

***HealthSmart* Alignment with
Missouri Learning Standards
Health and Family Education
Academic Performance Standards
& Curriculum Frameworks**

**High School
Grades 9–12**

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: Use functional health information to support health and well-being.	
(Standard 1 Knowledge Expectations are defined under each skill standard below.)	
Standard 2: Analyze influences that affect health and well-being.	
Substance Education (TAOD)	
Knowledge Expectations	
T1.12.4 Analyze the relationship between using tobacco, e-cigarettes, and vaping products and using alcohol or other drugs.	Not covered
T1.12.10 Evaluate the financial costs of tobacco, e-cigarette, vaping use to the individual, society, and environment.	TAOD – 5
AOD1.12.9 Describe the effects of using alcohol and other drugs on school performance, absenteeism, job-related performance, and interpersonal relationships.	TAOD – 7, 8
T1.12.6; AOD1.12.10 Describe the effects of tobacco, e-cigarettes, vaping, alcohol, and other drug use on the fetus during pregnancy.	TAOD – 5, 7, 8
AOD1.12.16; T1.12.2 Analyze the relationship between tobacco, e-cigarettes, vaping, alcohol, and other drug-use and the major causes of death and disease in the United States.	Not covered
AOD1.12.17; AOD1.12.20; AOD1.12.21 Analyze the relationship among using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, driving or riding with someone under the influence.	ABST – 11 HIV – 8 TAOD – 9 VIP – 1, 9
AOD1.12.6 Explain the potential consequences of mixing any type of drug with another medication or drug, or with alcohol (sometimes called poly-drug use).	TAOD – 3
AOD1.12.7 Describe the harmful effects of binge drinking.	TAOD – 7
AOD1.12.8 Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol and illicit drugs, and misusing prescription medications.	TAOD – 1, 4, 7, 8, 16
AOD1.12.24; T1.12.9 Summarize family rules, school rules, and community laws about tobacco, e-cigarettes, vaping, alcohol, and other drug use.	TAOD – 9

Standard 2 (continued)	
Substance Education (TAOD) (continued)	
Skill Expectations	
T2.12.1; AOD2.12.1 Explain how public health policies influence tobacco, alcohol, and other drug related practices and behaviors.	TAOD – 11
T2.12.3; AOD2.12.3 Analyze how peers and perceptions of norms influence tobacco-related practices, and healthy and unhealthy alcohol- and other drug-related behaviors.	TAOD – 5 [norms], 11
T2.12.4; AOD2.12.4 Analyze how personal attitudes, values, and beliefs influence tobacco-related practices and healthy and unhealthy alcohol- and other drug-use behaviors.	TAOD – 11
T2.12.5; AOD2.12.5 Analyze how some health risk behaviors, like alcohol and other drug use, influence likelihood of engaging in tobacco use and other unhealthy behaviors (e.g., sexual risk behaviors).	TAOD – 9
T2.12.6; AOD2.12.6 Analyze how laws, rules, and regulations influence behaviors related to tobacco, alcohol- and other drug use.	TAOD – 9
T2.12.7; AOD2.12.7 Analyze how school and community settings influence tobacco-related, and alcohol and other drug use practices and behaviors.	TAOD – 9, 11
T2.12.8; AOD2.12.8 Analyze how media and technology influence personal, family, and community behaviors related to tobacco, alcohol, and other drug-use.	TAOD – 12
T2.12.9; AOD2.12.9 Differentiate relevant influences, including family, culture, peers, media, technology, school, community and public health policies on personal behaviors related to alcohol and other drug use, and tobacco-related practices and behaviors.	TAOD – 11, 12
T2.12.10; AOD2.12.10; T1.12.14 Analyze the factors that influence the opportunities to obtain safe, accessible, equitable, and affordable products and services that support tobacco, alcohol, and other drug use prevention and cessation for oneself and others.	TAOD – 10
Mental and Emotional Health, Personal Health and Wellness	
Knowledge Expectations	
MEH1.12.4; MEH1.12.8 / MHA-Defining 3.1 - A.1.3 Analyze how feelings, characteristics and practices of a mentally and emotionally healthy person can influence behavior.	EMH – 2, 6, 10, 12
MEH1.12.6; MEH1.12.3 / MHA - Defining 1.4 Explain and discuss potential positive and negative consequences of the influence of feelings and emotions on behavior, including healthy behavior.	EMH – 3, 6, 10, 12
MEH1.12.9; MEH1.12.22; MEH1.12.26; Parenting 15.2.2 / MHA - Defining 2.1 Identify role models (i.e., Parents, caregivers, trusted adults) who demonstrate positive mental and emotional health who you can talk to about feelings and identify strategies for communicating your feelings to them.	EMH – 8, 14, 17

Standard 2 (continued)	
Mental and Emotional Health, Personal Health and Wellness (continued)	
Knowledge Expectations (continued)	
MEH1.12.10; MEH1.12.11 / MHA - Strategies 1.3 Analyze and discuss the differences and similarities between self-efficacy, self-respect, and self-awareness and how they influence behavior.	EMH unit supports these competencies, but students don't differentiate the terms or discuss specific effects on behavior
MEH1.12.13 / MHA - Strategies 1.2 Explain the body's physical and psychological responses to stressful situations and ways to reduce their impact.	EMH – 4
MEH1.12.18 / MHA - Strategies 1.5 Discuss situations where people have demonstrated resilience.	EMH – 2, 3
MEH1.12.20; MEH1.12.15 Evaluate strategies for managing challenging emotions such as anger, stress, anxiety, frustration, disappointment, sadness, loss, and grief.	EMH – 6, 9, 10, 12
MEH1.12.27; MEH1.12.28 / MHA - Defining 1.5 Describe the benefits of healthy family and peer relationships and how to build and maintain.	EMH – 8
PHW1.12.11 Analyze behavioral (e.g. hygiene habits, appropriate sleep) and environmental factors (e.g. exposure to sun, media, and toxins) that contribute to major chronic diseases and mental illness (e.g. allergies, asthma, diabetes, epilepsy, anxiety, depression, etc.).	ABST – 3 EMH – 15
Skill Expectations	
Parenting-15.4.2 Analyze social, emotional, and environmental factors of prenatal development and birth in relation to the health of parents and child.	Not covered
PHW2.12.1 Explain how public health policies influence personal health and wellness-related practices and behaviors.	Not covered
PHW2.12.2; PHW2.12.3 Analyze how culture, peers, and perception of norms influence personal health and wellness-related beliefs, practices, and behaviors.	EMH – 8, 15
Human Sexuality, Safety Education and Violence Prevention	
Knowledge Expectations	
SH1.12.10; SH1.12.16 Analyze characteristics of healthy relationships and how power differences (e.g., age, race/ethnicity, sex, gender, socio-economic status) impact relationships.	EMH – 8 VIP – 15
SH1.12.56; Parenting 15.4.2 Analyze the emotional, social, physical, and financial effects of becoming a parent.	HIV – 5
SH1.12.35-36; SH1.12.41 Analyze situations and techniques used to pressure or coerce someone to have sex, as well as the factors to protect one against engaging in sexual risk behaviors.	ABST – 13, 15 VIP – 19
SH1.12.33 Explain why a person who has experienced any form of sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) is never to blame for actions of the perpetrator.	VIP – 15, 18

Standard 2 (continued)	
Human Sexuality, Safety Education and Violence Prevention (continued)	
Knowledge Expectations (continued)	
V1.12.7; Parenting 15.2.4 Analyze the mental and emotional impact that violence-related behaviors have on an individual's, family's and society's well-being.	VIP – 8
V1.12.7 Analyze the relationship between one's mental and emotional health and violence-related incidents and how violence-related incidents affect well-being.	EMH – 16 [suicide] VIP – 16 [suicide]
Skill Expectations	
SH2.12.9 Differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies, on sexual and reproductive health practices and behaviors, including self-concept and body image.	ABST – 11, 12 HIV – 8, 9 NPA – 13
SH2.12.3; SH2.12.4 Analyze how peers, perceptions of norms, attitudes, values, and beliefs influence healthy and unhealthy sexual beliefs, relationships, practices, and behaviors.	ABST – 11 HIV – 8
SH2.12.8 Analyze how media (e.g., pornography, sexually explicit images, social media) and technology influence personal, family, and community sexual health beliefs, relationships, practices, and behaviors.	ABST – 11, 12 HIV – 8
SH2.12.5; V2.12.5 Analyze how some health risk behaviors influence the likelihood of engaging in risky violent and/or sexual behaviors (e.g., alcohol and other drug use).	ABST – 11 HIV – 8
Parenting 15.2.3 Assess common practices and emerging research about influences of discipline on human growth and development.	Not covered
Food, Nutrition, and Physical Activity	
Knowledge Expectations	
FN1.12.8 Evaluate balanced eating patterns that consider food restrictions (personal choice or medically necessary) such as vegan, gluten free, dairy free, etc.)	NPA – 5
FN1.12.9; FN1.12.10 Identify ways to prepare good-tasting, nutrient dense foods and snacks by using healthy fats, herbs, and spices, while reducing sugar and sodium.	NPA – 3, 5
FN1.12.23 Describe the social and emotional benefits of eating with friends and family.	Not covered
PA1.12.1 Analyze how an inactive lifestyle contributes to chronic disease.	NPA – 7
PA1.12.12 Describe the effects of hydration and dehydration on physical performance.	NPA – 8

Standard 2 (continued)	
Food, Nutrition, and Physical Activity (continued)	
Skill Expectations	
FN2.12.3,4; PA2.12.3,4: Analyze how personal attitudes, values, perception of norms, and beliefs influence practices and behaviors as they relate to physical activity and nutrition.	NPA – 12
FN2.12.9; PA2.12.9: Differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on physical activity, food choices and other eating practices and behavior.	NPA – 12
Standard 3: Analyze influences that affect health and well-being.	
Substance Education (TAOD)	
Knowledge Expectations	
AOD1.12.14; T1.12.5 Analyze short- and long-term benefits of remaining tobacco-, e-cigarette-, vaping-, alcohol- and drug-free.	TAOD – 7, 8 16
AOD1.12.18 Summarize the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis.	Not covered
Skill Expectations	
T3.12.1; AOD3.12.1 Evaluate the validity of tobacco-related prevention and cessation information, and over-the-counter and prescription medications (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).	TAOD – 3 [medicine labels]
T3.12.2; T3.12.8; T3.12.9 Evaluate and use valid tobacco cessation products and cessation services when needed or appropriate.	Can be addressed in TAOD – 6
T3.12.3; AOD3.12.4; AOD1.12.22 Evaluate the validity of tobacco cessation, alcohol and other drug use treatment services.	Can be addressed in TAOD – 10
T3.12.7; AOD3.12.8 Use resources that provide valid tobacco-related cessation, and alcohol and other drug use prevention information.	Can be addressed in TAOD – 10
AOD3.12.2 Evaluate the validity of information for alcohol- and other drug-use prevention.	Not covered
Mental and Emotional Health, Personal Health and Wellness	
Knowledge Expectations	
MEH1.12.21 / MHA - Services 1.1 Determine when to seek help for mental and emotional health problems (e.g., screening, examinations).	EMH – 17
Parenting 15.3.1 Analyze community resources and services available to families.	Not covered

Standard 3 (continued)	
Mental and Emotional Health, Personal Health and Wellness (continued)	
Skill Expectations	
PHW3.12.1; MEH3.12.7 / MAC-Services 2.1 Evaluate and use valid resources that provide mental, emotional, and personal health and wellness information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).	EMH – 17
PHW3.12.5 Determine when professional personal health and wellness services may be required.	ABST – 4 EMH – 15, 16, 17
Human Sexuality, Safety Education and Violence Prevention	
Knowledge Expectations	
SH1.12.15 Summarize the importance of talking with parents, caregivers, and other trusted adults about issues related to growth and development, relationships, sex, and sexual and reproductive health services.	ABST – 9
H1.12.59 SH1.12.63 Explain the importance of disclosing sexual activity to a healthcare provider and accessing preventative care (e.g., examinations, checkups, immunizations, and health screenings) necessary to maintain sexual and reproductive health.	Can be addressed in ABST – 4, 9
SH1.12.26; SH1.12.43-45 Summarize the signs, symptoms, transmission, stereotypes, myths, and stigma about the most common STIs, including HIV and people living with AIDS, as well as problems associated with asymptomatic STIs and HIV.	HIV – 6, 7
SH1.12.69 Describe the latest medical information regarding human papillomavirus (HPV) including exposure, risk factors for developing cervical cancer and other HPV-related health issues, how transmission may be prevented, including abstinence as the best prevention method, and the latest scientific information on the immunization against HPV infection.	ABST – 4, 9 HIV – 6
SH1.12.40; SH1.12.47-49 Analyze methods of contraception and STI prevention including birth control (effectiveness, use, side effects), condoms, and abstinence, which is the safest and most effective choice.	ABST – 10 HIV – 3, 5, 12
S1.12.17 Explain accepted procedures for basic emergency care and lifesaving.	<i>HealthSmart does not cover hands-on first-aid procedures</i>
Skill Expectations	
S3.12.5 Determine when professional safety and injury prevention services may be required.	VIP – 16, 18
CSAP3.2.12 Access valid resources for help if the student or someone the student knows is being bullied or harassed or has been sexually abused or assaulted including online and/or electronic communication.	VIP – 11, 14, 17, 18

Standard 3 (continued)	
Human Sexuality, Safety Education and Violence Prevention (continued)	
Skill Expectations (continued)	
CSAP3.2.12 Demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, dating violence and relationships.	VIP – 14, 15, 17, 18
Food, Nutrition, and Physical Activity	
Knowledge Expectations	
FN1.12.3; FN1.12.22 Explain how the Dietary Guidelines for Americans are useful in planning a healthy eating pattern and analyze the benefits.	NPA – 2, 10
FN1.12.4 Identify food sources that provide key nutrients utilizing the Dietary Guidelines for Americans throughout the life cycle.	NPA – 1, 4
FN1.12.7 Identify how different stages of food processing can impact the nutrient profile of food.	NPA – 2
FN1.12.13 Describe the benefits of avoiding energy drinks.	NPA – 10
FN1.12.17; FN1.12.18 Analyze healthy and risky approaches to weight management including supplements and “fad” diets.	NPA – 14
PA1.12.4 Summarize the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults.	NPA – 6
Skill Expectations	
FN3.12.1,2,3; PA3.12.1,2,3 Evaluate if physical activity and nutrition information, products, and services are valid, reliable, and unbiased. (e.g., Information: differentiate between scientifically or medically accurate content and advertising, including sponsored content. Products: dietary supplements, cleanses, detox, sports performance supplements. Services: credentialed professionals and food assistance programs).	NPA – 9
Standard 4: Use interpersonal communication skills to support health and well-being.	
Substance Education (TAOD)	
Knowledge Expectations	
T1.12.11 Summarize the impact of industry marketing on youth and those with health disparities (e.g., alcohol, cannabis, tobacco, e-cigarettes, vaping, and other drugs).	TAOD – 12
Skill Expectations	
T4.12.1; AOD4.12.1; AOD4.12.2 Demonstrate effective communication skills to be tobacco, alcohol, and other drug free and to avoid taking someone else’s prescription medication.	TAOD – 14, 15

Standard 4 (continued)	
Substance Education (TAOD) (continued)	
Skill Expectations (continued)	
T4.12.2; AOD4.12.4; AOD1.12.15 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid tobacco, alcohol, and other drug use.	TAOD – 14, 15, 16
T4.12.3; AOD4.12.5; AOD4.12.6 Demonstrate how to effectively ask for assistance, and effectively offer assistance, for self and others to quit using tobacco, alcohol, and/or other drugs.	TAOD – 6
AOD4.12.3 Demonstrate effective communication skills to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.	TAOD – 15
Mental and Emotional Health, Personal Health and Wellness	
Knowledge Expectations	
MEH1.12.1 Discuss signs and symptoms that oneself or others may be experiencing different feelings or emotions.	EMH – 6, 10, 12
MEH1.12.21 / MHA - Services 1.1 Determine when to seek help for mental and emotional health problems.	EMH – 17
MEH1.12.30; MEH1.12.32; MEH1.12.33 / MHA - Strategies 2.3 Identify and analyze strategies to effectively communicate feelings to peers and to resolve conflict within a group.	EMH – 7, 9, 13
MEH1.12.43 Analyze how sharing or posting personal information electronically about self or others on social media sites and other digital communication (e.g., messages, forums, e-mail, websites, phone and tablet applications) can negatively impact mental and emotional health.	ABST – 10 EMH – 11
Skill Expectations	
PHW4.12.1 Demonstrate effective communication skills to enhance personal health and wellness.	EMH – 6, 7, 9, 10, 13
Human Sexuality, Safety Education and Violence Prevention	
Knowledge Expectations	
SH1.12.27-32 Explain the importance of consent, including the right to refuse, communication of consent, the responsibility to obtain consent, acceptance of lack or retraction of consent, and how consent cannot be fully present in an imbalance of power related to any sexual behaviors.	ABST – 15 HIV – 4 VIP – 14
V1.12.2-5 Analyze why being able to identify and label emotions, communicate effectively, and understand others' perspectives is important for managing and resolving conflict nonviolently.	EMH – 13
Skill Expectations	
SH4.12.1; SH4.12.5-6 Demonstrate effective communication skills to promote healthy relationships and sexual and reproductive health, including asking for assistance from parents, caregivers, and trusted adults as well as support for peers whose aspects of their sexuality are different from one's own.	EMH – 7, 9 HIV – 2, 15

Standard 4 (continued)	
Human Sexuality, Safety Education and Violence Prevention (continued)	
Skill Expectations (continued)	
SH4.12.4; Parenting 15.2.2 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflicts.	EMH – 13
SH4.12.2; S4.12.2 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in risky sexual behavior and avoid or reduce injuries.	ABST – 15, 16 HIV – 12, 13 VIP – 19
S4.12.1 Demonstrate effective communication skills to enhance safety and injury prevention.	
V4.12.1-3 Demonstrate effective communication, peer resistance, negotiation, and collaboration skills to prevent and avoid engaging in violence and resolve interpersonal conflict.	EMH – 13
CSAP4.2-3.12 Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse, or assault, including if they are pressured into sending sexually explicit pictures or messages by email or cell phone.	VIP – 11, 17
Food, Nutrition, and Physical Activity	
Knowledge Expectations	
FN1.12.20 Explain the effects of eating disorders on healthy growth and development.	NPA – 15
Skill Expectations	
FN4.12.1; PA4.12.1 Demonstrate effective communication skills to ensure personal food choices, healthy eating behaviors and physical activity involvement are appropriate and enhance health for self and others.	NPA – 15
Standard 5: Use a decision-making process to support personal and community health and well-being.	
Substance Education (TAOD)	
Knowledge Expectations	
AOD1.12.1 Differentiate between over-the-counter medications, prescription medications, and illicit drugs.	TAOD – 1, 3
AOD1.12.2; AOD1.12.3 Differentiate between proper use and misuse of prescription and over-the-counter medications.	TAOD – 3, 4 [opioids]
AOD1.12.23; T1.12.13 Analyze how tobacco, e-cigarette, vaping, alcohol, cannabis and drug cessation and treatment programs can be successful.	TAOD – 6, 10
Skill Expectations	
T5.12.1; AOD5.12.1 Examine barriers to making a decision related to being substance or drug-free, tobacco-free, and alcohol-free.	TAOD – 13

Standard 5 (continued)	
Substance Education (TAOD) (continued)	
Skill Expectations (continued)	
T5.12.2; AOD5.12.2; AOD1.12.15 Determine the value of applying thoughtful decision-making related to tobacco, alcohol, and other drug use.	TAOD – 13
T5.12.3; AOD5.12.3 Justify when individual or collaborative decision-making related to tobacco, alcohol, and other drug use is appropriate.	TAOD – 13
T5.12.4; AOD5.12.4 Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to tobacco, alcohol, and other drug use.	TAOD – 11, 13
T5.12.5; AOD5.12.5; AOD1.12.13 Generate alternatives when making a decision related to tobacco, alcohol, and/or other drug use.	TAOD – 13
T5.12.6; AOD5.12.6 Predict the potential short- and long-term consequences of alternatives to a decision related to tobacco, alcohol, and other drug use.	TAOD – 13
T5.12.7; AOD5.12.7 Choose a healthy alternative when making a decision related to tobacco, alcohol, and other drug use.	TAOD – 13
T5.12.8 AOD5.12.9 AOD1.12.11 Evaluate the effectiveness of decisions related to tobacco, alcohol, and other drug use.	TAOD – 13
AOD5.12.8 Choose a healthy alternative when making a decision related to riding in a motor vehicle with a driver who has been using alcohol or other drugs.	TAOD – 7, 15
Mental and Emotional Health, Personal Health and Wellness	
Knowledge Expectations	
MEH1.12.24 Differentiate characteristics between healthy and unhealthy relationships.	EMH – 8
MEH1.12.31 Evaluate healthy and unhealthy strategies to manage difficult relationships with family, peers, dating partners or sexual partners.	EMH – 7, 9
MEH1.12.38; MEH1.12.36; MEH1.12.36 / MHA - Stigma 3.1 Summarize the benefits of living in a diverse society and how empathy and intolerance can affect behaviors.	EMH – 2 [empathy]
MEH1.12.40; MEH1.12.41; MEH1.12.42 / MHA - Stigma 2.1 Recognize and discuss how stereotyping, bullying, harassment, bias, prejudice, and discrimination are distinct and related to each other, identify ways to prevent, and explain their impact on self, others, and society.	VIP – 10, 12, 13, 14
Skill Expectations	
Parenting 15.2.1 Analyze nurturing practices that support human growth and development.	Not covered

Standard 5 (continued)	
Mental and Emotional Health, Personal Health and Wellness (continued)	
Skill Expectations (continued)	
PHW5.12.1; PHW5.12.5 Examine barriers that can hinder choosing healthy alternatives when making a personal health and wellness-related decision and evaluate effectiveness of those decisions.	ABST – 14 TAOD – 13 VIP – 5
Human Sexuality, Safety Education and Violence Prevention	
Knowledge Expectations	
S1.12.1,5,6 Analyze ways to reduce the risk of injuries while riding in or driving a motor vehicle—including the dangers of alcohol and drug use.	VIP – 2 TAOD – 7
S1.12.7-8 Analyze the relationship between unintentional injuries and using alcohol or other drugs as well as ways to reduce those risks.	VIP – 1
Skill Expectations	
SH5.12.1,4-8 Examine barriers and influences (e.g., healthy and unhealthy relationships, family, culture, media, peers), generate alternatives, predict potential consequences, and evaluate effectiveness when making a sexual and reproductive health-related decision.	ABST – 14
SH5.12.3-4 Determine the value of applying thoughtful decision-making and when individual or collaborative decision-making is appropriate regarding sexual situations or experiences.	ABST – 14
S5.12.1,4-8 Examine barriers and influences (e.g., healthy and unhealthy relationships, family, culture, media, peers), generate alternatives, predict potential consequences, and evaluate effectiveness regarding safety and injury prevention.	VIP – 5
S5.12.3 Justify when individual or collaborative decision-making is appropriate regarding a situation related to safety and injury prevention.	VIP – 5
Food, Nutrition, and Physical Activity	
Knowledge Expectations	
FN1.12.2 Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.	NPA – 1
FN1.12.11 Summarize the physical, mental, social, and academic benefits of eating breakfast every day.	NPA – 14
FN1.12.12 Summarize how to identify nutrient-dense food selections when dining out.	NPA – 5
PA1.12.3 Summarize the mental, emotional, and social benefits of physical activity and the importance of selecting appropriate, enjoyable activities.	NPA – 7, 10

Standard 5 (continued)	
Food, Nutrition, and Physical Activity (continued)	
Skill Expectations	
FN5.12.5; PA5.12.6 Predict the health-related short- and long-term outcomes related to physical activity, food and nutrition choices.	NPA – 1, 7
FN5.12.6; PA5.12.7; FN5.12.7; PA5.12.8 Demonstrate regular physical activity patterns and healthy eating behaviors and evaluate the effectiveness of those decisions through various stages of the life cycle.	NPA – 10, 11
Standard 6: Use a goal-setting process to support health and well-being.	
Substance Education (TAOD)	
Knowledge Expectations	
None defined	
Skill Expectations	
T6.12.2; AOD6.12.2 Set a realistic personal goal to remain tobacco, alcohol, and/or other drug free, to quit using tobacco, alcohol and/or other drugs, or to not ride in or on a motor vehicle with a driver who is under the influence of alcohol or other drugs.	Goal setting is not a skill included in the TAOD unit
T6.12.3; AOD6.12.3 Assess the barriers to achieving a personal goal to remain tobacco, alcohol and other drug free or to quit using tobacco, alcohol, and other drugs.	
T6.12.4; AOD6.12.4 Develop a plan to attain a personal goal to remain tobacco, alcohol, and other drug free or to quit using tobacco, alcohol, and other drugs.	
T6.12.5; AOD6.12.5 Implement strategies, including self-monitoring, to achieve a goal to remain tobacco, alcohol, and other drug free or to quit tobacco, alcohol, and other drug use.	
T6.12.6; AOD6.12.6 Use strategies to overcome barriers to achieving a goal to remain tobacco, alcohol, and other drug free or quit tobacco, alcohol, and other drug use.	
T6.12.7; AOD6.12.7 Formulate an effective long-term plan to remain tobacco, alcohol, and other drug free or quit tobacco, alcohol, and other drug use.	
Mental and Emotional Health, Personal Health and Wellness	
Knowledge Expectations	
MEH1.12.12 / MHA - Strategies 1.1 Summarize personal stressors at home, in school, and with friends.	EMH – 4
MEH1.12.17; MEH1.12.19 / MHA - Strategies 1.4 Summarize impulsive behaviors and characteristics of someone who demonstrates self-respect and self-control.	EMH – 2, 12 ABST – 14

Standard 6 (continued)	
Mental and Emotional Health, Personal Health and Wellness (continued)	
Skill Expectations	
PHW6.12.1; PHW6.12.3 Assess personal health and wellness-related practices and behaviors as well as barriers to achieving a wellness-related goal.	ABST – 1, 6
PHW6.12.2; PHW6.12.4 Develop a realistic goal and plan to improve a personal health and wellness-related practice.	ABST – 6 EMH - 14
Human Sexuality, Safety Education and Violence Prevention	
Knowledge Expectations	
None defined	
Skill Expectations	
S6.12.1 Assess personal safety and injury prevention practices and behaviors.	VIP – 1
Food, Nutrition, and Physical Activity	
Knowledge Expectations	
PA1.12.5 Summarize how a person can incorporate physical activity into daily life without relying on a structured exercise plan or special equipment.	NPA – 7
Skill Expectations	
FN6.12.1; PA6.12.1 Assess personal physical activity and eating behaviors.	NPA – 2, 3, 4, 7, 10
FN6.12.6 PA6.12.6 Create strategies to overcome barriers to achieve personal goals relating to physical activity and eating behaviors.	NPA – 10, 11
FN6.12.7; PA6.12.7 Formulate an effective long-term plan to achieve health goals related to physical activity and eating behaviors.	NPA – 10, 11
Standard 7: Demonstrate practices and behaviors to support health and well-being.	
Substance Education (TAOD)	
Knowledge Expectations	
T1.12.12 Distinguish appropriate ways to support family and friends who are trying to stop using tobacco.	TAOD – 6
T1.12.14 Analyze how smoking cessation programs can be successful.	TAOD – 6
AOD1.12.4; AOD1.12.5 Describe how to read and interpret prescription and over-the-counter medication labels and how to store medications safely.	TAOD – 3 [reading labels]

Standard 7 (continued)	
Substance Education (TAOD) (continued)	
Knowledge Expectations (continued)	
AOD1.12.19 Summarize short and long-term health benefits of abstaining from or discontinuing use of alcohol, tobacco, cannabis, and other drugs throughout all stages of development.	TAOD – 6, 7, 8
AOD1.12.12 Summarize why alcohol- or other drug-use is an unhealthy way to manage weight or stress.	TAOD – 11
Skill Expectations	
T7.12.3; AOD7.12.3 Demonstrate tobacco, alcohol, and other drug prevention practices and behaviors to improve the health of oneself and others.	TAOD – 3, 6, 10, 12, 14, 15, 16
T7.12.4; AOD7.12.4 Commit to being tobacco, alcohol, and other drug free.	Can be addressed in TAOD – 16
AOD7.12.5 Commit to avoiding riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.	Can be addressed in TAOD – 7, 16
AOD7.12.6 Commit to not driving a motor vehicle while under the influence of alcohol or other drugs	Can be addressed in TAOD – 7, 16
Mental and Emotional Health, Personal Health and Wellness	
Knowledge Expectations	
MEH1.12.10; MEH1.12.11 / MHA - Strategies 1.3 Analyze and discuss the differences and similarities between self-efficacy, self-respect, and self-awareness and how they influence behavior.	EMH unit supports these competencies, but students don't define/distinguish between terms
PHW1.12.13 Justify why it is important to seek help and treatment for common infectious diseases, chronic diseases, and mental illnesses in order to learn and apply self-management techniques.	ABST – 4 EMH – 17
PHW1.12.14 Summarize important health screenings (e.g. vision, hearing, skin cancer, etc.), immunizations, checkups, and regular examinations necessary to maintain good health.	ABST – 4
Skill Expectations	
PHW7.12.2 Evaluate personal health and wellness-related practices and behaviors that reduce or prevent health risks.	ABST – 1, 6 EMH – 1, 2, 11, 14
Human Sexuality, Safety Education and Violence Prevention	
Knowledge Expectations	
SH1.12.18-20 Analyze the negative consequences of sending and viewing sexually explicit pictures, messages, or media (e.g., e-mail, texting, chat groups, social media platforms, websites, and device applications) and the impact technology has on relationships.	ABST – 7, 10 EMH – 11 VIP – 10
S1.12.9 Prioritize actions to take to prevent injuries during severe weather.	VIP – 4

Standard 7 (continued)	
Human Sexuality, Safety Education and Violence Prevention (continued)	
Knowledge Expectations (continued)	
S1.12.16 Analyze how sharing or posting personal information electronically about self or others on media (e.g., e-mail, texting, chat groups, social media platforms, websites and device applications) can negatively impact personal safety of self or others.	VIP – 19
V1.12.1 Analyze why prosocial behaviors can help prevent violence.	Not covered
V1.12.6,8,9 Evaluate effective nonviolent strategies for dealing with anger, stress, and difficult relationships with family members, peers, and dating partners or sexual partners.	EMH – 7, 9, 12
1.12.10,12 Summarize situations—including impulsive behaviors—that can lead to violence and strategies for controlling them.	EMH – 12
Skill Expectations	
SH7.12.1-4 Commit to practicing healthy sexual behaviors by analyzing the role of individual responsibility, evaluating personal practices and behaviors, and improving those personal practices and behaviors.	ABST – 9, 13 HIV – 3, 4, 9, 14
Parenting 15.2.1; Parenting 15.2.4 Analyze nurturing practices that support human growth and development and contrast with the effects of abuse and neglect on children and families to determine methods for preventing abuse and neglect.	Not covered
CSAP1.7.12 Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence including online and electronic communications.	VIP – 10, 12, 14, 15, 17, 18
CSAP6.1.12; CSAP7.3.12 Describe strategies to use social media safely, legally, and respectfully. Include developing a plan to stay safe when using social media.	EMH – 11
Food, Nutrition, and Physical Activity	
Knowledge Expectations	
FN1.12.5; FN1.12.6 Describe the importance of choosing a variety of foods and beverages (including trying new foods) to meet daily nutrient and energy needs.	NPA – 3
FN1.12.15 Summarize food safety strategies that can control pathogens that cause foodborne illnesses.	NPA – 16
Skill Expectations	
FN7.12.3; PA7.12.3 Demonstrate health-enhancing physical activity and healthy eating behaviors.	NPA – 10, 11

Standard 8: Advocate to promote health and well-being for self and others.	
Substance Education (TAOD)	
Knowledge Expectations	
None defined	
Skill Expectations	
T8.12.2; AOD8.12.2 Persuade and support others to be alcohol, other drug, and tobacco-free and avoid exposure to secondhand smoke.	TAOD – 5, 6, 12, 16
T8.12.5 Adapt tobacco-free health messages and communication techniques to reach a specific audience.	TAOD – 16
AOD8.12.1; T8.12.1 State a health-enhancing position about being tobacco, alcohol, and other drug-free, supported with accurate information, to improve the health of others.	TAOD – 5, 16
AOD8.12.3; AOD8.12.4 Persuade others to avoid driving while under the influence or riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.	TAOD - 16
AOD8.12.5; T8.12.3; T8.12.4 Collaborate with others to advocate for individuals, families, and schools to be tobacco, alcohol, and other drug-free.	TAOD – 16
Mental and Emotional Health, Personal Health and Wellness	
Knowledge Expectations	
MEH1.12.7; MEH1.12.5 / MHA - Strategies 4.1 Explain and discuss how persons, contexts, and triggers may influence positive and negative ways to express and manage needs, wants, emotions, and feelings.	EMH – 6, 12
Skill Expectations	
PHW8.12.1 Use peer and societal norms, based on accurate health information, to formulate positive personal health and wellness-related messages.	Covered in other content areas: TAOD – 5, 16 VIP – 7
PHW8.12.3 Collaborate with others to advocate for improving personal, family, and community health and wellness.	EMH – 11
Human Sexuality, Safety Education and Violence Prevention	
Knowledge Expectations	
None defined	
Skill Expectations	
S8.12.1.3; Parenting 15.3.2 Collaborate with others using societal norms and accurate health information to advocate for improving personal, family, and community safety and injury prevention.	VIP – 6, 7, 11
CSAP8.2.12 Advocate for safe environments, school policies, and programs that promote dignity and respect for all.	HIV – 2 VIP – 7, 11
CSAP8.3.12 Engage in authentic experiences of caring, compassion and advocating for others.	HIV – 2, 15 VIP – 11

Standard 8 (continued)	
Human Sexuality, Safety Education and Violence Prevention (continued)	
Skill Expectations (continued)	
CSAP8.4.12 Demonstrate how to support a friend/peer who discloses sexual assault/abuse.	VIP – 18
Food, Nutrition, and Physical Activity	
Knowledge Expectations	
FN1.12.14 Summarize the relationship between access to food and personal food choices.	Not covered
Skill Expectations	
FN8.12.1; PA8.12.1 Use peer and societal norms, based on accurate health information, to formulate messages that promote physical activity and healthy eating behaviors.	NPA – 8