

HealthSmart
**Alignment with
Kentucky
Academic
Standards
for Health
Education**



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
Standard 1: Content Comprehension						
HS.1.1. Differentiate between proper use and abuse of over-the-counter medicines and prescription medicines.					3, 4	
HS.1.2. Describe the harmful effects of binge drinking.					7	
HS.1.3. Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism and job loss.					7, 8	
HS.1.4. Summarize why alcohol- or other drug-use is an unhealthy way to manage weight or stress and analyze the relationship between using alcohol and other drugs with other health risks.					11	
HS.1.6. Analyze the dangers of driving while under the influence and the relationship between unintentional injuries while using alcohol and other drugs.					7, 9, 16	1, 2
HS.1.7. Describe the relationship between diet and chronic diseases.				1		
HS.1.8. Describe the recommendation of the U.S. Dietary Guidelines for Americans and the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs.				2, 3		
HS.1.9. Summarize how to make healthy food selections when dining out.				5		
HS.1.10. Summarize the importance of healthy eating and physical activity in maintaining a healthy weight.				14		
HS.1.11. Analyze the interrelationship of physical, mental, emotional, social and spiritual health.		1				

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Standard 1: Content Comprehension (continued)							
HS.1.12.	Evaluate effective strategies for dealing with stress.		4, 5				
HS.1.13.	Determine when to seek help for mental and emotional health problems.		17				
HS.1.14.	Analyze characteristics of healthy relationships and explain how to build and maintain healthy relationships with family members, peers and boyfriends and girlfriends.		8				
HS.1.15.	Evaluate effective strategies for dealing with difficult relationships with family members, peers and boyfriend or girlfriends.		7, 9				
HS.1.16.	Analyze the benefits of rest and sleep.	5					
HS.1.17.	Summarize personal strategies for minimizing potential harm from sun exposure.	5					
HS.1.18.	Summarize important health screenings, immunizations, checkups and examinations to maintain good health.	4					
HS.1.19.	Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle.						2
HS.1.20.	Explain accepted procedures for basic emergency care and lifesaving, including CPR.	<i>HealthSmart does not cover hands-on first-aid procedures</i>					
HS.1.21.	Evaluate the negative consequences of sending sexually explicit pictures or messages electronically.	10					
HS.1.22.	Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.	9					
HS.1.23.	Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs and pregnancy and summarize ways to prevent pregnancy and the sexual transmission of HIV and other STDs.	10		3, 5, 6, 7, 14			

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Standard 1: Content Comprehension (continued)							
HS.1.24.	Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors and analyze the relationship between using alcohol and other drugs with sexual risk behaviors.	11		8, 9			
HS.1.25.	Summarize the relationship between the menstrual cycle and conception.	8					
HS.1.26.	Summarize the signs and symptoms of symptomatic and asymptomatic STDs and the importance of proper adherence to contraceptive methods to reduce the risk of pregnancy and STDs.			5, 6, 12			
HS.1.27.	Describe the increased risks associated with having multiple sexual partners including serial monogamy.			9			
HS.1.28.	Analyze situations that could lead to being pressured to having sex.	13					19
HS.1.29.	Explain why it is wrong to trick, threaten, or coerce another person into having sex.			4			15, 17
HS.1.30.	Analyze the emotional, social, physical and financial effects of being a teen parent.			5			
HS.1.31.	Examine situations that could lead to tobacco use and summarize the long-term health benefits of abstaining from or discontinuing tobacco use.					5, 6	
HS.1.32.	Evaluate the financial costs of tobacco use to the individual and society.					5	
HS.1.33.	Summarize non-violent ways to respond to stress when angry or upset.		12				
HS.1.34.	Analyze why it is important to understand the perspectives of others in resolving a conflict situation.		13				

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Standard 1: Content Comprehension (continued)						
HS.1.35. Analyze the relationship between using alcohol and other drugs and violence.						9
HS.1.36. Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian.						9
HS.1.37. Explain why rape and sexual assault should be reported to a trusted adult.						15, 18
HS.1.38. Summarize why the presence of weapons increases the likelihood of injury and why it is important to tell an adult if there are people who are in danger of hurting themselves or others.		16				9, 16
HS.1.39. Explain that self-directed violence is the result of the accumulation of multiple problems rather than just one problem.		16				16
HS.1.40. Explain when to seek help for mental health problems that contribute to violence.		17 [help for mental health issues in general]				
Standard 2: Practices for Analyzing Influences						
HS.2.1. Analyze how family, culture, environments and communities affect personal health and wellness practices.	11	8	8	12, 13	9, 11	9, 11, 12, 13
HS.2.2. Distinguish how family, peers, community, culture, media and perceptions of norms influence healthy behaviors.	11, 12	8, 11, 15	8, 9	12, 13	5, 9, 11, 12	9, 11, 12, 13
HS.2.3. Analyze the factors and health-risk behaviors that influence the likelihood of engaging in unhealthy behaviors.	11		8		9	1, 9
HS.2.4. Examine how sharing or posting personal information electronically about self or others can negatively impact mental/emotional health, social health and personal safety of self and others.	10	11				19

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Standard 3: Practices for Accessing Valid Information							
HS.3.1.	Evaluate the validity, reliability and accessibility of health information, products and services.	5	17	10, 11	9		
HS.3.2.	Analyze factors that influence opportunities to obtain reliable resources that support health-enhancing behaviors.		17				17, 18
Standard 4: Practices for Communication							
HS.4.1.	Compare and contrast effective communication skills to improve healthy relationships and/or reduce engaging in risky behaviors.	15	6, 7, 9, 10	12, 13		14	
HS.4.2.	Analyze and demonstrate how to effectively manage personal information in electronic communications.		11				
HS.4.3.	Choose healthy ways to express affection within relationships.	9					
HS.4.4.	Use consensual, consistent language to set personal limits and explain its implications for decision-making to avoid risky behaviors.	13, 14, 15		3, 4			
Standard 5: Practices for Decision-Making							
HS.5.1.	Formulate healthy alternatives to risky behaviors by using decision-making skills.	14				13	5
HS.5.2.	Determine when professional treatment or services are needed for unhealthy behaviors.	4, 9	15, 16, 17	6	15	4, 10	16, 18
HS.5.3.	Determine when to access professional safety and injury prevention information, services and/or products.						4, 5
Standard 6: Practices for Goal Setting							
HS.6.1.	Assess how personal attitudes, values and beliefs influence healthy and unhealthy personal health-related behaviors.	11	2, 3	8	12	11	2, 9, 13

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Standard 6: Practices for Goal Setting (continued)							
HS.6.2.	Use goal-setting strategies to develop realistic short- and long- term goals to enhance personal well-being, reduce the risk of disease, promote emotional health and reduce violence.	6	14		10, 11		
HS.6.3.	Analyze, revise and implement health practices and behaviors to reduce barriers in order to achieve personal goals.	6	14		10, 11		
Standard 7: Practices for Health-Enhancing Behaviors							
HS.7.1.	Analyze the role of individual versus societal responsibility for health-related behaviors.*	9, 13	2, 6, 12	3, 4, 9, 14		1, 11	1, 5, 11, 14, 15
HS.7.2.	Evaluate personal health-related behaviors that reduce the risk of disease, prevent unhealthy behaviors and promote positive overall wellness.	2, 5, 10, 13, 14	3, 5, 7, 8, 9, 12, 13	9, 11	5, 11, 14, 16	6	3, 4, 6
HS.7.3.	Design and implement a plan to model healthy physical and emotional health behaviors.	6	14	14	10, 11		
HS.7.4.	Describe various practices to enhance personal safety.						2, 3, 6, 7
HS.7.5.	Explain why abstinence from unhealthy behaviors is the most effective risk avoidance method.	10		3			
HS.7.6.	Explain the importance of preventative health care necessary to maintain overall wellness.	4					
<i>*Focus is on individual responsibility in these lessons.</i>							
Standard 8: Practices for Advocating							
HS.8.1.	Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages that promote healthy behaviors.					5, 16	7
HS.8.2.	Persuade and support others to engage in behaviors that promote emotional health, reduce the risk of disease and reduce violence.		11	2, 15	8	5, 6, 12, 16	7, 11, 12

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Standard 8: Practices for Advocating (continued)							
HS.8.3.	Encourage others not to bully or otherwise disrespect a person based on factors such as race, religion, sexuality, ethnicity and/or disabilities.			2			11
HS.8.4.	Encourage schools and communities to promote healthy behaviors that reduce the risk of disease and violence and promote positive emotional health messages and services to improve the health of self and others.			2	8	16	7, 11