

**HealthSmart  
Alignment  
with Alabama  
Course of  
Study: Health  
Education**



**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

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>						
HE.1.1 Predict how health literacy and behaviors can affect health status.	1, 2, 3, 4, 5, 7, 8, 9, 10, 13	2, 3, 5, 6, 8, 9, 10, 11, 12	1, 2, 5, 6, 7, 8, 9, 10, 14	1, 2, 3, 4, 5, 6, 7, 8, 13, 14, 15, 16	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16	2, 15
HE.1.2 Describe the interrelationships of emotional, mental, physical, social, spiritual, and environmental health.		1				
HE.1.2a Identify symptoms and methods of treatment of mental health disorders, including depression, and stress.		15, 17				
HE.1.2b Identify warning signs and prevention strategies for suicide.		16				16
HE.1.3 Analyze how genetics and family history can impact personal health.	3	15			2	
HE.1.4 Propose ways to prevent, reduce, and treat injuries and other health problems.	2, 5	4, 5, 12, 16	4	8, 16	13	1, 2, 3, 4, 5, 6, 7, 11, 12, 13, 15, 16, 17, 18, 19
HE.1.4a Determine when professional health services may be required for injury or disease.	4, 9	15, 16, 17	6	15	4, 10	16, 18
HE.1.4b Perform CPR, AED techniques, and First Aid procedures, including the principles of RICE (Rest, Ice, Compression, Elevation).						4
HE.1.5 Analyze the relationship between access to health care and health status.	4, 9	15, 17				
HE.1.6 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	10	13, 14, 17	4, 11	7, 10	6	2, 11, 12, 14, 15, 16
HE.1.6a Identify factors that impact nutritional choices.				12		
HE.1.7 Analyze the potential susceptibility to and severity of injury or illness if engaging in unhealthy behaviors.	1, 2, 3, 4, 5, 10, 13	4, 15	3, 6, 7, 9	14, 15, 16	1, 2, 4, 5, 7, 8, 13, 16	1, 2, 3, 4, 8, 10, 12, 13, 14, 15
HE.1.7a Explain the progression of HIV and AIDS.			7			
HE.1.7b Explain the progression of Type II diabetes.	Not covered					

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<b>Anchor Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>						
HE.2.1 Analyze the influence of external factors on health beliefs and behaviors.	See below					
HE.2.1a Analyze how family, culture, school, and community influence the health practice and behaviors of individuals.	11	8	8	12, 13	9, 11	9, 11, 12, 13
HE.2.1b Examine how peers influence healthy and unhealthy behaviors.	11	8, 15	8	12, 13	11	1, 2, 11, 12, 13
HE.2.1c Critique the effect of media on personal and family health.	12	11, 15	8, 9	12, 13	12	13
HE.2.1d Cite evidence of how public health policies and government regulations can influence health promotion and disease prevention.				12	11	
HE.2.2 Describe the pros and cons of the use of technology as it affects personal, family, and community health.	12	11	8	12		10
HE.2.3 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.	11	15	8		5	
HE.2.4 Critique the influence of personal values and beliefs on individual health practices and behaviors.	11	2, 3	8	12	11	2, 9, 13
HE.2.5 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	11	8			9	1, 9
<b>Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>						
HE.3.1 Evaluate the accessibility and validity of health information, products, and services.	5	17	10, 11	9		
HE.3.2 Analyze valid resources from home, school, and community that provide health information.	5	4, 9			3	
HE.3.3 Explain laws relating to child pornography, age of consent, and sexual exploitation.						Can be included in 17, 18
HE.3.4 Explain current laws related to underage drinking, distracted driving, and driving under the influence.	Can be included in:					
					7	2
HE.3.5 Identify the necessity to seek help for mental and emotional health problems		15, 16, 17		15		16
HE.3.5a Locate information on how to cope with and rebuff unwanted physical and verbal exploitation by other persons.						17, 18

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<b>Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>						
HE.4.1 Describe skills for communicating effectively with family, peers, and others to enhance health.	15	6, 7, 9, 10	12, 13		14	
HE.4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	15, 16		12, 13		14, 15	19
HE.4.3 Develop strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.		13				
HE4.3a Identify warning signs of unhealthy relationships.		9				15
HE4.3b Differentiate between negative and positive behaviors used in conflict situations.		12, 13				
HE.4.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.		10, 16, 17		15	6	16, 17
<b>Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>						
HE.5.1 Examine barriers that can hinder healthy decision making.	14				13	5
HE.5.2 Develop a thoughtful decision-making process in health-related situations.	14				13	5
HE.5.3 Justify the appropriateness of individual vs. collaborative decision-making in various situations.	14				13	5
HE.5.4 Analyze the benefits of practicing sexual abstinence.	10					
HE5.4a Identify the types, symptoms, and risks of sexually transmitted diseases (STDs).			6, 7			
HE5.4b Assess the consequences of teen pregnancy.			5			
HE.5.5 Recommend personal strategies to avoid violence or criminal activities.						9, 11, 12, 13, 14, 15
<b>Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>						
HE.6.1 Assess personal health practices to establish a baseline for setting health and fitness goals.	1, 6	1, 2, 11, 14		2, 3, 4, 7, 10		1
HE.6.2 Set long-term goals for achieving optimal health and implement short-term steps to reach the goals.	6	14		10, 11		

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<b>Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>						
HE.7.1 Analyze the role of individual responsibility in enhancing health.	9, 13	2, 6, 12	3, 4, 9, 14		1, 11	1, 5, 11, 14, 15
HE.7.1a Describe healthy practices and behaviors that will maintain or improve the health of self and others.	2	3, 7, 8, 13		4, 5, 11, 13		
HE.7.1b Identify negative behaviors that increase health risks to self and others.	2	5, 9, 12, 13	11	16		3, 4, 6
HE.7.1c Compare and contrast the responsibilities of both parents in teen parenting.			5			
<b>Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>						
HE.8.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.					5, 16	7
HE.8.2 Formulate and implement a list of innovative ways to influence and support others in making positive health choices.		11	2, 15	8	5, 6, 12, 16	7, 11
HE.8.3 Work cooperatively as an advocate for improving personal and community health.			2, 15	8	16	6, 7, 11
HE.8.4 Adapt health messages and communication techniques to a specific target audience.			2, 15	8	16	7