

***HealthSmart* Alignment with
Massachusetts
Comprehensive Health
Curriculum Framework**

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

Grades 9–12	HealthSmart (Unit – Lesson)
Practice 1: Decision Making and Problem Solving	
Sexual Health (12.1.SH)	
1. Demonstrate the ability to apply an effective decision-making process in situations related to sexual activity and sexual health.	ABST – 14
2. Discuss reasons for why it is wrong to trick, threaten, or coerce another person into sexual activity.	HIV – 4 VIP – 15, 17
3. Analyze factors that contribute to behaviors that increase the risk of pregnancy, HIV, and other STIs.	ABST – 11 HIV – 8
4. Explain the importance of STI (including HIV) testing and counseling if sexually active on short- and long-term health, identify where to get tested, and why it is important to proactively discuss STI status with a sexual partner.	HIV – 6, 9, 10
5. Evaluate readiness, options, and their respective consequences regarding sexual activity in consensual relationships including abstinence, postponing sexual intercourse, engaging in safe sex practices (e.g., using condoms and other barriers, using birth control).	ABST – 10, 14 HIV – 3, 5, 9, 11, 12, 14
Healthy Relationships (12.1.HR)	
1. Examine, compare, and contrast aspects of various personal relationships, including characteristics of healthy and unhealthy family, peer, romantic (dating), and/or sexual relationships.	EMH – 8, 9 VIP – 15
2. Analyze the benefits and risks of various ways people express feelings within relationships (e.g., words, acts of kindness, hugging, holding hands, kissing, sexual behaviors, jealousy, manipulation) and describe the characteristics of effective expression of feelings and emotions within a health-promoting relationship.	HIV – 3 VIP – 15
3. Analyze the role of individual versus shared responsibility in building and maintaining healthy relationships.	EMH – 8
4. Describe the cycle of violence in relationships and discuss strategies for getting help and leaving an unhealthy, violent, or exploitative relationship.	VIP – 15
5. Discuss different forms of abuse in relationships including emotional abuse, sexual abuse, domestic violence, dating violence, gender-based violence, sex trafficking and exploitation, and available supports and resources for getting help if in an abusive or exploitative relationship.	VIP – 15, 17, 18
6. Explain age of consent laws and why it is an individual’s responsibility to obtain consent, verify that all sexual contact is consensual, recognize that consent must be asked for and verbally given, that it cannot be given if under the influence, and that it can be taken away at any point (i.e., someone can say yes and change their mind, or say yes to certain things but not others).	HIV – 4 [need to add discussion of state-specific laws]

Grades 9–12 (continued)	HealthSmart (Unit – Lesson)
Healthy Relationships (12.1.HR) (continued)	
7. Evaluate effective strategies for dealing with difficult relationships with family members, peers, and partners and demonstrate the ability to use these strategies to make health-promoting decisions regarding difficult relationships.	EMH – 7 [effective communication], 9 [ending relationships]
8. Examine the complexity of, and discuss considerations related to, the decision to leave an unhealthy relationship, developing a safety plan to recognize and get out of any future unsafe or unhealthy relationships, and determine situations when adult and/or professional support is needed.	EMH – 9 VIP – 15
9. Demonstrate the ability to apply a thoughtful decision-making process to maintain or enhance relationship health including the decision to leave or seek help in an unhealthy relationship.	EMH – 9
Physical Activity and Fitness (12.1.PF)	
Covered in physical education classes.	
Substance Use and Misuse (12.1.SU)	
1. Reflect on personal beliefs, choices, and values compared to cultural, community, and societal norms around substance use and misuse.	TAOD – 11, 12
2. Evaluate situations and how various internal and external factors (e.g., peers, media, social norms, corporate practices) influence substance use and misuse.	TAOD – 11, 12
3. Analyze the potential short- and long-term impacts (including addiction) of legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana) and illegal drugs (e.g., prescription drugs not prescribed to you, cocaine) on multiple dimensions of health (e.g., physical, mental, emotional, social, intellectual) and on other health risk behaviors (e.g., sexual activity, impaired driving).	TAOD – 3, 4, 5, 7, 8, 16
4. Employ self-management skills to act on health-promoting decisions about legal drug use (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana).	TAOD – 13, 14, 15
Practice 2: Self-Management and Goal Setting	
Mental and Emotional Health (12.2.MH)	
1. Apply strategies to appropriately respond using different levels of emotions in routine interactions.	EMH – 7, 9, 10, 12
2. Apply coping and stress management techniques to manage a variety of stressors (i.e., school, personal life, relationships) and create a long-term plan for stress management.	EMH – 5
3. Apply strategies, including developing protective factors and personal assets, to support positive mental and emotional well-being.	EMH – 3, 7, 8, 10, 12

Grades 9–12 (continued)	HealthSmart (Unit – Lesson)
Mental and Emotional Health (12.2.MH) (continued)	
4. Assess health practices and overall health status across multiple dimensions of wellness (e.g., physical, emotional, financial, cultural, sexual, intellectual, occupational, spiritual, environmental, social).	EMH – 1
5. Set a goal, create a plan, monitor progress, and celebrate success for plans that maximize efficiency and minimize stress.	EMH – 5, 14
6. Apply strategies that support a growth mindset including in challenging settings.	EMH – 14
7. Set personal short- and long-term mental and emotional health-related goals and create and execute a plan for monitoring progress.	EMH – 15
Nutrition and Balanced Eating (12.2.NE)	
1. Compare and contrast various dietary guidelines and practices from different sources, locations, and cultures (e.g., USDA Guidelines, Harvard Healthy Eating Plate, Mediterranean Diet, food guidelines from different countries and cultures).	NPA – 2, 3 [HealthSmart uses Dietary Guidelines for Americans and MyPlate]
2. Analyze the physical, mental, social, economic, and academic benefits or consequences of various dietary habits or behaviors.	NPA – 1, 9
3. Describe common safe food storage and preparation practices.	NPA – 16
4. Demonstrate how to comparison shop for foods, including comparing nutrient density, unit pricing, food packaging, and prices of foods in various forms.	NPA – 4 [food labels only]
5. Assess personal nutrition-related practices using dietary guidelines of their choice.	NPA – 3, 10
6. Compare and contrast various factors (e.g., culture, media, peers, portion sizes) that influence nutrition-related beliefs and behaviors and analyze the ways that these factors are impacting personal beliefs and behaviors.	NPA – 12
7. Develop short- and long-term nutrition goals that build on strengths and address areas for improvement.	NPA – 10, 11
8. Analyze barriers (e.g., finances, food availability and access, social norms, media) to succeeding with a personal nutrition-related goal and identify supports to help overcome those barriers.	NPA – 10, 11
9. Implement a plan to achieve a nutrition-related goal, monitor progress, and adjust as needed.	NPA – 10, 11
Physical Health and Hygiene (12.2.PH)	
1. Develop a plan and implement strategies based on an identified need or want to attain a goal that improves physical health.	ABST – 6
2. Create a plan that develops agency related to individual ownership of one’s health and health care (e.g., locating a health care provider, scheduling appointments, taking medication properly, seeking support for medical issues).	ABST – 4, 9

Grades 9–12 (continued)	HealthSmart (Unit – Lesson)
Physical Health and Hygiene (12.2.PH) (continued)	
3. Demonstrate strategies to self-advocate in healthcare settings (e.g., getting questions answered, seeking clarity of medical instructions, seeking a prescription refill).	Can be addressed in ABST – 4 and 9
4. Examine and describe signs, causes and symptoms of menstruation-related health conditions (e.g., endometriosis, fibroids, premenstrual syndrome and polycystic ovary syndrome) and explain strategies to manage and reduce discomfort.	Not covered; could be addressed in ABST – 9
5. Describe external factors (such as social determinants of health) that can affect health and one’s agency in addressing health.	ABST – 1
Personal Health and Safety (12.2.PS)	
1. Explain human trafficking and sexual exploitation and identify recruitment tactics used to exploit vulnerabilities and recruit youth.	VIP – 17
2. Demonstrate strategies, including risk reduction strategies, that can help avoid or address situations related to sexual exploitation in physical and digital settings. [VIP – 17, 18, 19
3. Evaluate ways and demonstrate strategies to reduce risk and stay safe, follow laws, and act respectfully in physical and digital settings.	VIP – 14, 19 HIV – 4
4. Evaluate personal responsibility in and the consequences related to pressuring someone for sexually explicit pictures, sending sexually explicit pictures or messages by email or cell phone, or posting sexually explicit pictures on social media sites (e.g., chat groups, email, texting, websites, phone and tablet applications).	VIP – 19
5. Demonstrate strategies for asking for assistance or providing support for self and peers when faced with unsafe situations.	VIP – 16, 19
6. Demonstrate proficiency in Cardiopulmonary Resuscitation (CPR) and the use of Automated External Defibrillators (AEDs).	HealthSmart does not cover first aid.
Physical Activity and Fitness (12.2.PF)	
Covered in physical education classes. Some are also addressed in <i>HealthSmart</i> lessons.	
1. Assess personal strengths and interests and how they influence engagement in physical activity.	NPA – 6
2. Discuss the benefits of a physically active lifestyle across multiple dimensions of health and across a person’s lifespan.	NPA – 7 EMH – 1
3. Employ effective self-management skills to analyze and overcome personal barriers and appropriately modify physical activity patterns to maintain or enhance health.	NPA – 10, 11
7. Determine a variety of physical activities that can be implemented independently or with minimal support for the purposes of personal enjoyment or challenge, or to maintain or improve fitness.	NPA – 7
8. Create a goal and plan for participating in physical activity to maintain or improve health and monitor progress.	NPA – 10, 11
12. Utilize safety practices when exercising in a variety of weather conditions.	NPA – 8

Grades 9–12 (continued)	HealthSmart (Unit – Lesson)
Practice 3: Social Awareness, Relationship, and Communication Skills	
Healthy Relationships (12.3.HR)	
1. Explain why it is harmful to disrespect others who have differing views and beliefs and demonstrate positive ways to express understanding of differing perspectives.	EMH – 13
2. Use effective strategies (e.g., boundary setting, maintaining personal boundaries, respecting others’ boundaries, I-statements, stating your needs, recognizing warning signs) to avoid negative relationships and improve or maintain positive relationships.	EMH – 7, 8, 9, 12
3. Summarize benefits (e.g., mutual respect, deeper connections, inclusion) of respecting individual differences in aspects of sexuality (e.g., sexual activity, sexual abstinence, sexual orientation), gender (e.g., gender expression, gender identity), growth and development, and physical appearance.	HIV – 2
4. Reflect on the role individual behaviors and external factors have in a conflict and discuss how individual behaviors and external factors may inform the ability to resolve conflict in the future.	EMH – 13
5. Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse, assault, discrimination, or exploitation.	VIP – 11, 12, 14, 15, 17, 18
6. Appropriately resolve interpersonal conflicts in a variety of settings (e.g., school, family, work, community, and personal relationships).	EMH – 13
7. Demonstrate empathy (e.g., active listening, withholding judgement, compassion) toward others.	EMH – 7, 10
8. Demonstrate communication skills that account for the perspective of others while allowing for active and effective social engagement.	EMH – 7, 13
9. Evaluate verbal, physical, and non-verbal social, cultural, and environmental cues to predict and respond to the emotions and communication style of others.	Can be addressed in EMH 6 and 7
10. Use assertive communication techniques, including refusals, in a variety of settings and with a variety of audiences to meet personal needs and maintain or enhance overall health.	EMH – 7, 9, 16, 17 ABST – 15, 16 HIV – 12, 13 TAOD – 14, 15 VIP – 16, 19
11. Summarize the importance of talking with parents, guardians, caregivers, and other trusted adults about issues related to relationships, growth and development, and sexual health.	ABST – 9
Mental and Emotional Health (12.3.MH)	
1. Describe both positive (e.g., developmental assets, protective factors, resilience, supportive adult relationships) and negative factors (e.g., trauma, adversity, adverse childhood experiences) that can impact mental and emotional health and well-being.	Can be addressed in EMH – 2 [focus is more on positive factors that contribute to emotional health]
2. Discuss the benefits of trauma-informed approaches to relationships.	Not covered directly; EMH – 7 and 12 cover communication in relationships

Grades 9–12 (continued)	HealthSmart (Unit – Lesson)
Mental and Emotional Health (12.3.MH) (continued)	
3. Demonstrate strategies for expressing understanding towards those who hold different beliefs.	EMH – 7 , 13
4. Evaluate how society and cultural norms, morals, and values affect personal interactions.	Can be addressed in EMH – 8 or 13
5. Evaluate the influence of peers, media, family, society, community, and culture on body image and the impact body image has on health.	NPA – 13
6. Evaluate personal engagement in social situations at home, school, and in the community and create a plan for personal growth in social engagement.	EMH – 2, 14 [if chosen as an emotional health goal]
7. Analyze power imbalances in relationships and demonstrate strategies that communicate your value, your right to say no, and hold others accountable for their actions.	EMH – 9 VIP – 15, 19
8. Apply appropriate boundary setting strategies (e.g., acknowledge feelings, communicate the boundary, target alternative) within authentic contexts.	EMH – 9 VIP – 19
9. Demonstrate a variety of culturally responsive strategies for collaborating with peers, adults, and others in the community.	Peer collaboration found in: EMH – 11; HIV – 2, 15; NPA – 8; TAOD – 5, 16; VIP – 7, 11
10. Demonstrate strength-based strategies for implementing aspects of cultural humility, embracing differences, accepting others, and acknowledging others’ perspectives.	Can be addressed in EMH – 13
11. Demonstrate the ability to communicate about mental health in culturally responsive ways that reduce stigma.	EMH – 15, 16, 17
12. Communicate non-judgmentally when there is a concern about one’s own or someone else’s mental well-being or where someone is considering harming or killing themselves.	EMH – 16, 17
Physical Activity and Fitness (12.3.PF)	
Covered in physical education classes.	
Practice 4: Movement Skills	
Covered in physical education classes.	
Practice 5: Self-Awareness and Analyzing Influences	
Personal Health and Hygiene (12.5.PS)	
1. Analyze how different cultural backgrounds, perceptions of norms, and social influences encourage or discourage health-promoting and risky behaviors.	ABST – 11 EMH – 15 HIV – 8
2. Analyze how health risk behaviors (e.g., lack of physical activity, lack of sleep, poor nutrition, texting and driving) and protective factors (e.g., school connectedness, meaningful relationships, access to health care, regular physical activity) can influence overall health and how environmental factors can impact those behaviors.	ABST – 11 HIV – 8 VIP – 1, 2, 9

Grades 9–12 (continued)	HealthSmart (Unit – Lesson)
Physical Activity and Fitness (12.5.PF)	
Covered in physical education classes.	
Public, Community, and Environmental Health (12.5.CE)	
1. Explore the impact of social determinants of health (e.g., education, social environment, socioeconomic conditions, public safety) on individuals at different levels (e.g., interpersonal, intrapersonal, community, policy).	Not covered
2. Evaluate the influence of social context/environment, not solely personal choices, on an individual's health.	Not covered
3. Identify contributing causes (e.g., public policy, industrial growth, racism, power, inequity/inequality) that can influence public, community, or environmental health and analyze strategies to address these causes in ways that may improve health outcomes.	Not covered
4. Analyze the behavioral (e.g., sedentary lifestyle, smoking, dietary habits) and environmental factors (e.g., policies, access and availability, built environment) that contribute to major chronic diseases (e.g., diabetes, heart disease, lung cancer).	ABST – 3
5. Identify and evaluate global influences (e.g., pollution, climate change, warfare, global policies) on personal and community health.	Not covered
6. Analyze the relationship between the health of various groups in a community and its impact on overall community health.	Not covered
7. Analyze behaviors, policies and practices in the school community that promote dignity and respect and reduce stigma for all individuals.	HIV – 2
Sexual Health (12.5.GS)	
1. Analyze a variety of internal and external influences (e.g., peers, media, family, society, community, culture) on a person's attitudes, beliefs, and expectations about sexual behavior and identity.	ABST – 11, 12 HIV – 8
2. Determine the role of personal views about gender, sexual identity, and sexual health on choices and behaviors.	HIV – 2, 8
3. Discuss the role of personal and collective beliefs and values in creating a culture free of bullying, sexual harassment, sexual abuse, sexual assault, exploitation, incest, rape, domestic violence, dating violence, and gender-based violence.	HIV – 2 VIP – 9
Practice 6: Information and Resource Seeking	
Healthy Relationships (12.6.HR)	
1. Demonstrate how to access valid information and resources to help maintain positive relationships and get help if in negative or unhealthy relationships.	EMH – 17 [help for mental health issues in general] VIP – 17 [help for abuse]
2. Demonstrate how to access valid information and resources to help or support someone else (e.g., who is being bullied or harassed or is a survivor of sexual abuse, incest, rape, sexual harassment, sexual assault, domestic violence, dating violence, gender-based violence).	VIP – 17

Grades 9–12 (continued)	HealthSmart (Unit – Lesson)
Mental and Emotional Health (12.6.MH)	
1. Discuss a variety of supports available at home, school, and community for maintaining or enhancing mental and emotional health.	EMH – 1, 2, 4, 17
2. Evaluate the validity of and use resources from home, school, and community that provide valid health information on enhancing mental and emotional well-being, including effective coping strategies for loss and grief.	EMH – 10, 17
3. Use valid and reliable resources to find information on risk factors for, and signs and symptoms of, mental health issues and conditions and access appropriate support for self or others.	EMH – 15, 16, 17
4. Recognize the signs of behavioral addictions (e.g., gambling, overuse of social media) and demonstrate strategies for seeking help for self or others.	Can be addressed in EMH – 15 in addition to other disorders discussed
5. Use valid and reliable resources to find information on risk factors for, and signs and symptoms of suicide ideation or non-suicidal self-injury.	Can be added to EMH – 16
Physical Activity and Fitness (12.6.PF)	
Covered in physical education classes.	
Substance Use and Misuse (12.6.SU)	
1. Evaluate the validity of information, products and services that are intended to help a person make health-promoting choices when making decisions related to legal drug use (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol and marijuana).	TAOD – 3, 10
2. Use valid and reliable information to analyze the relationship of using legal and illegal (regarding legal age of use and type) drugs to causes of death (including overdose) and disease (including addiction) in the United States.	Can be added to TAOD 1 or 2
3. Recognize the signs of substance misuse, substance use crisis, and addiction (including addictive behaviors such as gambling, overeating, and overuse of social media) and demonstrate strategies for seeking help for self or others.	TAOD – 2, 10
4. Identify laws that protect a person who calls for professional help during a substance use crisis (e.g., Good Samaritan Laws)	Not covered
5. Access valid and reliable resources to determine laws regarding the purchasing, distributing, and selling of drugs (e.g., dispensaries, on the street, store, legal vs. illegal, travel across state lines).	TAOD – 9
6. Determine when professional services may be required related to legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol and marijuana) and illegal drugs (e.g., prescription drugs not prescribed to you, cocaine) and locate valid and reliable resources and services in the community that can help.	TAOD – 10

Grades 9–12 (continued)	HealthSmart (Unit – Lesson)
Practice 7: Self-Advocacy and Health Promotion	
Public, Community, and Environmental Health (12.7.CE)	
1. Identify cost-effective ways to minimize environmental pollutants (e.g., chemicals, trash, noise) in the home and in the community.	Not covered
2. Analyze programs, policies, and strategies to reduce and eliminate health inequities and disparities.	Not covered
3. Examine health outcome data and evaluate policies or initiatives that address a public health concern within the community.	Not covered
4. Participate in projects to help make positive change in a community (e.g., volunteering, service-learning, service project).	Not covered
5. Evaluate the ways communities are, and are not, supporting menstrual health.	Not covered
6. Demonstrate proper and effective technique as it relates to CPR and AED use.	HealthSmart does not cover first aid
Sexual Health (12.7.SH)	
1. Discuss how to foster empathy, inclusiveness, and respect around issues related to sexuality (such as sexual activity, sexual abstinence, sexual orientation), gender expression, and gender identity.	HIV – 2
2. Identify and support school and community policies and programs that promote safety, dignity, and respect for all sexual orientations and people of all gender identities and gender expressions.	HIV – 2