

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



**High School**  
**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

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<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.	1, 2, 3, 4, 5, 7, 8, 9, 10, 13	2, 3, 5, 6, 8, 9, 10, 11, 12	1, 2, 5, 6, 7, 8, 9, 10, 14	1, 2, 3, 4, 5, 6, 7, 8, 13, 14, 15, 16	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16	2, 15
<b>Concept 2: Understanding multiple dimensions of health</b>						
PO 1. Describe the interrelationships of emotional, intellectual, physical, and social health.		1				
<b>Concept 3: Understanding personal health</b>						
PO 1. Analyze how environment and personal health are interrelated.	2, 3	4, 11, 15				9
PO 2. Evaluate the impact of food and nutrition, including nutrient deficiencies on health.				1, 2, 3		
PO 3. Evaluate levels and types of physical activity and how these promote health and contribute to disease prevention.	3			6, 7		
PO 4. Analyze how genetics and family history can impact personal health.	3	15			2	
<b>Concept 4: Understanding prevention of injuries and health problems</b>						
PO 1. Propose ways to reduce or prevent injuries and health problems.	2, 5	4, 5, 12, 16	4	8	13	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.	4, 9	15, 17				
<b>Concept 6: Understanding healthy vs unhealthy behaviors</b>						
PO 1. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	10	13, 14, 17	4, 11	7, 10	6	2, 11, 12, 14, 15, 16
PO 2. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.	1, 2, 3, 4, 5, 13	4	3, 6, 7	14, 16	7, 8	1, 8
PO 3. Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.	3, 10	4, 15	3, 6, 7, 9	14, 15, 16	1, 2, 4, 5, 7, 8, 13, 16	1, 2, 3, 4, 8, 10, 12, 13, 14, 15

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Strand 2: Analysis of Factors Affecting Health Behaviors</b>						
<b>Concept 1: External influences on personal health</b>						
PO 1. Analyze how the family influences the health of individuals.	11	8	8	12, 13	11	13
PO 2. Analyze how the culture supports and challenges health beliefs, practices, and behaviors.	11		8	12, 13	11	9, 13
PO 3. Evaluate how peers influence healthy and unhealthy behaviors.	11	8, 15	8	12, 13	11	1, 2, 11, 12, 13
PO 4. Evaluate how the school and community can impact personal health practice and behaviors.			8	12	9, 11	
PO 5. Evaluate the effect of media on personal and family health.	12	11, 15	8, 9	12, 13	12	13
PO 6. Evaluate the impact of technology on personal, family, and community health.	12	11	8	12		10
<b>Concept 2: Internal influences on personal health</b>						
PO 1. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.	11	15	8		5	
PO 2. Analyze the influence of personal values and beliefs on individual health practices and behaviors.	11	2, 3	8		11	2, 9, 13
PO 3. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	11		8		9	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.				12	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.	5	17		9		
<b>Concept 2: Accessing help</b>						
PO 1. Use resources from home, school, and community that provide valid health information.	5			4, 9	3	
PO 2. Determine the accessibility of products and services that enhance health.			10, 11			
PO 3. Analyze a situation in which professional health services may be required.	4, 9	15, 16, 17	6	15	4, 10	16, 18
PO 4. Access valid and reliable health products and services.			10, 11			

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<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.	15, 16	6, 7, 9, 10	12, 13		14	
PO 2. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	15, 16		12, 13		14, 15	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.		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.		10, 16, 17		15	6	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.	14				13	5
<b>Concept 2: Application of decision-making skills to health</b>						
PO 1. Determine the value of applying a thoughtful decision-making process in health-related situations.	14				13	5
PO 2. Justify when individual or collaborative decision making is appropriate.	14				13	5
PO 3. Analyze and propose alternatives to health-related issues or problems.	14				13	5
PO 4. Predict the potential short-term and long-term impact of each alternative on self and others.	14				13	5
PO 5. Defend the healthy choice when making decisions.	14				13	5
PO 6. Evaluate the effectiveness of health-related decisions.	14				13	5
<b>Strand 6: Use of Goal-Setting Skills to Enhance Health</b>						
<b>Concept 1: Assessment of health</b>						
PO 1. Assess personal health practices and overall health status.	1, 6	1, 2, 11, 14		2, 3, 4, 7, 10		1

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<b>Strand 6: Use of Goal-Setting Skills to Enhance Health</b> (continued)						
<b>Concept 2: Health-related goal setting</b>						
PO 1. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.	6	14		10		
PO 2. Implement strategies and monitor progress in achieving a personal health goal.	6	14		10, 11		
PO 3. Formulate an effective long-term personal health plan.			14			
<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.	9, 13	2, 6, 12	3, 4, 9, 14		1, 11	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.	2	3, 7, 8, 13		4, 5, 11, 13		
PO 2. Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.	2	5, 9, 12, 13	11	16		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.					5, 16	7
PO 2. Influence and support others to make positive health choices.	11		2, 15	8	5, 6, 12, 16	7, 11
<b>Concept 2: Collective advocacy</b>						
PO 1. Work cooperatively as an advocate for improving personal, family, and community health.	2, 15			8	16	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.	2, 15			8	16	7