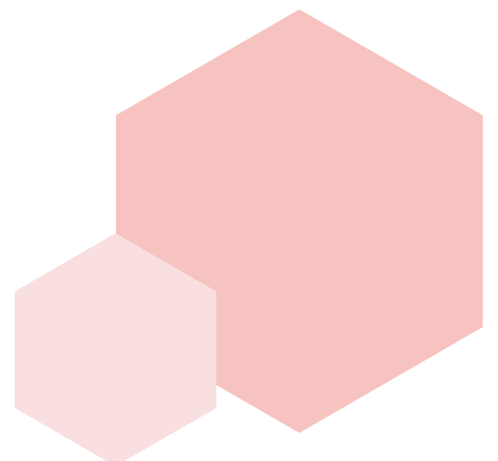




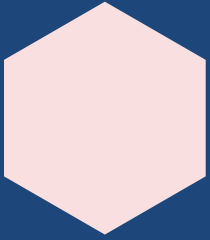
Curriculum Overview

Teaching Health with Lessonbee



Introduction

A well-rounded health curriculum motivates students to improve and maintain their health, prevent disease, and reduce risky behaviors. Whether it's absenteeism or academic performance that schools seek to improve, it all comes back to student health. But many schools lack the resources, expertise, and time necessary to deliver culturally responsive health education that addresses the complex health challenges of today's youth and empowers them to manage and nurture their health at school and at home, and to promote health in their communities. That's why we created Lessonbee.



Problem: US students receive fewer than 10 hours of health education every year, far less than the 40 - 50 hours required to affect behavior change. These hours are not tracked or validated.

Solution: Lessonbee automates delivery of 40+ verified hours of comprehensive health instruction per student per year, and tracks the impact on school climate and student behavioral outcomes.

Lessonbee provides the standards-aligned, interactive software school districts need to deliver comprehensive and culturally responsive sustaining health education across the curriculum, and reverse the downward spiral to mental, emotional, and physical health challenges that often start by middle school. We align to health education standards in New York, Illinois, Texas, and California; National Health Education Standards (NHES) from the Centers for Disease Control (CDC), and; sex education standards by the Sexual Information and Education Council of the United States (SIECUS).

Our content leverages developmentally appropriate learning strategies to teach students how to communicate effectively, make informed decisions, reduce stress, build healthy relationships and set goals. Powered by a cloud-based learning platform, our interactive lessons provide a personalized learning journey that ensures every student feels confident, connected, and worthy of health and success.

Thank you for considering our program and welcome to **Lessonbee.**



Research shows traditional health classes can have a negative impact on student health. This ranges from making students feel "pressured," to reinforcing misconceptions and gender/sex norms that make students feel "different." This is why we use gamification, reflection, and assessment to support culturally responsive teaching practices designed to facilitate trust in the classroom and help move students toward independent learning.



Our Approach

Gamification

We use leaderboards and badges to create “healthy competition” among students to build health knowledge and skills.

Interactivity

Our interactive courses adapt based on learner choices to create a personalized learning experience.

Storytelling

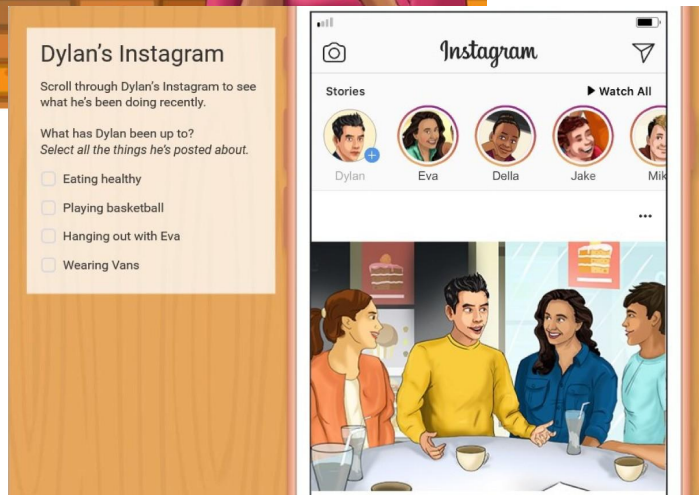
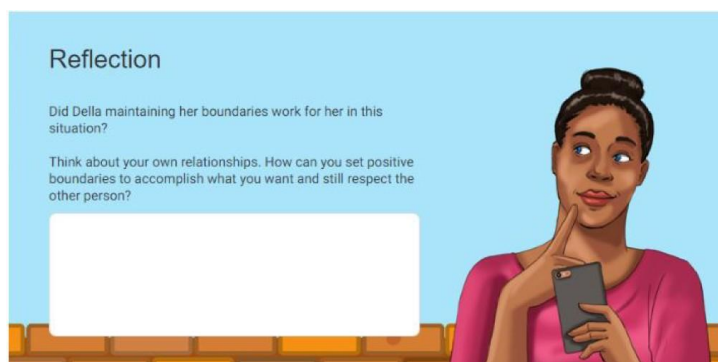
We craft relatable stories with realistic characters and dialogue that build connections and student investment.

Reflection

We provide tools and resources for students to engage in regular 1:1, group, and self-reflection activities.

Assessment

With HealthIQ, students can track progress toward health goals, while educators can keep a pulse on individual student wellness and overall school climate.



How Lessonbee Works

Lessonbee can be easily adapted to fit your health class needs, whether it's a year-long or semester course, credit recovery, and even advisory blocks. Teachers, counselors, and parents can use Lessonbee with whole groups, small groups, or for 1:1 instruction. While we have outlined a suggested scope and sequence, we recognize the varying health education policies and constraints and support teaching our curriculum in the order that makes the most sense for your students' needs.

Adaptable Scope & Sequence

Our content ranges in duration from a few minutes of video to 45-minute interactive modules, which are called courses, and enhanced by suggested teacher-led extension activities outlined in our Teacher Guides. A class can consist of multiple lessons and extension activities. Classes are set up within the Lessonbee platform.

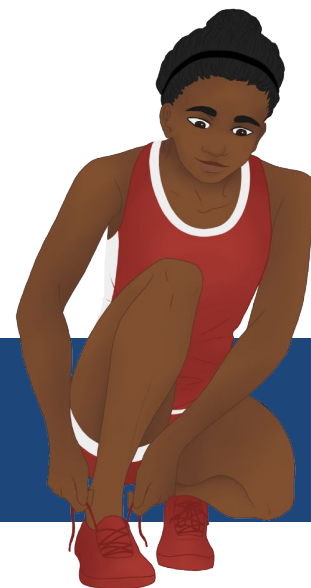
Depending on how much time one has, teachers can determine whether to have students complete content during class time or at home (flipped model). In a flipped model, classroom time can be used for conversation, reflection, and assessment, supported by extension materials in the associated Teacher Guide. Teachers can make instructional choices about how much of the extension materials to use alongside our digital content.

If a teacher is using our courses plus extension materials we recommend starting with the course and using all extension activities over subsequent sessions to leave ample time for conversation, reflection, and assessment, before moving on to the next course. If a teacher is only assigning the course content, we recommend assigning one course per session.

While units can be assigned in any order, we do recommend that courses are assigned in order as some storylines may build on prior courses.

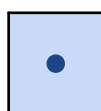


Our health education curriculum is designed for grades 5 - 12. National Health Education Standards set criteria for what young people need to know and be able to do by grades 2, 5, 8, and 12, while many state standards set specific expectations for each grade level. Therefore, we've created content that spans multiple grade levels while having a concentration of alignment at a particular grade level across multiple state standards, and provide a suggested scope and sequence with content identified as recommended, appropriate, and not aligned.

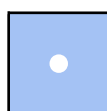


Alignment

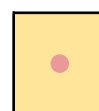
* Available in English and Spanish language + Available as video-based class



Recommended



Appropriate



Not aligned

Unit	Course	5th	6th	7th	8th	9th	10th	11th	12th
Human Development	How the Body Works	Not aligned	Recommended	Recommended	Recommended	Appropriate	Not aligned	Not aligned	Not aligned
	Caring for the Body	Not aligned	Recommended	Recommended	Recommended	Appropriate	Not aligned	Not aligned	Not aligned
	Making Healthy Choices	Not aligned	Recommended	Recommended	Recommended	Appropriate	Not aligned	Not aligned	Not aligned
	Physical Health Bundle (includes all 3 modules in one course)								
*+ Mental Health	What is Mental Health	Not aligned	Recommended	Recommended	Recommended	Appropriate	Not aligned	Not aligned	Not aligned
	Managing Stress and Building Resilience	Not aligned	Recommended	Recommended	Recommended	Appropriate	Not aligned	Not aligned	Not aligned
	Mental and Emotional Disorders	Not aligned	Recommended	Recommended	Recommended	Recommended	Appropriate	Appropriate	Appropriate
	Mental Health Bundle (includes all 3 modules in one course)								

Alignment

Unit	Course	5th	6th	7th	8th	9th	10th	11th	12th
+Tobacco Use Prevention	How Vaping Affects the Body	•	•	•	•	•	•	•	•
	The Dangers of Tobacco and Nicotine	•	•	•	•	•	•	•	•
+Drug and Alcohol Use Prevention	How Drugs Affect the Body	•	•	•	•	•	•	•	•
	The Risks of Alcohol Abuse	•	•	•	•	•	•	•	•
+Substance Abuse Prevention	Substance Abuse Prevention Bundle (includes all 3 modules in one courses)								
	Substance Abuse Prevention + Vaping Bundle (includes all 4 modules in one course)								
Reproduction and Pregnancy	Reproductive Health System Review	•	•	•	•	•	•	•	•
	Uses of the Reproductive System	•	•	•	•	•	•	•	•
	Pregnancy Prevention and Risk Reduction Strategies	•	•	•	•	•	•	•	•
	Introduction to Reproduction & Pregnancy Bundle (includes all 3 modules in one course)								
+STD/ HIV Prevention	STD Review	•	•	•	•	•	•	•	•
	HIV/ AIDS Review	•	•	•	•	•	•	•	•
	HIV and STD Prevention Strategies	•	•	•	•	•	•	•	•
	HIV/ AIDS and STD Prevention Bundle (includes all 3 modules in one course)								

Alignment

Unit	Course	5th	6th	7th	8th	9th	10th	11th	12th
Healthy and Intimate Relationships	Communicating and Respecting Boundaries	•	•	•	•	•	•	•	•
	Teen Dating Violence and Conflict Resolution	•	•	•	•	•	•	•	•
	Consent and Abuse of Power	•	•	•	•	•	•	•	•
Injury Prevention and Safety	Cyberbullying and Identity Protection	•	•	•	•	•	•	•	•
	Violence Prevention and Safety	•	•	•	•	•	•	•	•
	Child Trafficking Awareness and Prevention	•	•	•	•	•	•	•	•
	Safety Bundle (includes all 3 modules in one course)								

Curriculum

Module 1: Physical and Mental Health

This module contains courses on how to maintain physical, emotional and mental health by learning about the various body systems, illnesses that contribute to unhealthy outcomes and strategies to improve mental health and cope with stress.

Students will be able to...

- Identify the systems of the body and recognize the stages of growth and development
- Explain the benefits of physically active lifestyle as well as the consequences of inactivity
- Explain the benefits of healthy eating habits as well as the consequences of eating foods high in sugar and fat
- Understand the influences of family, friends, culture, and environment on eating habits and physical health
- Practice behaviors that promote personal health, hygiene, and the prevention of chronic and infectious disease
- Define mental health and explain why mental health is important
- Identify potential triggers and circumstances that can positively or negatively affect mental health
- Evaluate the influence friends, family, culture and environment have on mental health and related behaviors
- Identify the connection between body image and mental health and related behaviors
- Identify warning signs and symptoms of mental health disorders, including anxiety, depression, and eating disorders
- Understand impulse behavior and how it can negatively impact mental, emotional, and physical health

Unit 1: Physical Health

Course 1	How the Body Works
Course 2	Caring for Your Body
Course 3	Making Healthy Choices

Unit 2: Mental Health and Wellness

Course 1	What is Mental Health?
Course 2	Managing Stress and Building Resilience
Course 3	Mental and Emotional Disorders

Curriculum

Module 2: Prevention of Risky Behaviors: Drugs and Alcohol

This module reviews the factors that influence people to try alcohol and drugs, including tobacco; the impact of those choices on the body and mind; and healthy alternatives choices.

Students will be able to...

- Avoid using or experimenting with any forms of alcohol, drugs, and tobacco
- Identify potential triggers that can positively or negatively affect mental health
- Understand the influences family, friends, culture and environment have on drug, alcohol, and tobacco use related behaviors
- Understand the connections of mental and emotional health to drug, alcohol, and tobacco use
- Understand the signs and symptoms, risk factors, triggers, preventative factors, and physical and emotional impacts of addiction
- Apply safety rules and procedures to avoid risky behaviors and injury
- Demonstrate refusal skills when confronted with peer pressure relating to drug, alcohol, and tobacco use
- Understand the legal consequences of drug, alcohol, and tobacco use and abuse
- Identify situations that require intervention related to drug, alcohol and tobacco use and abuse
- Analyze the benefits of leading a drug-free lifestyle

Unit 1: Tobacco Use Prevention

Course 1	How Vaping Affects the Body
Course 2	The Dangers of Tobacco and Nicotine

Unit 2: Drug & Alcohol Use Prevention

Course 1	How Drugs Affect the Body
Course 2	The Risks of Alcohol Abuse

Curriculum

Module 3: Reproduction and Sexual Health

This module reviews the reproductive system, sex, pregnancy, and the impact of risky sexual behavior.

Students will be able to...

- Describe the basic male and female reproductive anatomy
- Describe the uses for different male and female anatomical parts
- Describe how hormones affect growth and development
- Explain how sex can lead to pregnancy
- Explain the stages of pregnancy
- Identify pregnancy prevention strategies including abstinence and birth control
- Identify practices to stay safe should you chose to engage in sexual activity
- Define STDs, HIV, and AIDS and how they affect the body, including the signs, symptoms, and transmission methods
- Differentiate between different types of STDs, including herpes simplexes 1 and 2, chlamydia, gonorrhea, syphilis, trichomoniasis, and pubic lice
- Differentiate between HIV and AIDS
- Describe the process in which HIV affects the immune system
- Describe treatment methods for STDs, HIV, and AIDS
- Examine how the use of drugs and alcohol can affect the likelihood of contracting STDs, HIV, and AIDS, regarding impaired decision making and judgment
- Establish and maintain healthy relationships
- Demonstrate the ability to use decision-making and goal-setting skills to enhance health
- Manage interpersonal conflict in nonviolent ways

Unit 1: Reproduction & Pregnancy

Course 1	Reproductive Health System Review
Course 2	Uses of the Reproductive System
Course 3	Pregnancy Prevention and Risk Reduction Strategies

Unit 2: STD/HIV Prevention

Course 1	STD Review
Course 2	HIV/Aids Review
Course 3	HIV and STD Prevention Strategies

Curriculum

Module 4: Healthy Relationships and Violence Prevention

This module reviews the importance of communicating boundaries and using refusal skills in healthy relationships, how to respond to violence and bullying, and how to avoid potentially dangerous situations that put young people at risk of trafficking or other harm.

Students will be able to...

- Identify the difference between healthy and unhealthy relationships
- Explain the importance of self-advocacy and boundaries in personal relationships
- Identify and apply conflict resolution strategies
- Demonstrate perspective-taking and communication skills for building and maintaining healthy relationships
- Identify strategies to avoid engaging in violence including sexual
- Identify forms of family violence, including physical, mental, and emotional violence
- Demonstrate basic first-aid procedures, including CPR and the choking rescue
- Evaluate the influences of family, friends, culture, and environment have on violence engagement or avoidance
- Recognize the do's and don'ts of social media and internet safety
- Identify signs of abuse of power in relationships and define and recognize legal consent
- Explain how to report inappropriate teacher-student relations
- Identify warning signs of child trafficking and determine ways to stay safe

Unit 1: Healthy Relationships

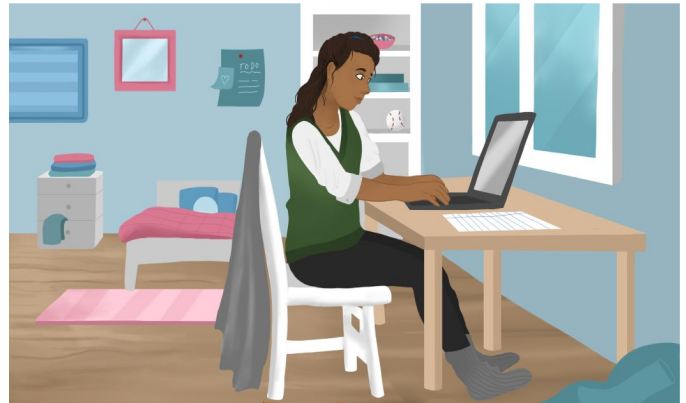
Course 1	Communicating and Respecting Boundaries
Course 2	Teen Dating Violence
Course 3	Consent and Abuse of Power

Unit 2: Injury Prevention and Safety

Course 1	Cyberbullying and Identity Protection
Course 2	Violence Prevention and Safety
Course 3	Child Trafficking Awareness and Prevention

How the Body Works

[Preview Course](#)



This course follows friends Rachel, Isaac, and Liam as they learn about the systems of the human body, the stages of human development, and what contributes to a healthy lifestyle. Through illustration, social media simulations, texting simulations, and interactivity, the student explores the impact of habits on the human body.

National Health Education Standards (HECAT module) 6-8

- PHW 1.8.2
- PHW 7.8.3
- PHW 7.8.4

Illinois (ISBE) Physical Development & Health 5-9

- 22.A.3a
- 22.A.3b
- 23.C.2b
- 23.C.4a

Texas (TEKS) 7-8

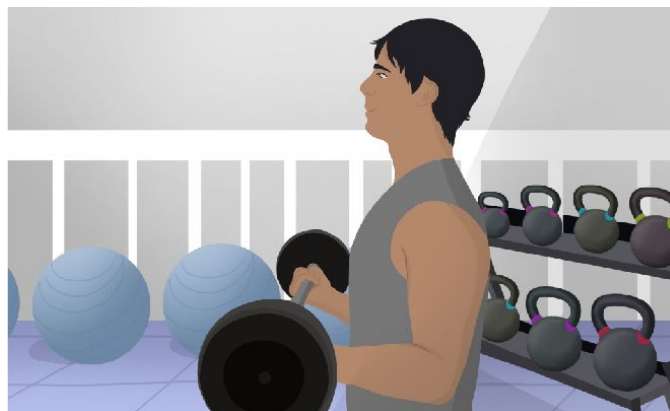
- 1A
- 2A
- 2C
- 2D
- 10B
- 22A

New York (NYSED) 6-8

- SM.I.3
- SM.I.5
- PAN.I.1

Caring for Your Body

[Preview Course](#)



This course follows friends Chioma, Rachel, and Liam as they learn about how to create a healthy and balanced lifestyle with habits, exercise, and dietary choices. Through illustration, social media simulations, texting simulations, and interactivity, the student explores ways to build a long and healthy life.

National Health Education Standards (HECAT module) 6-8

- HE1.8.12
- HE1.8.17
- HE1.8.20
- PHW1.8.2
- PA1.8.1
- PA1.8.2

Texas (TEKS) 7-8

- 7A,
- 7B
- 8A
- 8C
- 9A
- 10A
- 10D

National Health Education Standards (CDC) 6-8

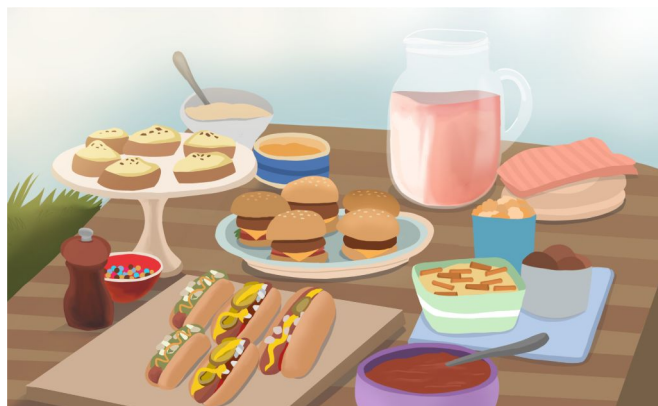
- 7.8.2

Illinois (ISBE) Physical Development & Health 6-9

- 22.A.3a
- 23.A.4a
- 23.C.3a

Making Healthy Choices

[Preview Course](#)



This course follows friends Rachel, Isaac, and Liam as they explore their community for signs of healthy habits and choices, discover their influence on those around them, and start making healthy changes in their daily routines. Through illustration, social media simulations, texting simulations, and interactivity, the student is encouraged to examine their own habits and ways to incorporate healthy choices into their life.

National Health Education Standards (HECAT module) 6-8

- PHW1.8.2
- PHW2.8.6
- PHW2.8.9
- PHW5.8.5
- PHW5.8.7
- PHW7.8.3

Texas (TEKS) 7-8

- 2B
- 7C
- 8B
- 9B
- 10B
- 10C

National Health Education Standards (CDC) 6-8

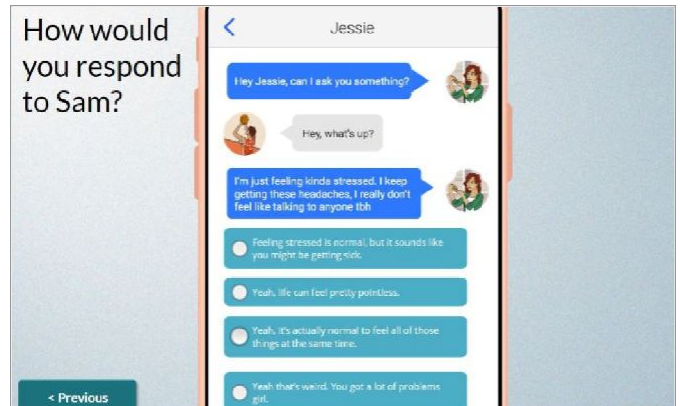
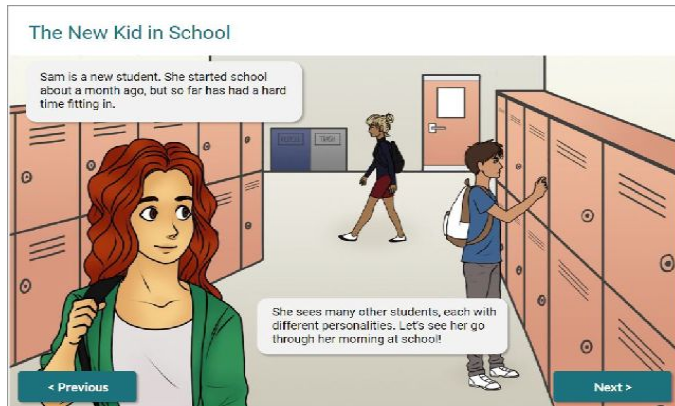
- 2.8.2
- 8.8.2

Illinois (ISBE) Physical Development & Health 6-9

- 22.A.3a
- 22.A.3b
- 23.A.2a
- 23.A.4a

What Is Mental Health?

Preview Course



Students will follow the story of Sam, a new student at school who is struggling with her mental health. Through Sam's journey the students will gain a better understanding of mental and emotional health. Students will assess their understanding of how mental health affects their daily lives and learn how to set goals to improve mental health.

National Health Education Standards (HECAT module) 6-8

- MEH1.8.11
- MEH1.8.29
- MEH4.86
- MEH6.8.2

New York (NYSED) 6-9

- ORH.I.2
- ORH.C.2

New York Mental Health Standards 6-8

- 1A.1b.
- 3D.1a

Texas (TEKS) 7-8

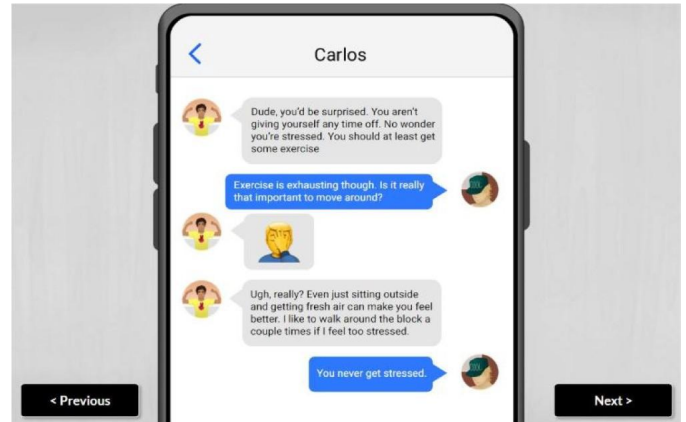
- 3A
- 3B
- 3C
- 4A
- 4B
- 4C
- 6B

Illinois (ISBE) Physical Development & Health 6-8

- 23.C.3a

Managing Stress and Building Resilience

[Preview Course](#)



Students will follow the stories of Chioma, Isaac, and Liam who are all struggling with stress. Through these journeys, the students will learn how to deal with stress, build self-esteem, and apply healthy practices to stressful situations. Students will assess their understanding of various stressors and coping methods.

New York (NYSED) 5-8

- ST.E.1, ST.E.3
- ST.E.4, ST.E.7
- ST.I.1, ST.I.2, ST.I.5
- ST.I.6, ST.I.8
- VP.E.14

New York Mental Health Standards 6-8

- 1A.Ie, 1A.Id
- 1B.Ic, 1B.Id
- 1C.Ia, 1C.Ib

New York Mental Health Standards 9-12

- 1A.Ca

Texas (TEKS) 7-8

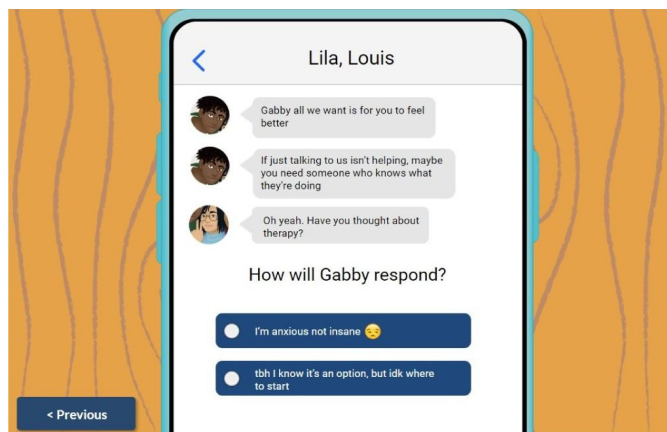
- 3C
- 3E
- 4D
- 5A,
- 5B
- 6C

Illinois (ISBE) Physical Development & Health 6-8

- 23.C.3a

Mental and Emotional Disorders

[Preview Course](#)



Students will follow the story of Gabrielle, who struggles with panic disorder, and Garrett, who struggles with binge eating disorder. Students will learn to distinguish types of anxiety and eating disorders; recognize signs, symptoms, and causes of anxiety and eating disorders; understand impulsive behaviors and their risks; and learn how and when to seek out adequate mental and emotional health services.

National Health Education Standards (HECAT module) 6-8

- MEH1.8.3
- MEH1.8.14
- MEH1.8.15
- MEH1.8.26
- MEH3.8.4
- MEH4.8.7

Texas (TEKS) 7-8

- 3.C
- 4.A
- 5.C
- 6.A
- 6D
- 6.E
- 6F
- 6G

National Health Education Standards (CDC) 6-8

- 2.8.1
- 2.8.3

National Health Education Standards (CDC) 9-12

- 3.12.4

Illinois (ISBE) Physical Development & Health 6-8

- 23.C.3a

New York Mental Health Standards (NYSED) 6-8

- 1A.Ib
- 3A.Ib, 3B.Ia

New York Mental Health Standards (NYSED) 9-12

- 1A.Cd, 1A.Ce.
- 2B.Cc, 3C.Ca

New York SEL Standards 6-8

- 2A.3a

How Vaping Affects the Body

[Preview Course](#)



In this course, students learn the risks of using e-cigs or vaping products; the hazards of chemicals contained in e-cigs and vaping products and the effects they have on the body; and how to set healthy boundaries when pressured to experiment with vaping.

National Health Education Standards (HECAT module) 5-8

- AOD1.8.7
- AOD2.8.3
- AOD2.8.4
- AOD2.8.9
- AOD5.5.3
- AOD5.5.5
- AOD5.8.1
- AOD5.8.4
- AOD7.8.4

Texas (TEKS) 7-8

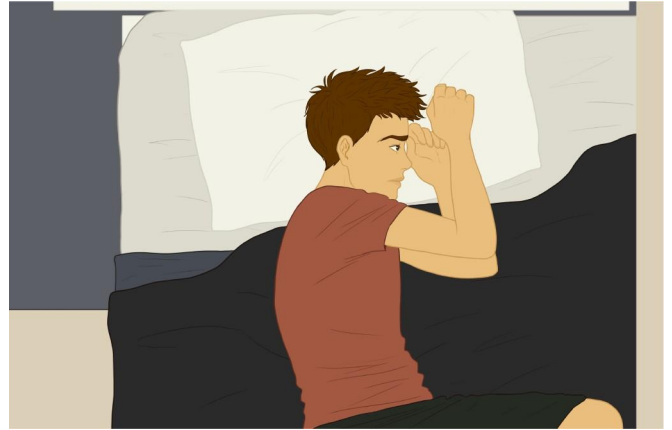
- 15.D
- 16.B
- 17.A
- 17.C
- 18.A

New York Standards (NYSED) 6-8

- AOD.I.5
- AOD.I.6
- AOD.I.7
- AOD.I.9
- AOD.I.12
- AOD.I.5

The Dangers of Tobacco and Nicotine

[Preview Course](#)



In this course, students learn the risks of experimenting with tobacco and nicotine; the short and long term effects tobacco and nicotine have on the body; situations that may lead to use of tobacco products and nicotine; how using tobacco products can lead to a nicotine dependency; and how to make healthy decisions to prevent tobacco and nicotine dependency.

National Health Education Standards (HECAT module) 6-8

- T1.8.1
- T1.8.3
- T1.8.9
- T2.8.6
- T2.8.9
- T4.8.4
- T5.8.4
- T5.8.5
- T6.8.1

Texas (TEKS) 7-8

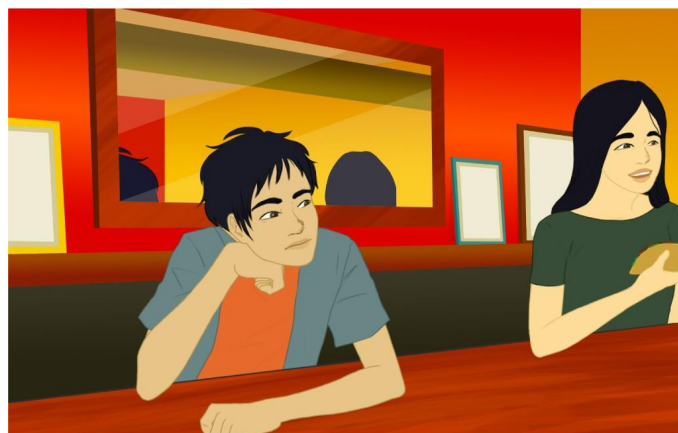
- 18A
- 18.B
- 19.A

New York Standards (NYSED) 6-8

- TB.I.2
- TB.I.4
- TB.I.6
- TB.I.9

How Drugs Affect the Body

[Preview Course](#)



Students learn the risks of abusing prescription drugs and marijuana; the uses and side effects of prescription drugs and marijuana; how the use of prescription drugs and marijuana can affect those around you; and how to set healthy boundaries in situations involving prescription drugs and marijuana.

National Health Education Standards (HECAT module) 6-8

- AOD1.8.2
- AOD1.8.5
- AOD2.8.3
- AOD2.8.9
- AOD5.8.4
- AOD7.8.2

New York Standards (NYSED) 6-8

- AOD.I.3
- AOD.I.4
- AOD.I.5
- AOD.I.7
- AOD.I.10
- AOD.I.14
- AOD.I.15

Texas (TEKS) 7-8

- 15.A
- 15.B
- 15.C
- 16.B
- 18.D

The Risks of Alcohol Abuse

[Preview Course](#)



In this course, students learn the risks of drinking alcohol; the effects alcohol has on the body; how habitual drinking can lead to alcohol dependency; how to set healthy boundaries in situations involving alcohol; and the genetic component to developing alcohol dependence.

National Health Education Standards (HECAT module) 6-8

- AOD1.8.5
- AOD1.8.7
- AOD1.8.8
- AOD2.8.5
- AOD2.8.9
- AOD4.8.4
- AOD4.8.7
- AOD5.8.7
- AOD7.8.2

Texas (TEKS) 7-8

- 15.D
- 16.A, 16.C
- 17.A, 17.B, 17.C
- 18.A, 18.C
- 19.A

New York Standards (NYSED) 6-8

- AOD.I.5
- AOD.I.6
- AOD.I.7
- AOD.I.10
- AOD.I.12
- AOD.I.13
- AOD.I.15

New York SEL Standards 6-8

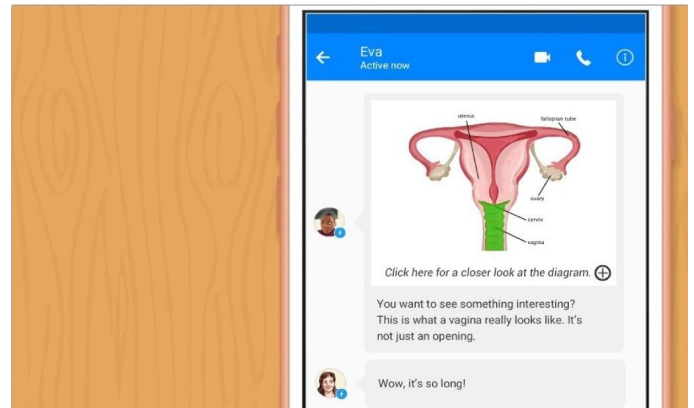
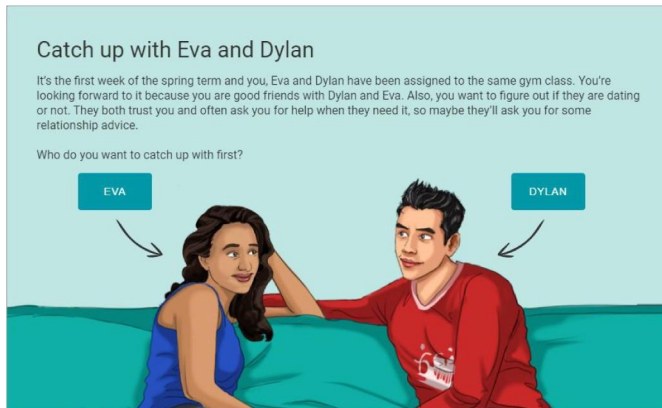
- 3B.3b

New York SEL Standards 9-10

- 3B.4b

Reproductive Health System Review

[Preview Course](#)



This course introduces students to puberty and reproduction. Two main characters Dylan and Eva learn about their reproductive systems and overcome their insecurities about the changes occurring in their bodies. In the process they learn proper terminology for the female and male anatomy and the basic functions of both systems. Students will test their understanding of anatomical terms and functions.

National Health Education Standards (HECAT module) 6-8

- SH 1.8.27
- SH 1.12.5

National Health Education Standards (CDC) 6-8

- 2.8.3
- 5.8.5
- 7.8.2
- 7.8.3

National Sexuality Education Standards 6-8

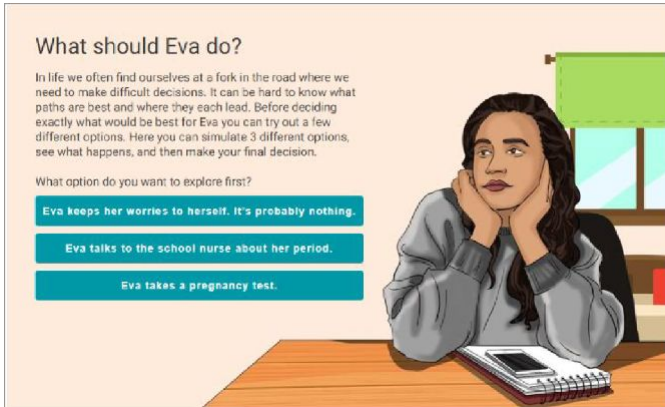
- AP.8.CC.1
- PR.8.CC.1
- HR.8.INF.1

New York Standards (NYSED) 6-9

- SR.I.4
- SR.I.5
- SR.C.8

Uses for the Reproductive System

[Preview Course](#)



In this course, students will identify how menstruation and fertility are connected to pregnancy. Students will also learn the uses of the female and male reproductive system as well as the stages of pregnancy. Students will have the opportunity to assess their understanding of the reproductive systems.

National Health Education Standards (HECAT module) 6-8

- SH1.8.7
- SH1.8.27
- SH1.8.28
- SH1.8.29

Texas (TEKS) 7-8

- 23.A

Illinois (ISBE) Physical Development & Health 6-8

- 23.A

National Sexuality Education Standards 6-8

- AP.8.AI.1
- PD.8.DM.1
- PR.8.AI.1
- PR.8.DM.1
- PR.8.CC.5
- PR.8.AI.3

New York Standards (NYSED) 6-8

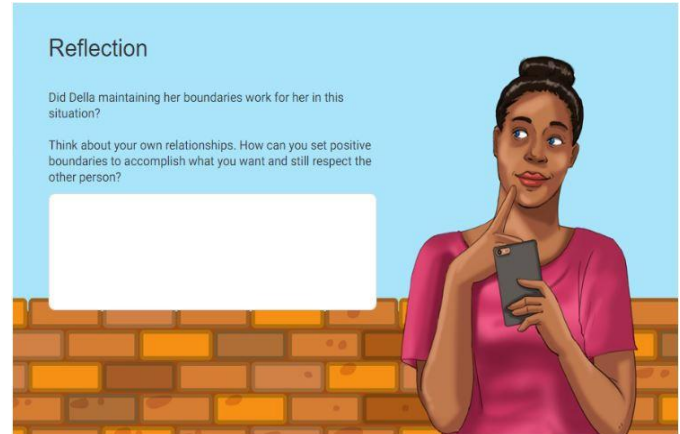
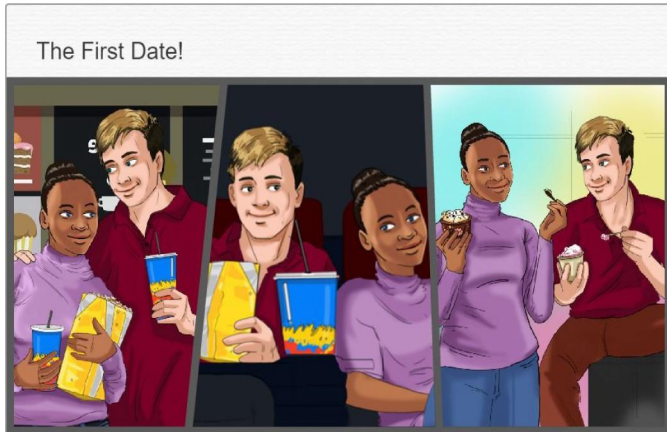
- SR.I.4
- SR.I.5

New York Standards (NYSED) 9-12

- SR.C.8

Pregnancy Prevention and Risk Reduction Strategies

[Preview Course](#)



In this course, students will explore the connection between sexual behavior and health. They will be equipped with preventive strategies leading to safe sexual behavior and to a healthy lifestyle. During the lesson, students will learn healthy communication strategies, identify pregnancy risks, and understand the consequences of unintended pregnancy.

National Health Education Standards (HECAT module) 6-8

- SH4.8.1
- SH5.8.7

Texas (TEKS) 7-8

- 20.A
- 20.B
- 20.E
- 20.G
- 22.B
- 23.K

National Sexuality Education Standards 6-8

- ID.8.INF.1
- PR.8.IC.1
- PR.8.IC.2
- PR.8.CC.2
- PR.8.CC.3
- HR.8.INF.1
- HR.8.IC.1

National Sexuality Education Standards 9-12

- HR.12.IC.2
- HR.12.SM.1

New York Standards (NYSED) 6-8

- SR.I.4
- SR.I.5

New York Standards (NYSED) 9-12

- SR.C.8

STD Review

Preview Course



This course introduces students to sexually transmitted diseases and infections. Three students discover through Instagram that their favorite singer's boyfriend has a herpes sore on his lip, which leads to a larger discussion of risks, symptoms, and treatment of sexually transmitted diseases and infections. Students' understanding of different STDs and how they are contracted is assessed through interactive responses within the lesson.

National Sexuality Education Standards 6-8

- PR.8.CC.3
- AP.8.AI.1
- SH.8.CC.1
- SH.8.AI.1
- SH.8.CC.2
- SH.8.IC.1
- SH.8.GS.1
- SH.8.CC.3

Texas (TEKS) 7-8

- 23.D

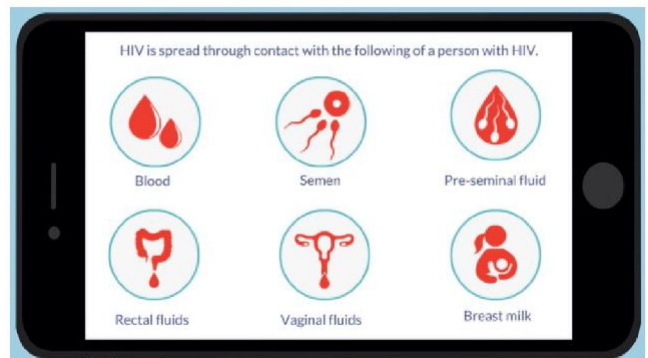
HIV/AIDS Review

[Preview Course](#)

■ You're right, it's party night!



■ HIV and AIDS: Everything you need to know



This course introduces students to HIV and AIDS. The characters learn about the symptoms, treatment, and risk prevention of HIV as a friend has recently been diagnosed with HIV. Students will assess their understanding of HIV and AIDS effects on the body, high risk behaviors of contracting the virus, and prevention strategies through interactive responses within the course.

National Health Education Standards (CDC) 6-8

- 1.8.9

National Health Education Standards (CDC) 9-12

- 2.12.7

National Sexuality Education Standards 6-8

- PR.8.CC.3
- PD.8.DM.1
- SH.8.CC.1, SH.8.CC.2,
- SH.8.CC.3, SH.8.IC.1
- SH.8.AI.1, SH.8.AI.2
- SH.8.GS.1

New York Standards (NYSED) 3-5

- HIV.E.1, HIV.E.2,
- HIV.E.3, HIV.E.4, HIV.E.5

New York Standards (NYSED) 6-8

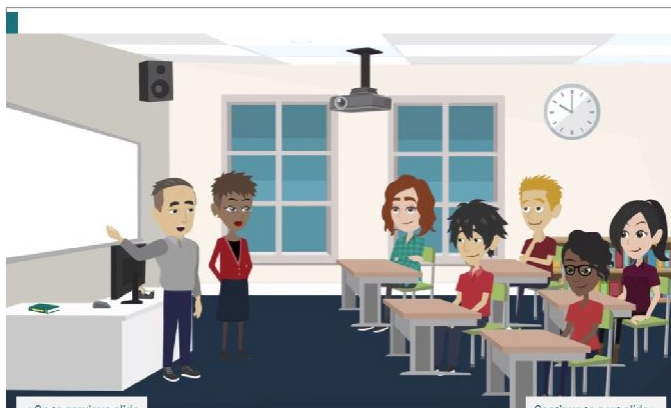
- HIV.I.3, HIV.I.4, HIV.I.5

New York Standards (NYSED) 9-12

- HIV.C.1, HIV.C.2,
- HIV.C.3, HIV.C.4

HIV and STD Prevention Strategies

[Preview Course](#)



This course focuses mainly on condom information and demonstration. It begins with the gym teacher introducing a special visitor in health class. The visitor gives a comprehensive overview and complete demonstration of all condoms and the appropriate way to use them. Male, female, latex, polyurethane, natural skin, ribbed, studded, sensation, thin, extra thick, lubricated and other condoms are discussed as are water, silicone and oil based lubricants with the advantages and risks of each type of lubricant. She also discusses all possible prevention methods, including abstinence as being the safest method of avoiding STD/HIV and pregnancy.

National Health Education Standards (CDC) 6-8

- 1.8.9

National Health Education Standards (CDC) 9-12

- 2.12.7

National Sexuality Education Standards 6-8

- PR.8.CC.3
- PR 8.SM.1
- SH.8.CC.1
- SH.8.AI.1
- SH.8.CC.2
- SH.8.GS.1
- SH.8.SM.1
- SH.8.AI.2

New York Standards (NYSED) 6-8

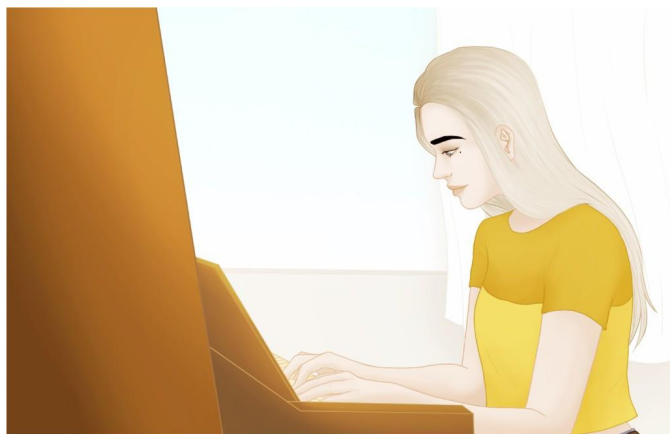
- SR.I.1
- SR.I.2
- SR.I.3
- SR.I.6
- SR.I.8

New York Standards (NYSED) 9-12

- SR.C.3,
- SR.C.4
- SR.C.6
- SR.C.7
- SR.C.9
- SR.C.10
- SR.C.11
- SR.C.12

Communicating and Respecting Boundaries

[Preview Course](#)



This course follows a couple--Ivanna and David--navigating communication issues. The student gets to explore both perspectives as they learn about the 5 love languages, empathetic listening, and the importance of consent and setting personal boundaries. Through texting simulations, social media simulations, interactivity, and vivid illustrations, the student gets to engage with the characters and story while learning how to maintain a healthy relationship.

National Health Education Standards (CDC) 6-8

- 2.8.1, 2.8.3
- 4.8.1, 4.8.2, 4.8.3, 4.8.4

New York Standards (NYSED) 6-8

- CM.I.5
- CM.C.7
- RM.I..2

National Health Education Standards (CDC) 9-12

- 7.12.1

New York Standards (NYSED) 9-12

- CM.C.1
- CM.C.3
- RM.C.1

Texas (TEKS) 7-8

- 3.D, 3.E
- 20.C, 20.D
- 20.E, 20.F
- 21.F

New York SEL Standards 6-8

- 2D.3a.

New York SEL Standards 9-10

- 2A.4a.
- 2A.4b.

Teen Dating Violence and Conflict Resolution

[Preview Course](#)



This course follows Elan, a teen boy who is in an emotionally abusive relationship, and is trying to figure out how to address the situation. The student follows him as he learns about conflict resolution strategies and the signs of teen dating violence. Through a visual novel-like experience with illustrations, social media simulations, texting simulations, and interactivity, the student engages directly with the characters and story.

National Health Education Standards (CDC) 6-8

- 2.8.3
- 4.8.1, 4.8.2, 4.8.3, 4.8.4
- 6.8.3
- 7.8.3

National Health Education Standards (CDC) 9-12

- 1.12.2, 1.12.3, 1.12.8
- 2.12.1

Texas (TEKS) 7-8

- 3.D
- 3.E
- 20.D
- 20.E

Illinois (ISBE) Physical Development & Health 6-8

- 24.A.3b

New York Standards (NYSED) 9-12

- RM.C.4, RM.C.5
- CM.C.6, CM.C.8, CM.C.9
- DM.C.1, DM.C.3
- DM.C.5, DM.C.6
- DM.C.7, DM.C.8
- VP.C.9, VP.C.10, VP.C.11

New York SEL Standards 6-8

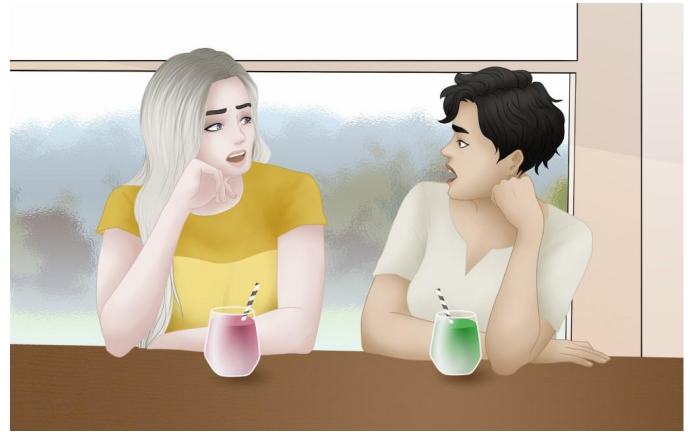
- 2D.3a.

New York SEL Standards 9-10

- 2A.4a.
- 2A.4b.

Consent and Abuse of Power

[Preview Course](#)



This course follows Cassie, a teen girl who is involved in an inappropriate relationship with her teacher. She's not sure what to do when he takes it too far. In a visual novel-like experience with illustrations, social media simulations, texting simulations, and interactivity, the student follows her as she learns about the student-teacher relationship, and that she's not responsible for adult reputations.

National Health Education Standards (CDC) 6-8

- 2.8.1, 2.8.3, 2.8.4

National Health Education Standards (CDC) 9-12

- 1.12.2, 1.12.3
- 4.12.1, 4.12.4
- 5.12.2, 5.12.7

Texas (TEKS) 7-8

- 21.C.v.
- 21.D.
- 21.E.

New York Standards (NYSED) 9-12

- RM.C.4, RM.C.5
- CM.C.6, CM.C.8, CM.C.9
- DM.C.1, DM.C.5, DM.C.6
- VP.C.9, VP.C.10, VP.C.11

Cyberbullying and Identity Protection

[Preview Course](#)



This course follows Lydia and Scott, two students who dream of becoming popular influencers and filmmakers. Lydia has been getting a lot of mean comments and messages from anonymous accounts, and even some classmates. She must learn how to protect herself online, the importance of digital citizenship, and the dangers of cyberbullying.

Scott has been messaging with an online friend for almost a year, and he wants to meet up. After doing some research on internet friends who turned out to be different than they claimed, Scott isn't sure how to be safe about meeting for the first time.

National Health Education Standards (HECAT module) 6-8

- MEH1.8.19, MEH1.8.12
- MEH1.8.21, MEH1.8.22
- MEH2.12.8, MEH4.8.2
- S1.8.11, S2.8.8
- S4.8.2 V1.8.10

Texas (TEKS) 7-8

- 13.A, 13.B
- 13.C, 13.E
- 14.B, 14.C
- 14.D

New York Standards (NYSED) 6-8

- RM.I.6
- CM.I.3, CM.I.6
- VP.I.3, VP.I.4
- VP.I.8, VP.I.14

Illinois (ISBE) Physical Development & Health 6-8

- 24.C.2

New York SEL Standards 6-8

- 2B.3b
- 3B.3b

Violence Prevention and Safety

[Preview Course](#)



This course follows Oscar as he struggles with the environment of violence and gang activity in his community. He is not optimistic about the future, and is at risk of joining a local gang. Through reflection, encouragement from his friends, and adult intervention, Oscar will discover hope for the future again and start making new goals and plans.

National Health Education Standards (HECAT module) 6-8

- S1.8.1, S2.8.3, S3.8.4
- S4.8.5, S5.8.4
- S6.8.1, S7.8.3, S8.8.1
- V1.8.13, V2.8.9
- V3.8.4, V4.8.4
- V5.8.7, V6.8.5
- V7.8.3, V8.8.1

New York Standards (NYSED) 6-8

- UI.I.4
- UI.I.5
- VP.I.2
- VP.I.4
- VP.I.5
- VP.I.9
- VP.I.10
- VP.I.11
- VP.I.12

Texas (TEKS) 7-8

- 11.A
- 12.A
- 12.C
- 12.D
- 14.A

Illinois (ISBE) Physical Development & Health 9-10

- 22.A.4c

Child Trafficking Awareness and Prevention

[Preview Course](#)



This course follows a young girl (Miley) and boy (Oliver) as they grapple with the reality of child trafficking. Through a visual novel-like experience with illustrations, social media simulations, texting simulations, and interactivity, the student learns about the signs of a trafficked individual, stranger danger, how to protect others and yourself, and the different types of child trafficking.

National Health Education Standards (CDC) 9-12

- 1.12.1, 1.12.3
- 5.12.2, 5.12.4
- 7.8.2, 7.8.3

Illinois (ISBE) Physical Development & Health 6-8

- 24.C.3a

Texas (TEKS) 7-8

- 12.A
- 12.B
- 12.E
- 13.B
- 13.D

New York Standards (NYSED) 6-8

- RM.I.8
- AD.I.4

New York Standards (NYSED) 9-12

- RM.C.6
- CM.C.6
- DM.C.8
- AD.C.5
- AD.C.6

New York SEL Standards 6-8

- 1A.3b.
- 1C.3a.
- 2A.3a.

New York SEL Standards 9-10

- 1A.4a.

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Appendix

National Health Education Standards (CDC)

- 1.8.4 Describe how family history can affect personal health.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.3 Analyze how environment and personal health are interrelated.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 3.8.4 Describe situations that may require professional health services.
- 3.8.5 Locate valid and reliable health products and services.
- 3.12.4 Determine when professional health services may be required.
- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.
- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others. Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.
- 5.12.4 Generate alternatives to health-related issues or problems.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.

6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.

7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

7.12.1 Analyze the role of individual responsibility for enhancing health.

National Health Education Standards (HECAT Module)

AOD1.8.2 Differentiate between proper use and abuse of prescription medicines. (HBO 1)

AOD1.8.5 Summarize the negative consequences of using alcohol and other drugs. (HBO 2, 3 & 4)

AOD1.8.7 Describe situations that could lead to the use of alcohol and other drugs. (HBO 2, 3 & 4)

AOD1.8.8 Explain why using alcohol or other drugs is an unhealthy way to manage stress. (HBO 2, 3 & 4)

AOD2.8.3 Explain how social expectations influence healthy and unhealthy alcohol- and other drug-use practices and behaviors.

AOD2.8.4 Explain how personal values and beliefs influence alcohol- and other drug-use practices and behaviors.

AOD2.8.5 Describe how alcohol and other drug use can influence the likelihood of engaging in other unhealthy behaviors.

AOD2.8.9 Analyze how relevant influences of peers affect alcohol- and other drug-use practices and behaviors.

AOD4.8.4 Demonstrate effective peer resistance skills to avoid or reduce alcohol and other drug use.

AOD4.8.7 Demonstrate how to effectively communicate empathy and support to a family member or friend who is trying to quit alcohol or other drug use.

AOD5.5.3 Explain how family, culture, peers, or media influence a decision related to alcohol and other drug use.

AOD5.5.5 Choose a healthy option when making a decision about alcohol and other drug prevention.

AOD5.8.1 Identify circumstances that help or hinder making a decision to be alcohol- and other drug-free.

AOD5.8.4 Explain how family, culture, media, peers, and personal beliefs affect a decision related to alcohol and other drug use.

AOD5.8.7 Choose a healthy alternative when making a decision related to alcohol and other drug use.

AOD7.8.2 Analyze personal practices and behaviors that reduce or prevent alcohol and other drug use.

AOD7.8.4 Make a commitment to practice healthy alcohol- and other drug-use prevention behaviors.

HE1.8.12 Differentiate between nutritious and non-nutritious beverages.

HE1.8.17 Explain how to select healthy foods when dining out.

HE1.8.20 Analyze the benefits of healthy eating

MEH1.8.3 Discuss how emotions change during adolescence. (HBO 1 & 2)

MEH1.8.11 Describe how mental and emotional health can affect health-related behaviors. (HBO 2, 3 & 4)

MEH1.8.12 Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, websites, phone and tablet applications) can negatively impact mental and emotional health. (HBO 2, 3 & 7)

MEH1.8.14 Explain the causes, symptoms, and effects of anxiety. (HBO 2, 3, 4 & 5)

MEH1.8.15 Describe the signs, symptoms, and consequences of common eating disorders. (HBO 2, 4 & 5)

MEH1.8.19 Describe examples of situations that require self control. (HBO 3, 4 & 5)

MEH1.8.21 Describe ways to manage interpersonal conflict nonviolently. (HBO 3, 5 & 7)

MEH1.8.22 Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts. (HBO 3 & 7)

MEH1.8.26 Analyze the risks of impulsive behaviors. (HBO 5)

MEH2.12.8 Analyze the effect of media and technology on personal, family, and community mental and emotional health.

MEH3.8.4 Describe situations that call for professional mental and emotional health services.

MEH4.8.2 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to prevent interpersonal conflict.

MEH4.8.6 Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.

MEH4.8.7 Locate valid and reliable mental and emotional health products.

MEH6.8.2 Set a realistic goal to improve or maintain positive mental and emotional health

PA1.8.2 Explain how physical activity can be incorporated into daily life without special exercise equipment. (HBO 1, 5 & 7)

PHW 1.8.2 Summarize the benefits of getting proper rest and sleep for healthy growth and development

PHW2.8.6 Analyze how relevant influences of family and culture affect personal health and wellness- related practices and behaviors.

PHW2.8.9 Analyze how relevant influences of peers affect personal health and wellness-related practices and behaviors.

PHW5.8.5 Distinguish between healthy and unhealthy alternatives of a personal health and wellness-related decision.

PHW5.8.7 Choose a healthy alternative when making a personal health and wellness-related decision

PHW 7.8.3 Demonstrate healthy practices and behaviors to improve the personal health and wellness of oneself and others.

PHW 7.8.4 Make a commitment to practice positive personal health and wellness-related behaviors.

S1.8.1 Describe ways to reduce risk of injuries while riding in or on a motor vehicle.

(HBO 1, 2, 3 & 8)

S1.8.11 Describe ways to reduce risk of injuries in case of fire. (HBO 3, 4, 5 & 6)

S2.8.3 Explain how social expectations influence healthy and unhealthy safety and injury prevention practices and behaviors.

S2.8.8 Analyze how relevant influences of media and technology affect personal safety and injury prevention practices and behaviors.

S3.8.4 Describe situations that call for professional safety and injury prevention services.

S4.8.2 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal safety of oneself and others.

S4.8.5 Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.

S5.8.4 Explain how family, culture, media, peers, and personal beliefs affect a decision related to safety and injury prevention.

S6.8.1 Assess personal safety and injury prevention practices.

S7.8.3 Demonstrate healthy practices and behaviors to improve safety and injury prevention of oneself and others.

S8.8.1 State a health enhancing position, supported with accurate information, to improve the safety of others.

SH1.8.7 Determine the benefits of being sexually abstinent. (HBO 2)

SH1.8.9 Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy. (HBO 2)

SH1.8.27 Summarize basic male and female reproductive body parts and their functions. (HBO 3, 4 & 8)

SH1.8.28 Describe conception and its relationship to the menstrual cycle. (HBO 4)

SH1.8.29 Identify the emotional, social, physical and financial effects of being a teen parent. (HBO 4)

SH 1.12.5 Describe the range of gender identities and expressions (e.g., cisgender, transgender, non-binary/conforming, expansive). (HBO 3)

SH5.8.7 Choose a healthy alternative when making a sexual health-related decision.

SR.I.4 The risk of pregnancy or infection with STD can be virtually eliminated practicing abstinence from sexual contact.

SR.I.5 Abstinence is the only pregnancy and STD/HIV/AIDS prevention method that is 100% effective, 100% safe and 100% free of side effects.

SR.C.8 There are several effective forms of birth control.

T1.8.1 Describe short- and long- term physical effects of using tobacco. (HBO 1)

T1.8.3 Describe situations that could lead to the use of tobacco. (HBO 1)

T1.8.9 Summarize that tobacco use is an addiction that can be treated. (HBO 1 & 4)

T2.8.6 Analyze how relevant influences of family and culture affect tobacco-related practices and behaviors.

T2.8.9 Analyze how relevant influences of peers affect tobacco-related practices and behaviors.

T4.8.4 Demonstrate how to effectively ask for assistance to quit using tobacco.

T5.8.4 Explain how family, culture, media, peers, and personal beliefs affect a decision related to tobacco use.

T5.8.5 Distinguish between healthy and unhealthy alternatives of a decision related to tobacco use.

T6.8.1 Assess personal tobacco-use practices.

V1.8.10 Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence. (HBO 3)

V1.8.13 Describe short- and long-term consequences of violence to perpetrators, victims, and bystanders. (HBO 3 & 4)

V2.8.9 Analyze how relevant influences of peers affect personal violence prevention practices and behaviors.

V3.8.4 Access valid and reliable violence prevention information from home, school or community.

V4.8.4 Demonstrate healthy ways to manage or resolve conflict to prevent violence.

V5.8.7 Choose a healthy alternative when making a decision that could lead to violence.

V6.8.5 Use strategies and skills to achieve a personal goal to prevent violence.

V7.8.3 Demonstrate violence prevention practices and behaviors to improve the health of oneself and others.

V8.8.1 State a health-enhancing position on a violence prevention topic, supported with accurate information, to improve the health of others.

National Sexuality Education Standards

AP.8.AI.1 Identify accurate and credible sources of information about sexual health.

AP.8.CC.1 Describe male and female sexual and reproductive systems including body parts and their functions.

HR.8.IC.1 Demonstrate communication skills that foster healthy relationships.

HR.8.IC.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

HR.8.INF.1 Analyze the ways in which friends, family, media, society and culture can influence relationships.

HR.12.SM.1 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.

ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.

PD.8.DM.1 Demonstrate the use of a decision making model and evaluate possible outcomes of decisions adolescents might make.

PR.8.AI.1 Identify medically accurate resources about pregnancy prevention and reproductive health care.

PR.8.AI.3 Identify medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.

PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction.

PR.8.CC.2 Define sexual abstinence as it relates to pregnancy prevention.

PR.8.CC.3 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms.

PR.8.CC.5 Describe the signs and symptoms of a pregnancy.

PR.8.DM.1 Apply a decision making model to various sexual health decisions.

PR.8.IC.1 Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors.

PR.8.IC.2 Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms.

SH.8.AI.1 Identify medically accurate information about STDs, including HIV.

SH.8.AI.2 Identify local STD and HIV testing and treatment resources.

SH.8.CC.1 Define STDs, including HIV, and how they are and are not transmitted.

SH.8.CC.2 Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each.

SH.8.CC.3 Describe the signs, symptoms and potential impacts of STDs, including HIV.

SH.8.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV.

SH.8.IC.1 Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.

Illinois (ISBE) Physical Development & Health Standards

22.A.3a Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances)

22.A.3b Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).

22.A.4c Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community (e.g., first aid, CPR)

23.A.2a Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).

- 23.A.4a Explain how body system functions can be maintained and improved (e.g., exercise/fitness, nutrition, safety).
- 23.B.2a Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet)
- 23.C.1a Identify individual differences in growth and development among people.
- 23.C.2a Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family, and illness).
- 23.C.2b Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).
- 23.C.3a Describe the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).
- 23.C.4a Describe changes in physical health and body functions at various stages of the life cycle.
- 23.C.5a Explain how the aging process affects body systems.
- 24.A.3b Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).
- 24.C.2 Describe situations where refusal skills are necessary (e.g. cyberbullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation). 24.C.3a Apply refusal and negotiation skills to potentially harmful situations

New York State Education Standards (NYSED)

- AD.C.4 Identifies and familiarizes self with agencies, organizations, and others who advocate for and against the health issue.
- AD.C.5 Clarifies personal beliefs regarding the health advocacy issue.
- AD.C.6 Takes a clear health-enhancing stand.
- AD.C.8 Uses communication techniques to persuade the individual or group to support or act on the health-enhancing issue.
- AD.C.9 Works collaboratively with individuals, agencies and organizations to advocate for the health of self, families and communities.
- AOD.I.3 Alcohol and other drug abuse has consequences for the health and well being of the user and for those around them.
- AOD.I.4 Alcohol and other drug abuse has long term physical and psychological consequences.
- AOD.I.5 There are legal, emotional, social and health consequences to using alcohol and other drugs.
- AOD.I.6 Individuals can resist pressure to use alcohol and other drugs.
- AOD.I.7 An individual's reactions to alcohol and other drug use may vary.
- AOD.I.9 Culture and media influence the use of alcohol and other drugs.

AOD.I.10 Alcohol and other drug use is an unhealthy way of coping with problems.

AOD.I.12 The process of becoming addicted to alcohol and other drugs involves a series of stages.

AOD.I.13 A family history of alcoholism is a strong risk factor for an individual's alcohol use because of the genetic link and the environmental exposure to alcohol use.

AOD.I.14 It is very dangerous for individuals to use legal chemicals and aerosols in ways other than their intended use.

AOD.I.15 Laws, rules and policies regulate the sale and use of alcohol and drugs.

CM.I.5 Recognizes barriers that interfere with effective healthy communication and applies strategies to overcome barriers

CM.C.1 Employs active listening and response skills in health-enhancing ways.

CM.C.3 Demonstrates healthy ways to express needs, wants and feelings.

CM.C.6 Demonstrates ways to communicate care, consideration, and respect of self and others.

CM.C.7 Demonstrates effective refusal skills in real-life health-related situations.

CM.C.8 Demonstrates strategies to prevent and manage conflict in healthy ways.

CM.C.9 Applies collaboration skills to address a complex health issue.

DM.C.1 Identifies personal health decisions and analyzes related internal and external influences.

DM.C.3 Gathers, synthesizes, and evaluates available information to enhance health.

DM.C.5 Applies a decision making model to real-life health-related situations.

DM.C.6 Analyzes perceptions of peer, family and community normative health-related behavior.

DM.C.7 Describes how personal health decisions may affect subsequent decisions.

DM.C.8 Assumes responsibility for personal health decisions.

HIV.E.1 HIV/AIDS is a disease that is causing some adults to get very sick, but it does not commonly affect children.

HIV.E.2 HIV is the virus that causes AIDS (Acquired Immune Deficiency Syndrome). HIV.E.3

Individuals cannot get HIV/AIDS by being near or touching someone who has it. HIV.E.4

Some viruses cause disease and can be transmitted from an infected individual to an uninfected individual through various means.

HIV.E.5 HIV/AIDS is caused by a virus that weakens the ability of infected individuals to fight off disease.

HIV.I.3 HIV can be transmitted through blood to blood contact; sexual contact with an infected individual; by using needles and other injection equipment that an infected individual has used; and from an infected mother to her infant before or during birth or through breast milk.

HIV.I.4 HIV/AIDS cannot be transmitted by touching someone who is infected or by being in the same room with an infected individual.

HIV.I.5 A small number of individuals including some doctors, nurses, and other medical personnel have been infected with HIV/AIDS when they were directly exposed to infected blood.

HIV.C.1 The risk of becoming infected with HIV/AIDS can be virtually eliminated by practicing abstinence from sexual contact and not sharing needles to inject drugs, vitamins or steroids.

HIV.C.2 Sexual transmission of HIV is not a threat to those uninfected individuals who engage in a mutually monogamous sexual relationship.

HIV.C.3 An individual is at greater risk of HIV infection by having one or more sexual partners who are at increased risk by engaging in sexual contact that results in the exchange of body fluids (i.e., semen, vaginal secretions, blood); and/or by using unsterile needles or paraphernalia to inject drugs, vitamins or steroids.

HIV.C.4 The risk of becoming infected with HIV from blood transfusions and from blood clotting products is nearly eliminated.

ORH.E.2 An individual's self image is an important component of mental health.

ORH.I.2 Mental health influences the ways individuals look at themselves, their lives and others in their lives.

ORH.C.2 An individual's mental health is impacted by emotions, social relationships and physical health and has an impact on the way an individual thinks, feels and behaves.

PAN.I.1 Regular physical activity and healthy eating increases one's energy level, assists with managing stress and/or weight, reduces the risk of illness and disease and increases academic achievement

RM.I.8 Accesses related health and safety resources

RM.C.1 Conducts a personal assessment of relationship management (nurturing, empathy, respect, responsibility) knowledge and skills.

RM.C.2 Analyzes the attributes (knowledge, skills, competencies) of a nurturing, empathetic, respectful, responsible person.

RM.C.4 Predicts short- and long term benefits and harmful consequences of behaviors based on the assessment.

RM.C.5 Selects and applies a health skill to improve personal health and safety.

RM.C.6 Demonstrates positive interpersonal and intrapersonal behaviors when working with others (including diverse populations).

SM.I.3 Compares and analyzes the personal assessment to the healthy attributes to identify personal health and safety strengths and needs.

SM.I.5 Selects and applies a health skill to improve personal health and safety.

SM.I.6 Identifies and accesses personal support persons or systems.

SR.I.1 Adolescents can and should avoid pregnancy and STD/HIV/AIDS.

SR.I.2 Most adolescents do not engage in risky sexual behavior.

SR.I.3 Individuals who are infected with STD/HIV may not have any signs or symptoms but can transmit the infection to others.

SR.I.4 The risk of pregnancy or infection with STD can be virtually eliminated by practicing abstinence from sexual contact.

SR.I.5 Abstinence is the only pregnancy and STD/HIV/AIDS prevention method that is 100% effective, 100% safe and 100% free of side effects.

SR.I.6 There are strong personal, medical and relationship building reasons for teenagers to abstain from sexual contact.

SR.I.8 Individuals who use drugs are more likely to acquire STD/HIV.

SR.C.3 The only two effective ways to avoid pregnancy, and most STD infection are abstinence or using protection correctly and consistently each time an individual engages in sexual contact.

SR.C.4 Sexual transmission of STD/HIV/AIDS is not a threat to those uninfected individuals who engage in a mutually monogamous sexual relationship.

SR.C.6 An individual is at greater risk of STD/HIV infection by having one or more sexual partners who are at increased risk by engaging in sexual contact that results in the exchange of body fluids (i.e., semen, vaginal secretions, blood).

SR.C.7 Individuals who engage in sexual contact need to properly use a latex/polyurethane condom each and every time to reduce the likelihood of unwanted pregnancy or infection with STD/HIV.

SR.C.8 There are several effective forms of birth control.

SR.C.9 Latex/polyurethane condoms provide protection against pregnancy, most STD and HIV.

SR.C.10 Latex/polyurethane condoms are not 100% effective; however they provide the best protection for individuals who are not abstinent and do not maintain a mutually monogamous sexual relationship with an uninfected partner.

SR.C.11 Correct and consistent use of a latex/polyurethane condom does not guarantee absolute protection against pregnancy and STD/HIV.

SR.C.12 Individuals who have engaged in behaviors that have put them at risk for STD/HIV need to take precautions not to infect others, to seek counseling and antibody testing and advise previous and current sexual and/or drug partners to receive counseling and testing.

ST.E.1 Explains what stress is and discovers personal stressors.

ST.E.3 Identifies, investigates and monitors physical and emotional reactions to personal mental health.

ST.E.4 Describes, researches, analyzes and evaluates personal stressful situations and current ways of dealing with them.

ST.E.7 Recognizes personal capabilities and limitations in relation to personal stress.

ST.I.1 Distinguishes between positive and negative stress and documents personal stressors.

ST.I.2 Documents the impact of physical, emotional, social, family, school, and environmental stressors on personal health.

ST.I.5 Selects and applies a strategy to manage stress in health-enhancing ways. ST.I.6

Clarifies expectations of self and others and their relation to personal stress. ST.I.8

Monitors, evaluates and adjusts the personal stress management strategies for wellness and coping with stressful situations.

TB.I.2 Tobacco contains the addictive drug, nicotine, and other harmful substances.

TB.I.4 Stopping tobacco use has short term and long term benefits.

TB.I.6 Environmental tobacco smoke is dangerous to health.

TB.I.9 Laws, rules and policies regulate the sale and use of tobacco.

VP.C.9 Individuals know and understand the school's and/or employer's sexual harassment policy.

VP.C.10 Relationship violence can cause emotional and physical harm for both males and females.

VP.C.11 Individuals know the signs of relationship violence and where to go for help and support.

VP.IA.Id. Individuals can take action (individually or with support) to positively impact their own mental health.

VP.E.14 Stress management can reduce feelings of anger.

New York Mental Health Standards (NYSED)

1A.Ib. There are many factors that can influence one's mental health, including family, environment, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture and community.

1A.Ie. Individuals can develop coping skills to work through challenging situations.

1A.Ca. Individuals who are mentally and emotionally healthy use self-care to promote mental health and overall well-being of others who have been through similar experiences.

1A.Cd. Individuals can take action (individually or with support) to positively impact their own mental health.

1A.Ce. Individuals can develop coping skills to work through challenging situations. 1A1B.

Ic. Resilience is the ability to bounce back from adversity, failures, and difficulties. 1B.Id. Individuals can build resilience by working through adversity and they can build it by communicating with others who have been through similar experiences.

1C.Ia. Individuals experience a full range of emotions and can learn to recognize them and predict their normal course.

1C.Ib. Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health.

2B.Cc. Demonstrating empathy, compassion and acceptance can support others who are dealing with mental health issues and is important towards reducing stigma.

3A.Ib. Individuals can describe the warning signs, risk factors, and protective factors for depression, anxiety eating disorders, and suicide.

3B.Ia. Individuals acknowledge that there are issues that cannot be managed independently and require support/assistance.

3C.Ca. Many trusted adults and community resources are available to help individuals with their mental health needs.

3D.Ia. Individuals analyze the influences of views on mental health and mental illness (self, family, peers, culture, society, media, etc.).

New York State Social Emotional Learning (SEL) Standards

1A.3a. Analyze factors that create stress or motivate successful performance

1A.3b. Apply strategies to manage stress and to motivate oneself to constructively address challenges.

1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.

1C.3a. Set a short-term goal and develop a plan for achieving it.

2A. Identify verbal, physical, and situational cues that indicate how others may feel.

2A.3a. Hypothesize others' feelings and perspectives in a variety of situations and explain the reasons for one's conjecture.

2A.4a. Analyze similarities and differences between one's own and others' perspectives.

2A.4b. Use communication skills to gain understanding of others' feelings and perspectives.

2B.3b. Analyze the effects of taking action to oppose bullying and/or bias based behavior based on individual and group differences.

2C.2a. Describe approaches for making and keeping friends

2D.2b. Apply constructive approaches in resolving conflicts.

2D.3a. Evaluate strategies for preventing and resolving interpersonal problems

3B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.

3B.4b. Apply decision making skills to establish responsible interpersonal and intergroup relationships, and work relationships.

Texas Essential Knowledge and Skills (TEKS) 7-8

- 1.A Describe the relationships among the body systems.
- 2.A List specific resources or facilities where members of the community can obtain medical care.
- 2.C Identify barriers related to solving health problems and ways to overcome barriers.
- 2.D Explain the course, signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus.
- 3.A Identify and analyze different emotions and causal thoughts in self.
- 3B. Analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress.
- 3.C Evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness.
- 3.D Demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships.
- 3.E Analyze similarities and differences between one's own and others' perspectives.
- 4.A Describe how internal and external factors influence self-esteem.
- 4.B Identify and develop strategies for setting long-term personal goals.
- 4.C Create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children.
- 5.C Discuss the influence of childhood trauma and how to recognize, process, and overcome negative events.
- 6.A Describe methods to support others who have long-term physical health conditions.
- 6.B Examine ways to influence peers positively and promote resiliency in others in stressful situations.
- 6.D Describe the consequences of disordered eating and eating disorders such as bulimia, anorexia, and binge eating disorder and the importance of seeking help from a parent or another trusted adult for oneself or others related to disordered eating.
- 6.E Discuss the suicide risk and suicide protective factors as identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning sign in self or others.
- 6.F Research and discuss protective factors and healthy self-management strategies to avoid self-harming behaviors.
- 6.G Examine how the use of suicide prevention resources such as the National Suicide Prevention Hotline can reduce the likelihood of suicide.
- 7.A Analyze food labels and menus to determine the nutritional value of foods and make healthy decisions about daily caloric intake.
- 7.B Develop a personal dietary plan

- 8.A Explain the relationships between nutrition, physical activity, quality of life, and disease in terms of their mental, physical, and social benefits.
- 8.C Apply the CDC guidelines for daily physical activity to develop a physical fitness plan using appropriate technology.
- 9.A Develop and examine progress of short- and long-term goals toward achieving appropriate levels of physical activity, improving personal physical fitness level, and making healthy personal food choice.
- 10.A Analyze the impact of moderate physical activity and healthy dietary practices in the prevention of obesity, heart disease, and diabetes.
- 10.B Analyze risk factors that may lead to the development of chronic conditions and formulate strategies to reduce the likelihood of developing chronic conditions.
- 10.D Investigate and compare the nutritional differences between preparing and serving fresh or minimally processed food and serving commercially prepared or highly processed foods.
- 11.A. Demonstrate basic first-aid procedures, including CPR and the choking rescue.
12. A. Analyze strategies for and the benefits of avoiding violence, gangs, weapons, and human trafficking.
- 12.C. Evaluate the dangers associated with a variety of weapons.
- 12.D . Evaluate the importance of complying with rules prohibiting possession of and the improper use of weapons.
- 13.A Develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography.
- 13.B Discuss and analyze the consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography.
- 13.C Evaluate strategies and techniques for identity protection in digital and online environments.
- 13.E. Research the current legal consequences of cyberbullying and inappropriate digital and online communication.
- 14.A Identify forms of family violence, including physical, mental, and emotional violence.
- 14.B Describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual.
- 14.C Explain the responsibility to report bullying behavior, including cyberbullying.
- 14.D Describe the seriousness of various forms of bullying such as harassment.
- 15.D. describe how substance misuse and addiction to alcohol, tobacco, vaping products, drugs, and other substances, including prescription drugs, affect the body systems and brain.
- 16.B Analyze the importance of alternative activities to drug and substance use and misuse on mental and social health.

16.C Analyze the legal consequences of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.

17.A. Identify and describe treatment options for substance abuse and addiction.

17.B Identify signs and symptoms of alcohol; tobacco; drugs, including prescription drugs; and other substance use and misuse such as using medicine prescribed for someone else or for reasons other than intended.

17.C. Identify at least one example of who, when, where, and how to get help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.

18.A. examine the effects and role of peer influence on decision making and problem solving regarding the use and misuse of alcohol, tobacco, and other drugs.

18. B. Examine physical and social influences on alcohol, tobacco, and other drug use behaviors.

18.C Differentiate among the relationships of alcohol, tobacco, drugs, and other substances and the roles these substances play in unsafe situations such as drinking and driving.

19. A. develop and apply strategies, including demonstrating refusal skills, for avoiding alcohol, tobacco, and other drugs in various scenarios.

20.C Describe healthy ways to express friendship, affection, and love.

20.D Describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationships and marriage.

20.E Evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage.

20.F. describe behaviors in dating/romantic relationships that enhance dignity.

v Define the characteristics of unhealthy or harmful relationships, including manipulation.

21.D Identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence.

21.E Explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others.

21.F Describe how a healthy sense of self and making decisions regarding setting and respecting personal boundaries promote healthy dating/romantic relationships.

22.A Compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty and adolescence.

23.A. Explain how teen pregnancy is a possible outcome of sexual activity.

23.D Describe various modes of transmission of STDs/STIs.

22.A.4c Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community (e.g., first aid, CPR)

23.A Describe and explain the structure and functions of the human body systems and how they interrelate.

23.B Explain the effects of health-related actions on the body systems.

23.C.3a Describe the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).

23.C.5a Explain how the aging process affects body systems.

24.A.3b Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).

24.C.2 Describe situations where refusal skills are necessary (e.g. cyberbullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation).