

***HealthSmart* Alignment with  
South Carolina  
Standards for Health and  
Safety Education**

**High School  
Grades 9–12**

<b>HealthSmart High School Unit Key</b>	
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
<b>Grades 9–12</b>	<b>HealthSmart (Unit – Lesson)</b>
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Alcohol, Tobacco, and Other Drugs</b>	
D-HS.1.1 Discuss the benefits of avoiding alcohol, tobacco, and other drugs (ATOD).	TAOD – 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.	TAOD – 1, 2, 4, 5, 7, 8
D-HS.1.3 Describe the cycle of ATOD addiction as it relates to individuals and families.	TAOD – 2
D-HS.1.4 Examine the effects of ATOD on fetal development.	TAOD – 7 [briefly mentioned around effects of alcohol use]
<b>Growth, Development, and Sexual Health and Responsibility</b>	
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).	ABST – 9
G-HS.1.3 Describe the benefits of abstinence.	ABST – 10
G-HS.1.4 Identify the benefits, effectiveness, risks, and methods of pregnancy prevention.	HIV – 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).	HIV – 6, 7
G-HS.1.6 Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.	HIV – 8 [fertilization only]
G-HS.1.7 Discuss responsible prenatal, perinatal, and postnatal care.	HIV – Supplemental Lesson [prenatal]
G-HS.1.8 Identify the benefits of adoption.	HIV – Supplemental Lesson
<b>Injury Prevention and Safety</b>	
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

<p><b>Grades 9–12</b> <i>(continued)</i></p>	<p><b>HealthSmart</b> <b>(Unit – Lesson)</b></p>
<p><b>Standard 1</b> <i>(continued)</i></p>	
<p><b>Injury Prevention and Safety</b> <i>(continued)</i></p>	
<p>I-HS.1.3 Discuss South Carolina laws relating to the sexual conduct of minors, including consent, criminal sexual conduct, and human trafficking.</p>	<p>Specific state laws will need to be added. Possible lessons are HIV – 4 [consent] and/or VIP – 17 &amp; 18</p>
<p>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).</p>	<p>VIP – 1, 2, 3, 5, 6, 9</p>
<p><b>Mental, Emotional, and Social Health</b></p>	
<p>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.</p>	<p>EMH – 10, 15, 16</p>
<p>M-HS.1.2 Identify resiliency, including stress-reduction skills and positive coping strategies.</p>	<p>EMH – 2, 3, 4, 5, 9, 10</p>
<p><b>Nutrition and Physical Activity</b></p>	
<p>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.</p>	<p>NPA – 2</p>
<p>N-HS.1.2 Explain the benefits of practicing a moderate to active lifestyle.</p>	<p>NPA – 7</p>
<p>N-HS.1.3 Describe the importance of healthy eating and physical activity in maintaining good health, including oral health.</p>	<p>NPA – 1, 7</p>
<p><b>Personal and Community Health</b></p>	
<p>P-HS.1.1 Differentiate between health promotion and risk behaviors.</p>	<p>ABST – 3, 5, 11 EMH – 1, 4, 6, 11, 12 HIV – 3, 8 NPA – 14 TAOD – 1 VIP – 1, 2, 3, 9</p>
<p>P-HS.1.2 Interpret personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors.</p>	<p>ABST – 1, 2, 3, 4, 5 EMH – 4 HIV – 3, 6, 7 NPA – 14, 16 VIP – 1, 8</p>
<p>P-HS.1.3 Examine strategies for the prevention and treatment of chronic and communicable diseases.</p>	<p>ABST – 3</p>
<p>P-HS.1.4 Explain ways that the environment and personal health are interrelated.</p>	<p>ABST – 2, 3 EMH – 4, 11, 15 VIP – 9</p>

<b>Grades 9–12</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Unit – Lesson)</b>
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>	
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.	HIV – 4
D-HS.2.2 Evaluate personal, family, economic, legal, and societal issues that influence ATOD use, including motor vehicle accidents.	TAOD – 11, 12 VIP – 2
D-HS.2.3 Examine ways that media messages and marketing techniques influence the use of ATOD, including e-cigarettes.	TAOD – 12
G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.	ABST – 11 HIV – 8
G-HS.2. Compare and contrast the potentially positive and negative roles of technology and social media in relationships.	EMH – 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.	HIV – 2 NPA – 13
G-HS.2.4 Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.	HIV – 6, 7, 9
G-HS.2.5 Describe the impact of adolescent pregnancy on individuals, families, and communities.	HIV – 5
G-HS.2.6 Examine the laws related to sexting.	Can be addressed in ABST – 10 and/or EMH – 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 VIP – 10, 12, 13, 14, 17, 18
I-HS.2.1 Analyze the external influences and societal messages in schools, families and communities.	VIP – 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.	VIP – 2
M-HS.2.1 Categorize ways that family, peers, culture, and the media influence the mental, emotional, and social health of individuals.	EMH – 8, 11, 15 NPA – 13
M-HS.2.2 Analyze how resiliency impacts depression, anxiety, suicidal behavior, and crises.	EMH – 2, 15, 16, 17
M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences.	EMH – 8, 9
N-HS.2.1 Analyze ways that emotions and feelings influence food choices, eating behaviors, and physical activities of individuals.	NPA – 12

<p><b>Grades 9–12</b> <i>(continued)</i></p>	<p><b>HealthSmart</b> <b>(Unit – Lesson)</b></p>
<p><b>Standard 2</b> <i>(continued)</i></p>	
<p>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.</p>	<p>NPA – 12</p>
<p>N-HS.2.3 Debate the influence of school policies on food choices, eating behaviors and physical activities.</p>	<p>Not covered</p>
<p>N-HS.2.4 Investigate ways that unhealthy eating behaviors and an inactive lifestyle contribute to chronic disease.</p>	<p>NPA – 1, 7</p>
<p>P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.</p>	<p>ABST – 11, 12 EMH – 8, 11, 15 HIV – 8, 9 NPA – 12, 13 TAOD – 11, 12 VIP – 1, 2, 9, 10, 11, 12, 13</p>
<p>P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.</p>	<p>HIV – 8 NPA – 12 TAOD – 9, 11 VIP – 9, 11, 12, 13</p>
<p>P-HS.2.3 Explore ways that environmental factors can affect the health of the community.</p>	<p>Not covered</p>
<p>P-HS.2.4 Investigate ways that research and medical care influence the prevention and treatment of health problems.</p>	<p>ABST – 4, 9</p>
<p>P-HS.2.5 Compare the connection between personal health and access to healthcare, including oral health care.</p>	<p>ABST – 4, 9 EMH – 15, 17</p>
<p>P-HS.2.6 Examine ways that public health policies, government regulations, and socioeconomic issues affect health promotion and disease prevention.</p>	<p>NPA – 12 TAOD – 11</p>
<p><b>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b></p>	
<p>D-HS.3.1 Access valid information and resources to assist in dealing with ATOD issues for self and others.</p>	<p>TAOD – 10</p>
<p>G-HS.3.1 Access local resources for promoting reproductive health.</p>	<p>ABST – 9</p>
<p>G-HS.3.2 Research local resources to help a survivor recover from sexual violence or abuse.</p>	<p>VIP – 17, 18</p>
<p>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.</p>	<p>VIP – 11, 12, 13, 14, 15, 17, 18</p>
<p>M-HS.3.1 Access valid mental, emotional, and social health information and services for self and others.</p>	<p>EMH – 16, 17 VIP – 16</p>
<p>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).</p>	<p>EMH – 16, 17 VIP – 16</p>

<p><b>Grades 9–12</b> <i>(continued)</i></p>	<p><b>HealthSmart</b> <b>(Unit – Lesson)</b></p>
<p><b>Standard 3</b> <i>(continued)</i></p>	
<p>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.</p>	<p>NPA – 12</p>
<p>N-HS.3.1 Research valid information to explore local access to healthy foods.</p>	<p>Can be addressed in NPA – 1, 2, 3</p>
<p>N-HS.3.2 Explain valid information and local options regarding physical activity.</p>	<p>Can be addressed in NPA – 7</p>
<p>N-HS.3.3 Access community programs and services that help others gain access to affordable healthy foods.</p>	<p>Not covered</p>
<p>P-HS.3.1 Access local health care services, including oral health.</p>	<p>ABST – 4 HIV – 10</p>
<p><b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b></p>	
<p>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.</p>	<p>ABST – 15 EMH – 7, 9 HIV – 12</p>
<p>G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.</p>	<p>ABST – 15, 16 HIV – 12, 13</p>
<p>G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.</p>	<p>ABST – 9, 13 HIV – 3, 14, 15</p>
<p>I-HS.4.1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury.</p>	<p>VIP – 6, 7</p>
<p>M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.</p>	<p>EMH – 3, 7, 10, 16 HIV – 2</p>
<p>M-HS.4.2 Model skills for assisting someone who is in crisis or is exhibiting suicidal attitudes or behaviors.</p>	<p>EMH – 16</p>
<p>M-HS.4.3 Discuss scenarios that demonstrate resiliency.</p>	<p>EMH – 2, 3</p>
<p>P-HS.4.1 Consider ways to seek assistance for enhancing personal health and offering assistance to enhance the health of others.</p>	<p>EMH – 10, 16, 17 NPA – 15 TAOD – 6 VIP – 16, 17</p>
<p><b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b></p>	
<p>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).</p>	<p>TAOD – 2, 9</p>
<p>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.</p>	<p>EMH – 9 VIP – 15, 17, 18</p>

<b>Grades 9–12</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Unit – Lesson)</b>
<b>Standard 5</b> <i>(continued)</i>	
M-HS.5.1 Recognize the warning signs of anxiety, depression, and suicidal behavior.	EMH – 15, 16 VIP – 16
M-HS.5.2 Discuss situations that may require professional mental, emotional, and social health services.	EMH – 15, 16, 17 NPA – 15 TAOD – 10 VIP – 16, 18
N-HS.5.1 Utilize the current federal Dietary Guidelines for Americans to compare and contrast food choices on a variety of menus.	NPA – 5
P-HS.5.1 Recognize barriers to healthy decision-making.	ABST – 14 TAOD – 13 VIP – 5
P-HS.5.2 Justify when individual or collaborative decision-making is appropriate.	ABST – 14 TAOD – 13 VIP – 5
P-HS.5.3 Integrate knowledge of body structure and function to make sound decisions related to personal and community health.	Not covered
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
D-HS.6.1 Predict ways that short and long-term goals can be affected by ATOD use	Can be addressed in TAOD – 16
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.	ABST – 6 [depending on goal chosen]
G-HS.6.2 Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.	ABST – 13 HIV – 14
I-HS.6.1 Develop coping strategies to avoid, manage, and minimize participation in violent activities, including gang involvement.	EMH – 12 [managing anger]
M-HS.5.1 Review resiliency and develop a personal plan to increase or maintain one’s personal resiliency.	EMH – 1, 14
N-HS.5.1 Set a SMART goal to achieve a healthy eating plan by limiting sugar, fat, and salt consumption.	NPA – 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.	NPA – 10 [depending on goal chosen]
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.	ABST – 6 EMH – 14 NPA – 10

<b>Grades 9–12</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Unit – Lesson)</b>
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
D-HS.7.1 Practice strategies for dealing with family, peer, and cultural pressure regarding ATOD.	TAOD – 12, 14, 14
G-HS.7.1 Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior.	ABST – 15 HIV – 3, 12
I-HS.7.1 Perform appropriate first aid and other emergency procedures for a given scenario (e.g., CPR, AED).	<i>HealthSmart does not cover hands-on first-aid practices</i>
M-HS.7.1 Implement a plan to increase personal resiliency.	EMH – 14
M-HS.7.2 Demonstrate strategies to develop and maintain a positive self-image.	EMH – 2, 3
M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).	EMH – 13
M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance.	ABST – 13 EMH – 7, 9 HIV – 2, 3
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.	NPA – 10, 11
N-HS.7.2 Examine the relationship between personal nutritional intake and overall physical, oral, and mental health.	NPA – 1
P-HS.7.1 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.	ABST – 6 EMH – 14 NPA – 10, 11
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
D-HS.8.1 Encourage positive alternatives to ATOD use.	TAOD – 17
D-HS.8.2 Promote intervention and outreach for those dealing with ATOD use or abuse (e.g., peers, family members).	TAOD – 10
G-HS.8.1 Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.	Not covered
I-HS.8.1 Advocate for disaster preparedness in the home, school, and community.	VIP – 4, 7
I-HS.8.2 Advocate for safe environments that encourage dignified and respectful treatment of everyone.	HIV – 2 VIP – 11
M-HS.8.1 Promote intervention and outreach for others dealing with unhealthy relationships.	VIP – 15
M-HS.8.2 Promote intervention and outreach for those dealing with suicidal intentions or behavioral health problems.	EMH – 16 VIP – 16
N-HS.8.1 Encourage others to choose healthy foods.	Not covered



<b>Grades 9–12</b> <i>(continued)</i>	<b>HealthSmart</b> <b>(Unit – Lesson)</b>
<b>Standard 8</b> <i>(continued)</i>	
N-HS.8.2 Advocate for self and others to increase their level of physical activity.	NPA – 8
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