

***HealthSmart* Alignment with
Maryland Comprehensive
Health Education Framework**

**High School, Third Edition
Grades 9–12**

advancing
health
equity **etr.**

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

Standard 1a: Mental and Emotional Health (HS)

Topic	High School I	High School II
Wellness	Analyze how mental and emotional health can affect health-related behaviors. 1aHS1.1 EMH – Lesson 2	Analyze how pro-social behaviors can benefit overall health. 1a.HS2.1 EMH – Lesson 2
	Analyze the interrelationship of physical, mental, emotional, social, environmental, and spiritual health. 1aHS1.2 EMH – Lesson 1	Evaluate the interrelationship of physical, mental, emotional, social, environmental, and spiritual health. 1a.HS2.2 EMH – Lesson 1
		Evaluate a variety of strategies to improve personal wellness. 1a.HS2.3 ABST – Lesson 6 [health habits] EMH – Lesson 14 [emotional health] NPA – Lesson 13 [body image]
		Apply strategies to improve personal wellness. 1a.HS2.4 ABST – Lesson 6 [health habits] EMH – Lesson 14 [emotional health] NPA – Lesson 13 [body image]
Emotions, feelings, and relationships	Analyze strategies for managing and reducing interpersonal conflicts. 1aHS1.3 EMH – Lesson 13	
	Analyze characteristics of a mentally and emotionally healthy person. 1aHS1.4 EMH – Lesson 2	
Self and social awareness	Demonstrate respect for others who have different views and beliefs. 1aHS1.5 ABST – Lesson 15 [sexual choices] HIV – Lesson 2 [sexual identity] VIP – Lesson 13 [stopping hate violence]	Explore the impact of empathy on mental and emotional health. 1a.HS2.5 EMH – Lesson 2, Lesson 10
	Identify how reflecting on personal interests, qualities, strengths, and beliefs can increase self-awareness, satisfaction, and empathy. 1aHSI.6 EMH – Lesson 2, Lesson 3	Describe how reflecting on personal interests, qualities, strengths, and beliefs can increase self-awareness, satisfaction, and empathy. 1a.HS2.6 EMH – Lesson 2, Lesson 3
	Identify strategies which lead to personal growth and persistence through challenges. 1aHS1.7 EMH – Lesson 2, Lesson 3	Develop strategies to promote personal growth, increased self-awareness, and persistence through challenges. 1a.HS2.7 EMH – Lesson 2, Lesson 3
Trusted adults	Identify trusted adults and resources specific to a variety of needs. 1aHS1.8 ABST – Lesson 9 EMH – Lesson 17 HIV – Lesson 10 NPA – Lessons 10 & 11 TAOD – Lesson 10 VIP – Lessons 11, 12, 13, 14, 15, 16, 17, 18	Identify strategies for supporting another person in seeking professional guidance or help from a trusted adult. 1a.HS2.8 EMH – Lesson 16, Lesson 17 NPA – Lesson 15 TAOD – Lesson 10 VIP – Lessons 11, 12, 16, 17

Standard 1a: Mental and Emotional Health (HS) (continued)		
Topic	High School I	High School II
Trusted adults (continued)	Summarize the benefits of seeking a trusted adult or professional guidance related to one's dimensions of wellness. 1aHS1.9 EMH – Lesson 4, Lesson 17	
Stress and anxiety	Analyze personal stressors at home, in school, and with friends. 1aHS1.10 EMH – Lesson 4	Evaluate personal stressors at home, in school, and with friends. 1a.HS2.9 EMH – Lesson 4
	Determine effective strategies for dealing with stress, anxiety, and anger. 1aHS1.11 EMH – Lessons 4 & 5, Lesson 6, Lesson 12	Analyze the causes, symptoms, and effects of anxiety. 1a.HS2.10 EMH – Lesson 15
	Analyze impulsive behaviors and strategies for managing them. 1aHS1.12 EMH – Lesson 12	Evaluate effective strategies for dealing with stress, anxiety, and anger. 1a.HS2.11 EMH – Lessons 4 & 5, Lesson 6, Lesson 12
Depression awareness	Analyze the causes, symptoms, and effects of depression. 1aHS1.13 EMH – Lesson 15	Evaluate causes, symptoms, and effects of depression. 1a.HS2.13 EMH – Lesson 15
		Evaluate impulsive behaviors and strategies for managing them. 1a.HS2.12 EMH – Lesson 12
Suicide prevention	Summarize the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1aHS1.14 EMH – Lesson 16 VIP – Lesson 16	Summarize the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1a.HS2.14 EMH – Lesson 16 VIP – Lesson 16
	Defend the importance of telling an adult if there are people who are in danger of hurting themselves or others. 1aHS1.15 EMH – Lesson 16 VIP – Lesson 16	
Social media	Analyze positive and negative effects of social media. 1aHS1.16 EMH – Lesson 11	Analyze the impact of social media on the dimensions of wellness. 1a.HS2.15 EMH – Lesson 11
Body image	Summarize the importance of a positive body image and its implications on mental and physical wellness. 1aHS1.17 NPA – Lesson 13	
Disordered eating		Explain the effects of eating disorders on health. 1a.HS2.16 NPA – Lesson 15
		Differentiate between a positive and negative body image. 1a.HS2.17 EMH – Lesson 13
		Evaluate the potential mental and physical consequences of disordered eating and why it is important to seek professional help. 1a.HS2.18 EMH – Lesson 15
Grief and loss		Summarize stages of grief and loss and explore coping strategies for self and others. 1a.HS2.19 EMH – Lesson 10

Standard 1a: Mental and Emotional Health (HS) (continued)		
Topic	High School I	High School II
Stigma	Summarize the negative impact of stigma on health-seeking behaviors. 1aHS1.18 EMH – Lesson 15, Lesson 17	
Addiction	Identify the effects of addiction on self and others. 1aHS1.19 TAOD – Lesson 2	Evaluate the effects of addiction on self and others. 1a.HS2.20 TAOD – Lesson 2
	Identify sources of support for people who suffer from addiction. 1aHS1.20 TAOD – Lesson 10	Evaluate sources of support for people who suffer from addiction. 1a.HS2.21 TAOD – Lesson 10
	Identify community services for addiction treatment. 1aHS1.21 Can be added to TAOD – Lesson 10	Evaluate community services for addiction treatment. 1a.HS2.22 Can be added to TAOD – Lesson 10
Self-harm	Recognize the indicators of self-harm and identify triggers that may lead to self-harm. 1aHS1.22 EMH – Lesson 16, Lesson 17 VIP – Lesson 16	Identify local and community resources and services to help someone who is self-harming. 1a.HS2.23 EMH – Lesson 16, Lesson 17 VIP – Lesson 16
Help seeking behaviors	Determine when to seek help for mental and emotional health challenges. 1aHS1.23 EMH – Lesson 17	Summarize local and community facilities and services for assistance with mental and emotional health challenges. 1a.HS2.24 Can be added to EMH – Lesson 17

Standard 1b: Substance Abuse Prevention (HS)

Topic	High School I	High School II
Medicines	Differentiate between proper use and abuse of over-the-counter and prescription medicines. 1b.HS1.1 TAOD – Lesson 3	
Alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances	Analyze situations that could lead to the use of alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances. 1b.HS1.2 TAOD – Lesson 12, Lesson 14	Evaluate situations that could lead to the use of alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances. 1b.HS2.1 TAOD – Lesson 12, Lesson 14
	Recognize the dangers of riding with a driver who has been using alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances. 1b.HS1.3 TAOD – Lesson 7, Lesson 16 [if chosen for advocacy campaign] VIP – Lesson 2	Analyze the risks associated with and dangers of driving while under the influence of alcohol, opioids, marijuana products, performance-enhancing substances, and other trending drugs or substances. 1b.HS2.2 TAOD – Lesson 7, Lesson 16 [if chosen for advocacy campaign] VIP – Lesson 2
	Describe the dangers of using drugs or substances in combination. 1b.HS1.4 Not covered	Explain the risks associated with using alcohol, opioids, marijuana products, performance-enhancing substances, or other trending drugs or substance while driving a motor vehicle. 1b.HS2.3 TAOD – Lesson 7, Lesson 16 [if chosen for advocacy campaign] VIP – Lesson 2
	Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol, nicotine products, marijuana products, performance-enhancing substances, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. 1b.HS1.5 TAOD – Lesson 1, Lesson 4 [opioids], Lesson 5 [nicotine], Lesson 7 [alcohol], Lesson 8 [marijuana] (no Fentanyl)	Analyze the dangers of using drugs or substances in combination. 1b.HS2.4 Not covered
	Describe the effects of using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances on school performance, job performance, job absenteeism, and job loss. 1b.HS1.6 TAOD – Lesson 1, Lesson 2, Lesson 4 [opioids], Lesson 5 [nicotine], Lesson 7 [alcohol], Lesson 8 [marijuana]	Analyze the harmful short- and long- term physical, psychological, and social effects of using alcohol, nicotine products, marijuana products, performance enhancing substances, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. 1b.HS2.5 TAOD – Lesson 1, Lesson 4 [opioids], Lesson 5 [nicotine], Lesson 7 [alcohol], Lesson 8 [marijuana] (no Fentanyl)
		Describe the legal issues related to using drugs and substances. 1b.HS2.6 TAOD – Lesson 9

Standard 1b: Substance Abuse Prevention (HS) <i>(continued)</i>		
Topic	High School I	High School II
Alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances		Explain the effects of using alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other drugs and substances during pregnancy. 1b.HS2.7 TAOD – Could expand on info in Lesson 4 [opioids], Lesson 5 [nicotine], Lesson 7 [alcohol]
		Analyze the relationship between using alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other drugs and substances with other health risks, such as unintentional injuries, violence, suicide, and sexual risk behaviors. 1b.HS2.8 TAOD – Lesson 9 ABST – Lesson 11 [sexual risk behaviors] HIV – Lesson 8 [sexual risk behaviors] VIP – Lesson 9 [violence]
Local support services	Identify community resources for substance use/abuse and how to help a person who is addicted. 1b.HS1.7 TAOD – Lesson 10	Compare and contrast community resources for substance use/abuse to meet the needs of individuals and families affected by addiction. 1b.HS2.9 Could be added to TAOD – Lesson 2 or Lesson 10
Environmental Literacy		Investigate the safe disposal and negative environmental impact of medicines, nicotine products, and other drugs. 1b.HS2.10 Not covered

Standard 1c: Family Life and Human Sexuality (HS)

Topic	High School I	High School II
Healthy relationships and consent	Compare and contrast characteristics of healthy and unhealthy relationships. 1c.HS1.1 VIP – Lesson 15 EMH – Lesson 8, Lesson 9	Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence self-concept, body image, and self-esteem. 1c.HS2.1 NPA – Lesson 13 [body image]
	Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, sexual decision-making, and sexual health. 1c.HS1.2 ABST – Lesson 9	Describe effective ways to communicate consent, personal boundaries, and preferences as they relate to sexual behavior. 1c.HS2.2 ABST – Lesson 15 HIV – Lesson 4, Lesson 12, Lesson 13
	Justify the benefits of respecting individual differences in aspects of sexuality, growth and development, and physical appearance. 1c.HS1.3 ABST – Lesson 7 HIV – Lesson 2	Evaluate the potentially positive and negative roles of technology and social media in relationships. 1c.HS2.3 EMH – Lesson 11
	Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent. 1c.HS1.4 HIV – Lesson 4	Describe effective ways to communicate consent, personal boundaries, intimacy, and sexual limits. 1c.HS2.4 ABST – Lesson 15 HIV – Lesson 4, Lesson 12, Lesson 13
	Identify factors that can influence the ability to give and receive sexual consent. 1c.HS1.5 HIV – Lesson 4	Analyze factors that can influence the ability to give and receive sexual consent. 1c.HS2.5 HIV – Lesson 4
Gender identity and expression	Differentiate between sex assigned at birth, gender identity, and gender expression. 1c.HS1.6 ABST – Lesson 7 HIV – Lesson 2	
Sexual orientation and identity	Define sexual identity and explain a range of identities related to sexual orientation. 1c.HS1.7 ABST – Lesson 7 HIV – Lesson 2	Differentiate between sexual orientation, sexual behavior, and sexual identity. 1c.HS2.6 ABST – Lesson 7 HIV – Lesson 2
	Identify how school and community programs and policies can promote dignity and respect for people of all sexual orientations and gender identities and expressions. 1c.HS1.8 HIV – Lesson 2	Analyze how school and community programs and policies can promote dignity and respect for people of all sexual orientations and gender identities and expressions. 1c.HS2.7 HIV – Lesson 2
Anatomy and physiology	Summarize human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.HS1.9 ABST – Lesson 8	Summarize human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.HS2.8 ABST – Lesson 8
	Summarize the relationship between the menstrual cycle and conception. 1c.HS1.10 ABST – Lesson 8	

Standard 1c: Family Life and Human Sexuality (HS) (continued)		
Topic	High School I	High School II
Sexual health	Identify sexual behaviors, including solo, vaginal, oral, and anal sex, that impact the risk of unintended pregnancy and potential transmission of STIs, including HIV. 1c.HS1.11 HIV – Lesson 3	Analyze ways systemic oppression and intersectionality impact the sexual agency of communities of color and other marginalized groups. 1c.HS2.9 Not covered
	Identify how systemic oppression and intersectionality impacts the sexual health of communities of color and other marginalized groups. 1c.HS1.12 Not covered	Summarize common symptoms, or lack thereof, of and treatments for STIs, including HIV. 1c.HS2.10 HIV – Lesson 6, Lesson 7
	Describe common symptoms, or lack thereof, of and treatments for STIs, including HIV. 1c.HS1.13 HIV – Lesson 6, Lesson 7	Demonstrate the steps to using barrier methods correctly (e.g., external and internal condoms and dental dams). 1c.HS2.11 HIV – Lesson 11
	Explain the steps to using barrier methods correctly (e.g., external and internal condoms and dental dams). 1c.HS1.14 HIV – Lesson 11	Identify the efficacy of biomedical approaches to prevent STIs, including HIV (e.g., hepatitis B vaccine, HPV vaccine, and PrEP, PEP). 1c.HS2.12 ABST – Lesson 4 and Lesson 9 [vaccines] HIV – Lesson 7 [PrEP/PEP]
	Compare and contrast types of contraceptive and disease-prevention methods. 1c.HS1.15 HIV – Lesson 5	Summarize community services and resources related to sexual and reproductive health. 1c.HS2.13
	Evaluate community services and resources related to sexual and reproductive health. 1c.HS1.16 ABST – Lesson 4 [health care in general] HIV – Lesson 10 [HIV/STI/pregnancy testing]	Explain the laws related to reproductive and sexual health care services (e.g., contraception, pregnancy options, safe surrender policies, prenatal care). 1c.HS2.14 Can include local laws in: ABST – Lesson 9 [health services] HIV – Lesson 5 [contraception] HIV Supplemental Lesson [prenatal care, pregnancy options]
	Identify the laws related to reproductive and sexual health care services (e.g., contraception, pregnancy options, safe surrender policies, prenatal care). 1c.HS1.17 Can include local laws in: ABST – Lesson 9 [health services] HIV – Lesson 5 [contraception] HIV Supplemental Lesson [prenatal care, pregnancy options]	

Standard 1c: Family Life and Human Sexuality (HS) (continued)		
Topic	High School I	High School II
Sexually explicit media	<p>Explain the impact sexually explicit media can have on one's perceptions of, and expectations for, a healthy relationship. 1c.HS1.18</p> <p>Not covered; could add to EMH – Lesson 8 or 11 or to VIP Lesson 15</p>	<p>Evaluate the impact sexually explicit media can have on one's perceptions of, and expectations for, a healthy relationship. 1c.HS2.15</p> <p>Not covered; could add to EMH – Lesson 8 or 11 or to VIP Lesson 15</p>
	<p>Explain federal and state laws that prohibit the creation, sharing, and viewing of sexually explicit media that includes minors. 1c.HS1.19</p> <p>Could be added to ABST – Lesson 10 [sexting] or EMH – Lesson 11 [social media]</p>	<p>Analyze the federal and state laws that impact young people's sexual health rights, ability to give and receive sexual consent, and engagement with sexually explicit media. 1c.HS2.16</p> <p>Could be added to ABST – Lesson 9 [health care], Lesson 10 [sexting]; HIV – Lesson 4 [consent] or EMH – Lesson 11 [social media]</p>

Standard 1d: Safety and Violence Prevention (HS)		
Topic	High School I	High School II
Responding to emergencies	Explain accepted procedures for basic first aid and emergency care. 1d.HS1.1 <i>HealthSmart does not cover first aid</i>	
	Practice hands-only cardiopulmonary resuscitation and the use of automated external defibrillators. 1d.HS1.2 <i>HealthSmart does not cover first aid</i>	
Technology safety	Describe strategies to use social media and technology safely and respectfully. 1d.HS1.3 EMH – Lesson 11	Analyze the impact of media influences on discrimination, intimidating behaviors, and violence. 1d.HS2.1 VIP – Lesson 13 Could also be included in VIP – Lesson 9
	Describe examples of discrimination, intimidating behaviors, and harassment in media. 1d.HS1.4 VIP – Lesson 13 Could also be included in VIP – Lesson 9	
	Differentiate between healthy and unhealthy use of technology including social media, messaging and phones as it relates to harassment and intimidating behaviors. 1d.HS1.5 EMH – Lesson 11 VIP – Lesson 10	
Discrimination and violence	Assess ways to deter bullying, sexual harassment, and racism. 1d.HS1.6 VIP – Lessons 11, 12, 13, 14	Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes. 1d.HS2.2 VIP – Lesson 13
	Analyze how physical, social, cultural, and emotional environments may contribute to violence. 1d.HS1.7 VIP – Lesson 9	Analyze how involvement in gangs and hate crimes contribute to violence. 1d.HS2.3 VIP – Lesson 9, Lesson 13
	Practice effective communication to request that bullying, sexual harassment, and racism stop. 1d.HS1.8 VIP – Lesson 12, Lesson 19	Advocate for safe environments that encourage dignified, respectful, and appropriate behavior. 1d.HS2.4 HIV – Lesson 2 VIP – Lesson 11
	Examine the influence of peer groups as they relate to harassing and intimidating behaviors. 1d.HS1.9 VIP – Lessons 11, 12, 13	Identify the influence of power and cultural differences on interpersonal relationships. 1d.HS2.5 VIP – Lesson 14, Lesson 15 [power only]
Consent	Define and identify affirmative consent, sexual coercion, boundary violations, and situations when an individual can and cannot give consent. 1d.HS1.10 HIV – Lesson 4 VIP – Lesson 19	

Standard 1d: Safety and Violence Prevention (HS) (continued)		
Topic	High School I	High School II
Abuse and assault	Summarize situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking. 1d.HS1.11 VIP Lessons 17 & 18	Analyze laws, policies, and consequences related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, child sexual abuse images (child pornography), and human sex trafficking that are designed to protect young people. 1d.HS2.6 Can be added to VIP Lessons 17 & 18
	Identify multiple ways to report bullying, sexual harassment, racism, and other violent behaviors. 1d.HS1.12 VIP – Lessons 11, 12, 13, 14, 17, 18	Identify multiple ways to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and human sex trafficking. 1d.HS2.7 VIP – Lessons 11, 12, 13, 14, 17, 18
		Investigate community resources for victims of sexual violence. 1d.HS2.8 VIP – Lesson 18
Bystander intervention and compassion for victims	Demonstrate ways in which a positive bystander could respond to a situation when they or someone else is being sexually mistreated, groomed, harassed, abused, assaulted and/or exploited. 1d.HS1.13 VIP – Lesson 17, Lesson 19	Advocate for the innocence of a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited. 1d.HS2.9 VIP – Lesson 17
	Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. 1d.HS1.14 VIP – Lesson 15, Lesson 18	

Standard 1e: Healthy Eating (HS)		
Topic	High School I	High School II
Nutritious foods and beverages	Distinguish between foods and beverages that provide key nutrients versus those that contain few essential nutrients. 1e.HS1.1 NPA – Lesson 1, Lesson 5	Utilize the U.S. Dietary Guidelines for Americans to plan a balanced eating routine. 1e.HS2.1 NPA – Lesson 2
Sugar sweetened beverages	Describe the benefits of limiting the consumption of sugar-sweetened beverages. 1e.HS1.2 NPA – Lesson 2, Lesson 5	
Food Choices	Describe the relationship between personal eating behaviors and overall personal health. 1e.HS1.3 NPA – Lesson 1	Summarize the importance of balanced eating and physical activity in optimizing personal health. 1e.HS2.2 NPA – Lesson 1 [nutrition], Lesson 7 [activity], Lesson 14 [healthy weight]
	Summarize how to make balanced food selections when dining out. 1e.HS1.4 NPA – Lesson 5	Describe the impact of food production and preparation methods on food nutrient value. 1e.HS2.3 NPA – Lesson 5
	Analyze various eating patterns and their impact on personal health. 1e.HS1.5 NPA – Lesson 3	Explain how to incorporate eating a variety of nutrient-dense foods to meet daily nutrient requirements. 1e.HS2.4 NPA – Lesson 3
	Examine the harmful effects of using certain weight-loss measures. 1e.HS1.6	
Nutrition facts labels	Demonstrate the ability to read and compare nutrition facts labels. 1e.HS1.7 NPA – Lesson 4	Evaluate similar food choices using nutrition facts labels. 1e.HS2.5 NPA – Lesson 4
Environmental literacy		Analyze how food choices impact the environment. 1e.HS2.6 Not covered

Standard 1f: Disease Prevention and Control (HS)

Topic	High School I	High School II
Disease	Analyze the factors that contribute to the major chronic diseases such as heart disease, cancer, diabetes, hypertension, osteoporosis, and skin cancer. 1f.HS1.1 ABST – Lesson 3	
Disease Prevention	Summarize personal strategies for reducing diseases that affect the health of adolescents. 1f.HS1.2 ABST – Lesson 3	Evaluate important health screenings and assessments, immunizations, checkups, and examinations to maintain good health. 1f.HS2.1 ABST – Lesson 4
	Explain the importance of STI and HIV testing and counseling if one is sexually active. 1f.HS1.3 HIV – Lesson 10	Explain why it is important to know the STI/HIV status of oneself and of a potential sexual partner. 1f.HS2.2 HIV – Lesson 10
	Summarize common symptoms (or lack thereof) of STIs, including HIV, as well as treatments for these infections. 1f.HS1.4 HIV – Lesson 6 [STIs] , Lesson 7 [HIV]	Evaluate the roles of the individual and society in disease prevention. 1f.HS2.3 Could be added to ABST Lesson 2 [infectious disease] and/or Lesson 3 [chronic disease]
	Summarize how infectious diseases, including HIV, STIs, food-borne illnesses, and common illnesses, are transmitted and prevented. 1f.HS1.5 ABST Lesson 2 [infectious disease] HIV – Lesson 6 [STIs] , Lesson 7 [HIV] NPA – Lesson 16 [food-borne illness]	
Sleep	Analyze the personal physical, emotional, mental, social, educational, and vocational performance benefits of rest and sleep. 1f.HS1.6 ABST – Lesson 5	
Sun and fads	Summarize the symptoms and prevention of skin cancer. 1f.HS1.7 ABST – Lesson 5	Summarize the potential health and social consequences of popular fads or trends such as tanning beds, body piercing, and tattooing. 1f.HS2.4 Not covered; NPA – Lesson 14 [fad diets]
Organ donation		Analyze choices related to organ donation. 1f.HS2.5 Not covered
Environmental literacy		Examine the impact of human-induced environmental change on health and wellbeing. 1f.HS2.6 Not covered

Standard 2: Analyzing Influences

9–12 (HS)

Analyze how family influences the health of individuals. 2.HS.a	<p>ABST – Lesson 11 EMH – Lesson 8 HIV – Lesson 8 NPA – Lesson 12, Lesson 13 TAOD – Lesson 11 VIP – Lesson 13</p>
Analyze how the culture supports and challenges health beliefs, practices, and behaviors. 2.HS.b	<p>ABST – Lesson 11 HIV – Lesson 8 NPA – Lesson 12, Lesson 13 TAOD – Lesson 11 VIP – Lesson 9, Lesson 13</p>
Analyze how peers influence healthy and unhealthy behaviors. 2.HS.c	<p>ABST – Lesson 11 EMH – Lesson 8, Lesson 15 HIV – Lesson 8 NPA – Lesson 12, Lesson 13 TAOD – Lesson 11 VIP – Lesson 1, Lesson 2, Lesson 11, Lesson 12, Lesson 13</p>
Evaluate how the school and community can impact personal health practices and behaviors. 2.HS.d	<p>HIV – Lesson 8 NPA – Lesson 12 TAOD – Lesson 9, Lesson 11 VIP – Lesson 9, Lesson 11, Lesson 12, Lesson 13</p>
Evaluate the effect of media on personal and family health. 2.HS.e	<p>ABST – Lesson 12 EMH – Lesson 11, Lesson 15 HIV – Lesson 8, Lesson 9 NPA – Lesson 12, Lesson 13 TAOD – Lesson 12 VIP – Lesson 13</p>
Evaluate the impact of technology on personal, family and community health. 2.HS.f	<p>ABST – Lesson 12 EMH – Lesson 11 HIV – Lesson 8 NPA – Lesson 12 VIP – Lesson 10</p>
Analyze how the perceptions of norms influence healthy and unhealthy behaviors. 2.HS.g	<p>ABST – Lesson 11 EMH – Lesson 15 HIV – Lesson 8 TAOD – Lesson 5</p>
Analyze the influence of personal values and beliefs on individual health practices and behaviors. 2.HS.h	<p>ABST – Lesson 11 EMH – Lesson 2, Lesson 3 HIV – Lesson 8 NPA – Lesson 12 TAOD – Lesson 11 VIP – Lesson 2, Lesson 9, Lesson 13</p>
Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.HS.i	<p>ABST – Lesson 11 HIV – Lesson 8 TAOD – Lesson 9 VIP – Lesson 1, Lesson 9</p>
Analyze how public health policies and government regulations can influence health promotion and disease prevention. 2.HS.j	<p>NPA – Lesson 12 TAOD – Lesson 11</p>

Standard 3: Accessing Information

9–12 (HS)

Evaluate the validity of health information, products, and services. 3.HS.a	ABST – Lesson 5 EMH – Lesson 17 NPA – Lesson 9
Use resources from home, school, and community that provide valid health information. 3.HS.b	ABST – Lesson 5 NPA – Lesson 4, Lesson 9 TAOD – Lesson 3
Determine the accessibility of products and services that enhance health. 3.HS.c	HIV – Lesson 10, Lesson 11
Determine when professional health services may be required. 3.HS.d	ABST – Lesson 4, Lesson 9 EMH – Lesson 15, Lesson 16, Lesson 17 HIV – Lesson 6 NPA – Lesson 15 TAOD – Lesson 4, Lesson 10 VIP – Lesson 16, Lesson 18
Access valid and reliable health products and services. 3.HS.e	HIV – Lesson 10, Lesson 11

Standard 4: Interpersonal Communication

9–12 (HS)

Utilize skills for communicating effectively with family, peers, and others to enhance health. 4.HS.a	ABST – Lessons 15 & 16 EMH – Lesson 6, Lesson 7, Lesson 9, Lesson 10 HIV – Lesson 12, Lesson 13 TAOD – Lesson 14
Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.HS.b	ABST – Lessons 15 & 16 HIV – Lesson 12, Lesson 13 TAOD – Lesson 14, Lesson 15 VIP – Lesson 19
Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 4.HS.c	EMH – Lesson 13
Demonstrate how to ask for and offer assistance to enhance the health of self and others. 4.HS.d	EMH – Lesson 10, Lesson 16, Lesson 17 NPA – Lesson 15 TAOD – Lesson 6 VIP – Lesson 16, Lesson 17

Standard 5: Decision Making

9–12 (HS)

Examine barriers that can hinder healthy decision-making. 5.HS.a	ABST – Lesson 14 TAOD – Lesson 13 VIP – Lesson 5
Determine the value of applying a thoughtful decision-making process in health-related situations. 5.HS.b	ABST – Lesson 14 TAOD – Lesson 13 VIP – Lesson 5
Justify when individual or collaborative decision-making is appropriate. 5.HS.c	ABST – Lesson 14 TAOD – Lesson 13 VIP – Lesson 5
Generate alternatives to health-related issues or problems. 5.HS.d	ABST – Lesson 14 TAOD – Lesson 13 VIP – Lesson 5
Predict the potential short and long-term impact of each alternative on self and others. 5.HS.e	ABST – Lesson 14 TAOD – Lesson 13 VIP – Lesson 5
Defend the healthy choice when making decisions. 5.HS.f	ABST – Lesson 14 TAOD – Lesson 13 VIP – Lesson 5
Evaluate the effectiveness of health-related decisions. 5.HS.g	ABST – Lesson 14 TAOD – Lesson 13 VIP – Lesson 5

Standard 6: Goal Setting

9–12 (HS)

Assess personal health practices and overall health status. 6.HS.a	ABST – Lesson 1, Lesson 6 EMH – Lesson 1, Lesson 2, Lesson 11, Lesson 14 NPA – Lesson 2, Lesson 3, Lesson 4, Lesson 7, Lesson 10 VIP – Lesson 1
Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. 6.HS.b	ABST – Lesson 6 EMH – Lesson 14 NPA – Lesson 10
Implement strategies and monitor progress in achieving a personal health goal. 6.HS.c	ABST – Lesson 6 EMH – Lesson 14 NPA – Lesson 10, Lesson 11
Formulate an effective long-term personal health plan. 6.HS.d	HIV – Lesson 14

Standard 7: Self-Management

9–12 (HS)

Analyze the role of individual responsibility in enhancing health. 7.HS.a	<p>ABST – Lesson 9, Lesson 13</p> <p>EMH – Lesson 2, Lesson 6, Lesson 12</p> <p>HIV – Lesson 3, Lesson 4, Lesson 9, Lesson 14</p> <p>TAOD – Lesson 1, Lesson 11</p> <p>VIP – Lesson 1, Lesson 5, Lesson 11, Lesson 14, Lesson 15</p>
Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. 7.HS.b	<p>ABST – Lesson 2</p> <p>EMH – Lesson 3, Lesson 7, Lesson 8, Lesson 13</p> <p>NPA – Lesson 4, Lesson 5, Lesson 11, Lesson 13</p>
Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. 7.HS.c	<p>ABST – Lesson 2</p> <p>EMH – Lesson 5, Lesson 9, Lesson 12, Lesson 13</p> <p>HIV – Lesson 11</p> <p>NPA – Lesson 16</p> <p>VIP – Lesson 3, Lesson 4, Lesson 6</p>

Standard 8: Advocacy

9–12 (HS)

Utilize accurate peer and societal norms to formulate a health-enhancing message. 8.HS.a	<p>TAOD – Lesson 5, Lesson 16</p> <p>VIP – Lesson 7</p>
Demonstrate how to influence and support others to make positive health choices. 8.HS.b	<p>EMH – Lesson 11</p> <p>HIV – Lesson 2, Lesson 15</p> <p>NPA – Lesson 8</p> <p>TAOD – Lesson 5, Lesson 6, Lesson 12, Lesson 16</p> <p>VIP – Lesson 7, Lesson 11</p>
Work cooperatively as an advocate for improving personal, family, and community health. 8.HS.c	<p>HIV – Lesson 2, Lesson 15</p> <p>NPA – Lesson 8</p> <p>TAOD – Lesson 16</p> <p>VIP – Lesson 6, Lesson 7, Lesson 11</p>
Adapt health messages and communication techniques to a specific target audience. 8.HS.d	<p>HIV – Lesson 2, Lesson 15</p> <p>NPA – Lesson 8</p> <p>TAOD – Lesson 16</p> <p>VIP – Lesson 7</p>