

## HealthSmart Alignment with Maine Learning Results: 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
<b>Standard HE1: Health Concepts</b>						
Health literate students comprehend concepts related to health promotion and disease prevention to enhance health.						
1.1 Students explain the importance of assuming responsibility for behaviors and the impact it has on personal health related to healthy sexuality; nutrition; safety and injury prevention; and substance use prevention.	3, 9	2, 3, 6, 7	3, 5, 8	3, 14	17	2, 5
1.2 Students explain the interrelationship of the dimensions of health including physical, mental, social, and emotional.	4, 7	1				
1.3 Students investigate causes of health conditions and ways to reduce, prevent, treat, and/or manage them.	3	9, 10, 11	6, 7, 8	13		
1.4 Students determine how the environment and other factors impact personal health.	2, 3	2, 13				
<b>Standard HE2: Health Information, Products, and Services</b>						
Health literate students can demonstrate the ability to access reliable health information, services, and products to enhance health.						
2.1 Students analyze the reliability of health information, products, and services.	1, 4		12	1		
2.2 Students locate reliable health information, products, and services.	1		12	4	5, 12	17
<b>Standard HE3: Health Promotion and Risk Reduction</b>						
Health literate students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks for self and others.						
3.1a Students explain the importance of assuming responsibility for personal health behaviors.	3, 9	2, 3, 6, 7	3, 5, 8	3, 14	17	2, 5
3.1b Students apply health-enhancing behaviors to improve or maintain the health of self and others, including self-management skills.	2, 3	10	2	4, 5, 7, 11, 14, 15, 17	10	15
3.2 Students demonstrate health-enhancing behaviors to avoid or reduce health risks to self and others.	3	7, 11	12, 13	8, 15	10	2, 3, 5, 7, 10, 11, 15

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Standard HE4: Influences on Health</b>						
Health literate students analyze the influences of family, peers, culture, media, technology and other factors on health practices and behaviors.						
4.1 Students analyze positive and negative influences on adolescent health practices and behaviors including peers, family, media, culture, community, technology, and social platforms.	10, 12, 13	4, 13	1	9, 10, 11	1, 9, 11, 12, 13, 14, 15	1, 5, 9, 11, 13
4.2 Students examine how health-enhancing and risky behaviors can influence the likelihood of engaging in more of the same behaviors.	1, 9	1, 3, 11	1	5, 12, 14, 17	2, 6, 8, 17	1, 2
<b>Standard HE5: Communication and Advocacy Skills</b>						
Health literate students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.						
5.1 Students apply effective interpersonal communication skills including affirmative consent, refusal, and negotiation skills to enhance health and build relationships including written, face-to-face, and safe use of technology.	7, 10, 14, 15	5, 8, 12	10, 11, 13	10	15, 16	5, 10, 14, 15, 16, 17
5.2 Students utilize advocacy skills for self and others to make positive health choices.	2, 11, 13	13	2, 5	6	13, 14, 17	4, 12
<b>Standard HE6: Decision-Making and Goal-Setting Skills</b>						
Health literate students demonstrate the ability to make decisions and set goals to enhance health.						
6.1 Students apply decision-making skills to enhance health as an individual and through collaboration.		14	9			6
6.2 Students apply goal-setting skills to achieve a personal short-term health goal.		15		16, 17		