

***HealthSmart* Alignment with
Louisiana Health Education
Content Standards**

**Middle School
Grades 6–8**

HEALTH *Smart*

HealthSmart Middle School Unit Key	
ABST = Abstinence, Puberty & Personal Health	NPA = Nutrition & Physical Activity
EMH = Emotional & Mental Health	TAOD = Tobacco, Alcohol & Other Drug Prevention
HIV = HIV, STI & Pregnancy Prevention	VIP = Violence & Injury Prevention
Grade 6	HealthSmart (Unit – Lesson)
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark 1-M-1: Describe interrelationships among physical, intellectual, emotional and social health.	
1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.	ABST – 2, 3, 9, 11, 16 EMH – 1, 3, 6, 7, 9, 10, 11, 12, 13 HIV – 1, 3, 5, 8, 12, 13, 14 NPA – 2, 3, 5, 6, 7, 8, 12, 13, 14, 15 TAOD – 2, 3, 4, 5, 6, 7, 10 VIP – 1, 2, 3, 4, 5, 8, 9, 11, 12, 13
1-M-1.2 Analyze the physical, intellectual, emotional and social benefits of eating breakfast daily.	NPA – 5
Benchmark 1-M-2: Describe the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.	
1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.	Focus throughout is on applying knowledge to the practice of healthy behaviors
1-M-2.2 Relate correct portion sizes and number of servings to energy needs.	NPA – 2, 3, 4
Benchmark 1-M-3: Analyze high risk behaviors to determine their impact on wellness.	
1-M-3.1 Examine the likelihood and seriousness of injury or illness if engaging in risky behaviors.	HIV – 1, 5, 7 NPA – 12, 13 TAOD – 7, 8 VIP – 1, 2, 8, 13
Benchmark 1-M-4: Use appropriate strategies to prevent/reduce risk and promote well-being.	
1-M-4.1 Explain how preventive health care can reduce risk of premature death and disability.	Covered in High School
1-M-4.2 Analyze the harmful effect of engaging in unscientific diet practices to lose or gain weight.	NPA – 12
1-M-4.3 Identify ways injuries can be prevented (e.g., seatbelt, playground, street, water).	VIP – 2, 3, 4, 5, 6
1-M-4.4 Distinguish between appropriate and inappropriate touch.	VIP – 16

Grade 6 (continued)	HealthSmart (Unit – Lesson)
Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
Benchmark 2-M-1: Describe the influence of others on health beliefs, practices and behaviors.	
2-M-1.1 Identify the influences of others on personal values, beliefs and perceived norms.	ABST – 12, 13 EMH – 13 HIV – 1 TAOD – 1, 9, 11, 12, 13 VIP – 1, 5, 11, 13
2-M-1.2 Examine how parents and family influence health practices.	ABST – 12 EMH – 4 NPA – 9, 11 TAOD – 9, 12
Benchmark 2-M-2: Analyze how media and technology influence personal and family health behaviors.	
2-M-2.1 Investigate the impact of media (e.g., television, newspapers, billboards, magazines, Internet) on positive and negative health behaviors.	ABST – 12 EMH – 13 NPA – 9, 11 TAOD – 9, 13, 14 VIP – 13
2-M-2.2 Describe the ways that technology affects health (e.g., video games).	EMH – 13 VIP – 9
2-M-2.3 Describe the influence of culture and media on body image and eating disorders.	NPA – 9, 11
Benchmark 2-M-3: Explain the influence of personal values and beliefs on individual health practices and behaviors.	
2-M-3.1 Discuss personal beliefs about participating in healthy behaviors.	Most lessons offer opportunities for students to share beliefs about healthy behaviors
2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors (e.g., physical activity and healthy nutritional practices).	ABST – 1, 11 EMH – 7, 8 HIV – 1, 3, 13 NPA – 5, 16 TAOD – 11 VIP – 10, 14
Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.	
Benchmark 3-M-1: Utilize resources at home, school and community to access valid health information and services.	
3-M-1.1 Differentiate between credible and non-credible sources of health information (e.g., internet, trusted adult, healthcare professionals).	ABST – 1, 4 NPA – 1
3-M-1.2 Evaluate functions of community health agencies and professional health services.	ABST – 9

Grade 6 (continued)	HealthSmart (Unit – Lesson)
Standard 3 (continued)	
Benchmark 3-M-1 (continued)	
3-M-1.3 Interpret the nutrition information available on the Nutrition Facts panel of food labels.	NPA – 4
3-M-1.4 Use nutrition information to differentiate between nutrient dense foods and low-nutrient foods.	NPA – 4
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Benchmark 4-M-1: Demonstrate healthy ways to express needs, wants, feelings and respect of self and others.	
4-M-1.1 Role play verbal and non-verbal communication skills to enhance health.	ABST – 14, 15 EMH – 5, 7, 8, 12 HIV – 11, 13 NPA – 10 TAOD – 10, 15, 16 VIP – 5, 10, 15, 16, 17
4-M-1.2 Practice the use of “I” messages when expressing needs, wants and feelings.	EMH – 12
4-M-1.3 Demonstrate how to refuse less-nutritious foods and extra servings in social settings.	NPA – 10
Benchmark 4-M-2: Demonstrate how to ask for assistance to enhance the health of self and others.	
4-M-2.1 Role-play seeking assistance from trusted health resources in the school or community.	EHM – 8 VIP – 10, 15, 17
Benchmark 4-M-3: Demonstrate effective conflict management or resolution strategies.	
4-M-2.1 Differentiate between negative and positive behaviors used in conflict situations (e.g., compromise, avoidance, mediation, assertive/aggressive, non-violent behaviors).	VIP – 14, 15
Benchmark 4-M-4: Exhibit characteristics needed to be a responsible friend and family member.	
4-M-4.1 Identify qualities of healthy relationships (e.g., respect, trust, honesty, support, communication).	EMH – 4 HIV – 4
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
Benchmark 5-M-1: Discuss how emotional health affects decision-making.	
5-M-1.1 Examine how emotional health can affect decision-making.	EMH – 14 HIV – 9 VIP – 6
Benchmark 5-M-2: Determine when health-related situations require the application of a thoughtful decision-making process.	
5-M-2.1 Relate the steps of a decision-making model as it applies to health-related decisions.	EMH – 14 HIV – 9 VIP – 6
5-M-2.2 Examine the role of decision-making in maintaining personal fitness, blood pressure, weight and body mass index.	NPA – 5, 6, 7, 12, 13, 14, 17

Grade 6 (continued)	HealthSmart (Unit – Lesson)
Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health.	
Benchmark 6-M-1: Identify goals to adopt, maintain or improve a personal health practice.	
6-M-1.1 Assess personal health practices and health status.	EMH – 1, 15 NPA – 3, 9, 14, 16
6-M-1.2 Set a goal and describe steps needed to attain goal.	EMH – 15 NPA – 16
6-M-1.3 Develop practical solutions for removing barriers to practicing healthy lifestyles.	ABST – 1, 2 EMH – 15 NPA – 16
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Benchmark 7-M-1: Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	
7-M-1.1 Complete a personal health assessment to determine health strengths and risks (e.g., physical activity, nutrition, stress, bullying).	EMH – 3 NPA – 3, 14
7-M-1.2 Plan a class party or family meal that meets dietary guidelines.	Could be an extension activity in: NPA – 3, 6
Benchmark 7-M-2: Demonstrate behaviors that avoid or reduce health risks to self and others.	
7-M-2.1 Describe how to avoid threatening situations (e.g., inappropriate touch, bullying).	ABST – 12 VIP – 10, 11, 13, 14, 16
7-M-2.2 Identify safe ways to report abuse.	VIP – 17
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.	
Benchmark 8-M-1: Analyze various communication methods to accurately express health ideas and opinions.	
8-M-1.1 Identify communication techniques to persuade or support a health-enhancing issue.	ABST – 2, 11 EMH – 13 HIV – 2 NPA – 6 TAOD – 13, 14 VIP – 4, 12
Benchmark 8-M-2: Demonstrate how to influence and support others to make positive health choices.	
8-M-2.1 Demonstrate effective persuasion skills to encourage healthy behaviors.	ABST – 2, 11 EMH – 13 HIV – 2 NPA – 6 TAOD – 13, 14 VIP – 4, 12

Grade 7	HealthSmart (Unit – Lesson)
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark 1-M-1: Describe interrelationships among physical, intellectual, emotional and social health.	
1-M-1.1 Explain how emotional health (stress) impacts other dimensions of health.	EMH – 1, 9
1-M-1.2 Describe appropriate ways to express and deal with emotions and how this can impact other areas of personal health.	EMH – 6, 7
Benchmark 1-M-2: Describe the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.	
1-M-2.1 Explain the importance of assuming responsibility 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-M-2.2 Define HIV.	HIV – 7
1-M-2.3 Explain and define abstinence.	ABST – 10, 11
Benchmark 1-M-3: Analyze high risk behaviors to determine their impact on wellness.	
1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).	ABST – 1, 11 EMH – 7, 8 HIV – 1, 3, 13 NPA – 5, 16 TAOD – 11 VIP – 10, 14
1-M-3.2 Describe the relationship between using alcohol and other drugs and health risk behaviors. (e.g., sexual activity, driving/riding while intoxicated, violence, etc.).	TAOD – 2
Benchmark 1-M-4: Use appropriate strategies to prevent/reduce risk and promote well-being.	
1-M-4.1 Describe how family history and environment are related to the cause or prevention of disease.	ABST – 3
1-M-4.2 Explain how abstinence prevents emotional and physical health risks.	ABST – 11 HIV – 1
Benchmark 1-M-5: Discuss the basic male and female reproductive anatomy and physiology.	
1-M-5.1 Describe basic male and female reproductive body parts and their functions.	ABST – 5, 6
1-M-5.2 Define puberty.	ABST – 7

Grade 7 (continued)	HealthSmart (Unit – Lesson)
Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
Benchmark 2-M-1: Describe the influence of others on health beliefs, practices and behaviors.	
2-M-1.1 Describe how peers influence healthy and unhealthy behaviors.	ABST – 12, 13 EMH – 4, 13 NPA – 9, 10, 11 TAOD – 9, 11, 15 VIP – 5, 11, 13
2-M-1.2 Analyze how the community can affect personal health practices and behaviors.	ABST – 12 EMH – 2 TAOD – 9, 12
2-M-1.3 Define gender stereotypes in social relationship roles.	HIV – 2
Benchmark 2-M-2: Analyze how media and technology influence personal and family health behaviors.	
2-M-2.1 Assess ways in which various media influence buying decisions (e.g., health products, medicines, food).	NPA – 9
2-M-2.2 Discuss the role of the media in supporting gender stereotypes in relationship roles.	Can be addressed in HIV – 2
Benchmark 3-M-3: Explain the influence of personal values and beliefs on individual health practices and behaviors.	
2-M-3.1 Identify the difference between external and internal influences.	NPA – 9 TAOD – 9, 10
2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence).	ABST – 12 TAOD – 9
2-M-3.3 Recognize how external influences can affect an individual’s judgment, self-control and behavior (e.g., substance abuse, peer pressure).	ABST – 12, 13 EMH – 13 NPA – 9, 11 TAOD – 9, 11, 12 VIP – 5
Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.	
Benchmark 3-M-1: Utilize resources at home, school and community to access valid health information and services.	
3-M-1.1 Explore validity, cost and safety of health products and services (e.g., diet pills, tanning beds, energy drinks, generic drugs).	NPA – 12
3-M-1.2 Describe situations that may require professional health services.	ABST – 9 EMH – 8 HIV – 8 NPA – 13

Grade 7 (continued)	HealthSmart (Unit – Lesson)
Standard 3 (continued)	
Benchmark 3-M-1 (continued)	
3-M-1.3 Engage trusted adults at home, school and community in health issues.	ABST – 7, 10 EMH – 6, 11 HIV – 5, 10 NPA – 12, 15 TAOD – 9, 11, 15 VIP – 5, 10
3-M-1.4 Identify credible health-related websites.	ABST – 1 NPA – 1
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Benchmark 4-M-1: Demonstrate healthy ways to express needs, wants, feelings and respect of self and others.	
4-M-1.1 Use effective listening techniques when communicating with others (active listening).	EMH – 5 HIV – 13
4-M-1.2 Describe healthy ways to express affection, love, friendship and concern.	ABST – 10 EMH – 12
4-M-1.3 Explain the characteristics of a healthy and unhealthy social relationship.	EMH – 4 HIV – 4
4-M-1.4 Analyze the relationship between self-respect and healthy social relationships.	ABST – 11 EMH – 2, 3, 14
Benchmark 4-M-2: Demonstrate how to ask for assistance to enhance the health of self and others.	
4-M-2.1 Identify techniques for approaching trusted adults.	EMH – 8 VIP – 10, 15, 17
4-M-2.2 Demonstrate skills for requesting assistance with health issues.	EMH – 8 VIP – 10, 15, 17
Benchmark 4-M-3: Demonstrate effective conflict management or resolution strategies.	
4-M-3.1 Compare and contrast the steps for conflict resolution/negotiation.	VIP – 14, 15
4-M-3.2 Demonstrate skills to effectively resist pressure from peers to engage in unhealthy behaviors.	ABST – 14, 15 HIV – 10, 11, 13 NPA – 10 TAOD – 15, 16 VIP – 5, 16
Benchmark 4-M-4: Exhibit characteristics needed to be a responsible friend and family member.	
4-M-4.1 Identify methods for responding to problems of others with empathy and support.	EMH – 8, 12 VIP – 12

Grade 7 (continued)	HealthSmart (Unit – Lesson)
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
Benchmark 5-M-1: Discuss how emotional health affects decision-making.	
5-M-1.1 Analyze the impact of peer pressure on decision-making.	ABST – 12, 13 EMH – 4, 13 NPA – 9, 10, 11 TAOD – 9, 11, 15 VIP – 5, 11, 13
5-M-1.2 Determine barriers that can hinder healthy decision-making.	EMH – 14 HIV – 9 VIP – 6
Benchmark 5-M-2: Determine when health-related situations require the application of a thoughtful decision-making process.	
5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.	EMH – 14 HIV – 9 VIP – 6
5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk behaviors, alcohol and tobacco use, exercise, healthy eating).	ABST – 10, 16 EMH – 14 HIV – 1, 5, 6, 7, 9 NPA – 13 TAOD – 2, 7, 8 VIP – 1, 6, 8, 9, 11
Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health.	
Benchmark 6-M-1: Identify goals to adopt, maintain or improve a personal health practice.	
6-M-1.1 Identify a health practice to improve.	EMH – 15 NPA – 16
6-M-1.2 Adopt a goal to improve a health practice (e.g., increase physical activity, increase time spent with people engaged in positive behaviors, increase healthful eating, practice honest ways to be successful in school, practice abstinence).	EMH – 15 NPA – 16, 17
6-M-1.3 Create a journal to measure accomplishments toward a selected goal.	EMH – 15 NPA – 16, 17
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Benchmark 7-M-1: Discuss healthy practices and behaviors that will improve the health of self and others.	
7-M-1.1 Identify common barriers to making healthy choices.	ABST – 1, 11 EMH – 7, 8 HIV – 1, 3, 13 NPA – 5, 16 TAOD – 11 VIP – 10, 14

Grade 7 (continued)	HealthSmart (Unit – Lesson)
Standard 7 (continued)	
Benchmark 7-M-1 (continued)	
7-M-1.2 Problem-solve how to overcome obstacles to making healthy choices.	EMH – 14 HIV – 9 VIP – 6
7-M-1.3 Explain the importance of assuming responsibility for personal health behaviors.	ABST – 3, 9 EMH – 2, 3, 6, 7 HIV – 3, 5, 8 NPA – 3, 14 TAOD – 17 VIP – 2, 5
Benchmark 7-M-2: Demonstrate behaviors that avoid or reduce health risks to self and others.	
7-M-2.1 Develop strategies to improve personal and family health (e.g., injury prevention, physical activity).	ABST – 2, 3, 11 EMH – 5, 6, 7, 8, 10, 11, 12, 14, 15 HIV – 2 NPA – 3, 5, 7, 8, 14, 15, 16, 17 TAOD – 10, 17 VIP – 2, 3, 4, 6, 10, 11, 13, 14, 15, 16
7-M-2.2 Analyze the risk of impulsive behaviors.	EMH – 7
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.	
Benchmark 8-M-1: Analyze various communication methods to accurately express health ideas and opinions.	
8-M-1.1 Identify ways that health messages and communication techniques can be altered for different audiences.	TAOD – 14 VIP – 4
Benchmark 8-M-2: Demonstrate how to influence and support others to make positive health choices.	
8-M-2.1 Use accurate information to support a health-enhancing position on a topic (e.g., need for personal hygiene, healthful food choices at school, disease, genetic disorder).	ABST – 2, 11 HIV – 2 NPA – 6 TAOD – 13, 14 VIP – 4, 12

Grade 8	<i>HealthSmart</i> (Unit – Lesson)
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark 1-M-1: Describe interrelationships among physical, intellectual, emotional and social health.	
1-M-1.1 Explain how healthy and unhealthy behaviors impact various body systems.	TAOD – 2, 3, 4, 7
1-M-1.2 Discuss research related to the impact the dimensions of health have upon each other. (class project)	Can be addressed in EMH – 1
1-M-1.3 Explore the relationship of nutrients to physical, intellectual, emotional, and social health.	NPA – 1
Benchmark 1-M-2: Describe the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.	
1-M-2.1 Identify preventive health measures to reduce or prevent injuries and other health problems.	ABST – 2 EMH – 10, 11 HIV – 3 NPA – 8, 15 VIP – 1, 2, 3, 4, 7, 13, 14, 16, 17
1-M-2.2 Explain how HIV is and is not transmitted.	HIV – 7
1-M-2.3 Explain the positive aspects of abstinence.	ABST – 11
1-M-2.4 Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).	HIV – 1, 6, 7, 9, 10
1-M-2.5 Describe the relationship between one’s dating partner, one’s health and the prevention of harm.	HIV – 3, 4, 12, 14
Benchmark 1-M-3: Analyze high risk behaviors to determine their impact on wellness.	
1-M-3.1 Discuss how high risk behavior consequences may extend beyond self to friends, family and community.	HIV – 5 TAOD – 6, 8 VIP – 2, 8
1-M-3.2 Describe types of violence.	VIP – 8
1-M-3.3 Discuss the frequency of violence, and its consequences, in social relationships.	VIP – 8, 9, 11, 13
1-M-3.4 Analyze the impact on health of selecting foods and beverages of various caloric and nutritional value.	NPA – 2, 3, 7
Benchmark 1-M-4: Use appropriate strategies to prevent/reduce risk and promote well-being.	
1-M-4.1 Identify the causes, symptoms, treatment and prevention of various diseases and disorders.	ABST – 3
1-M-4.2 Set personal boundaries and limits related to physical intimacy and sexual behaviors.	ABST – 10, 11, 14, 15
1-M-4.3 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.	ABST – 14, 15 HIV – 10, 13 NPA – 10 TAOD – 15, 16 VIP – 5, 16

Grade 8	HealthSmart (Unit – Lesson)
Standard 1 (continued)	
Benchmark 1-M-1 (continued)	
1-M-4.4 Log selection of food and beverages low in fat, sugar, and salt and high in nutrients when eating out and preparing meals at home.	NPA – 3, 7, 16
Benchmark 1-M-5: Recognize the interrelationships among organs in the male and female reproductive systems.	
1-M-5.1 Identify basic male and female reproductive body parts and their functions.	ABST – 5, 6
1-M-5.2 Analyze the role of hormones in the reproductive maturation.	ABST – 7
1-M-5.3 Describe the physical, social and emotional changes that occur during puberty (e.g., changes in friends, crushes/attractions, mood shifts, body hair, body odor, menstruation).	ABST – 7
Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
Benchmark 2-M-1: Describe the influence of others on health beliefs, practices and behaviors.	
2-M-1.1 Explain how the perceptions of cultural and peer norms influence healthy and unhealthy behaviors.	ABST – 13 EMH – 13 HIV – 1 TAOD – 1 VIP – 1
2-M-1.2 Describe how some health risk behaviors can influence the likelihood of engaging in additional unhealthy behaviors.	TAOD – 2
2-M-1.3 Compare the roles of heredity, food selection, and activity level in weight control.	NPA – 12
2-M-1.4 Recognize health care disparities of different cultures, races and ethnic groups in the community.	Not covered
Benchmark 2-M-2: Analyze how media and technology influence personal and family health behaviors.	
2-M-2.1 Identify how media influence the selection of health information and products.	NPA – 9 TAOD – 13
2-M-2.2 Describe the ways that technology positively affects health (e.g., high-technological medical equipment).	Not covered
2-M-2.3 Analyze ways that music, television and internet influence risky sexual behavior, use of tobacco and alcohol and drugs.	ABST – 12 EMH – 13 TAOD – 9

Grade 8	HealthSmart (Unit – Lesson)
Standard 2 (continued)	
Benchmark 2-M-3: Explain the influence of personal values and beliefs on individual health practices and behaviors.	
2-M-3.1 Describe factors that influence personal decisions to engage in behaviors which result in intentional or unintentional consequences (e.g., homicide, drinking and driving, wearing seat belt, lack of physical activity).	ABST – 12 HIV – 9 NPA – 9, 11 TAOD – 9 VIP – 2, 6, 8, 13
2-M-3.2 Discuss influence of values and beliefs on healthy others, self-respect, positive interactions with others).	ABST – 12 TAOD – 9
Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.	
Benchmark 3-M-1: Utilize resources at home, school and community to access valid health information and services.	
3-M-1.1 Determine the accessibility of services and products that enhance health (e.g., clinics, farmers markets).	HIV – 12
3-M-1.2 Differentiate accurate from inaccurate health information on varying topics (e.g., sexual health information, alcohol and drugs and tobacco use).	ABST – 1 NPA – 1
3-M-1.3 Evaluate the accuracy of claims about dietary supplements and popular diets.	NPA – 12
3-M-1.4 Discuss a credible Internet source for health information (e.g., types of diets, energy drinks, best vegetables to eat).	NPA – 1
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Benchmark 4-M-1: Demonstrate healthy ways to express needs, wants, feelings and respect of self and others.	
4-M-1.1 Demonstrate refusal skills to avoid or reduce health risks (e.g., sexual contact, alcohol use).	ABST – 14, 15 HIV – 10, 11 NPA – 10 TAOD – 15, 16 VIP – 5, 16
4-M-1.2 Demonstrate how to communicate clear expectations and boundaries for personal safety. (e.g., refusing to ride with someone who has been drinking).	HIV – 13 VIP – 2, 5
4-M-1.3 Describe effective strategies for dealing with difficult relationships with family members, peers and boyfriends or girlfriends.	EMH – 5
4-M-1.4 Identify the warning signs of an abusive relationship.	Covered in High School VIP – 15
Benchmark 4-M-2: Demonstrate how to ask for assistance to enhance the health of self and others.	
4-M-2.1 Problem-solve situations with help from trusted adults and community professionals.	EMH – 8 VIP – 10, 15, 17

Grade 8	HealthSmart (Unit – Lesson)
Standard 4 (continued)	
Benchmark 4-M-3: Demonstrate effective conflict management or resolution strategies.	
4-M-2.1 Role-play appropriate ways to respond to feedback from others.	Can be addressed in EMH – 5
4-M-3.2 Justify the use of effective strategies for resolving conflict with another person in non-violent ways.	VIP – 14, 15
4-M-3.3 Demonstrate the use of conflict resolution models in interpersonal conflicts.	VIP – 15
Benchmark 4-M-4: Exhibit characteristics needed to be a responsible friend and family member.	
4-M-4.1 Describe possible outcomes of using effective communication skills in maintaining healthy family relationships.	EMH – 5
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
Benchmark 5-M-1: Discuss how emotional health affects decision-making.	
5-M-1.1 Discuss the impact of stress and coping skills on decision-making.	EMH – 9, 10
5-M-1.2 Demonstrate how to overcome barriers that can hinder healthy decision-making.	EMH – 14 HIV – 9 VIP – 6
5-M-1.3 Analyze how decisions about food choices should be different depending on age, gender, and activity level.	NPA – 2, 3
Benchmark 5-M-2: Determine when health-related situations require the application of a thoughtful decision-making process.	
5-M-2.1 Analyze the positive and negative consequences of a health-related decision.	EMH – 14 HIV – 9 VIP – 6
5-M-2.2 Prepare a report on the short- and long-term consequences of healthy and unhealthy choices (e.g., abstinence, sexual risk behaviors, alcohol and tobacco use, exercise and healthy eating).	Can be added to: ABST – 11, 16 HIV – 1, 5, 6, 7 NPA – 13 TAOD – 2, 3, 4, 7, 8 VIP – 1, 8, 11
Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health.	
Benchmark 6-M-1: Identify goals to adopt, maintain or improve a personal health practice.	
6-M-1.1 Revise personal health goals in response to changing information, abilities, priorities, and responsibilities.	ABST – 16 EMH – 15 NPA – 17

Grade 8	HealthSmart (Unit – Lesson)
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Benchmark 7-M-1: Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	
7-M-1.1 Formulate a contract for behavior change (e.g., controlling portion sizes, reading labels, implementing a physical activity plan, improving school attendance, breakfast eating, anger management, tobacco reduction or cessation, reduction in texting, and abstinence or return to abstinence).	Can be part of goal setting in: EMH – 15, NPA – 16, 17
7-M-1.2 Chart progress toward behavior changes.	EMH – 15 NPA – 16, 17
7-M-1.3 Evaluate the results of the behavior changes.	EMH – 15 NPA – 16, 17
Benchmark 7-M-2: Demonstrate behaviors that avoid or reduce health risks to self and others.	
7-M-2.1 Identify specific abusive behaviors in social relationships (by discussing the Power and Control Wheel).	Can be addressed in EMH – 4 or VIP – 17
7-M-2.2 Discuss the Cycle of Abuse (dynamics of an abusive relationship).	Covered in High School
7-M-2.3 Describe impulsive behaviors and strategies for controlling them.	EMH – 7
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.	
Benchmark 8-M-1: Analyze various communication methods to accurately express health ideas and opinions.	
8-M-1.1 Identify barriers to effective communication about health issues.	EMH – 5 HIV – 13
8-M-1.2 Use effective interpersonal skills to advocate for healthy behaviors with family, friends and others (e.g., use of “I” statements, use of active listening).	ABST – 2, 11, 13 EMH – 13 HIV – 5 NPA – 6 TAOD – 14, 17 VIP – 4, 12
Benchmark 8-M-2: Demonstrate how to influence and support others to make positive health choices.	
8-M-2.1 Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools (e.g., advocate for school policy change).	ABST – 2 HIV – 5 NPA – 6 TAOD – 14 VIP – 4, 12