

HealthSmart Alignment with Alabama Course of Study: Health Education



**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
Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.						
6.1.1 Describe the interrelationships between social and emotional health in adolescence.	7	1				
6.1.1a. Identify how positive relationships can enhance each dimension of health.		1, 4				
6.1.1b. Explain how stress can affect personal health.		9				
6.1.2 List ways to reduce or prevent injuries and illness.	2	10, 11	1, 6, 7	8, 15		1, 2, 3, 4, 7, 13, 14, 16, 17
6.1.3 Describe benefits of practicing healthy behaviors.	1, 11	7, 8	1, 3, 13	5, 16	11	10, 14
6.1.4 Examine how personal health and wellness are affected positively or negatively by an individual's surroundings.	2, 3	2, 13				
6.1.5 Identify how positive family practices and beliefs promote personal health.	3, 9					
Anchor Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.						
6.2.1 Examine how family and peers influence the health of adolescents.	12, 13	4, 13		9, 10, 11	9, 11, 12, 15	
6.2.1a. List personal family guidelines and rules that enhance health.	7, 11				11, 12	
6.2.1b. List peer situations that enhance health.	13	2			11, 17	
6.2.2 Identify health services offered in the school.	Can be addressed in 1 or 9					
6.2.3 Investigate how messages from media influence health behaviors.	12	13		9, 11	9, 13, 14	13
6.2.4 Explain the influence of values and beliefs on individual health practices and behaviors.	12				9	
6.2.5 Identify how bad health choices result in poor personal health.	Emphasis is on how positive health behaviors contribute to good health.					

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.						
6.3.1 Analyze the validity of a variety of Internet sources for health information.	1			1		
6.3.1a. Identify local resources for reliable health information.			12		12	
6.3.2 Determine the accessibility of reliable resources, personnel, and services enhance health.			12			
Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.						
6.4.1 Apply effective verbal and nonverbal communication skills to enhance health.	7, 10, 14	5, 12	10, 13	10	15	5
6.4.1a. Demonstrate appropriate nonverbal communication skills someone could use when upset.		7				13
6.4.2 List refusal and negotiation skills to avoid or reduce health risks.	14, 15		10, 11, 13	10	15, 16	5, 16
6.4.3 Determine when and how to utilize different communication strategies to deal with a variety of situations and conflicts.		5				14, 15
Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.						
6.5.1 Describe situations that can help or hinder making a healthy decision.		14	9			6
6.5.2 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.		14	9			6
Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.						
6.6.1 Assess personal health practices.		1, 15		3, 9, 14, 16		
6.6.2 Describe how setting goals to increase time for physical activity and academic study may reduce stress.		10, 15		16, 17		
6.6.2a. List activities that can improve physical and mental health.	2, 3	3, 15		14		
Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.						
6.7.1 Critique examples of responsible behaviors that reduce health risks.	2, 3	7, 10, 11	12, 13	5, 7, 8, 12, 15	10	2, 3, 5, 7, 10, 11, 15
6.7.2 Describe practices to avoid to reduce health risks to self and others.	3, 16	7, 9	6, 7, 8	8, 12, 15	2, 3, 4, 5, 6, 7	2, 3, 5, 9, 11, 13

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.						
6.8.1 State a health enhancing position and support it with accurate information.	2, 11		2	6	13, 14	4, 12
6.8.2 Identify ways by which health messages can be altered to appeal to different audiences.					14	4

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.						
7.1.1 Summarize the interrelationship of emotional, social, and physical health.	4, 7	1				
7.1.1a. Determine how peers may affect the six dimensions of health.	12, 13	4, 13		9, 10, 11	9, 11, 15	5, 11, 13
7.1.1b. Illustrate how changing family dynamics can affect health.	Not covered					
7.1.2 Predict the risk of injury or illness if engaging in unhealthy behaviors.			1, 5, 7	12, 13	7, 8	1, 2, 8, 13
7.2.1a. Give examples of dangers associated with the use of alcohol, tobacco, or other drugs.					2, 3, 4, 5, 6, 7, 8	
7.1.3 Determine barriers to practicing healthy behaviors.	3, 12	8, 9, 15	3, 13	5, 16	11	1, 5, 8
7.2.1a. Examine how nutritional choices and psychological issues may lead to eating disorders.				13		
7.1.4 Predict the consequences of engaging in unhealthy behaviors.	10, 16		1, 5, 6, 7	12, 13	2, 3, 4, 5, 6, 7, 8	1, 2, 6, 8, 9, 11
7.1.4a. Discuss ways to prevent obesity.				2, 3, 6, 7, 10, 14		
7.1.4b. Determine health risks associated with body piercings or tattoos.	Not covered					
7.1.5 Research family medical history and how it impacts personal health now and in the future.	3					
7.1.4a. Discuss hereditary diseases that impact personal health and wellness.	3					
Anchor Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.						
7.2.1 Describe how family values and behaviors influence the health of adolescents.	12	4		9, 11	9, 12	
7.2.2 Explain how communities can affect personal health practices and behaviors.	12	2			9, 12	
7.2.3 Describe how the media can send mixed messages about health.	12	13		9, 11	9, 13, 14	13
7.2.4 Explain how school and public health policies can influence health promotion and disease prevention.					12	
7.2.5 Discuss how risky choices influence the likelihood of unhealthy behaviors, including tobacco use increasing the risk of using other drugs and peer pressure to consume alcohol.					2	

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.						
7.3.1 Distinguish between facts and myths of health information.	1		6, 7, 13	12		
7.3.1a. Examine beliefs concerning the transmission of HIV/AIDS; distinguish between fact and fallacy.			7			
7.3.2 Demonstrate the ability to locate valid school and community health resources.			12			17
Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.						
7.4.1 Discuss effective conflict management or resolution strategies.						14, 15
7.4.2 Model refusal skills that avoid or reduce health risks.	14, 15		10, 11, 13	10	15, 16	5, 16
7.4.3 Demonstrate skills that avoid conflict.						15
Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.						
7.5.1 Distinguish when a self-decision should be made or if help should be sought from a responsible adult.		14	9			6
7.5.1a. Determine when it is necessary to ask for assistance when making a health choice.		8		13		17
7.5.2 Analyze healthy alternatives over unhealthy alternatives when making decisions.		14	9			6
Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.						
7.6.1 Assess current personal health practices and set a goal to adopt, maintain, or improve one or more health practices.		1, 15		3, 9, 14, 16		
7.6.2 Describe changing abilities, priorities, and responsibilities that impact personal health goals.	16	15		17		
Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.						
7.7.1 State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.	3, 9	2, 3, 6, 7	3, 5, 8	3, 14	17	2, 5
7.7.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	2, 3	10	2	4, 5, 7, 11, 14, 15, 17	10	15

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.						
7.8.1 Create ways to influence and support others in making positive health choices.	2, 11, 13	13	5	6	14, 17	4, 12
7.8.2 Describe which advertising appeals are being used in various advertisements.					14	

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.						
8.1.1 Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.	4, 7	1				
8.1.1a. Determine how social influences can affect physical health.	10, 12			9, 10, 11	1, 9, 11, 12	5, 9, 13
8.1.1b. Describe how risky health behaviors affect the emotional, physical, and social health of adolescents.	16	9	1, 6, 7	8, 12, 13	2, 3, 4, 5, 6, 7	1, 5, 8, 9, 11
8.1.2 Analyze how the environment, family history, personal behaviors, and health care can affect individual healthful living.	2, 3, 9	2, 13				
8.1.2a. Describe ways to reduce or prevent injuries and illness in adolescents as it pertains to family history, personal behaviors, and health care.	2	10, 11	3	8, 15		1, 2, 3, 4, 7, 13, 14, 16, 17
8.1.3 Create a plan for eliminating personal unhealthy behaviors.		15		16, 17		
8.1.4 Analyze the relationship between engaging in regular physical activity and healthy eating as ways to improve personal health.				2, 3, 12, 14		
8.1.5 Analyze family history to determine the effects of health conditions that may be chronic or acute diseases.	3					
Anchor Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.						
8.2.1 Describe the influence of culture on health beliefs, practices, and behaviors.	10, 12			11		
8.2.2 Examine ways the school and community encourage students to use appropriate life skills to improve health.	12	2			9, 12	
8.2.3 Analyze the influences of technology on personal and family health.		13				9
8.2.4 Explain how societal perceptions influence healthy and unhealthy behaviors.	13	13	1		1	1
8.2.5 Give examples of how substance abuse can increase the likelihood of other health risk behaviors.					2	
Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.						
8.3.1 Analyze the validity of health claims made concerning health products and services	1			12		
8.3.2 Identify situations that may require professional health services, including self-harm, suicidal thoughts, substance abuse, sexual abuse, and harm toward others.	9	8	8	13		

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.						
8.4.1 Analyze how strategies using verbal and nonverbal communication effectively can enhance health.	7, 10, 14	5, 12	10, 13	10	15	5
8.4.2 Demonstrate negotiation skills which help resolve conflict in bullying situations.						14, 15
8.4.3 Demonstrate effective communication when confronted with mental or emotional problems in others.		12				
Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.						
8.5.1 Predict the impact on self and others when making a health-related decision.		14	9			6
8.5.1a. Analyze options as well as outcomes when pressured by peers to perform illegal acts.						5, 6
8.5.2 Critique the positive and negative outcomes of a health-related decision.		14	9			6
Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.						
8.6.1 Apply strategies and skills needed to attain a personal health goal.		15		16, 17		
8.6.2 Analyze how keeping an activity record will help an individual to attain a personal health goal.				16, 17		
Anchor Standard 7: Students will the ability to practice health-enhancing behaviors and avoid or reduce health risks.						
8.7.1 Perform overall self-assessments and identify behaviors that will impact personal health.		1, 15		3, 9, 14, 16		
8.7.2 Document healthy practices and behaviors that will improve the health of self and others.	2, 3	10	2	4, 5, 7, 11, 14, 15, 17	10	15
Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.						
8.8.1 Demonstrate ways to influence and support others in making positive health choices.	2, 11, 13	13	5	6	14, 17	4, 12
8.8.2 Work collaboratively to advocate for healthy individuals, families, and schools.	2	5	6		14	4, 12