

***HealthSmart* Alignment with
Arizona
Health Standards**

**Middle School, Third Edition
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)
Strand 1: Comprehension of Health Promotion and Disease Prevention Concepts	
Concept 1: Understanding relationship between health behaviors and health	
PO 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
Concept 2: Understanding multiple dimensions of health	
PO 1. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	ABST – 4, 7 EMH – 1
Concept 3: Understanding personal health	
PO 1. Analyze how the environment affects personal health.	ABST – 2, 3 EMH – 2, 13
PO 2. Analyze how food provides energy and nutrients for growth and development, that nutrition requirements vary from person to person, and how food intake affects health.	NPA – 1, 2, 3, 12
PO 3. Analyze how physical activity contributes to disease prevention.	ABST – 3 NPA – 14, 15
PO 4. Describe how family history can affect personal health.	ABST – 3
Concept 4: Understanding prevention of injuries and health problems	
PO 1. 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
Concept 5: Understanding use of health care	
PO 1. Explain how appropriate health care can promote personal health.	ABST – 9

Grades 6–8 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Strand 1: Comprehension of Health Promotion and Disease Prevention Concepts <i>(continued)</i>	
Concept 6: Understanding healthy vs unhealthy behaviors	
PO 1. Describe the benefits of and barriers to practicing healthy behaviors.	ABST – 1, 2, 9, 11 EMH – 7, 8 HIV – 1, 3, 13 NPA – 5, 16 TAOD – 11 VIP – 1, 10, 14
PO 2. 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
PO 3. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.	HIV – 6, 7 TAOD – 7, 8 VIP – 8
Strand 2: Analysis of Factors Affecting Health Behaviors	
Concept 1: External influences on personal health	
PO 1. Examine how the family influences the health of adolescents.	ABST – 12 EMH – 4 NPA – 9, 11 TAOD – 9, 12
PO 2. Describe the influence of culture on health beliefs, practices, and behaviors.	ABST – 10, 12 NPA – 11
PO 3. Analyze 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
PO 4. Analyze how the school and community can affect personal health practices and behaviors.	ABST – 12 EMH – 2 TAOD – 9, 12
PO 5. Analyze how messages from media influence health behaviors.	ABST – 12 EMH – 13 NPA – 9, 11 TAOD – 9, 13, 14 VIP – 13
PO 6. Analyze the influence of technology on personal and family health.	EMH – 13 VIP – 9

Grades 6–8 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Strand 2: Analysis of Factors Affecting Health Behaviors <i>(continued)</i>	
Concept 2: Internal influences on personal health	
PO 1. Explain how the perceptions of norms influence healthy and unhealthy behaviors.	ABST – 13 EMH – 13 HIV – 1 TAOD – 1 VIP – 1
PO 2. Explain the influence of personal values and beliefs on individual health practices and behaviors.	ABST – 12 TAOD – 9
PO 3. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	TAOD – 2
Concept 3: Influence of public policy on health	
PO 1. Examine and explain how school and public health policies can influence health promotion and disease prevention.	TAOD – 12
Strand 3: Access to Health Information, Products and Services to Enhance Health	
Concept 1: Knowledge of sources of help	
PO 1. Analyze the validity of health information, products, and services.	ABST – 1, 4 NPA – 1
Concept 2: Accessing help	
PO 1. Access valid health information from home, school, and community.	ABST – 1 NPA – 4 TAOD – 5, 12
PO 2. Determine the accessibility of products that enhance health.	HIV – 12
PO 3. Describe situations that may require professional health services.	ABST – 9 EMH – 8 HIV – 8 NPA – 13
PO 4. Locate valid and reliable health products and services.	HIV – 12 VIP – 17
Strand 4: Use of Interpersonal Communication Skills to Enhance Health	
Concept 1: Communication to enhance health	
PO 1. Apply effective verbal and nonverbal communication skills to enhance health.	ABST – 7, 10, 14 EMH – 5, 12 HIV – 10, 13 NPA – 10 TAOD – 15 VIP – 5

Grades 6–8 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Strand 4: Use of Interpersonal Communication Skills to Enhance Health <i>(continued)</i>	
Concept 1: Communication to enhance health <i>(continued)</i>	
PO 2. Demonstrate refusal and negotiation skills that avoid or reduce health risks.	ABST – 15 HIV – 11, 13 NPA – 10 TAOD – 16 VIP – 5, 16
Concept 2: Self-protection and dealing with conflict	
PO 1. Identify effective conflict management or resolution strategies.	VIP – 14, 15
Concept 3: Asking for help	
PO 1. Identify ways to ask for assistance to enhance the health of self and others.	EMH – 8 VIP – 10, 15, 17
Strand 5: Use of Decision-Making Skills to Enhance Health	
Concept 1: Influences on health decision making	
PO 1. Identify circumstances that can help or hinder healthy decision making.	EMH – 14 HIV – 9 VIP – 6
Concept 2: Application of decision-making skills to health	
PO 1. Determine when health- related situations require the application of a thoughtful decision-making process.	EMH – 14 HIV – 9 VIP – 6
PO 2. Distinguish when individual or collaborative decision making is appropriate.	EMH – 14 HIV – 9 VIP – 6
PO 3. Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	EMH – 14 HIV – 9 VIP – 6
PO 4. Predict the potential short-term impact of each alternative on self and others.	EMH – 14 HIV – 9 VIP – 6
PO 5. Choose healthy alternatives over unhealthy alternatives when making a decision.	EMH – 14 HIV – 9 VIP – 6
PO 6. Analyze the outcomes of a health-related decision.	EMH – 14 HIV – 9 VIP – 6

<p>Grades 6–8 <i>(continued)</i></p>	<p>HealthSmart (Unit – Lesson)</p>
<p>Strand 6: Use of Goal-Setting Skills to Enhance Health</p>	
<p>Concept 1: Assessment of health</p>	
<p>PO 1. Assess personal health practices.</p>	<p>EMH – 1, 15 NPA – 3, 9, 14, 16</p>
<p>Concept 2: Health-related goal setting</p>	
<p>PO 1. Develop a goal to adopt, maintain, or improve a personal health practice.</p>	<p>EMH – 15 NPA – 16</p>
<p>PO 2. Apply strategies and skills needed to attain a personal health goal.</p>	<p>EMH – 15 NPA – 16, 17</p>
<p>PO 3. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</p>	<p>ABST – 16 EMH – 15 NPA – 17</p>
<p>Strand 7: Ability to Practice Health-Enhancing Behaviors</p>	
<p>Concept 1: Personal responsibility for health</p>	
<p>PO 1. Explain the importance of assuming responsibility for personal health behaviors.</p>	<p>ABST – 3, 9 EMH – 2, 3, 6, 7 HIV – 3, 5, 8 NPA – 3, 14 TAOD – 17 VIP – 2, 5</p>
<p>Concept 2: Healthy practices and behaviors</p>	
<p>PO 1. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p>	<p>ABST – 2, 3 EMH – 10 HIV – 2 NPA – 4, 5, 7, 11, 14, 15, 17 TAOD – 10 VIP – 15</p>
<p>PO 2. Demonstrate behaviors that avoid or reduce health risks to self and others.</p>	<p>ABST – 3 EMH – 7, 11 HIV – 12, 13 NPA – 8, 15 TAOD – 10 VIP – 2, 3, 5, 7, 10, 11, 15</p>

<p>Grades 6–8 <i>(continued)</i></p>	<p>HealthSmart (Unit – Lesson)</p>
<p>Strand 8: Ability to Advocate for Health</p>	
<p>Concept 1: Personal advocacy</p>	
<p>PO 1. State a health enhancing position on a topic and support it with accurate information.</p>	<p>ABST – 2, 11 HIV – 2 NPA – 6 TAOD – 13, 14 VIP – 4, 12</p>
<p>PO 2. Demonstrate how to influence and support others to make positive health choices.</p>	<p>ABST – 2, 11, 13 EMH – 13 HIV – 5 NPA – 6 TAOD – 14, 17 VIP – 4, 12</p>
<p>Concept 2: Collective advocacy</p>	
<p>PO 1. Demonstrate how to work cooperatively to advocate for healthy individuals, families, and schools.</p>	<p>ABST – 2 HIV – 5 NPA – 6 TAOD – 14 VIP – 4, 12</p>
<p>Concept 3: Tailoring advocacy message to audience</p>	
<p>PO 1. Identify ways in which health messages and communication techniques can be altered for different audiences.</p>	<p>TAOD – 14 VIP – 4</p>