

***HealthSmart* Alignment  
with Minnesota Health  
Education Standards**

**Middle School, Third Edition  
Grades 6–8**

<b>HealthSmart Middle School Unit Key</b>	
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
<b>Grades 6–8</b>	<b>HealthSmart (Unit – Lesson)</b>
<b>Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</b>	
1.8.1 Analyze the relationship between healthy behaviors and personal health.	ABST – 1, 2, 3, 5, 6, 8, 9, 10, 11, 16 EMH – 3, 4, 6, 7, 9, 10, 12, 13 HIV – 1, 4, 5, 6, 7, 8, 14 NPA – 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16 TAOD – 2, 3, 4, 5, 6, 7, 11 VIP – 1, 2, 8, 9, 10, 11, 13
1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	ABST – 4, 7 EMH – 1
1.8.3 Analyze how the environment impacts personal health.	ABST – 2, 3 EMH – 2, 13
1.8.4 Describe how family history can affect personal health.	ABST – 3
1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.	ABST – 2 EMH – 10, 11 HIV – 3 NPA – 8, 15 VIP – 1, 2, 3, 4, 7, 13, 14, 16, 17
1.8.6 Explain how appropriate health care can promote personal health.	ABST – 9
1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.	ABST – 1, 11 EMH – 7, 8 HIV – 1, 3, 13 NPA – 5, 16 TAOD – 11 VIP – 10, 14
1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.	HIV – 1, 5, 7 NPA – 12, 13 TAOD – 7, 8 VIP – 1, 2, 8, 13
1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.	HIV – 5, 6, 7 NPA – 13 TAOD – 7, 8 VIP – 1, 8

Minnesota recommends use of the National Health Education Standards to guide instruction. This alignment is to the second edition of the NHES.

<b>Grades 6–8</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Unit – Lesson)</b>
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>	
2.8.1 Examine how the family influences the health of adolescents.	ABST – 12 EMH – 4 NPA – 9, 11 TAOD – 9, 12
2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.	ABST – 10, 12 NPA – 11
2.8.3 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
2.8.4 Analyze how the school and community can affect personal health practices and behaviors.	ABST – 12 EMH – 2 TAOD – 9, 12
2.8.5 Analyze how messages from media influence health behaviors.	ABST – 12 EMH – 13 NPA – 9, 11 TAOD – 9, 13, 14 VIP – 13
2.8.6 Analyze the influence of technology on personal and family health.	EMH – 13 VIP – 9
2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.	ABST – 13 EMH – 13 HIV – 1 TAOD – 1 VIP – 1
2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.	ABST – 12 TAOD – 9
2.8.9 Describe how some health risk behaviors can increase the likelihood of engaging in unhealthy behaviors.	TAOD – 2
2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.	TAOD – 12

<p><b>Grades 6–8</b> <i>(continued)</i></p>	<p><b>HealthSmart</b> (Unit – Lesson)</p>
<p><b>Standard 3: Students will demonstrate the ability to access information, products, and services to enhance health.</b></p>	
<p>3.8.1 Analyze the validity of health information, products, and services.</p>	<p>ABST – 1, 4 NPA – 1</p>
<p>3.8.2 Access valid health information from home, school, and community.</p>	<p>ABST – 1 NPA – 4 TAOD – 5, 12</p>
<p>3.8.3 Determine the accessibility of products that enhance health.</p>	<p>HIV – 12</p>
<p>3.8.4 Describe situations that may require professional health services.</p>	<p>ABST – 9 EMH – 8 HIV – 8 NPA – 13</p>
<p>3.8.5 Locate valid and reliable health products and services.</p>	<p>HIV – 12 VIP – 17</p>
<p><b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b></p>	
<p>4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.</p>	<p>ABST – 7, 10, 14 EMH – 5, 12 HIV – 10, 13 NPA – 10 TAOD – 15 VIP – 5</p>
<p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p>	<p>ABST – 14, 15 HIV – 10, 11, 13 NPA – 10 TAOD – 15, 16 VIP – 5, 16</p>
<p>4.8.3 Demonstrate effective conflict management or resolution strategies.</p>	<p>VIP – 14, 15</p>
<p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p>	<p>EMH – 8 VIP – 10, 15, 17</p>
<p><b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b></p>	
<p>5.8.1 Identify circumstances that can help or hinder healthy decision making.</p>	<p>EMH – 14 HIV – 9 VIP – 6</p>
<p>5.8.2 Determine when health- related situations require the application of a thoughtful decision-making process.</p>	<p>EMH – 14 HIV – 9 VIP – 6</p>
<p>5.8.3 Distinguish when individual or collaborative decision making is appropriate.</p>	<p>EMH – 14 HIV – 9 VIP – 6</p>

<b>Grades 6–8</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Unit – Lesson)</b>
<b>Standard 5</b> <i>(continued)</i>	
5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	EMH – 14 HIV – 9 VIP – 6
5.8.5 Predict the potential short-term impact of each alternative on self and others.	EMH – 14 HIV – 9 VIP – 6
5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.	EMH – 14 HIV – 9 VIP – 6
5.8.7 Analyze the outcomes of a health-related decision.	EMH – 14 HIV – 9 VIP – 6
8.5.5 Describe how personal health decisions may affect subsequent decisions.	EMH – 14 HIV – 9 VIP – 6
8.5.6 Assume responsibility for personal health decisions.	EMH – 14 HIV – 9 VIP – 6
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
6.8.1 Assess personal health practices.	EMH – 1, 15 NPA – 3, 9, 14, 16
6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.	EMH – 15 NPA – 16
6.8.3 Apply strategies and skills needed to attain a personal health goal.	EMH – 15 NPA – 16, 17
6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	ABST – 16 EMH – 15 NPA – 17
<b>Standard 7: Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks. (self-management)</b>	
7.8.1 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

<b>Grades 6–8</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Unit – Lesson)</b>
<b>Standard 7</b> <i>(continued)</i>	
7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	ABST – 2, 3 EMH – 10 HIV – 2 NPA – 4, 5, 7, 11, 14, 15, 17 TAOD – 10 VIP – 15
7.8.3 Demonstrate behaviors that avoid or reduce health risks to self and others.	ABST – 3 EMH – 7, 11 HIV – 12, 13 NPA – 8, 15 TAOD – 10 VIP – 2, 3, 5, 7, 10, 11, 15
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</b>	
8.8.1 State a health enhancing position on a topic and support it with accurate information.	ABST – 2, 11 HIV – 2 NPA – 6 TAOD – 13, 14 VIP – 4, 12
8.8.2 Demonstrate how to influence and support others to make positive health choices.	ABST – 2, 11, 13 EMH – 13 HIV – 5 NPA – 6 TAOD – 14, 17 VIP – 4, 12
8.8.3 Demonstrate how to work cooperatively to advocate for healthy individuals, families, and schools.	ABST – 2 HIV – 5 NPA – 6 TAOD – 14 VIP – 4, 12
8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.	TAOD – 14 VIP – 4