

**HealthSmart
Alignment
with Iowa
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
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.						
1.8.1 Analyze the relationship between healthy behaviors and personal health.	1, 2, 3, 5, 6, 8, 9, 10, 11, 16	3, 4, 6, 7, 9, 10, 12, 13	1, 4, 5, 6, 7, 8, 14	1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16	2, 3, 4, 5, 6, 7, 11	1, 2, 8, 9, 10, 11, 13
1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	4, 7	1				
1.8.3 Analyze how the environment impacts personal health.	2, 3	2, 13				
1.8.4 Describe how family history can affect personal health.	3					
1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.	2	10, 11	3	8, 15		1, 2, 3, 4, 7, 13, 14, 16, 17
1.8.6 Explain how appropriate health care can promote personal health.	9					
1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.	1, 11	7, 8	1, 3, 13	5, 16	11	10, 14
1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.			1, 5, 7	12, 13	7, 8	1, 2, 8, 13
1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.			5, 6, 7	13	7, 8	1, 8
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.						
2.8.1 Examine how the family influences the health of adolescents.	12	4		9, 11	9, 12	
2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.	10, 12			11		
2.8.3 Describe how peers influence healthy and unhealthy behaviors.	12, 13	4, 13		9, 10, 11	9, 11, 15	5, 11, 13
2.8.4 Analyze how the school and community can affect personal health practices and behaviors.	12	2			9, 12	

Iowa has adopted the second edition of the National Health Education Standards as the state standards.

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (continued)						
2.8.5 Analyze how messages from media influence health behaviors.	12	13		9, 11	9, 13, 14	13
2.8.6 Analyze the influence of technology on personal and family health.		13				9
2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.	13	13	1		1	1
2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.	12				9	
2.8.9 Describe how some health risk behaviors can increase the likelihood of engaging in unhealthy behaviors.					2	
2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.					12	
Standard 3: Students will demonstrate the ability to access information, products, and services to enhance health.						
3.8.1 Analyze the validity of health information, products, and services.	1, 4			1		
3.8.2 Access valid health information from home, school, and community.	1			4	5, 12	
3.8.3 Determine the accessibility of products that enhance health.			12			
3.8.4 Describe situations that may require professional health services.	9	8	8	13		
3.8.5 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.						
4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.	7, 10, 14	5, 12	10, 13	10	15	5
4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.	14, 15		10, 11, 13	10	15, 16	5, 16
4.8.3 Demonstrate effective conflict management or resolution strategies.						14, 15
4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.		8				10, 15, 17

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Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.						
5.8.1 Identify circumstances that can help or hinder healthy decision making.		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 Distinguish when individual or collaborative decision making is appropriate.		14	9			6
5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.		14	9			6
5.8.5 Predict the potential short-term impact of each alternative on self and others.		14	9			6
5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.		14	9			6
5.8.7 Analyze the outcomes of a health-related decision.		14	9			6
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.						
6.8.1 Assess personal health practices.		1, 15		3, 9, 14, 16		
6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.		15		16		
6.8.3 Apply strategies and skills needed to attain a personal health goal.		15		16, 17		
6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	16	15		17		
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.						
7.8.1 Explain the importance of assuming responsibility for personal health behaviors.	3, 9	2, 3, 6, 7	3, 5, 8	3, 14	17	2, 5
7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	2, 3	10	2	4, 5, 7, 11, 14, 15, 17	10	15
7.8.3 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.						
8.8.1 State a health enhancing position on a topic and support it with accurate information.	2, 11		2	6	13, 14	4, 12
8.8.2 Demonstrate how to influence and support others to make positive health choices.	2, 11, 13	13	5	6	14, 17	4, 12
8.8.3 Demonstrate how to work cooperatively to advocate for healthy individuals, families, and schools.	2		5	6	14	4, 12
8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.					14	4