

***HealthSmart* Alignment with  
National Consensus for  
School Health Education's  
National Health  
Education Standards**

**Middle School  
Grades 6–8**

<b>HealthSmart Middle School Unit Key</b>	
ABST = Abstinence, Puberty & Personal Health EMH = Emotional & Mental Health HIV = HIV, STI & Pregnancy Prevention	NPA = Nutrition & Physical Activity TAOD = Tobacco, Alcohol & Other Drug Prevention VIP = Violence & Injury Prevention
<b>Grades 6–8</b>	<b>HealthSmart (Unit – Lesson)</b>
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
1.8.1 Describe interrelationships among physical, social, emotional, and intellectual health.	ABST – 4, 7 EMH – 1
1.8.2 Analyze benefits of practicing health-promoting behaviors.	ABST – 1, 2, 4, 7, 9, 11 EMH – 7, 8 HIV – 1, 2, 3, 13 NPA – 1, 3, 5, 15, 16 TAOD – 2, 3, 11, 17 VIP – 1, 10, 14
1.8.3 Analyze potential risks and consequences of practicing unhealthy behaviors.	ABST – 10, 16 EMH – 7 HIV – 1, 5, 6, 7 NPA – 12, 13 TAOD – 2, 3, 4, 5, 6, 7, 8 VIP – 1, 2, 8, 9, 11
1.8.4 Assess the risk of situations, people, and events that contribute to unhealthy behaviors and outcomes.	ABST – 12, 14 EMH – 9 HIV – 1, 10 NPA – 10 TAOD – 9, 15 VIP – 1, 5, 8, 9, 11, 13, 16, 17
1.8.5 Explain why it is important to be responsible for personal health behaviors.	ABST – 3, 9 EMH – 2, 3, 6, 7 HIV – 3, 5, 8 NPA – 3, 14 TAOD – 17 VIP – 2, 5
1.8.6 Analyze how personal practices and behaviors reduce or prevent health risks.	ABST – 2, 11 EMH – 10, 11 HIV – 3 NPA – 8, 15 VIP – 1, 2, 3, 4, 7, 13, 14, 16, 17
1.8.7 Analyze health promotion and disease prevention guidelines and recommendations for healthy behaviors from credible federal, professional, and voluntary health organizations (e.g., recommendations for rest and sleep).	NPA – 3, 14

<p align="center"><b>Grades 6–8</b> <i>(continued)</i></p>	<p align="center"><b>HealthSmart</b> <b>(Unit – Lesson)</b></p>
<p><b>Standard 1</b> <i>(continued)</i></p>	
<p>1.8.8 Predict the likelihood of personal injury or illness if engaging in unhealthy behaviors.</p>	<p>HIV – 1, 5, 7 NPA – 12, 13 TAOD – 7, 8 VIP – 1, 2, 8, 13</p>
<p>1.8.9 Analyze the effects of family history, genetics, education level, and income on personal health status.</p>	<p>ABST – 2, 3 EMH – 2, 13</p>
<p><b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b></p>	
<p>2.8.1 Explain how personal attitudes, values, and beliefs influence health behaviors.</p>	<p>ABST – 12 TAOD – 9</p>
<p>2.8.2 Analyze the influence of family and culture on health behaviors.</p>	<p>ABST – 10, 12 EMH – 4 NPA – 9, 11 TAOD – 9, 12</p>
<p>2.8.3 Analyze how peers influence health behaviors.</p>	<p>ABST – 12, 13 EMH – 4, 13 NPA – 9, 10, 11 TAOD – 9, 11, 15 VIP – 5, 11, 13</p>
<p>2.8.4 Explain how perceptions of social norms and expectations influence healthy and unhealthy behaviors.</p>	<p>ABST – 13 EMH – 13 HIV – 1 TAOD – 1 VIP – 1</p>
<p>2.8.5 Analyze how media, social media, and technology (e.g., television, movies, video games, advertisements, apps, and other screen time) influence health behaviors.</p>	<p>ABST – 12 EMH – 13 NPA – 9, 11 TAOD – 9, 13, 14 VIP – 9, 13</p>
<p>2.8.6 Explain how school rules, community norms, and governmental policies and laws influence health behaviors.</p>	<p>TAOD – 12</p>
<p>2.8.7 Analyze how education level and income influence health behaviors.</p>	<p>Not covered</p>
<p>2.8.8 Identify factors that influence opportunities to obtain safe, equitable, culturally appropriate, and affordable products and services that support personal health behaviors.</p>	<p>Not covered</p>

<p style="text-align: center;"><b>Grades 6–8</b> <i>(continued)</i></p>	<p style="text-align: center;"><b>HealthSmart</b> <b>(Unit – Lesson)</b></p>
<p><b>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b></p>	
<p>3.8.1 Demonstrate functional health literacy by decoding health information that is represented in visual, textual, gestural, and/or linguistic ways.</p>	<p>Not covered</p>
<p>3.8.2 Engage in an interpersonal conversation about a health-related product or technology to make an informed health decision.</p>	<p>Not covered</p>
<p>3.8.3 Interpret numerical and graphical information to make an informed health decision.</p>	<p>Not covered</p>
<p>3.8.4 Analyze the validity of health information in print and electronic sources (e.g., news articles, magazines, visual signage, social media, podcasts, and websites) using established criteria.</p>	<p>ABST – 1, 4 NPA – 1</p>
<p>3.8.5 Analyze health-related messages in print and electronic materials to determine credibility of the health message.</p>	<p>TAOD – 14</p>
<p>3.8.6 Demonstrate interactive health literacy by talking about print media and social media that address different populations, perspectives, and practices.</p>	<p>Not covered</p>
<p>3.8.7 Describe why it is important to seek valid and reliable health care to be a proactive, well-informed patient.</p>	<p>ABST – 9</p>
<p>3.8.8 Read to interpret health-related product information with a trusted adult to determine the benefits and risks.</p>	<p>NPA – 4 TAOD – 5</p>
<p>3.8.9 Access credible websites or health-related applications using technology to support health behaviors.</p>	<p>ABST – 1</p>
<p>3.8.10 Explain health literacy as a determinant of health that can reduce health inequities.</p>	<p>Not covered</p>
<p><b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b></p>	
<p>4.8.1 Examine how effective interpersonal communication can benefit personal health and well-being.</p>	<p>ABST – 14 EMH – 5, 12 HIV – 10 NPA – 10 TAOD – 15 VIP – 5, 14</p>
<p>4.8.2 Demonstrate the use of verbal and nonverbal communication skills that enhance well-being.</p>	<p>ABST – 7, 10, 14 EMH – 5, 12 HIV – 10, 13 NPA – 10 TAOD – 15 VIP – 5</p>

<p align="center"><b>Grades 6–8</b> <i>(continued)</i></p>	<p align="center"><b>HealthSmart</b> <b>(Unit – Lesson)</b></p>
<p><b>Standard 4</b> <i>(continued)</i></p>	
<p>4.8.3 Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.</p>	<p>ABST – 10 EMH – 6, 7</p>
<p>4.8.4 Demonstrate how to ask for assistance to improve personal health.</p>	<p>EMH – 8 VIP – 10, 15, 17</p>
<p>4.8.5 Demonstrate refusal skills to avoid or reduce health risks.</p>	<p>ABST – 14, 15 HIV – 10, 11, 13 NPA – 10 TAOD – 15, 16 VIP – 5, 16</p>
<p>4.8.6 Demonstrate how to effectively communicate kindness, empathy, compassion, and care for others.</p>	<p>EMH – 3, 8, 12</p>
<p>4.8.7 Demonstrate effective ways to show respect for another person’s consent or non-consent.</p>	<p>ABST – 14 HIV – 3, 10</p>
<p>4.8.8 Demonstrate effective collaboration and negotiation skills that support healthy behaviors and relationships.</p>	<p>HIV – 13 [negotiation] Collaboration skills demonstrated throughout in group activities</p>
<p>4.8.9 Demonstrate effective ways to manage and resolve conflict.</p>	<p>VIP – 14, 15</p>
<p align="center"><b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b></p>	
<p>5.8.1 Examine situations when the procedural steps of decision making are needed.</p>	<p>EMH – 14 HIV – 9 VIP – 6</p>
<p>5.8.2 Distinguish when health decisions should be made individually or with the help of others.</p>	<p>EMH – 14 HIV – 9 VIP – 6</p>
<p>5.8.3 Explain how family, peers, culture, media, technology, and other factors can affect a health decision.</p>	<p>EMH – 14 HIV – 9 VIP – 6</p>
<p>5.8.4 Analyze how personal beliefs can affect decisions about a health behavior.</p>	<p>EMH – 14 HIV – 9 VIP – 6</p>
<p>5.8.5 Discuss alternatives when making health decisions.</p>	<p>EMH – 14 HIV – 9 VIP – 6</p>
<p>5.8.6 Distinguish between healthy and unhealthy consequences for each alternative.</p>	<p>EMH – 14 HIV – 9 VIP – 6</p>
<p>5.8.7 Choose a health-promoting option when making an effective decision.</p>	<p>EMH – 14 HIV – 9 VIP – 6</p>
<p>5.8.8 Analyze the outcomes of an effective health decision.</p>	<p>EMH – 14 HIV – 9 VIP – 6</p>

<b>Grades 6–8</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Unit – Lesson)</b>
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
6.8.1 Assess personal health practices.	EMH – 1, 15 NPA – 3, 9, 14, 16
6.8.2 Set a SMART personal health goal.	EMH – 15 NPA – 16
6.8.3 Predict the health and life benefits of reaching a personal health goal.	EMH – 15 NPA – 16, 17
6.8.4 Develop a detailed plan, with a timeline, for achieving a personal health goal.	EMH – 15 NPA – 16, 17
6.8.5 Assess the barriers to achieving a personal health goal.	EMH – 15 NPA – 16, 17
6.8.6 Apply strategies to overcome barriers to achieving a personal health goal.	EMH – 15 NPA – 16, 17
6.8.7 Implement strategies toward achieving a personal health goal (e.g., tracking progress, setting reminders, taking small steps, overcoming barriers, and revising the goal based on life circumstances).	EMH – 15 NPA – 16, 17
6.8.8 Apply effort, determination, and resilience toward achieving a personal health goal.	EMH – 15 NPA – 16, 17
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
7.8.1 Demonstrate age and developmentally appropriate practices that promote health and prevent or reduce the risk of disease and injury.	ABST – 2, 3 EMH – 7, 10, 11 HIV – 2, 12, 13 NPA – 4, 5, 7, 8, 11, 14, 15, 17 TAOD – 10 VIP – 2, 3, 5, 7, 10, 11, 15
7.8.2 Assess the ability to perform observable health and safety practices.	Not covered
7.8.3 Document personal health and safety habits and practices in a variety of settings and situations.	EMH – 1 NPA – 3, 14
7.8.4 Analyze the impact of making health and safety practices into personal health habits.	ABST – 2

<p><b>Grades 6–8</b> <i>(continued)</i></p>	<p><b>HealthSmart</b> <b>(Unit – Lesson)</b></p>
<p><b>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</b></p>	
<p>8.8.1 Use valid and reliable information to identify advocacy positions that meet personal, family, peer, and school health needs.</p>	<p>ABST – 2, 11 HIV – 2 NPA – 6 TAOD – 13, 14 VIP – 4, 12</p>
<p>8.8.2 Create an action plan with advocacy strategies related to a position that promotes personal, family, peer, and school health.</p>	<p>ABST – 2, 11 EMH – 13 HIV – 5 NPA – 6 TAOD – 14, 17 VIP – 4, 12</p>
<p>8.8.3 Create an advocacy message about a position using valid and reliable information that support the health of self and others.</p>	<p>ABST – 2, 11, 13 EMH – 13 HIV – 5 NPA – 6 TAOD – 14, 17 VIP – 4, 12</p>
<p>8.8.4 Demonstrate how to adapt health-related messages to persuade different audiences.</p>	<p>TAOD – 14 VIP – 4</p>
<p>8.8.5 Demonstrate confidence (e.g., strong voice, body language) when persuading others to make health choices that enhance quality of life and promote equitable health opportunities for all.</p>	<p>Can be assessed in ABST – 2 EMH – 13 NPA – 6 TAOD – 14 VIP – 4</p>
<p>8.8.6 Collaborate with others to advocate for personal, family, peer, school, and community health.</p>	<p>ABST – 2 HIV – 5 NPA – 6 TAOD – 14 VIP – 4, 12</p>