

***HealthSmart* Alignment with
Wisconsin Standards for
Health Education**

**Middle School
Grades 6–8**

HealthSmart Middle School Unit Key	
ABST = Abstinence, Puberty & Personal Health	NPA = Nutrition & Physical Activity
EMH = Emotional & Mental Health	TAOD = Tobacco, Alcohol & Other Drug Prevention
HIV = HIV, STI & Pregnancy Prevention	VIP = Violence & Injury Prevention
Grades 6–8	HealthSmart (Unit – Lesson)
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases.	ABST – 2 EMH – 10, 11 HIV – 3 NPA – 8, 15 VIP – 1, 2, 3, 4, 7, 13, 14, 16, 17
1:3:A2 Describe the negative consequences of engaging in unhealthy behaviors.	ABST – 10, 16 HIV – 1, 5, 6, 7 NPA – 12, 13 TAOD – 2, 6, 7, 8 VIP – 1, 8, 9, 11
1:3:A3 Describe how family history can affect personal health.	ABST – 3
1:3:A4 Describe how physical and social environments can affect personal health.	ABST – 2, 3 EMH – 2, 13
1:3:B1 Analyze the relationships 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
1:3:B2 Examine healthy behaviors and consequences related to a health issue.	ABST – 9, 16 EMH – 6, 8, 9, 12, 14 HIV – 1, 5, 8, 9 NPA – 5, 8, 12, 13, 15 TAOD – 11, 17 VIP – 1, 2, 3, 6, 10, 11, 13
1:3:B3 Predict the outcomes of a variety of unhealthy behaviors.	HIV – 1, 5, 6, 7 NPA – 12, 13 TAOD – 7, 8 VIP – 1, 2, 8, 13, 14

<p>Grades 6–8 <i>(continued)</i></p>	<p>HealthSmart (Unit – Lesson)</p>
<p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>	
<p>2:3:A1 Examine how external and internal factors can influence health behaviors.</p>	<p>ABST – 10, 12, 13 EMH – 4, 13 HIV – 1 NPA – 9, 10, 11 TAOD – 1, 9, 11, 12, 13, 14, 15 VIP – 1, 5, 11, 13</p>
<p>2:3:A2 Provide examples of how factors can interact to influence health behaviors.</p>	<p>ABST – 12 EMH – 13 NPA – 9, 11 TAOD – 9</p>
<p>2:3:A3 Examine how one’s family, culture, and peers influence one’s own personal health behaviors.</p>	<p>ABST – 10, 12, 13 EMH – 4, 13 NPA – 9, 10, 11 TAOD – 9, 11, 12, 15 VIP – 5, 11, 13</p>
<p>2:3:A4 Examine how media and technology influence one’s own personal health behaviors.</p>	<p>ABST – 12 EMH – 13 NPA – 9, 11 TAOD – 9, 13, 14 VIP – 9, 13</p>
<p>2:3:A5 Examine how one’s values and beliefs influence one’s own personal health behaviors.</p>	<p>ABST – 12 TAOD – 9</p>
<p>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	
<p>3:3:A1 Describe situations that require accurate health information.</p>	<p>ABST – 1, 4 NPA – 1</p>
<p>3:3:A2 Locate sources of valid health information from home, school, and community.</p>	<p>ABST – 1 NPA – 4 TAOD – 5, 12 VIP – 17</p>
<p>3:3:A3 Describe criteria for evaluating resources.</p>	<p>ABST – 4 NPA – 1</p>
<p>3:3:B1 Analyze the validity of information about health issues, products, and services.</p>	<p>ABST – 1, 4 NPA – 1</p>

<p>Grades 6–8 <i>(continued)</i></p>	<p>HealthSmart (Unit – Lesson)</p>
<p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</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>4:3:A1 Examine appropriate communication strategies.</p>	<p>ABST – 10 EMH – 5, 8, 12 VIP – 10, 14</p>
<p>4:3:A2 Examine the outcomes of using effective and ineffective strategies of communication.</p>	<p>ABST – 15 EMH – 5 HIV – 10 TAOD – 16</p>
<p>4:3:B1 Demonstrate refusal and limit setting skills that avoid health risks.</p>	<p>ABST – 14, 15 HIV – 10, 11, 13 NPA – 10 TAOD – 15, 16 VIP – 5, 16</p>
<p>4:3:B2 Demonstrate effective conflict resolution skills.</p>	<p>VIP – 14, 15</p>
<p>4:3:B3 Demonstrate ways, such as restorative justice practices, to manage or resolve interpersonal conflicts without harming self or others.</p>	<p>VIP – 14, 15</p>
<p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>	
<p>5:3:A1 Determine when individual or collaborative decision making is appropriate.</p>	<p>EMH – 14 HIV – 9 VIP – 6</p>
<p>5:3:B1 Demonstrate decision making in a health-related situation.</p>	<p>EMH – 14 HIV – 9 VIP – 6</p>
<p>5:3:B2 Predict the impact of each decision on self and others.</p>	<p>EMH – 14 HIV – 9 VIP – 6</p>
<p>5:3:B3 Analyze the outcome of a health-related decision.</p>	<p>EMH – 14 HIV – 9 VIP – 6</p>

Grades 6–8 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
6:3:A1 Establish a baseline of personal health behaviors and health status.	EMH – 1, 15 NPA – 3, 9, 14, 16
6:3:A2 Identify strategies and behaviors needed to maintain or improve health status.	ABST – 11 EMH – 3, 5, 6, 7, 8, 10, 11, 15 HIV – 8, 10 NPA – 3, 5, 6, 7, 11, 14, 15, 16, 17 TAOD – 10 VIP – 2, 3, 4
6:3:A3 Identify strategies that might be utilized to overcome barriers or setbacks.	EMH – 15 NPA – 16, 17
6:3:B1 Examine how personal health goals can be impacted by various abilities, priorities, and responsibilities that may change throughout the lifespan.	ABST – 16 EMH – 15 NPA – 17
6:3:B2 Develop goals to maintain or improve personal health status.	EMH – 15 NPA – 16
6:3:B3 Assess the effectiveness of strategies to reach personal health goals.	EMH – 15 NPA – 16, 17
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
7:3:A1 Evaluate behaviors that maintain or improve the health of self and others.	ABST – 2, 3, 9, 11, 16 EMH – 3, 5, 6, 7, 8, 10, 11, 12 HIV – 1, 3, 8, 12, 13, 14 NPA – 3, 5, 6, 7, 8, 12, 14, 15 TAOD – 10, 11, 17 VIP – 2, 3, 4, 5, 7, 10, 11, 13, 14, 16
7:3:B1 Demonstrate health-enhancing practices and behaviors that help 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
7:3:B2 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, 16

Grades 6–8 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.	
8:3:A1 Develop an age-appropriate definition of advocacy.	ABST – 2, 11 HIV – 5 NPA – 6 TAOD – 14 VIP – 4, 12
8:3:A2 Plan ways to advocate for healthy individuals, families, and schools.	ABST – 2, 11 EMH – 13 HIV – 5 NPA – 6 TAOD – 14 VIP – 4, 12
8:3:A3 Incorporate accurate information as it relates to a health-enhancing position to advocate for self and others.	ABST – 2, 11 NPA – 6 TAOD – 14 VIP – 4, 12
8:3:A4 Discuss the barriers that could be involved in an advocacy effort.	Can be incorporated into any of the advocacy lessons above
8:3:B1 Predict how an advocacy plan will influence and support the health status of others.	Can be incorporated into any of the advocacy lessons above
8:3:B2 Apply a plan to advocate for a health issue for people that experience health disparities.	Not covered
8:3:B3 Defend a position relating to a health issue.	ABST – 2, 11 HIV – 2 NPA – 6 TAOD – 13, 14 VIP – 4, 12
8:3:B4 Describe ways to adapt health messages for different audiences.	TAOD – 14 VIP – 4