

***HealthSmart* Alignment with  
Arizona  
Health Standards**

**High School, Third Edition  
Grades 9–12**

advancing  
health  
equity **etr.**

<b>HealthSmart High School Unit Key</b>	
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>Grades 9–12</b>	<b>HealthSmart (Unit – Lesson)</b>
<b>Strand 1: Comprehension of Health Promotion and Disease Prevention Concepts</b>	
<b>Concept 1: Understanding relationship between health behaviors and health</b>	
PO 1. Predict how healthy behaviors can affect health status.	ABST – 1, 2, 3, 4, 5, 7, 8, 9, 10, 13 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
<b>Concept 2: Understanding multiple dimensions of health</b>	
PO 1. Describe the interrelationships of emotional, intellectual, physical, and social health.	EMH – 1
<b>Concept 3: Understanding personal health</b>	
PO 1. Analyze how environment and personal health are interrelated.	ABST – 2, 3 EMH – 4, 11, 15 VIP – 9
PO 2. Evaluate the impact of food and nutrition, including nutrient deficiencies on health.	NPA – 1, 2, 3
PO 3. Evaluate levels and types of physical activity and how these promote health and contribute to disease prevention.	ABST – 3 NPA – 6, 7
PO 4. Analyze how genetics and family history can impact personal health.	ABST – 3 EMH – 15 TAOD – 2
<b>Concept 4: Understanding prevention of injuries and health problems</b>	
PO 1. Propose ways to reduce or prevent injuries and health problems.	ABST – 2, 5 EMH – 4, 5, 12, 16 HIV – 4 NPA – 8 TAOD – 13 VIP – 1, 2, 3, 4, 5, 6, 7, 11, 12, 13, 15, 16, 17, 18, 19
<b>Concept 5: Understanding use of health care</b>	
PO 1. Analyze the relationship between access to health care and health status.	ABST – 4, 9 EMH – 15, 17

<p><b>Grades 9–12</b> <i>(continued)</i></p>	<p><b>HealthSmart</b> <b>(Unit – Lesson)</b></p>
<p><b>Strand 1: Comprehension of Health Promotion and Disease Prevention Concepts</b> <i>(continued)</i></p>	
<p><b>Concept 6:</b> Understanding healthy vs unhealthy behaviors</p>	
<p>PO 1. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p>	<p>ABST – 10 EMH – 13, 14, 17 HIV – 4, 11 NPA – 7, 10 TAOD – 6 VIP – 2, 11, 12, 14, 15, 16</p>
<p>PO 2. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p>	<p>ABST – 1, 2, 3, 4, 5, 13 EMH – 4 HIV – 3, 6, 7 NPA – 14, 16 TAOD – 7, 8 VIP – 1, 8</p>
<p>PO 3. Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.</p>	<p>ABST – 3, 10 EMH – 4, 15 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</p>
<p><b>Strand 2: Analysis of Factors Affecting Health Behaviors</b></p>	
<p><b>Concept 1:</b> External influences on personal health</p>	
<p>PO 1. Analyze how the family influences the health of individuals.</p>	<p>ABST – 11 EMH – 8 HIV – 8 NPA – 12, 13 TAOD – 11 VIP – 13</p>
<p>PO 2. Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p>	<p>ABST – 11 HIV – 8 NPA – 12, 13 TAOD – 11 VIP – 9, 13</p>
<p>PO 3. Evaluate how peers influence healthy and unhealthy behaviors.</p>	<p>ABST – 11 EMH – 8, 15 HIV – 8 NPA – 12, 13 TAOD – 11 VIP – 1, 2, 11, 12, 13</p>
<p>PO 4. Evaluate how the school and community can impact personal health practice and behaviors.</p>	<p>HIV – 8 NPA – 12 TAOD – 9, 11</p>

	VIP – 9, 11, 12, 13
<b>Grades 9–12</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Unit – Lesson)</b>
<b>Strand 2: Analysis of Factors Affecting Health Behaviors</b> <i>(continued)</i>	
<b>Concept 1: External influences on personal health</b> <i>(continued)</i>	
PO 5. Evaluate the effect of media on personal and family health.	ABST – 12 EMH – 11, 15 HIV – 8, 9 NPA – 12, 13 TAOD – 12 VIP – 13
PO 6. Evaluate the impact of technology on personal, family, and community health.	ABST – 12 EMH – 11 HIV – 8 NPA – 12 VIP – 10
<b>Concept 2: Internal influences on personal health</b>	
PO 1. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.	ABST – 11 EMH – 15 HIV – 8 TAOD – 5
PO 2. Analyze the influence of personal values and beliefs on individual health practices and behaviors.	ABST – 11 EMH – 2, 3 HIV – 8 TAOD – 11 VIP – 2, 9, 13
PO 3. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	ABST – 11 HIV – 8 TAOD – 9 VIP – 1, 9
<b>Concept 3: Influence of public policy on health</b>	
PO 1. Analyze how public health policies and government regulations can influence health promotion and disease prevention.	NPA – 12 TAOD – 11
<b>Strand 3: Access to Health Information, Products and Services to Enhance Health</b>	
<b>Concept 1: Knowledge of sources of help</b>	
PO 1. Evaluate the validity of health information, products, and services.	ABST – 5 EMH – 17 NPA – 9

<b>Grades 9–12</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Unit – Lesson)</b>
<b>Strand 3: Access to Health Information, Products and Services to Enhance Health</b> <i>(continued)</i>	
<b>Concept 2: Accessing help</b>	
PO 1. Use resources from home, school, and community that provide valid health information.	ABST – 5 NPA – 4, 9 TAOD – 3
PO 2. Determine the accessibility of products and services that enhance health.	HIV – 10, 11
PO 3. Analyze a situation in which professional health services may be required.	ABST – 4, 9 EMH – 15, 16, 17 HIV – 6 NPA – 15 TAOD – 4, 10 VIP – 16, 18
PO 4. Access valid and reliable health products and services.	HIV – 10, 11
<b>Strand 4: Use of Interpersonal Communication Skills to Enhance Health</b>	
<b>Concept 1: Communication to enhance health</b>	
PO 1. Utilize skills for communicating effectively with family, peers, and others to enhance health.	ABST – 15, 16 EMH – 6, 7, 9, 10 HIV – 12, 13 TAOD - 14
PO 2. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	ABST – 15, 16 HIV – 12, 13 TAOD – 14, 15 VIP – 19
<b>Concept 2: Self-protection and dealing with conflict</b>	
PO 1. Evaluate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.	EMH – 13
<b>Concept 3: Asking for help</b>	
PO 1. Evaluate effective ways to ask for and offer assistance to enhance the health of self and others.	EMH – 10, 16, 17 NPA – 15 TAOD – 6 VIP – 16, 17
<b>Strand 5: Use of Decision-Making Skills to Enhance Health</b>	
<b>Concept 1: Influences on health decision making</b>	
PO 1. Examine barriers to healthy decision making.	ABST – 14 TAOD – 13 VIP – 5

<p><b>Grades 9–12</b> <i>(continued)</i></p>	<p><b>HealthSmart</b> <b>(Unit – Lesson)</b></p>
<p><b>Strand 5: Use of Decision-Making Skills to Enhance Health</b> <i>(continued)</i></p>	
<p><b>Concept 2:</b> Application of decision-making skills to health</p>	
<p>PO 1. Determine the value of applying a thoughtful decision-making process in health-related situations.</p>	<p>ABST – 14 TAOD – 13 VIP – 5</p>
<p>PO 2. Justify when individual or collaborative decision making is appropriate.</p>	<p>ABST – 14 TAOD – 13 VIP – 5</p>
<p>PO 3. Analyze and propose alternatives to health-related issues or problems.</p>	<p>ABST – 14 TAOD – 13 VIP – 5</p>
<p>PO 4. Predict the potential short-term and long-term impact of each alternative on self and others.</p>	<p>ABST – 14 TAOD – 13 VIP – 5</p>
<p>PO 5. Defend the healthy choice when making decisions.</p>	<p>ABST – 14 TAOD – 13 VIP – 5</p>
<p>PO 6. Evaluate the effectiveness of health-related decisions.</p>	<p>ABST – 14 TAOD – 13 VIP – 5</p>
<p><b>Strand 6: Use of Goal-Setting Skills to Enhance Health</b></p>	
<p><b>Concept 1:</b> Assessment of health</p>	
<p>PO 1. Assess personal health practices and overall health status.</p>	<p>ABST – 1, 6 EMH – 1, 2, 11, 14 NPA – 2, 3, 4, 7, 10 VIP – 1</p>
<p><b>Concept 2:</b> Health-related goal setting</p>	
<p>PO 1. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.</p>	<p>ABST – 6 EMH – 14 NPA – 10</p>
<p>PO 2. Implement strategies and monitor progress in achieving a personal health goal.</p>	<p>ABST – 6 EMH – 14 NPA – 10, 11</p>
<p>PO 3. Formulate an effective long-term personal health plan.</p>	<p>HIV – 14</p>

<b>Grades 9–12</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Unit – Lesson)</b>
<b>Strand 7: Ability to Practice Health-Enhancing Behaviors</b>	
<b>Concept 1: Personal responsibility for health</b>	
PO 1. Analyze the role of individual responsibility in enhancing health.	ABST – 9, 13 EMH – 2, 6, 12 HIV – 3, 4, 9, 14 TAOD – 1, 11 VIP – 1, 5, 11, 14, 15
<b>Concept 2: Healthy practices and behaviors</b>	
PO 1. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.	ABST – 2 EMH – 3, 7, 8, 13 NPA – 4, 5, 11, 13
PO 2. Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.	ABST – 2 EMH – 5, 9, 12, 13 HIV – 11 NPA – 16 VIP – 3, 4, 6
<b>Strand 8: Ability to Advocate for Health</b>	
<b>Concept 1: Personal advocacy</b>	
PO 1. Use accurate peer and societal norms to formulate a health-enhancing message.	TAOD – 5, 16 VIP – 7
PO 2. Influence and support others to make positive health choices.	EMH – 11 HIV – 2, 15 NPA – 8 TAOD – 5, 6, 12, 16 VIP – 7, 11
<b>Concept 2: Collective advocacy</b>	
PO 1. Work cooperatively as an advocate for improving personal, family, and community health.	HIV – 2, 15 NPA – 8 TAOD – 16 VIP – 6, 7, 11
<b>Concept 3: Tailoring advocacy message to audience</b>	
PO 1. Adapt health messages and communication techniques to a specific target audience.	HIV – 2, 15 NPA – 8 TAOD – 16 VIP – 7