

HealthSmart Alignment with Georgia Standards of Excellence Health Education



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**Middle School
THIRD EDITION
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 |
|---|------------------------|---------------------------|---------------------------|--|--------------------------|-------------------------------|
| HE6.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. | | | | | | |
| a. Compare how healthy behaviors and risk practices impact personal health. | 1, 2, 3, 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 | 2, 3, 4, 5, 6, 7, 11 | 1, 2, 8, 9, 10, 11, 12 |
| b. Identify the interrelationships of emotional and social health in adolescence. | 7 | 1 | | | | |
| c. Examine how one's surroundings impact personal health and well-being. | 2, 3 | 2, 13 | | | | |
| d. Practice ways to reduce or prevent injuries. | 2 | 10, 11 | 3 | 8 | | 1, 2, 3, 4, 7, 13, 14, 16, 17 |
| e. Identify how health care can promote personal health and well-being. | 9 | | 8 | | | |
| f. Identify the benefits of practicing healthy behaviors. | 1, 2, 7, 10, 11 | 4, 7, 8 | 1, 3, 13 | 1, 3, 5, 15, 16 | 3, 11, 17 | 1, 14 |
| g. Describe the consequences of engaging in unhealthy behaviors. | 16 | | 1, 5, 6, 7 | 12, 13 | 2, 3, 4, 5, 7, 8 | 1, 8, 11, 13 |
| h. Explain the importance of choosing healthy foods and beverages. | | | | 1, 2, 3, 5, 6, 7 | | |
| i. Describe why household products are harmful if ingested or inhaled. | Not covered | | | | Can be added to 1 | |
| j. Differentiate short- and long-term effects of alcohol, tobacco and/or other drug use, including social and legal implications. | | | | | 2, 3, 4, 5, 7, 8 | |
| k. Describe positive alternatives to using alcohol and other drugs. | | | | | 11 | |
| l. Analyze the characteristics of healthy relationships. | | 4 | 4 | | | |
| m. Describe the short- and long-term effects of engaging in risky behaviors. | 16 [sexual risks] | | 1, 5, 6, 7 [sexual risks] | 13 [eating disorders] | 2, 3, 4, 7, 8 [drug use] | 8, 9, 11 [violence] |

| HEALTH STANDARDS | ABST | EMH | HIV | NPA | TAOD | VIP |
|---|---------------------|-------|------------|-----------|-----------|-----------|
| HE6.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. | | | | | | |
| a. Describe the influences on adolescence. | 12 | 13 | | | | |
| b. Identify the influence of various cultures on health beliefs and practices. | 10, 12 | | | 9, 11 | 12 | |
| c. Explain how peers influence healthy behaviors. | 12, 13 | 4, 13 | | 9, 10, 11 | 1, 11, 15 | 5, 11, 13 |
| d. Identify how the community can impact personal health practices and behaviors. | 12 | 2 | | | 9, 12 | |
| e. Illustrate how media messages influence health behaviors. | 12 | 13 | | 9, 11 | 9, 13, 14 | 13 |
| f. Explain the influence of technology on family health. | 12 | 13 | 11 | | 9 | 9 |
| g. Explain the harmful effects of explicit media, messaging and images on self-esteem, body image, and relationships. | Can be included in: | | | | | |
| | 10 | 13 | | 11 | | |
| h. Identify norms that influence health behaviors. | 13 | 13 | 1 | | 1 | 1 |
| i. Compare how choices influence healthy and unhealthy behaviors. | | | 3 | | 2 | 2 |
| j. Identify how school and public health policies can influence health promotion. | | | | | 12 | |
| HE6.3: Students will demonstrate the ability to access valid information and products and services to enhance health. | | | | | | |
| a. Determine and examine the validity of health information, products, and services to prevent and detect health problems. | 1, 4 | | | 1 | | |
| b. Identify valid health information from home, school, and community that enhances health. | 1 | | | 4 | 5, 12 | |
| c. Determine the accessibility of products that enhance and promote health. | | | 12 | | | |
| d. Describe circumstances that may require professional health services and resources. | 9 | 8 | 8 | 13 | | 17 |
| HE6.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | | | | | | |
| a. Demonstrate effective verbal and nonverbal communication skills to enhance personal health and well-being. | 7, 10, 14, 15 | 5, 12 | 10, 11, 13 | 10 | 15, 16 | 5, 16 |
| b. Demonstrate effective conflict management or resolution strategies. | | | | | | 14, 15 |

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|--|-----------|------------|---------------|-------------------------|--------|----------------------------|
| HE6.5: Students will demonstrate the ability to use decision-making skills to enhance health. | | | | | | |
| a. Analyze influences in making an unhealthy or healthy choice. | 12 | 9, 14 | 9 | 9 | 9 | 1, 6, 13 |
| b. Identify situations that may require a decision-making process. | | 14 | 9 | | | 6 |
| c. Distinguish whether the individual should make decisions or if help should be sought. | | 14 | 9 | | | 6, 14 |
| d. Choose between healthy and unhealthy alternatives to health-related situations. | | 14 | 9 | | | 6 |
| e. Study the potential short-term consequences of healthy and unhealthy alternatives on self and others. | | 14 | 9 | | | 6 |
| f. Decide which alternatives are healthy when making a decision. | | 14 | 9 | | | 6 |
| g. Predict the outcomes of a health-related decision. | | 14 | 9 | | | 6 |
| HE6.6: Students will demonstrate the ability to use goal-setting skills to enhance health. | | | | | | |
| a. Assess personal health practices. | | 1, 15 | | 3, 9, 14, 16 | | |
| b. Choose a personal health practice with a goal for adoption. | | 15 | | 16 | | |
| c. Develop a plan to achieve a personal health goal. | | 15 | | 16, 17 | | |
| d. Explain how personal health goals can vary with changing priorities. | 16 | 15 | | 17 | | |
| HE6.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | | | | | |
| a. Identify the importance of accepting responsibility for personal health behaviors. | 3, 9 | 2, 3, 6, 7 | 3, 5, 8 | 3, 6, 14 | 17 | 2, 5 |
| b. Demonstrate healthy behaviors that will maintain or improve the health of self and/or others. | 2, 3, 13 | 10 | 2 | 4, 5, 7, 11, 14, 15, 17 | 10 | 15 |
| c. Model practices to avoid or reduce health risks to self and/or others. | 3, 11, 16 | 7, 11 | 8, 12, 13, 14 | 8, 12, 15 | 10 | 2, 3, 5, 7, 10, 11, 15, 16 |
| HE6.8: Students will demonstrate the ability to advocate for personal, family, and community health. | | | | | | |
| a. Investigate a health position or practice and support it with valid information. | 2, 11 | | 2 | 6 | 13, 14 | 4, 12 |
| b. Identify strategies that will support others in positive choices regarding their health. | 2, 11, 13 | 13 | 5 | 6 | 14, 17 | 4, 12 |
| c. Collaborate with others to advocate for healthy lifestyles and/or choices. | 2 | | 5 | 6 | 14 | 4, 12 |
| d. Identify the methods in which health messages can be altered to appeal to different age groups. | | | | | 14 | 4 |

| HEALTH STANDARDS | ABST | EMH | HIV | NPA | TAOD | VIP |
|--|------------------------|---------------------------|----------------------|--|----------------------|-------------------------------|
| HE7.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. | | | | | | |
| a. Assess how healthy behaviors influence personal health and well-being. | 1, 2, 3, 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 | 2, 3, 4, 5, 6, 7, 11 | 1, 2, 8, 9, 10, 11, 12 |
| b. Describe the interrelationship of emotional, social, and physical health in adolescence. | 7 | 1 | | | | |
| c. Cite how family history can impact personal health and well-being. | 3, 4, 12 | | | 9, 11 | 9, 12 | |
| d. Analyze how the environment can impact personal health. | 2, 3 | 2, 13 | | | | |
| e. Explain ways to reduce or prevent health risks among adolescents. | 2 | 10, 11 | 3 | 8 | | 1, 2, 3, 4, 7, 13, 14, 16, 17 |
| f. Examine the risk of injury or illness if engaging in unhealthy behaviors. | 16 | | 1, 5, 6, 7 | 12, 13 | 2, 3, 4, 5, 7, 8 | 1, 2, 8, 11, 13 |
| g. Examine the dynamics of healthy and unhealthy relationships, including the right to refuse sexual contact, the legal ramifications of sexual assault, and reporting to a trusted adult. | | 4 | 3, 4 | | | 16, 17 |
| HE7.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. | | | | | | |
| a. Investigate how the values and behaviors of those close to you influence your health. | 12, 13 | 4, 13 | | 9, 10, 11 | 9, 11 | 5, 11, 13 |
| b. Discuss the influence of culture on health behaviors. | 10, 12 | | | 9, 11 | 12 | |
| c. Compare how family and other factors influence personal health and well-being. | 12, 13 | 2, 4, 13 | | 9, 10, 11 | 11, 15 | 5, 11, 13 |
| d. Examine how information from the media influences personal health and well-being. | 12 | 13 | | 9, 11 | 9, 13, 14 | 13 |
| e. Interpret the influence of technology on personal health beliefs. | 12 | 13 | | 11 | 9 | 9 |
| f. Explain the harmful effects of sexually explicit media, messaging, and images on self-esteem, body image, and relationships. | Can be included in: | | | | | |
| | 10 | 13 | | 11 | | |
| g. Indicate how the perceptions of norms influence healthy and unhealthy behaviors. | 13 | 13 | 1 | | 1 | 1 |
| h. Describe the influence of personal beliefs on health practices and behaviors. | 12 | | | | 9 | |
| i. Discuss how choices can influence the likelihood of healthy or unhealthy behaviors. | | | 3 | | 2 | 2 |
| j. Interpret how school and public health policies can influence disease prevention. | Not covered | | | | | |

| HEALTH STANDARDS | ABST | EMH | HIV | NPA | TAOD | VIP |
|---|--------|----------|------------|-----|--------|---------------|
| HE7.3: Students will demonstrate the ability to access valid information and products and services to enhance health. | | | | | | |
| a. Examine and differentiate the validity of health information, products, and services for disease prevention and health promotion. | 1, 4 | | | 1 | | |
| b. Access valid health information from home, school, and community that enhances health. | 1 | | | 4 | 5, 12 | |
| c. Investigate the accessibility of products that enhance health. | | | 12 | | | |
| d. Describe circumstances that may require professional health services and resources. | 9 | 8 | 8 | 13 | | 17 |
| HE7.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | | | | | | |
| a. Apply effective verbal and nonverbal communication skills to enhance personal health and well-being. | 7, 10 | 5, 8, 12 | 10, 13 | 10 | | 10, 15, 17 |
| b. Demonstrate effective conflict management or resolution strategies and model refusal and negotiation skills that avoid or reduce health risks. | 14, 15 | | 10, 11, 13 | 10 | 15, 16 | 5, 14, 15, 16 |
| HE7.5: Students will demonstrate the ability to use decision-making skills to enhance health. | | | | | | |
| a. Describe situations that can help or hinder making a healthy decision and identify situations where making those decisions are more likely to occur. | | 14 | 9 | | | 6 |
| b. Determine when individual or collaborative decision making is appropriate. | | 14 | 9 | | | 6, 14 |
| c. Differentiate between healthy and unhealthy alternatives to health-related issues or problems. | | 14 | 9 | | | 6 |
| d. Relate the potential short-term impact of each alternative to health-related issues or problems on self and others. | | 14 | 9 | | | 6 |
| e. Select healthy alternatives over unhealthy alternatives when making a decision. | | 14 | 9 | | | 6 |
| f. Examine the outcomes of a health-related decision. | | 14 | 9 | | | 6 |

| HEALTH STANDARDS | ABST | EMH | HIV | NPA | TAOD | VIP |
|---|-----------|------------|---------------|-------------------------|--------|----------------------------|
| HE7.6: Students will demonstrate the ability to use goal-setting skills to enhance health. | | | | | | |
| a. Examine the effectiveness of personal health practices. | | 1, 15 | | 3, 9, 14, 16 | | |
| b. Select a personal health practice goal to improve personal health practice. | | 15 | | 16 | | |
| c. Demonstrate the skills necessary to achieve a personal health goal. | | 15 | | 16, 17 | | |
| d. Relate how personal health goals can vary with differing skills and priorities. | 16 | 15 | | 17 | | |
| HE7.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | | | | | |
| a. Describe the importance of accepting responsibility for personal health behaviors. | 3, 9 | 2, 3, 6, 7 | 1, 3, 5, 8 | 3, 6, 14 | 17 | 2, 5 |
| b. Create personal examples of healthy behaviors that will maintain or improve the health of self and/or others. | 2, 3, 13 | 10 | 2 | 4, 5, 7, 11, 14, 15, 17 | 10 | 15 |
| c. Demonstrate behaviors to avoid or reduce health risks to self and/or others. | 3, 11, 16 | 7, 11 | 8, 12, 13, 14 | 8, 12, 15 | 10 | 2, 3, 5, 7, 10, 11, 15, 16 |
| d. Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set. | 4 | 5, 12 | 2, 3 | | | 14, 15 |
| HE7.8: Students will demonstrate the ability to advocate for personal, family, and community health. | | | | | | |
| a. Support a health-enhancing position with evidence-based information. | 2, 11 | | 2 | 6 | 13, 14 | 4, 12 |
| b. Demonstrate strategies that influence and support others to make positive health choices. | 2, 11, 13 | 13 | 5 | 6 | 14, 17 | 4, 12 |
| c. Collaborate with others to advocate for the health of individuals and families. | 2 | | 5 | 6 | 14 | 4, 12 |
| d. Analyze the ways that health messages can be altered to reach different audiences. | | | | | 14 | 4 |

| HEALTH STANDARDS | ABST | EMH | HIV | NPA | TAOD | VIP |
|--|-------------------------------|----------------------------------|-----------------------------|---|-----------------------------|--------------------------------------|
| HE8.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. | | | | | | |
| a. Analyze the relationship between behaviors and personal health. | 1, 2, 3, 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 | 2, 3, 4, 5, 6, 7, 11 | 1, 2, 8, 9, 10, 11, 12 |
| b. Summarize the interrelationships of personal health and well-being. | 7 | 1 | | | | |
| c. Analyze how the environment affects personal health. | 2, 3 | 2, 13 | | | | |
| d. Research how heredity can impact personal health and well-being. | 3 | | | 9, 11 | 6 | |
| e. Describe ways to reduce or prevent injuries and other adolescent health occurrences. | 2 | 10, 11 | 3 | 8 | | 1, 2, 3, 4, 7, 13, 14, 16, 17 |
| f. Explain how comprehensive health care can promote personal health and well-being. | 9 | | 8 | | | |
| g. Describe the benefits of and barriers to practicing behaviors that impact personal health and well-being. | 1, 2, 7, 10, 11 | 4, 7, 8, 15 | 1, 3, 13 | 1, 3, 5, 15, 16, 17 | 3, 11, 17 | 1, 10, 14 |
| h. Examine the correlation and impact of injury or illness if engaging in unhealthy behaviors. | 16 | | 1, 5, 6, 7 | 12, 13 | 2, 3, 4, 5, 7, 8 | 1, 2, 8, 11, 13 |
| i. Understand the relationship between key nutrients in food sources to promote health and prevent chronic disease. | | | | 1 | | |
| j. Compare ways to reduce or prevent injuries. | | | | | | 1, 2, 3, 4 |
| k. Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact the personal safety of self or others. | | 13 | | | | |
| l. Describe types of violent behaviors and available resources to obtain support. | | | | | | 8, 10, 11, 13 |
| m. Examine the dynamics of healthy and unhealthy relationships. Students should be made aware that they have the right to refuse to participate in activities (drug use, criminal, sex, bullying, etc.) and such activities should be reported to a trusted adult. | | 4 | 3, 4 | | 15, 16 | 10, 11, 16, 17 |
| n. Identify the qualities of a healthy dating relationship. | | | 4 | | | |
| o. Analyze the signs, symptoms, and resources for people who engage in self-harming behavior. Discuss resources available to combat the behavior. | | Can be included in 8 | | | | |

| HEALTH STANDARDS | ABST | EMH | HIV | NPA | TAOD | VIP |
|--|---------------------|----------|--|-------------------------------------|---------------|--|
| HE8.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. (continued) | | | | | | |
| p. Understand school policy and state laws regarding the use, possession, and sale of substances. | | | | | 12 | |
| q. Explain the relationship between intravenous drug use and the transmission of blood-borne diseases. | | | 7 | | | |
| r. Explain the unintended outcomes of risky behavior. | 16 [teen parenting] | | 1, 5, 6, 7 [sexual risks] | 12 [dieting], 13 [eating disorders] | 8 [drug use] | 1 [injury risks], 9 [bullying], 11 [hazing], 13 [fighting] |
| s. Discuss the unintended physical, mental, emotional, financial, educational, legal, and social outcomes of sexual activity. | 16 | | 1, 5, 6, 7 | | | |
| t. Identify signs and situations that contribute to Human Trafficking. | | | | | | 17 [covered more explicitly in High School] |
| u. Describe where to report concerns and seek out help concerning Human Trafficking | | | | | | 17 |
| v. Explain the legal age of consent in Georgia. (Current law 2020 age of 16.) | | | State specific information can be added to 3 | | | |
| HE8.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. | | | | | | |
| a. Analyze how family, peers, culture, and environment influence personal health and well-being and family health. | 10, 12, 13 | 2, 4, 13 | | 9, 10, 11 | 9, 11, 12, 13 | 5, 9, 11, 13 |
| b. Explain how adolescent perceived norms influence healthy and unhealthy behaviors. | 13 | 13 | 1 | | 1 | 1 |
| c. Explain the influence of personal values and beliefs on individual health practices and behaviors. | 12 | | | | 9 | |
| d. Explain the harmful effects of pornographic media, messaging, and images. | Not covered | | | | | |
| e. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. | | | 3 | | 2 | 2 |
| f. Explain how school and public health policies can influence health promotion and disease prevention. | | | | | 12 | |

| HEALTH STANDARDS | ABST | EMH | HIV | NPA | TAOD | VIP |
|---|-----------|-------|--------|--------------|-------|------------|
| HE8.3: Students will demonstrate the ability to access valid information and products and services to enhance health. | | | | | | |
| a. Analyze the validity of health information, products, and services to promote personal health and well-being and prevent disease. | 1, 4 | | | 1 | | |
| b. Critique valid health information from home, school, and community to enhance personal health and well-being. | 1 | | | 4 | 5, 12 | |
| c. Analyze products that enhance well-being and the accessibility of those products within the community. | | | 12 | | | |
| HE8.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | | | | | | |
| a. Apply effective verbal and nonverbal communication skills to enhance personal health and well-being. | 7, 10, 14 | 5, 12 | 10, 13 | 10 | 15 | 5 |
| b. Demonstrate refusal and negotiation skills that avoid or reduce health risks. | 15 | | 11, 13 | 10 | 16 | 5, 16 |
| c. Demonstrate effective conflict management and/or resolution strategies. | | | | | | 14, 15 |
| d. Model how to ask for assistance to enhance the health of self and others. | | 8 | | | | 10, 15, 17 |
| HE8.5: Students will demonstrate the ability to use decision-making skills to enhance health. | | | | | | |
| a. Identify health-related situations that might require a health-enhancing decision. | | 14 | 9 | | | 6 |
| b. Analyze when assistance is needed in making a health-related decision. | | 14 | 9 | | | 6, 14 |
| c. Discuss healthy options to promote well-being and prevent disease. | | 14 | 9 | | | 6 |
| d. Critique the potential outcomes of health-related scenarios when making a decision. | | 14 | 9 | | | 6 |
| e. Support choosing a healthy option when making a decision | | 14 | 9 | | | 6 |
| HE8.6: Students will demonstrate the ability to use goal-setting skills to enhance health. | | | | | | |
| a. Evaluate personal health practices. | | 1, 15 | | 3, 9, 14, 16 | | |
| b. Develop a goal to adopt, maintain, or improve a personal health practice. | | 15 | | 16 | | |
| c. Outline the strategies and skills necessary to attain a personal health goal. | | 15 | | 16, 17 | | |
| d. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. | 16 | 15 | | 17 | | |
| e. Explain how risky health behaviors can affect achieving long-term health goals. | 16 | | 1 | | 8 | |

| HEALTH STANDARDS | ABST | EMH | HIV | NPA | TAOD | VIP |
|--|-----------|---------|---------------|-------------------------|--------|----------------------------|
| HE8.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | | | | | |
| a. Connect the relationship between assuming responsibility for personal health and avoiding risky behaviors. | 9, 16 | 3, 6, 7 | 3, 5, 8 | 3, 6, 14 | 17 | 2, 5 |
| b. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. | 2, 3, 13 | 10 | 2 | 4, 5, 7, 11, 14, 15, 17 | 10 | 15 |
| c. Analyze and apply behaviors that eliminate or reduce health risks to self and/or others. | 3, 11, 16 | 7, 11 | 8, 12, 13, 14 | 8, 12, 15 | 10 | 2, 3, 5, 7, 10, 11, 15, 16 |
| HE8.8: Students will demonstrate the ability to advocate for personal, family, and community health. | | | | | | |
| a. Debate a health issue using evidence-based information. | 2, 11 | 2 | 6 | | 13, 14 | 4, 12 |
| b. Design strategies that will influence and support others to make positive health choices. | 2, 11, 13 | 13 | 5 | 6 | 14, 17 | 4, 12 |
| c. Collaborate with others to advocate for the personal health and well-being of individuals, families, and schools. | 2 | | 5 | 6 | 14 | 4, 12 |
| d. Analyze ways in which health messages and communication methods can be delivered for all audiences. | | | | | 14 | 4 |