

***HealthSmart* Alignment with
National Consensus for
School Health Education's
National Health
Education Standards**

**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)
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
1.12.1 Analyze interrelationships among physical, social, emotional, intellectual health, and well-being.	EMH – 1
1.12.2 Predict how health behaviors affect the health status of self and others.	ABST – 1, 2, 3, 4, 5, 7, 8, 9, 10, 13 EMH – 2, 3, 5, 6, 8, 9, 10, 11, 12 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
1.12.3 Compare and contrast benefits and barriers to practicing health behaviors.	ABST – 10 EMH – 13, 14, 17 HIV – 4, 11 NPA – 7, 10 TAOD – 6 VIP – 2, 11, 12, 14, 15, 16
1.12.4 Evaluate the effectiveness of personal practices and behaviors to reduce or prevent health risks.	ABST – 2, 5 EMH – 4, 5, 12, 16 HIV – 4 NPA – 8, 16 TAOD – 13 VIP – 1, 2, 3, 4, 5, 6, 7, 11, 12, 13, 14, 15, 16, 17, 18, 19
1.12.5 Analyze how individual responsibility enhances personal, family, peer, school, and community health.	ABST – 9, 13 EMH – 2, 6, 12 HIV – 3, 4, 9, 14 TAOD – 1, 11 VIP – 1, 5, 11, 14, 15
1.12.6 Predict how risk behaviors can affect injury, illness, or death.	ABST – 3, 10 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
1.12.7 Assess the risk of situations that can contribute to unhealthy behaviors and outcomes.	ABST – 13 EMH – 4, 10, 12, 13 TAOD – 12, 14 VIP – 8, 9, 11, 12, 17, 19

Grades 9–12 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Standard 1 <i>(continued)</i>	
1.12.8 Analyze health promotion and disease prevention guidelines and recommendations for healthy behaviors from credible federal, professional, and voluntary health organizations (e.g., guidelines to prevent the spread of infectious diseases).	ABST – 5 HIV – 6, 7 NPA – 2, 6, 9
1.12.9 Analyze the likelihood of personal injury or illness if engaging in unsafe and unhealthy behaviors.	ABST – 1, 2, 3, 4, 5, 13 EMH – 4 HIV – 3, 6, 7 NPA – 14, 16 TAOD – 7, 8 VIP – 1, 8
1.12.10 Evaluate how family history, genetics, education level, employment, and income can affect personal health status.	ABST – 3 EMH – 15 TAOD – 2
Grades 9–12 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
2.12.1 Analyze how personal attitudes, values, and beliefs influence health behaviors.	ABST – 11 EMH – 2, 3 HIV – 8 NPA – 12 TAOD – 11 VIP – 2, 9, 13
2.12.2 Analyze the influence of family and culture on health beliefs, practices, and behaviors.	ABST – 11 EMH – 8 HIV – 8 NPA – 12, 13 TAOD – 11 VIP – 9, 13
2.12.3 Analyze how peers and perceptions of norms influence health behaviors.	ABST – 11 EMH – 8, 15 HIV – 8 NPA – 12, 13 TAOD – 5, 11 VIP – 1, 2, 11, 12, 13
2.12.4 Analyze how the availability of information and health services in school and community settings influence personal health behaviors.	ABST – 4, 9 EMH – 17 HIV – 5, 10 TAOD – 10
2.12.5 Analyze how laws, rules, policies, and regulations influence health promotion and disease prevention.	NPA – 12 TAOD – 11

Grades 9–12 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Standard 2 <i>(continued)</i>	
2.12.6 Evaluate messages conveyed in media, social media, and technology (e.g., television, movies, video games, advertisements, apps, and other screen time) to determine their influence on health behaviors.	ABST – 12 EMH – 11, 15 HIV – 8, 9 NPA – 12, 13 TAOD – 12 VIP – 10, 13
2.12.7 Analyze how determinants of health (e.g., education level, employment, housing, and income) influence health behaviors.	Not covered
2.12.8 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, culturally appropriate, and affordable products and services that support health behaviors for themselves and others.	Not covered
2.12.9 Describe how societal issues of inequity, discrimination, and injustice influence the ability to engage in healthy behavior.	Not covered
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	
3.12.1 Demonstrate functional health literacy (e.g., reading, writing, and speaking) to evaluate valid and reliable health information about a health behavior.	ABST – 5 EMH – 17 HIV – 10 NPA – 4, 9 TAOD – 3 VIP – 17, 18
3.12.2 Interpret signs and symptoms including symbols (i.e., numerical expressions, letters, abbreviations) that prevent disease and promote health.	EMH – 6, 10, 12, 15, 16 HIV – 6, 7 NPA – 15 VIP – 16
3.12.3 Access valid and reliable health information from print and electronic materials that are available from credible health organizations (e.g., federal, professional, voluntary).	ABST – 5 NPA – 9 VIP – 18
3.12.4 Write about a health-related issue using valid and reliable sources of information.	ABST – 3, 4, 5, 9 EMH – 15 HIV – 1, 5, 6, 7, 10 NPA – 1, 8, 9 TAOD – 2, 4, 5, 6, 8, 9, 12, 16 VIP – 2, 4, 7, 9, 12, 13, 14, 15, 16, 17, 18
3.12.5 Use written, gestural, and/or spoken language to practice interactive health literacy with a trusted person or health professional.	ABST – 9, 13 EMH – 5, 8, 14 HIV – 3, 14 NPA – 10, 16 TAOD – 7, 9 VIP – 2, 11 [part of take-home family activities]

Grades 9–12 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Standard 3 <i>(continued)</i>	
3.12.6 Make inferences from a valid and reliable written document to comprehend health-related information that supports a health decision.	ABST – 5 NPA – 9
3.12.7 Read textual or digital information to support healthy behaviors.	ABST – 3, 4, 5, 9 EMH – 15 HIV – 1, 5, 6, 7, 10 NPA – 1, 4, 8, 9, 16 TAOD – 2, 3, 4, 5, 6, 8, 9 VIP – 2, 9, 12, 13, 14, 15, 17
3.12.8 Use technology to access multiple sources of valid and reliable health information to locate a health-related product or health care provider.	Can be included in ABST – 4, 9 and HIV – 10, 11 as part of identifying local providers and sources of condoms
3.12.9 Analyze written documents to determine validity and reliability of health information or health products using established criteria (e.g., written by a current and credible source).	ABST – 5 NPA – 9
3.12.10 Analyze why health literacy is a determinant of health that can reduce health inequities.	Not covered
3.12.11 Access healthcare professionals, providers, and insurance websites to be a proactive, well-informed patient.	HIV – 10, 11
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
4.12.1 Analyze how effective interpersonal communication can benefit personal health and well-being.	EMH – 7, 9, 13 HIV – 12
4.12.2 Demonstrate the use of verbal and nonverbal communication skills that enhance health and well-being.	ABST – 15 EMH – 6, 7, 9, 10, 12, 13, 16 HIV – 12, 13 NPA – 15 TAOD – 14
4.12.3 Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.	EMH – 6, 7, 9, 10, 12 HIV – 12
4.12.4 Demonstrate asking for assistance to improve the health of self and others.	EMH – 10, 16, 17 NPA – 15 TAOD – 6 VIP – 16, 17
4.12.5 Demonstrate refusal skills to avoid or reduce health risks.	ABST – 15, 16 HIV – 13 TAOD – 14, 15 VIP – 19

Grades 9–12 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Standard 4 <i>(continued)</i>	
4.12.6 Demonstrate how to effectively communicate kindness, empathy, compassion, and care for others.	EMH – 7, 10, 16
4.12.7 Demonstrate effective ways to show respect for another person’s consent or non-consent.	ABST – 15 HIV – 4
4.12.8 Demonstrate effective collaboration and negotiation skills that support healthy behaviors and relationships.	HIV - 12
4.12.9 Demonstrate effective interpersonal communication strategies to prevent, manage, or resolve conflict.	EMH – 13
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
5.12.1 Analyze situations when the procedural steps of decision making are needed.	ABST – 14 TAOD – 13 VIP – 5
5.12.2 Discuss the consequences of being indecisive when making a health decision.	Can be included in decision-making lessons listed below
5.12.3 Justify when individual or collaborative decision making is appropriate.	ABST – 14 TAOD – 13 VIP – 5
5.12.4 Summarize people, organizations, and resources in the community when making a health decision.	Can be included in decision-making lessons listed below
5.12.5 Analyze how family, peers, culture, media, technology, and other factors influence personal beliefs when making a health decision.	Can be included in decision-making lessons listed below
5.12.6 Generate alternatives to risky behaviors or stressful situations when making a health decision for self or others.	ABST – 14 TAOD – 13 VIP – 5
5.12.7 Predict potential healthy and unhealthy consequences for each alternative.	ABST – 14 TAOD – 13 VIP – 5
5.12.8 Choose a health-promoting option when making an effective decision.	ABST – 14 TAOD – 13 VIP – 5
5.12.9 Evaluate the consequences of an effective health decision.	ABST – 14 TAOD – 13 VIP – 5

Grades 9–12 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
6.12.1 Assess personal health practices and behaviors.	ABST – 1, 6 EMH – 1, 2, 11, 14 NPA – 2, 3, 4, 7, 10 VIP – 1, 19
6.12.2 Set a SMART personal health goal.	ABST – 6 EMH – 14 NPA – 10
6.12.3 Predict the health and life benefits of reaching a personal health goal.	ABST – 6 EMH – 14 NPA – 10
6.12.4 Develop a detailed plan, with a timeline, for achieving a personal health goal.	ABST – 6 EMH – 14 NPA – 10
6.12.5 Assess the barriers to achieving a personal health goal.	ABST – 6 EMH – 14 NPA – 10
6.12.6 Apply strategies to overcome barriers to achieving a personal health goal.	ABST – 6 EMH – 14 NPA – 10
6.12.7 Implement strategies toward achieving a personal health goal (e.g., tracking progress, setting reminders, taking small steps, overcoming barriers, and revising the goal based on life circumstances).	ABST – 6 EMH – 14 NPA – 10, 11
6.12.8 Apply effort, determination, and resilience toward achieving a personal health goal.	ABST – 6 EMH – 14 NPA – 10
6.12.9 Formulate an effective long-term plan to improve health and other life outcomes (e.g., exercise plan, stress management plan, healthy eating plan).	ABST – 6 EMH – 14 HIV – 14 NPA – 10
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
7.12.1 Demonstrate age and developmentally appropriate health and safety practices that prevent or reduce the risk of disease and injury and improve quality of life.	ABST – 2 EMH – 3, 5, 7, 8, 9, 12, 13 HIV – 11 NPA – 4, 5, 11, 13, 16 VIP – 3, 4, 6
7.12.2 Assess the ability to perform observable health and safety practices.	ABST – 1 EMH – 1, 2, 14 NPA – 2, 3, 4, 7, 10 VIP – 1, 19

Grades 9–12 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Standard 7 <i>(continued)</i>	
7.12.3 Document personal health and safety practices in a variety of settings and situations.	EMH – 14 NPA – 2, 3, 7, 11
7.12.4 Compare the advantages and disadvantages of making health and safety practices into routine and consistent habits.	Can be addressed in ABST – 5, EMH – 2, VIP – 3
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.	
8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.	TAOD – 5, 16 VIP – 7
8.12.1 Use valid and reliable information to identify advocacy positions that meet personal, family, peer, school, and community health needs.	TAOD – 5, 16 VIP – 7
8.12.2 Create an action plan with advocacy strategies related to a position that promotes personal, family, peer, school, and community health.	EMH – 11 HIV – 2, 15 NPA – 8 TAOD – 5, 6, 12, 16 VIP – 7, 11
8.12.3 Create a persuasive advocacy message about a position using peer and societal norms, supported by valid and reliable sources, that influence the health of self and others.	EMH – 11 HIV – 2, 15 NPA – 8 TAOD – 5, 6, 12, 16 VIP – 7, 11
8.12.4 Adapt health messages and advocacy strategies that meet the needs and interests of specific audiences.	HIV – 2, 15 NPA – 8 TAOD – 16 VIP – 7
8.12.5 Demonstrate confidence (e.g., strong voice, body language) when using advocacy messages and strategies to persuade others to engage in actions that enhance quality of life and promote equitable health opportunities for all.	Can be assessed in EMH – 11 HIV – 2, 15 TAOD – 12, 16 VIP – 7, 11
8.12.6 Collaborate with others to advocate for personal, family, peer, school, and community health.	HIV – 2, 15 NPA – 8 TAOD – 16 VIP – 6, 7, 11