

## **HealthSmart Alignment with Utah Core State Standards for Health 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         |
|--|---------------|-------------------|------------------|---|---------------|-------------|
| <b>Strand 1: Health Foundations and Protective Factors of Healthy Self</b>   |               |                   |                  |   |               |             |
| <b>HII.HF.1:</b> Use SMART goal criteria to design and implement a plan for positive lifelong health habits.   | <b>6</b>      | <b>14</b>         |                  | <b>10, 11</b><br>[Adapt to SMART model as needed] |               |             |
| <b>HII.HF.2:</b> Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.                                    | <b>13, 15</b> | <b>7</b>          | <b>4, 12, 13</b> |   | <b>14, 15</b> | <b>19</b>   |
| <b>HII.HF.3:</b> Apply decision-making strategies to a health-related choice and defend the decision.  | <b>14</b>     |                   |                  |   | <b>13</b>     | <b>5</b>    |
| Discuss practicing self-control, such as delaying immediate gratification, resisting negative peer pressure, and avoiding risks of impulsive behavior.           | <b>13</b>     | <b>12</b>         |                  |   |               | <b>1, 5</b> |
| <b>HII.HF.4:</b> Develop resiliency skills.  |               |                   |                  |   |               |             |
| <b>a.</b> Develop skills to cope with common life changes (for example, changing schools, relationship changes, family changes).                                 |               | <b>4, 5</b>       |                  |   |               |             |
| <b>b.</b> Understand the impact of locus of control, growth mindset, and healthy response to failure on physical, mental, emotional, and social health.          |               | <b>2, 3</b>       |                  |   |               |             |
| <b>c.</b> Develop resilience by connecting to self, family, and community.   |               | <b>2, 3, 7, 8</b> |                  |   |               |             |
| <b>HII.HF.5:</b> Model strategies to prevent, manage, or resolve interpersonal conflicts in healthy ways.  |               | <b>13</b>         |                  |   |               |             |
| <b>Strand 2: Mental and Emotional Health</b>   |               |                   |                  |   |               |             |
| <b>HII.MEH.1:</b> Apply stress management techniques to a personal stressor and evaluate their effectiveness.  |               | <b>5</b>          |                  |   |               |             |
| <b>HII.MEH.2:</b> Research current modes of technology and media use and how they impact mental and emotional health.  |               | <b>11</b>         |                  |   |               |             |
| <b>HII.MEH.3:</b> Explore ways individuals, families, and communities can understand, accept, and reduce the stigma of individuals with mental health disorders. |               | <b>15</b>         |                  |   |               |             |

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| <b>Strand 2: Mental and Emotional Health (continued)</b>   |  |                   |     |                    |      |             |
| <b>HII.MEH.4:</b> Research school and community mental health resources and determine when professional health services may be required.   |  | <b>17</b>         |     |                    |      |             |
| <b>HII.MEH.5:</b> Research and demonstrate knowledge of risk factors and warning signs of suicide and know how to seek help when needed.   |  | <b>16</b>         |     |                    |      | <b>16</b>   |
| <b>HII.MEH.6:</b> Use accurate information to formulate a health-enhancing message for mental health and suicide prevention.   | Could add advocacy activity to:              |                   |     |                    |      |             |
|  |  | <b>15, 16, 17</b> |     |                    |      | <b>16</b>   |
| <b>Strand 3: Safety and Disease Prevention</b>   |  |                   |     |                    |      |             |
| <b>HII.SDP.1:</b> Demonstrate high-quality hands-on CPR, how to operate an AED, and appropriate first aid.   |  |                   |     |                    |      | <b>4</b>    |
| <b>HII.SDP.2:</b> Develop strategies for safety-related or emergency situations (for example, vehicle safety, recreation safety, firearm safety, seizure, stroke, cardiac event).  |  |                   |     |                    |      | <b>3, 4</b> |
| <b>HII.SDP.3:</b> Practice responsible ways to communicate online, via text, or through other electronic means and how to respond to inappropriate contact or sexual advances online, via text, or through other electronic means. |  | <b>11</b>         |     |                    |      | <b>19</b>   |
| <b>HII.SDP.4:</b> Assess the harmful effects of pornography and recognize that recovery is possible.   | Not covered                                  |                   |     |                    |      |             |
| <b>HII.SDP.5:</b> Develop skills to determine the validity of current health resources, information and trends.  | <b>5</b>                                     | <b>17</b>         |     | <b>9</b>           |      |             |
| <b>HII.SDP.6:</b> Research preventive measures for chronic and infectious health conditions, and the physical, mental and emotional, social and economic effects on self and society.  | <b>2</b> [infectious],<br><b>3</b> [chronic] |                   |     | <b>1</b> [chronic] |      |             |
| <b>a.</b> Research the efficacy of health screenings, immunizations, check-ups, and other preventive examinations that are necessary to maintain overall health and wellness.  | <b>4, 9</b>                                  |                   |     |                    |      |             |
| <b>b.</b> Demonstrate effective communication about health concerns with healthcare providers and other trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy).                                      | Can be addressed in<br><b>4 or 9</b>         |                   |     |                    |      |             |
| <b>HII.SDP.7:</b> Analyze and describe the relationships among healthy eating, physical activity, and chronic diseases (for example, heart disease, cancer, type-2 diabetes, hypertension, osteoporosis).                          |  |                   |     | <b>1, 7</b>        |      |             |

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| <b>Strand 4: Substance Abuse Prevention</b>   |                               |     |     |                              |                            |                              |
| <b>HII.SAP.1:</b> Explore risk and protective factors for making healthy decisions about substance use.   |                               |     |     |                              | <b>1, 11</b>               |                              |
| <b>HII.SAP.2:</b> Evaluate media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products.   |                               |     |     |                              | <b>12</b>                  |                              |
| <b>HII.SAP.3:</b> Discuss how substance use alters brain development and function and research the link between genetics and addiction.   |                               |     |     |                              | <b>2, 8</b>                |                              |
| <b>HII.SAP.4:</b> Evaluate the physical, mental, emotional, social, legal, and financial impacts of the use or abuse of alcohol, tobacco, nicotine and other drugs on self, families, and communities.                                    |                               |     |     |                              | <b>1, 2, 3, 4, 5, 7, 8</b> |                              |
| <b>a.</b> Explain driving under the influence (DUI) and not-a-drop laws.  |                               |     |     |                              | <b>7</b> [add local laws]  | <b>2</b>                     |
| <b>b.</b> Research the legal consequences of driving under the influence of alcohol and other substances.   |                               |     |     |                              | <b>9</b>                   | Can also include in <b>2</b> |
| <b>HII.SAP.5:</b> Identify community resources available to support individuals impacted by substance abuse and addiction, recognizing that recovery from addiction is possible.  |                               |     |     |                              | <b>10</b>                  |                              |
| <b>HII.SAP.6:</b> Demonstrate how to talk with a health care provider about prescription options, effectiveness, side effects, and interactions of medications.   | Could be included in <b>4</b> |     |     |                              |                            |                              |
| <b>Strand 5: Nutrition</b>  |                               |     |     |                              |                            |                              |
| <b>HII.N.1:</b> Use accurate nutrition information and current research-based guidelines to describe the importance of drinking water and eating a variety of nutrient dense foods to balance nutritional needs in a variety of settings. |                               |     |     | <b>2, 3, 4, 5</b>            |                            |                              |
| <b>HII.N.2:</b> Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.   |                               |     |     | <b>14</b>                    |                            |                              |
| <b>HII.N.3:</b> Describe how family, peers, media, and day-to-day activities influence food choices.  |                               |     |     | <b>12</b>                    |                            |                              |
| <b>HII.N.4:</b> Develop lifelong strategies for maintaining nutrition and physical activity behaviors that improve mental, physical, and social health.   |                               |     |     | <b>2, 3, 6, 10, 11</b>       |                            |                              |
| <b>HII.N.5:</b> Assess the accuracy and validity of claims about health information, dietary supplements, products, and services.   |                               |     |     | Can be included in <b>12</b> |                            |                              |

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| Strand 5: Nutrition (continued) |   |                                   |     |   |      |     |
| HII.N.6:                        | Explain the effects of disordered eating and eating disorders on healthy growth and development.  |                                   | 15  |   | 15   |     |
| HII.N.7:                        | Assess the relationship between food and culture. Compare and contrast the differences in the dietary guidelines, food choices, and eating habits around the world.     | Not covered                       |     |   |      |     |
| Strand 6: Human Development     |   |                                   |     |   |      |     |
| HII.HD.1:                       | Analyze how brain development has an impact on cognitive, social, and emotional changes of adolescence and early adulthood.   | Can be addressed in 7, 8          |     |   |      |     |
|                                 |   | Covered in Middle School ABST – 7 |     |   |      |     |
| HII.HD.2:                       | Define and describe the mental, emotional, physical, and social health benefits of sexual abstinence.   | 10                                |     |   |      |     |
| HII.HD.3:                       | Explain the process of conception, fetal development and birth, practices for a healthy pregnancy, pregnancy prevention, and parenting responsibilities.                | 8<br>[conception]                 |     | 5<br>[contraception/<br>parenting],<br>Supplemental Lesson<br>[prenatal care]                     |      |     |
|                                 | a. Evaluate the effectiveness of various contraceptives as methods of preventing pregnancy, stressing abstinence.   |                                   |     | 5   |      |     |
|                                 | b. Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.  |                                   |     | Supplemental Lesson<br>[Will need to add state-specific details to discussion of Safe Haven laws] |      |     |
| HII.HD.4:                       | Identify practices for prevention of common sexually transmitted diseases or infections (STD/STI).  |                                   |     |   |      |     |
|                                 | a. Evaluate the effectiveness of risk-avoiding behaviors, stressing abstinence, as methods of preventing STD/STI including HIV/AIDS.                                    | 10                                |     | 3, 6, 7   |      |     |
|                                 | b. Evaluate the effectiveness of risk-reducing behaviors, including condoms, as methods of preventing STD/STI including HIV/AIDS.                                       |                                   |     | 9, 11, 12   |      |     |
|                                 | c. Analyze the impact of STD/STI on self and others (for example, physical, social, emotional, financial), including responsibility for testing and informing partners. |                                   |     | 6, 7, 10  |      |     |
| HII.HD.5:                       | Explain the importance of understanding the healthy and unhealthy function of reproductive anatomy.   | 8, 9                              |     |   |      |     |

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| <b>Strand 6: Human Development</b> (continued)   |                   |             |                         |     |      |                                       |
| <b>HII.HD.6:</b> Discuss risk reduction, prevention and early detection methods for common reproductive conditions and diseases, including cancers, and when it may be necessary to seek medical care.   | <b>9</b>          |             |                         |     |      |                                       |
| <b>HII.HD.7:</b> Identify accurate and credible resources for sexual health, development, and relationships, and identify who and where to turn to for help (for example, parent, clergy, relative, health care provider, teacher, counselor).                     | <b>9</b>          | <b>17</b>   |                         |     |      |                                       |
| <b>HII.HD.8:</b> Recognize characteristics of healthy relationships, the impact a relationship has on wellness, practice skills to build healthy relationships, and emphasize the responsibility within families and communities to support healthy relationships. |                   | <b>7, 8</b> | <b>1</b>                |     |      | <b>15</b>                             |
| <b>a.</b> Recognize and respect differences in attraction.   | <b>7</b>          |             | <b>1, 2</b>             |     |      |                                       |
| <b>b.</b> Discuss and understand refusal skills, personal boundaries, and affirmative consent as they apply to situations involving pressure to be sexually active and identify strategies that support the decision to abstain from sexual behavior.              | <b>13, 15, 16</b> |             | <b>3, 4, 10, 13, 14</b> |     |      |                                       |
| <b>c.</b> Discuss the reasons why refusal skills and affirmative consent are necessary to show respect for the boundaries of self and others as they relate to healthy relationships, marriage, intimacy, and sexual behavior.                                     | <b>15</b>         |             | <b>4, 10</b>            |     |      |                                       |
| <b>d.</b> Evaluate the potentially positive and negative impacts of technology and social media in relationships and strategies to use technology and social media safely emphasizing the value of face-to-face communication.                                     |                   | <b>11</b>   |                         |     |      |                                       |
| <b>e.</b> Discuss the risks of indiscriminate sexual behavior on overall health.   |                   |             | <b>9</b>                |     |      |                                       |
| <b>HII.HD.9:</b> Discuss harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.   |                   |             |                         |     |      | <b>10, 11, 12, 13, 14, 15, 17, 18</b> |
| <b>a.</b> Recognize and minimize exposure to potentially dangerous situations.   |                   |             |                         |     |      | <b>9, 11, 12, 19</b>                  |



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| <b>Strand 6: Human Development</b> (continued)   |      |     |     |     |      |            |
| b. Analyze factors, including alcohol and other substances, that can affect the ability to effectively refuse or consent to sexual activity or perceive the refusal of others. |      |     | 4   |     |      |            |
| c. Discuss unhealthy behaviors and violence in dating and other personal relationships.  |      |     |     |     |      | 15         |
| d. Explain why a person who has been raped or sexually assaulted is not at fault.  |      |     |     |     |      | 15, 18     |
| e. Describe the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.                                     |      |     |     |     |      | 15         |
| f. Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.  |      |     |     |     |      | 14, 17, 18 |