

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

Grades 9–12

| HealthSmart High School Unit Key | |
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| ABST = Abstinence, Personal & Sexual Health EMH = Emotional & Mental Health HIV = HIV, STD & 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. | NPA – Lesson 1 (nutrition and chronic disease), Lesson 3 (variety of foods), Lesson 14 (healthy weight management), Lesson 15 (eating disorders) |
| 2. Analyze how family, peers, media, culture, and technology influence healthy eating choices. | NPA – Lesson 12 (influences on food choices), Lesson 13 (body image), Lesson 14 (weight loss products) |
| 3. Demonstrate ways to take personal responsibility for healthy eating. | NPA – Lesson 2 (dietary guidelines), Lesson 4 (food labels), Lesson 8 (goals for healthy eating), Lesson 14 (healthy weight management) |
| 4. Use a decision-making process to make healthy decisions about relationships and sexual health. | EMH – Lesson 9 (relationships), Lesson 10 (dealing with difficult relationships) ABST – Lesson 9 (benefits of abstinence), Lesson 10 (influences on sexual choices), Lesson 13 (decision making), Lesson 16 (goals) HIV – Lesson 3 (risks of sexual activity), Lesson 4 (parenthood, contraception), Lesson 5 (STD), Lesson 6 (HIV), Lesson 7 (influences on sexual choices), Lesson 8 (risk reduction), Supplemental Lesson (consent) |
| 5. Support others in making positive and healthful choices about sexual activity. | ABST – Lesson 9 (benefits of abstinence) HIV – Lesson 9 (testing), Lesson 14 (advocacy) |
| 6. Develop and maintain ongoing evaluation of factors that impact health, and modify lifestyle accordingly. | ABST – Lesson 4 (health care, screenings), Lesson 8 (personal responsibility for sexual health) EMH – Lesson 3 (responsibility for emotional health) |

| Grades 9–12 (continued) | HealthSmart (Grade – Lesson) |
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| Standard 3: Social and Emotional Wellness | |
| 1. Analyze the interrelationship of physical, mental, emotional, and social health. | EMH – Lesson 1 (dimensions of health), Lesson 2 (emotional health), Lessons 5 & 6 (stress) NPA – Lesson 13 (body image), Lesson 15 (eating disorders) |
| 2. Set goals, and monitor progress on attaining goals for future success. | ABST – Lesson 16 (goal to protect sexual health) EMH – Lesson 14 (goal setting) NPA – Lessons 8 & 9 (eating/exercise goals) TAOD – Lesson 13 (how goals can be affected by drug use) |
| 3. Advocate to improve or maintain positive mental, emotional well-being for self and others. | EMH – Lesson 16 (getting help for mental health issues) HIV – Lesson 2 (respecting differences) |
| 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. | TAOD – Lesson 2 (addiction), Lesson 6 (binge drinking), Lesson 8 (relationship to other risk factors) HIV – Lesson 6 (HIV and needle use) NPA – Lesson 14 (weight loss pills) |
| 2. Analyze the factors that influence a person's decision to use or not to use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. | TAOD – Lesson 8 (laws), Lesson 10 (influences on drug use), Lesson 11 (countering media influences) |
| 3. Develop interpersonal communication skills to refuse or avoid marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco. | TAOD – Lessons 14 & 15 (refusals), Lesson 16 (advocacy) VIP – Lesson 13 (avoiding riding with an impaired driver) |
| 4. Develop self-management skills to improving health by staying drug free (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco). | TAOD – Lesson 12 (decision making), Lessons 13 (planning for a drug-free future) |

| Grades 9–12 (continued) | HealthSmart (Grade – Lesson) |
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| Standard 4: Prevention and Risk Management (continued) | |
| 5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence. | VIP – Lesson 2 (factors in violence), Lessons 3 & 4 (bullying), Lesson 5 (hazing), Lesson 6 (hate crimes), Lesson 7 (sexual harassment), Lesson 8 (dating violence) EMH – Lesson 13 (conflict resolution) |
| 6. Analyze the underlying causes of self-harming behavior and harming others, and identify strategies involved in seeking help. | EMH – Lesson 16 (warning signs) VIP – Lesson 9 (suicide), Lesson 11 (getting help) |
| 7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them. | VIP – Lesson 8 (dating violence), Lesson 11 (getting help), Supplemental Lessons 1, 2 & 3 (sexual abuse prevention) ABST – Lesson 12 (sexual pressure situations), Lesson 14 (right to refuse sex) |
| 8. Access valid information and resources that provide information about sexual assault and violence. | VIP–Lesson 10 (resources), Supplemental Lessons 1, 2 & 3 (sexual abuse prevention) |
| 9. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence. | VIP – Lesson 5 (preventing hazing), Lesson 11 (getting help) EMH – Lesson 13 (conflict resolution) |
| 10. Advocate for changes in the home, school, or community that would increase safety. | VIP – Lesson 13 (pledge to avoid impaired/distracted driving), Lesson 17 (safety hazards), Lesson 18 (advocacy for safety) |