

**HealthSmart  
Alignment  
with Rhode  
Island 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 comprehend concepts related to health promotion and disease prevention to enhance health.</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                                    |

Rhode Island has adopted the second edition of the National Health Education Standards as the state standards.

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|---|--------|-------------|--------|--------|--------|---------------|
| <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 practices 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 will demonstrate the ability to practice health-enhancing behaviors and avoid or 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.</b> (continued) |      |     |              |          |           |                 |
| <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>        |