

***HealthSmart* Alignment with  
Illinois Priority Learning Standards  
for Social Emotional Learning  
and Health Education**

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

<b>HealthSmart Middle School Unit Key</b>	
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
<b>Grades 6–8</b>	<b>HealthSmart (Unit – Lesson)</b>
<b>Social Emotional Learning Standards</b>	
<b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b>	
1A: Identify and manage one’s emotions and behavior.	
1A.3b. Apply strategies to manage stress and to motivate successful performance.	EMH – 9, 10, 11
<b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b>	
2A: Recognize the feelings and perspectives of others.	
2B: Recognize individual and group similarities and differences.	
2A.3a. Predict others’ feelings and perspectives in a variety of situations.	EMH – 6, 8 VIP – 14, 15
2A.3b. Analyze how one’s behavior may affect others.	EMH – 6, 7
2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.	VIP – 8, 9, 10
2B.3b. Analyze the effects of taking action to oppose bullying based on individual and group differences.	VIP – 10, 11, 12
<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	
3A: Consider ethical, safety, and societal factors in making decisions.	
3A.3b. Analyze the reasons for school and societal rules.	EMH – 2 TAOD – 12 VIP – 12

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<b>Grades 6–8</b>	<b>HealthSmart (Unit – Lesson)</b>
<b>Health Education Standards</b>	
<b>Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.</b>	
22A Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.	
22.A.3a Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).	ABST – 2, 3, 9, 14, 15 EMH – 7, 11 HIV – 12, 13 NPA – 7, 8, 10, 12, 15 TAOD – 10, 11, 15, 16 VIP – 2, 3, 4, 5, 10, 11, 15
22.A.3b Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).	ABST – 1, 2, 3, 11 EMH – 3, 11 HIV – 12, 14 NPA – 1, 5, 16 TAOD – 17
22.A.3c Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).	VIP – 3, 4
22.A.3d Identify various careers in health promotion, health care and injury prevention.	Not covered
<b>State Goal 23: Understand human body systems and factors that influence growth and development.</b>	
23A. Describe and explain the structure and functions of the human body and how they interrelate.	
23B Explain the effects of health-related actions on the body systems.	
23C. Describe factors that affect growth and development.	
23D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.	
23.A.3a Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system, muscular/skeletal systems [movement] and structure of the brain).	Not covered (HealthSmart focuses on functional knowledge that will directly impact the practice of healthy behaviors.)
23.B.3a Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, and other drug use).	ABST – 2, 3, 9 NPA – 1, 12, 13, 14 TAOD – 2, 3, 4, 6, 7, 8 VIP – 1
23.C.3a Describe the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).	EMH – 1, 9 ABST – 7
23. D.3a Explain how the brain is affected by movement.	Can be included in NPA – 14 or 16

<p><b>Grades 6–8 (continued)</b></p>	<p><b>HealthSmart (Unit – Lesson)</b></p>
<p><b>Health Education Standards (continued)</b></p>	
<p><b>State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.</b></p>	
<p>24A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.</p>	
<p>24.A.3a Describe possible causes and consequences of conflict and violence among youth in schools and communities.</p>	<p><b>VIP – 8, 9, 12, 13, 14</b></p>
<p>24.A.3b Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).</p>	<p><b>VIP – 15 EMH – 5</b></p>
<p>24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.</p>	<p><b>EMH – 5</b></p>
<p><b>State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</b></p>	
<p>20A Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.</p>	
<p>20.A.3a Identify the principles of training: frequency, intensity, time, and type (FITT).</p>	<p>Can be added to <b>NPA – 14 or 15</b> (FIT is covered in High School NPA – 6)</p>
<p>20.A.3b Identify and participate in activities associated with the components of health-related and skill-related fitness.</p>	<p><b>NPA – 14, 16, 17</b></p>