

***HealthSmart* Alignment with Wisconsin Standards for Health Education**

**High School
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
Grades 9–12	HealthSmart (Unit – Lesson)
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
1:4:A1 Analyze how genetics and family history can affect personal health.	ABST – 3 EMH – 15 TAOD – 2
1:4:A2 Examine the interrelationships of various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).	EMH – 1
1:4:A3 Analyze the impact of unhealthy behavior on various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).	EMH – 1 HIV – 1 TAOD – 2 VIP – 8
1:4:A4 Predict how personal behaviors and access to appropriate health care can affect health.	ABST – 1, 2, 3, 4, 5, 7, 8, 9, 10, 13 EMH – 2, 3, 5, 6, 8, 9, 10, 11, 12, 15, 17 HIV – 1, 2, 5, 6, 7, 8, 9, 10, 14 NPA – 1, 2, 3, 4, 5, 6, 7, 8, 13, 14, 15, 16 TAOD – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16 VIP – 2, 15
1:4:A5 Analyze how environment and personal health are interrelated.	ABST – 2, 3 EMH – 4, 11, 15 VIP – 9
1:4:B1 Investigate the relationship between access to health care and health status.	ABST – 4, 9 EMH – 15, 17
1:4:B2 Compare the benefits of and barriers to practicing a variety of health behaviors.	ABST – 10 EMH – 13, 14, 17 HIV – 4, 11 NPA – 7, 10 TAOD – 6 VIP – 2, 11, 12, 14, 15, 16
1:4:B3 Examine susceptibility to and severity of injury and illness if engaging in unhealthy behaviors.	ABST – 1, 2, 3, 4, 5, 10, 13 EMH – 4, 15 HIV – 3, 6, 7, 9 NPA – 14, 15, 16 TAOD – 1, 2, 4, 5, 7, 8, 13, 16 VIP – 1, 2, 3, 4, 8, 10, 12, 13, 14, 15

<p>Grades 9–12 <i>(continued)</i></p>	<p>HealthSmart (Unit – Lesson)</p>
<p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>	
<p>2:4:A1 Analyze how external influences, individually and in combination with others, can influence individuals’ health behaviors and that of certain populations.</p>	<p>ABST – 11, 12 EMH – 8, 11, 15 HIV – 8, 9 NPA – 12, 13 TAOD – 9, 11, 12 VIP – 1, 9, 10, 11, 12, 13</p>
<p>2:4:A2 Analyze how internal influences, including perception of social norms among peers, can influence individuals’ health behaviors and that of certain populations.</p>	<p>ABST – 11 EMH – 2, 3, 15 HIV – 8 NPA – 12 TAOD – 5, 11 VIP – 2, 9, 13</p>
<p>2:4:A3 Examine how social policies can influence health behaviors.</p>	<p>NPA – 12 TAOD – 11</p>
<p>2:4:A4 Estimate the impact of internal and external influences on one’s own personal health behavior.</p>	<p>ABST – 11, 12 EMH – 11 HIV – 8 NPA – 12, 13 TAOD – 11 VIP – 1, 19</p>
<p>2:4:A5 Predict how various external and internal influences will interact and impact the health behavior of populations.</p>	<p>Can be incorporated into any of the analyzing influences lessons above</p>
<p>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	
<p>3:4:A1 Determine the availability of information, products, and services that enhance health.</p>	<p>ABST – 5 EMH – 17 HIV – 10, 11 NPA – 4, 9 TAOD – 3</p>
<p>3:4:A2 Access health information, products, and services that improve health outcomes.</p>	<p>ABST – 5 HIV – 10, 11 NPA – 9</p>
<p>3:4:A3 Determine when professional health services may be needed and how to access them.</p>	<p>ABST – 4, 9 EMH – 15, 16, 17 HIV – 6 NPA – 15 TAOD – 4, 10 VIP – 16, 18</p>
<p>3:4:B1 Evaluate the validity of sources of health information using key criteria.</p>	<p>ABST – 5 EMH – 17 NPA – 9</p>

Grades 9–12 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
4:4:A1 Analyze communication strategies for effective interaction among family, peers, and others to enhance health.	ABST – 15 EMH – 6, 7, 9, 10 HIV – 12, 13 TAOD – 14
4:4:A2 Reflect on the impact of communication on enhancing health.	EMH – 7, 13 HIV – 12
4:4:A3 Demonstrate how to ask for and offer assistance to enhance the health of self and others.	EMH – 10, 16, 17 NPA – 15 TAOD – 6 VIP – 16, 17
4:4:B1 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	ABST – 15, 16 HIV – 12, 13 TAOD – 14, 15 VIP – 19
4:4:B2 Demonstrate strategies to prevent interpersonal conflicts.	EMH – 13
4:4:B3 Demonstrate ways, such as restorative justice practices, to manage or resolve interpersonal conflicts without harming self or others.	EMH – 13
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
5:4:A1 Identify situations in which using a thoughtful decision-making process would be health-enhancing.	ABST – 14 TAOD – 13 VIP – 5
5:4:A2 Justify when individual or collaborative decision making is appropriate.	ABST – 14 TAOD – 13 VIP – 5
5:4:B1 Demonstrate effective decision-making processes related to various complex and relevant health-related situations.	ABST – 14 TAOD – 13 VIP – 5
5:4:B2 Generate alternatives for health-related issues or problems.	ABST – 14 TAOD – 13 VIP – 5
5:4:B3 Examine barriers that can hinder healthy decision making.	ABST – 14 TAOD – 13 VIP – 5
5:4:B4 Predict the potential short-term and long-term impacts of each alternative on self and others.	ABST – 14 TAOD – 13 VIP – 5

<p>Grades 9–12 <i>(continued)</i></p>	<p>HealthSmart (Unit – Lesson)</p>
<p>Standard 5 <i>(continued)</i></p>	
<p>5:4:B5 Defend the healthy choice when making decisions.</p>	<p>ABST – 14 TAOD – 13 VIP – 5</p>
<p>5:4:B6 Evaluate the effectiveness of a health-related decision.</p>	<p>ABST – 14 TAOD – 13 VIP – 5</p>
<p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	
<p>6:4:A1 Assess personal health practices and their impact on overall health status.</p>	<p>ABST – 1, 6 EMH – 1, 2, 11, 14 NPA – 2, 3, 4, 7, 10 VIP – 1</p>
<p>6:4:A2 Evaluate potential barriers or setbacks that may impede one’s ability to reach his/her health goal.</p>	<p>ABST – 6 EMH – 14 NPA – 10</p>
<p>6:4:A3 Identify strategies that might be utilized to overcome barriers or setbacks.</p>	<p>ABST – 6 EMH – 14 NPA – 10</p>
<p>6:4:B1 Formulate an effective long-term personal health plan.</p>	<p>HIV – 14</p>
<p>6:4:B2 Develop a plan to reach a personal health goal that addresses strengths, needs, and risks.</p>	<p>ABST – 6 EMH – 14 NPA – 10</p>
<p>6:4:B3 Implement a plan and monitor progress in achieving a personal health goal.</p>	<p>ABST – 6 EMH – 14 NPA – 10, 11</p>
<p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	
<p>7:4:A1 Determine behaviors that will protect and promote health in high-risk situations.</p>	<p>ABST – 4, 9, 13 EMH – 12, 16, 17 HIV – 3, 9, 10, 11 NPA – 5, 8, 15, 16 TAOD – 10, 13 VIP – 1, 2, 3, 5, 6, 11, 12, 13, 14, 15, 16, 19</p>
<p>7:4:A2 Analyze the roles of individual responsibility and the health care system in enhancing health.</p>	<p>ABST – 4, 9, 13 EMH – 2, 6, 12 HIV – 3, 4, 9, 10, 14 TAOD – 1, 11 VIP – 1, 5, 11, 14, 15</p>
<p>7:4:B1 Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others.</p>	<p>ABST – 2, 9 EMH – 3, 7, 8, 13 NPA – 4, 5, 11, 13</p>

Grades 9–12 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Standard 7 <i>(continued)</i>	
7:4:B2 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.	ABST – 2 EMH – 5, 9, 12, 13 HIV – 11 NPA – 16 VIP – 3, 4, 6, 11, 19
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.	
8:4:A1 Apply societal norms to formulate a health-enhancing message.	TAOD – 5, 16 VIP – 7
8:4:A2 Adapt health-enhancing messages and persuasive communication techniques to a specific target audience.	HIV – 2, 15 NPA – 8 TAOD – 16
8:4:A3 Apply accurate information to support a health-enhancing message.	EMH – 11 HIV – 2, 15 NPA – 8 TAOD – 5, 6, 12, 16 VIP – 7, 11
8:4:A4 Develop strategies to overcome barriers or resistance to desired health action or behavior.	Can be incorporated into any of the advocacy lessons above
8:4:B1 Develop a plan to advocate for a personal, family, or community health issue.	EMH – 11 HIV – 2, 15 NPA – 8 TAOD – 5, 6, 12, 16 VIP – 7, 11
8:4:B2 Implement an advocacy plan for a health issue.	EMH – 11 HIV – 2, 15 NPA – 8 TAOD – 5, 6, 12, 16 VIP – 7, 11
8:4:B3 Demonstrate conviction in encouraging others to make positive health choices.	EMH – 11 HIV – 2, 15 NPA – 8 TAOD – 5, 6, 12, 16 VIP – 7, 11