

**HealthSmart  
Alignment  
with  
Minnesota  
Health  
Education  
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>Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</b>						
1.12.1 Predict how healthy behaviors can impact personal health.	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
1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.		1				
1.12.3 Analyze how environment and personal health are interrelated.	2, 3	4, 11, 15				9
1.12.4 Analyze how genetics and family history can impact personal health.	3	15			2	
1.12.5 Propose ways to reduce or prevent injuries and health problems.	2, 5	4, 5, 12, 16	4	8, 16	13	1, 2, 3, 4, 5, 6, 7, 11, 12, 13, 15, 16, 17, 18, 19
1.12.6 Analyze the relationship between access to health care and health status.	4, 9	15, 17				
1.12.7 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
1.12.8 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
1.12.9 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
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>						
2.12.1 Analyze how the family influences the health of individuals.	11	8	8	12, 13	11	13
2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.	11	8		12, 13	11	9, 13
2.12.3 Analyze how peers influence healthy and unhealthy behaviors.	11	8, 15	8	12, 13	11	1, 2, 11, 12, 13

Minnesota recommends use of the National Health Education Standards to guide instruction.  
This alignment is to the second edition of the NHES.

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. (continued)</b>						
2.12.4 Evaluate how the school and community can impact personal health practice and behaviors.			8	12	9, 11	9, 11, 12, 13
2.12.5 Evaluate the effect of media on personal and family health.	12	11, 15	8, 9	12, 13	12	13
2.12.6 Evaluate the impact of technology on personal, family, and community health.	12	11	8	12		10
2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.	11	15	8		5	
2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.	11	2, 3	8	12	11	2, 9, 13
2.12.9 Analyze how some health risk behaviors can increase the likelihood of engaging in unhealthy behaviors.	11		8		9	1, 9
2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.				12	11	
<b>Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.</b>						
3.12.1 Evaluate the validity of health information, products and services.	5	17		9		
3.12.2 Use resources from home, school, and community that provide valid health information.	5			4, 9	3	
3.12.3 Determine the accessibility of products and services that enhance health.			10, 11			
3.12.4 Determine when professional health services may be required.	4, 9	15, 16, 17	6	15	4, 10	16, 18
3.12.5 Access valid and reliable health products and services.			10, 11			
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>						
4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.	15	6, 7, 9, 10	12, 13		14	
4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	15, 16	12, 13			14, 15	19
4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.		13				
4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.		10, 16, 17		15	6	16, 17

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<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>						
5.12.1 Examine barriers that can hinder healthy decision making.	14				13	5
5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.	14				13	5
5.12.3 Justify when individual or collaborative decision making is appropriate.	14				13	5
5.12.4 Generate alternatives to health-related issues or problems.	14				13	5
5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.	14				13	5
5.12.6 Defend the healthy choice when making decisions.	14				13	5
5.12.7 Evaluate the effectiveness of health-related decisions.	14				13	5
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>						
6.12.1 Assess personal health practices and overall health status.	1, 6	1, 2, 11, 14		2, 3, 4, 7, 10		1
6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.	6	14		10		
6.12.3 Implement strategies and monitor progress in achieving a personal health goal.	6	14		10, 11		
6.12.4 Formulate an effective long-term personal health plan.			14			
<b>Standard 7: Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.</b>						
7.12.1 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
7.12.2 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		
7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.	2	5, 9, 12, 13	11	16		3, 4, 6
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</b>						
8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.					5, 16	7
8.12.2 Demonstrate how to influence and support others to make positive health choices.		11	2, 15	8	5, 6, 12, 16	7, 11

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<b>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health. (continued)</b>						
<b>8.12.3</b> Work cooperatively as an advocate for improving personal, family, and community health.			<b>2, 15</b>	<b>8</b>	<b>16</b>	<b>6, 7, 11</b>
<b>8.12.4</b> Adapt health messages and communication techniques to a specific target audience.			<b>2, 15</b>	<b>8</b>	<b>16</b>	<b>7</b>