



6th through 8th Grade Scope and Sequence

The Emily's Hope Substance Use Prevention Curriculum has been carefully designed to address growing concerns surrounding substance use and overdose in our communities. Our curriculum focuses on age-appropriate and evidence-based content that educates children about the risks of substance use while empowering them to make healthy choices. By fostering open communication between children, parents, and educators, we aim to create a supportive environment that promotes well-being and resilience.

The Emily's Hope Substance Use Prevention Curriculum seeks to support educators in the classroom with an age-appropriate substance use prevention curriculum. Educating on both legal and illegal substances, their effects on the brain, body, and a person's life, to promote healthy lifestyle choices.

6th - 8th Grade Lessons	6	7	8
My Body	X	X	X
Emotions	X	X	X
Pressures	X	X	X
Your Health / My Health	X	X	X
Medication Safety	X	X	X
My Brain	X	X	X
My Brain on Substances	X	X	X
Substance Use Disorder	X	X	X

- Lessons align with the National Health Education Standards, as identified in the lesson plan. [National Consensus for School Health Education](#)
- Lessons align with the American School Counselor Association (ASCA) Mindsets and Behaviors. [ASCA Student Standards: Mindsets & Behaviors for Student Success](#)
- "I Can... Statements" support student goals for learning.
- Lesson vocabulary is provided to support comprehension of lesson content.
- Lesson plans are age-appropriate and designed to build knowledge from 6th - 8th grade,
- Lessons build on the foundational knowledge learned in Kindergarten through 5th grade.
- Lesson activities are engaging and promote discussion of lesson content.

References:

- American School Counselor Association (2021). *ASCA Content Standards; Mindsets and Behaviors for Student Success*. Alexandria, VA: Author.
- National Consensus for School Health Education. (2022). *National Health Education Standards: Model Guidance for Curriculum and Instruction (3rd Edition)* www.schoolhealtheducation.org
- Emily's Hope - <https://emilyshope.charity/>

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6th Grade Lessons	My Body	Emotions	Pressures	Your Health/My Health	Medication Safety	My Brain	My Brain on Substances	Substance Use Disorder
<p>Content focus Student "I can..." statements</p>	<p><i>I can...</i></p> <ul style="list-style-type: none"> ...name and describe the functions of each body system. (central nervous system - brain; respiratory system - lungs; circulatory system - blood vessels/heart/ heart rate; muscular system - movement; digestive system - absorption) ...describe the visible and invisible changes during adolescence. (hormonal changes; physical changes; emotional changes) ...describe the importance of keeping my body healthy and safe. 	<p><i>I can...</i></p> <ul style="list-style-type: none"> ...identify emotions and events that contribute to my emotions. ...identify healthy vs unhealthy coping mechanisms. ...develop positive and realistic goals. 	<p><i>I can...</i></p> <ul style="list-style-type: none"> ...identify ways to say "No" when I am feeling pressured to do something I am uncomfortable with. ...describe the influences (positive and negative) my family and friends have on me. ...use Pause - Think - Act (P-T-A) to help me make decisions. ...show confidence when using my personal mantra and encourage others to make healthy choices. 	<p><i>I can...</i></p> <ul style="list-style-type: none"> ...identify healthy habits and safe practices. ...understand how to identify an emergency and when and how to get help. ...explain how an unhealthy or risky choice can affect the safety of my brain and body. 	<p><i>I can...</i></p> <ul style="list-style-type: none"> ...describe the difference between over-the-counter (OTC) and prescription medication. ...define misuse vs proper use of medication (OTC and prescription). ...navigate social media safely and understand the possible dangers of social media. 	<p><i>I can...</i></p> <ul style="list-style-type: none"> ...identify the parts and functions of my brain (frontal lobe; cerebellum; occipital lobe; parietal lobe; temporal lobe; brain stem; prefrontal cortex; amygdala; hypothalamus gland; pituitary gland). ...identify what is happening to my brain as I grow. 	<p><i>I can...</i></p> <ul style="list-style-type: none"> ...identify that the parts of my brain are made up of smaller pieces called cells. ...identify that many of these cells need to be connected in places called synapse. ...describe the synapse as a space between cells that is used for communication. ...describe that many drugs interfere with the synapse's ability to sense, send, or receive messages. 	<p><i>I can...</i></p> <ul style="list-style-type: none"> ...identify how substances affect the brain. ...describe the process and progression of substance use disorder. ...identify personal health and safety habits to protect my brain from substances.

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National Health Education Standards National Consensus for School Health Education	Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 4 4.8.1; 4.8.2; 4.8.3; 4.8.4; 4.8.5; 4.8.6; 4.8.7; 4.8.8; 4.8.9	Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 4 4.8.1; 4.8.2; 4.8.3; 4.8.4; 4.8.5; 4.8.6; 4.8.7; 4.8.8; 4.8.9	Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 4 4.8.1; 4.8.2; 4.8.3; 4.8.4; 4.8.5; 4.8.6; 4.8.7; 4.8.8; 4.8.9 Standard 6 6.8.1; 6.8.2; 6.8.3; 6.8.4; 6.8.5; 6.8.6; 6.8.7; 6.8.8 Standard 8 8.8.1; 8.8.2; 8.8.3; 8.8.4; 8.8.5; 8.8.6	Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 4 4.8.1; 4.8.2; 4.8.3; 4.8.4; 4.8.5; 4.8.6; 4.8.7; 4.8.8; 4.8.9 Standard 7 7.8.1; 7.8.2; 7.8.3; 7.8.4 Standard 8 8.8.1; 8.8.2; 8.8.3; 8.8.4; 8.8.5; 8.8.6	Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 3 3.8.1; 3.8.2; 3.8.3; 3.8.4; 3.8.5; 3.8.6; 3.8.7; 3.8.8; 3.8.9; 3.8.10 Standard 5 5.8.1; 5.8.2; 5.8.3; 5.8.4; 5.8.5; 5.8.6; 5.8.7; 5.8.8 Standard 7 7.8.1; 7.8.2; 7.8.3; 7.8.4	Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 2 2.8.1; 2.8.2; 2.8.3; 2.8.4; 2.8.5; 2.8.6; 2.8.7; 2.8.8 Standard 7 7.8.1; 7.8.2; 7.8.3; 7.8.4	Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 5 5.8.1; 5.8.2; 5.8.3; 5.8.4; 5.8.5; 5.8.6; 5.8.7; 5.8.8 Standard 7 7.8.1; 7.8.2; 7.8.3; 7.8.4	Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 5 5.8.1; 5.8.2; 5.8.3; 5.8.4; 5.8.5; 5.8.6; 5.8.7; 5.8.8 Standard 6 6.8.1; 6.8.2; 6.8.3; 6.8.4; 6.8.5; 6.8.6; 6.8.7; 6.8.8 Standard 7 7.8.1; 7.8.2; 7.8.3; 7.8.4
	ASCA Mindsets & Behaviors M - Mindset Standard Behavioral Standards: B-LS -Learning Strategies B-SMS - Self-Management Skills B-SS - Social Skills ASCA Student Standards: Mindsets & Behaviors for Student Success	M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5	M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5	M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5; B-SS 8; B-SS 9	M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5	M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5	M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5	M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5
7th Grade Lessons	My Body	Emotions	Pressures	Your Health/My Health	Medication Safety	My Brain	My Brain on Substances	Substance Use Disorder
Content focus Student “I can...” statements	<i>I can...</i> <ul style="list-style-type: none"> ...name the main parts of the endocrine system and describe how the endocrine system works. ...describe how hormones and the endocrine system cause 	<i>I can...</i> <ul style="list-style-type: none"> ...understand how stress can be both positive and negative. ...understand that stress can be internal or external. ...develop healthy coping strategies. 	<i>I can...</i> <ul style="list-style-type: none"> ...use words that improve my well-being. ...help myself learn and practice giving my brain ways to talk positively to myself. ...describe the influence 	<i>I can...</i> <ul style="list-style-type: none"> ...identify unhealthy or risky behaviors. ...I can explain how unhealthy or risky choices can affect the safety of my brain and body. 	<i>I can...</i> <ul style="list-style-type: none"> ...describe the difference between over-the-counter (OTC) and prescription medication. ...I can define misuse vs proper use of medications (OTC and 	<i>I can...</i> <ul style="list-style-type: none"> ...recall the parts and functions of my brain (frontal lobe; cerebellum; occipital lobe; parietal lobe; temporal lobe; brain stem; prefrontal cortex; 	<i>I can...</i> <ul style="list-style-type: none"> ...identify that the parts of my brain are made up of smaller pieces called cells. ...identify that many of these cells need to be connected in places called synapse. 	<i>I can...</i> <ul style="list-style-type: none"> ...identify how substances affect the brain. ...describe the process and progression of substance use disorder. ...understand how my brain can recover from a

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	<p>changes in my body during adolescence.</p> <ul style="list-style-type: none"> ...describe the normal and diverse puberty changes that happen at different times and in different ways for everyone. ...identify ways to respect my body. ...identify ways to keep my body safe. 		<p>(positive and negative) my family and friends have on me.</p> <ul style="list-style-type: none"> ...use Pause - Think - Act (P-T-A) to help me make decisions. ...show confidence when choosing positive affirmations that will help me bounce back from stressful or traumatic events. 	<ul style="list-style-type: none"> ...promote healthy and safe goals and choices to my friends and family. ...identify a trusted adult that I can talk to if I, a friend, or a family member needs help. 	<p>prescription).</p> <ul style="list-style-type: none"> ...understand the difference between legal and illegal drugs and the dangers of both. ...navigate social media safely and understand the possible dangers of social media. ...determine the response needed for an emergency situation. 	<p>amygdala; hypothalamus gland; pituitary gland).</p> <ul style="list-style-type: none"> ...identify what is happening to my brain as I grow and mature. ...identify and describe what causes the changes in my brain during adolescence. 	<ul style="list-style-type: none"> ...describe the synapse as a space between cells that is used for communication. ...describe that many drugs interfere with the synapse's ability to sense, send, or receive messages. 	<p>substance use disorder but will never be the same.</p> <ul style="list-style-type: none"> ...identify personal health and safety habits to protect my brain from substances.
<p>National Health Education Standards National Consensus for School Health Education</p>	<p>Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 4 4.8.1; 4.8.2; 4.8.3; 4.8.4; 4.8.5; 4.8.6; 4.8.7; 4.8.8; 4.8.9</p>	<p>Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 4 4.8.1; 4.8.2; 4.8.3; 4.8.4; 4.8.5; 4.8.6; 4.8.7; 4.8.8; 4.8.9</p>	<p>Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 4 4.8.1; 4.8.2; 4.8.3; 4.8.4; 4.8.5; 4.8.6; 4.8.7; 4.8.8; 4.8.9 Standard 6 6.8.1; 6.8.2; 6.8.3; 6.8.4; 6.8.5; 6.8.6; 6.8.7; 6.8.8 Standard 8 8.8.1; 8.8.2; 8.8.3; 8.8.4; 8.8.5; 8.8.6</p>	<p>Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 4 4.8.1; 4.8.2; 4.8.3; 4.8.4; 4.8.5; 4.8.6; 4.8.7; 4.8.8; 4.8.9 Standard 7 7.8.1; 7.8.2; 7.8.3; 7.8.4 Standard 8 8.8.1; 8.8.2; 8.8.3; 8.8.4; 8.8.5; 8.8.6</p>	<p>Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 3 3.8.1; 3.8.2; 3.8.3; 3.8.4; 3.8.5; 3.8.6; 3.8.7; 3.8.8; 3.8.9; 3.8.10 Standard 5 5.8.1; 5.8.2; 5.8.3; 5.8.4; 5.8.5; 5.8.6; 5.8.7; 5.8.8 Standard 7 7.8.1; 7.8.2; 7.8.3; 7.8.4</p>	<p>Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 2 2.8.1; 2.8.2; 2.8.3; 2.8.4; 2.8.5; 2.8.6; 2.8.7; 2.8.8 Standard 7 7.8.1; 7.8.2; 7.8.3; 7.8.4</p>	<p>Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 5 5.8.1; 5.8.2; 5.8.3; 5.8.4; 5.8.5; 5.8.6; 5.8.7; 5.8.8 Standard 7 7.8.1; 7.8.2; 7.8.3; 7.8.4</p>	<p>Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 5 5.8.1; 5.8.2; 5.8.3; 5.8.4; 5.8.5; 5.8.6; 5.8.7; 5.8.8 Standard 6 6.8.1; 6.8.2; 6.8.3; 6.8.4; 6.8.5; 6.8.6; 6.8.7; 6.8.8 Standard 7 7.8.1; 7.8.2; 7.8.3; 7.8.4</p>
<p>ASCA Mindsets & Behaviors M - Mindset Standards Behavioral Standards: B-LS - Learning Strategies B-SMS - Self-Management Skills</p>	<p>M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9</p>	<p>M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9</p>	<p>M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9</p>	<p>M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9</p>	<p>M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9</p>	<p>M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9</p>	<p>M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9</p>	<p>M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9</p>

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B-SS - Social Skills ASCA Student Standards: Mindsets & Behaviors for Student Success	B-SS 1; B-SS 5	B-SS 1; B-SS 5	B-SS 1; B-SS 5; B-SS-8; B-SS 9	B-SS 1; B-SS 5	B-SS 1; B-SS 5	B-SS 1; B-SS 5	B-SS 1; B-SS 5	B-SS 1; B-SS 5
8th Grade Lessons	My Body	Emotions	Pressures	Your Health/My Health	Medication Safety	My Brain	My Brain on Substances	Substance Use Disorder
Content focus Student "I can..." statements	<p><i>I can...</i></p> <ul style="list-style-type: none"> ...describe how hormones and the endocrine system cause changes in my body during adolescence. ...describe the normal and diverse puberty changes that happen at different times and in different ways for everyone. ...identify ways to respect my body. ...identify ways to keep my body safe. 	<p><i>I can...</i></p> <ul style="list-style-type: none"> ...identify triggers and challenges. ...develop healthy coping strategies. 	<p><i>I can...</i></p> <ul style="list-style-type: none"> ...understand how positive and negative influences affect my decisions. ...use Pause - Think - Act (P-T-A) to help me make decisions. ...make goals that will keep me emotionally and mentally strong when faced with negative pressure. ...use my positive thoughts and affirmations to be confident and have positive thoughts. 	<p><i>I can...</i></p> <ul style="list-style-type: none"> ...identify unhealthy or risky behaviors. ...I can explain how unhealthy or risky choices can affect the safety of my brain and body. ...promote healthy and safe goals and choices to my friends and family. ...identify a trusted adult that I can talk to if I, a friend, or a family member needs help. 	<p><i>I can...</i></p> <ul style="list-style-type: none"> ...describe the difference between over-the-counter (OTC) and prescription medication. ...I can define misuse vs proper use of medications (OTC and prescription). ...understand the difference between legal and illegal drugs and the dangers of both. ...navigate social media safely and understand the possible dangers of social media. ...determine the response needed for an emergency situation. 	<p><i>I can...</i></p> <ul style="list-style-type: none"> ...recall the parts and functions of my brain (frontal lobe; cerebellum; occipital lobe; parietal lobe; temporal lobe; brain stem; prefrontal cortex; amygdala; hypothalamus gland; pituitary gland). ...identify what is happening to my brain as I grow and mature. ...identify and describe what causes the changes in my brain during adolescence. ...describe how healthy/safe choices and unhealthy/risky choices can impact and change my 	<p><i>I can...</i></p> <ul style="list-style-type: none"> ... identify that the parts of my brain are made up of smaller pieces called cells. ...identify that many of these cells need to be connected in places called synapse. ...describe the synapse as a space between cells that is used for communication ...describe that many drugs interfere with the synapse's ability to sense, send, or receive messages. 	<p><i>I can...</i></p> <ul style="list-style-type: none"> ...identify how substances affect the brain. ...describe the process and progression of substance use disorder. ...understand how my brain can recover from a substance use disorder but will never be the same. ...identify personal health and safety habits to protect my brain from substances. ...identify a trusted adult who can provide support and assistance if I need help. ...can understand how Narcan / Naloxone can save a life.

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						brain development.		
National Health Education Standards National Consensus for School Health Education	Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 4 4.8.1; 4.8.2; 4.8.3; 4.8.4; 4.8.5; 4.8.6; 4.8.7; 4.8.8; 4.8.9	Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 4 4.8.1; 4.8.2; 4.8.3; 4.8.4; 4.8.5; 4.8.6; 4.8.7; 4.8.8; 4.8.9	Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 4 4.8.1; 4.8.2; 4.8.3; 4.8.4; 4.8.5; 4.8.6; 4.8.7; 4.8.8; 4.8.9 Standard 6 6.8.1; 6.8.2; 6.8.3; 6.8.4; 6.8.5; 6.8.6; 6.8.7; 6.8.8 Standard 8 8.8.1; 8.8.2; 8.8.3; 8.8.4; 8.8.5; 8.8.6	Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 4 4.8.1; 4.8.2; 4.8.3; 4.8.4; 4.8.5; 4.8.6; 4.8.7; 4.8.8; 4.8.9 Standard 7 7.8.1; 7.8.2; 7.8.3; 7.8.4 Standard 8 8.8.1; 8.8.2; 8.8.3; 8.8.4; 8.8.5; 8.8.6	Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 3 3.8.1; 3.8.2; 3.8.3; 3.8.4; 3.8.5; 3.8.6; 3.8.7; 3.8.8; 3.8.9; 3.8.10 Standard 5 5.8.1; 5.8.2; 5.8.3; 5.8.4; 5.8.5; 5.8.6; 5.8.7; 5.8.8 Standard 7 7.8.1; 7.8.2; 7.8.3; 7.8.4	Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 2 2.8.1; 2.8.2; 2.8.3; 2.8.4; 2.8.5; 2.8.6; 2.8.7; 2.8.8 Standard 7 7.8.1; 7.8.2; 7.8.3; 7.8.4	Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 5 5.8.1; 5.8.2; 5.8.3; 5.8.4; 5.8.5; 5.8.6; 5.8.7; 5.8.8 Standard 7 7.8.1; 7.8.2; 7.8.3; 7.8.4	Standard 1 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 1.8.6; 1.8.7 1.8.8 Standard 5 5.8.1; 5.8.2; 5.8.3; 5.8.4; 5.8.5; 5.8.6; 5.8.7; 5.8.8 Standard 6 6.8.1; 6.8.2; 6.8.3; 6.8.4; 6.8.5; 6.8.6; 6.8.7; 6.8.8 Standard 7 7.8.1; 7.8.2; 7.8.3; 7.8.4
ASCA Mindsets & Behaviors M - Mindset Standards Behavioral Standards: B-LS -Learning Strategies B-SMS - Self-Management Skills B-SS - Social Skills ASCA Student Standards: Mindsets & Behaviors for Student Success	M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5	M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5	M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5; B-SS 8; B-SS 9	M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5	M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5	M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5	M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5	M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5

References:

- American School Counselor Association (2021). *ASCA Content Standards; Mindsets and Behaviors for Student Success*. Alexandria, VA: Author.
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