

***HealthSmart* Alignment with
Pennsylvania Academic Standards
for Health, Safety and Physical
Education**

**Middle School (Grades 6–8)
Third Edition**

advancing
health
equity **etr.**

* Key to <i>HealthSmart</i> Middle School unit titles:	
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
Grade 6	<i>HealthSmart</i> (Unit – Lesson)
Essential Questions	
How would you describe the impact that communication and goal setting have on life?	ABST – 10, 14, 15, 16; EMH – 3, 5, 7, 8, 12, 15; HIV – 4, 10, 11, 13; NPA – 10, 16, 17; TAOD – 15, 16; VIP – 5, 10, 14, 15
What can you observe and infer about the way your personal choices affect the functioning of the body?	ABST – 1, 2, 3, 9; HIV – 6, 7; NPA – 3, 4, 5, 6, 7, 8, 14, 15; TAOD – 2, 3, 4, 5, 6, 7, 8; VIP – 1, 2, 3, 4, 6
What choices should you make to act and grow responsibly?	ABST – 11, 16; EMH – 3, 7, 8, 14; HIV – 1, 3, 8, 9, 12; TAOD – 10; VIP – 6, 12
What can we do to improve our health and environment?	ABST – 2, 3; EMH – 2; HIV – 2; TAOD – 17; VIP – 12
How does participating in physical activity affect you?	NPA – 14, 15, 16, 17
How can exercise be used to improve health and fitness?	NPA – 14, 15, 16, 17
What can I do to be safe in the home, school, community and during exercise?	NPA – 15; VIP 1, 2, 3, 4
What are some choices and actions I can use to be safe in the home, school and community?	NPA – 15; VIP – 1, 2, 3, 4, 6, 14
What safe habits can I use during exercise?	NPA – 15; VIP – 4
How can I prepare my body for safe physical activity?	NPA – 15
Competencies	
Summarize the impact of communication and goal-setting skills on relationships, education and socioeconomic status.	ABST – 10, 14, 15, 16; EMH – 3, 5, 8, 12, 15; HIV – 4, 10, 11, 13; NPA – 10, 16, 17; TAOD – 15, 16; VIP – 5, 10, 14, 15 (primarily relationships and health status)
Select healthy attitudes and habits that promote individual growth and responsible decision making.	ABST – 1, 2, 11; EMH – 3, 10, 11, 14; HIV – 3, 8, 9, 12; NPA – 5, 6, 7, 8, 9, 15; TAOD – 10, 17; VIP – 2, 3, 4, 6, 10, 12, 13
Clarify the relationships among stress, peer pressure, nutritional factors and personal choices such as avoiding risky use of drugs, with well-functioning body systems and disease prevention.	ABST – 1, 2, 3, 13; EMH – 9, 10, 11; HIV – 8; NPA – 1, 2, 3, 5, 6, 7, 10, 12; TAOD – 1, 8, 11, 15, 16; VIP – 1, 5
Identify factors that positively and negatively impact both our health and environment.	ABST – 2; NPA – 7, 9; TAOD – 9, 13, 14
Identify, assess and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.	NPA – 14, 15, 16, 17
Demonstrate how to use good choices and actions (safe practices) in the home, school and community.	NPA – 8; VIP – 3, 4, 6, 12, 13, 14, 15

Grade 6 (continued)	HealthSmart (Unit – Lesson)
Concepts of Health	
10.1.6.A Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes: education, socioeconomic.	ABST – 5, 6, 7, 8; HIV – 5
10.1.6.B Identify and describe the structure and function of the major body systems: nervous, muscular, integumentary, urinary, endocrine, reproductive, immune.	ABST – 5, 6; HIV – 5 (reproductive only)
10.1.6.C Analyze nutritional concepts that impact health: caloric content of foods, relationship of food intake and physical activity (energy output), nutrient requirements, label reading, healthful food selection.	NPA – 1, 2, 3, 4, 6, 7, 12, 14
10.1.6.D Explain factors that influence childhood and adolescent drug use: peer influence, body image (e.g., steroids, enhancers), social acceptance, stress, media influence, decision-making/refusal skills, rules, regulations and laws, consequences.	TAOD – 1, 6, 8, 9, 11, 12, 13, 14, 15
10.1.6.E Identify health problems that can occur throughout life and describe ways to prevent them. - diseases (e.g., cancer, diabetes, STD/HIV, cardiovascular disease) - preventions (i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active)	ABST – 1, 3, 11; HIV – 6, 7; NPA – 16; TAOD – 8, 17
Healthful Living	
10.2.6.A Explain the relationship between personal health practices and individual well-being: immunizations, health examinations.	ABST – 2, 3, 9; HIV – 8
10.2.6.B Explain the relationship between health-related information and consumer choices: dietary guidelines/food selection, sun exposure guidelines/ sunscreen selection.	ABST – 2 (sun safety); NPA – 3, 5, 6, 7 (food selection)
10.2.6.C Explain the media’s effect on health and safety issues.	ABST – 12; EMH – 13; NPA – 9, 11; TAOD – 13, 14; VIP - 13
10.2.6.D Describe and apply the steps of a decision-making process to health and safety issues.	EMH – 14; HIV – 9; VIP - 6
10.2.6.E Analyze environmental factors that impact health: indoor air quality (e.g., secondhand smoke, allergens); chemicals, metals, gases (e.g., lead, radon, carbon monoxide); radiation; natural disasters.	TAOD – 3 (secondhand smoke)

Grade 6 (continued)	HealthSmart (Unit – Lesson)
Safety and Injury Prevention	
10.3.6.A Explain and apply safe practices in the home, school and community: emergencies (e.g., fire, natural disasters); personal safety (e.g., home alone, latch key, harassment); communication (e.g., telephone, Internet); violence prevention (e.g., gangs, weapons)	NPA – 8; VIP – 2, 3, 4, 7, 12
10.3.6.B Know and apply appropriate emergency responses: basic first aid, Heimlich maneuver, universal precautions	<i>HealthSmart</i> does not cover first aid.
10.3.6.C Describe strategies to avoid or manage conflict and violence: anger management, peer mediation, reflective listening, negotiation	EMH – 5, 6, 7; VIP – 13, 14, 15
10.3.6.D Analyze the role of individual responsibility for safety during physical activity.	NPA – 15
Physical Activity	
10.4.6.A Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.	NPA – 14, 15, 16, 17
10.4.6.B Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.	NPA – 14, 15
10.4.6.C Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity: heart rate monitoring, checking blood pressure, fitness assessment.	NPA – 16, 17 (if physical activity goal is chosen)
10.4.6.D Describe factors that affect childhood physical activity preferences: enjoyment, personal interest, social experience, opportunities to learn new activities, parental preference, environment.	NPA – 14 (can include in assessment)
10.4.6.E Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement: success-oriented activities, school-community resources, variety of activities, time on task.	Would have to add to NPA – 14 or 15.
10.4.6.F Identify and describe positive and negative interactions of group members in physical activities: leading, following, teamwork, etiquette, adherence to rules.	Not covered

Grades 7 & 8	HealthSmart (Unit – Lesson)
Essential Questions	
How are your present choices connected to your health throughout your adult life?	ABST – 1, 2, 3; EMH – 3; HIV – 8, 9; NPA – 3, 14 ; TAOD – 17; VIP – 1, 6
What can you point out about the influence your parents and health professionals have on optimal health?	ABST – 4, 7, 9; EMH –8; HIV – 8; NPA – 13
How can the choices you make today influence your future health and happiness?	ABST – 1, 2, 3, 9, 11; EMH – 3, 11, 14; HIV – 8, 9; TAOD – 8, 17; VIP – 1, 6
What are the pros and cons of adopting an “environmentally responsible” lifestyle?	Not covered
How can physical activity choices impact my life as an adolescent?	NPA – 14, 15
How would you evaluate your physical activity choices and the way they affect your ability to achieve your fitness and activity goals?	NPA – 14, 16, 17
How can using safe practices and strategies influence injury prevention, emergency preparedness and conflict management?	VIP – 2, 3, 4, 7, 12, 13, 14, 15
What are some safety guidelines to follow in physical activity settings?	NPA - 15
How do you determine an environment is safe?	VIP – 3, 6, 13
Competencies	
Examine how personal choices (such as the decision to use/not use drugs), life skills and media will affect optimal health throughout adulthood.	ABST – 1, 2, 3; EMH – 3; HIV – 8, 9; NPA – 3, 14 ; TAOD – 17; VIP – 1, 6
Analyze how parental involvement and professional assistance can positively impact choices that result in the optimal interdependence of body systems.	ABST – 4, 7, 9; EMH –8; HIV –8; NPA – 13
Examine the factors that influence adolescent health information, practices and consumer choices.	ABST – 1, 4; HIV – 12; NPA – 1, 4; TAOD – 5
Investigate the relationships among personal health status, health practices and the environment.	ABST – 1, 2, 3; NPA – 7, 9, 10; VIP - 3
Evaluate physical activity preferences, responses of body’s systems and activities that support life-long fitness and activity goals.	NPA – 14, 15, 16, 17
Describe, using appropriate vocabulary, and use training principles to improve physical fitness.	NPA – 14, 16, 17
Analyze social, emotional, physical, cognitive and environmental factors that impact personal fitness and activity goals, preferences and group interactions of adolescents.	NPA – 14, 16, 17 (can include in goal setting activity)
Examine safe practices and strategies in the home, school and community and in physical activity settings.	NPA – 15; VIP – 2, 3, 4, 6, 12, 13, 14

Grades 7 & 8 (continued)	HealthSmart (Unit – Lesson)
Concepts of Health	
<p>10.1.9.A Analyze factors that impact growth and development between adolescence and adulthood: relationships (e.g., dating, friendships, peer pressure); interpersonal communication; risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns); abstinence; STD and HIV prevention; community.</p>	<p>ABST – 1, 2, 3, 9, 11, 12; EMH – 4, 5, 9, 13; HIV – 1, 4, 6, 7; NPA – 3, 5, 7, 9, 11, 14; TAOD – 1, 8, 9, 11, 13, 14; VIP – 1, 8, 9, 11, 13</p>
<p>10.1.9.B Analyze the interdependence existing among the body systems.</p>	<p>Not covered</p>
<p>10.1.9.C Analyze factors that impact nutritional choices of adolescents: body image, advertising, dietary guidelines, eating disorders, peer influence, athletic goals.</p>	<p>NPA – 9, 10, 11</p>
<p>10.1.9.D Analyze prevention and intervention strategies in relation to adolescent and adult drug use: decision-making/refusal skills, situation avoidance, goal setting, professional assistance (e.g., medical, counseling, support groups), parent involvement</p>	<p>TAOD – 10, 11, 12, 14, 17</p>
<p>10.1.9.E Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.</p>	<p>ABST – 1, 2, 3 (choices/disease only)</p>
Healthful Living	
<p>10.2.9.A Identify and describe health care products and services that impact adolescent health practices</p>	<p>ABST – 9</p>
<p>10.2.9.B Analyze the relationship between health-related information and adolescent consumer choices: tobacco products, weight control products.</p>	<p>ABST – 1; NPA – 12; TAOD – 2, 3, 4, 5, 7</p>
<p>10.2.9.C Analyze media health and safety messages and describe their impact on personal health and safety.</p>	<p>ABST – 12; EMH – 13; NPA – 9, 11; TAOD – 13, 14; VIP - 13</p>
<p>10.2.9.D Analyze and apply a decision-making process to adolescent health and safety issues.</p>	<p>EMH – 14; HIV – 9; VIP - 6</p>
<p>10.2.9.E Explain the interrelationship between the environment and personal health: ozone layer/skin cancer: availability of health care/ individual health: air pollution/respiratory disease: breeding environments/ lyme disease/west nile virus.</p>	<p>ABST – 2 (sun/skin only)</p>

Grades 7 & 8 (continued)	HealthSmart (Unit – Lesson)
Safety & Injury Prevention	
10.3.9.A Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community: modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle); violence prevention in school; self-protection in the home; self-protection in public places.	VIP – 1, 2, 3, 4, 6, 10, 12, 13, 16, 17
10.3.9.B Describe and apply strategies for emergency and long-term management of injuries: rescue breathing; water rescue; self-care; sport injuries.	Not covered
10.3.9.C Analyze and apply strategies to avoid or manage conflict and violence during adolescence: effective negotiation, assertive behavior.	EMH – 5; VIP – 13, 14, 15, 16
10.3.9.D Analyze the role of individual responsibility for safety during organized group activities.	EMH – 2 (prosocial classroom environment); NPA – 15 (safety during physical activity)
Physical Activity	
10.4.9.A Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.	NPA – 14, 15, 16, 17
10.4.9.B Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement: stress management, disease prevention, weight management.	ABST – 1; NPA – 12, 14, 15
10.4.9.C Analyze factors that affect the responses of body systems during moderate to vigorous physical activities: exercise (e.g., climate, altitude, location, temperature); healthy fitness zone; individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility); drug/substance use/abuse.	NPA – 14, 15; TOAD – 8
10.4.9.D Analyze factors that affect physical activity preferences of adolescents: skill competence, social benefits, previous experience, activity confidence.	NPA – 14 (can include in assessment)
10.4.9.E Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement: personal choice, developmental differences, amount of physical activity, authentic practice.	Would have to add to NPA – 14 or 15.
10.4.9.F Analyze the effects of positive and negative interactions of adolescent group members in physical activities: group dynamics, social pressure.	Not covered