

**HealthSmart
Alignment with
South Carolina
Standards
for Health
and Safety
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: Students will comprehend concepts related to health promotion and disease prevention to enhance health.						
Alcohol, Tobacco, and Other Drugs						
D-HS.1.1 Discuss the benefits of avoiding alcohol, tobacco, and other drugs (ATOD).					7, 8, 16	
D-HS.1.2 Examine the impact of ATOD use and abuse on the individual, his or her family, and society as a whole.					1, 2, 4, 5, 7, 8	
D-HS.1.3 Describe the cycle of ATOD addiction as it relates to individuals and families.				2		
D-HS.1.4 Examine the effects of ATOD on fetal development.					7 [briefly mentioned around effects of alcohol use]	
Growth, Development, and Sexual Health and Responsibility						
G-HS.1.1 Describe physical, social, and emotional changes that occur during adolescence.	Covered in Middle School					
G-HS.1.2 Examine health behaviors that are specifically related to the male and female reproductive systems (e.g., self-examination).	9					
G-HS.1.3 Describe the benefits of abstinence.	10					
G-HS.1.4 Identify the benefits, effectiveness, risks, and methods of pregnancy prevention.			5			
G-HS.1.5 Explain signs, symptoms, methods of treatment, and prevention of sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS).			6, 7			
G-HS.1.6 Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.			8 [fertilization]			

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 1 (continued)						
Growth, Development, and Sexual Health and Responsibility (continued)						
G-HS.1.7 Discuss responsible prenatal, perinatal, and postnatal care.			Supplemental Lesson [prenatal]			
G-HS.1.8 Identify the benefits of adoption.			Supplemental Lesson			
Injury Prevention and Safety						
I-HS.1.1 List common first aid procedures for a given scenario (e.g., cardiopulmonary resuscitation (CPR), automated external defibrillator (AED)).	HealthSmart does not cover hands-on first-aid practices					
I-HS.1.2 Describe laws and regulations related to safety and personal injury (e.g., bullying, cyberbullying, dating violence, gang activity, distracted driving, social media, sexting).	Not covered; will need to add state laws to appropriate lessons					
I-HS.1.3 Discuss South Carolina laws relating to the sexual conduct of minors, including consent, criminal sexual conduct, and human trafficking.	Specific state laws will need to be added. Possible lessons:					
			4 [consent]			17, 18
I-HS.1.4 Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways (e.g., distracted driving).						1, 2, 3, 5, 6, 9
Mental, Emotional, and Social Health						
M-HS.1.1 Define the term <i>crisis</i> , including the stages of loss and grief, signs and risks of depression and anxiety, self-destructive behaviors, and suicide.		10, 15, 16				
M-HS.1.2 Identify resiliency, including stress-reduction skills and positive coping strategies.		2, 3, 4, 5, 9, 10				
Nutrition and Physical Activity						
N-HS.1.1 Explain how the current federal <i>Dietary Guidelines for Americans</i> are useful in planning a menu of healthy foods and beverages.				2		
N-HS.1.2 Explain the benefits of practicing a moderate to active lifestyle.				7		
N-HS.1.3 Describe the importance of healthy eating and physical activity in maintaining good health, including oral health.				1, 7		

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 1 (continued)						
Personal and Community Health						
P-HS.1.1 Differentiate between health promotion and risk behaviors.	3, 5, 11	1, 4, 6, 11, 12	3, 8	14	1	1, 2, 3, 9
P-HS.1.2 Interpret personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors.	1, 2, 3, 4, 5	4	3, 6, 7	14, 16		1, 8
P-HS.1.3 Examine strategies for the prevention and treatment of chronic and communicable diseases.	3					
P-HS.1.4 Explain ways that the environment and personal health are interrelated.	2, 3	4, 11, 15				9
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.						
Alcohol, Tobacco, and Other Drugs						
D-HS.2.1 Discuss the laws related to ATOD that can affect the ability to give or perceive the provision of consent to sexual activities.			4			
D-HS.2.2 Evaluate personal, family, economic, legal, and societal issues that influence ATOD use, including motor vehicle accidents.					11, 12	2
D-HS.2.3 Examine ways that media messages and marketing techniques influence the use of ATOD, including e-cigarettes.					12	
Growth, Development, and Sexual Health and Responsibility						
G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.	11		8			
G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships.		11				
G-HS.2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.			2	13		
G-HS.2.4 Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.			6, 7, 9			

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 2 (continued)						
Growth, Development, and Sexual Health and Responsibility (continued)						
G-HS.2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.			5			
G-HS.2.6 Examine the laws related to sexting.	Can be addressed in 10	Can be addressed in 11				
G-HS.2.7 Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.						Can be addressed in 10, 12, 13, 14, 17, 18
Injury Prevention and Safety						
I-HS.2.1 Analyze the external influences and societal messages in schools, families and communities.						9
I-HS.2.2 Analyze the influence of peers and the media on the way an individual operates a motor vehicle and observes safety precautions, including distracted driving.						2
Mental, Emotional, and Social Health						
M-HS.2.1 Categorize ways that family, peers, culture, and the media influence the mental, emotional, and social health of individuals.		8, 11, 15		13		
M-HS.2.2 Analyze how resiliency impacts depression, anxiety, suicidal behavior, and crises.		2, 15, 16, 17				
M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.		8, 9				
Nutrition and Physical Activity						
N-HS.2.1 Analyze ways that emotions and feelings influence food choices, eating behaviors, and physical activities of individuals.				12		
N-HS.2.2 Examine ways that the media, and advertising and marketing practices affect food choices, eating behaviors, and physical activity levels of individuals.				12		
N-HS.2.3 Debate the influence of school policies on food choices, eating behaviors and physical activities.	Not covered					

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 2 (continued)						
Nutrition and Physical Activity (continued)						
N-HS.2.4 Investigate ways that unhealthy eating behaviors and an inactive lifestyle contribute to chronic disease.				1, 7		
Personal and Community Health						
P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.	11, 12	8, 11, 15	8, 9	12, 13	11, 12	1, 2, 9, 10, 11, 12, 13
P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.			8	12	9, 11	9, 11, 12, 13
P-HS.2.3 Explore ways that environmental factors can affect the health of the community.	Not covered					
P-HS.2.4 Investigate ways that research and medical care influence the prevention and treatment of health problems.	4, 9					
P-HS.2.5 Compare the connection between personal health and access to healthcare, including oral health care.	4, 9	15, 17				
P-HS.2.6 Examine ways that public health policies, government regulations, and socioeconomic issues affect health promotion and disease prevention.				12	11	
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.						
Alcohol, Tobacco, and Other Drugs						
D-HS.3.1 Access valid information and resources to assist in dealing with ATOD issues for self and others.					10	
Growth, Development, and Sexual Health and Responsibility						
G-HS.3.1 Access local resources for promoting reproductive health.	9					
G-HS.3.2 Research local resources to help a survivor recover from sexual violence or abuse.						17, 18
G-HS.3.3 Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.						11, 12, 13, 14, 15, 17, 18

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 3 (continued)						
Mental, Emotional, and Social Health						
M-HS.3.1	Access valid mental, emotional, and social health information and services for self and others.		16, 17			16
M-HS.3.2	Explore valid resources for crisis-management and resiliency, including suicide intervention and prevention for self and others (e.g., hotlines, therapists).		16, 17			16
Nutrition and Physical Activity						
N-HS.2.2	Examine ways that the media, and advertising and marketing practices affect food choices, eating behaviors, and physical activity levels of individuals.			12		
N-HS.3.1	Research valid information to explore local access to healthy foods.			Can be addressed in 1, 2, 3		
N-HS.3.2	Explain valid information and local options regarding physical activity.			Can be addressed in 7		
N-HS.3.3	Access community programs and services that help others gain access to affordable healthy foods.	Not covered				
Personal and Community Health						
P-HS.3.1	Access local health care services, including oral health.	4		10		
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.						
Growth, Development, and Sexual Health and Responsibility						
G-HS.4.1	Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.	15	7, 9	12		
G-HS.4.2	Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.	15, 16		12, 13		
G-HS.4.3	Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.	9, 13		3, 14, 15		

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 4 (continued)						
Injury Prevention and Safety						
I-HS.4.1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury.						6, 7
Mental, Emotional, and Social Health						
M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.		3, 7, 10, 16	2			
M-HS.4.2 Model skills for assisting someone who is in crisis or is exhibiting suicidal attitudes or behaviors.		16				
M-HS.4.3 Discuss scenarios that demonstrate resiliency.		2, 3				
Personal and Community Health						
P-HS.4.1 Consider ways to seek assistance for enhancing personal health and offering assistance to enhance the health of others.		10, 16, 17		15	6	16, 17
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.						
Alcohol, Tobacco, and Other Drugs						
D-HS.5.1 Explain ways that ATOD affects an individual's thinking and decision making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).					2, 9	
Growth, Development, and Sexual Health and Responsibility						
G-HS.5.1 Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.		9				15, 17, 18
Mental, Emotional, and Social Health						
M-HS.5.1 Recognize the warning signs of anxiety, depression, and suicidal behavior.		15, 16				16
M-HS.5.2 Discuss situations that may require professional mental, emotional, and social health services.		15, 16, 17		15	10	16, 18
Nutrition and Physical Activity						
N-HS.5.1 Utilize the current federal <i>Dietary Guidelines for Americans</i> to compare and contrast food choices on a variety of menus.				5		

HEALTH STANDARD		ABST	EMH	HIV	NPA	TAOD	VIP
Standard 5 (continued)							
Personal and Community Health							
P-HS.5.1	Recognize barriers to healthy decision-making.	14				13	5
P-HS.5.2	Justify when individual or collaborative decision-making is appropriate.	14				13	5
P-HS.5.3	Integrate knowledge of body structure and function to make sound decisions related to personal and community health.	Not covered					
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.							
Alcohol, Tobacco, and Other Drugs							
D-HS.6.1	Predict ways that short and long-term goals can be affected by ATOD use.					Can be addressed in 16	
Growth, Development, and Sexual Health and Responsibility							
G-HS.6.1	Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.	6 [depending on goal chosen]					
G-HS.6.2	Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.	13		14			
Injury Prevention and Safety							
I-HS.6.1	Develop coping strategies to avoid, manage, and minimize participation in violent activities, including gang involvement.		12 [managing anger]				
Mental, Emotional, and Social Health							
M-HS.5.1	Review resiliency and develop a personal plan to increase or maintain one's personal resiliency.		1, 14				
Nutrition and Physical Activity							
N-HS.5.1	Set a SMART goal to achieve a healthy eating plan by limiting sugar, fat, and salt consumption.				10 [depending on goal chosen]		
N-HS.6.2	Set a SMART goal to attain the federally recommended levels of physical activity and physical fitness for Americans.				10 [depending on goal chosen]		

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 6 (continued)						
Personal and Community Health						
P-HS.6.1	Create a long-term personal health plan that is adaptable to changing health needs based on genetics, family history, and personal health behaviors.	6	14		10	
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.						
Alcohol, Tobacco, and Other Drugs						
D-HS.7.1	Practice strategies for dealing with family, peer, and cultural pressure regarding ATOD.				12, 14, 15	
Growth, Development, and Sexual Health and Responsibility						
G-HS.7.1	Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior.	15		3, 12		
Injury Prevention and Safety						
I-HS.7.1	Perform appropriate first aid and other emergency procedures for a given scenario (e.g., CPR, AED).	HealthSmart does not cover hands-on first-aid procedures				
Mental, Emotional, and Social Health						
M-HS.7.1	Implement a plan to increase personal resiliency.		14			
M-HS.7.2	Demonstrate strategies to develop and maintain a positive self-image.		2, 3			
M-HS.7.3	Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).		9, 13			
M-HS.7.4	Establish boundaries that promote safety, respect, awareness, and acceptance.	13	7, 9	2, 3		
Nutrition and Physical Activity						
N-HS.7.1	Implement a wellness plan that meets the current federal <i>Dietary Guidelines for Americans</i> and the federal physical activity guidelines for Americans.				10, 11	
N-HS.7.2	Examine the relationship between personal nutritional intake and overall physical, oral, and mental health.				1	

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 7 (continued)						
Personal and Community Health						
P-HS.7.1	Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.	6	14		10, 11	
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.						
Alcohol, Tobacco, and Other Drugs						
D-HS.8.1	Encourage positive alternatives to ATOD use.				17	
D-HS.8.2	Promote intervention and outreach for those dealing with ATOD use or abuse (e.g., peers, family members).				10	
Growth, Development, and Sexual Health and Responsibility						
G-HS.8.1	Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.	Not covered				
Injury Prevention and Safety						
I-HS.8.1	Advocate for disaster preparedness in the home, school, and community.					4, 7
I-HS.8.2	Advocate for safe environments that encourage dignified and respectful treatment of everyone.		2			11
Mental, Emotional, and Social Health						
M-HS.8.1	Promote intervention and outreach for others dealing with unhealthy relationships.					15
M-HS.8.2	Promote intervention and outreach for those dealing with suicidal intentions or behavioral health problems.		16			16
Nutrition and Physical Activity						
N-HS.8.1	Encourage others to choose healthy foods.	Not covered				
N-HS.8.2	Advocate for self and others to increase their level of physical activity.			8		

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 8 (continued)						
Personal and Community Health						
P-HS.8.1 Advocate for the promotion and protection of a healthy and safe environment, including community, personal, and family environments.	Not covered					
P-HS.8.2 Explain ways that peers, family, and community can participate in organ and tissue donations.	Not covered					