



**DECISIONS  
CHOICES &  
OPTIONS**

REAL Essentials with Healthy Boundaries  
Curriculum Crosswalk

<p>Component: Mental, Emotional, and Social Health; Subcomponent: Core</p>	<ul style="list-style-type: none"> <li>- <b>8.MESH.2:</b> Identify a variety of nonviolent ways to respond when angry or upset.</li> <li>- <b>8.MESH.3:</b> Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior</li> <li>- <b>8.MESH.4:</b> Analyze situations that may call for acts of caring among friends or require getting help from trusted adults</li> <li>- <b>8.MESH.5:</b> Create a plan to seek help for a mental, social, or emotional health problem from trusted adults for self or others</li> <li>- <b>8.MESH.6:</b> Design nonviolent solutions to conflicts based on respect for others</li> <li>- <b>8.MESH.7:</b> Utilize family, school, and community resources to avoid or reduce mental, social, and emotional health risks (e.g., bullying, harassment).</li> <li>- <b>8.MESH.8:</b> Differentiate between the need for individual or collaborative decision-making and identify circumstances that can support or hinder decision-making and goal setting.</li> <li>- <b>8.MESH.9:</b> Analyze how personal health goals can vary with changing abilities, priorities, and responsibilities.</li> </ul>
<p>Component: Safety and Prevention; Subcomponent: Disease Prevention</p>	<ul style="list-style-type: none"> <li>- <b>8.SP.1:</b> Identify the relationship between participation in risky behaviors and contracting communicable disease</li> </ul>

<p>Component: Safety and Prevention; Subcomponent: First Aide</p>	<p>- <b>8.SP.5:</b> Evaluate individual, group, and societal influences that promote positive and negative health behaviors.</p>
<p>Component: Safety and Prevention; Subcomponent: Technology Safety</p>	<p>- <b>8.SP.6:</b> Compare and contrast health information gathered from various sources. - <b>8.SP.7:</b> Analyze the possible legal consequences of improper social media usage.</p>
<p>Component: Safety and Prevention; Subcomponent: Prevention</p>	<p>- <b>8.SP.8:</b> Demonstrate de-escalation techniques used in threatening situations. - <b>8.SP.9:</b> Develop strategies to remain unharmed when confronted with dangerous situations at home, school, and in the community.</p>
<p>Component: Human Growth and Development; Subcomponent: Anatomy and Physiology</p>	<p>- <b>8.HGD.1:</b> Describe how personal choice impacts bodily systems. (e.g., risky behaviors) - <b>8.HGD.2:</b> Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.</p>
<p>Component: Human Growth and Development; Subcomponent: Puberty and Adolescent Development</p>	<p>- <b>8.HGD.3:</b> Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness - <b>8.HGD.4:</b> Identify the physical, social, and emotional changes that occur during puberty (e.g., menstrual cycle, reproductive system, conception).</p>
<p>Component: Human Growth and Development; Subcomponent: Pregnancy and Reproduction</p>	<p>- <b>8.HGD.6:</b> Describe social, emotional, and economic impact associated with teen parenting (e.g., perspective of the teen mother, teen father, parents of teens) - <b>8.HGD.7:</b> Explain how conception occurs, stages of pregnancy, and the responsibilities associated with parenting. - <b>8.HGD.8:</b> Identify reasons for abstaining from sexual activity (e.g., unplanned pregnancy, infection, infertility, and lifelong illness).</p>

<p>Component: Human Growth and Development; Subcomponent: Sexually Transmitted Infections/ HIV</p>	<ul style="list-style-type: none"><li>- <b>8.HGD.10:</b> Analyze ways pathogens and diseases are spread, prevented, and managed</li><li>- <b>8.HGD.12:</b> Compare and contrast behaviors, including abstinence, to determine potential risk of STI/HIV transmission</li><li>- <b>8.HGD.14:</b> Analyze how changes in family structure can impact personal decision making.</li><li>- <b>8.HGD.17:</b> Evaluate the influence of media on personal values, attitudes, and beliefs.</li></ul>
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