a peer.
- **Knowledge objective A:** Describe some of the ways that adolescents can be intentionally helpful and intentionally hurtful to one another (MA Standard 11.1).
- **Knowledge objective B:** Differentiate among the various reasons adolescents hurt each other's feelings and identify appropriate strategies for response in each case.

Healthy Body/Safe Body

- **Skill objective 6.3.H:** Demonstrate effective conflict management and resolution strategies to use when responding to inequality, prejudice, and discrimination.
- **Knowledge objective A:** Explain one's personal rights and the personal rights of others and how to take each into consideration when navigating personal boundaries (MA Standard 11.3).
- **Knowledge objective A:** Define prejudice and discrimination and match commonly encountered instances of each with appropriate and effective strategies for response.

Healthy Lifestyle

- **Skill objective 6.3.D:** Demonstrate effective conflict management and resolution strategies in response to peer pressure to drink alcohol and/or use drugs or tobacco products.
- **Knowledge objective:** Identify several causes of peer pressure to drink alcohol and/or use drugs or tobacco products and match commonly encountered instances of each with appropriate and effective strategies for response. (MA Standard 7.6).

SKILL: Decision Making

Performance indicator 5.8.3 Distinguish when individual or collaborative decision-making is appropriate.
Performance indicator 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
Performance indicator 5.8.5 Predict the potential short-term impact of each alternative on self and others.

Healthy Mind

- **Skill objective 6.4.S:** Distinguish when individual or collaborate decision-making is appropriate within a family or household.
- **Knowledge objective:** Describe how the functions, purposes, and responsibilities of family members change with life events (MA Standard 6.5).

Healthy Balance

- **Skill objective 6.4.P:** Predict the potential short-term impact of hygiene-related decisions on self and others.
- **Knowledge objective A:** Discuss how cleanliness and good grooming show consideration for self and others, and identify ways to promote cleanliness (MA Standard 8.9).
- **Knowledge objective B:** List factors contributing to tooth decay and diseases of the mouth, and explain preventative measures (MA Standard 8.8.11).

Healthy Body/Safe Body

- **Skill objective 6.4.H1:** Distinguish between safe and unsafe alternatives in school crisis situations.
- **Skill objective 6.4.H2:** Predict the potential short-term impact of each alternative during a crisis situation.
- **Knowledge objective:** Identify potential sources of school crisis situations and describe the appropriate course of action in each scenario. (MA Standard 14.4).

SKILL: Goal Management

Performance indicator 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Healthy Balance

- **Skill objective 6.5.P:** Describe how physical health goals can vary with changing abilities, priorities, and responsibilities during the adolescent growth spurt.
- **Knowledge objective A:** Identify strategies that increase immediate peak functioning of the body systems such as vigorous exercise, nutritious foods, and adequate rest (MA Standard 1.9).
- **Knowledge objective B:** Describe a healthy diet and adequate physical activity during the adolescent growth spurt (MA Standard 3.9).

Healthy Body/Safe Body

- **Skill objective 6.5.H:** Describe how reproductive health goals can vary with changing abilities, priorities, and responsibilities.

- **Knowledge objective A:** Recognize the emotional and physical changes connected to the development of the reproductive system during puberty (MA Standard 4.5).
- **Knowledge objective B:** Explain the proper procedure for using a condom correctly and consistently.
- **Knowledge objective C:** Explain the benefits of various methods of pregnancy prevention, including abstinence, and how each method can help a person meet different reproductive health goals (MA Standard 4.8).

Healthy Lifestyle

- **Skill objective 6.5.D:** Describe how personal health goals can be affected by tobacco, alcohol, or other drug addictions.
- **Knowledge objective:** Explain the varying physical, social, and emotional effects of addiction to alcohol and other drugs. (MA Standard 10.5).

SKILL: Health Advocacy

Performance indicator 8.8.1 State a health enhancing position on a topic and support it with accurate information.

Healthy Balance

- **Skill objective 6.6.P:** State a health-enhancing position on food safety and the prevention of food-borne illnesses and support it with accurate information.
- **Knowledge objective:** Explain safe practices for food handling, food production, food storage, and food preparation techniques (MA Standard 3.2).

Healthy Body/Safe Body

- **Skill objective 6.6.P:** State a safety-enhancing position on injury prevention and support it with accurate information.
- **Knowledge objective:** Describe actions and behaviors for protecting oneself when alone at home or when caring for small children, including first aid and rescue breathing (MA Standard 9.8).

Healthy Mind

- **Skill objective 6.6.S:** State a health-enhancing position on environmental issues and support it with accurate information.
- **Knowledge objective:** Explain the current threats to local environmental health, such as pollutions and toxins, and identify strategies for addressing these threats. (MA Standard 13.5).

SKILL: Analyzing Influences

Performance indicator 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
Performance indicator 2.8.5 Analyze how messages from media influence health behaviors.
Performance indicator 2.8.6 Analyze the influence of technology on personal and family health.

Healthy Lifestyle

- **Skill objective 7.1.D1:** Analyze how messages from the media influence alcohol, tobacco, and other drug use.
- **Skill objective 7.1.D2:** Analyze how the school and community can influence alcohol, tobacco, and other drug use.
- **Knowledge objective:** Explain the reasons that some adolescents use and/ or sell drugs and how each reason can be addressed in a more healthy and effective manner. (MA Standard 10.7).

Healthy Balance

- **Skill objective 7.1.P:** Analyze the influence of technology on individual and family eating patterns.
- **Knowledge objective A:** Analyze dietary intake and eating patterns using diet analysis software to review key nutrients and determine how this software could be used to make recommendations for an individual or family (MA Standard 3.11).
- **Knowledge objective B:** Identify how modern technology provides both challenges and avenues of support for young people with disordered eating behaviors or eating disorders. (MA Standard 3.13)

SKILL: Accessing Resources

Performance indicator 3.8.1 Analyze the validity of health information, products, and services.
Performance indicator 3.8.4 Describe situations that may require professional health services.

Healthy Mind

- **Skill objective 7.2.S1:** Describe situations that may require professional mental health services.
- **Skill objective 7.2.S1:** Locate valid and reliable mental health products and services.

- **Knowledge objective A:** Identify the signs and symptoms of depression, anxiety, addictions and other mental health concerns and when to seek professional help (MA Standard 5.8).
- **Knowledge objective B:** Describe people one can trust or turn to for help when needed, including relatives, friends, neighbors, community organizations, and faith-based groups and identify mental health professionals that can be included in such a support system (MA Standard 6.7).

Healthy Balance

- **Skill objective 7.2.P:** Describe situations that may require professional help with nutrition and fitness.
- **Knowledge objective:** Identify early signs that an adolescent should seek professional help for weight management and the development of a personalized eating and fitness plan. (MA Standard 8.6).

Healthy Body/Safe Body

- **Skill objective 8.2.H1:** Analyze the validity of sexual health information, products and services.
- **Skill objective 8.2.H2:** Describe situations that may require professional medical services to address sexual health needs.
- **Knowledge objective A:** Define the types of sexually transmitted infections (STIs), including HIV/ AIDS, and how to find valid resources regarding preventing or avoiding sexually transmitted infections (MA Standard 4.9).
- **Knowledge objective B:** Describe medical care necessary for sexual health promotion, including annual exams, and identify the symptoms that require immediate medical attention to test for an STI.

SKILL: Interpersonal Communication

Performance indicator 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
Performance indicator 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

Healthy Mind

- **Skill objective 7.3.S:** Apply effective verbal and nonverbal communication skills to express positive and negative feelings and enhance emotional health.
- **Knowledge objective A:** Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how each feeling might affect a person's daily functioning (MA Standard 5.7).

- **Knowledge objective B:** Differentiate between productive and destructive ways to express one's feelings.

Healthy Body/Safe Body

- **Skill objective 7.3.H1:** Apply effective verbal and nonverbal communication skills to address conflicts within dating relationships.
- **Skill objective 7.3.H2:** Apply effective verbal and nonverbal communication skills to tell a trusted adult about abuse within a dating relationship.
- **Knowledge objective A:** Explain the signs of abuse in a dating relationship, including emotional abuse and physical assault (MA Standard 9.10).
- **Knowledge objective B:** Differentiate between patterns of healthy, unhealthy and abusive communication within teen dating relationships. (MA Standard 11.10).

Healthy Lifestyle

- **Skill objective 7.3.D:** Demonstrate refusal and negotiation skills to avoid or reduce peer pressure to use tobacco.
- **Knowledge objective A:** Explain how peer pressure can influence personal choices around tobacco use.
- **Knowledge objective B:** Apply strategies for managing negative peer pressure to use tobacco and encouraging positive peer pressure to avoid tobacco (MA Standard 7.6).

SKILL: Decision Making

Performance indicator 5.8.5 Predict the potential short-term impact of each alternative on self and others.
Performance indicator 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
Performance indicator 5.8.7 Analyze the outcomes of a health-related decision.

Healthy Body/Safe Body

- **Skill objective 7.4.H:** Analyze the impact of a health-related decision on growth and development.
- **Knowledge objective A:** Identify healthy habits that can help you feel good and grow strong, for example, sleep, safety, stress management, and smiling.
- **Knowledge objective B**: Describe the influence of healthy habits on growth and development by identifying the likely outcomes of each habit. (MA Standard 1.8).

Healthy Balance

- **Skill objective 7.4.P:** Choose healthy alternatives when planning and preparing meals.

- **Knowledge objective A:** List the functions of key nutrients and describe how the United States Dietary Guidelines relate to health and the prevention of chronic disease throughout the life span (MA Standards 3.8).
- **Knowledge objective B:** Describe the components of a nutrition label and how to use the information from labels to make informed dietary decisions (MA Standards 3.10).

Healthy Lifestyle

- **Skill objective 7.4.D:** Predict the potential short-term impact of tobacco, alcohol, and drug-related alternatives on self and others.
- **Knowledge objective A:** Describe the process for making informed decisions regarding the use of tobacco, alcohol, and other drugs (MA Standard 10.13).
- **Knowledge objective B:** Describe the relationship between multi-drug use (for example, combining alcohol and marijuana) and increased effects on the body, including overdose and addiction (MA Standard 10.9).

SKILL: Goal Management

Performance indicator 6.8.1 Assess personal health practices.
Performance indicator 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.

Healthy Body/Safe Body

- **Skill objective 7.5.H:** Develop a goal to adopt, maintain, or improve a method of managing one or more of the physical changes of adolescence.
- **Knowledge objective:** Explain internal and external body changes during adolescence and how to intentionally manage these changes. (MA Standard 4.5).

Healthy Mind

- **Skill objective 7.5.S:** Develop a goal to adopt, maintain, or improve health practices regarding the raising of children.
- **Knowledge objective:** Explain the life cycle and recognize that raising a child is one of the most important functions of a family (MA Standard 6.6).

Healthy Balance

- **Skill objective 7.5.P:** Assess how current personal health practices might affect long-term physical health and wellness.
- **Knowledge objective A:** Identify ways individuals can reduce risk factors related to communicable and chronic diseases (MA Standard 8.5).
- **Knowledge objective B:** Explain the long-term benefits of making positive health decisions and monitor progress towards physical wellness (MA Standard 2.13).

SKILL: Health Advocacy

Performance indicator 8.8.2 Demonstrate how to influence and support others to make positive health choices.

Healthy Body/Safe Body

- **Skill objective 7.6.H:** Demonstrate how to influence and support others to make positive and safe health choices in crisis and first aid situations.
- **Knowledge objective A:** Distinguish among symptoms of bleeding, choking, shock, poisoning, burns, broken bones, and cardiac arrest (MA Standard 9.11).
- **Knowledge objective B:** Teach others to apply appropriate first aid for bleeding, choking, and burns (MA Standard 9.12).

Healthy Mind

- **Skill objective 7.6.S:** Demonstrate how to influence and support others to make positive and caring choices in social situations in person and online.
- **Knowledge objective A:** Describe the causes of various examples of bullying and cyberbullying and identify ways in which each example could have been avoided (MA Standard 11.6).
- **Knowledge objective B:** Identify positive and caring ways for you and your friends to have fun in social situations in person and online. (MA Standard 7.7).

SKILL: Analyzing Influences

Performance indicator 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
Performance indicator 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
Performance indicator 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
Performance indicator 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

Healthy Mind

- **Skill objective 8.1.S1:** Explain the influence of personal values and beliefs on violent and nonviolent behaviors.
- **Skill objective 8.1.S2:** Explain how perceptions of social norms influence violent and nonviolent behaviors, including social and structural violence such as racism.
- **Knowledge objective A:** Identify specific personal values and beliefs most likely to lead to nonviolent practices and behaviors and how they do so.
- **Knowledge objective B:** Identify specific social norms most likely to promote caring, nonviolent practices and behaviors and how they do so (MA Standard 11.2).

Healthy Lifestyle

- **Skill objective 8.1.D:** Describe how alcohol, tobacco, and other drug use can influence the likelihood of further health risks for individuals and families.
- **Knowledge objective A:** Describe the effects of tobacco, alcohol, and other substances on pregnant women and their unborn children (MA Standard 10.10).
- **Knowledge objective B:** Describe the effects of substance use on family and community members (MA Standard 10.14).

Healthy Body/Safe Body

- **Skill objective 7.1.H:** Explain how school and public health policies can influence sexual health promotion and the prevention of sexually transmitted infections and unplanned pregnancies.
- **Knowledge objective A:** Describe strategies for abstaining from sex and strategies for protection if one chooses to engage in sex, including condoms and hormonal contraception. (MA Standard 4.8).

- **Knowledge objective B:** Identify current school and public health policies that support adolescents' ability to abstain from sex and to use strategies for protection if they choose to engage in sex. (MA Standard 4.7).

SKILL: Accessing Resources

Performance indicator 3.8.2 Access valid health information from home, school, and community.
Performance indicator 3.8.5 Locate valid and reliable health products and services.

Healthy Mind

- **Skill objective 8.2.S:** Access valid information from home, school, work, and community regarding sexual discrimination and sexual harassment.
- **Knowledge objective A:** Identify sexual harassment, how to prevent it, and where to find valid information about it (MA Standard 4.10).
- **Knowledge objective A:** Identify discrimination based on sex, gender, or sexual orientation, how to prevent it, and where to find valid information about it.

Healthy Body/Safe Body

- **Skill objective 7.2.H:** Locate valid and reliable products and services for finding employment.
- **Knowledge objective A:** Explain the short- and long-term benefits of getting a job afterschool or on the weekends.
- **Knowledge objective B:** Describe the steps an adolescent can take to find a job that matches personal skills and interests.

SKILL: Interpersonal Communication

Performance indicator 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
Performance indicator 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Healthy Mind

- **Skill objective 8.3.S:** Apply effective verbal and nonverbal communication skills to respond to prejudice and enhance interpersonal relationships.
- **Knowledge objective A:** Recognize the positive contribution of character traits such as acceptance, honesty, self-discipline, respectfulness, and kindness to relationships; the benefit to relationships of understanding and respecting individual differences; and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole (MA Standards 7.7).

- **Knowledge objective A:** Explain how attentive listening, feedback, and assertiveness skills can be used to respond to prejudiced remarks and enhance positive interpersonal communication (MA Standards 7.5).

Healthy Body/Safe Body

- **Skill objective 8.3.H:** Demonstrate how to ask for assistance to address sexual abuse or child abuse experienced by self or someone else.
- **Knowledge objective A:** Explain how to recognize sexual abuse and child abuse (MA Standard 9.10).
- **Knowledge objective B:** Identify key steps to take in getting help from an adult in addressing sexual abuse or child abuse.

SKILL: Decision Making

Performance indicator 5.8.1 Identify circumstances that can help or hinder healthy decision making.
Performance indicator 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
Performance indicator 5.8.3 Distinguish when individual or collaborative decision-making is appropriate.

Healthy Lifestyle

- **Skill objective 8.4.D1:** Identify substances that can help or hinder healthy decision-making.
- **Skill objective 8.4.D2:** Distinguish between when an individual is able to make a personal decision regarding substance use, or when collaborative decision-making is most appropriate and effective, for example, in a case of drunk driving or addiction.
- **Knowledge objective A:** Explain the consequences of driving under the influence of alcohol and other drugs, including the effects on passengers when the driver is impaired (MA Standard 10.11).
- **Knowledge objective B:** Explain the physical, financial, social, and psychological costs of drug and alcohol addiction (MA Standard 10.12).

Healthy Mind

- **Skill objective 8.4.S:** Determine when gang-related situations require the application of a thoughtful decision making process.
- **Knowledge objective B:** Identify key ideas to keep in mind when facing solicitation or pressure to join a gang (MA Standard 11.5).
- **Knowledge objective A:** Explain the importance of consistently applying a thoughtful decision making process to gang-related decisions, including the risks and dangers of association with gangs.

Healthy Body/Safe Body

- **Skill objective 8.4.H:** Determine when situations involving sun exposure require the application of a thoughtful decision making process for people of all skin colors.
- **Knowledge objective A:** Describe the relationship between overexposure to the sun and skin cancer (MA Standard 8.10).
- **Knowledge objective B:** Define recommended skin care for adolescents and young adults and describe effective strategies for skin protection when anticipating extended sun exposure such as a field day or a day at the beach.

SKILL: Goal Management

Performance indicator 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
Performance indicator 6.8.3 Apply strategies and skills needed to attain a personal health goal.

Healthy Body/Safe Body

- **Skill objective 8.5.H1:** Develop a goal to adopt, maintain, or improve a positive sexual health practice.
- **Skill objective 8.5.H2:** Apply strategies and skills needed to attain a sexual health goal and to compensate when something unexpected happens.
- **Knowledge objective A:** Describe several examples of positive sexual health goals, and explain the benefits of abstinence, postponing sexual behaviors, and setting limits on sexual behavior (MA Standard 4.6).
- **Knowledge objective B:** Describe short- and long-term consequences of sexuality-related risk behaviors and identify barriers and supports for making health-enhancing decisions (MA Standard 4.7).
- **Knowledge objective C:** Explain the steps, in sequence, for correct use of a condom.

Healthy Balance

- **Skill objective 8.5.P1:** Develop a goal to adopt, maintain, or improve a physical health practice.
- **Skill objective 8.5.P2:** Apply strategies and skills needed to attain a physical health goal and to compensate when something unexpected happens.
- **Knowledge objective:** Explain the role of food intake and physical activity in weight management and health promotion. (MA Standard 12.3).

Healthy Mind

- **Skill objective 8.5.S1:** Develop a long-term career goal and identify relevant short-term goals.

- **Skill objective 8.5.P2:** Apply strategies and skills needed to attain short-term career goals and to compensate when something unexpected happens.
- **Knowledge objective:** Explain how current practices and behaviors affect long-term career development.

SKILL: Health Advocacy

Performance indicator 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
Performance indicator 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

Healthy Body/Safe Body

- **Skill objective 8.6.H:** Identify ways in which health messages and communication techniques can be altered for different audiences, for example, for people at different stages of the human life cycle.
- **Knowledge objective A:** Identify the stages of the human life cycle (from prenatal through late adulthood) and the key physical, social, and emotional developmental tasks at each stage (MA Standard 1.6).
- **Knowledge objective B:** Describe how the physical, social, and emotional developments at each stage of the life cycle affect how people at each stage understand and respond to health messages and communication techniques.

Healthy Mind

- **Skill objective 8.6.S:** Work cooperatively with other youth and adults in the school and community to advocate for HIV/AIDS awareness and taking steps to prevent HIV infection.
- **Knowledge objective A:** Explain how the immune system prevents and combats diseases and what happens when the immune system is compromised by HIV infection (MA Standard 8.13).
- **Knowledge objective B:** Identify the body fluids that contribute to the transmission of HIV infection (blood, semen, vaginal secretions, and breast milk) and explain the corresponding methods for reducing the risk of HIV transmission, particularly during sexual activity, childbirth, and drug use.
  Knowledge objective C: Identify and evaluate initiatives and opportunities for youth and adults to work together on promotion of HIV/AIDS awareness, collecting and disseminating information about HIV/AIDS, and modeling healthy behaviors to prevent HIV/AIDS (MA Standard 10.15).

SKILL: Analyzing Influences

Performance indicator 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
Performance indicator 2.12.5 Evaluate the effect of media on personal and family health.

Healthy Mind

- **Skill objective 9.1.S1:** Analyze how peers influence consensual and coercive sexual behaviors.
- **Skill objective 9.1.S2:** Evaluate the effect of media on the process of giving and getting consent during sexual activity.
- **Knowledge objective A:** Define the concept of consent, including that consent is an explicit and affirmative expression of desire for a specific sexual activity, and that giving and getting consent at every step of sexual activity is an essential component of healthy sexual behavior.
- **Knowledge objective B:** Explain the purpose of friendship in different stages of the life cycle and describe how friends can support one another in honoring when someone says "no" to sexual activity and promoting a culture of consent (MA Standard 7.14).
- **Knowledge objective C:** Identify the origins and accuracy of messages from the media regarding consensual and coercive sexual activity and describe the impact these messages have on adolescent viewers.

Performance indicator 2.12.6 Evaluate the impact of technology on personal, family, and community health.
Performance indicator 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

Healthy Body Safe Body

- **Skill objective 9.1.H1:** Evaluate the impact of technology on HIV prevention.
- **Skill objective 9.1.H2:** Analyze how public health policies and government regulations can influence HIV prevention.
- **Knowledge objective A:** Identify steps for getting support or help for families in which someone is infected with HIV (MA Standard 6.11).
- **Knowledge objective B:** Identify and distinguish among types and degrees of sexual risk and identify technological advances that contribute to the prevention of risky sexual outcomes such as HIV infection (MA Standard 4.18).
- **Knowledge objective C:** Identify public health policies and government regulations that provide adolescents with access to effective methods of preventing the transmission of HIV.

Performance indicator 2.12.4 Evaluate how the school and community can affect personal health practices and behaviors.
Performance indicator 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
Performance indicator 2.12.2 Analyze how the culture supports and challenges health beliefs, practices and behaviors.

Healthy Balance:

- **Skill objective 9.1.P1:** Evaluate how the school and community can affect dietary practices and behaviors.
- **Skill objective 9.1.P2:** Analyze how different cultures support and challenge dietary beliefs, practices, and behaviors.
- **Skill objective 9.1.P3:** Analyze how some health risk behaviors can influence the likelihood of making unhealthy dietary choices.
- **Knowledge objective A:** Describe how food choices are influenced by availability, individual and family preferences, school, and community, and identify healthy foods popular within various cultural groups (MA Standard 3.14).
- **Knowledge objective B:** Identify methods for acquiring nutritious meals within a budget and which risk behaviors are most likely to impede a person's ability to eat nutritiously.

SKILL: Accessing Resources

Performance indicator 3.12.1 Evaluate the validity of health information, products, and services
Performance indicator 3.12.4 Determine when professional health services may be required.
Performance indicator 3.12.5 Access valid and reliable health products and services.

Healthy Body/Safe Body:

- **Skill objective 9.2.H1:** Evaluate the validity of medical information, products, and services.
- **Skill objective 9.2.H2:** Determine when professional medical services and advice may be required.
- **Skill objective 9.2.H3:** Access valid and reliable medical products and services.
- **Knowledge objective A:** Explain when to use professional medical care services and when self-care is appropriate (MA Standard 12.11).
- **Knowledge objective B:** Learn how to use effective physical self-examination procedures and at what age they become necessary for the early detection of cancer (MA Standard 8.15).
- **Knowledge objective C:** Explain how to assess the usefulness of medical information, products, and services for the prevention and control of common communicable infestations, diseases and infections (MA Standard 8.19).

Performance indicator 3.12.2 Use resources from home, school, and community that provide valid health information.
Performance indicator 3.12.3 Determine the accessibility of products and services that enhance health.

Healthy Mind

- **Skill objective 9.2.S1:** Use resources from home, school, and community that provide valid information about mental and emotional health.
- **Skill objective 9.2.S2:** Determine the accessibility of products and services that enhance mental and emotional health.
- **Knowledge objective A:** Describe effective strategies for using available resources to reduce stress and promote strong emotional health.
- **Knowledge objective B:** Describe common mental health disorders including anxiety, depression, and bipolar disorder (MA Standard 5.17).

- **Knowledge objective C:** Identify appropriate treatments for different mental illnesses that are available to members of your community and accessible for free or at a reduced cost.

Healthy Balance

- **Skill objective 9.2.P1:** Evaluate the validity of physical health information, products, and services regarding the nutritional needs of males and females.
- **Skill objective 9.2.P2:** Use resources from home, school, and community that provide valid information about the relationship between gender and physical wellness.
- **Knowledge objective A:** Explain the popular standards of beauty for male and female adolescents and why some adolescents feel bad about themselves when they do not meet such unrealistic standards.
- **Knowledge objective B:** Identify the health risks that face adolescents who push themselves towards unrealistic standards of beauty, including eating disorders, depression, and trouble in school and with friends.
- **Knowledge objective C:** Identify resources for adolescents seeking to pursue nutrition and fitness in healthy ways, including maintaining a positive body image, a strong self-concept, and the energy needed to work hard in school and engage with friends.

SKILL: Interpersonal Communication

Performance indicator 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
Performance indicator 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

Healthy Mind

- **Skill objective 9.3.S1:** Use skills for communicating effectively with family, friends, and trusted adults about the personal identity development of self and others, including gender identity and sexual orientation.
- **Skill objective 9.3.S2:** Demonstrate strategies to prevent, manage, or resolve negative emotions and interpersonal conflicts regarding gender identity and sexual orientation without harming self or others.
- **Knowledge objective A:** Explain the meanings and significance of different identities, including gender identities such as male, female, and transgender, and sexual orientations such as homosexual, heterosexual, and bisexual.
- **Knowledge objective B:** Identify healthy ways to express personal feelings, wants, and needs and to cope with difficult feelings and stress, including seeking help from family, friends, and trusted adults (MA Standard 5.11).
- **Knowledge objective C:** Identify techniques for handling anger and resolving conflicts with family, friends, and peers, including seeking help from professional and community organizations and faith-based groups (MA Standard 7.10).

Performance indicator 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

Healthy Lifestyle

- **Skill objective 9.3.D:** Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce risk-taking related to Healthy Lifestyle.
- **Knowledge objective A:** Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decisions of young people to use or not to use drugs.
- **Knowledge objective B:** Identify strategies for working with your friends to prevent or reduce the use of Healthy Lifestyleamong the members of your social group (MA Standard 10.15).

Performance indicator 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

Healthy Body/Safe Body:

- **Skill objective 9.3.H:** Demonstrate how to ask for assistance from health care providers and offer assistance to others in dealing with health care providers.
- **Knowledge objective A:** Describe the various methods for selecting, signing up for, and using health insurance (MA Standard 12.13).
- **Knowledge objective B:** Identify information needed to select and maintain relationships with health care providers that meet the needs of self and family members (MA Standard 12.12).
- **Knowledge objective C:** Explain how to discuss important procedures and test results with health care providers.

SKILL: Decision Making

Performance indicator 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
Performance indicator 5.12.6 Defend the healthy choice when making decisions.
Performance indicator 5.12.7 Evaluate the effectiveness of health-related decisions.

Healthy Balance

- **Skill objective 9.4.H1:** Predict the potential short-term and long-term impact of different physical activity options on self and others.
- **Skill objective 9.4.H2**: Defend the healthy choices when making decisions related to physical activity.
- **Skill objective 9.4.H 3:** Evaluate the effectiveness of decisions related to physical activity based on its effect on a person's body, mind, and relationships.
- **Knowledge objective A:** Identify physical activities that reduce the risk of disease (MA Standard 8.14).
- **Knowledge objective B:** Describe the growth patterns and body changes within human beings throughout the life cycle (from prenatal through late adulthood), including critical periods in growth and development (MA Standard 1.12).**Knowledge objective C:** Understand how physical activity participation patterns are likely to change throughout life and identify strategies to deal with those changes, including a plan for lifelong wellness (MA Standard 2.25).

Performance indicator 5.12.1 Examine barriers that can hinder healthy decision making.
Performance indicator 5.12.4 Generate alternatives to health-related issues or problems.
Performance indicator 5.12.7 Evaluate the effectiveness of health-related decisions.

Healthy Mind

- **Skill objective 9.4.P1:** Examine barriers that can hinder healthy decision making related to personal balance and wellness.
- **Skill objective 9.4.P2:** Generate alternatives to issues or problems related to personal balance and wellness.
- **Skill objective 9.4.P3:** Evaluate the effectiveness of decisions related to personal balance and wellness.
- **Knowledge objective A:** Analyze social, emotional, and financial influences on achieving and maintaining a healthy weight and a balanced and active lifestyle.
- **Knowledge objective B:** Explain the relationships among dietary intake (including nutritional supplements), eating behaviors, physical activity, and emotional health (MA Standard 3.15).
- **Knowledge objective C:** Describe how allowing time for physically healthy activities (such as exercise, preparing nutritious meals, getting adequate sleep) can improve emotional wellbeing and mental acuity.

Performance indicator 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
Performance indicator 5.12.3 Justify when individual or collaborative decision-making is appropriate.

Healthy Body/Safe Body

- **Skill objective 9.4.S1:** Determine the value of applying a thoughtful decision-making process in situations related to purchasing health-related products.
- **Skill objective 9.4.S2:** Justify when individual or collaborative decision making is appropriate when purchasing health-related products.
- **Knowledge objective A:** Explain criteria for making consumer decisions about various kinds of products, such as the product's safety and health aspects (MA Standard 12.15).
- **Knowledge objective B:** Identify ways that family, friends, and salespeople can contribute to the process of making consumer decisions.

SKILL: Goal Management

Performance indicator 6.12.4 Formulate an effective long-term personal health plan.

Healthy Mind

- **Skill objective 9.5.S:** Formulate an effective reproductive health plan for your teenage years that incorporates abstinence and/or safer sex practices.
- **Knowledge objective A:** Describe the consequences of teen parenting from the perspectives of the teen mother, teen father, and the parents of the teens (MA Standard 6.14).
- **Knowledge objective B:** Identify the developmental tasks of mid-to-late adolescence, including sexuality development and gaining skills relevant to engaging in safer sex practices.

- **Knowledge objective C:** Explain various options for adolescents pursuing safer sex practices that will reduce the risk of both unplanned pregnancies and the transmission of infections.

Performance indicator 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
Performance indicator 6.12.4 Implement strategies and monitor progress in achieving a personal health goal.

Healthy Lifestyle

- **Skill objective 9.5.D1:** Develop a plan to attain a personal health goal related to reducing or avoiding substance use that addresses your personal strengths, needs, and risks.
- **Skill objective 9.5.D2:** Implement strategies and monitor progress in achieving a personal health goal related to reducing or avoiding substance use.
- **Knowledge objective A:** Describe addictions to Healthy Lifestyle, and methods for intervention, treatment, and cessation.
- **Knowledge objective B:** Evaluate potentially effective approaches to reducing drug use among adolescents.
- **Knowledge objective C:** Describe the various methods for gaining access to health care and health insurance in your community, including addiction intervention and treatment (MA Standard 12.13).

Performance indicator 6.12.1 Assess personal health practices and overall health status.

Healthy Body/Safe Body

- **Skill objective 9.5.H:** Assess personal health practices in first-aid situations and how they relate to your overall health status.
- **Knowledge objective A:** Demonstrate appropriate first aid for stings, bites, broken bones, bleeding, choking, shock, poisoning, burns, and cardiac arrest (CPR).
- **Knowledge objective B:** Demonstrate the direct method for stopping bleeding, stressing the importance of placing a barrier between the victim and the assistant to avoid contact with body fluid (MA Standard 9.19).

SKILL: Health Advocacy

Performance indicator 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

Healthy Mind

- **Skill objective 9.6.S:** Work cooperatively as an advocate for improving personal, family, and community sexual violence prevention and response.
- **Knowledge objective A:** Analyze the elements of bullying, harassment, and sexual violence and how each can affect individual and community safety.
- **Knowledge objective B:** Identify and explain the laws governing sexual harassment and date and acquaintance rape (MA Standard 9.a).
- **Knowledge objective C:** Identify how individuals can be knowledgeable and active in the school and community to prevent and respond to sexual violence.

Performance indicator 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.
Performance indicator 8.12.2 Demonstrate how to influence and support others to make positive health choices.

Healthy Body/Safe Body

- **Skill objective 9.6.H1:** Utilize accurate peer and societal norms to formulate a health-enhancing message about domestic violence prevention and response.
- **Skill objective 9.6.H2:** Demonstrate how to influence and support others to make positive and peaceful health choices to prevent, reduce, or respond to domestic violence.
- **Knowledge objective A:** Describe the relationships among attitudes, behaviors, and perpetration of domestic violence (MA Standard 11.14).
- **Knowledge objective B:** Identify the health consequences of domestic violence and discuss strategies for coping with these consequences (MA Standard 11.19).
- **Knowledge objective C:** Describe how local public health departments have developed and implemented policies to prevent and respond to domestic violence and how you can get involved.

Performance indicator 8.12.4 Adapt health messages and communication techniques to a specific target audience.

Healthy Lifestyle:

- **Skill objective 9.6.D:** Adapt health messages and communication techniques related to Healthy Lifestyleto a specific target audience, including youth who have used tobacco and/ or alcohol but have not used other drugs.
- **Knowledge objective A:** List the potential outcomes of early adolescent risk behaviors related to Healthy Lifestyle, including the general pattern and continuum of risk behaviors involving substances that young people might follow (MA Standard 10.9).
- **Knowledge objective B:** Identify why adolescents who have used tobacco and/or alcohol might be more likely to try other drugs and how to prevent initiation of further unhealthy behaviors.

SKILL: Analyzing Influences

Performance indicator 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

Healthy Mind

- **Skill objective 10.1.H:** Analyze how the perceptions of gender norms influence positive and negative behaviors.
- **Knowledge objective A:** Describe the influence of gender norms, gender roles, and gender stereotypes on what people expect from others and how people treat others.
- **Knowledge objective B:** Discuss the influence of gender norms, gender roles, and gender stereotypes on personal identity and self-concept (MA Standard 5.15).

Healthy Body/Safe Body

- **Skill objective 10.1.H:** Analyze how the perceptions of sexual norms influence healthy and unhealthy sexual behaviors.
- **Knowledge objective A:** Explain the different norms regarding giving and getting consent at every step of sexual activity, including norms that support giving and getting consent and those that make it more difficult.
- **Knowledge objective B:** Describe the effectiveness and consequences of various pregnancy, HIV, and STI prevention strategies, including abstinence, condoms, and hormonal contraception, as well as the social norms regarding each method (MA Standard 4.13).
- **Knowledge objective C:** Identify resources, such as community health clinics, that promote positive sexual health norms and help young people engage in healthy sexual behaviors.

Performance indicator 2.12.1 Analyze how the family influences the health of individuals.
Performance indicator 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

Healthy Lifestyle

- **Skill objective 10.1.D1:** Analyze how the family influences individual substance use.
- **Skill objective 10.1.D2:** Analyze the influence of personal values and beliefs on individual substance use.
- **Knowledge objective:** Identify ways in which personal decision-making regarding Healthy Lifestyleis influenced by sound character, by personal beliefs, and by explicit and implicit messages sent through one's family (MA Standards 5.18).

SKILL: Accessing Resources

Performance indicator 3.12.2 Determine the accessibility of products and services that enhance health.
Performance indicator 3.12.4 Determine when professional health services may be required.

Healthy Body/Safe Body

- **Skill objective 10.2.H1:** Determine the accessibility of products and services that enhance prenatal health.
- **Skill objective 10.2.H2:** Determine when professional health services may be required to address prenatal health issues.
- **Knowledge objective A:** List the signs of pregnancy and identify steps a person should take if they experience any of those signs (MA Standard 4.12).
- **Knowledge objective B:** Explain the importance of examination of both males and females for HIV and other sexually transmitted infections before conception and the risks and precautions of delivery when HIV or other sexually transmitted infections are present (MA Standard 4.15).
- **Knowledge objective C:** Describe proper prenatal care, types of risk addressed by prenatal care, and options for people in your community seeking prenatal care for free or at a reduced cost (MA Standard 4.16).

Performance indicator 3.12.5 Access valid and reliable health products and services.

Healthy Mind

- **Skill objective 10.2.S:** Access valid and reliable products and services that contribute to healthy childcare and child rearing.
- **Knowledge objective A:** List the child-rearing skills that a parent needs for raising healthy children, including authoritative parenting as opposed to authoritarian or indulgent.
- **Knowledge objective B:** Describe parental practices that encourage literacy in young children (MA Standard 6.17).
- **Knowledge objective C:** Identify the financial, emotional, and informational resources needed by parents of young children and what avenues for support are available for parents within your community who lack some of these resources (MA Standard 6.12).

Performance indicator 3.12.2 Use resources from home, school, and community that provide valid health information.

Healthy Balance

- **Skill objective 10.2.P:** Use resources from home, school, and community that provide valid health information regarding needs for nutrition and physical activity at each life stage.
- **Knowledge objective A:** Describe the nutritional and physical activity needs associated with the life stages of prenatal through late adulthood (MA Standard 3.16).
- **Knowledge objective B:** Report on why nutritional and physical activity needs vary with each developmental stage of human life.

SKILL: Interpersonal Communication

Performance indicator 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
Performance indicator 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

Healthy Mind:

- **Skill objective 10.3.S1:** Use skills for communicating effectively with family, friends, trusted adults, and dating partners to enhance the health of current and/or future dating relationships.
- **Skill objective 10.3.S2:** Demonstrate strategies to prevent, manage, or resolve conflicts between dating partners without harming self or others.
- **Knowledge objective A:** Identify various decisions made at different developmental stages of dating relationships and describe options for commitment in casual and serious dating relationships (MA Standard 7.17).
- **Knowledge objective B:** Explain the importance of responsibility and character traits such as caring, respectfulness, generosity, kindness, and understanding in dating relationships (MA Standard 7.13).
- **Knowledge objective C:** Contrast the emotional impact on dating relationships of positive communication such as active listening, praise, and humor, with negative communication such as teasing, name calling, and bullying.

Performance indicator 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
Performance indicator 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

Healthy Body/Safe Body:

- **Skill objective 10.3.H1:** Demonstrate how to ask for and offer assistance to enhance the sexual health of self and partners over the life cycle.
- **Skill objective 10.3.H2:** Demonstrate refusal, negotiation, and collaboration skills to enhance sexual health and avoid or reduce sexual health risks in sexual relationships.
- **Knowledge objective A:** Identify the stages of the male and female reproductive systems as they develop over the life cycle (MA Standard 4.11).
- **Knowledge objective B:** Explain the importance of communication and setting limits in a sexual relationship and identify several strategies for communicating personal desires regarding limits and boundaries with a partner (MA Standard 4.17).
- **Knowledge objective C:** Describe the benefits for an adolescent of speaking to a trusted adult about sexual communication and to get support and guidance in navigating desires, limits, and risks in a sexual relationship.

Healthy Lifestyle:

- **Skill objective 10.3.D1:** Use skills for communicating effectively with family, peers, and others to respond effectively to bullying and cyberbullying.
- **Skill objective 10.3.D2:** Demonstrate strategies to prevent, manage, or resolve bullying and cyberbullying without harming self or others.

- **Knowledge objective:** Explain the causes and effects of bullying and cyberbullying, including the relationship between conflicts, bullying and the use of Healthy Lifestyle(MA Standard 11.18).

SKILL: Decision Making

Performance indicator 5.12.1 Examine barriers that can hinder healthy decision making.
Performance indicator 5.12.3 Justify when individual or collaborative decision making is appropriate.
Performance indicator 5.12.6 Defend the healthy choices when making a decision.

Healthy Mind:

- **Skill objective 10.4.S1:** Examine barriers that can hinder healthy decision-making in dating relationships.
- **Skill objective 10.4.S2:** Justify when individual or collaborative decision-making is appropriate with regards to dating and romantic relationships.
- **Skill objective 10.4.S3:** Defend the healthy choice when making decisions regarding dating and romantic relationships.
- **Knowledge objective A:** Describe the purpose of dating and positive dating attitudes (such as respect) and factors that promote or hinder appropriate conduct around dating partners or potential dating partners (MA Standard 7.8).
- **Knowledge objective B:** Identify social interaction patterns among young people and key elements of decision making within each of the common patterns of developing dating relationships and/or friendships, including flirting, courting, and friendship that develops into a romantic relationship (MA Standard 7.15).
- **Knowledge objective C:** Explain the meanings of abstinence, postponing sexual behavior, and setting limits on sexual behavior (MA Standard 7.9).

Performance indicator 5.12.4 Generate alternatives to health-related issues or problems.
Performance indicator 5.12.7 Evaluate the effectiveness of health-related decisions.

Healthy Body/Safe Body:

- **Skill objective 10.4.H1:** Generate alternative courses of action for responding to signs of suicide or destructive behavior in a friend or classmate.
- **Skill objective 10.4.H1:** Evaluate the effectiveness of different responses to signs of suicide or destructive behavior in a friend or classmate.
- **Knowledge objective A:** Discuss signs of suicide and to whom to go for help if a friend or classmate shows any of these signs.
- **Knowledge objective B:** Describe the signs of destructive behavior, and identify intervention strategies and different kinds of professional interventions (MA Standards 5.16).

Healthy Lifestyle:

- **Skill objective 10.4.D1:** Examine barriers that can hinder healthy and consensual decision-making in sexual or potential sexual situations.
- **Skill objective 10.4.D2:** Generate alternative courses of action for situations in which sexual activity would not be consensual.

- **Knowledge objective A:** Explain that people who are under the influence of alcohol or other drugs are not able to consent to sexual activity, and a person who initiates any sexual activity with someone who is under the influence of alcohol or other drugs may be committing a sexual assault.
- **Knowledge objective B:** Explain the role of alcohol and other drugs in forming a barrier to healthy decision-making in sexual situations and that using alcohol or other drugs can increase a person's risk for committing a sexual assault as well as other violent crimes.
- **Knowledge objective C:** Identify strategies for preventing sexual activity when one or both people are under the influence of alcohol or other drugs, taking into consideration situations in which this might occur, such as parties or dates.

SKILL: Goal Management

Performance indicator 6.12.1 Assess personal health practices and overall health status.
Performance indicator 6.12.4 Formulate an effective long-term and personal health plan.

Healthy Mind

- **Skill objective 10.5.S1:** Assess family health practices and overall family health status regarding character development and healthy relationships.
- **Skill objective 10.5.S1:** Formulate an effective long-term family health plan to promote character development and healthy relationships.
- **Knowledge objective A:** Identify the traits of a healthy family (such as responsibility, communication, trust, loyalty, respect, commitment, love, affirmation, and self-reliance) and explain the interdependence and independence of family members (MA Standard 6.10).
- **Knowledge objective B:** Evaluate various types of discipline parents might use with children of different ages and how different types of discipline affect character development and ability to build healthy relationships (MA Standard 6.13).
- **Knowledge objective C:** Identify desirable character traits (such as love, respectfulness, generosity, kindness, and forgiveness) and describe the development of good character, including the role of parents and family in the moral development of children and in teaching children non-violent attitudes and conduct (MA Standard 6.15).

Performance indicator 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
Performance indicator 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.

Healthy Balance

- **Skill objective 10.5.P1:** Develop a plan to attain a physical fitness goal that addresses strengths, needs, and risks.
- **Skill objective 10.5.P2:** Implement strategies and monitor progress in achieving a physical fitness goal.
- **Knowledge objective:** Explain the concepts of strength and endurance, the role of each in the achievement of physical fitness, and how to work towards each.
- **Knowledge objective B:** Identify life-management skills that contribute to achieving personal wellness health goals, including researching, evaluating, and implementing strategies to manage personal wellness, monitor progress, and revise plans (MA Standard 2.24).

Healthy Body/Safe Body

- **Skill objective 10.5.H1:** Develop a plan to attain CPR skills that addresses strengths, needs, and risks.
- **Skill objective 10.**5.H2: Implement strategies and monitor progress in achieving a goal to attain CPR skills.
- **Knowledge objective A:** Describe situations in which using CPR is needed.
  Knowledge objective B: Explain the process for performing safe and effective CPR, addressing relevant safety precautions (MA Standard 9.19).

SKILL: Health Advocacy

Performance indicator 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.
Performance indicator 8.12.2 Demonstrate how to influence and support others to make positive health choices.

Healthy Mind:

- **Skill objective 10.6.S1:** Utilize accurate peer and societal norms to formulate a health-enhancing message about if and when a person is ready to become a parent.
- **Skill objective 10.6.S2:** Demonstrate how to influence and support others to make positive health choices with regards to becoming or not becoming a parent.
- **Knowledge objective A:** Explain the options available to a teenager who becomes pregnant unintentionally, including parenting, adoption, and pregnancy termination, and identify resources for pursuing these options.
- **Knowledge objective B:** Describe considerations relevant to becoming or not becoming a parent for both adolescents and adults, including the various ways of becoming a parent such as foster parenting, adoption, and step-parenting (MA Standard 6.16).

Performance indicator 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
Performance indicator 8.12.4 Adapt health messages and communication techniques to a specific target audience.

Healthy Body/Safe Body

- **Skill objective 10.6.H1:** Work cooperatively as an advocate for improving personal, family, and community prevention of harassment and rape.
- **Skill objective 10.6.H2:** Adapt health messages and communication techniques regarding harassment and rape to a specific target audience.
- **Knowledge objective A:** Define harassment based on gender, race, national origin, sexual orientation, religion, or handicap and describe elements of effective prevention efforts. (MA Standard 11.1).
- **Knowledge objective B:** Define date and acquaintance rape, and describe elements of effective prevention efforts, including addressing issues of power and privilege and learning to give and get consent for all sexual activity. (MA Standard 11.19).

Healthy Lifestyle

- **Skill objective 10.6.D1:** Work cooperatively as an advocate for improving personal, family, and community skills for managing stress.
- **Skill objective 10.6.D2:** Adapt health messages and communication techniques to send messages about managing stress to a specific target audience.
- **Knowledge objective A:** Describe several strategies for managing stress and identify key elements of an effective coping process (MA Standard 5.11).
- **Knowledge objective B:** Explain the role of stress management in avoiding Healthy Lifestyle, and explain why substance use is an ineffective way to cope with stress (MA Standard 10.15).

SKILL: Analyzing Influences

Performance indicator 2.12.1 Analyze how the family influences the health of individuals.

Healthy Mind

- **Skill objective E.1.S:** Analyze how the family has influenced the health of its members throughout various historical periods, including the present.
- **Knowledge objective A:** Explain the functions, purposes, and social significance of family from various historical periods, including modern times (MA Standard 6.9).
- **Knowledge objective B:** Identify what attributes of the family seem constant throughout history—such as relying on each other—and what changes appear—such as gender role changes and changes in household and parenting tasks.

Performance indicator 2.8.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

Healthy Body/Safe Body

- **Skill objective E.1.H:** Analyze how public health policies and government regulations can influence the treatment and management of illness.
- **Knowledge objective A:** Identify chronic illnesses common in your neighborhood or community, such as asthma, diabetes, obesity, addictions, HIV/AIDS, Chlamydia, and other sexually transmitted infections.
- **Knowledge objective B:** Explain the influence of social, economic, and political factors on the treatment and management of chronic illnesses, including media angles and industry agendas (MA Standard 8.a).

SKILL: Accessing Resources

Performance indicator 3.12.1 Evaluate the validity of health information, products, and services.

Healthy Body/Safe Body

- **Skill objective E.2.H:** Evaluate the validity of health information, products, and services for diagnosing and treating HIV/AIDS in your community, and compare it with what is available in other areas of the United States and around the world.
- **Knowledge objective A:** For HIV/AIDS, chart the prevalence in your community and in the United States overall and compare with other parts of the world.
- **Knowledge objective B:** Research the factors affecting the spread of HIV/AIDS and types of prevention and treatment resources available in different regions of the world (MA Standard 14.10).
- **Knowledge objective C:** Research the factors affecting the spread of HIV/AIDS in your community and types of prevention and treatment resources available locally.

Performance indicator 3.12.2 Use resources from home, school, and community that provide valid health information.
Performance indicator 3.12.3 Determine the accessibility of products and services that enhance health.

Healthy Balance

- **Skill objective E.2.P1:** Use resources from home, school, and community that provide valid health information regarding sustainability within food systems and environmental health.
- **Skill objective E.2.P2:** Determine the accessibility of products and services that enhance both nutritional and environmental health.
- **Knowledge objective A:** Describe methods and resources for evaluating the quality of food and water with regards to nutrition, food sustainability, and environmental health (MA Standard 13.3).
- **Knowledge objective B:** Evaluate accessible products and services generated by science, technology/engineering, and individuals to address ecological health problems involving energy, water, waste, and food (MA Standard 13.5).

SKILL: Interpersonal Communication

Performance indicator 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

Healthy Mind

- **Skill objective E.3.S:** Demonstrate how to ask for and offer assistance to enhance the medical treatment of self and others, including medical services and medical advice.
- **Knowledge objective A:** Explain confidentiality laws and individuals' rights to seek medical treatment and advice (MA Standard 8.b).
- **Knowledge objective B:** Identify the rights and responsibilities of a minor seeking confidential, affordable reproductive health care and how to exercise these rights for yourself and for others.

Performance indicator 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

Healthy Body/Safe Body

- **Skill objective E.3.H:** Demonstrate strategies to prevent, manage, or resolve consumer conflicts without harming self or others.
- **Knowledge objective:** Identify procedures for making consumer complaints, such as determining if/when a complaint is warranted, gathering relevant information, and identifying the appropriate agencies to contact (MA Standard 12.19).

SKILL: Decision Making

Performance indicator 5.12.1 Examine barriers that can hinder healthy decision making.
Performance indicator 5.12.3 Justify when individual or collaborative decision making is appropriate.
Performance indicator 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.

Healthy Body/Safe Body

- **Skill objective E.4.P1:** Examine barriers that can hinder healthy decision-making regarding environmental issues.
- **Skill objective E.4.P2:** Justify when individual or collaborate decision making is appropriate when the environment is at risk, including the consideration of household and consumer products.
- **Skill objective E.4.P3:** Predict the potential short-term and long-term impact of each ecological alternative on self, others, and the environment.

- **Knowledge objective:** Identify individual and community responsibility in ecological health (MA Standard 13.4).

Healthy Mind
- **Skill objective E.4.S1:** Examine barriers that can hinder healthy decision-making when ending a dating relationship.
- **Skill objective E.4.S2:** Predict the potential short-term and long-term impact of each alternative break-up method on self and ex-partner.
- **Knowledge objective A:** Describe the various and complex emotions that a person might experience when going through a breakup and how these feelings might impact decision-making.
- **Knowledge objective B:** Identify various methods for communicating a decision to end a dating relationship and the potential impact of each method, including the benefits of communicating in person as opposed to via the internet or text message.

SKILL: Goal Management

Performance indicator 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
Performance indicator 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.

Healthy Mind
- **Skill objective E.5.H1:** Develop a plan to attain a personal career goal that addresses strengths, needs, and risks.
- **Skill objective E.5.H2:** Implement strategies and monitor progress in achieving a personal career goal.
- **Knowledge objective:** Identify a variety of career options and the education and training each would require, including several careers within the health field. (MA Standard 14.11).

Performance indicator 6.12.1 Assess personal health practices and overall health status.
Performance indicator 6.12.4 Formulate an effective long-term personal health plan.

Healthy Body/Safe Body
- **Skill objective E.5.H1:** Assess personal health practices and overall health status with regards to the diseases and chronic health problems common in urban populations.
- **Skill objective E.5.H2:** Formulate an effective long-term personal health plan considering the leading causes of death for different age groups.
- **Knowledge objective:** Describe the leading causes of death for different age groups, symptoms of diseases common for youth, the importance of early diagnosis, and the need for active involvement in the treatment and management of disease and chronic health problems (MA Standard 8.17).

SKILL: Health Advocacy

Performance indicator 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.
Performance indicator 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

Healthy Mind

- **Skill objective E.6.S1:** Utilize accurate peer and societal norms to promote dialogue regarding issues that relate to race, gender, and class power and privilege.
- **Skill objective E.6.S2:** Work cooperatively as an advocate for improving personal, family and community health through promoting health equity by race, gender, and class.
- **Knowledge objective A:** Identify health disparities related to race, gender, and/or class in your school and community.
- **Knowledge objective B:** Identify steps that can be taken to further awareness, understanding, and dialogue regarding how individuals and communities are affected by structures of race, gender, and class power and privilege.
- **Knowledge objective C:** Define health equity and identify steps that can be taken to promote health equity in your school and community.

Healthy Lifestyle

- **Skill objective E.6.D1:** Utilize accurate peer and societal norms to formulate a health-enhancing message regarding local, state, and national laws, policies, and regulations about Healthy Lifestyle.
- **Skill objective E.6.D2:** Work cooperatively as an advocate for improving personal, family and community health through addressing local, state, and national laws, policies, and regulations about Healthy Lifestyle.
- **Knowledge objective A:** Analyze the reciprocal relationships among consumer rights, policies and laws, and business and industry (MA Standard 12.b).
- **Knowledge objective B:** Describe local, state, and national laws, policies, and regulations that address about Healthy Lifestyle(MA Standard 14.a).
- **Knowledge objective C:** Describe the public health legislative process (MA Standard 14.b).

	Analyzing Influences	Accessing Resources	Interpersonal Communication	Decision Making	Goal Management	Health Advocacy
K	Food access Personal feelings	Emergency helpers Physical activity	Teasing Unsafe touch	Drinking water Cleanliness	Personal goals Healthy meals	Brushing teeth Household items
1	Media literacy Portion sizes	Safety concerns Identifying poisons	Strong emotions Signs of illness	Safety assistance School conduct	Physical fitness Colds and flu	First aid Schoolwork
2	Respect Physical fitness	Coping with loss Response to overdose	Secondhand smoke Child abuse	Hunger and satiety Gun safety	Screen time Key nutrients	Allergies Personal safety
3	Local environments Cultural eating	Valid websites Nutrition labels	Bullying Tobacco	Sleep patterns Conflict resolution	Teamwork Balanced meals	Addiction Unsafe situations
4	Food at school HIV/ AIDS	Puberty basics Blood precautions	Facing intolerance Nonviolence	Sexual abuse Food safety	Hygiene Stress management	School violence Physical disabilities
5	Media use Peer pressure	Violence prevention Ethnic diversity	Talk about puberty Reproductive system	Joining gangs Tobacco products	Physical fitness Coping with feelings	Sexual orientation School climate
6	Body image Food choices Mental health	Healthy relationships Physical fitness Safe spaces	Peer pressure Prejudice Hurt feelings	School crisis Hygiene Family decisions	Reproductive health Addiction Growth spurt	Injury prevention Food-borne illness Environment
7	Technology Illegal drugs	Sexual health Mental health Nutrition and fitness	Emotional expression Tobacco refusal Dating abuse	Growth and change Dietary choices Drug use	Body development Family health Long-term health	Crisis and first aid Cyberbullying
8	Values and norms Effects of drugs STIs and pregnancy	Sexual harassment Employment	Strong relationships Sexual abuse	Gang pressures Drunk driving Sun exposure	Career goal Physical health Sexual health	HIV/ AIDS Human life cycle
9	HIV prevention Sexual consent Dietary practices	Medical services Mental health Physical health	Healthcare providers Personal identity Risk reduction	Health products Balance Physical activity	First aid Abstinence Substance use	Domestic violence Sexual violence Gateway drugs
10	Gender norms Sexual norms Substance use	Prenatal health Childcare Nutritional needs	Healthy relationships Sexual risks Cyber bullying	Romance Signs of suicide Alcohol and sex	Character CPR skills Fitness goals	Parenting Rape prevention Coping with stress
E	Family health Public health	HIV/ AIDS Food sustainability	Medical treatment Consumer health	Healthy breakups Environment	Career goals Demographics	Power and privilege Substance laws

Healthy Balance
BPS Health Education Frameworks
Elementary School, grades K- 5

Grade	Skill focus	Skill objective
K	Analyzing Influences	Identify how the family influences personal food access and eating habits.
	Accessing Resources	Identify trusted adults and professionals who can help promote physical activity.
	Decision Making	Identify different times throughout the day when a decision about what to drink is needed.
	Goal Management	Identify who can help you achieve a goal to eat more healthy meals.

Grade	Skill focus	Skill objective
1	Analyzing Influences	Describe how the media can influence food choices and portion sizes.
	Goal Management	Identify a short-term physical fitness goal and take action toward achieving the goal.

Grade	Skill focus	Skill objective
2	Analyzing Influences	Identify what the school can do to support the major behaviors that contribute to wellness and physical fitness.
	Decision Making	Based on hunger and satiety cues, identify situations when a decision is needed about when, what, and how much to eat.
	Goal Management	Identify a short-term goal to get healthy amounts of key nutrients and take action toward achieving the goal.
	Health Advocacy	Make requests to confirm that the food you eat does not contain anything to which you are allergic.

Healthy Balance
BPS Health Education Frameworks
Elementary School, grades K- 5

Grade	Skill focus	Skill objective
3	Analyzing Influences	Describe how the family influences eating practices and physical activity levels. Identify the influence of culture on eating practices and physical activity levels.
	Accessing Resources	Identify characteristics of valid food and nutrition information, products, and services.
	Goal Management	Set a personal goal to eat balanced, healthy meals and track progress toward its achievement.

Grade	Skill focus	Skill objective
4	Analyzing Influences	Describe how the school and community can support healthy dietary practices and behaviors.
	Decision Making	Identify food preparation situations that might require a thoughtful decision about hygiene and safety.
	Goal Management	Identify resources to assist in achieving a personal hygiene goal during exercise.

Grade	Skill focus	Skill objective
5	Goal Management	Identify resources to assist in achieving a physical fitness goal.

Healthy Balance
BPS Health Education Frameworks
Middle School, grades 6 - 8

Grade	Skill focus	Skill objective
6	Analyzing Influences	Examine how family finances influence the food choices of adolescents.
	Accessing Resources	Locate valid and reliable products and services that promote physical fitness.
	Decision Making	Predict the potential short-term impact of hygiene-related decisions on self and others.
	Goal Management	Describe how physical health goals can vary with changing abilities, priorities, and responsibilities during the adolescent growth spurt.
	Health Advocacy	State a health-enhancing position on food safety and the prevention of food-borne illnesses and support it with accurate information.

Grade	Skill focus	Skill objective
7	Analyzing Influences	Analyze the influence of technology on individual and family eating patterns.
	Accessing Resources	Describe situations that may require professional help with nutrition and fitness.
	Decision Making	Choose healthy alternatives when making a dietary decision.
	Goal Management	Assess how current personal health practices might affect long-term physical health and wellness.

Grade	Skill focus	Skill objective
8	Goal Management	Develop a goal to adopt, maintain, or improve a physical health practice.

Healthy Balance
BPS Health Education Frameworks
High School, grades 9 - 12

Grade	Skill focus	Skill objective
9	Analyzing Influences	Evaluate how the school and community can affect dietary practices and behaviors. Analyze how different cultures support and challenge dietary beliefs, practices, and behaviors. Analyze how some health risk behaviors can influence the likelihood of making unhealthy dietary choices.
	Accessing Resources	Evaluate the validity of physical health information, products, and services regarding the nutritional needs of males and females. Use resources from home, school, and community that provide valid information about the relationship between gender and physical wellness.
	Decision Making	Predict the potential short-term and long-term impact of different physical activity options on self and others. Defend the healthy choices when making decisions related to physical activity. Evaluate the effectiveness of decisions related to physical activity.

Grade	Skill focus	Skill objective
10	Accessing Resources	Use resources from home, school, and community that provide valid health information regarding needs for nutrition and physical activity at each life stage.
	Goal Management	Develop a plan to attain a physical fitness goal that addresses strengths, needs, and risks. Implement strategies and monitor progress in achieving a physical fitness goal.

Grade	Skill focus	Skill objective
11-12	Accessing Resources	Use resources from home, school, and community that provide valid health information regarding food sustainability and environmental health. Determine the accessibility of products and services that enhance both nutritional and environmental health.

Healthy Lifestyle
BPS Health Education Frameworks
Elementary School, grades K - 5

Grade	Skill focus	Skill objective
K	Health Advocacy	Make requests that will help you figure out whether a household item is safe to eat, drink, or take as medication.

Grade	Skill focus	Skill objective
1	Accessing Resources	Identify ways to locate school and community health personnel who can help you differentiate between what is poisonous and what is not.

Grade	Skill focus	Skill objective
2	Accessing Resources	Identify trusted adults and professionals who can help respond to a possible poisoning or overdose and how to contact them in an emergency.
	Interpersonal Communication	Demonstrate ways to respond when someone is smoking in your vicinity.

Grade	Skill focus	Skill objective
3	Interpersonal Communication	Demonstrate the use of refusal skills to avoid or stop using cigarettes or other tobacco products.
	Health Advocacy	Encourage others to make positive choices to cope with substance abuse and addiction within their families and/ or communities.

Grade	Skill focus	Skill objective
4	Goal Management	Identify resources to assist in achieving a personal stress-management goal without using alcohol, tobacco, or other drugs.

Grade	Skill focus	Skill objective
5	Decision Making	Describe the outcomes of the following decisions: to use cigarettes, to use other tobacco products, and to abstain from tobacco use altogether.

Healthy Lifestyle
BPS Health Education Frameworks
Middle School, grades 6 - 8

Grade	Skill focus	Skill objective
6	Interpersonal Communication	Demonstrate effective conflict management and resolution strategies in response to peer pressure to drink alcohol and/or use drugs or tobacco products.
	Goal Management	Describe how personal health goals can suffer from the changing abilities, priorities, and burdens that can result from addiction.

Grade	Skill focus	Skill objective
7	Analyzing Influences	Analyze how messages from the media influence illegal drug use. Analyze how the school and community can influence illegal drug use.
	Interpersonal Communication	Demonstrate refusal and negotiation skills to avoid or reduce peer pressure to use tobacco.
	Decision Making	Predict the potential short-term impact of tobacco, alcohol, and drug-related alternatives on self and others.

Grade	Skill focus	Skill objective
8	Analyzing Influences	Describe how alcohol, tobacco, and other drug use can influence the likelihood of further health risks for individuals and families.
	Decision Making	Identify substances that can help or hinder healthy decision-making. Distinguish between when an individual is able to make a personal decision regarding substance use, or when collaborative decision-making is most appropriate and effective, for example, in a case of drunk driving or addiction.

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Healthy Lifestyle
BPS Health Education Frameworks
High School, grades 9 -12

Grade	Skill focus	Skill objective
9	Interpersonal Communication	Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce risk-taking related to alcohol, tobacco, and other drugs.
	Goal Management	Develop a plan to attain a personal health goal related to reducing or avoiding substance use that addresses your personal strengths, needs, and risks. Implement strategies and monitor progress in achieving a personal health goal related to reducing or avoiding substance use.
	Health Advocacy	Adapt health messages and communication techniques related to alcohol, tobacco, and other drugs to a specific target audience, including youth who have used tobacco and/ or alcohol but have not used other drugs.

Grade	Skill focus	Skill objective
10	Analyzing Influences	Analyze how the family influences individual substance use. Analyze the influence of personal values and beliefs on individual substance use.
	Interpersonal Communication	Use skills for communicating effectively with family, peers, and others to respond effectively to bullying and cyberbullying. Demonstrate strategies to prevent, manage, or resolve bullying and cyberbullying without harming self or others.
	Decision Making	Examine barriers that can hinder healthy and consensual decision-making in sexual or potential sexual situations. Generate alternative courses of action for situations in which sexual activity would not be consensual.
	Health Advocacy	Work cooperatively as an advocate for improving personal, family, and community skills for coping with stress. Adapt health messages and communication techniques to send messages about coping with stress to a specific target audience.

Healthy Lifestyle
BPS Health Education Frameworks
High School, grades 9 -12

Grade	Skill focus	Skill objective
11-12	Health Advocacy	Utilize accurate peer and societal norms to formulate a health-enhancing message regarding local, state, and national laws and regulations about alcohol, tobacco, and other drugs. Work cooperatively as an advocate for improving personal, family and community health through addressing local, state, and national laws and regulations about alcohol, tobacco, and other drugs.

Healthy Body/Safe Body
BPS Health Education Frameworks
Elementary School, grades K-5

Grade	Skill focus	Skill objective
K	Accessing Resources	Identify ways to locate and contact emergency helpers in the school and community.
	Interpersonal Communication	Demonstrate ways to tell a trusted adult if threatened or harmed by unsafe or inappropriate touch.
	Decision Making	Identify situations in which a health-related decision is needed to prevent and control the spread of disease, for example, to promote cleanliness or to control the spread of a cold.
	Health Advocacy	Make requests for the materials necessary to wash your hands and brush your teeth, such as soap, toothpaste, and a toothbrush.

Grade	Skill focus	Skill objective
1	Accessing Resources	Identify trusted adults and professionals who can help maintain safety and address safety concerns.
	Interpersonal Communication	Demonstrate effective ways to express when you are feeling sick.
	Decision Making	Differentiate between situations when a safety-related decision can be made individually or when assistance is needed.
	Goal Management	Identify a short-term goal to reduce your risk of catching a cold or getting the flu and take action toward achieving the goal.
	Health Advocacy	Encourage peers to make positive health choices when dealing with minor injuries.

Grade	Skill focus	Skill objective
2	Interpersonal Communication	Demonstrate ways to respond when an adult puts you in an unwanted, threatening, or dangerous situation. Demonstrate ways to tell a trusted adult if threatened or harmed by a different adult.
	Decision Making	Differentiate between situations when a gun-related decision can be made individually or when adult and/or professional assistance is needed.
	Health Advocacy	Encourage peers to make choices that support their personal safety.

Healthy Body/Safe Body
BPS Health Education Frameworks
Elementary School, grades K-5

Grade	Skill focus	Skill objective
3	Analyzing Influences	Identify the influence of the local environment (both the natural and constructed elements) on health practices and behaviors.
	Decision Making	List healthy options related to sleep patterns. Predict the potential outcomes of each option when making sleep-related decisions in the evening or at night.
	Health Advocacy	Encourage others to make positive choices to get themselves out of unsafe situations and to improve the safety of situations that they choose not to leave.

Grade	Skill focus	Skill objective
4	Analyzing Influences	Describe ways that technology can influence knowledge and beliefs about HIV/ AIDS.
	Accessing Resources	Locate resources from home, school, and community that provide valid information about first aid that involves blood and other body fluids.
	Interpersonal Communication	Demonstrate effective nonviolent strategies to manage or resolve potentially violent conflicts.
	Decision Making	Analyze when assistance is needed in making a decision about responding to actual or attempted sexual abuse or abduction.
	Health Advocacy	Express opinions and give accurate information about violence in the school and community.

Healthy Body/Safe Body
BPS Health Education Frameworks
Elementary School, grades K-5

Grade	Skill focus	Skill objective
5	Analyzing Influences	Identify how peers can influence violent and nonviolent actions.
	Accessing Resources	Locate resources from home, school, and community that provide valid information about reducing and preventing violence.
	Interpersonal Communication	Demonstrate effective verbal and nonverbal communication skills while discussing the physical changes that the reproductive system undergoes during puberty.
	Decision Making	Describe the outcomes of a decision to join a gang and describe the outcomes of a decision to *not* join a gang.
	Health Advocacy	Encourage students and teachers to make healthy choices to promote a positive and safe school climate.

Grade	Skill focus	Skill objective
6	Analyzing Influences	Describe the influence of culture (including subcultures and American pop culture) on beliefs, practices, and behaviors related to one's own physical appearance and body image.
	Accessing Resources	Locate resources from home, school, and community (such as counselors, law enforcement, and faith-based groups) that teach about healthy behaviors in teen dating relationships.
	Interpersonal Communication	Demonstrate effective conflict management and resolution strategies to use when responding to inequality, prejudice, and discrimination.
	Decision Making	Distinguish between safe and unsafe alternatives in school crisis situations.
	Goal Management	Describe how reproductive health goals can vary with changing abilities, priorities, and responsibilities.
	Health Advocacy	State a safety-enhancing position on injury prevention and support it with accurate information.

Healthy Body/Safe Body
BPS Health Education Frameworks
Middle School, grades 6-8

Grade	Skill focus	Skill objective
7	Accessing Resources	Analyze the validity of sexual health information, products and services. Describe situations that may require professional medical services to address sexual health needs.
	Interpersonal Communication	Apply effective verbal and nonverbal communication skills to address conflicts within dating relationships. Apply effective verbal and nonverbal communication skills to tell a trusted adult about abuse within a dating relationship.
	Decision Making	Analyze the impact of a health-related decision on growth and development.
	Goal Management	Develop a goal to adopt, maintain, or improve a method of managing one or more of the physical changes of adolescence.
	Health Advocacy	Demonstrate how to influence and support others to make positive and safe health choices in crisis and first aid situations.

Grade	Skill focus	Skill objective
8	Analyzing Influences	Explain how school and public health policies can influence sexual health promotion and the prevention of sexually transmitted infections and unplanned pregnancies.
	Accessing Resources	Locate valid and reliable products and services for finding employment.
	Interpersonal Communication	Demonstrate how to ask for assistance to address sexual abuse or child abuse experienced by self or someone else.
	Decision Making	Determine when situations involving sun exposure require the application of a thoughtful decision making process.
	Goal Management	Develop a goal to adopt, maintain, or improve a positive sexual health practice. Apply strategies and skills needed to attain a sexual health goal and to compensate when something unexpected happens.
	Health Advocacy	Identify ways in which health messages and communication techniques can be altered for different audiences, for example, for people at different stages of the human life cycle.

Grade	Skill focus	Skill objective
9	Analyzing Influences	Evaluate the impact of technology on HIV prevention. Analyze how public health policies and government regulations can influence HIV prevention.
	Accessing Resources	Evaluate the validity of medical information, products, and services. Determine when professional medical services may be required. Access valid and reliable medical products and services.
	Interpersonal Communication	Demonstrate how to ask for assistance from health care providers and offer assistance to others in dealing with health care providers.
	Decision Making	Determine the value of applying a thoughtful decision-making process in situations related to purchasing health-related products. Generate alternatives to issues or problems related to personal balance and wellness. Justify when individual or collaborative decision making is appropriate when purchasing health-related products.
	Goal Management	Assess personal health practices in first-aid situations and how they relate to your overall health status.
	Health Advocacy	Utilize accurate peer and societal norms to formulate a health-enhancing message about domestic violence prevention and response. Demonstrate how to influence and support others to make positive and peaceful health choices to prevent, reduce, or respond to domestic violence.

Grade	Skill focus	Skill objective
10	Analyzing Influences	Analyze how the perceptions of sexual norms influence healthy and unhealthy sexual behaviors.
	Accessing Resources	Determine the accessibility of products and services that enhance prenatal health. Determine when professional health services may be required to address prenatal health issues.
	Interpersonal Communication	Demonstrate how to ask for and offer assistance to enhance the sexual health of self and partners over the life cycle. Demonstrate refusal, negotiation, and collaboration skills to enhance sexual health and avoid or reduce sexual health risks in sexual relationships.
	Decision Making	Generate alternative courses of action for responding to signs of suicide or destructive behavior in a friend or classmate. Evaluate the effectiveness of different responses to signs of suicide or destructive behavior in a friend or classmate.
	Goal Management	Develop a plan to attain CPR skills that addresses strengths, needs, and risks. Implement strategies and monitor progress in achieving a goal to attain CPR skills.
	Health Advocacy	Work cooperatively as an advocate for improving personal, family, and community prevention of harassment and rape. Adapt health messages and communication techniques regarding harassment and rape to a specific target audience.

Grade	Skill focus	Skill objective
11-12	Analyzing Influences	Analyze how public health policies and government regulations can influence the treatment and management of illness.
	Accessing Resources	Evaluate the validity of health information, products, and services for diagnosing and treating HIV/AIDS in your community, and compare it with what is available in other areas of the United States and around the world.
	Interpersonal Communication	Demonstrate strategies to prevent, manage, or resolve consumer conflicts without harming self or others.
	Decision Making	Examine barriers that can hinder healthy decision-making regarding environmental issues. Justify when individual or collaborate decision making is appropriate when the environment is at risk. Predict the potential short-term and long-term impact of each ecological alternative on self, others, and the environment.
	Goal Management	Assess personal health practices and overall health status with regards to the diseases and chronic health problems common in your demographic. Formulate an effective long-term personal health plan considering the leading causes of death for different age groups.

Grade	Skill focus	Skill objective
K	Analyzing Influences	Identify how the family influences personal feelings and behaviors.
	Interpersonal Communication	Demonstrate ways to respond to unwanted, threatening, or dangerous teasing.
	Goal Management	Identify who can help you achieve a personal health goal designed to support your success in school.

Grade	Skill focus	Skill objective
1	Analyzing Influences	Describe how the media can influence how friends and family treat each other.
	Interpersonal Communication	Demonstrate listening skills to identify when one of your peers is experiencing a strong positive or negative feeling.
	Decision Making	Differentiate between times in school when a conduct-related decision can be made individually or when assistance is needed.
	Health Advocacy	Encourage peers to make positive choices to work hard in school and put effort and energy towards success.

Grade	Skill focus	Skill objective
2	Analyzing Influences	Identify what the school can do to support positive attitudes and interpersonal respect.
	Accessing Resources	Identify ways to locate adults in the school and community who can help you cope with the loss of a loved one and with other family struggles.
	Goal Management	Identify who can help when assistance is needed to achieve a goal related to reducing screen time and increasing physical activity.

Grade	Skill focus	Skill objective
3	Accessing Resources	Identify characteristics of valid websites that offer health information, products, and services.
	Interpersonal Communication	Demonstrate effective verbal and nonverbal communication skills to respond to and reduce bullying, teasing, and name-calling.
	Decision Making	Predict the potential outcomes of each option when making a decision about an interpersonal conflict.
	Goal Management	Set a goal with a team and work together to track progress toward its achievement.

Grade	Skill focus	Skill objective
4	Accessing Resources	Locate resources from home, school, and community that provide valid information about different individual experiences of puberty.
	Interpersonal Communication	Demonstrate nonviolent strategies to manage or resolve conflict that stems from intolerance.
	Health Advocacy	Express respectful opinions and give accurate information about people with physical disabilities.

Grade	Skill focus	Skill objective
5	Analyzing Influences	Explain how media use influences thoughts, feelings and health behaviors through the messages sent through the media and the habits formed by media use.
	Accessing Resources	Identify characteristics of valid information, products, and services that can help you learn about your own and other ethnic groups.
	Interpersonal Communication	Demonstrate how to ask for assistance to address your personal feelings and to meet your needs during puberty.
	Goal Management	Set a goal about coping with difficult feelings in a constructive way and track progress toward its achievement.
	Health Advocacy	Express respectful opinions and give accurate information about sexual orientation.

Healthy Minds
BPS Health Education Frameworks
Middle School, grades 6-8

Grade	Skill focus	Skill objective
6	Analyzing Influences	Examine how the family influences the mental health of adolescents. Describe how peers influence positive and negative mental health behaviors.
	Accessing Resources	Determine the accessibility of safe spaces and resources for enhancing mental health.
	Interpersonal Communication	Demonstrate effective conflict management and resolution strategies to use when a peer has hurt your feelings or when you see someone else's feelings being hurt by a peer.
	Decision Making	Distinguish when individual or collaborate decision-making is appropriate within a family.
	Health Advocacy	State a health-enhancing position on environmental issues and support it with accurate information.

Grade	Skill focus	Skill objective
7	Accessing Resources	Describe situations that may require professional mental health services. Locate valid and reliable mental health products and services.
	Interpersonal Communication	Apply effective verbal and nonverbal communication skills to express positive and negative feelings and enhance emotional health.
	Goal Management	Develop a goal to adopt, maintain, or improve family health practices regarding the raising of children.
	Health Advocacy	Demonstrate how to influence and support others to make positive and caring choices in social situations in person and online.

Healthy Minds
BPS Health Education Frameworks
Middle School, grades 6-8

Grade	Skill focus	Skill objective
8	Analyzing Influences	Explain the influence of personal values and beliefs on violent and nonviolent behaviors. Explain how perceptions of norms influence violent and nonviolent behaviors.
	Accessing Resources	Access valid information from home, school, and community regarding sexual discrimination and sexual harassment.
	Interpersonal Communication	Apply effective verbal and nonverbal communication skills to respond to prejudice and enhance interpersonal relationships.
	Decision Making	Determine when gang-related situations require the application of a thoughtful decision making process.
	Goal Management	Develop a long-term career goal and identify relevant short-term goals.
	Health Advocacy	Work cooperatively with other youth and adults in the school and community to advocate for HIV/AIDS awareness and taking steps to prevent HIV infection.

Grade	Skill focus	Skill objective
9	Analyzing Influences	Analyze how peers influence consensual and coercive sexual behaviors. Evaluate the effect of media on the process of giving and getting consent during sexual activity.
	Accessing Resources	Use resources from home, school, and community that provide valid information about mental and emotional health. Determine the accessibility of products and services that enhance mental and emotional health.
	Interpersonal Communication	Use skills for communicating effectively with family, friends, and trusted adults about the personal identity development of self and others, including gender identity and sexual orientation. Demonstrate strategies to prevent, manage, or resolve negative emotions and interpersonal conflicts regarding gender identity and sexual orientation without harming self or others.
	Decision Making	Examine barriers that can hinder healthy decision making related to personal balance and wellness. Generate alternatives to issues or problems related to personal balance and wellness. Evaluate the effectiveness of decisions related to personal balance and wellness.
	Goal Management	Formulate an effective reproductive health plan for your teenage years that incorporates abstinence and/or safer sex practices.
	Health Advocacy	Work cooperatively as an advocate for improving personal, family, and community sexual violence prevention and response.

Grade	Skill focus	Skill objective
10	Analyzing Influences	Analyze how the perceptions of gender norms influence positive and negative behaviors.
	Accessing Resources	Access valid and reliable products and services that contribute to healthy childcare and child rearing.
	Interpersonal Communication	Use skills for communicating effectively with family, friends, trusted adults, and dating partners themselves to enhance the health of current and/or future dating relationships. Demonstrate strategies to prevent, manage, or resolve conflicts between dating partners without harming self or others.
	Decision Making	Examine barriers that can hinder healthy decision-making in dating relationships. Justify when individual or collaborative decision-making is appropriate with regards to dating and romantic relationships. Defend the healthy choice when making decisions regarding dating and romantic relationships.
	Goal Management	Assess family health practices and overall family health status regarding character development and healthy relationships. Formulate an effective long-term family health plan to promote character development and healthy relationships.
	Health Advocacy	Utilize accurate peer and societal norms to formulate a health-enhancing message about when a person is ready to become a parent. Demonstrate how to influence and support others to make positive health choices with regards to becoming or not becoming a parent.

Grade	Skill focus	Skill objective
11-12	Analyzing Influences	Analyze how the family has influenced the health of its members throughout various historical periods, including the present.
	Interpersonal Communication	Demonstrate how to ask for and offer assistance to enhance the medical treatment of self and others.
	Decision Making	Examine barriers that can hinder healthy decision-making when ending a dating relationship. Predict the potential short-term and long-term impact of each alternative break-up method on self and ex-partner.
	Goal Management	Develop a plan to attain a personal career goal that addresses strengths, needs, and risks. Implement strategies and monitor progress in achieving a personal career goal.
	Health Advocacy	Utilize accurate peer and societal norms to promote dialogue regarding issues that relate to race, gender, and class power and privilege. Work cooperatively as an advocate for improving personal, family and community health through promoting health equity by race, gender, and class.