## HealthSmart Alignment with National Health Education Standards

High School, Third Edition Grades 9–12



## HealthSmart High School Unit Key

ABST = Abstinence, Personal & Sexual Health NPA = Nutrition & Physical Activity

EMH = Emotional & Mental Health TAOD = Tobacco, Alcohol & Other Drug Prevention

HIV = HIV, STI & Pregnancy Prevention VIP = Violence & Injury Prevention

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Grades 9–12	HealthSmart	
	(Unit – Lesson)	
Standard 1: Students will comprehend concepts related to health promotion and		
disease prevention to enhance health.		
1.12.1 Predict how healthy behaviors can impact personal	ABST – 1, 2, 3, 4, 5, 7, 8, 9, 10, 13	
health.	EMH – 2, 3, 5, 6, 8, 9, 10, 11, 12	
	HIV – 1, 2, 5, 6, 7, 8, 9, 10, 14	
	NPA – 1, 2, 3, 4, 5, 6, 7, 8, 13, 14, 15, 16	
	TAOD – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16	
	VIP – 2, 15	
1.12.2 Describe the interrelationships of emotional,	EMH - 1	
intellectual, physical, and social health.		
1.12.3 Analyze how environment and personal health are	ABST – 2, 3	
interrelated.	EMH – 4, 11, 15	
	VIP – 9	
1.12.4 Analyze how genetics and family history can impact	ABST – 3	
personal health.	EMH – 15	
·	TAOD – 2	
1.12.5 Propose ways to reduce or prevent injuries and health	ABST – 2, 5	
problems.	EMH – 4, 5, 12, 16	
	HIV – 4	
	NPA – 8, 16	
	TAOD – 13	
	VIP – 1, 2, 3, 4, 5, 6, 7, 11, 12, 13, 15, 16, 17,	
	18, 19	
1.12.6 Analyze the relationship between access to health	ABST – 4, 9	
care and health status.	EMH – 15, 17	
1.12.7 Compare and contrast the benefits of and barriers	ABST – 10	
to practicing a variety of healthy behaviors.	EMH – 13, 14, 17	
	HIV – 4, 11	
	NPA – 7, 10	
	TAOD - 6	
	VIP – 2, 11, 12, 14, 15, 16	
1.12.8 Analyze personal susceptibility to injury, illness or	ABST – 1, 2, 3, 4, 5, 13	
death if engaging in unhealthy behaviors.	EMH – 4	
	HIV – 3, 6, 7	
	NPA – 14, 16 TAOD – 7, 8	
	VIP – 1, 8	
1.12.9 Analyze the potential severity of injury or illness if	ABST – 3, 10	
	EMH – 4, 15	
engaging in unhealthy behaviors.	HIV – 3, 6, 7, 9	
	NPA – 14, 15, 16	
	TAOD – 1, 2, 4, 5, 7, 8, 13,16	
	VIP – 1, 2, 3, 4, 8, 10, 12, 13, 14, 15	
	VII 1, 2, 3, 4, 0, 10, 12, 13, 14, 13	



Grades 9–12 (continued)	HealthSmart (Unit – Lesson)	
Standard 2: Students will analyze the influence of family, peers, culture,		
media, technology and other factors on		
2.12.1 Analyze how the family influences the health of individuals.	ABST – 11 EMH – 8	
maividuais.	HIV – 8	
	NPA – 12, 13	
	TAOD - 11	
	VIP - 13	
2.12.2 Analyze how the culture supports and challenges	ABST – 11	
health beliefs, practices, and behaviors.	HIV – 8	
	NPA – 12, 13	
	TAOD – 11	
2.12.2 Analyza hayy nagya inflyance hapliby, and ynhaeliby.	VIP – 9, 13 ABST – 11	
2.12.3 Analyze how peers influence healthy and unhealthy behaviors.	EMH – 8, 15	
Dellaviors.	HIV – 8	
	NPA – 12, 13	
	TAOD - 11	
	VIP – 1, 2, 11, 12, 13	
2.12.4 Evaluate how the school and community can impact	HIV – 8	
personal health practice and behaviors.	NPA – 12	
	TAOD - 9, 11	
2.12 F Fredricks the effect of modicine a general and femilia	VIP – 9, 11, 12, 13	
2.12.5 Evaluate the effect of media on personal and family health.	ABST – 12 EMH – 11, 15	
neaturi.	HIV – 8, 9	
	NPA – 12, 13	
	TAOD – 12	
	VIP - 13	
2.12.6 Evaluate the impact of technology on personal,	ABST – 12	
family, and community health.	EMH – 11	
	HIV – 8	
	NPA – 12	
2.12.7 Analyza how the percentions of norms influence	VIP – 10	
2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.	ABST – 11 EMH – 15	
fleating and diffleating behaviors.	HIV – 8	
	TAOD – 5	
2.12.8 Analyze the influence of personal values and beliefs	ABST – 11	
on individual health practices and behaviors.	EMH – 2, 3	
·	HIV - 8	
	NPA – 12	
	TAOD - 11	
	VIP – 2, 9, 13	



Standard 2 (continued)  2.12.9 Analyze how some health risk behaviors can increase the likelihood of engaging in unhealthy behaviors.  2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.  Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.  3.12.1 Evaluate the validity of health information, products and services.  EMH - 17  NPA - 9  3.12.2 Use resources from home, school, and community that provide valid health information.  PAPA - 4, 9  TAOD - 3  3.12.3 Determine the accessibility of products and services that enhance health.  3.12.4 Determine when professional health services may be required.  BABST - 5, EMH - 15, 16, 17  HIV - 10, 11  Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.  4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health and avoid or reduce health risks.  4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.  4.12.3 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.  4.12.3 Demonstrate to the skills to prevent, manage, or resolve interpersonal conflicts without harming self or others.  EMH - 10, 16, 17  NPA - 15  TAOD - 14, 15  VIP - 19  4.12.4 Demonstrate to to ask for and offer assistance to enhance the health of self and others.	Grades 9–12 (continued)	<i>HealthSmart</i> (Unit – Lesson)
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reduce health risks.  TAOD – 14, 15 VIP – 19  4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.  4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.  EMH – 10, 16, 17 NPA – 15 TAOD – 6	, 5	*
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interpersonal conflicts without harming self or others.  4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.    EMH - 10, 16, 17	4.12.3 Demonstrate strategies to prevent manage or resolve	
4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.		LIVIII 13
enhance the health of self and others.  NPA – 15  TAOD – 6		EMH – 10, 16, 17
TAOD - 6		



Grades 9–12 (continued)	HealthSmart
	(Unit – Lesson)
Standard 5: Students will demonstrate the ability to	use decision-making skills to
enhance health.	
5.12.1 Examine barriers that can hinder healthy decision	ABST – 14
making.	TAOD – 13
	VIP – 5
5.12.2 Determine the value of applying a thoughtful	ABST – 14
decision- making process in health-related situations.	TAOD – 13
	VIP – 5
5.12.3 Justify when individual or collaborative decision	ABST – 14
making is appropriate.	TAOD – 13
	VIP – 5
5.12.4 Generate alternatives to health-related issues or	ABST – 14
problems.	TAOD – 13
	VIP – 5
5.12.5 Predict the potential short-term and long-term	ABST – 14
impact of each alternative on self and others.	TAOD - 13
	VIP – 5
5.12.6 Defend the healthy choice when making decisions.	ABST – 14
	TAOD – 13
	VIP – 5
5.12.7 Evaluate the effectiveness of health-related decisions.	ABST – 14
	TAOD - 13
	VIP – 5
Standard 6: Students will demonstrate the ability to	use goal-setting skills to enhance
health.	
6.12.1. Assess personal health practices and overall health	ABST – 1, 6
status.	EMH – 1, 2, 11, 14
	NPA – 2, 3, 4, 7, 10
	VIP - 1
6.12.2 Develop a plan to attain a personal health goal that	ABST – 6
addresses strengths, needs, and risks.	EMH – 14
	NPA – 10
6.12.3 Implement strategies and monitor progress in	ABST – 6
achieving a personal health goal.	EMH – 14
2.2	NPA – 10, 11
6.12.4 Formulate an effective long-term personal health plan.	HIV – 14
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Grades 9–12 (continued)	HealthSmart	
Standard 7. Students will demonstrate the ability to	(Unit – Lesson)	
Standard 7: Students will demonstrate the ability to practice health-enhancing		
behaviors and avoid or reduce health ris		
7.12.1 Analyze the role of individual responsibility in	ABST – 9, 13	
enhancing health.	EMH – 2, 6, 12	
	HIV – 3, 4, 9, 14	
	TAOD - 1, 11	
	VIP – 1, 5, 11, 14, 15	
7.12.2 Demonstrate a variety of healthy practices and	ABST – 2	
behaviors that will maintain or improve the health of	EMH – 3, 7, 8, 13	
self and others.	NPA – 4, 5, 11, 13	
7.12.3 Demonstrate a variety of behaviors to avoid or reduce	ABST – 2	
health risks to self and others.	EMH – 5, 9, 12, 13	
	HIV - 11	
	NPA – 16	
	VIP – 3, 4, 6	
Standard 8: Students will demonstrate the ability to	advocate for personal, family and	
community health.		
8.12.1 Utilize accurate peer and societal norms to	TAOD – 5, 16	
formulate a health-enhancing message.	VIP - 7	
8.12.2 Demonstrate how to influence and support others	EMH – 11	
to make positive health choices.	HIV – 2, 15	
	NPA – 8	
	11111	
	TAOD – 5, 6, 12, 16	
8.12.3 Work cooperatively as an advocate for improving	TAOD – 5, 6, 12, 16 VIP – 7, 11	
8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.	TAOD – 5, 6, 12, 16	
8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.	TAOD – 5, 6, 12, 16 VIP – 7, 11 HIV – 2, 15	
	TAOD – 5, 6, 12, 16 VIP – 7, 11 HIV – 2, 15 NPA – 8 TAOD – 16	
personal, family, and community health.	TAOD - 5, 6, 12, 16 VIP - 7, 11 HIV - 2, 15 NPA - 8 TAOD - 16 VIP - 6, 7, 11	
personal, family, and community health.  8.12.4 Adapt health messages and communication	TAOD – 5, 6, 12, 16 VIP – 7, 11 HIV – 2, 15 NPA – 8 TAOD – 16	
personal, family, and community health.	TAOD - 5, 6, 12, 16 VIP - 7, 11 HIV - 2, 15 NPA - 8 TAOD - 16 VIP - 6, 7, 11 HIV - 2, 15	

