

***HealthSmart* Alignment with Texas Essential Knowledge and Skills for Health Education**

**High School, Third Edition
(Grades 9–12)**

advancing
health
equity **etr.**

HealthSmart High School Unit Key

ABST = Abstinence, Personal & Sexual Health

NPA = Nutrition & Physical Activity

EMH = Emotional & Mental Health

TAOD = Tobacco, Alcohol & Other Drug Prevention

HIV = HIV, STI & Pregnancy Prevention

VIP = Violence & Injury Prevention

UA = Unit Assessment

Grades 9–10	HealthSmart High School
Health Information	Print & Digital Editions (Unit: Lesson)
(1A) relate the nation's health goals and objectives to individual, family, and community health	Not covered
(1B) examine the relationship among body composition, diet, and fitness	NPA: 2, 7, 14
(1C) explain the relationship between nutrition, quality of life, and disease	NPA: 1
(1D) describe the causes, symptoms, and treatment of eating disorders	NPA: 15 / EMH: 15
(1E) examine issues related to death and grieving	EMH: 10
(1F) discuss health-related social issues such as organ donation and homelessness	Not covered
(1G) analyze strategies to prevent suicides	VIP: 16 / EMH: 16
(1H) examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression	EMH: 4, 5, 15, 17
(1I) describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages	ABST: 1, 4
(1J) identify the categories of drugs and what they are used to treat	TAOD: 1
(1K) examine examples of drug labels to determine the drug category and intended use	TAOD: 3
(2A) analyze the relationship between health promotion and disease prevention	ABST: 2, 3 / NPA: 1, 7
(2B) analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention	TAOD: 9 (drug use)
(2C) identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion	EMH 17 / HIV: 10 / TAOD: 10 / VIP: 17, 18
(2D) develop and analyze strategies related to the prevention of communicable and non-communicable diseases	ABST: 2, 3
(2E) explain why some medications require a prescription	TAOD: 3

Grades 9–10 (continued)	
(2F) explain the connection between the proper and safe use of prescription drugs and overall health	TAOD: 3, 4
(2G) investigate the potential negative effects of combining drugs, including prescription and over-the-counter drugs	TAOD: 3
(2H) analyze the consequences of substance misuse of prescription and over-the-counter drugs	TAOD: 3, 4
(3A) explain fetal development from conception through pregnancy and birth	ABST: 8 (start of pregnancy only)
(3B) explain the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding	HIV: Supplemental Lesson
(3C) analyze the harmful effects of certain substances on the fetus such as alcohol, tobacco, other drugs, and environmental hazards such as lead	TAOD: 5, 7 (in context of effects of tobacco/alcohol only)
(3D) explain the significance of genetics and its role in fetal development	Not covered
(4A) analyze the health messages delivered through media and technology	ABST: 11, 12 / EMH: 11 / NPA: 10, 13 / TAOD: 12
(4B) explain how technology has impacted the health status of individuals, families, communities, and the world	VIP: 11 (in relation to communication)
(4C) examine social influences on drug-taking behaviors	TAOD: 11
(5A) develop evaluation criteria for health information	ABST: 4 / EMH 16 / NPA: 9
(5B) demonstrate ways to utilize criteria to evaluate health information for appropriateness	ABST: 4 / EMH 16 / NPA: 9 / TAOD: 10
(5C) discuss the legal implications regarding sexual activity as it relates to minor persons	ABST 12 / VIP: 4 (sexting), 18 (abuse)
(5D) demonstrate decision-making skills based on health information	ABST: 14 / TAOD: 13 / VIP: 5
Health Behaviors	Print & Digital Editions (Unit: Lesson)
(6A) examine the effects of health behaviors on body systems	ABST: 5 / NPA: 1, 7, 15 / TAOD: 1, 5, 6, 7, 8
(6B) relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care	ABST: 4, 9 / EMH: 16, 17 / HIV: 10 / NPA: 15
(6C) appraise the significance of body changes occurring during adolescence	Covered in Middle School
(7A) identify and describe forms of prescription drug misuse such as combining drugs for another effect and administering a drug improperly and substance use disorders	TAOD: 3, 4

Grades 9–10 (continued)	
(7B) analyze the harmful effect such as the physical, mental, social, and legal consequences of alcohol, tobacco, drugs, including prescription drugs, and other substances	TAOD: 1, 2, 3, 4, 5, 7, 8, 9, 13
(7C) explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD), unplanned pregnancies, and motor vehicle accidents	ABST: 11 / HIV: 8 / TAOD: 7, 9 / VIP: 1, 2, 9
(7D) develop strategies for preventing use of tobacco, alcohol, and other addictive substances	TAOD: 12, 13, 14, 15, 16
(7E) develop strategies for preventing the misuse of prescription and over-the-counter drugs	TAOD: 3, 4, 17
(7F) analyze the importance of alternatives to drug and substance use	TAOD: 1, 11, 14, 15
(7G) analyze and apply strategies for avoiding violence, gangs, weapons, and drugs	TAOD: 14, 15 / VIP: 9, 11, 12, 13, 14, 15, 16, 19
(7H) analyze strategies for preventing and responding to deliberate and accidental injuries	VIP: 1, 2, 3, 4, 6
(8A) analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence	ABST: 15, 16 / HIV: 12, 13 / TAOD: 14, 15
(8B) analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually transmitted diseases	ABST: 10, 13, 14 / HIV: 3, 14
(8C) analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods including the prevention of Sexually Transmitted Diseases (STDs), keeping in mind the effectiveness of remaining abstinent until marriage	HIV: 5
(8D) analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape	VIP: 15, 19
(8E) analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age	ABST: 10
(8F) discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity	ABST: 10, 13, 14 / HIV: 3, 14

Grades 9–10 (continued)	
Influencing Factors	Print & Digital Editions (Unit: Lesson)
(9A) evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends	EMH: 8, 9
(9B) explain the benefits of positive relationships among community health professionals in promoting a healthy community	Not covered
(10A) describe the roles of parents, grandparents, and other family members in promoting a healthy family	EMH: 8
(10B) analyze the dynamics of family roles and responsibilities relating to health behavior	EMH 2, 8, 9
(11A) assess the impact of population and economy on community and world health	Not covered
(11B) analyze the impact of the availability of health services in the community and the world	Not covered
(11C) describe a variety of community and world environmental protection programs	Not covered
(12A) describe ways to report the suspected abuse of drugs to a parent or school administrator, teacher, or other trusted adult	TAOD: 10
(12B) research various school and community health services for people of all ages such as vision and hearing screenings and immunization programs	ABST: 4
(12C) compare and analyze the cost, availability, and accessibility of health services for people of all ages	Not covered
(13A) identify support systems aimed at substance use disorders and substance misuse, including prescription drug misuse	TAOD: 4, 10
(13B) identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care	ABST: 4, 9 / EMH: 16, 17 / NPA: 15
(13C) explain how to access health services for people of all ages	ABST: 4
Personal/Interpersonal Skills	Print & Digital Editions (Unit: Lesson)
(14A) demonstrate communication skills in building and maintaining healthy relationships	EMH: 7, 8, 9
(14B) distinguish between a dating relationship and a marriage	Not covered
(14C) analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage	VIP: 15 (healthy behaviors in dating relationships only)
(14D) evaluate the effectiveness of conflict resolution techniques in various situations	EMH: 13
(14E) demonstrate refusal strategies	ABST: 15, 16 / HIV: 12, 13 / TAOD: 14, 15

Grades 9–10 (continued)	
(14F) explore methods for addressing critical-health issues	ABST: 3, 4, 9 / EMH: 5, 17 / HIV: 10, 11 / NPA: 14 / TAOD: 6, 10 / VIP: 6, 7
(14G) evaluate the dynamics of social groups	ABST: 11 / VIP: 5
(15A) demonstrate strategies for communicating needs, wants, and emotions	EMH: 6, 7, 9, 12
(15B) examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse	VIP: 10, 12, 13, 14, 15, 17, 18
(15C) communicate the importance of practicing abstinence	ABST: 10, 13, 15, 16
(16A) apply communication skills that demonstrate consideration and respect for self, family, and others	EMH: 7, 9, 13
(16B) demonstrate empathy towards others	EMH: 10
(16C) analyze ways to show disapproval of inconsiderate and disrespectful behavior	VIP: 10, 11, 12, 14
(17A) identify individual and community protective factors and skills that prevent substance misuse and substance use disorders such as refusing invitations to misuse prescription drugs, knowing the risks associated with substance misuse, and reporting the use of drugs to a parent or school administrator, teacher, or other trusted adult	TAOD: 1, 2, 10, 11, 14, 15
(17B) identify decision-making skills that promote individual, family, and community health	ABST: 14 / TAOD: 13 / VIP: 5
(17C) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills	ABST: 14 / TAOD: 13 / VIP: 5
(17D) classify forms of communication such as passive, aggressive, or assertive	EMH: 7
(17E) associate risk-taking with consequences such as drinking and driving	VIP: 1, 2, 5
(18A) research information about a personal health concern	ABST: 5 / NPA: 9 / VIP: UA2
(18B) demonstrate knowledge about personal and family health concerns	Unit Assessment activities for all units
(18C) develop strategies to evaluate information relating to a variety of critical health issues	ABST: 4 / EMH 17 / NPA: 9 / TAOD: 10 / VIP: 16

Grades 11–12	HealthSmart High School
Health Information	Print & Digital Editions (Unit: Lesson)
(1A) generate a personal-health profile using appropriate technology such as stress reduction, body fat composition, and nutritional analysis	NPA: UA2
(1B) explain how technology can influence health	VIP: 10 (in relation to communication) / EMH 11 (social media)
(2A) investigate various sources in the community that promote health and prevent disease	EMH 17 / HIV: 10 / TAOD: 10 / VIP: 17, 18
(2B) design health promotion materials	ABST: 5 / HIV: UA2 / NPA: UA2 / TAOD: UA2 / VIP: 7, UA2
(3A) analyze problems during various stages of fetal development	Not covered
(3B) investigate the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding	HIV: Supplemental Lesson
(3C) describe the harmful effects of certain substances on the fetus such as alcohol, tobacco, environmental hazards such as lead, and other drugs	TAOD: 5, 7 (in context of effects of tobacco/alcohol)
(3D) analyze roles of relationships and responsibilities relating to marriage	Not covered
(3E) analyze behavior in romantic relationships that enhance dignity, respect, and responsibility	VIP: 15
(4A) research current health-related standards related to health information and products from valid sources such as the Centers for Disease Control and Prevention and the Food and Drug Administration	NPA: 2, 7
(4B) analyze health information based on health-related standards	NPA: 2, 6
(4C) evaluate the impact of laws relating to the use of medication, alcohol, tobacco, and other drugs/substances	TAOD: 9
(5A) analyze marketing and advertising techniques in health-product and service promotion	ABST: 12 / NPA: 13 / TAOD: 12, 16
(5B) apply marketing and advertising techniques to health promotion	ABST: 12 / HIV: 15 / TAOD: 12, 16
(6A) apply effective communication skills for building and maintaining healthy relationships	EMH: 7, 8, 9
(6B) design strategies for implementing effective conflict resolution/mediation strategies	EMH: 13
(6C) present a model for effective communication skills	EMH: 7

Grades 11–12 (continued)	HealthSmart High School
Health Behaviors	Print & Digital Editions (Unit: Lesson)
(7A) analyze strategies that minimize health-risk behaviors, including the misuse of prescription drugs	ABST: 2, 3, 5, 9, 14, 15, 16 / EMH: 5, 6, 10, 12, 16, 17 / HIV: 5, 6, 7, 9, 11, 12, 13, 14 / NPA: 10, 14, 15, 16 / TAOD: 3, 4, 6, 10, 13, 14, 15 / VIP: 3, 5, 6, 11, 12, 13, 14, 15, 16, 19
(7B) participate in school-related efforts to address health-risk behaviors	NPA: 8 / TAOD: 16 / VIP: 7
(7C) develop a plan to participate in community efforts to address health-risk behaviors	VIP: 7, UA2
(7D) develop educational-safety models for children and adults for use at home, school, and in the community	VIP: 6, 7
(7E) evaluate the impact of laws relating to tobacco, alcohol, drugs and other substances	TAOD: 9
(7F) investigate treatment plans for drug addiction	TAOD: 10
(7G) describe the interrelatedness of alcohol and other drugs to health problems such as drugs and date rape, Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD), and drinking and driving	ABST: 11 / HIV: 8 / TAOD: 7, 9 / VIP: 1, 2, 9
Influencing Factors	Print & Digital Editions (Unit: Lesson)
(8A) examine the influence of culture and society on the misuse and abuse of prescription drugs in school, sports, or entertainment	TAOD: 11
(8B) analyze the impact of environmental factors such as air, water, or noise on the health of the community such as air pollution affecting asthma and drought conditions affecting water supplies	Not covered
(8C) formulate strategies for combating environmental factors that have a detrimental effect on the health of a community	Not covered
(8D) develop strategies for aiding in the implementation of a community environmental health plan	Not covered
(9A) relate economic status to availability of health services within the community	Not covered
(9B) analyze health care costs of various health services in different countries	Not covered
(10A) research and/or participate in community health programs that benefit various populations such as volunteering for teen health lines and volunteering in nursing homes	Not covered

Grades 11–12 (continued)	
(10B) participate in a presentation to educate others about a variety of health issues such as panel discussions and role plays or skits to inform younger students about the dangers of drug use or smoking	ABST: 12 / HIV: 15 / NPA: 8, 9 / TAOD: 16 / VIP: 7
(11A) analyze how the cost, availability, and accessibility of health-care services affects the community	Not covered
(11B) evaluate how the selection of health care services, products, and information affects the community	Not covered
(12A) describe technological advances available in the community that treat health problems such as medical procedures at local hospitals for treating heart disease and cancer	Not covered
(12B) locate health care facilities at which members of the community can obtain medical care	ABST: 4 / EMH: 17 / HIV: 10 / TAOD: 10
Personal/Interpersonal Skills	Print & Digital Editions (Unit: Lesson)
(13A) create and apply strategies for communicating emotions, needs, and wants	EMH: 6, 7, 9, 12
(13B) demonstrate leadership skills for advocating health	ABST: 12 / HIV: 15 / NPA: 8 / TAOD: 16 / VIP: 7
(13C) investigate and summarize current laws relating to unacceptable behaviors such as harassment, acquaintance and statutory rape, and sexual abuse	Can be covered in VIP: 13, 14, 15, 18
(13D) create strategies that promote the advantages of abstinence	ABST: 10, 13, 15, 16
(14A) appraise effective communication skills that demonstrate consideration and respect for self, family, and others	EMH: 7, 9, 13
(14B) associate effective communication with success in school and the workplace	EMH: 7
(14C) explain the detrimental effects of inconsiderate and disrespectful behavior	VIP: 10, 11, 12, 14
(14D) apply criteria for using passive, aggressive, and assertive communication in relationships	EMH: 7
(14E) analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age	ABST: 10
(14F) discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity	ABST: 10, 13, 14 / HIV: 3, 14

Grades 11–12 (continued)	
(15A) identify effective skills to resist and refuse invitations to misuse substances, including prescription drugs	TAOD: 14, 15
(15B) apply decision-making skills to health-promoting decisions	ABST: 14 / TAOD: 13 / VIP: 5
(15C) interpret information provided by parents and other adults	ABST: 9, 13 / EMH: 5, 8, 13 / HIV: 3, 8 / NPA: 11, 16 / TAOD: 7, 9 / VIP: 2, 11
(15D) determine causal connections that promote health in relationships	EMH: 7, 8, 9
(16A) research information regarding personal and family health concerns	ABST: 5 / NPA: 9
(16B) design materials for health advocacy	HIV: 2, 15 / NPA: 8 / TAOD: 16 / VIP: 7
(16C) apply the concept of research and evaluation for determining health information for special populations	ABST: 3 / EMH: 15