

***HealthSmart* Alignment with
Health Education
Standards of Learning
for Virginia Public Schools**

**High School, Third Edition
Grades 9–10**

Grade 9	HealthSmart (Unit – Lesson)
Essential Health Concepts – 9.1	
<u>Body Systems</u> a) Identify and describe the major structures and functions of the endocrine system.	Not covered
<u>Nutrition</u> b) Explain the differences between and fat-soluble and water-soluble vitamins, food and non-food sources of vitamins, the role of vitamin and mineral supplements, and associated dietary reference intakes (DRIs) to maintain health. c) Explain organic, fresh, farm-raised, “lite,” low-fat, and fat-free foods.	NPA–1 (supplements not covered) Can be covered in NPA–4 (labels)
<u>Physical Health</u> d) Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, extended screen time, and sedentary lifestyle.	ABST–3 (chronic disease), 5 (sleep); NPA–1 (eating), 7 (activity)
<u>Disease Prevention/Health Promotion</u> e) Identify common types of chronic disease including diabetes, heart disease, cancer, obesity, and stroke. f) Define herd immunity and explain how immunizations can prevent the spread of diseases. g) Describe the importance of health habits that promote vision, hearing, and dental health.	ABST–3; NPA–1 Can be added to ABST–2 Vaccines covered in ABST–4, 9 ABST –5, 6
<u>Substance Abuse Prevention</u> h) Explain how alcohol and other drugs increase the risk of injury. i) Analyze the consequences of binge drinking. j) Explain facts about opioids and why teens are more vulnerable to heroin and prescription opioids.	TAOD–9; VIP–1, 2 TAOD–2 TAOD–4 (need to add specific info about effects on teens)
<u>Safety/Injury Prevention</u> k) Identify behaviors that contribute to injuries and that may result in irreversible consequences. l) Define traumatic and non-traumatic brain injury and identify examples of each, including concussion. m) Describe actions, behaviors, and signs that may indicate potential threats to individuals or the school. n) Identify effective time-management and organizational skills.	VIP – 1, 2, 3, 6, 7 Can be included in VIP–3 VIP–4 EMH–5
<u>Mental Wellness/Social and Emotional Skills</u> o) Describe the positive and negative effects of social media and of sharing personal information online. p) Identify signs and symptoms of mental illnesses or challenges (e.g., anxiety, depression, suicide, eating disorders, self-harm behaviors). q) Identify causes of conflict with friends and family and feelings/emotions both sides might experience. r) Identify types of gangs, gang-related behaviors, and associated consequences.	EMH–11 EMH–15, 16; NPA–15 EMH–13 VIP–9

Grade 9 (continued)	HealthSmart (Unit – Lesson)
Essential Health Concepts – 9.1 (continued)	
<u>Violence Prevention</u> s) Identify risky behaviors adolescents engage in, including weapon use and gang involvement.	VIP–1, 9
<u>Community/Environmental Health</u> t) Identify health-related social issues, such as homelessness, underage drinking, and substance abuse. u) Identify global environmental health issues.	Not covered Not covered
Healthy Decisions – 9.2	
<u>Body Systems</u> a) Identify health risks and other factors that affect the function of the endocrine system.	Not covered
<u>Nutrition</u> b) Analyze personal daily intake to determine if one is meeting daily values for vitamins and minerals. c) Explore community resources for purchasing locally grown/sourced foods, including the concept of farm-to-table/restaurant.	NPA–2, 3 Not covered
<u>Physical Health</u> d) Explain the physical, mental, and academic benefits of proper nutrition, sleep and rest, physical activity, maintaining a healthy body weight, and other personal wellness behaviors.	ABST–5 (sleep and other habits); NPA–1 (nutrition), 7 (activity), 14 (weight)
<u>Disease Prevention/Health Promotion</u> e) Identify behaviors that contribute to heart disease, stroke, diabetes, cancer, obesity, and other chronic diseases and conditions. f) Understand the difference between an epidemic and a pandemic and how they impact populations. g) Determine strategies to protect vision, hearing, and dental health.	ABST–3; NPA–1 Not covered ABST–5 (vision & hearing only)
<u>Substance Abuse Prevention</u> h) Evaluate the effects of alcohol and other drugs on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from alcohol, tobacco, or other drugs. i) Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances and behaviors. j) Analyze and draw inferences about behaviors connected to addiction and mental health.	TAOD–1, 4, 5, 7, 8, 16 TAOD–11, 16 TAOD–2

Grade 9 (continued)	HealthSmart (Unit – Lesson)
Healthy Decisions – 9.2 (continued)	
<u>Safety/Injury Prevention</u> k) Evaluate the long-term consequences of injury and describe controllable and uncontrollable risk factors. l) Identify common signs/symptoms (e.g., cognitive, emotional, physical, sleep) of a concussion. m) Analyze level of risk associated with a variety of behaviors, including weapon use and gang involvement. n) Identify strategies to respond to and report potential threats to individuals or the school.	VIP-1 Can be included in VIP-3 VIP-3 (common injuries), 9 (weapons/gangs) VIP-4
<u>Mental Wellness/Social and Emotional Skills</u> o) Analyze how time management might contribute to stress reduction. p) Explain limitations to effective communication online. q) Identify school and community mental health resources to help and assist with mental illnesses or challenges. r) Identify strategies for peaceful resolution of conflict.	VIP-5 Can be included in EMH-7 EMH-17 EMH-13
<u>Violence Prevention</u> s) Examine how the consequences associated with gang involvement could affect oneself, the family, and the community in the present and the future.	VIP-9 (expand if needed)
<u>Community/Environmental Health</u> t) Evaluate strategies for improving health-related social issues. u) Examine the impact of global environmental health issues on local communities.	Not covered Not covered
Advocacy and Health Promotion – 9.3	
<u>Body Systems</u> a) Promote behaviors that protect endocrine system health.	Not covered
<u>Nutrition</u> b) Create one or more S.M.A.R.T. goals for personal consumption of vitamins and minerals and develop a plan to meet them. c) Explore careers associated with healthy food choices (e.g., dietetics, nutrition, farming, environmental science, food production, food safety, restaurant ownership).	NPA-10, 11 Not covered
<u>Physical Health</u> d) Design a wellness plan for physical activity, sleep, rest, and nutrition to meet current health goals.	ABST-6 (sleep); NPA-10, 11

Grade 9 (continued)	HealthSmart (Unit – Lesson)
Advocacy and Health Promotion – 9.3 (continued)	
<u>Disease Prevention/Health Promotion</u> e) Assess personal risk factors for diabetes, heart disease, cancer, obesity, and stroke, and develop personal prevention strategies. f) Analyze data on the spread of diseases, and develop personal prevention strategies based on information analyzed. g) Promote vision, hearing, and dental health.	ABST–1 Not covered ABST–5 (hearing & vision only)
<u>Substance Abuse Prevention</u> h) Promote ways to encourage reporting peer substance use to trusted adults (e.g., parents, teachers, coaches, doctors). i) Develop a personal plan to prevent substance use. j) Research consequences of drug abuse, including stealing to support a drug habit, arrest, prosecution, and jail.	TAOD–10 TAOD–13, 16 TAOD–9
<u>Safety/Injury Prevention</u> k) Demonstrate adult and child cardiopulmonary resuscitation (CPR), use of automated external defibrillator (AED), and first aid skills for choking, bleeding, contusions, fractures, and anaphylactic shock. l) Advocate for reporting signs and symptoms and for safety practices to prevent brain injury. m) Demonstrate healthy decision-making strategies related to risky behaviors. n) Develop action steps to promote a safe and inclusive school environment.	Not covered VIP – 4 VIP – 6 VIP–10, 12; HIV–2
<u>Mental Wellness/Social and Emotional Skills</u> o) Create strategies to manage deadlines for a school-related activity (e.g., studying for a test, completing a project). p) Create strategies to manage personal information and communicate effectively online, and balance technology use with offline activities. q) Promote access to mental health resources to help oneself and others. r) Apply appropriate conflict-resolution skills to prevent, manage, de-escalate, defuse, and/or resolve conflict in a variety of situations.	Not covered EMH–11 EMH–17 EMH–13
<u>Violence Prevention</u> s) Create a message about the importance of avoiding gang involvement.	Can be included in VIP–9
<u>Community/Environmental Health</u> t) Develop a long-term plan for oneself and/or the family to positively impact a health-related social issue. u) Promote global environmental health and/or disease prevention projects.	Not covered Not covered

Grade 10	HealthSmart (Unit – Lesson)
Essential Health Concepts – 10.1	
<u>Body Systems</u> a) Identify and describe the major structures and functions of the lymphatic system.	Not covered
<u>Nutrition</u> b) Identify a variety of diets (e.g., typical American, Mediterranean, vegetarian, vegan).	NPA–3 (vegetarian/vegan only)
<u>Physical Health</u> c) Explain the physical, mental, social, and academic benefits of sufficient sleep and the relationship between sleep deficiency, chronic disease, and the increased risk for injury and substance use.	ABST–5 (benefits only)
<u>Disease Prevention/Health Promotion</u> d) Identify technologies individuals can use to assess, monitor, improve, and maintain health. e) Identify regular screenings, immunizations, vaccines, tests, and other medical examinations needed for different stages of life and their role in reducing health risks. f) Identify and research a selected personal, community, or global health issue.	Not covered ABST 4, 9 (emphasis on teens) ABST–5 (research on personal health habits only)
<u>Substance Abuse Prevention</u> g) Research trends and factors that contribute to teen use/abuse and non-substance use of alcohol, tobacco, nicotine products (e.g., e-cigarettes), opioids, and other drugs and their impact on the community. h) Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease. i) Identify unsafe behaviors that may result in unintentional injury while riding in or operating a vehicle.	TAOD–11 (influences) Included in effects of various drugs, but not explicitly VIP–2
<u>Safety/Injury Prevention</u> j) List examples and describe the risks of sharing/posting personal information online.	Can be included in EMH–11 and/or VIP–17
<u>Mental Wellness/Social and Emotional Skills</u> k) Identify factors that can influence an individual's mental health, including family, social environment, trauma, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture, and community. l) Identify characteristics of healthy, unhealthy, and abusive peer, family, and dating relationships. m) Identify health professionals and types of services available for mental illnesses and emotional challenges. n) Identify different personal relationships teens are involved in and the characteristics of each.	EMH–1, 2 EMH–8, 9; VIP–15 EMH–17 EMH–8, 9; VIP–15

Grade 10 (continued)	HealthSmart (Unit – Lesson)
Essential Health Concepts – 10.1 (continued)	
<u>Violence Prevention</u> o) Identify the skills needed to effectively navigate peer pressure situations. p) Identify the consequences of using acts of violence to settle disputes. q) Compare and contrast assertive and aggressive communication and how they affect conflict resolution. r) Analyze the short- and long-term consequences of gang involvement on personal and community health now and in the future	Covered in MS VIP–5 EMH–13; VIP–8 EMH – 7 Can be included in VIP–9
<u>Community/Environmental Health</u> s) Investigate natural disasters and emergency situations that affect the community. t) Explain how the quality of the environment (e.g., secondhand smoke, carbon monoxide, allergens, lead, toxic chemicals) directly affects a person’s health status and quality and length of life. u) Identify health-related social issues, such as organ donation, homelessness, the spread of infectious diseases, underage drinking, substance abuse, and violence, and their impact on the community. v) Analyze how health literacy and health-science skills prepare one to become a productive citizen. w) Describe attributes, characteristics, and interests of individuals in health-related professions and the core academic skills needed for workplace skills in a health career.	VIP–4 ABST–3 Not covered Not covered Not covered
Healthy Decisions – 10.2	
<u>Body Systems</u> a) Describe the role of the lymphatic system in providing protection against the spread of disease and cancer.	Not covered
<u>Nutrition</u> b) Compare and contrast diverse diets (e.g., typical American, Mediterranean, vegetarian, vegan).	NPA–3 (vegetarian/vegan only)
<u>Physical Health</u> c) Explain the role of the environment, individual behavior, family history, social norms, legislation, and policies in preventing chronic diseases.	ABST–3 (behavior/environment)
<u>Disease Prevention/Health Promotion</u> d) Research the costs and benefits of various technologies that allow individuals to assess, monitor, improve, and maintain health. e) Explain the purpose of medical screenings, immunizations, vaccines, and tests for different stages of life and the importance of access to health care throughout life. f) Explain the impact of the social determinants of health on a selected personal, community, or global health issue.	Not covered ABST 4, 9 (emphasis on teens) Not covered

Grade 10 (continued)	HealthSmart (Unit – Lesson)
Healthy Decisions – 10.2 (continued)	
<u>Substance Abuse Prevention</u> g) Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision. h) Evaluate the protective factors needed to reduce or prevent risk-taking behaviors, acts of violence, and substance use. i) Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing motor vehicle-related injuries.	TAOD–1 TAOD–11; VIP–1, 10, 12 Can be included in VIP–2
<u>Safety/Injury Prevention</u> j) Identify what needs to be considered before posting pictures, videos, and communicating with others online.	EMH–11
<u>Mental Wellness/Social and Emotional Skills</u> k) Describe the stigma surrounding mental illnesses and challenges and the impact of stigma and discrimination on help-seeking behavior. l) Explain the role of respecting the experiences of others; accepting differences; and establishing, communicating, and respecting boundaries for healthy relationships. m) Identify help-seeking strategies and resources and when to seek support for oneself and others with signs of mental illnesses or challenges (e.g., depression, suicide ideation). n) Evaluate potentially harmful and abusive relationships, including dangerous dating situations.	EMH–15 ABST – 7, 13, 15, 16; EMH–7, 8; HIV–2, 4, 13 EMH–16, 17 EMH–9; VIP–15, 18
<u>Violence Prevention</u> o) Examine the influences of peer approval and peer pressure on decision making. p) Identify protective factors and strategies that may prevent acts of violence. q) Identify strategies for the peaceful resolution of conflict. r) Evaluate protective factors needed to prevent gang involvement.	VIP–5 VIP–9, 11, 12, 13, 14, 19 EMH–13 Can be included in VIP–9
<u>Community/Environmental Health</u> s) Identify life-threatening situations that may result from emergencies and natural disasters and community resources for emergency preparedness. t) Explain the role of health, wellness, education, safety, and business professionals in addressing environmental health concerns. u) Describe how and where to access community resources related to organ donation, homelessness, underage drinking, and/or substance abuse. v) Analyze how health literacy reduces health risks and enhances health and wellness of oneself and others throughout life. w) Research high school health and medical science industry-recognized credentials (e.g., personal trainer, athletic trainer, dietary aide, dental assistant, certified nurse assistant, home health aide, geriatric aide).	VIP–4 Not covered Not covered Not covered Not covered

Grade 10 (continued)	HealthSmart (Unit – Lesson)
Advocacy and Health Promotion – 10.3	
<u>Body Systems</u> a) Promote strategies for maintaining healthy cardiovascular and lymphatic systems.	Not covered
<u>Nutrition</u> b) Create or modify a personal wellness plan (i.e., goals and action steps based on current guidelines) for healthy eating to meet current and future needs.	NP –10, 11
<u>Physical Health</u> c) Create or modify a personal wellness plan for physical activity, sleep, personal hygiene, and other health-enhancing behaviors to prevent communicable and chronic disease.	ABST–6; NPA–10, 11
<u>Disease Prevention/Health Promotion</u> d) Promote strategies to help individuals select technologies to assess, monitor, improve, and maintain health. e) Determine strategies for improving access to health care and medical services for different stages of life. f) Design strategies to address and communicate to others about a selected personal, community, or global health issue.	Not covered Not covered HIV–2, 15; NPA–8; TAOD–5; VIP–7
<u>Substance Abuse Prevention</u> g) Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs. h) Educate others about the dangers of electronic cigarettes through a brochure, social media campaign, or school club. i) Encourage responsible teen driving behaviors, and practice using refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs.	TAOD–14, 15 TAOD–5 (if topic chosen for advocacy campaign) TAOD–15; VIP–2
<u>Safety/Injury Prevention</u> j) Promote safe practices related to online communication and in-person interactions with individuals one meets online.	EMH–11
<u>Mental Wellness/Social and Emotional Skills</u> k) Explain how demonstrating empathy, compassion, and acceptance can support others who are dealing with mental illnesses and challenges and help reduce stigma. l) Promote resources and strategies to address unhealthy and abusive peer, family, and dating relationships. m) Advocate for the use of and the additional need for mental health resources at school and in the community. n) Describe strategies to set personal boundaries to reduce and prevent relationship and dating violence.	EMH–15, 16, 17 VIP–15, 17, 18 Can be included in EMH–17 VIP–19

Grade 10 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Advocacy and Health Promotion – 10.3 <i>(continued)</i>	
<p><u>Violence Prevention</u></p> <p>o) Demonstrate effective communication in response to situations influenced by peer pressure and/or peer approval.</p> <p>p) Describe methods to avoid violent acts of aggression and use of weapons.</p> <p>q) Practice procedures for peaceful resolution of conflict.</p> <p>r) Describe and demonstrate methods of avoiding gang-related activity and gang involvement.</p>	<p>Covered in MS VIP–5</p> <p>EMH–13; VIP–11, 13</p> <p>EMH–13</p> <p>Not covered</p>
<p><u>Community/Environmental Health</u></p> <p>s) Design crisis-management strategies for natural disasters and emergency situations.</p> <p>t) Describe strategies to reduce risk to environmental health, and establish goals for improving environmental health.</p> <p>u) Identify and create a plan to address a community health-related social issue, such as organ donation, homelessness, underage drinking, or substance abuse.</p> <p>v) Identify health promotion opportunities to enhance the health and wellness of oneself and others.</p> <p>w) Identify high school courses that lead to health and medical science industry certifications.</p>	<p>VIP–4</p> <p>Not covered</p> <p>Not covered</p> <p>HIV–2, 15; NPA–8; TAOD–5; VIP–7</p> <p>Not covered</p>