

***HealthSmart*
Alignment with
Kentucky
Academic
Standards
for 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
Standard 1: Use functional health information to support health and well-being of self and others.						
1.8.1 Apply 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					
1.8.8 Describe male and female reproductive body parts, their functions, the menstrual cycle and their relationships to conception.	5, 6, 8					
1.8.9 Describe the physical, social and emotional changes that occur during puberty.	5, 6, 7, 8					
1.8.10 Determine the benefits of being sexually abstinent and summarize ways to prevent pregnancy and STDs.	11		1, 6, 7, 14			
1.8.11 Explain why individuals have the right to refuse physical or sexual contact.			3			16
1.8.12 Explain signs, symptoms, transmission and prevention of the most common STDs.			6, 7			
1.8.13 Describe the short- and long-term health benefits of avoiding or discontinuing nicotine products, including the benefits of being nicotine free.					3, 11, 14	

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 1: Use functional health information to support health and well-being of self and others. (continued)						
1.8.14 Describe the short- and long-term health benefits of avoiding or discontinuing alcohol and other drugs.					2, 4, 11, 17	
1.8.15 Summarize ways to protect oneself against potential damage from exposure to the sun and other kinds of weather.	2			15		
Standard 2: 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	
2.8.5 Analyze how technology and social media influence the health of self and others.		13 [social media]				9 [cyberbullying]
Standard 3: 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 and reliability of health information, products, services, and other resources.	1, 4		12	1		
3.8.5 Apply strategies to manage misinformation and disinformation.	1	13	12	1		

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Standard 4: Use interpersonal communication skills to support health and well-being of self and others.						
4.8.1 Use effective verbal and non-verbal communication skills across multiple 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				
Standard 5: 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 within individual, interpersonal, community, societal, cultural, and environmental levels.		14	9			6
5.8.6 Evaluate the results of a health-related decision on self and others.		14	9			6

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 6: 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 related 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		
Standard 7: 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: 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 Apply advocacy skills and adjust strategies when addressing 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	