

***HealthSmart* Alignment with
Colorado Academic Standards
for Comprehensive Health**

**Middle School, Third Edition
(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
Grade 6	HealthSmart (Grade – Lesson)
Standard 2: Physical and Personal Wellness	
1. Evaluate the validity and reliability of information, products, and services to enhance healthy eating behaviors.	
a. Define valid and reliable as a means to access information that enhances healthy eating behaviors.	NPA – 1
b. Evaluate the nutrition information on food labels to compare products.	NPA – 4
c. Identify reliable and unreliable resources and information regarding healthy eating.	NPA – 1
2. Identify valid and reliable resources regarding qualities of healthy family and peer relationships.	
a. Describe the benefits of healthy relationships.	EMH – 4
b. Describe how peer and family relationships may change during adolescence.	ABST – 7
c. Determine valid and reliable resources that enhance healthy relationships.	Could be added to EMH – 4 or ABST – 7
3. Comprehend the relationship between feelings and actions during adolescence.	
a. Identify sexual feelings common to young adolescents, and differentiate between having sexual feelings and acting on them.	ABST – 10
b. Discuss possible physical, social, and emotional impacts of adolescent sexual activity.	ABST – 11, 13 HIV – 1
c. Describe the need to have clear expectations, boundaries, and personal safety strategies.	ABST – 14 HIV – 11, 13
4. Analyze how positive health behaviors can benefit people throughout their lifespan.	
a. Explain the concept of nutrient-rich foods being balanced with physical activity.	NPA – 12
b. Analyze the short- and long-term benefits and consequences of healthy eating and physical activity.	NPA – 3, 15
c. Summarize personal strategies for reducing environmental dangers to health (e.g., sun damage to skin, hearing loss, vision damage).	ABST – 2
d. Explain the benefits of good hygiene practices for promoting health and maintaining social relationships.	ABST 3 , 7, 9

Grade 6 (continued)	HealthSmart (Grade – Lesson)
Standard 3: Social and Emotional Wellness	
1. Understand how to be mentally and emotionally healthy.	
a. Explain the interrelationship of mental, emotional, and social health.	EMH – 1
b. Analyze the relationship between thoughts, emotions, feelings and behavior.	EMH – 1, 3, 6
c. Identify healthy ways to express needs, wants, and feelings.	EMH – 6, 7
d. Explain the causes, symptoms, and effects of stress, anxiety, sadness, and depression.	EMH – 8, 9, 10, 11
e. Identify emotions and feelings associated with loss and grief.	EMH – 12
f. Explain how modern technology can have a positive and negative impact on mental and emotional health.	EMH – 13
2. Apply effective verbal and nonverbal communication skills to enhance health.	
a. Demonstrate refusal and negotiation skills that avoid or reduce health risks.	ABST – 15 HIV – 11, 13 NPA – 10 TAOD – 15, 16 VIP – 5, 16
b. Demonstrate effective conflict management or resolution strategies.	VIP – 14, 15
c. Demonstrate how to ask for assistance to enhance the health of self and others.	EMH – 8 VIP – 10, 15, 17
d. Identify ways to advocate for self and others to enhance health and safety.	ABST – 2, 11 HIV – 2, 5 NPA – 6 TAOD – 14, 17 VIP – 4, 12
Standard 4: Prevention and Risk Management	
1. Analyze the factors that influence a person's decision to use or not use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	
a. Analyze internal influences such as genetics, personality, and risk-seeking behaviors on drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).	TAOD – 1 (norms/beliefs), 9 (influences)
b. Analyze external influences on the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	TAOD – 1 (norms), 9 (influences), 14 (media/ads)
c. Analyze various strategies the media use, including advertisements and movies, to encourage or discourage marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	TAOD – 13, 14

Grade 6 (continued)	HealthSmart (Grade – Lesson)
Standard 4: Prevention and Risk Management (continued)	
d. Identify common mixed messages about marijuana, illegal drugs, prescription drugs, alcohol, and tobacco use in the media.	TAOD – 13, 14
e. Analyze the perception versus the reality of drug use in adolescents (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).	TAOD – 1, 2, 3, 4
2. Demonstrate the ability to refuse marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.	
a. Demonstrate effective, assertive refusal skills in refusing marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.	TAOD – 15, 16
b. Explain how decisions about drug and substance use affect relationships.	TAOD – 8
c. Identify and summarize positive alternatives to drug and substance use.	TAOD – 11
d. Demonstrate planning skills for avoiding marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.	TAOD – 17
3. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior.	
a. Understand the definition of bullying, as well as the roles of a bystander, perpetrator/bully, and victim in bullying.	VIP – 9
b. Demonstrate how to prevent or stop bullying as a bystander, perpetrator, or victim.	VIP – 10
c. Understand the consequences of unaddressed bullying for the victim, perpetrator/bully, and bystanders.	VIP – 9, 10
d. Advocate for a positive and respectful school environment that supports pro-social behavior.	VIP – 12
e. Demonstrate the ability to identify a parent, trusted adult, or appropriate legal authorities to whom school or community violence should be reported.	VIP – 10, 17 EMH – 8
f. Describe the dangers of and actions to be taken if aware of threats to harm self or others.	EMH – 8 VIP – 15
g. Describe the dangers of and actions to be taken if weapons are seen or suspected in schools.	VIP – 15
h. Demonstrate appropriate communication skills to solve conflicts nonviolently.	VIP – 14, 15
4. Demonstrate ways to promote safety, and prevent unintentional injuries.	
a. Demonstrate the ability to identify and correct safety hazards at home, in school, and in the community.	VIP – 3
b. Develop a safety plan for self and/or others in home, school, and community.	VIP – 4, 6

Grade 7	HealthSmart (Grade – Lesson)
Standard 2: Physical and Personal Wellness	
1. Analyze factors that influence healthy eating behaviors.	
a. Analyze how family, peers, media, and culture influence food choices.	NPA – 9
b. Analyze how social and cultural messages about food and eating influence nutrition choices.	NPA – 9
c. Analyze the influence that adults and role models have on one’s food choices.	NPA – 9
d. Analyze internal influences on one’s food choices.	NPA – 9
2. Compare and contrast healthy and unhealthy family and peer relationships.	
a. Evaluate the characteristics of healthy relationships, including dating, and discuss factors that support and sustain them.	EMH – 4, 5 HIV – 4
b. Explain the purpose of friendship and describe how friends can support one another in making healthy decisions.	ABST – 13 EMH – 14
c. Demonstrate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.	EMH – 5
3. Analyze the internal and external factors that influence sexual decision-making and activity.	
a. Describe a variety of external influences such as parents, the media, culture, peers, and society that affect sexual decision-making and sexual activity.	ABST – 12
b. Describe how internal influences such as curiosity, hormones, interests, desires, fears, and feelings affect sexual decision-making and activity.	ABST – 10, 12
c. Describe how personal, peer, and family values and beliefs influence decisions about sexual and reproductive health.	ABST – 12
d. Analyze the discrepancies between perceived and actual sexual activity and how the information influences your sexual decision-making.	ABST – 13 HIV – 1
e. Develop strategies that advocate for healthy sexual boundaries and decision- making.	ABST – 11, 13 HIV – 5 (advocacy), 9 (decision making)
4. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS).	
a. Describe the effects of HIV infection on the body.	HIV – 7
b. Explain how HIV is and is not contracted.	HIV – 7
c. Define common STDs.	HIV – 6
d. Explain how certain behaviors put a person in higher risk of contracting STDs.	HIV – 6

Grade 7 (continued)	HealthSmart (Grade – Lesson)
Standard 3: Social and Emotional Wellness	
1. Demonstrate effective communication skills to express thoughts and feelings appropriately.	
a. Demonstrate the ability to engage in active listening.	EMH – 5
b. Demonstrate negotiation skills to support the healthy expression of personal needs.	HIV – 13
c. Demonstrate the ability to state personal needs and articulate limits.	ABST – 10, 14, 15 HIV – 11, 13 VIP – 5, 16
d. Practice verbal and nonverbal ways to ask for help from a parent, trusted adults, or friends.	EMH – 8 VIP – 10, 15, 17
e. Advocate for self and others to increase the safety of school community.	VIP – 12
f. Identify a variety of verbal and nonverbal communication styles and how to respond effectively.	EMH – 5
2. Develop healthy self-management skills to prevent and manage stress.	
a. Compare and contrast positive and negative ways of dealing with stress.	EMH – 9
b. Define stress.	EMH – 9
c. Identify personal stressors.	EMH – 11
d. Explain the body’s physical and psychological responses to stressful situations.	EMH – 9
e. Develop healthy strategies to deal with stressors.	EMH – 10, 11
f. Practice strategies such as physical activity, relaxation techniques, journaling, and talking with someone to prevent, manage, and/or reduce stress.	EMH – 11
Standard 4: Prevention and Risk Management	
1. Analyze the consequences of using marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	
a. Examine the social and economic, consequences of marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.	TAOD – 2, 3, 4, 5, 7
b. Explain how drugs are addictive (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).	TAOD – 6
c. Explain family rules, school policies, and community laws related to the sale and use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	TAOD – 12
d. Explain how drugs alter the body and the brain (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).	TAOD – 2, 3, 4, 5, 6, 7
e. Analyze the effects of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco on a person’s ability to make decisions.	TAOD – 8

Grade 7 (continued)	HealthSmart (Grade – Lesson)
Standard 4: Prevention and Risk Management (continued)	
2. Demonstrate self-management skills to reduce physical and emotional violence and actively participate in violence prevention.	
a. Describe the short- and long-term consequences of violence on perpetrators, victims, and bystanders.	VIP – 8, 9, 11, 13
b. Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, hazing, gossip, exclusion of individuals, or violence.	VIP – 8
c. Describe strategies and skills one could use to avoid physical fighting and violence.	VIP – 10, 11, 12, 13, 14 EMH – 7
d. Identify a variety of nonviolent ways to respond when angry or upset.	VIP – 13
e. Demonstrate the ability to identify a parent, trusted adult, or appropriate legal authorities to whom school or community violence should be reported.	VIP – 10, 17
f. Describe the dangers of and actions to be taken if aware of threats to harm self or others.	EMH – 8 VIP – 10, 17
g. Describe the dangers of and actions to be taken if weapons are seen or suspected in schools.	VIP – 15 (Can expand to include school policy on weapons)
h. Demonstrate appropriate communication skills to solve conflicts nonviolently.	VIP – 14, 15
3. Demonstrate safety procedures for a variety of situations.	
a. Describe first-response procedures needed to treat injuries and other emergencies.	<i>HealthSmart does not cover first aid.</i>
b. Identify accepted procedures for emergency care and lifesaving care.	<i>HealthSmart does not cover first aid.</i>
c. Describe actions to take during severe weather or trauma-related emergencies.	VIP – 7 (school emergencies only)
d. Analyze the role of peers, family, and media in causing or preventing injuries.	VIP – 1, 5

Grade 8	HealthSmart (Grade – Lesson)
Standard 2: Physical and Personal Wellness	
1. Demonstrate the ability to make healthy food choices in a variety of settings.	
a. Develop strategies for making healthier food and beverage choices in a variety of settings such as eating out, at home, with friends, or at school.	NPA – 5, 6, 7, 10
b. Describe the influences that impact healthy food choices.	NPA – 9
2. Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active.	
a. Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health.	ABST – 10, 12
b. Demonstrate verbal and nonverbal ways to refuse pressure to engage in unwanted verbal, physical, and sexual activity and advances.	ABST – 14, 15 HIV – 10, 11, 13
c. Define sexual consent and explain why individuals have the right to refuse sexual contact.	HIV – 3
d. Seek support to be sexually abstinent.	ABST – 11, 13
e. Develop personal standards for dating situations.	ABST – 10 HIV – 9
3. Analyze how certain behaviors place one at greater risk for HIV/AIDS, sexually transmitted diseases (STDs), and unintended pregnancy.	
a. Explain the benefits and effectiveness of abstinence in preventing HIV, STDs, and unintended pregnancy.	ABST – 11 HIV – 1
b. Explain the benefits and effectiveness and potential side effects of contraceptives in reducing the risk of HIV, other STDs, and unintended pregnancy.	HIV – 14
c. Describe the risk relationship between using alcohol and other drugs and sexual activity.	ABST – 13 HIV – 3
d. Demonstrate peer resistance skills and personal boundary behavior.	ABST – 14, 15 HIV – 10, 11
e. Examine how healthy relationships can impact one’s risk for avoiding STDs.	ABST – 11 HIV – 4
4. Describe the signs and symptoms of HIV/AIDS and other sexually transmitted diseases (STDs).	
a. Describe the signs, symptoms, and transmission of common STDs, including HIV, HPV, and chlamydia.	HIV – 6, 7
b. Explain that some STDs are asymptomatic.	HIV – 6
c. Summarize which STDs can be cured, prevented by vaccine, and be treated.	HIV – 6, 7

Grade 8 (continued)	HealthSmart (Grade – Lesson)
Standard 2: Physical and Personal Wellness (continued)	
5. Promote and enhance health through disease prevention.	
a. Explain contributing factors to health status.	ABST – 1
b. Analyze the relationship among poor eating habits, inactivity, tobacco and alcohol use, and health status.	ABST – 3
c. Explain the body’s response to disuse and other stressors.	ABST – 3
d. Explain how the immune system functions to prevent and combat disease.	Not covered explicitly. Can add to ABST – 3
e. Describe the potential health consequences of popular fads or trends.	NPA – 12 (related to diet/weight loss)
Standard 3: Social and Emotional Wellness	
1. Access valid and reliable school and community resources to help with mental and emotional health concerns.	
a. Explain that why getting help for mental and emotional health problems is appropriate and sometimes necessary.	EMH – 8
b. Understand that stereotypes exist about mental and emotional problems, and those stereotypes can influence a person’s desire to seek help.	EMH – 8 Covered in more detail in High School.
c. Explain when it is necessary and how to seek help for mental and emotional health problems: such as depression, anxiety, self-harm and suicidal ideations, and mood, eating, and sleep disorders.	EMH – 8
d. Determine valid and reliable mental and emotional health resources.	VIP – 17 (sexual abuse resources)
2. Analyze internal and external factors that influence mental and emotional health.	
a. Analyze how culture, media, and others influence personal feelings and behaviors.	EMH – 13
b. Describe how personal and family values and feelings influence choices.	EMH – 1, 3
c. Describe strategies to minimize negative influences on mental and emotional health.	EMH – 3, 10, 11, 12, 13
d. Analyze internal factors that contribute to mental and emotional health.	EMH – 3
e. Identify the factors that could negatively influence a person’s well-being with regard to depression, suicide, and/or self-harm.	EMH – 8, 13
f. Identify internal and external influences on one’s body image.	NPA – 11
g. Describe the signs, symptoms, and consequences of common eating disorders.	NPA – 13

(continued)

Grade 8 (continued)	HealthSmart (Grade – Lesson)
Standard 4: Prevention and Risk Management	
1. Analyze influences that impact individuals' use or non-use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	
a. Analyze potential risks and protective factors (e.g., personal, family, and peer) that could impact drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).	TAOD – 1, 9, 12
b. Determine situations that could lead to the drug use (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).	TAOD – 9, 11
c. Describe how mental and emotional health and life circumstances can affect the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	TAOD – 9, 10
d. Determine current cultural and societal drug trends and how they could potentially influence adolescent use or non-use.	TAOD – 1, 9, 13 Can also be included in TAOD – 2, 3, 4, 7
2. Access valid sources of information about use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	
a. Analyze the validity of information, products, and services related to the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	TAOD – 5, 7, 12
b. Analyze the accuracy of images of use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco conveyed in the media, including advertisements.	TAOD – 13, 14
3. Demonstrate decision-making skills to be drug free (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).	
a. Use a decision-making process to avoid using drugs in a variety of situations (marijuana, illegal drugs, prescription drugs, alcohol, and tobacco).	TAOD – 16, 17 [Formal decision-making process is found in other content areas]
b. Analyze choices about using marijuana, illegal drugs, prescription drugs, alcohol, and tobacco and how these choices can affect friends and family.	TAOD – 8
c. Develop personal plans to be and drug free.	TAOD – 17

Grade 8 (continued)	HealthSmart (Grade – Lesson)
Standard 4: Prevention and Risk Management (continued)	
4. Analyze the factors that influence violent and nonviolent behavior.	
a. Identify media and cultural messages that could lead to different types of violence, including relational and sexual violence.	VIP – 8, 13
b. Examine the presence of violence in the media and its possible effects on violent behavior.	VIP – 13
c. Describe how one’s beliefs, values, and familial and peer relationships could promote relational violence.	VIP – 8
d. Identify verbal and nonverbal communication that constitutes sexual harassment.	Covered in High School
e. Recognize behaviors that are perceived as sexually coercive, and behaviors that are crimes.	HIV – 3 VIP – 17
f. Explain why and how rape and sexual assault should be reported to a parent or trusted adult and appropriate legal authorities.	VIP – 17
g. Formulate a plan to advocate for healthy, violence-free, respectful relationships for one’s self and community.	VIP – 12
h. Determine who (adults) to report potentially unsafe behaviors/situations to both inside and outside of school.	VIP – 10, 14, 15, 17
5. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior.	
a. Identify pro-social behaviors in the school and community.	EMH – 2 VIP – 12
b. Examine the consequences of unaddressed behaviors that do not respect others, the school, or the community environment.	EMH – 2 VIP – 8, 9, 11 HIV – 2
c. Advocate for a positive and respectful school environment that supports pro-social behavior.	VIP – 12 HIV – 2