

HealthSmart
Alignment with
SHAPE America
National
Health
Education
Standards



Middle School
Grades 6–8

HealthSmart Middle School Unit Key

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

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 1: Students will use functional health information to support health and well-being of self and others.						
1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being.	1, 2, 3, 9, 11, 13, 16	1, 2, 3, 4, 5, 7, 8, 10, 11, 12, 14, 15	1, 2, 3, 4, 9, 13	3, 5, 10, 11, 14, 16, 17	1, 2, 10, 11, 17	1, 6, 10, 12, 14, 15, 16
1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness.	4, 7	1				
1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries.	2	10, 11	3	8, 15		1, 2, 3, 4, 7, 13, 14, 16, 17
1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions.	1, 2, 3, 9, 10, 11, 13, 16	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15	1, 3, 4, 6, 7, 8, 9, 12, 13, 14	1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16, 17	2, 3, 4, 5, 6, 7, 10, 11, 17	1, 2, 3, 4, 6, 7, 10, 11, 12, 13, 14, 15, 16
1.8.5 Analyze connections between health literacy and health outcomes.	1, 2, 3	1, 3	1, 8	3, 4, 5, 6, 7	1, 17	1, 3
1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being.	2, 3	2, 13				
1.8.7 Explain how health care promotes personal health.	9					
Standard 2: Students will analyze influences that affect health and well-being of self and others.						
2.8.1 Analyze the interrelationships between various influences on health and well-being.	10, 12, 13	4, 13	1	9, 10, 11	1, 9, 11, 12, 13, 14, 15	1, 5, 9, 11, 13
2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity.	12, 13	13		9, 11	9, 12, 13	11, 13
2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways.	12	13		9, 11	9, 13	
2.8.4 Apply strategies and resources to manage influences that impact health and well-being.	12	13		9, 11	9	

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 3: Students will access valid and reliable resources to support health and well-being of self and others.						
3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals.	4, 7, 9	8	8	13		17
3.8.2 Identify supports and barriers to accessing valid and reliable health information, products, services, and other resources.	1		12	1		17
3.8.3 Access valid and reliable sources of health information, products, services, and other resources.	1		12	4	5, 12	17
3.8.4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources.	1, 4		12	1		
3.8.5 Use strategies to manage misinformation and disinformation.	1	13	12	1		
Standard 4: Students will use interpersonal communication skills to support health and well-being of self and others.						
4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others.	7, 10, 14	5, 12	10, 13	10	15	5
4.8.2 Apply active listening skills and strategies in a variety of interpersonal contexts.		5, 12	13			
4.8.3 Use various communication strategies to seek and offer support and assistance.		8				10, 15, 17
4.8.4 Demonstrate ways to communicate boundaries and consent for a variety of situations.	14	5	3, 10, 13			16
4.8.5 Use refusal skills and strategies in a variety of situations.	14, 15		10, 11, 13	10	15, 16	5, 16
4.8.6 Use skills and strategies to prevent, manage, or resolve conflict.						14, 15
4.8.7 Use collaboration skills in a variety of situations.	Reinforced throughout all lessons in group work					
4.8.8 Use negotiation skills in a variety of situations.			13			14, 15
4.8.9 Demonstrate strategies to communicate with others with different perspectives and values.		5	13			14, 15
4.8.10 Demonstrate ways to communicate empathy and compassion.		5, 12				

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Standard 5: Students will use a decision-making process to support health and well-being of self and others.						
5.8.1 Explain how the use of a decision-making process affects health and well-being.		14	9			6
5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.		14	9			6
5.8.3 Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.		14	9			6
5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels.		14	9			6
5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.		14	9			6
5.8.6 Evaluate the results of a health-related decision on self and others.		14	9			6
Standard 6: Students will use a goal-setting process to support health and well-being of self and others.						
6.8.1 Assess personal health and well-being to identify focus areas for goal-setting.		1, 15		3, 9, 14, 16		
6.8.2 Analyze when individual, supported, or collaborative goal setting is appropriate.		15		16		
6.8.3 Develop a goal and explain how it supports health and well-being.		15		16		
6.8.4 Develop a plan that addresses supports and barriers to attaining a health-related goal.		15		16, 17		
6.8.5 Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.		15		16, 17		
6.8.6 Examine the goal-setting process and outcomes on health and well-being.		15		17		

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 7: Students will demonstrate practices and behaviors to support health and well-being of self and others.						
7.8.1 Examine supports and barriers to health-related practices and behaviors.	1, 11, 12, 13	7, 8, 9, 10, 15	1, 3, 13	5, 16, 17	9, 11	10, 14
7.8.2 Analyze practices and behaviors that support personal and community health and well-being.	1, 2, 3, 9, 11, 16	2, 3, 5, 6, 7, 8, 10, 11, 12, 13, 15	1, 2, 3, 8, 12, 13, 14	2, 3, 4, 5, 6, 7, 8, 11, 12, 14, 15, 16, 17	10, 11, 17	2, 3, 4, 5, 7, 10, 11, 12, 13, 14, 15, 16
7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being.	2, 3	7, 8, 10, 11	2, 12, 13	4, 5, 7, 8, 11, 14, 15, 17	10	2, 3, 5, 7, 10, 11, 15, 16
Standard 8: Students will advocate to promote health and well-being of self and others.						
8.8.1 Analyze opportunities to advocate for the health and well-being of individuals, families, and communities.	2, 11, 13	13	2, 5	6	13, 14	4, 12
8.8.2 Determine when individual or collaborative advocacy is appropriate to promote health and well-being.	11, 13			6	14	4
8.8.3 Adapt advocacy skills and strategies for a variety of audiences and contexts.			5		14	4
8.8.4 Demonstrate advocacy skills and strategies to promote the health and well-being of self and others.	2, 11, 13	13	2, 5	6	13, 14, 17	4, 12
8.8.5 Evaluate the effectiveness of advocacy efforts for promoting health and well-being.	2	13		6	14	