

HealthSmart Alignment with Oklahoma 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: Students will comprehend concepts related to health promotion and disease prevention to enhance health.						
Nutrition						
1.NU.8.1 Analyze the importance of eating a healthy breakfast every day.				5		
1.NU.8.2 Examine why the daily recommended amount of food differs for each food group.				2		
1.NU.8.3 Differentiate between nutritious and non-nutritious beverages.				7		
Physical Activity						
1.PA.8.1 Explain how physical activity can be incorporated into daily life without special exercise equipment.				14		
1.PA.8.2 Describe ways to increase daily physical activity and decrease inactivity.				14		
1.PA.8.3 Explain the short- and long-term benefits of moderate and vigorous physical activity including improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength endurance, flexibility, and reducing risks for chronic diseases.				15, 16		
Mental Health and Wellness						
1.MH.8.1 Analyze healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.		6, 7, 8, 10, 11, 12				
1.MH.8.2 Explain the interrelationship of physical, mental, emotional health and their relationship with social health in engaging with other individuals.		1				
1.MH.8.3 Explain the causes, symptoms, and effects of stress, depression, and anxiety and examine coping skills.		8, 9				

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. (continued)						
Substance Use and Abuse						
1.SU.8.1 Differentiate between proper use, misuse and abuse of prescription medicines.					5	
1.SU.8.2 Explain school policies and community laws about alcohol and other drug use.					12	
1.SU.8.3 Summarize the dangers of experimenting with tobacco products (e.g., vapor products, e-cigarettes, nicotine only products, cigarettes, smokeless tobacco).					3	
Healthy Relationships						
1.HR.8.1 Summarize the benefits of talking with trusted adults (e.g., parent, guardian, health professional) about feelings.	4, 7	8				
1.HR.8.2 Summarize how the characteristics of healthy relationships influence health behaviors.		4	4			
1.HR.8.3 Explain why individuals have the right to refuse uncomfortable situations and/or contact (e.g., physical, virtual).			3			16
Injury Prevention and Personal Health						
1.IP.8.1 Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships.	9					
1.IP.8.2 Demonstrate responsible decision making in situations with risk of injuries at home, school, and in the community (e.g., water, sport, weather, firearms, chemicals, medicines).				15		2, 3, 6
1.IP.8.3 Describe first response procedures needed to treat injuries and other emergencies.	Covered in High School					
Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.						
Analyze Influences						
2.AN.8.1 Examine how the family influences the health of adolescents.	12	4		9, 11	9, 12	
2.AN.8.2 Explain the influence of culture on health beliefs, practices, and behaviors.	10, 12			11		
2.AN.8.3 Evaluate how peers influence healthy and unhealthy behaviors.	12, 13	4, 13			9, 12	
2.AN.8.4 Evaluate how the school and community can affect personal health practices and behaviors (e.g., tobacco free environment, health food access, safe bike routes, walking, school buses, etc.).	12	2			9, 12	

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Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. (continued)						
Analyze Influences (continued)						
2.AN.8.5 Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.	13	13		9, 11	9, 13, 14	13
2.AN.8.6 Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.					2	
2.AN.8.7 Explain how school rules, community norms, and public health policies or laws influence health practices and behaviors.	13	13	1		1, 12	1
Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.						
Access Information						
3.AC.8.1 Examine the validity of health information, products, and services.	1, 4			1		
3.AC.8.2 Access valid health information from home, school, community, and trustworthy online resources.	1			4	5, 12	
3.AC.8.3 Analyze the accessibility of products that enhance health.			12			
3.AC.8.4 Describe situations that may require professional health services.	9	8	8	13		
3.AC.8.5 Locate valid and reliable health products and services.			12			17
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.						
Interpersonal Communication						
4.IC.8.1 Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	7, 10, 14	5, 12	10, 13	10	15	5
4.IC.8.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.	14, 15		10, 11, 13	10	15, 16	5, 16
4.IC.8.3 Explain healthy ways to prevent, manage, and resolve conflict.						14, 15
4.IC.8.4 Demonstrate how to effectively ask for assistance to improve personal health.		8				10, 15, 17
4.IC.8.5 Demonstrate how to effectively communicate support for others.	13	12	2	13	17	12

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Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.						
Decision Making						
5.DM.8.1 Examine circumstances that help or hinder healthy decision making.		14	9			6
5.DM.8.2 Determine when situations require a health-related decision which can be made individually or collaboratively.		14	9			6
5.DM.8.3 Evaluate how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.	12, 13	13		9, 11	9, 11, 12, 13	5, 11, 13
5.DM.8.4 Differentiate between healthy and unhealthy outcomes of health-related decisions.		14	9			6
5.DM.8.5 Examine the potential short-term impact of healthy and unhealthy outcomes to a health-related decision.		14	9			6
5.DM.8.6 Select a healthy alternative when making a health-related decision.		14	9			6
5.DM.8.7 Examine the effectiveness of a final outcome of a health-related decision.		14	9			6
Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health.						
Goal Setting						
6.GS.8.1 Assess personal health practices.		1, 15		3, 9, 14, 16		
6.GS.8.2 Set a realistic personal health goal.		15		16		
6.GS.8.3 Apply strategies to overcome barriers to achieving a personal health goal.		15		16, 17		
6.GS.8.4 Use strategies and skills to achieve a personal health goal.		15		16, 17		
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.						
Self-Management						
7.SM.8.1 Explain the importance of being responsible for personal health behaviors.	3, 9	2, 3, 6, 7	3, 5, 8	3, 14	17	2, 5
7.SM.8.2 Apply healthy practices and behaviors to improve the health of oneself and others.	2, 3	10	2	4, 5, 7, 11, 14, 15, 17	10	15
7.SM.8.3 Demonstrate behaviors that avoid or reduce health risks to self and others.	3	7, 11	12, 13	8, 15	10	2, 3, 5, 7, 10, 11, 15

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Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.						
Advocacy						
8.AD.8.1 State a health-enhancing position on a topic and support it with accurate information.	2, 11		2	6	13, 14	4, 12
8.AD.8.2 Demonstrate how to influence and support others to make positive health choices.	2, 11, 13	13	5	6	14, 17	4, 12
8.AD.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.	2		5	6	14	4, 12
8.AD.8.4 Identify ways that health messages and communication techniques can be altered for different audiences.					14	4