

***HealthSmart* Alignment with
Colorado Academic Standards
for Comprehensive Health**

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

advancing
health
equity **etr.**

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
Grades 9–12	HealthSmart (Grade – Lesson)
Standard 2: Physical and Personal Wellness	
1. Synthesize the impact of healthy and unhealthy diets on daily living.	
a. Use nutritional evidence to describe a healthy diet and an unhealthy diet.	NPA – 1, 2, 3, 4
b. Analyze and describe the relationship among healthy eating, physical activity, and chronic diseases such as obesity, heart disease, cancer, type-2 diabetes, hypertension, and osteoporosis.	NPA – 1
c. Describe the importance of eating a variety of foods to balance nutrient and caloric needs.	NPA 1, 3
d. Explain the effects of disordered eating and eating disorders on healthy growth and development.	NPA – 15
e. Analyze the relationship between eating behavior and metabolism.	NPA – 14 (add definition of metabolism)
2. Analyze how family, peers, media, culture, and technology influence healthy eating choices.	
a. Evaluate advertising claims for nutrition supplements and weight-loss products.	NPA – 14
b. Analyze how family, peers, and the media influence food choices.	NPA – 12
c. Analyze the influence of media on the selection of products and services related to weight management.	NPA – 14
d. Examine the influence of family, peers, culture, and media on body image and the subsequent effects on eating behavior.	NPA – 13, 14
e. Differentiate how a positive or a negative body image can influence eating behavior.	NPA – 13
3. Demonstrate ways to take personal responsibility for healthy eating.	
a. Describe and explain how current federal nutrition standards and guidelines are useful in planning a healthy diet.	NPA – 2, 3
b. Apply information on food labels to make healthy eating choices.	NPA – 4
c. Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.	NPA – 14
d. Design and implement a plan to improve one’s personal food choices that lead to a healthier diet.	NPA – 10, 11

Grades 9–12 (continued)	HealthSmart (Grade – Lesson)
Standard 2: Physical and Personal Wellness (continued)	
4. Use a decision-making process to make healthy decisions about relationships and sexual health.	
a. Differentiate the characteristics of unhealthy and healthy relationships (e.g., dating, committed relationships, marriage, and family).	EMH – 8, 9
b. Analyze the possible emotional, mental, social, and physical consequences of early sexual activity	HIV – 3
c. Analyze the possible emotional, mental, social, and physical benefits for delaying sexual activity.	ABST – 10
d. Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity.	ABST – 10 HIV – 3
e. Analyze factors that influence the choice, use, and effectiveness of contraception, including the availability of contraceptive methods.	HIV – 5
f. Compare the difference between risk avoidance, risk reduction and strategies one can utilize for each as it relates to STDs and pregnancy.	HIV – 3, 9
g. Analyze when it is necessary to seek help with or leave an unhealthy situation.	ABST – 14 (decision making) EMH – 9 (unhealthy relationships) VIP – 15 (dating violence), 17 & 18 (abuse)
h. Analyze risks of sharing personal information through modern technology.	EMH – 11
i. Evaluate how HIV/AIDS and other sexually transmitted diseases (STDs) or pregnancy could impact life goals.	HIV – 3, 6, 7, 15
j. Examine the responsibilities of parenthood.	HIV – 5
k. Appraise internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures.	ABST – 11 HIV – 8
l. Identify what qualifies as clear consent for sexual activity.	HIV – 4
5. Support others in making positive and healthful choices about sexual activity.	
a. Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active.	HIV – 15
b. Examine the benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted diseases, including HIV.	ABST – 10 HIV – 3
c. Communicate the importance of HIV and sexually transmitted disease (STD) testing and counseling to those who are sexually active.	HIV – 9, 10

Grades 9–12 (continued)	HealthSmart (Grade – Lesson)
Standard 2: Physical and Personal Wellness (continued)	
6. Develop and maintain ongoing evaluation of factors that impact health, and modify lifestyle accordingly.	
a. Analyze the role of personal responsibility in maintaining and enhancing personal, family, and community wellness.	ABST – 4, 9 EMH – 2
b. Debate the social and ethical implications of the availability, use of technology and medical advances to support wellness.	Can be included in ABST 4 or 9
c. Explore the importance of health screenings, immunizations, and checkups, including screenings, and examinations that are necessary to maintain health.	ABST – 4, 9
Standard 3: Social and Emotional Wellness	
1. Analyze the interrelationship of physical, mental, emotional, and social health.	
a. Analyze the characteristics of a mentally, emotionally, and socially healthy person.	EMH – 2
b. Describe how mental, emotional and social health can affect health-related behaviors.	EMH – 1
c. Implement effective strategies for dealing with personal and environmental stress.	EMH – 4, 5
d. Analyze internal and external causes, symptoms, and effects of depression and anxiety.	EMH – 15
e. Assess the effects of disordered eating and eating disorders on healthy growth and development.	NPA – 15
f. Analyze the influences of family, peers, culture, and media on body image.	NPA – 13
g. Analyze how a positive or a negative body image can influence health behaviors.	NPA – 13
2. Set goals, and monitor progress on attaining goals for future success.	
a. Connect how setting a personal goal contributes to positive mental, emotional, and social wellness.	EMH – 14
b. Define a clear, attainable personal goal.	EMH – 14 NPA – 10
c. Describe steps needed to reach personal goals.	EMH – 14 NPA – 10
d. Apply concepts to self-reflect on the progress and success of personal goals.	EMH – 14 NPA – 11

Grades 9–12 (continued)	HealthSmart (Grade – Lesson)
Standard 3: Social and Emotional Wellness (continued)	
3. Advocate to improve or maintain positive mental, emotional well-being for self and others.	
a. Demonstrate effective and respectful advocacy strategies in support of the needs and rights of other.	EMH – 13 (social media use), 17 (getting help for self or others) HIV – 2 (sexual differences) VIP – 11 (preventing bullying)
b. Demonstrate support and respect for diversity.	HIV – 2
c. Advocate for positive and respectful school environment that supports pro-social behavior.	HIV – 2 VIP – 11
d. Demonstrate how to communicate the importance of seeking help for mental and emotional problems.	EMH – 16, 17
Standard 4: Prevention and Risk Management	
1. Analyze the impact of individuals' use or non-use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	
a. Analyze healthy alternatives to substance use.	TAOD – 11
b. Predict the potential effects of an individual's substance abuse on others.	TAOD – 2
c. Analyze the consequences of using weight-loss pills and products as well as and performance-enhancing drugs.	NPA – 14 (weight-loss pills) TAOD – 1 (performance drugs)
d. Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use.	TAOD – 9 (different health risks) ABST – 11, HIV – 8 (sexual risks) VIP – 1 (injuries), 9 (violence)
e. Describe the harmful effects of binge drinking.	TAOD – 7
f. Summarize the relationship between intravenous drug use and the transmission of blood borne diseases such as HIV and hepatitis.	Covered only briefly in relation to HIV in HIV – 7
2. Analyze the factors that influence a person's decision to use or not to use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	
a. Evaluate strategies for managing the impact of internal and external influences on the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	TAOD – 11, 12
b. Analyze the role of individual, family, community, and cultural norms on the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	TAOD – 11
c. Describe the financial, political, social, and legal influences on the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.	TAOD – 9

Grades 9–12 (continued)	HealthSmart (Grade – Lesson)
Standard 4: Prevention and Risk Management (continued)	
3. Develop interpersonal communication skills to refuse or avoid marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.	
a. Demonstrate verbal and nonverbal ways to refuse or avoid marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.	TAOD – 14, 15
b. Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using marijuana, illegal drugs, abusing prescription drugs, alcohol, and tobacco.	TAOD – 15 VIP – 2
c. Demonstrate effective persuasion skills that encourage friends and family not to abuse prescription drugs or use drugs (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).	TAOD – 16
4. Develop self-management skills to improving health by staying drug free (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).	
1. Develop a personal plan to improve health by staying free of drugs (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).	Can be included in TAOD – 13 or 16
2. Demonstrate the ability to monitor personal behavior related to marijuana, illegal drugs, abuse prescription drugs, alcohol, and tobacco, including sexual activity and other risky behaviors.	TAOD – 1, 11 (personal responsibility)
3. Identify strategies to reduce the risk of potential unwanted consequences involving alcohol, marijuana and other drugs.	TAOD – 13, 14, 15, 16
4. Identify strategies to reduce the risk of potential unwanted consequences involving marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.	TAOD – 13, 14, 15, 16
5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence.	
a. Examine the importance of respecting individual differences.	HIV – 2
b. Analyze the consequences of prejudice, discrimination, bias, racism, sexism, and hate crimes.	VIP – 13, 14
c. Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence acquaintance rape, sexual assault, and family violence.	VIP – 9, 10, 12, 13, 15, 17
d. Demonstrate the ability to take the perspectives of others in a conflict situation.	EMH – 13

Grades 9–12 (continued)	HealthSmart (Grade – Lesson)
Standard 4: Prevention and Risk Management (continued)	
6. Analyze the underlying causes of self-harming behavior and harming others, and identify strategies involved in seeking help.	
a. Analyze the signs and symptoms of people who are in danger of harming themselves or others.	EMH – 16 VIP – 16
b. Explain how self-directed violence is the result of the accumulation of multiple problems rather than just one problem.	EMH – 16 VIP – 16
c. Summarize why it is important to tell a parent or adult if there are people who are in danger of harming themselves or others.	EMH – 16 VIP – 16
7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them.	
a. Analyze how power and control differences in relationships such as peer, dating, or family relationships can contribute to aggression and violence.	VIP – 15 Can also be included in VIP – 17 or 18
b. Analyze situations that could lead to pressure to have sex.	ABST – 13 VIP – 19
c. Summarize why individuals have the right to refuse sexual contact.	HIV – 4 ABST – 15
d. Analyze the effects of emotional abuse.	VIP – 10
e. Analyze how media messages normalize violence (e.g., physical, sexual, emotional, relational).	VIP – 13 Can also be included in VIP – 9
f. Identify strategies to deal with, prevent, and or report violence.	VIP – 11, 12, 13, 14, 16, 17, 18, 19
8. Access valid information and resources that provide information about sexual assault and violence.	
a. Identify resources such as rape crisis centers that provide accurate information about sexual assault and sexual violence.	VIP – 17, 18
b. Evaluate reliable school and community resources to assist with problems related to violence.	VIP – 11, 12, 13, 14, 17, 18
9. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence.	
a. Demonstrate verbal and nonverbal ways to ask for help from a parent, other trusted adult, or friend when pressured to engage in violence.	VIP – 12, 16, 17
b. Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence.	VIP – 11
c. Explain the strategies that could be used to prevent a conflict from starting or escalating.	EMH – 13
d. Discuss effective strategies for resolving conflicts with another person in nonviolent ways.	EMH – 13
e. Demonstrate verbal and nonverbal ways to stop or prevent hazing.	VIP – 12

Grades 9–12 (continued)	HealthSmart (Grade – Lesson)
Standard 4: Prevention and Risk Management (continued)	
10. Advocate for changes in the home, school, or community that would increase safety.	
a. Evaluate situations and environments that could lead to unsafe risks that cause injuries.	VIP – 6
b. Identify strategies to reduce the risk of injuries in situation and environments.	VIP – 6, 7
c. Determine and utilize the correct steps in reporting unsafe or suspicious behavior.	VIP – 11, 12, 13, 14, 16, 17, 18
d. Advocate for self and others to prevent risk of unhealthy situations when operating a motor vehicle.	VIP – 2, also 7 (possible advocacy project)
e. Advocate for changes at home, in school, or in the community that would increase safety.	VIP – 6, 7