

***HealthSmart* Alignment with
New York
Health Education Standards**

**Middle School & High School,
Third Edition**

advancing
health
equity **etr.**

HealthSmart Middle/High School Unit Key

ABST = Abstinence, Puberty & Personal Health (middle school), Abstinence, Personal & Sexual Health (high school)
 EMH = Emotional & Mental Health
 HIV = HIV, STI & Pregnancy Prevention
 NPA = Nutrition & Physical Activity
 TAOD = Tobacco, Alcohol & Other Drug Prevention
 VIP = Violence & Injury Prevention

SELF-MANAGEMENT: Demonstrates the ability to practice strategies and skills to enhance personal health and safety		
Intermediate		HealthSmart Middle School (Unit: Lesson)
SM.I.1	Conducts a personal assessment of health and safety knowledge and skills	EMH: 1 / NPA: 3, 14
SM.I.2	Explores the attributes (knowledge, skills, competencies) of a safe and healthy person	ABST: 1, 2, 3 / EMH: 1, 2, 3, 6 / NPA: 2, 4, 11, 14
SM.I.3	Compares and analyzes the personal assessment to the healthy attributes to identify personal health and safety strengths and needs	EMH: 1 / NPA: 3, 14, 16
SM.I.4	Predicts short- and long-term benefits and harmful consequences of behaviors based on the personal health and safety assessment	NPA: 16
SM.I.5	Selects and applies a health skill to improve personal health and safety	EMH: 14, 15 / NPA: 16, 17 / VIP: 6
SM.I.6	Identifies and accesses personal support persons or systems	ABST: 1, 12 / EMH: 6, 8 / HIV: 10 / NPA: 16, 17 / VIP: 6, 10
SM.I.7	Accesses related health and safety resources	ABST: 1, 4 / EMH: 8 / NPA: 4 / TAOD: 12 / VIP: 10
SM.I.8	Celebrates and rewards self for personal health and safety accomplishments	NPA: 17, TAOD: 17 Can be addressed in self-assessment and goal-setting activities.
SM.I.9	If appropriate, extends to relationship and/or health advocacy skill	NPA: 6
Commencement		HealthSmart High School (Unit: Lesson)
SM.C.1	Conducts a personal assessment of health and safety knowledge and skills	ABST: 1, 2, 3, 4, 5, 6 / EMH: 1, 2, 14 / HIV: 7 / NPA: 2, 3, 6, 10 / VIP: 1
SM.C.2	Analyzes the attributes (knowledge, skills, competencies) of a safe and healthy person	ABST: 1, 2, 3, 4, 5 / EMH: 1, 2, 14 / NPA: 2, 6 / VIP: 1
SM.C.3	Compares and analyzes the personal assessment to the healthy attributes to identify personal health and safety strengths and needs	ABST: 1, 2, 3, 4, 5, 6 / EMH: 1, 2, 14 / NPA: 2, 3, 6, 10 / VIP: 1
SM.C.4	Predicts short- and long-term benefits and harmful consequences of behaviors based on the personal health and safety assessment	NPA: 10 Can be addressed in ABST 1–6
SM.C.5	Selects and applies a health skill to improve personal health and safety	EMH: 3, 5, 6, 9, 12, 13, 14 / NPA: 10, 11 / VIP: 5
SM.C.6	Identifies and accesses personal support persons or systems	EMH: 17 / NPA: 10, 11, 15 / VIP: 5
SM.C.7	Accesses, manages and evaluates related health and safety resources	ABST: 4, 5 / NPA: 4, 9, 15 / TAOD: 10
SM.C.8	Celebrates and rewards self for personal health and safety accomplishments	HIV: 14 / NPA: 11 Can be addressed in self-assessment and goal-setting activities.
SM.C.9	If appropriate, extends to relationship and/or to health advocacy skill	EMH: 11; HIV: 15

RELATIONSHIP MANAGEMENT: Demonstrates the ability to apply interpersonal and intra-personal strategies and skills to enhance personal, family and community health	
Intermediate	<i>HealthSmart Middle School</i> (Unit: Lesson)
RM.I.1 Conducts a personal assessment of relationship management (nurturing, empathy, respect, responsibility) knowledge and skills	Covered in High School
RM.I.2 Explores the attributes (knowledge, skills, competencies) of a nurturing, empathetic, respectful, responsible person	EMH: 2, 3 / HIV: 4
RM.I.3 Compares and analyzes the personal assessment results in relation to the attributes to identify personal strengths and need areas	Covered in High School
RM.I.4 Predicts short- and long-term benefits and harmful consequences of behaviors based on the assessment	
RM.I.5 Selects and applies a health skill to improve personal health and safety	EMH: 5, 6, 8, 11, 12, 14, 15
RM.I.6 Demonstrates positive interpersonal and intra-personal behaviors when working with others (including diverse populations)	EMH: 2, 4
RM.I.7 Analyzes possible causes of conflict and demonstrates win-win resolutions	VIP: 13, 14, 15
RM.I.8 Accesses related health and safety resources	ABST: 1 / EMH: 8
RM.I.9 Celebrates and rewards self for interpersonal and intrapersonal health and safety accomplishments	NPA: 17, TAOD: 17 Can be addressed in self-assessment and goal-setting activities.
RM.I.10 If appropriate, extends to health advocacy skill	
Commencement	<i>HealthSmart High School</i> (Unit: Lesson)
RM.C.1 Conducts a personal assessment of relationship management (nurturing, empathy, respect, responsibility) knowledge and skills	EMH: 2
RM.C.2 Analyzes the attributes (knowledge, skills, competencies) of a nurturing, empathetic, respectful, responsible person	EMH: 2, 3, 6, 8, 12
RM.C.3 Compares and analyzes the personal assessment results in relation to the attributes to identify personal strengths and need areas	EMH: 2
RM.C.4 Predicts short- and long-term benefits and harmful consequences of behaviors based on the assessment	EMH: 2
RM.C.5 Selects and applies a health skill to improve personal health and safety	EMH: 3, 5, 6, 9, 12, 13, 14
RM.C.6 Demonstrates positive interpersonal and intra-personal behaviors when working with others (including diverse populations)	EMH: 7, 13
RM.C.7 Demonstrates win-win strategies to prevent and manage conflict in healthy and safe ways	EMH: 13
RM.C.8 Accesses, manages and evaluates related health and safety resources	ABST: 4, 5 / NPA: 4, 9, 15 / TAOD: 10
RM.C.9 Celebrates and rewards self for inter-personal and intrapersonal health and safety accomplishments	HIV: 14 / NPA: 11 Can be addressed in self-assessment and goal-setting activities.
RM.C.10 If appropriate, extends to health advocacy skill	

STRESS MANAGEMENT: Demonstrates the ability to apply stress management strategies and skills to enhance personal health		
Intermediate		<i>HealthSmart Middle School</i> (Unit: Lesson)
ST.I.1	Distinguishes between positive and negative stress and documents personal stressors	EMH: 9, 11
ST.I.2	Documents the impact of physical, emotional, social, family, school, and environmental stressors on personal health	EMH: 9, 10, 11
ST.I.3	Investigates physical and emotional reactions to personal stress	EMH: 9, 10, 11
ST.I.4	Researches personal stressful situations and current ways of dealing with them	EMH: 11
ST.I.5	Selects and applies a strategy to manage stress in health-enhancing ways	EMH: 11
ST.I.6	Clarifies expectations of self and others and their relation to personal stress	EMH: 9, 10, 11
ST.I.7	Recognizes personal capabilities and limitations in relation to personal stress	EMH: 9, 10, 11
ST.I.8	Monitors, evaluates and adjusts the personal stress management strategies for wellness and coping with stressful situations	EMH: 11
Commencement		<i>HealthSmart High School</i> (Unit: Lesson)
ST.C.1	Differentiates between positive and negative stress and prioritizes personal stressors	EMH: 4
ST.C.2	Analyzes the impact of physical, emotional, social, family, school, and environmental stressors on personal health	EMH: 4
ST.C.3	Monitors physical and emotional reactions to personal stress	EMH: 4, 5
ST.C.4	Analyzes and evaluates personal stressful situations and current ways of dealing with them	EMH: 4, 5
ST.C.5	Selects and applies a strategy to manage stress in health-enhancing ways	EMH: 5
ST.C.6	Clarifies expectations of self and others and their relation to personal stress	EMH: 4, 5
ST.C.7	Recognizes personal capabilities and limitations in relation to personal stress	EMH: 4, 5
ST.C.8	Monitors, evaluates and adjusts the personal stress management strategies for wellness and coping with stressful situations	EMH: 5

COMMUNICATION: Demonstrates the ability to apply communication strategies and skills to enhance personal, family, and community health	
Intermediate	<i>HealthSmart Middle School</i> (Unit: Lesson)
CM.I.1 Refines the ability to actively listen, follow directions, and respond to others in health-enhancing ways	EMH: 5
CM.I.2 Demonstrates effective verbal (assertiveness) and nonverbal communication skills to enhance health	ABST: 14, 15 / HIV: 10, 11, 13 / NPA: 10 / TAOD: 15, 16
CM.I.3 Demonstrates healthy ways to express needs, wants and feelings	ABST: 10 / EMH: 5, 6, 7 / VIP: 13 (anger)
CM.I.4 Discusses how family and peer attitudes, beliefs and actions affect interpersonal communication	ABST: 10 / EMH: 5
CM.I.5 Recognizes barriers that interfere with effective healthy communication and applies strategies to overcome barriers	EMH: 5, 13
CM.I.6 Demonstrates ways to communicate care, consideration, and respect of self and others	ABST: 10 / EMH: 5
CM.I.7 Demonstrates effective refusal skills in real-life health-related situations	ABST: 14, 15 / HIV: 11, 13 / TAOD: 15, 16 / VIP: 5
CM.I.8 Analyzes possible causes of conflict and demonstrates negotiation skills and other strategies to manage conflict in healthy ways	VIP: 14, 15, 16
CM.I.9 Demonstrates the ability to work in groups with shared responsibilities, benefits, and risks to enhance health	EMH: 2 Can be evaluated in all advocacy activities
Commencement	<i>HealthSmart High School</i> (Unit: Lesson)
CM.C.1 Employs active listening and response skills in health-enhancing ways	EMH: 7
CM.C.2 Applies effective verbal (assertiveness) and non-verbal communication skills in real-life health situations	ABST: 15, 16 / EMH: 7, 9 / HIV: 12, 13 / TAOD: 14, 15
CM.C.3 Demonstrates healthy ways to express needs, wants and feelings	ABST: 10 / EMH: 6, 7, 9
CM.C.4 Analyzes how interpersonal communication affects and is affected by relationships	EMH: 7, 8, 9
CM.C.5 Demonstrates strategies for overcoming health-related communication barriers	EMH: 7, 9, 11
CM.C.6 Demonstrates ways to communicate care, consideration, and respect of self and others	EMH: 7, 9
CM.C.7 Demonstrates effective refusal skills in real-life health-related situations	ABST: 15, 16 / HIV: 12, 13 / TAOD: 14, 15
CM.C.8 Demonstrates strategies to prevent and manage conflict in healthy ways	EMH: 13
CM.C.9 Applies collaboration skills to address a complex health issue	Can be evaluated in all advocacy activities

DECISION MAKING: Demonstrates the ability to apply decision making strategies and skills to enhance personal, family and community health	
Intermediate	<i>HealthSmart Middle School</i> (Unit: Lesson)
DM.I.1 Identifies personal health decisions and sorts related internal and external influences	EMH: 14 / HIV: 9 / TAOD: 9 / VIP: 6
DM.I.2 Recognizes personal capabilities and limitations as they relate to possible healthy solutions	EMH: 14 / HIV: 9
DM.I.3 Compiles and assesses available information to enhance health	EMH: 14 / HIV: 9 / VIP: 6
DM.I.4 Personalizes health risk of decisions to self and others	EMH: 14 / HIV: 9 / VIP: 6
DM.I.5 Applies a decision making model to real-life health-related situations	EMH: 14 / HIV: 9 / VIP: 6
DM.I.6 Analyzes perceptions of peer, family, and community normative health-related behavior	ABST: 12, 13 / HIV: 1 / TAOD: 1 / VIP: 1, 8
DM.I.7 Describes how personal health decisions may affect subsequent decisions	EMH: 14 / HIV: 9 / VIP: 6
DM.I.8 Assumes responsibility for personal health decisions	ABST: 9, 12/ EMH: 2, 3, 6, 14 / HIV: 9 / VIP: 5, 6
Commencement	<i>HealthSmart High School</i> (Unit: Lesson)
DM.C.1 Identifies personal health decisions and analyzes related internal and external influences	ABST: 14 / TAOD: 13 / VIP: 5
DM.C.2 Recognizes personal capabilities and limitations as they relate to possible healthy solutions	ABST: 14 / TAOD: 13 / VIP: 5
DM.C.3 Gathers, synthesizes, and evaluates available information to enhance health	ABST: 14 / TAOD: 13 / VIP: 5
DM.C.4 Personalizes health risk of decisions to self and others	ABST: 14 / TAOD: 13 / VIP: 5
DM.C.5 Applies a decision making model to real-life health-related situations	ABST: 14 / TAOD: 13 / VIP: 5
DM.C.6 Analyzes perceptions of peer, family and community normative health-related behavior	ABST: 11 / EMH: 15 / HIV: 8 / TAOD: 5, 7, 8
DM.C.7 Describes how personal health decisions may affect subsequent decisions	ABST: 14 / TAOD: 13 / VIP: 5
DM.C.8 Assumes responsibility for personal health decisions	ABST: 14 / EMH: 2 / TAOD: 13 / VIP: 5

PLANNING / GOAL SETTING: Demonstrates the ability to apply planning and goal setting strategies and skills to enhance personal, family, and community health goals	
Intermediate	<i>HealthSmart Middle School</i> (Unit: Lesson)
PG.I.1 Analyzes the benefits of planning and setting personal health goals	EMH: 15 / NPA: 16, 17
PG.I.2 Makes a personal commitment to achieve a personal health goal	EMH: 15 / NPA: 16, 17
PG.I.3 Develops a personal health goal and a plan to achieve it	EMH: 15 / NPA: 16, 17
PG.I.4 Analyzes possible barriers to achieving the personal health goal	ABST: 16 / EMH: 15 / NPA: 16, 17
PG.I.5 Implements the plan to achieve the personal health goal and overcome possible barriers	EMH: 15 / NPA: 16, 17
PG.I.6 Analyzes the impact of decisions on the personal health goal	ABST: 16 / EMH: 15 / NPA: 16, 17
PG.I.7 Identifies personal support systems and explains their importance in achieving the personal health goal	EMH: 15 / NPA: 16, 17
PG.I.8 Assesses, reflects on and adjusts the plan to maintain and enhance personal health and safety, as needed	EMH: 15 / NPA: 16, 17 Can be incorporated into all goal-setting activities
Commencement	<i>HealthSmart High School</i> (Unit: Lesson)
PG.C.1 Critically analyzes and articulates the benefits of planning and setting personal health goals	EMH: 14 / NPA: 10, 11
PG.C.2 Makes a personal commitment to achieve a personal health goal	EMH: 14 / NPA: 10, 11
PG.C.3 Develops a personal health goal and a plan to achieve it	EMH: 14 / NPA: 10, 11
PG.C.4 Analyzes and develops strategies to overcome barriers to achieving the personal health goal	EMH: 14 / NPA: 10, 11
PG.C.5 Implements the plan and adjusts plan as needed to achieve the personal health goal	EMH: 14 / NPA: 10, 11
PG.C.6 Analyzes the impact of decisions on the personal health goal	EMH: 14 / NPA: 10, 11
PG.C.7 Identifies personal support systems and explains their importance in achieving the personal health goal	EMH: 14 / NPA: 10, 11
PG.C.8 Assesses, reflects on and adjusts the plan to maintain and enhance personal health and safety, as needed	NPA: 11 / EMH: 15 Can be incorporated into all goal-setting activities

ADVOCACY: Demonstrates the ability to apply advocacy strategies and skills to enhance personal, family and community health	
Intermediate	<i>HealthSmart Middle School</i> (Unit: Lesson)
AD.I.1 Conducts a personal, family or community health assessment and/or reviews data from an existing health assessment	EMH: 13
AD.I.2 Analyzes data to determine a priority health or safety issue in need of advocacy	EMH: 13
AD.I.3 Researches the health or safety advocacy issue	Covered in High School
AD.I.4 Identifies agencies, organizations, or others who advocate for the health issue	Covered in High School
AD.I.5 Clarifies personal beliefs regarding the health advocacy issue	ABST: 2, 11 / TAOD: 14 / VIP: 4, 12
AD.I.6 Takes a clear health-enhancing stand	ABST: 2, 11 / HIV: 5 / NPA: 6 / TAOD: 14 / VIP: 4, 13
AD.I.7 Identifies an audience and adapts the health message(s) and communication technique(s) to the	ABST: 2 / HIV: 5 / NPA: 6 / TAOD: 14 / VIP: 4, 13
AD.I.8 Uses communication techniques to persuade the individual or group to support or act on the health-enhancing issue	ABST: 2, 11 / HIV: 5 / NPA: 6 / TAOD: 14 / VIP: 4, 13
AD.I.9 Works collaboratively with individuals, agencies or organizations to advocate for the health of self, families and communities	ABST: 2 / HIV: 5 / NPA: 6 / TAOD: 14 / VIP: 4, 13
AD.I.10 Evaluates the effectiveness of the advocacy effort(s) and revises as needed	VIP: 4 Can be incorporated into all advocacy activities
Commencement	<i>HealthSmart High School</i> (Unit: Lesson)
AD.C.1 Conducts a personal, family or community health assessment and/or reviews data from current similar health assessments	HIV: 2 / TAOD: 5 / VIP: 6
AD.C.2 Analyzes data to determine priority area(s) in need of advocacy	HIV: 2 / TAOD: 5 / VIP: 6, 7
AD.C.3 Thoroughly researches the health advocacy issue	VIP: 7
AD.C.4 Identifies and familiarizes self with agencies, organizations, and others who advocate for and against the health issue	VIP: 7
AD.C.5 Clarifies personal beliefs regarding the health advocacy issue	HIV: 2, 15 / TAOD: 5, 16 / VIP: 7
AD.C.6 Takes a clear health-enhancing stand characteristics of the individual or group	HIV: 2, 15 / NPA: 8 / TAOD: 5, 16 / VIP: 7
AD.C.7 Identifies an audience and adapts the health message(s) and communication technique(s) to the characteristics of the individual or group	HIV: 2, 15 / NPA: 8 / TAOD: 16 / VIP: 7
AD.C.8 Uses communication techniques to persuade the individual or group to support or act on the health-enhancing issue	HIV: 2, 15 / NPA: 8 / TAOD: 4, 16 / VIP: 7
AD.C.9 Works collaboratively with individuals, agencies and organizations to advocate for the health of self, families and communities	HIV: 2, 14 / NPA: 8 / TAOD: 16 / VIP: 7
AD.C.10 Evaluates the effectiveness of the advocacy effort(s) and revises and adjusts as needed	Can be incorporated into all advocacy activities

Physical Activity and Nutrition Functional Knowledge	
Intermediate	<i>HealthSmart Middle School</i> (Unit: Lesson)
PAN.I.1 Regular physical activity and healthy eating increases one’s energy level, assists with managing stress and/or weight, reduces the risk of illness and disease and increases academic achievement.	NPA: 1, 2, 5, 12, 14, 14
PAN.I.2 Healthy workouts include a warm up, workout, and cool down phase.	NPA: 14
PAN.I.3 Individuals can resist pressures that discourage healthy eating and regular physical activity practices.	NPA: 10
PAN.I.4 Culture, media and social influences impact physical activity and dietary patterns.	NPA: 9
PAN.I.5 Individuals can influence and support others to engage in healthy eating and physical activity.	NPA: 1, 3, 9, 10, 16, 17
PAN.I.6 Physical injuries can be prevented by having adult supervision, following safety rules, and properly using protective clothing and equipment.	NPA: 15
PAN.I.7 Tobacco use adversely affects fitness and physical performance.	TAOD: 3
Commencement	<i>HealthSmart High School</i> (Unit: Lesson)
PAN.C.1 The benefits of physical activity and healthy eating include learning and improving skills, staying in shape, improving appearance, cardiovascular and muscular endurance and increased academic achievement.	NPA: 1, 7, 10
PAN.C.2 Fitness components include cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition.	NPA: 7
PAN.C.3 To maintain a healthy weight, the intake of calories must equal the output of energy. To lose weight, the energy output must exceed the calorie intake.	NPA: 2, 14
PAN.C.4 Individuals need to engage in activities that require moderate to vigorous levels of exertion as recommended in national guidelines.	NPA: 6
PAN.C.5 Physically active individuals are less likely to develop the chronic diseases that cause most of the morbidity and mortality in the United States: cardiovascular disease, hypertension, noninsulin dependent diabetes, and colon cancer.	NPA:7 (colon cancer not covered)
PAN.C.6 Obesity acquired during childhood and adolescence may persist into adulthood and increase the risk later in life for coronary heart disease, gallbladder disease, some types of cancer, and osteoarthritis of the weight-bearing joints.	Not covered explicitly. Can be addressed in NPA: 1 and 7
PAN.C.7 Performance enhancing drugs are illegal and pose significant health risks.	TAOD: 1
PAN.C.8 Unhealthy weight control practices and a societal overemphasis on thinness during adolescence may contribute to eating disorders such as anorexia nervosa and bulimia.	NPA: 12, 13, 15
PAN.C.9 Individuals who have eating disorders are in need of immediate medical and psychiatric treatment.	NPA: 15

HIV/AIDS Functional Knowledge	
Intermediate	<i>HealthSmart Middle School</i> (Unit: Lesson)
HIV.I.1 Individuals who are infected with HIV may not have any signs or symptoms but can transmit the infection to others.	HIV: 7
HIV.I.2 The risk of becoming infected with HIV/AIDS can be virtually eliminated by avoiding contact with another individual's blood; practicing abstinence from sexual contact and not sharing needles to inject drugs, vitamins or steroids.	HIV: 7
HIV.I.3 HIV can be transmitted through blood to blood contact; sexual contact with an infected individual; by using needles and other injection equipment that an infected individual has used; and from an infected mother to her infant before or during birth or through breast milk.	HIV: 7
HIV.I.4 HIV/AIDS cannot be transmitted by touching someone who is infected or by being in the same room with an infected individual.	HIV: 7
HIV.I.5 A small number of individuals including some doctors, nurses, and other medical personnel have been infected with HIV/AIDS when they were directly exposed to infected blood.	Can be addressed in HIV: 7
Commencement	<i>HealthSmart High School</i> (Unit: Lesson)
HIV.C.1 The risk of becoming infected with HIV/AIDS can be virtually eliminated by practicing abstinence from sexual contact and not sharing needles to inject drugs, vitamins or steroids.	ABST: 10 HIV: 3, 6, 8
HIV.C.2 Sexual transmission of HIV is not a threat to those uninfected individuals who engage in a mutually monogamous sexual relationship.	HIV: 3, 7, 9
HIV.C.3 An individual is at greater risk of HIV infection by having one or more sexual partners who are at increased risk by engaging in sexual contact that results in the exchange of body fluids (i.e., semen, vaginal secretions, blood); and/or by using unsterile needles or paraphernalia to inject drugs, vitamins or steroids.	HIV: 9
HIV.C.4 The risk of becoming infected with HIV from blood transfusions and from blood clotting products is nearly eliminated.	Can be addressed in HIV: 7
HIV.C.5 Individuals who engage in sexual contact need to properly use a latex or polyurethane condom to reduce the likelihood of becoming infected.	HIV: 9, 11, 12, 14
HIV.C.6 Latex/polyurethane condoms are not 100% effective; however they provide the best protection for individuals who are not abstinent and do not maintain a mutually monogamous sexual relationship with an uninfected partner.	HIV: 11, 12
HIV.C.7 Correct and consistent use of a latex/polyurethane condom does not guarantee absolute protection against the sexual transmission of HIV.	HIV: 11, 12
HIV.C.8 Individuals who have engaged in behaviors that have put them at risk for HIV need to take precautions not to infect others, to seek counseling and antibody testing and advise current sexual and/or drug partners to receive counseling and testing.	HIV: 3, 9, 10
HIV.C.9 Adolescents should be encouraged to consult with their parents/guardians before visiting a doctor or clinic. However, NYS Public Health Law allows adolescents to access testing, medical care and services for HIV without parental consent.	HIV: 3, 10 (Not NY specific, but NY law can easily be addressed in HIV: 10)

Sexual Risk Functional Knowledge	
Intermediate	<i>HealthSmart 5 Middle School (Unit: Lesson)</i>
SR.I.1 Adolescents can and should avoid pregnancy and STD/HIV/AIDS.	ABST: 10, 11, 13 / HIV: 5, 6, 7
SR.I.2 Most adolescents do not engage in risky sexual behavior.	ABST: 13 / HIV: 1
SR.I.3 Individuals who are infected with STD/HIV may not have any signs or symptoms but can transmit the infection to others.	HIV: 6, 7
SR.I.4 The risk of pregnancy or infection with STD can be virtually eliminated by practicing abstinence from sexual contact.	ABST: 11 / HIV: 6, 7
SR.I.5 Abstinence is the only pregnancy and STD/HIV/AIDS prevention method that is 100% effective, 100% safe and 100% free of side effects.	ABST: 11 / HIV: 6, 7
SR.I.6 There are strong personal, medical and relationship building reasons for teenagers to abstain from sexual contact.	ABST: 11, 13
SR.I.7 STD can be transmitted by sexual contact with an infected individual or from an infected mother to her infant before or during birth.	HIV: 6, 7
SR.I.8 Individuals who use drugs are more likely to acquire STD/HIV.	HIV: 7
Commencement	<i>HealthSmart High School (Unit: Lesson)</i>
SR.C.1 The risk of pregnancy or infection with STD can be virtually eliminated by practicing abstinence from sexual contact.	ABST: 10 / HIV: 3, 5
SR.C.2 Abstinence is the only pregnancy and STD/HIV/AIDS prevention method that is 100% effective, 100% safe and 100% free of side effects.	ABST: 10 / HIV: 3, 5
SR.C.3 The only two effective ways to avoid pregnancy and most STD infection are abstinence or using protection correctly and consistently each time an individual engages in sexual contact.	HIV: 5, 6, 7, 9
SR.C.4 Sexual transmission of STD/HIV/AIDS is not a threat to those uninfected individuals who engage in a mutually monogamous sexual relationship.	HIV: 9
SR.C.5 Most adolescents do not engage in risky sexual behavior.	ABST: 11 / HIV: 3
SR.C.6 An individual is at greater risk of STD/HIV infection by having one or more sexual partners who are at increased risk by engaging in sexual contact that results in the exchange of body fluids (i.e., semen, vaginal secretions, blood).	HIV: 9
SR.C.7 Individuals who engage in sexual contact need to properly use a latex/polyurethane condom each and every time to reduce the likelihood of unwanted pregnancy or infection with STD/HIV.	HIV: 9, 11
SR.C.8 There are several effective forms of birth control.	HIV: 5
SR.C.9 Latex/polyurethane condoms provide protection against pregnancy, most STD and HIV.	HIV: 5, 9, 11, 12
SR.C.10. Latex/polyurethane condoms are not 100% effective; however they provide the best protection for individuals who are not abstinent and do not maintain a mutually monogamous sexual relationship with an uninfected partner.	HIV: 11, 12

Sexual Risk (continued)	
Commencement (continued)	HealthSmart High School (Unit: Lesson)
SR.C.11 Correct and consistent use of a latex/polyurethane condom does not guarantee absolute protection against pregnancy and STD/HIV.	HIV: 11
SR.C.12 Individuals who have engaged in behaviors that have put them at risk for STD/HIV need to take precautions not to infect others, to seek counseling and antibody testing and advise previous and current sexual and/or drug partners to receive counseling and testing.	HIV: 9, 10
SR.C.13 Adolescents should be encouraged to consult with their parents/guardians before visiting a doctor or clinic. However, NYS Public Health Law allows adolescents to access testing, medical care, and services for HIV/STD and pregnancy without parental consent.	ABST: 9 (Not NY specific, but NY law can easily be addressed in ABST: 9 and HIV: 10)

Tobacco Functional Knowledge	
Intermediate	HealthSmart Middle School (Unit: Lesson)
TB.I.1 Most individuals do not smoke or use smokeless tobacco.	TAOD: 1, 3
TB.I.2 Tobacco contains the addictive drug, nicotine, and other harmful substances.	TAOD: 3
TB.I.3 Individuals can resist pressure to use tobacco.	TAOD: 10, 11, 15, 16, 17
TB.I.4 Stopping tobacco use has short term and long term benefits.	Covered in High School
TB.I.5 Smoking cessation programs can be successful.	Covered in High School
TB.I.6 Environmental tobacco smoke is dangerous to health.	TAOD: 3
TB.I.7 Maintaining a tobacco free environment has health benefits.	TAOD: 3
TB.I.8 Tobacco manufacturers use various strategies to direct advertisements toward young persons.	TAOD: 13, 14
TB.I.9 Laws, rules and policies regulate the sale and use of tobacco.	TAOD: 12
Commencement	HealthSmart High School (Unit: Lesson)
TB.C.1 Tobacco use is an unhealthy way to manage stress or weight.	TAOD: 11
TB.C.2 Most individuals do not smoke or use smokeless tobacco.	TAOD: 5
TB.C.3 Smoking cessation programs and products can be successful.	TAOD: 6
TB.C.4 Tobacco use during pregnancy can have harmful effects on the fetus.	TAOD: 5
TB.C.5 Many individuals find it hard to stop using tobacco despite knowledge about the health hazards of tobacco use.	TAOD: 2, 5, 6

Alcohol and Other Drugs Functional Knowledge	
Intermediate	<i>HealthSmart Middle School</i> (Unit: Lesson)
AOD.I.1 Most individuals do not use alcohol and other drugs.	TAOD: 1, 2
AOD.I.2 Of the adults that do drink, most do so only occasionally and in moderation.	Can be addressed in TAOD: 1 or 2
AOD.I.3 Alcohol and other drug abuse has consequences for the health and well being of the user and for those around them.	TAOD: 2, 3, 4, 6, 7, 8
AOD. I.4 Alcohol and other drug abuse has long term physical and psychological consequences.	TAOD: 2, 3, 4, 6, 7, 8
AOD.I.5 There are legal, emotional, social and health consequences to using alcohol and other drugs.	TAOD: 8, 12
AOD.I.6 Individuals can resist pressure to use alcohol and other drugs.	TAOD: 10, 11, 15, 16, 17
AOD.I.7 An individual’s reactions to alcohol and other drug use may vary.	TAOD: 2, 3, 4, 5, 6, 7
AOD.I.8 Alcohol and other drug use treatment programs can be successful.	Covered in High School
AOD.I.9 Culture and media influence the use of alcohol and other drugs.	TAOD: 9
AOD.I.10 Alcohol and other drug use is an unhealthy way of coping with problems.	TAOD: 11
AOD.I.11 The best way to prevent alcohol and other drug abuse is never to start.	TAOD: 6
AOD.I.12 The process of becoming addicted to alcohol and other drugs involves a series of stages.	TAOD: 6
AOD.I.13 A family history of alcoholism is a strong risk factor for an individual’s alcohol use because of the genetic link and the environmental exposure to alcohol use.	Can be addressed in TAOD: 6
AOD.I.14 It is very dangerous for individuals to use legal chemicals and aerosols in ways other than their intended use.	TAOD: 5 (medicines only)
AOD.I.15. Laws, rules and policies regulate the sale and use of alcohol and drugs.	TAOD: 12
Commencement	<i>HealthSmart High School</i> (Unit: Lesson)
AOD.C.1 Most individuals do not use alcohol and other drugs.	TAOD: 5, 7, 8, 11
AOD.C.2 Long-term alcohol misuse is associated with liver disease, cancer, cardiovascular disease and neurological damage.	TAOD: 7
AOD.C.3 Use of alcohol and other drugs impairs judgment and coordination and is associated with the leading causes of death and injury among teenagers and young adults.	TAOD: 7
AOD.C.4 Alcohol and other drug use treatment programs can be successful.	TAOD: 10
AOD.C.5 Alcohol and other drug use are unhealthy ways to manage stress or weight.	TAOD: 11
AOD.C.6 Over one-third of all traffic deaths among driver or nonoccupant youths ages 15-20 are alcohol related.	Can be addressed in TAOD: 7 and/or VIP: 2
AOD.C.7 Alcohol use among adolescents results in an increase risk of alcohol dependence in adulthood.	Can be addressed in TAOD: 7
AOD.C.8 Binge drinking can contribute to many health disorders, including cancer, liver, pancreatic and cardiovascular diseases, as well as a variety of gastrointestinal problems, neurological disorders and reproductive system disorders.	Can be addressed in TAOD: 7

Alcohol and Other Drugs (continued)	
Commencement (continued)	HealthSmart High School (Unit: Lesson)
AOD.C.9 Heavy drinking among youth has been linked to physical fights, destroyed property, academic and job problems and trouble with law enforcement authorities.	Can be addressed in TAOD: 7 / VIP: 9 (connection to violence)
AOD.C.10 Use of alcohol and other drugs can increase an individual's risk for suicide, homicide, accidents, school failure, delinquency, marijuana use, unwanted pregnancy, STD and HIV infection, vulnerability to coerced sexual activity and poor academic performance.	TAOD: 7
AOD.C.11 A family history of alcoholism is a strong risk factor for an individual's alcohol use because of the genetic link and the environmental exposure to alcohol use.	Can be addressed in TAOD: 2, 7 or 10
AOD.C.12 Dependence on alcohol and other drugs is associated with psychiatric problems such as anxiety, depression or anti-social personality disorder.	Can be addressed in TAOD: 2
AOD.C.13 Alcohol use during pregnancy can cause fetal alcohol syndrome (FAS) and other birth defects.	TAOD: 7
AOD.C.14 Legal blood alcohol concentration levels vary from state to state and are influenced by the amount of alcohol an individual consumes over a period of time as well as a variety of other factors, such as an individual's expectations, mood, body weight and size, age, drinking experience, what one has eaten, drank or smoked.	Can be addressed in TAOD: 7 or 9
AOD.C.15 Laws, rules and policies regulate the sale and use of alcohol and drugs.	TAOD: 9

Family Life/Sexual Health Functional Knowledge	
Intermediate	<i>HealthSmart Middle School</i> (Unit: Lesson)
FLS.I.1 Family members are best able to care for one another when each member's social, psychological, physical, spiritual and economic needs are being met.	Can be addressed in EMH: 1
FLS.I.2 Individuals experience growth spurts and changes in appearance, interest and abilities during puberty.	ABST: 7
FLS.I.3 Individuals accept differing patterns of emotional, psychological and physical growth.	ABST: 7
FLS.I.4 Individuals establish caring and loving relationships throughout the lifecycle.	EMH: 3, 4
FLS.I.5 Individuals learn how to establish and build fulfilling interpersonal relationships.	EMH: 3, 4
FLS.I.6 Effective, clear communication is a vital aspect of healthy relationships.	EMH: 5, HIV: 4
FLS.I.7 Individuals can express their sexuality in many healthy ways.	ABST: 4
FLS.I.8 Most adolescents are not physically, mentally, emotionally, nor financially capable of responsible parenthood.	ABST: 16 / HIV: 5
FLS.I.9 Sexual health begins early in life and continues throughout the lifecycle.	ABST: 4, 9
FLS.I.10 Individuals are sexually healthy, behave responsibly and have a supportive environment in order to protect their own sexual health as well as that of others.	ABST: 4, 9; HIV: 4
FLS.I.11 Individuals learn healthy and appropriate ways to express and show sexual feelings.	ABST: 10
FLS.I.12 Gender stereotypes can limit the range of acceptable roles for both males and females.	ABST: 4
FLS.I.13 Sexual orientation is a component of a person's identity.	ABST: 4
FLS.I.14 Individuals have a right to information that can make their lives healthier and happier.	Can be addressed in ABST: 4, 7, 9
Commencement	<i>HealthSmart High School</i> (Unit: Lesson)
FLS.C.1 An individual's family roles and responsibilities change over the life cycle.	Can be addressed in EMH: 1, 2 or 8
FLS.C.2 Families provide nurturance, security, and commitment to their members and need to be supported in their caregiving roles throughout the lifecycle.	Can be addressed in EMH: 8
FLS.C.3 Individuals develop into competent, productive, loved and loving adults with devoted and sustained parenting.	Can be addressed in EMH: 2
FLS.C.4 Individuals can use strong honest communication, relationship building and planning skills to enhance and maintain loving, respectful and healthy relationships.	EMH: 7, 8, 9; HIV: 4
FLS.C.5 Different types of relationships involve varying levels of intimacy with verbal and non-verbal forms of communication and commitment.	EMH: 7, 8, 9
FLS.C.6 Becoming a parent affects an individual's short-term and long-term goals.	HIV: 5
FLS.C.7 Reproductive health and contraceptive services are provided to individuals by a wide range of health care providers.	ABST: 9 / HIV: 5, 10
FLS.C.8 Sexual health includes physical, behavioral, intellectual, spiritual, emotional and interpersonal development.	ABST: 4, 9 / HIV: 1

Family Life/Sexual Health (continued)	
Commencement (continued)	<i>HealthSmart High School</i> (Unit: Lesson)
FLS.C.9 Sexual orientation develops across a person’s lifetime and is different from sexual behavior because it refers to feelings and self-concept. Persons may or may not express their sexual orientation in their behaviors.	HIV: 1, 2 Can also be addressed in ABST: 4
FLS.C.10 Sexual responsibility includes an understanding and awareness of one’s sexuality and sexual development; respect for oneself and others; avoidance of physical or emotional harm; and recognition of the diversity of sexual beliefs within the community.	HIV: 3, 4

Unintentional Injury Prevention Functional Knowledge	
Intermediate	<i>HealthSmart Middle School</i> (Unit: Lesson)
UI.I.1 Individuals read and understand all directions before using any chemical, drug, or machinery.	TAOD: 5 (medicines) / chemicals and machinery can be addressed in VIP: 3
UI.I.2 Wearing seat belts inside a motor vehicle increases an individual's safety.	VIP: 2
UI.I.3 Individuals are safest when they play on and with equipment that is age-appropriate and in good working order. Individuals should notify the property/equipment owners or the supervising adult if playground equipment is hazardous or broken.	Can be addressed in VIP: 3
UI.I.4 Individuals are safest when properly wearing helmets and other protective gear while participating in recreational and sports activities.	VIP: 4
UI.I.5 Proper use of bicycle helmets increases an individual's safety and reduces the risk of death or serious injury.	VIP: 4
UI.I.6 Individuals are safest when wearing Coast Guard approved personal flotation devices while involved in water-related recreational activities and while riding on a personal water craft, regardless of swimming ability.	Can be addressed in VIP: 3
UI.I.7 It is unsafe for individuals to swim alone, regardless of swimming ability.	VIP: 3
UI.I.8 Laws, rules and policies regulate the required use of safety and protective devices to prevent injuries.	Can be addressed in VIP: 3 or 4
UI.I.9. Individuals use proper lifting and carrying techniques for the handling of heavy backpacks and book bags. It is unsafe for individuals to carry backpacks that are more than 10% to 20% of their body weight.	Can be addressed in VIP: 3
Commencement	<i>HealthSmart High School</i> (Unit: Lesson)
UI.C.1 It is unsafe for individuals to use alcohol and other drugs and drive a vehicle or ride with someone who has been using alcohol and other drugs.	TAOD: 7 / VIP: 2
UI.C.2 When adolescents drive after drinking alcohol, they are more likely than adults to be in a motor vehicle crash, even when drinking less alcohol than adults.	TAOD: 7 / VIP: 2
UI.C.3 Teenagers are more likely than older drivers to underestimate the dangers of hazardous situations, have less experience coping with such situations and are especially vulnerable to fatal crashes at night.	VIP: 2
UI.C.4 Interactions with other teenagers in a motor vehicle increases the risk of a crash for unsupervised teenage drivers.	VIP: 2
UI.C.5 Driving safely includes obeying all traffic rules and signs and maintaining appropriate and legal road speed.	VIP: 2
UI.C.6 Firearms need to be unloaded, stored in a locked metal gun cabinet and out of the reach of children. Ammunition should be stored in a separate location in a locked box or cabinet.	VIP: 3
UI.C.7 Laws, rules and policies regulate the required use of safety and protective devices to prevent injuries.	Can be addressed in VIP: 3
UI.C.8 Individuals use proper lifting and carrying techniques for the handling of heavy backpacks and book bags. It is unsafe for individuals to carry backpacks that are more than 10% to 20% of their body weight.	Can be addressed in VIP: 3

Violence Prevention Functional Knowledge		
Intermediate		<i>HealthSmart Middle School</i> (Unit: Lesson)
VP.I.1	Individuals assess the effect of personal and social relationships and their environment on behavior.	VIP: 8
VP.I.2	Most individuals do not engage in violent behavior.	Can be addressed in VIP: 8
VP.I.3	Individuals who are suicidal often confide in their peers.	Covered in High School
VP.I.4	Individuals seek appropriate adult assistance when they recognize signs of depression, abuse, intense anger, fear and anxiety in themselves or their peers.	VIP: 14 (help for conflict) Others covered in High School
VP.I.5	Individuals recognize personal “triggers” that can lead to conflict and violence.	VIP: 13
VP.I.6	Individuals can have different and equally valid perspectives on similar situations.	VIP: 14
VP.I.7	Empathy includes assuming the perspective and emotions of another person.	EMH: 3 can also be covered in VIP: 14
VP.I.8	The media can influence ideas about the attractiveness and appropriateness of violence.	Can be covered in VIP: 8
VP.I.9	Individuals manage anger to reduce conflict and promote non-violent behavior.	VIP: 13
VP.I.10	Techniques exist which can help individuals manage their anger.	VIP: 13
VP.I.11	There are non-violent alternatives to prevent or avoid violent situations.	VIP: 13, 14
VP.I.12	Violent behavior has harmful short-and long-term consequences.	VIP: 8
VP.I.13	Individuals know and understand the plans and procedures for safety that exist in their environment.	VIP: 7
VP.I.14	Bullying often leads to greater and prolonged emotional and physical violence.	VIP: 9
VP.I.15	Individuals follow safety rules when using the Internet.	Can be covered in VIP: 9 (cyberbullying), and EMH: 11 (social media use)
Commencement		<i>HealthSmart High School</i> (Unit: Lesson)
VP.C.1	Most individuals do not engage in violent behavior.	Can be addressed in VIP: 8 or 9
VP.C.2	Suicide risk factors include alcohol use and bullying; protective factors include school connectedness.	VIP: 16
VP.C.3	Violent behavior has negative consequences for the perpetrator, victim(s), victim’s families and friends, bystanders and society.	VIP: 8
VP.C.4	Individuals empathize with others of varying social classes, races, ethnicities, languages, sexual orientations and physical abilities.	Can be addressed in VIP: 13
VP.C.5	Individuals are responsible for their own behavior, even when under the influence of alcohol and other drugs.	VIP: 1, 5, 10, 11, 14, 15
VP.C.6	Intolerance and negative attitudes toward others can lead to violence.	VIP: 13
VP.C.7	Hate crimes are often a result of bias due to an individual’s or group’s race, religion, disability, sexual orientation or other difference.	VIP: 13
VP.C.8	Sexual harassment is illegal, interferes with an individual’s work or school performance and creates an intimidating, hostile or offensive environment.	VIP: 14

Violence Prevention (continued)	
Commencement (continued)	<i>HealthSmart High School</i> (Unit: Lesson)
VP.C.9 Individuals know and understand the school's and/or employer's sexual harassment policy.	VIP: 14
VP.C.10 Relationship violence can cause emotional and physical harm for both males and females.	VIP: 15
VP.C.11 Individuals know the signs of relationship violence and where to go for help and support.	VIP: 15
VP.C. 12 Individuals often join a gang for a sense of belonging, to earn money, to stay safe, for excitement and to be with friends.	VIP: 9
VP.C.13 Individuals follow safety rules when using the Internet.	VIP: 11, EMH: 11

Other Required Health Areas Functional Knowledge	
Intermediate	<i>HealthSmart</i> Middle School (Unit: Lesson)
ORH.I.1 Individuals contribute to improving the health of the environment in numerous ways such as recycling and proper disposal of litter.	
ORH.I.2 Mental health influences the ways individuals look at themselves, their lives and others in their lives.	EMH: 3
ORH.I.3 Individuals assess the validity of claims made by the media and promoters of health care information, products and services.	Can be addressed in all activities that analyze influences, especially media [ABST: 12 / EMH: 13 / NPA: 9, 11 / TAOD: 13, 14]
ORH.I.4 Individuals have routine medical and dental check-ups to assess physical development and sensory perception.	Can be addressed in ABST: 2
ORH.I.5 Individuals know first aid procedures appropriate to common injuries in the home, school and community.	First aid is not covered in <i>HealthSmart</i>
ORH.I.6 Individuals protect their skin from the sun’s UV rays with clothing and sunscreen containing a sun protection factor of 15 or higher.	ABST: 2
Commencement	<i>HealthSmart</i> High School (Unit: Lesson)
ORH.C.1 Individual and community approaches can enhance and protect the quality of the environment.	
ORH.C.2 An individual’s mental health is impacted by emotions, social relationships and physical health and has an impact on the way an individual thinks, feels and behaves.	EMH: 1, 2, 15
ORH.C.3 Various organizations can assist individuals with the criteria that can be used to measure claims made by the media and the accuracy, reliability and validity of claims for health care information, products and services.	Can be addressed in all activities that analyze influences, especially media [ABST: 12 / EMH: 15 / HIV: 8 / NPA 12 / TAOD: 11, 12]
ORH.C.4 Individuals understand and are able to apply universal precautions, first aid, CPR and other emergency procedures properly.	First aid is not covered in <i>HealthSmart</i> ; emergency procedures are addressed in VIP: 4
ORH.C.5 Individuals prevent skin cancer by limiting or minimizing exposure to the sun during peak hours, wearing sun protective clothing, using sunscreens that have UV-A and UV-B protection, and avoiding sunlamps and tanning beds.	ABST: 5
ORH.C.6 Individuals detect breast cancer, testicular cancer and other types of cancer by regularly and correctly performing self-examinations, recognizing cancer symptoms and getting regular check-ups.	ABST: 4, 9
ORH.C.7 Employers must provide a safe and healthful workplace and abide by labor laws that protect young individuals from using certain equipment or performing certain tasks and from working too often, too late or too early.	Can be addressed in VIP: 3 (as part of work safety)