

***HealthSmart* Alignment with
Kentucky Academic Standards
for Health Education**

Middle School

Grades 6–8

advancing
health
equity **etr.**

HealthSmart Middle School Unit Key

ABST = Abstinence, Puberty & Personal Health
 HIV = HIV, STI & Pregnancy Prevention
 TAOD = Tobacco, Alcohol & Other Drug Prevention

EMH = Emotional & Mental Health
 NPA = Nutrition & Physical Activity
 VIP = Violence & Injury Prevention

Grade 6	HealthSmart Unit – Lesson
Standard 1: Content Comprehension	
<p>6.1.1. Differentiate between proper use and abuse of prescription and over-the-counter medicines and distinguish between the benefits and consequences of using and not using alcohol and other drugs.</p> <p>6.1.2. Explain the risks associated with using alcohol or other drugs and riding in a motor vehicle.</p> <p>6.1.3. Explain why the recommended amount of food a person needs each day may be different for each food group and analyze the benefits of healthy eating.</p> <p>6.1.4. Discuss how emotions change during adolescence and explain appropriate ways to express and respond to needs, wants, emotions and feelings.</p> <p>6.1.5. Summarize the benefits of good hygiene practices.</p> <p>6.1.6. Explain the difference between infectious, noninfectious, acute and chronic diseases.</p> <p>6.1.7. Summarize actions to take to protect oneself against potential damage from exposure to the sun.</p> <p>6.1.8. Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.</p> <p>6.1.9. Describe conception and its relationship to the menstrual cycle and describe why sexual abstinence is the most effective risk avoidance method of protection from HIV, other STDs and pregnancy.</p> <p>6.1.10. Describe short- and long- term physical effects of using tobacco.</p> <p>6.1.11. Summarize the dangers of experimenting with tobacco products and the benefits of being tobacco-free.</p> <p>6.1.12. Identify a variety of non-violent ways to respond to stress when angry or upset and explain why it is important to understand the perspective of others in resolving conflict situations nonviolently.</p> <p>6.1.13. Describe how the presence of weapons increases the risk of serious violent injuries.</p>	<p>TAOD – 2, 3, 4, 5, 6, 7, 8</p> <p>VIP – 2</p> <p>NPA – 2</p> <p>ABST – 7; EMH – 6, 7, 12</p> <p>ABST – 9</p> <p>ABST – 3</p> <p>ABST – 2</p> <p>ABST – 4, 7</p> <p>ABST – 8, 11; HIV – 6, 7, 14</p> <p>TAOD – 3</p> <p>TAOD – 3, 6, 11, 17</p> <p>EMH – 7 [managing anger]; VIP – 14 [perspectives of others in conflict situations]</p> <p>Covered in High School VIP – 9</p>

Grade 6 (continued)	HealthSmart Unit – Lesson
Standard 2: Practices for Analyzing Influences	
<p>6.2.1. Describe how culture influences personal health decisions and behaviors.</p> <p>6.2.2. Explore how sharing or posting personal information electronically on social media sites can negatively impact the health of self and others.</p>	<p>ABST – 10, 12; NPA – 11</p> <p>EMH – 13</p>
Standard 3: Practices for Accessing Valid Information	
<p>6.3.1. Describe health-related situations that call for professional services.</p> <p>6.3.2. Identify and determine the availability of valid and reliable personal health and wellness products.</p>	<p>ABST – 9, EMH – 8; HIV – 8; NPA – 13</p> <p>HIV – 12</p>
Standard 4: Practices for Communication	
<p>6.4.1. Describe effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors/relationships.</p> <p>6.4.2. Describe how to ask for assistance to enhance the health of self and others.</p> <p>6.4.3. Explain how refusal and negotiation skills are used to avoid or reduce health risks.</p> <p>6.4.4. Explain effective conflict management and/or resolution strategies.</p>	<p>ABST – 7, 10, 14; EMH – 5, 12; HIV – 10, 13; NPA – 10; TAOD – 15; VIP – 5</p> <p>EMH – 8; VIP – 10, 15, 17</p> <p>ABST – 14, 15; HIV – 10, 11, 13; NPA – 10; TAOD – 15, 16; VIP – 5, 16</p> <p>VIP – 14, 15</p>
Standard 5: Practices for Decision-Making	
<p>6.5.1. Recognize healthy options when making a decision about health-related issues or problems.</p> <p>6.5.2. Describe how to use a decision-making process to avoid harmful behaviors.</p> <p>6.5.3. Describe how a decision-making process is used to enhance or establish healthy behaviors and relationships.</p>	<p>EMH – 14; HIV – 9; VIP – 6</p> <p>EMH – 14; HIV – 9; VIP – 6</p> <p>EMH – 14; HIV – 9; VIP – 6</p>
Standard 6: Practices for Goal Setting	
<p>6.6.1. Identify strategies and skills needed to attain personal health goals.</p> <p>6.6.2. Recognize how personal health goals can vary with changing abilities, priorities and responsibilities.</p> <p>6.6.3. Assess personal health practices and create a goal to maintain or improve personal health practices.</p>	<p>EMH – 15; NPA – 16, 17</p> <p>ABST – 16; EMH – 15; NPA – 17</p> <p>EMH – 1, 15; NPA – 3, 9, 14, 16</p>

Grade 6 (continued)	HealthSmart Unit – Lesson
Standard 7: Practices for Health-Enhancing Behaviors	
<p>6.7.1. Recognize positive health and wellness-related behaviors.</p> <p>6.7.2. Summarize personal health practices and behaviors to improve the health and wellness of self and others.</p>	<p>ABST – 1, 2, 3, 11; EMH – 3, 6, 7, 10, 11; HIV – 2, 8, 12, 14; NPA – 3, 4, 5, 6, 7, 8, 11, 14, 15; TAOD – 10, 17; VIP – 2, 3, 4, 10, 14</p> <p>ABST – 2, 3; EMH – 5, 6, 10, 11, 12, 14; HIV – 8, 9, 13, 14; NPA – 3, 5, 6, 7, 8, 14, 15; TAOD – 10, 17; VIP – 2, 3, 8, 6, 12, 14</p>
Standard 8: Practices for Advocating	
<p>6.8.1. State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.</p> <p>6.8.2. Describe how to influence and support others to make positive behavior choices to improve personal health and wellness.</p>	<p>ABST – 2, 11; HIV – 2; NPA – 6; TAOD – 13, 14; VIP – 4, 12</p> <p>ABST – 2, 11, 13; EMH – 13; HIV – 5; NPA – 6; TAOD – 14, 17; VIP – 4, 12</p>

Grade 7	HealthSmart Unit – Lesson
Standard 1: Content Comprehension	
<p>7.1.1. Determine reasons why people choose to use or not to use alcohol and other drugs and describe situations that could lead to the use of alcohol and other drugs.</p> <p>7.1.2. Describe the relationship between using alcohol and other drugs and injuries.</p> <p>7.1.3. Explain the similarities and differences among nutrients regarding nutritional value and food sources.</p> <p>7.1.4. Describe major chronic diseases and their relationship to what people eat and their physical activity level.</p> <p>7.1.5. Explain the importance of a positive body image.</p> <p>7.1.6. Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact mental and emotional health.</p> <p>7.1.7. Explain causes and effects of stress.</p> <p>7.1.8. Explain the behavioral and environmental factors that contribute to the major chronic diseases.</p> <p>7.1.9. Determine the benefits of being sexually abstinent and summarize ways to prevent pregnancy.</p> <p>7.1.10. Explain why individuals have the right to refuse sexual contact.</p> <p>7.1.11. Explain signs, symptoms, transmission and prevention of the most common STDs.</p> <p>7.1.12. Describe the social, economic and cosmetic consequences of tobacco use.</p> <p>7.1.13. Describe examples of dangerous or risky behaviors that might lead to injuries.</p> <p>7.1.14. Describe the signs and symptoms of people who are in danger of hurting themselves or others and explain the importance of telling an adult if there are people who are in danger of hurting themselves or others.</p>	<p>TAOD – 6, 9, 11, 15</p> <p>VIP – 3</p> <p>NPA – 1</p> <p>ABST – 3</p> <p>NPA – 11</p> <p>EMH – 13</p> <p>EMH – 9</p> <p>ABST – 3</p> <p>ABST – 11; HIV – 1, 14</p> <p>VIP – 16; HIV – 3</p> <p>HIV – 6, 7</p> <p>TAOD – 8</p> <p>VIP – 1</p> <p>EMH – 8; VIP - 10 <i>suicide prevention is covered specifically in High School EMH – 16 & VIP – 16</i></p>
Standard 2: Practices for Analyzing Influences	
<p>7.2.1. Explain how personal values and beliefs can affect personal health and behaviors.</p> <p>7.2.2. Research and demonstrate how sharing or posting personal information electronically can or has negatively impacted the mental/emotional health, social health and/or safety of self and others.</p>	<p>ABST – 12; TAOD – 9</p> <p>EMH – 13</p>

Grade 7 (continued)	HealthSmart Unit – Lesson
Standard 3: Practices for Accessing Valid Information	
7.3.1. Compare and contrast health-related situations that call for professional services.	ABST – 9; EMH – 8; HIV – 8; NPA – 13; VIP – 17
7.3.2. Analyze the availability of valid and reliable health information, services and products.	ABST – 1, 4; HIV – 12; NPA – 1, 4; TAOD – 5, 12
Standard 4: Practices for Communication	
7.4.1. Analyze effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors and relationships.	ABST – 7, 10, 14; EMH – 5, 12; HIV – 10, 13; NPA – 10; TAOD – 15; VIP – 5
7.4.2. Demonstrate how to ask for assistance to enhance the health of self and others.	EMH – 8; VIP – 10, 15, 17
7.4.3. Compare and contrast how refusal and negotiation skills are used to avoid or reduce health risks.	ABST – 14, 15; HIV – 10, 11, 13; NPA – 10; TAOD – 15, 16; VIP – 5, 16
7.4.4. Determine how to use effective conflict management and/or resolution strategies.	VIP – 14, 15
Standard 5: Practices for Decision-Making	
7.5.1. Describe healthy options when making a decision about health-related issues or problems.	EMH – 14; HIV – 9; VIP – 6
7.5.2. Practice using a decision-making process to avoid or refuse addictive or harmful substances and/or behaviors.	HIV – 9; VIP – 6
7.5.3. Demonstrate the use of a decision-making process to enhance or establish healthy behaviors and relationships.	EMH – 14; HIV – 9; VIP – 6
Standard 6: Practices for Goal Setting	
7.6.1. Describe strategies and skills needed to attain personal health goals.	EMH – 15; NPA – 16, 17
7.6.2. Compare and contrast how personal health goals can vary with changing abilities, priorities and responsibilities.	ABST – 16; EMH – 15; NPA – 17
7.6.3. Set a goal to maintain or improve personal health and/or wellness-related behaviors.	EMH – 15; NPA – 16
Standard 7: Practices for Health-Enhancing Behaviors	
7.7.1. Explain the importance of being responsible for personal health and wellness-related behaviors.	ABST – 3, 9; EMH – 2, 3, 6, 7; HIV – 3, 5, 8; NPA – 3, 14; TAOD – 17; VIP – 2, 5
7.7.2. Compare and contrast personal health practices and behaviors that improve the health and wellness of self and others.	ABST – 2, 3; EMH – 10; HIV – 2; NPA – 5, 6, 7, 11, 14, 15, 17; TAOD – 10; VIP – 15

Grade 7 (continued)	HealthSmart Unit – Lesson
Standard 8: Practices for Advocating	
<p>7.8.1. Express a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.</p> <p>7.8.2. Demonstrate how to influence and support others (peers, family and community) to make positive behavior choices to improve personal health and wellness.</p>	<p>ABST – 2, 11; HIV – ;2 NPA – 6; TAOD – 13, 14; VIP – 4, 12</p> <p>ABST – 2, 11, 13; EMH – 13; HIV – 5; NPA – 6; TAOD – 14, 17; VIP – 4, 12</p>

Grade 8	HealthSmart Unit – Lesson
Standard 1: Content Comprehension	
<p>8.1.1. Explain why using alcohol or other drugs is an unhealthy way to manage stress and describe the relationship between using alcohol and other drugs with other health risks.</p> <p>8.1.2. Explain the relationship between access to healthy foods and personal food choices and identify healthy and risky approaches to weight management.</p> <p>8.1.3. Explain the causes, symptoms and effects of depression, anxiety and common eating disorders.</p> <p>8.1.4. Explain the benefits of living in a diverse society.</p> <p>8.1.5. Differentiate healthy and unhealthy relationships.</p> <p>8.1.6. Describe the importance of seeking help and treatment for common infectious diseases and chronic diseases and summarize health practices to prevent the spread of disease.</p> <p>8.1.7. Explain climate-related physical conditions that affect personal safety.</p> <p>8.1.8. Describe first response procedures needed to treat injuries and other emergencies.</p> <p>8.1.9. Describe the factors that contribute to and that protect against engaging in sexual behavior and explain the importance of setting personal limits to avoid sexual risk behaviors.</p> <p>8.1.10. Describe usual signs and symptoms of common STDs.</p> <p>8.1.11. Describe situations that could lead to the use of tobacco and explain reasons most individuals do not use tobacco products.</p> <p>8.1.12. Describe how power and control differences in relationships can contribute to aggression and violence and describe how prejudice, discrimination and bias can lead to violence.</p> <p>8.1.13. Explain that rape and sexual assault should be reported to a trusted adult.</p>	<p>TAOD – 2, 6; VIP – 3</p> <p>NPA – 6, 12</p> <p>EMH – 8; NPA – 13</p> <p><i>Not covered</i> EMH – 4; HIV – 4</p> <p>ABST – 3; NPA – 8 [food borne]</p> <p>NPA – 15</p> <p><i>HealthSmart does not cover first aid</i></p> <p>ABST – 10, 12</p> <p>HIV – 6, 7</p> <p>TAOD – 3, 9, 11, 15</p> <p>VIP – 9, 11</p> <p>VIP – 17</p>
Standard 2: Practices for Analyzing Influences	
<p>8.2.1. Examine how school rules, public health policies and laws can influence personal health and behaviors.</p> <p>8.2.2. Evaluate prevention strategies that reduce health risk behaviors and explain the influence these strategies have on personal choices.</p>	<p>TAOD – 12</p> <p>ABST – 11, 16; EMH – 7, 10, 11; HIV – 1, 8, 12, 14; NPA – 12, 15; TAOD – 10; VIP – 2, 3, 4, 14, 16</p>

Grade 8 (continued)	HealthSmart Unit – Lesson
Standard 3: Practices for Accessing Valid Information	
8.3.1. Explain health-related situations that call for professional prevention or intervention services.	ABST – 9; EMH – 8; HIV – 8; NPA – 13
8.3.2. Investigate and analyze valid and reliable health-related products and services.	ABST – 1, 4; HIV – 12; NPA – 1, 4
8.3.3. Locate and access valid and reliable personal health and wellness information from home, school or the community.	ABST – 1, NPA – 4; HIV – 12; TAOD – 5, 12; VIP – 17
Standard 4: Practices for Communication	
8.4.1. Apply effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors/relationships.	ABST – 7, 10, 14; EMH – 5, 12; HIV – 10, 13; NPA – 10; TAOD – 15; VIP – 5
8.4.2. Demonstrate how to ask for assistance to enhance the health of self and others.	EMH – 8; VIP – 10, 15, 17
8.4.3. Demonstrate refusal and negotiation skills to avoid or reduce health risks.	ABST – 14, 15; HIV – 10, 11, 13; NPA – 10; TAOD – 15, 16; VIP – 5, 16
8.4.4. Demonstrate effective conflict management and/or resolution strategies.	VIP – 14, 15
Standard 5: Practices for Decision-Making	
8.5.1. Predict when health-related situations require the application of a thoughtful decision-making process.	EMH – 14; HIV – 9; VIP – 6
8.5.2. Analyze healthy options when making a decision about health-related issues or problems.	EMH – 14; HIV – 9; VIP – 6
8.5.3. Apply a decision-making process to avoid or refuse healthy and/or unhealthy behaviors.	EMH – 14; HIV – 9; VIP – 6
Standard 6: Practices for Goal Setting	
8.6.1. Apply strategies and skills needed to attain personal health goals.	EMH – 15; NPA – 16, 17
8.6.2. Explain how personal health goals can vary with changing abilities, priorities and responsibilities.	ABST – 16; EMH – 15; NPA – 17
8.6.3. Set and implement a goal that maintains or improves personal health and/or wellness-related behavior.	EMH – 15; NPA – 16, 17

Grade 8 <i>(continued)</i>	HealthSmart Unit – Lesson
Standard 7: Practices for Health-Enhancing Behaviors	
<p>8.7.1. Analyze and explain personal health practices and behaviors that reduce or prevent health risks.</p>	<p>ABST – 3, 11; EMH – 7, 10, 11; HIV – 8, 12, 13; NPA – 8, 15; TAOD – 10; VIP – 2, 3, 4, 5, 7, 10, 11, 15</p>
<p>8.7.2. Defend the importance of demonstrating healthy practices and behaviors to improve the health and wellness of self and others.</p>	<p>ABST – 2, 3; EMH – 10, 11; HIV – 2; NPA – 4, 5, 6, 7, 11, 14, 17; TAOD – 10; VIP – 15</p>
Standard 8: Practices for Advocating	
<p>8.8.1. Propose a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.</p>	<p>ABST – 2, 11; HIV – 2; NPA – 6; TAOD – 13, 14; VIP – 4, 12</p>
<p>8.8.2. Design an advocacy campaign to influence and support others to make behavior choices to improve personal health and wellness.</p>	<p>ABST – 2; NPA – 6; TAOD – 14; VIP – 4, 12</p>