

**HealthSmart
Alignment with
North Dakota
Health
Education
Content
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: Understand concepts related to human growth and development, health promotion and disease prevention.						
1.6.1 Analyze the relationship between health 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
1.6.2 Identify examples of mental, emotional, physical, and social health.		1				
1.6.3 Describe how one's environment can promote personal health.	2, 3	2, 13				
1.6.4 Describe how family history can affect personal health.	3					
1.6.5 Identify adolescent health problems.	2	9	1	12, 13		1, 2, 3, 9, 11, 13, 16, 17
1.6.6 Explain how appropriate health care can promote personal health.	9					
1.6.7 Describe the benefits of and barriers to practicing health-enhancing behaviors.	1, 11	7, 8	1, 3, 13	5, 16	11	10, 14
1.6.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.			1, 5, 7	12, 13	7, 8	1, 2, 8, 13
1.6.9 Explain mental, emotional, physical, and social changes that occur during adolescence.	5, 6, 7, 8, 10					
1.6.10 Define abstinence in relation to health behaviors.	11, 13, 16					
1.6.11 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.		4, 5	4			
Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.						
2.6.1 Examine how family influences health in positive and negative ways.	12	4		9, 11	9, 12	
2.6.2 Describe how culture, personal values, and beliefs support and challenge health behaviors.	10, 12			11	9	
2.6.3 Identify how peers influence health behaviors.	12, 13	4, 13		9, 10, 11	9, 11, 15	5, 11, 13

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (continued)						
2.6.4 Identify risk behaviors that can lead to future unhealthy behaviors.	2, 3		1	12, 13	2, 6	1, 2, 5
2.6.5 Explain how messages from media and technology influence health behaviors.	12	13		9, 11	9, 13, 14	9, 13
Standard 3: Demonstrate the ability to access valid information, products, and services.						
3.6.1 Describe the validity of health information, products, and services.	1, 4			1		
3.6.2 Access valid health information from home, school, and community.	1			4	5, 12	
3.6.3 Identify situations that may require professional health services.	9	8	8	13		
Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.						
4.6.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.	7, 10, 14	5, 12	10, 13	10	15	5
4.6.2 Demonstrate refusal skills to avoid or reduce health risks.	14, 15		10, 11, 13	10	15, 16	5, 16
4.6.3 Demonstrate negotiation skills to avoid or reduce health risks.			13			
4.6.4 Demonstrate effective conflict management or resolution strategies.						14, 15
4.6.5 Demonstrate how to ask for assistance to enhance the health of self and others.		8				10, 15, 17
Standard 5: Demonstrate the ability to use decision-making skills to enhance health and avoid or reduce health risks.						
5.6.1 Identify circumstances that can help or hinder healthy decision making.		14	9			6
5.6.2 Determine when health-related situations require the application of a decision-making process.		14	9			6
5.6.3 Distinguish when individual or collaborative decision making is appropriate.		14	9			6
5.6.4 Identify healthy and unhealthy alternatives to health-related issues or problems.		14	9			6
5.6.5 Predict the potential outcomes of healthy and unhealthy decisions on self and others.		14	9			6

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 5: Demonstrate the ability to use decision-making skills to enhance health and avoid or reduce health risks. (continued)						
5.6.6 Choose healthy alternatives over unhealthy alternatives when making a decision.		14	9			6
5.6.7 Analyze the outcomes of a health-related decision.		14	9			6
Standard 6: Demonstrate the ability to use goal-setting skills to enhance health and avoid or reduce health risks.						
6.6.1 Assess personal health practices.		1, 15		3, 9, 14, 16		
6.6.2 Develop a goal to adopt, maintain, or improve a personal health practice.		15		16		
6.6.3 Identify strategies and skills needed to attain a personal health goal.		15		16, 17		
Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.						
7.6.1 Identify the importance of assuming responsibility for personal health behaviors.	3, 9	2, 3, 6, 7	3, 5, 8	3, 14	17	2, 5
7.6.2 Demonstrate health 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
7.6.3 Demonstrate health 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
Standard 8: Demonstrate the ability to advocate for personal, family, and community health.						
8.6.1 Construct a health-enhancing position on a topic and support it with accurate information.	2, 11		2	6	13, 14	4, 12
8.6.2 Demonstrate how to influence and support others to make positive health choices.	2, 11, 13	13	5	6	14, 17	4, 12

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Standard 1: Understand concepts related to human growth and development, health promotion and disease prevention.						
1.8.1 Analyze the relationship between health 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 mental, emotional, physical, and social health in adolescence.	4, 7	1				
1.8.3 Analyze how the environment affects 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 health-enhancing behaviors.	1, 11	7, 8	1, 3, 13	5, 16	11	10, 14
1.8.8 Examine the potential seriousness of injury and illness if engaging in unhealthy behaviors.			5, 6, 7	13	7, 8	1, 8
1.8.9 Identify the anatomical structures of the reproductive system.	5, 6					
1.8.10 Explain the processes of conception, prenatal development, and birth. <i>(How conception/pregnancy occurs only.)</i>	8		5			
1.8.11 Identify the benefits of abstinence and/or contraceptive methods.	11		14			
1.8.12 Acknowledge differences among individuals regarding gender.	4		2			
1.8.13 Analyze characteristics of healthy and unhealthy relationships with family, peers, and other adults.		4, 5	4			
Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.						
2.8.1 Analyze how family influences the health of individuals.	12	4		9, 11	9, 12	
2.8.2 Describe how culture, personal values, and beliefs support and challenge health behaviors.	10, 12			11	9	
2.8.3 Describe how peers influence health behaviors.	12, 13	4, 13		9, 10, 11	9, 11, 15	5, 11, 13

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (continued)						
2.8.4 Analyze how the school and community can affect personal health behaviors.	12	2			9, 12	
2.8.5 Analyze how messages from media and technology influence health behaviors.	12	13		9, 11	9, 13, 14	9, 13
2.8.6 Explain the influence of norms, personal values, and beliefs on individual health behaviors.	12, 13	13	1		1, 9	1
2.8.7 Describe how some health risk behaviors can influence the likelihood of engaging in other unhealthy behaviors.					2	
2.8.8 Explain how school and public health policies can influence health promotion and disease prevention.					12	
Standard 3: Demonstrate the ability to access valid information, products, and services.						
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 Access valid and reliable health products and services.			12			17
3.8.4 Describe situations that may require professional health services.	9	8	8	13		
Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.						
4.8.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.	7, 10, 14	5, 12	10, 13	10	15	5
4.8.2 Demonstrate refusal skills to avoid or reduce health risks.	14, 15		10, 11, 13	10	15, 16	5, 16
4.8.3 Demonstrate negotiation skills to avoid or reduce health risks.			13			
4.8.4 Demonstrate collaboration skills to avoid or reduce health risks.	2		5	6	14	4, 12
4.8.5 Demonstrate effective conflict management or resolution strategies.						14, 15
4.8.6 Demonstrate how to ask for assistance to enhance the health of self and others.		8				10, 15, 17

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 5: Demonstrate the ability to use decision-making skills to enhance health and avoid or reduce health risks.						
5.8.1 Identify circumstances that can help or hinder healthy decision making.		14	9			6
5.8.2 Apply the decision-making process in health-related situations.		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 outcomes of healthy and unhealthy decisions 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: Demonstrate the ability to use goal-setting skills to enhance health and avoid or reduce health risks.						
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: 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 Analyze health 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 health 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
Standard 8: Demonstrate the ability to advocate for personal, family, and community health.						
8.8.1 Construct 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 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