

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

**Grades 9–12**



**HealthSmart High School Unit Key**

ABST = Abstinence, Personal & Sexual Health

EMH = Emotional & Mental Health

HIV = HIV, STI & Pregnancy Prevention

NPA = Nutrition & Physical Activity

TAOD = Tobacco, Alcohol & Other Drug Prevention

VIP = Violence & Injury Prevention

<b>Social, Emotional and Mental Health</b>		
<b>Essential Health Concepts</b>		<b>HealthSmart (Unit – Lesson)</b>
SEM1.1	The dimensions of health (social, emotional, mental, physical, and others) and how they affect health-related behaviors.	EMH – 1
SEM1.2	How the dimensions of wellness are impacted by family history, culture, and society.	EMH – 1
SEM1.3	Personal identity and the value of living in a diverse and inclusive society.	HIV – 2
SEM1.4	Pro-social and pro-emotional behaviors that lead to self- respect, self-esteem, and self-control.	EMH – 2
SEM1.5	Physical and psychological effects of stress, anxiety, and depression.	EMH – 4, 15
SEM1.6	Effective methods for managing challenging emotions, including stress, anxiety, rejection, depression, anger, loss, and grief, in nonviolent and productive ways.	EMH – 3, 5, 6, 9, 10, 12, 17
SEM1.7	Healthy ways to express affection, love, friendship, empathy, and sympathy.	ABST – 10 EMH – 7, 10
SEM1.8	Strategies for building healthy relationships and managing conflict with partners, family, and peers.	EMH – 8, 13
SEM1.9	The connections between body image, body positivity, and health.	NPA – 13
SEM1.10	The signs and symptoms of mental and emotional disorders and challenges, including the warning signs of suicide, self- harm, and other violence-related behaviors.	EMH – 15, 16 NPA – 15 VIP – 15, 16
SEM1.11	The impact of social media, Internet use, and other technologies on social, mental, and emotional health.	EMH – 11
SEM1.12	Behaviors and strategies that prevent violence, including being an upstander for safety and nonviolence.	VIP – 9, 11, 12, 13, 14, 19

<b>Social, Emotional and Mental Health (continued)</b>	
<b>Health Skills</b>	<b>HealthSmart (Unit – Lesson)</b>
SEM 2.1 Reflect on the influence of family, peers, school, community, culture, social norms, media, and marketing on mental and emotional health beliefs and practices.	EMH – 8, 11, 15
SEM 2.2 Understand public health and government policies that promote social, mental, and emotional health.	Not covered
SEM 3.1 Compare the validity, reliability, and accessibility of mental, social, and emotional health information, products, and services in the home, at school, and in the community.	EMH – 17 VIP – 17, 18
SEM 3.2 Recognize when professional services are needed for mental and emotional challenges and violent situations and where to access them.	EMH – 15, 16, 17 VIP – 16, 18
SEM 4.1 Practice communication skills (e.g., refusal, delay, negotiation, collaboration, and consent) to build healthy relationships and reduce the risk of conflict and violence with family, peers, and partners.	EMH – 7, 9, 13 HIV – 4 VIP – 19
SEM 4.2 Ask for help from trusted adults for themselves and others if experiencing social, mental, and emotional health issues	EMH – 16, 17 VIP – 16, 17
SEM 5.1 Generate alternatives to risky behaviors.	ABST – 14 TAOD – 13 VIP – 5
SEM 5.2 Evaluate decisions related to social, emotional, and mental health, especially those that may lead to violence.	ABST – 14 VIP – 5, 19
SEM 6.1 Create personal short- and long-term goals to promote social, emotional, and mental health.	EMH – 14
SEM 7.1 Identify and practice daily activities that promote social, emotional, and mental health.	EMH – 2, 3, 5, 7, 8, 13
SEM 7.2 Analyze and reflect on personal responsibility in preventing violence.	VIP – 11, 12, 14, 15
SEM 7.3 Practice a variety of habits and behaviors that promote nonviolence.	EMH – 13 HIV – 4 VIP – 9, 11, 12, 13, 14, 19
SEM 8.1 Create advocacy projects that advocate for practices that promote social, emotional, and mental health and help prevent interpersonal violence.	EMH – 11 HIV – 2 VIP – 11

Nutrition and Physical Activity		
Essential Health Concepts		HealthSmart (Unit – Lesson)
NPA1.1	The relationship among diet, physical activity, chronic diseases, and overall health.	NPA – 1, 7
NPA1.2	The social, emotional, and cognitive benefits of eating nutritious food and engaging in physical activity.	NPA – 7, 10, 14
NPA1.3	Guidelines for healthy eating and daily moderate-to-vigorous physical activity.	NPA – 2, 3, 5, 6
NPA1.4	Essential nutrients and how to incorporate them into a balanced diet.	NPA – 1
NPA1.5	How to make healthy food and beverage choices at home, school, and when dining out	NPA – 2, 3, 4, 5
NPA1.6	The importance of drinking water and limiting sweetened beverages.	NPA – 1, 2, 8
NPA1.7	Different nutrition options based on culture, needs, and preferences.	NPA – 3, 9
NPA1.8	The potential barriers to eating healthy foods and being physically active.	NPA – 10, 11
NPA1.9	How to incorporate healthy nutrition and physical activity into daily life habits.	NPA – 2, 3, 6, 7
NPA1.10	The signs of disordered eating and its connection to social, emotional, mental, and physical health.	NPA – 15
Health Skills		
NPA2.1	Reflect on the influence of family, peers, school, community, culture, and social norms on personal values and beliefs about nutrition and physical activity.	NPA – 12
NPA2.2	Evaluate the impact of media and marketing on body image and personal food and beverage choices	NPA – 12, 13
NPA3.1	Examine nutrition labels to inform healthy food choices.	NPA – 4
NPA3.2	Seek help from a trusted adult for nutrition guidance, exercise information, and disordered eating, and recognize when professional services are needed.	NPA – 10, 15
NPA4.1	Ask for knowledgeable and reliable help in improving eating and physical activity habits.	NPA – 10, 11

<b>Nutrition and Physical Activity (<i>continued</i>)</b>		
<b>Health Skills (<i>continued</i>)</b>		<b>HealthSmart (Unit – Lesson)</b>
NPA 5.1	Identify potential barriers to making healthy decisions regarding food and physical activity and adopt effective strategies to overcome those barriers.	NPA – 10, 11
NPA 5.2	Predict the short- and long-term impact of daily nutrition and physical activity decisions.	NPA – 10, 11
NPA 6.1	Create a short- and long-term goal that incorporates healthy eating and movement as a daily part of life.	NPA – 10, 11
NPA 6.2	Outline a plan to achieve a nutrition and physical activity goal, assess progress, and overcome challenges to the achievement of that goal.	NPA – 10, 11
NPA 7.1	Assess current personal food and physical activity habits and identify possible areas for improvement.	NPA – 10
NPA 7.2	Practice a variety of daily habits and activities that promote health.	NPA – 4, 5, 11, 13
NPA 8.1	Collaborate with others to advocate for individuals, families, and communities to make positive choices regarding nutrition, dietary habits, and physical activity.	NPA – 8

<b>Alcohol, Tobacco and Other Drug Use Prevention</b>		
<b>Essential Health Concepts</b>		<b>HealthSmart (Unit – Lesson)</b>
ATOD 1.1	Medically and scientifically accurate information regarding alcohol, tobacco, nicotine (e.g., JUUL, e-cigarettes, vaping), marijuana, and other drugs (e.g., opioids, depressants, hallucinogens, stimulants, performance-enhancing substances, inhalants, prescription medications, and over-the-counter drugs).	TAOD – 1, 3, 4, 5, 7, 8
ATOD 1.2	The proper use of over-the-counter and prescription medications.	TAOD – 3, 4
ATOD 1.3	The short- and long-term effects of alcohol, tobacco, and other drugs on growth and development.	TAOD – 4, 5, 7, 8
ATOD 1.4	Reasons why individuals choose to use or not to use alcohol, tobacco, and other drugs.	TAOD – 5, 8
ATOD 1.5	The benefits of remaining free of alcohol, tobacco, and other drugs.	TAOD – 7, 8, 16
ATOD 1.6	Strategies for dealing with challenging emotions in ways that do not involve alcohol, tobacco, and other drugs.	EMH – 6, 10, 12 TAOD – 11
ATOD 1.7	How to stay safe in risky situations involving alcohol, tobacco, and other drugs.	TAOD – 13
ATOD 1.8	The dangerous effects of using alcohol, tobacco, and other drugs simultaneously, and how to prevent and recognize the signs of overdose.	TAOD – 3, 13 [signs of overdose not covered specifically]
ATOD 1.9	The signs and symptoms of dependence on alcohol, tobacco, and other drugs, and treatment options for addiction.	TAOD – 2, 10
ATOD 1.10	The effects of the use, misuse, and abuse of alcohol, tobacco, and other drugs on families, communities, and society.	TAOD – 2, 4, 5, 7, 8
ATOD 1.11	Appropriate strategies to support family and friends who are trying to stop using alcohol, tobacco, and other drugs.	TAOD – 6, 10
ATOD 1.12	Laws, policies, social norms, and myths about the sale and use of alcohol, tobacco, and other drugs.	TAOD – 9
ATOD 1.13	The relationship between using alcohol, tobacco, and other drugs and other health risks, including unintentional injuries, violence, self-harm, suicide, and sexual risk behaviors.	TAOD – 9

<b>Alcohol, Tobacco and Other Drug Use Prevention (continued)</b>		
<b>Health Skills</b>		
ATOD 2.1	Analyze the influence of family, peers, school, community, culture, social norms, media, and marketing on personal values, beliefs, and behaviors as they relate to alcohol, tobacco, and drug use.	TAOD – 11
ATOD 2.3	Assess risk and protective factors for drug use, misuse, and abuse.	TAOD – 1, 2, 11
ATOD 2.3	Understand public health and government policies on alcohol, tobacco, and other drugs.	TAOD – 9 [focus on laws]
ATOD 3.1	Access alcohol, tobacco, and other drug-use prevention information, analyzing its validity and reliability, including over-the-counter and prescription drug labels.	TAOD – 3
ATOD 3.2	Recognize situations that require professional substance abuse treatment services and locate community resources.	TAOD – 4, 10
ATOD 4.1	Practice communication skills (e.g., refusal, delay, assertiveness) to manage social pressure and avoid alcohol, tobacco, and other drug use.	TAOD – 14, 15
ATOD 4.2	Ask a trusted adult for help for self and others regarding situations related to the use of alcohol, tobacco, and other drugs.	TAOD – 10
ATOD 5.1	Identify potential barriers to making healthy decisions regarding the use of alcohol, tobacco, and other drugs, and adopt effective strategies to overcome those barriers.	TAOD – 13
ATOD 5.2	Recognize the short- and long-term positive effects of remaining substance-free.	TAOD – 6, 7, 16
ATOD 6.1	Create a personal and realistic goal to avoid alcohol, tobacco, and other drugs.	Not covered directly. Could be included in TAOD – 16
ATOD 7.1	Assess the effectiveness of personal beliefs and behaviors in preventing the use of alcohol, tobacco, and other drugs.	TAOD – 11
ATOD 8.1	Collaborate with others to advocate for individuals, families, and school communities to remain free of alcohol, tobacco, and other drugs.	TAOD – 16

<b>Sexual Health</b>		
<b>Essential Health Concepts</b>		<b>HealthSmart (Unit – Lesson)</b>
SH 1.1	The benefits of talking with parents and other trusted adults about sexual health.	<b>ABST – 9</b>
SH 1.2	City, State, and federal laws regarding sexual health.	Not covered
SH 1.3	Sexual identity, including sexual orientation, gender identity, gender expression, and sex assigned at birth.	<b>ABST – 7</b> <b>HIV – 1, 2</b>
SH 1.4	Medically accurate anatomy and physiology of sexual and reproductive organs.	<b>ABST – 8</b>
SH 1.5	Puberty and menstruation and their role in conception.	<b>ABST – 8</b>
SH 1.6	Abstinence as an effective method of protection from STIs, including HIV, and unintended pregnancy.	<b>ABST – 10</b> <b>HIV – 3</b>
SH 1.7	Prevention, transmission, symptoms, and health consequences of, and testing and treatment for, STIs, including HIV.	<b>HIV – 6, 7</b>
SH 1.8	Methods to prevent unintended pregnancy and STIs, including HIV (e.g., internal and external condoms, dental dams), and their effectiveness, and risks.	<b>HIV – 5, 11</b>
SH 1.9	Different types of health services to promote and maintain sexual and reproductive health (e.g., immunizations, screenings, exams, check-ups, counseling).	<b>ABST – 9</b> <b>HIV – 10</b>
SH 1.10	Personal responsibility in setting and respecting boundaries for self and others.	<b>ABST – 13, 15</b> <b>HIV – 4, 12</b>
SH 1.11	Types of verbal and nonverbal affirmative consent.	<b>HIV – 4</b>
SH 1.12	Factors that protect against or contribute to sexual risk behaviors.	<b>HIV – 8</b>
SH 1.13	Safe and consensual practices in situations that may involve alcohol, drugs, or other risk factors for sexual violence.	<b>HIV – 4</b> <b>VIP – 15</b>
SH 1.14	The characteristics of healthy and unhealthy partner relationships and strategies to manage conflict in respectful and nonviolent ways.	<b>EMH – 8, 9, 13</b> <b>VIP – 15</b>
SH 1.15	The signs of intimate partner violence and the importance of safely getting help for self and others.	<b>VIP – 15</b>
SH 1.16	Human trafficking, harassment, sexual assault and other sexually violent situations; strategies for prevention and getting help.	<b>VIP – 14, 15, 17, 18</b>
SH 1.17	The importance of respecting and advocating for individual differences in sexuality, including being an ally.	<b>HIV – 2</b>

<b>Sexual Health (continued)</b>	
<b>Essential Health Concepts (continued)</b>	<b>HealthSmart (Unit – Lesson)</b>
SH 1.18 The most frequent types of violence (e.g., bullying, cyberbullying, hazing, intimate partner violence, sexual violence, and suicide) and their negative consequences on survivors, perpetrators, bystanders, and communities.	VIP – 8, 10, 12, 13, 14, 16, 17, 18
SH 1.19 The different forms of power and privilege and the impact on individuals, relationships, and communities.	Addressed in terms of role in violence in VIP – 14, 15,
<b>Health Skills</b>	
SH 2.1 Evaluate the influence of family, peers, school, community, culture, social norms, media, marketing, and technology on personal beliefs and behaviors regarding sexual activity and sexuality.	ABST – 11, 12 HIV – 8
SH 2.2 Understand public health and government policies on sexual health practices.	Not covered
SH 3.1 Assess the validity, reliability, and accessibility of sexual health information, products, and services.	HIV – 10, 11
SH 3.2 Access health services in school or in the community to maintain sexual and reproductive health.	ABST – 9 HIV – 10, 11
SH 4.1 Practice communication skills that promote and protect one’s sexual health (e.g., refusal, delay, negotiation, consent skills).	ABST – 15, 16 HIV – 4, 12, 13
SH 4.2 Practice asking for help from a trusted adult regarding personal sexual health, including violence.	ABST – 9 VIP – 17
SH 5.1 Predict the short- and long-term consequences of sexual decisions.	HIV – 3, 5, 9
SH 6.1 Create a goal that protects personal sexual health and reduces the risk of unintended pregnancy and STIs, including HIV.	HIV – 14
SH 7.1 Analyze and reflect on personal responsibility regarding sexual behaviors.	ABST – 9, 13 HIV – 3, 4, 9, 14
SH 7.2 Demonstrate a variety of habits and behaviors that promote sexual health.	ABST – 9, 13, 16 HIV – 4, 9, 10, 11, 12, 13, 14
SH 8.1 Design sexual health messages for others that promote positive sexual health choices.	HIV – 2, 15
SH 8.2 Advocate for safe environments that promote dignity and respect for all people in the school community.	HIV – 2 VIP – 11

Safety and Injury Prevention		
Essential Health Concepts		HealthSmart (Unit – Lesson)
SIP 1.1	Behaviors and strategies that prevent injury, including being an upstander for safety.	VIP – 1, 2, 3, 4, 5, 6, 7
SIP 1.2	How to recognize situations that may lead to injury between individuals, in groups, and in communities.	VIP – 2, 3, 4, 5, 6
SIP 1.3	The relationship between the use of alcohol, tobacco, and other drugs and injury.	VIP – 2, 9
SIP 1.4	Safety strategies for riding in or driving a motor vehicle.	VIP – 2
SIP 1.5	City, State, and federal risk reduction laws and policies that help prevent injury.	Not covered
SIP 1.6	Actions to take in case of natural disaster, emergency, or acts of violence (e.g., first aid, CPR).	VIP – 4
Health Skills		
SIP 2.1	Evaluate public health and government policies that help prevent injury.	Not covered
SIP 3.1	Access a variety of resources in the home, school, and community that prevent injury.	VIP – 17, 18 [violence related]
SIP 3.2	Recognize when professional services are needed in unsafe situations and when there is an injury.	VIP – 4
SIP 4.1	Practice communication skills (e.g., refusal, negotiation, collaboration) to avoid or reduce the risk of injury.	VIP – 19
SIP 4.2	Ask for help to promote personal safety and injury prevention for self and others.	VIP – 16, 17 [violence related]
SIP 5.1	Recognize and overcome barriers to enacting practices that help prevent injury.	VIP – 5
SIP 5.2	Evaluate the effectiveness of decisions that might prevent injury.	VIP – 5
SIP 6.1	Develop short- and long-term plans to reach goals for personal and community safety.	VIP – 6, 7
SIP 7.1	Analyze and reflect on personal responsibility in preventing injury to self and others.	VIP – 1, 5, 11, 14, 15
SIP 7.2	Practice a variety of habits and behaviors that promote safety.	VIP – 1, 2, 3
SIP 8.1	Work cooperatively to create projects that advocate for practices that promote safe communities.	VIP – 7