



HealthSmart Alignment with Utah Core State 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
Strand 1: Health Foundations and Protective Factors of Healthy Self							
6.HF.1:	Create a SMART goal and track the progress and identify obstacles to achieving goals and how to overcome them.		15		16, 17 [Adapt to SMART model as needed]		
6.HF.2:	Explain how personal values, differences, and beliefs contribute to personal boundaries and how boundaries are an important factor in making healthy decisions.	10	14	3, 9			5, 6
6.HF.3:	Define locus of control and the impact it has on decision-making.	Can include in decision-making skills lessons:					
			14	9			6
6.HF.4:	Demonstrate positive ways to communicate differences of opinion while maintaining relationships.		5	13			14, 15
6.HF.5:	Describe how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect. Describe how to end unhealthy relationships.		4, 5	4			
		Ending relationships is covered in detail in High School EMH – 9					
Strand 2: Mental and Emotional Health							
6.MEH.1:	Explore common life changes (for example, moving, changing schools, friendships, family dynamics, deaths) and list healthy coping strategies.		9, 10, 11, 12				
6.MEH.2:	Explore various options for managing stress by creating a personal stress management plan and adopting effective stress-reduction behaviors.		10, 11				
6.MEH.3:	Describe the influence of culture and media, including social media, on self-esteem and body image.		13 [social media/mental health]		11 [body image]		
6.MEH.4:	List warning signs of depression, anxiety, and suicide and identify how, why, and when talking with a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) is needed.		8				
		Suicide is covered specifically at High School EMH – 16 or VIP – 16					
6.MEH.5:	Discuss strategies to help self and others affected by mental and emotional health issues (for example, depression, anxiety, violence, bullying, self-harm, suicidal thoughts).		8 [depression/ anxiety], 12 [grief]				8 [violence], 10 [bullying]

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Strand 3: Safety and Disease Prevention						
6.SDP.1: Create personal rules and strategies (for example, use of safety equipment, protective gear, seatbelts, sunscreen) incorporating healthy lifestyle activities in home, school, social, and community settings.						2, 3, 4
6.SDP.2: Describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks and develop strategies for minimizing risk (for example, dangerous activities, unsafe challenges, purchase choices, eating behaviors).	12 [sexual risks]	13 [social media influences]		9 [eating behaviors]	13, 14 [tobacco/alcohol use]	Can also be included in 5 [dares]
6.SDP.3: Explore consequences for using technology inappropriately and discuss school policies.	10 [sexting]	13 [social media]				
6.SDP.4: Analyze how various factors, including lifestyle choices, increase or decrease risk factors for disease.	3					
6.SDP.5: Identify blood borne pathogens, such as HIV and Hepatitis B, and methods to prevent disease transmission.			6, 7			
Strand 4: Substance Abuse Prevention						
6.SAP.1: Practice ways to resist negative peer pressure in a variety of situations and environments.					15, 16	
6.SAP.2: Explain how the development of the frontal lobe impacts decision-making and how harmful substances affect development.					4 [covers brain effects briefly] Specifics could be added to 6	
6.SAP.3: Recognize potential physical, mental, emotional, and social short- and long-term consequences of alcohol, tobacco, nicotine, and other substance use.					2 [alcohol], 3 [tobacco/vaping], 4 [marijuana], 7 [opioids], 8 [substance use in general]	
Strand 5: Nutrition						
6.N.1: Locate age-appropriate guidelines for eating and physical activity.				2, 3, 14		
6.N.2: Evaluate personal nutritional habits and physical activity levels and set goals.				3, 14, 16, 17		
6.N.3: Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.				12		

HEALTH STANDARDS		ABST	EMH	HIV	NPA	TAOD	VIP
Strand 5: Nutrition (continued)							
6.N.4:	Recognize the importance of a healthy body image and develop appropriate food and exercise behaviors.				11, 12, 13		
6.N.5:	Research food culture around the world and identify foods that are produced in different regions.	Not covered					
Strand 6: Human Development							
6.HD.1:	Describe the digestive, respiratory, and cardiovascular systems and their basic functions.	Not covered [HealthSmart focus is on functional knowledge for impacting healthy behavior outcomes]					
6.HD.2:	Explain the importance of practicing behaviors that maintain hygiene.	3, 9					
6.HD.3:	Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe and understand the possible need to talk with more than one adult.	14, 15 [refusal skills]	8 [help for troublesome feelings]	10, 11 [refusal skills]			16, 17 [abuse prevention]

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Strand 1: Health Foundations and Protective Factors of Healthy Self						
HI.HF.1: Create a health-related SMART goal and explain how using the SMART goal-setting process promotes health and improves self-confidence.		15		16, 17 [Adapt to SMART model as needed]		
HI.HF.2: Research factors that contribute to decisions and apply effective decision-making strategies.		14	9			6
HI.HF.3: Practice resiliency skills.		2, 3, 5, 7, 8, 10, 11, 12, 13, 14				
a. Practice strategies (for example, positive self-talk, service to others, developing talents and skills) to develop a positive self-image.		3, 5, 13				
b. Explain the importance of taking responsibility for one's actions and behaviors and discuss locus of control.		2, 3, 7, 8, 14				
c. Develop coping skills by learning from mistakes or perceived failures of self and others.		3, 7				
HI.HF.4: Demonstrate assertiveness and other effective ways to communicate personal boundaries and show respect for the boundaries of others.	10, 14, 15	5	3, 10, 11, 13	10	15, 16	5
Strand 2: Mental and Emotional Health						
HI.MEH.1: Explore a variety of stress management techniques and choices that will manage and reduce stress.		10, 11				
HI.MEH.2: Identify the risk factors for development and the prevalence of mental health disorders, explain the importance of early intervention and treatment, and locate valid and reliable health services.	Covered in much more detail in High School					
a. Distinguish types of mental health disorders (for example, depression, anxiety disorders, bipolar, schizophrenia, OCD, ADD/ADHD, phobias, PTSD) by identifying signs and symptoms.		8 [anxiety/depression]		13 [eating disorders]		
b. Demonstrate how to ask for and offer assistance to enhance the health of self and others in harmful situations.		8				10, 17
HI.MEH.3: Explore relevant facts about self-harming behaviors and suicide, including warning signs, and where to turn for help.		8				
Suicide is covered specifically at High School EMH – 16 or VIP – 16						

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Strand 3: Safety and Disease Prevention						
HI.SDP.1: Demonstrate proficiency in basic first aid and Cardiopulmonary Resuscitation (CPR).	Covered at High School VIP – 4					
HI.SDP.2: Demonstrate how to apply thoughtful decision-making in health-related situations (for example, substance use, vehicle safety, sun safety, recreational safety, firearm safety, physical activity, nutritional choices).		14	9			6
HI.SDP.3: Investigate the effects of media and technology on mental, emotional, physical, and social health (for example, dopamine levels, sleep).	12	13		9, 11	9, 13, 14	13
HI.SDP.4: Identify how to maintain a healthy online relationship and the potential consequences of sharing private information using technology including photos and videos.		13 Could also be addressed in 4 or 5				
HI.SDP.5: Explain the harmful effects of pornography and recognize that recovery is possible.	Supplemental lesson in development					
HI.SDP.6: Compare and contrast the signs, symptoms, prevention methods, and risk factors of infectious, acute, and chronic diseases.	3					
HI.SDP.7: Demonstrate how to access valid and reliable health information, products, and services.	1			1, 4	5, 12	
Strand 4: Substance Abuse Prevention						
HI.SAP.1: Practice methods to resist peer pressure with regards to alcohol, tobacco, nicotine, and other substances, including the misuse of prescription drugs.					15, 16	
HI.SAP.2: Analyze media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products.					13, 14	
HI.SAP.3: Examine the safe use and potential risks of prescription medications, over-the-counter (OTC) medications and herbal or dietary supplements.					5 [medicines], 7 [opioids]	
HI.SAP.4: Investigate potential short and long-term consequences (for example, physical, mental and emotional, social, legal, financial) of alcohol, tobacco, nicotine, and other substance use, including the misuse of prescription drugs.					2 [alcohol], 3 [tobacco/vaping], 4 [marijuana], 7 [opioids], 8 [substance use in general]	

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Strand 4: Substance Abuse Prevention (continued)						
HI.SAP.5: Explain how addiction is a disease and understand the need for professional intervention.					6	
a. Identify and recognize the warning signs of addiction.					6	
b. Identify community resources available to support individuals impacted by substance abuse and addiction.					6	
c. Recognize that recovery from addiction is possible.					6	
Strand 5: Nutrition						
HI.N.1: Describe the function of the six basic nutrients and the impact on individual health.				1		
HI.N.2: Explain how nutrition and fitness contribute to long-term mental, physical, and social health and analyze situations where nutritional needs change throughout the lifespan.				1, 3, 14, 15 [Does not include analysis of lifespan changes]		
HI.N.3: Explore advertising claims and potential health consequences for dietary supplements, popular fad diets, and weight-loss products.				12 [Could add more specific analysis of advertising]		
HI.N.4: Identify internal and external influences on body image.				11		
HI.N.5: Describe the signs, symptoms, and consequences of eating disorders or disordered eating and recognize that people with these conditions may need medical care.				13		
Strand 6: Human Development						
HI.HD.1: Describe the physical, social, cognitive, and emotional changes of adolescence and recognize the individual differences in growth and development, physical appearance, self-identity, and attraction.	4, 7					
HI.HD.2: Describe the anatomy, physiology, and ways to care for the reproductive system.	5, 6					
HI.HD.3: Define and describe the mental, emotional, physical, and social benefits of practicing sexual abstinence.	11					

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Strand 6: Human Development (continued)						
HI.HD.4: Understand the process of pregnancy, practices for a healthy pregnancy, and pregnancy prevention.	8		14 , Supplemental Lesson			
a. Describe fertilization, fetal development, and the birth process.	8		8 [fertilization only] Supplemental [prenatal care]			
b. Compare and contrast the effectiveness of various contraceptive methods for pregnancy prevention.			14			
c. Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.			Supplemental [Will need to add state-specific details to discussion of Safe Haven laws]			
HI.HD.5: Identify common reproductive conditions and diseases, including cancers.	Can be added to 9					
HI.HD.6: Identify practices for prevention of common sexually transmitted diseases/infections (STD/STI).			6, 7, 12			
a. Define and discuss sexual abstinence as it relates to STD/STI prevention.	11		6			
b. Compare and contrast the effectiveness of various risk-reducing behaviors, including condoms, as a method of preventing STD/STI.			1, 6, 8, 12			
HI.HD.7: Identify accurate and credible sources of information about sexual health, development, relationships, harassment, and abuse and identify who and where to turn to for help (for example, parent, relative, clergy, health care provider, teacher, counselor).	4, 9	8				10, 17
HI.HD.8: Recognize characteristics of healthy and unhealthy relationships.		4	4			
a. Recognize the difference between healthy and unhealthy relationships and practice skills necessary to build healthy relationships and end unhealthy relationships both online and in person.		4, 5	4			
	Ending relationships is covered in detail in High School EMH – 9					
b. Identify effective ways to communicate personal boundaries and show respect for the boundaries of others to foster healthy relationships.	10, 14	5	3, 10			
c. Discuss and understand the importance of developing personal refusal skills, including how to refuse an unwanted sexual advance, and how and when to use those skills.	14, 15		10, 11, 12			16

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Strand 6: Human Development (continued)						
HI.HD.9: Recognize harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.						17
a. Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.						17
b. Explain why a person who has been raped or sexually assaulted is not at fault.						17
c. Examine how alcohol and other substances, friends, family, media, society, and culture influence decisions about engaging in sexual behaviors.	12				2 [alcohol and other risks]	
d. Explain the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.			Can be addressed in 4			