

***HealthSmart* Alignment with  
New York City  
Health Education  
Scope & Sequence**

**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

Foundations for Adolescent Health		
Essential Health Concepts		HealthSmart (Unit – Lesson)
FAH1.1	The interrelationship of physical, social, emotional, and mental health.	EMH – 1
FAH1.2	The changes in the brain during adolescence and how they impact physical, social, emotional, and mental health.	ABST – 7
FAH1.3	How personal values, self-esteem, identity, self-talk, and body confidence affect personal health.	ABST – 4, 12 EMH – 3 NPA – 11 TAOD – 9, 10
FAH1.4	The benefits of sleep, physical activity, hygiene, and breakfast for healthy growth and development.	ABST – 2, 9 NPA – 5, 15
FAH1.5	How to distinguish between habits that enhance or hinder personal health.	ABST – 1, 2, 3, 9 EMH – 6, 7, 9 HIV – 1 NPA – 3, 12, 14 TAOD – 1, 6, 10, 17 VIP – 1, 2, 3
FAH1.6	The value of diversity and empathy in relationships.	EMH – 4, 12 HIV – 2, 4
FAH1.7	How to differentiate among passive, aggressive, and assertive communication styles, and assess their impact on relationships and personal growth.	EMH – 5
FAH1.8	The elements of digital citizenship, including internet safety, digital footprints, credible information, screen time, appropriate social media use, and privacy concerns.	EMH – 13
Health Skills		
FAH 2.1	Analyze the influence of family, school, peers, culture, media, personal values, and perceived norms on daily habits that impact social, emotional, mental, and physical health.	ABST – 10, 12, 13 EMH – 2, 4, 13 HIV – 1 NPA – 9, 11 TAOD – 1, 9, 11, 12, 13 VIP – 3, 11, 13

<b>Foundations for Adolescent Health <i>(continued)</i></b>		
<b>Health Skills <i>(continued)</i></b>		<b>HealthSmart (Unit – Lesson)</b>
FAH3.1	Access valid and reliable health information online for building health habits.	ABST – 1
FAH4.1	Practice active listening, communicating empathy, and celebrating diversity.	EMH – 5, 12 HIV – 2
FAH4.2	Practice assertive communication to improve personal health and relationships.	ABST – 14, 15 EMH – 5 HIV – 10, 11, 13 NPA – 10 TAOD – 15, 16 VIP – 5, 16
FAH 4.3	Practice safe and respectful online communication practices.	EMH – 13 VIP – 10
FAH5.1	Choose healthier alternatives when making decisions related to sleep, physical activity, hygiene, breakfast, social media, and technology habits.	ABST – 2, 9 EMH – 13, 14 NPA – 5, 7
FAH6.1	Set a realistic goal for a healthy habit (e.g., sleep, physical activity, hygiene, breakfast habits, social media and technology use) that increases the likelihood of enhanced social, emotional, mental, or physical health.	EMH – 15 NPA – 16, 17
FAH7.1	Assess daily sleep, physical activity, hygiene, breakfast, and social media/technology habits.	ABST – 2, 9 EMH – 13 NPA – 5, 14

<b>Social, Emotional and Mental Health</b>		
<b>Essential Health Concepts</b>		<b>HealthSmart (Unit – Lesson)</b>
SEM1.1	Healthy ways to express and respond to needs, wants, thoughts, and feelings (e.g., affection, love, excitement, gratitude, stress, anger, rejection, shame, grief).	<b>ABST – 10</b> <b>EMH – 6, 9, 10, 11, 12</b>
SEM 1.2	The benefits of talking with trusted adults about thoughts and feelings.	<b>EMH – 8</b>
SEM 1.3	The causes, symptoms, and effects of depression and anxiety.	<b>EMH – 8</b>
SEM1.4	The importance of being aware of one’s own feelings, controlling impulsive behaviors, and being sensitive to the feelings of others.	<b>EMH – 6, 8, 12</b>
SEM1.5	The characteristics of healthy relationships.	<b>EMH – 4</b> <b>HIV – 4</b>
SEM 1.6	The importance of responding to diversity in ways that build empathy, respect, and understanding.	<b>HIV – 2</b>
SEM 1.7	How power and privilege influence relationships on interpersonal and intergroup levels.	<b>HIV – 4</b> <b>VIP – 9</b>
SEM 1.8	Why it is wrong to tease or bully others based on personal characteristics.	<b>VIP – 9</b>
SEM 1.9	How sharing personal information electronically can negatively impact social, emotional, and mental health.	<b>EMH – 13</b>
SEM 1.10	The role of bystanders in preventing, stopping, or escalating bullying and other forms of violence.	<b>VIP – 8, 9</b>
SEM 1.11	Types of violence (including child abuse and bullying) and the short- and long-term consequences of violence for perpetrators, victims, and bystanders.	<b>VIP – 8, 9, 11, 17</b>
SEM 1.12	How prejudice, discrimination, and bias can lead to trauma, violence, and other adverse consequences.	<b>VIP – 8</b>
<b>Health Skills</b>		
SEM 2.1	Analyze the influence of family, school, peers, culture, media, personal values, and perceived norms on social, emotional, and mental health.	<b>EMH – 2, 4, 13</b>
SEM 3.1	Access reliable mental health and violence prevention information and services in the community.	<b>EMH – 8</b> <b>VIP – 17</b>

<b>Social, Emotional and Mental Health (<i>continued</i>)</b>	
<b>Health Skills (<i>continued</i>)</b>	<b>HealthSmart (Unit – Lesson)</b>
SEM 4.1 Practice communication skills to enhance emotional and mental health, including how to ask for help from a trusted adult and how to express thoughts and feelings in healthy ways.	<b>EMH – 5, 6, 7, 8</b>
SEM 4.2 Practice effective and appropriate communication via electronic devices and social media to prevent or resolve interpersonal conflict.	<b>VIP – 14, 15</b> [add social media emphasis]
SEM 4.3 Practice conflict resolution techniques, active listening, assertive communication, and empathy to strengthen relationships and resolve interpersonal conflict.	<b>EMH – 5</b> <b>VIP – 14, 15, 16</b>
SEM 5.1 Choose healthier and safer alternatives when making decisions to promote mental health and prevent violence.	<b>EMH – 14</b> <b>VIP – 6, 10, 11, 13</b>
SEM 6.1 Set realistic goals for establishing and maintaining relationships, using social media, and managing stress to improve social, emotional, and mental health and to prevent violence.	<b>EMH – 10, 11, 13, 15</b> <b>VIP – 12</b>
SEM 7.1 Assess personal practices for managing challenging emotions.	<b>EMH – 6, 7</b>
SEM 7.2 Practice strategies to identify and reduce stress for oneself and others, including mindfulness.	<b>EMH – 10, 11</b>
SEM 7.3 Practice strategies for anger management and self-control.	<b>EMH – 7</b>
SEM 8.1 Advocate for individuals, families, and school communities to improve their mental health and prevent violence, including all forms of bullying.	<b>EMH – 13</b> <b>VIP – 12</b>

Alcohol, Tobacco and Other Drug Use Prevention		
Essential Health Concepts		HealthSmart (Unit – Lesson)
ATOD 1.1	The negative mental and physical consequences of alcohol, tobacco, and other drug use, hookah, prescription painkillers, heroin, and other opioids and their impact on brain development.	TAOD – 2, 3, 4, 5, 7, 8
ATOD 1.2	How to distinguish among the proper use, misuse, and abuse of over-the-counter and prescription medicines.	TAOD – 5, 7
ATOD 1.3	The benefits of being drug-free.	TAOD – 11, 17
ATOD 1.4	The social and economic consequences of alcohol, tobacco, cannabis, and other drug use.	TAOD – 8
ATOD 1.5	The reasons most teens do not use alcohol, tobacco, cannabis, and other drugs.	TAOD – 11
ATOD 1.6	School policies and community laws related to the use of alcohol, tobacco, cannabis, and other drugs.	TAOD – 12
ATOD 1.7	The signs and symptoms of dependence on alcohol, tobacco, cannabis, and other drugs, and treatment options for addiction.	TAOD – 6
ATOD 1.8	Why the use of alcohol, tobacco, cannabis, and other drugs is an unhealthy way to manage stress.	TAOD – 6
ATOD 1.9	The relationship between using alcohol, tobacco, cannabis, and other drugs and other health risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.	TAOD – 2 VIP – 3
Health Skills		
ATOD 2.1	Analyze the influence of family, school, peers, culture, media (including marketing techniques), personal values, and perceived norms on the use of alcohol, tobacco, cannabis, and other drugs.	TAOD – 1, 9, 11, 12, 13
ATOD 3.1	Access alcohol, tobacco, cannabis, and other drug- prevention information, analyzing its validity and reliability, including over-the-counter and prescription drug labels.	TAOD – 5, 12
ATOD 3.2	Describe situations that require professional substance abuse treatment services and locate community resources.	Covered in High School TAOD – 10

<b>Alcohol, Tobacco and Other Drug Use Prevention (<i>continued</i>)</b>	
<b>Health Skills (<i>continued</i>)</b>	<b>HealthSmart (Unit – Lesson)</b>
ATOD 4.1 Practice communication skills (e.g., assertiveness, verbal and nonverbal, refusal, negotiation) to avoid alcohol, tobacco, cannabis, or other drug use, especially in peer-pressure situations.	<b>TAOD – 15, 16</b>
ATOD 4.2 Ask a trusted adult for help for self and others regarding situations related to the use of alcohol, tobacco, cannabis, and other drugs.	Not covered directly. Could be included in <b>TAOD – 6 or 10</b>
ATOD 5.1 Practice using decision-making skills in peer-pressure settings to avoid alcohol, tobacco, cannabis, and other drug use.	Not covered directly. Implied in <b>TAOD – 10, 14, 15</b>
ATOD 6.1 Set and achieve the goal of avoiding alcohol, tobacco, cannabis, and other drugs.	<b>TAOD – 17</b>
ATOD 6.2 Analyze the impact of alcohol, tobacco, and other drug use on personal short- and long-term goals.	<b>TAOD – 8</b>
ATOD 7.1 Assess personal beliefs and behaviors that prevent the use of alcohol, tobacco, cannabis, and other drugs.	<b>TAOD –9, 11</b>
ATOD 8.1 Collaborate with others to advocate for individuals, families, and school communities to remain free of alcohol, tobacco, cannabis, and other drugs.	<b>TAOD – 17</b>

<b>Sexual Health</b>		
<b>Essential Health Concepts</b>		<b>HealthSmart (Unit – Lesson)</b>
SH 1.1	The physical, social, cognitive, and emotional changes that can occur during puberty.	ABST – 7
SH 1.2	Healthy habits and hygiene practices during puberty.	ABST – 7, 9
SH 1.3	The functions of reproductive anatomy, the menstrual cycle, sperm development, and pregnancy.	ABST – 5, 6, 8 HIV – 5
SH 1.4	The differences between gender identity, gender expression, gender roles, sexual orientation, and sex assigned at birth.	ABST – 4 HIV – 2
SH 1.5	The characteristics of healthy relationships and unhealthy relationships.	EMH – 4 HIV – 4
SH 1.6	Affirmative consent, bodily autonomy, and healthy ways to express affection.	ABST – 10 HIV – 3 VIP – 16
SH 1.7	The advantages and disadvantages of communicating using technology and social media, and safe practices.	EMH – 13
SH 1.8	The rights and responsibilities of youth regarding sexual behaviors and sexual health, including applicable laws.	HIV – 1, 3 [add discussion of specific state/local laws]
SH 1.9	The impact of power differences (which result from differences in age, social status, or position) within relationships.	HIV – 4
SH 1.10	Dating violence and sexual violence, including harassment, abuse, and trafficking, and their impact on physical, social, emotional, and mental health.	VIP – 17 Dating violence covered more specifically in High School VIP – 15
SH 1.11	Why a person who has been sexually assaulted is not at fault and should report the incident to a trusted adult.	VIP – 16, 17
SH 1.12	The benefits of abstinence.	ABST – 11, 16 HIV – 1
SH 1.13	The benefits, risks, and effectiveness of various methods of contraception, including the correct usage of barrier methods.	HIV – 14
SH 1.14	The transmission methods, symptoms, treatments, and health consequences of various sexually transmitted infections (STIs), including HIV.	HIV – 6, 7, 8
SH 1.15	The harm that sexual health-related stereotypes and stigma can cause.	HIV – 2

<b>Sexual Health (continued)</b>		
<b>Health Skills</b>		
SH 2.1	Analyze how family, school, peers, culture, personal values, perceived norms, and school can influence relationships, and other aspects of a person's sexual health.	<b>ABST – 10, 12, 13</b> <b>HIV – 1</b>
SH 2.2	Analyze external influences that impact attitudes about gender, sexual orientation, and gender identity.	<b>HIV – 2</b>
SH 2.3	Analyze the impact of technology, social media, alcohol, and other drug use on relationships and sexual health-related beliefs and choices.	<b>ABST – 12</b> <b>EMH – 13</b> <b>HIV – 3</b>
SH 3.1	Identify and access medically accurate and youth friendly sources of sexual health information and services.	<b>ABST – 4</b> <b>HIV – 8, 12</b>
SH 4.1	Communicate respectfully with and about people of all gender identities and sexual orientations.	<b>ABST – 4</b> <b>HIV – 2</b>
SH 4.2	Practice communication skills to foster healthy relationships, including asking for consent, communicating boundaries, respecting boundaries of others, accepting rejection, and navigating technology use safely and respectfully.	<b>ABST – 14, 15</b> <b>EMH – 5</b> <b>HIV – 3, 10, 11, 13</b>
SH 4.3	Practice communicating with trusted adults about forms of sexual violence.	<b>VIP – 17</b>
SH 5.1	Practice using a decision-making model for various sexual health scenarios.	<b>HIV – 9</b>
SH 6.1	Develop a plan to reduce risk for unintended pregnancy and STIs, including HIV.	<b>ABST – 16</b>
SH 6.2	Set goals for safe social media use.	Can be included in <b>EMH – 13</b>
SH 7.1	Manage the physical changes associated with puberty, including practicing daily hygiene.	<b>ABST – 7, 9</b>
SH 7.2	Practice evaluating the health of relationships.	<b>EMH – 4</b> <b>HIV – 4</b>
SH 7.3	Use strategies for using social media safely, legally, and respectfully.	<b>EMH – 13</b>
SH 8.1	Advocate for safe environments that promote respect for all people in the school community.	<b>HIV – 2</b>

<b>Nutrition and Physical Activity</b>		
<b>Essential Health Concepts</b>		<b>HealthSmart (Unit – Lesson)</b>
NPA1.1	The benefits of eating a variety of nutrient-rich foods, including plenty of fruits and vegetables.	NPA – 1, 2, 3
NPA1.2	Guidelines for eating and physical activity to promote health.	NPA – 2, 3, 14
NPA1.3	The nutritional value of protein, fats, carbohydrates, fiber, calcium, and other nutrients, and their food sources.	NPA – 1
NPA1.4	The importance of limiting the consumption of solid fat, added sugar, sodium, and caffeine.	NPA – 3, 4
NPA1.5	The benefits of drinking plenty of water.	NPA – 1
NPA1.6	Different nutrition options based on culture, needs, and preferences.	NPA – 4, 5, 6, 9
NPA1.7	The relationship between access to healthy foods and personal food choices.	NPA – 6
NPA1.8	How to select nutritious foods when snacking and dining out.	NPA – 6, 7
NPA1.9	Strategies to increase daily moderate-to-vigorous physical activity.	NPA – 14
NPA1.10	The positive effects of healthy eating and physical activity on social, emotional, mental and cognitive health.	NPA – 3, 5, 15, 16
NPA1.11	The causes and signs of disordered eating and its impact on overall growth, development, and well-being.	NPA – 13
NPA1.12	The benefits of developing and maintaining a realistic and healthy body image.	NPA – 11
<b>Health Skills</b>		
NPA2.1	Analyze how internal and external influences (e.g., personal values, perceived norms, family, school, community, peers, culture, media) affect eating and physical activity choices and behaviors.	NPA – 9
NPA3.1	Evaluate food labels to help manage serving sizes, nutrients, calories, and potential allergic reactions.	NPA – 4
NPA3.2	Assess the accuracy of nutrition and physical activity-related information, products, and services.	NPA – 1, Unit Assessment 2
NPA4.1	Practice communication skills that support nutritious food choices and regular physical activity, including refusal and negotiation.	NPA – 10

<b>Nutrition and Physical Activity (<i>continued</i>)</b>		
<b>Health Skills (<i>continued</i>)</b>		<b>HealthSmart (Unit – Lesson)</b>
NPA 4.2	Ask for knowledgeable and reliable help in improving eating and physical activity habits.	NPA – 16, 17
NPA 4.3	Express empathy and support for others who are trying to improve their food and physical activity habits.	NPA – 12, Unit Assessment 1
NPA 5.1	Practice decision making that promotes healthy eating and physical activity.	NPA – 4, 7 Could also be included in NPA – 3, 14
NPA 6.1	Set personal goals and create plans to improve healthy eating and physical activity habits.	NPA – 16, 17
NPA 7.1	Assess personal eating and physical activity behaviors.	NPA – 3, 14, 16
NPA 8.1	Collaborate with others to advocate for individuals, families, and communities to make healthy food and beverage choices and be physically active.	NPA – 6

<b>Personal Health and Safety</b>	
<b>Essential Health Concepts</b>	<b>HealthSmart (Unit – Lesson)</b>
PHS1.1 How to reduce the risk of unintentional injuries.	VIP – 1, 2, 3, 4, 6
PHS1.2 How to identify unsafe situations at home, at school, and in communities that can lead to injury.	VIP – 1, 3, 6
PHS1.3 First response procedures to treat injuries and other emergencies.	VIP – 7
PHS1.4 Appropriate habits to protect vision, hearing, skin, and teeth.	ABST – 2
PHS1.5 The difference between 1) infectious and non-infectious and 2) acute and chronic diseases, including cancer, diabetes, and asthma.	ABST – 3
PHS1.6 How common infectious diseases are transmitted.	ABST – 3
PHS1.7 Health practices that help to prevent infectious and chronic diseases.	ABST – 3
PHS1.8 The importance of seeking help and treatment for common diseases and conditions, including allergies, asthma, diabetes and epilepsy.	ABST – 3 Specific conditions covered in more detail in High School ABST – 3
PHS1.9 How to describe major chronic diseases and their connections to diet and physical activity.	ABST – 3
PHS1.10 The relationship between environmental conditions (e.g., air and water quality, noise, waste) and personal and community health outcomes.	ABST – 2 [noise only]
<b>Health Skills</b>	
PHS 2.1 Analyze the influence of family, peers, school, culture, media, personal values, and perceived norms on personal health and safety-related practices.	VIP – 5 [peers and dares]
PHS 3.1 Analyze the validity and reliability of personal health-related information and services.	ABST – 1
PHS 3.2 Identify whom to contact when urgent care is needed for illness or injury.	VIP – 7 [school emergencies] Covered more specifically in High School VIP – 4
PHS 4.1 Practice communication skills to promote health and safety, including how to effectively tell a trusted adult when feeling sick or threatened.	VIP – 5, 16, 17
PHS 5.1 Choose healthier and safer alternatives when making personal health- and safety-related decisions.	VIP – 6

<b>Personal Health and Safety (continued)</b>		
<b>Health Skills (continued)</b>		<b>HealthSmart (Unit – Lesson)</b>
PHS 6.1	Set a goal to practice a personal health habit that reduces the risk of illness or injury (e.g., wearing a helmet while biking).	Not covered directly. Could be included in <b>ABST 2 or 3</b> or <b>VIP – 4 or 6</b>
PHS7.1	Evaluate personal practices and behaviors to determine how well they promote personal and environmental health and safety.	<b>ABST – 2</b>
PHS8.1	Collaborate with others to advocate for safety, injury prevention, and environmental health in the community.	<b>VIP – 4</b>