

**HealthSmart
Alignment with
New Jersey
Student Learning
Standards—
Comprehensive
Health and
Physical
Education**



**Middle School
THIRD EDITION
Grades 6–8**

Grades 6–8: Personal and Mental Health

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
Personal Growth and Development						
Core Idea: Individual actions, genetics, and family history can play a role in an individual's personal health.						
2.1.8.PGD.1: Explain how appropriate health care can promote personal health.	9					
2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.	3					
2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.	5, 6					
Core Idea: Responsible actions regarding behavior can impact the development and health of oneself and others.						
2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.	1, 2, 3, 5, 6, 8, 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, 16	2, 3, 4, 5, 6, 7, 11	1, 2, 8, 9, 10, 11, 13
Pregnancy and Parenting						
Core Idea: An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.						
2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.			Supplemental Lesson [pregnancy options only]			
2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.	8 [fertilization only]		5 [fertilization only]			
2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.			Supplemental Lesson			
Core Idea: There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.						
2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.	16		5			
2.1.8.PP.5: Identify resources to assist with parenting.	Could be included in ABST – 16 or HIV – 5					

Grades 6–8: Personal and Mental Health

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Emotional Health						
Core Idea: Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.						
2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).		9, 10, 11				
2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.		3, 4				
Social and Sexual Health						
Core Idea: Inclusive schools and communities are accepting of all people and make them feel welcome and included.						
2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.	4		2			
2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.			2			
Core Idea: Relationships are influenced by a wide variety of factors, individuals, and behaviors.						
2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships		5				
2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.		4	4			
2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.			4			
2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.	Not covered					
Core Idea: People have relationships with others in the local community and beyond.						
2.1.2.SSH.5: Identify basic social needs of all people.		1 [social health], 2 [prosocial behaviors]				
2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.		4	4			

Grades 6–8: Personal and Mental Health

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Social and Sexual Health (continued)						
Core Idea: There are factors that contribute to making healthy decisions about sex.						
2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.	12, 13		1, 9			
2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).			3			
2.1.8.SSH.9: Define vaginal, oral, and anal sex.			1			
2.1.8.SSH.10: Identify short- and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).	11 [abstinence]		12 [condoms], 14			
2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).	10 [personal limits], 16		9			
Community Health Services and Support						
Core Idea: Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.						
2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).	9	8	8	13		17
2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.	Can be covered in ABST – 9 [health care] HIV – Supplemental Lesson [safe haven] VIP – 17 [sexual abuse]					
2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.	Can be covered in ABST – 9 or HIV – 8					
2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.						10 [bullying] 17 [abuse]

Grades 6–8: Personal and Mental Health

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Community Health Services and Support (continued)						
Core Idea: Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community. <i>(continued)</i>						
2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs / HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.			6, 7, 8			
Core Idea: Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.						
2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.	2, 11	13	5	6	14	4, 12
2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.	Not covered					
Core Idea: Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.						
2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.		8				

Grades 6–8: Physical Wellness*

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Physical Fitness						
Core Idea: A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type [F.I.T.T.]).						
2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.				15, 16		
2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).				14		
	Covered in High School NPA – 6					
2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.				16, 17		
2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.	Could be addressed in NPA – 12 [weight management] or ABST – 1 [lifestyle factors and health]					
Lifelong Fitness						
Core Idea: Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.						
2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.				14, 15		
2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.				14		

***NOTE:** Only areas and performance expectations that relate to health education content are included.

Grades 6–8: Physical Wellness*

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Lifelong Fitness (continued)						
Core Idea: Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. <i>(continued)</i>						
2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.				15		
2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.				16, 17 [if students set a physical activity goal]		
Nutrition						
Core Idea: Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.						
2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.				9		
2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.				12		
2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.	Not covered					
2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).				3, 16, 17		

***NOTE:** Only areas and performance expectations that relate to health education content are included.

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Personal Safety						
Core Idea: Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.						
2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).						1, 2, 3, 4 [different injury risks], 9 [bullying], 11 [hazing], 13 [fighting], 17 [sexual abuse]
Core Idea: Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.						
2.3.8.PS.2: Define sexual consent and sexual agency.			3			
2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).						8 [violence in general], 17 [abuse]
Covered in more detail in High School VIP - 14, 15, 17, 18						
2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.						17
Covered in more detail in High School VIP - 17						
2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).					12	
Core Idea: Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.						
2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).		13				
2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).		13				

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Health Conditions, Diseases and Medicines						
Core Idea: Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.						
2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.	3 [environment + chronic disease]			8 [food safety]		
2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.	3					
2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).	3 [chronic diseases]		6 [STIs], 7 [HIV]			
2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).			6, 7			
2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.	11		1			
Core Idea: The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.						
2.3.8.HCDM.6: Explain how the immune system fights disease.	Not covered					
2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.	2, 3				5	

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Alcohol, Tobacco and Other Drugs						
Core Idea: The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.						
2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.					2 [alcohol], 3 [tobacco], 4 [marijuana], 7 [opioids], 8	
2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.			3			
2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.					12	
2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.					2 [alcohol], 3 [tobacco], 4 [marijuana], 7 [opioids], 8	
2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.					9, 11, 15	
Dependency, Substances Disorder and Treatment						
Core Idea: A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.						
2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.					6	
2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.	Covered in High School TAOD – 10					

Grades 6–8: Safety

HEALTH STANDARDS	ABST	EMH	HIV	NPA	TAOD	VIP
Dependency, Substances Disorder and Treatment (continued)						
Core Idea: The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.						
2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.					8	
2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.					6, 8	
2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.	Not covered					