

***HealthSmart* Alignment with
Illinois Priority Learning Standards
for Social Emotional Learning
and Health Education**

**High School, Third Edition
(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
Grades 9–10	HealthSmart (Unit – Lesson)
Social Emotional Learning Standards	
Goal 1: Develop self-awareness and self-management skills to achieve school and life success.	
1A: Identify and manage one’s emotions and behavior.	
1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.	ABST – 10, 14 EMH – 2, 3, 6, 12 HIV - 8 NPA – 12 TAOD – 13 VIP – 5
Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	
2A: Recognize the feelings and perspectives of others.	
2B: Recognize individual and group similarities and differences.	
2A.4a. Analyze similarities and differences between one’s own and others’ perspectives.	EMH – 7, 13
2A.4b. Use conversation skills to understand others’ feelings and perspectives.	EMH – 7, 13
2B.4a. Analyze the origins and negative effects of stereotyping and prejudice.	HIV – 2 VIP – 13
2B.4b. Demonstrate respect for individuals from different social and cultural groups.	HIV – 2 VIP – 13
Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	
3A: Consider ethical, safety, and societal factors in making decisions.	
3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions.	ABST – 11, 14 EMH – 15 HIV – 8 TAOD – 9, 13 VIP – 5

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Health Education Standards	
Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.	
22A: Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.	
22.A.4a Compare and contrast communicable, chronic, and degenerative illnesses (e.g., influenza, cancer, arthritis).	ABST – 3
22.A.3b Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).	ABST – 1, 3, 4, 5, 9, 10 EMH – 5 HIV – 9, 11 NPA – 1, 7 TAOD – 6
22.A.4c Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community (e.g., first aid, CPR).	VIP – 4 <i>(HealthSmart does not cover first aid)</i>
22.A.4d Research and report about a career in health promotion, health care and injury prevention.	Not covered
State Goal 23: Understand human body systems and factors that influence growth and development.	
23A. Describe and explain the structure and functions of the human body and how they interrelate.	
23B Explain the effects of health-related actions on the body systems.	
23C. Describe factors that affect growth and development.	
23D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.	
23A.4a Explain how body system functions can be maintained and improved (e.g., exercise/fitness, nutrition, safety).	ABST – 1, 2, 3, 5, 6, 9 NPA – 1, 7 TAOD – 6
23.B.4a Explain immediate and long- term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/ emotional health).	ABST – 3, 5 EMH – 4 NPA – 1, 7 TAOD – 6
23.C.4a Describe changes in physical health and body functions at various stages of the life cycle.	Can be addressed in ABST – 1
23. D.4a Explain how brain functions can be maintained and improved through activity.	NPA – 7

<p align="center">Grades 9–10 (continued)</p>	<p align="center">HealthSmart (Unit – Lesson)</p>
<p>Health Education Standards (continued)</p>	
<p>State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p>	
<p>24A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.</p>	
<p>24.A.4a Describe the effects (e.g., economic losses, threats to personal safety) of conflict and violence upon the health of individuals, families, and communities.</p>	<p>VIP – 8, 10, 12, 13, 14</p>
<p>24.A.4b Formulate strategies to prevent conflict and resolve differences.</p>	<p>EMH – 13 VIP – 11</p>
<p>State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</p>	
<p>20A Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.</p>	
<p>20.A.4a Interpret the effects of exercise/physical activity on the level of health-related and skill-related fitness.</p>	<p>NPA – 6, 7</p>
<p>20.A.4b Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and know the implications of and the benefits from participation in those programs.</p>	<p>NPA – 6, also 10 & 11 (if part of goal)</p>

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Grades 11–12	HealthSmart (Unit – Lesson)
Social Emotional Learning Standards	
Goal 1: Develop self-awareness and self-management skills to achieve school and life success.	
1A: Identify and manage one’s emotions and behavior.	
1A.5a. Evaluate how expressing one’s emotions in different situations affects others.	EMH – 6, 12
Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	
2A: Recognize the feelings and perspectives of others.	
2B: Recognize individual and group similarities and differences.	
2A.5a. Demonstrate how to express understanding of those who hold different opinions.	EMH – 7, 13
2A.5b. Demonstrate ways to express empathy for others.	EMH – 7, 10
2B.4b. Demonstrate respect for individuals from different social and cultural groups.	HIV – 2 VIP – 13
2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.	HIV – 2 VIP – 13
Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	
3A: Consider ethical, safety, and societal factors in making decisions.	
3A.5a. Apply ethical reasoning to evaluate societal practices.	Could be addressed in: EMH – 13 (social media) HIV – 2 (respecting aspects of sexuality) HIV – 4 (affirmative consent) VIP – 9 (factors in violence) VIP – 12 (hazing)

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Grades 11–12	HealthSmart (Unit – Lesson)
Health Education Standards	
Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.	
22A Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.	
22.A.5a Explain strategies for managing contagious, chronic, and degenerative illnesses (e.g., various treatment and support systems).	ABST – 3 (allergies, asthma, diabetes, epilepsy only)
22.A.5b Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations (e.g., impact of worksite health promotion programs).	Not covered
22.A.5c Explain how health and safety problems have been altered by technology, media and medicine (e.g., product testing; control of polio; advanced surgical techniques; improved treatments for cancer, diabetes, and heart disease; worksite safety management).	Can be included in ABST – 3 or 4 around chronic disease and health care, or in VIP – 6 and 7 around safety hazards
State Goal 23: Understand human body systems and factors that influence growth and development.	
23A. Describe and explain the structure and functions of the human body and how they interrelate.	
23B Explain the effects of health-related actions on the body systems.	
23C. Describe factors that affect growth and development.	
23D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.	
23A.5a Explain how the systems of the body are affected by exercise and the impact that exercise has on learning.	NPA – 6, 7
23.B.5a Understand the effects of healthy living on individuals and their future generations (e.g., not using alcohol, tobacco, and other drugs during pregnancy).	ABST – 1, 3 TAOD – 5, 7 (tobacco/alcohol use during pregnancy covered briefly)
23.C.5a Explain how the aging process affects body systems (e.g., vision, hearing, immune system).	Can be included in ABST – 5 (Current focus is on protection of body systems)
23.D.5a Analyze and communicate information regarding physical activity and fitness levels and their effects on how the brain functions.	NPA – 6, 7
State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
24A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.	
24.A.5a Compare and contrast strategies to prevent conflict and resolve differences.	EMH – 7, 13

<p>Grades 11–12 (continued)</p>	<p>HealthSmart (Unit – Lesson)</p>
<p>Health Education Standards (continued)</p>	
<p>State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</p>	
<p>20A Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.</p>	
<p>20.A.5a Implement an individualized health-related fitness plan which includes the principles of training.</p>	<p>NPA – 10, 11 (if part of goal)</p>
<p>20.A.5b Develop and implement various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics, implications and benefits of each.</p>	<p>NPA – 10, 11 (if part of goal)</p>