

***HealthSmart* Alignment with
Indiana Academic Standards
for Health and Wellness**

**High School, Third Edition
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.	
HS.1.1 Predict how behaviors can impact personal health.	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
HS.1.2 Cite evidence that demonstrates the interrelationships of emotional, intellectual, physical, and social health across the lifespan.	EMH – 1
HS.1.3 Analyze how environment could impact overall health.	ABST – 2, 3 EMH – 4, 11, 15 VIP – 9
HS.1.4 Propose ways to reduce or prevent injuries and health problems.	ABST – 2, 5 EMH – 4, 5, 12, 16 HIV – 4 NPA – 8 TAOD – 13 VIP – 1, 2, 3, 4, 5, 6, 7, 11, 12, 13, 15, 16, 17, 18, 19
HS.1.5 Analyze the relationship between access to health care and personal health.	ABST – 4, 9 EMH – 15, 17
HS.1.6 Analyze how genetics and family history can affect personal health.	ABST – 3 EMH – 15 TAOD – 2
HS.1.7 Analyze the benefits of and barriers to practicing a variety of healthy behaviors.	ABST – 10 EMH – 13, 14, 17 HIV – 4, 11 NPA – 7, 10 TAOD – 6 VIP – 2, 11, 12, 14, 15, 16
HS.1.8 Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.	ABST – 1, 2, 3, 4, 5, 13 EMH – 4 HIV – 3, 6, 7 NPA – 14, 16 TAOD – 7, 8 VIP – 1, 8

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.	
HS.2.1 Analyze how the family influences the health of individuals across the lifespan.	ABST – 11 EMH – 8 HIV – 8 NPA – 12, 13 TAOD – 11 VIP – 13
HS.2.2 Evaluate how the school and community can impact personal health practice and behaviors.	HIV – 8 NPA – 12 TAOD – 9, 11 VIP – 9, 11, 12, 13
HS.2.3 Evaluate the effect of media and social media on health behaviors.	ABST – 12 EMH – 11, 15 HIV – 8, 9 NPA – 12, 13 TAOD – 12 VIP – 13
HS.2.4 Analyze how peers can influence healthy and unhealthy behaviors.	ABST – 11 EMH – 8, 15 HIV – 8 NPA – 12, 13 TAOD – 11 VIP – 1, 2, 11, 12, 13
HS.2.5 Analyze how culture influences health behaviors.	ABST – 11 HIV – 8 NPA – 12, 13 TAOD – 11 VIP – 9, 13
HS.2.6 Evaluate the impact of technology on personal, family, and community health.	ABST – 12 EMH – 11 HIV – 8 NPA – 12 VIP – 10
HS.2.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.	ABST – 11 EMH – 15 HIV – 8 TAOD – 5
HS.2.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.	ABST – 11 EMH – 2, 3 HIV – 8 TAOD – 11 VIP – 2, 9, 13

Grades 9–12 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Standard 2 <i>(continued)</i>	
HS.2.9 Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.	ABST – 11 HIV – 8 TAOD – 9 VIP – 1, 9
HS.2.10 Analyze how public health policies and government regulations can influence health practices and behaviors.	NPA – 12 TAOD – 11
Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.	
HS.3.1 Evaluate the validity of health information, products and services.	ABST – 5 EMH – 17 NPA – 9
HS.3.2 Use resources from home, school, community, and reliable internet sources that provide valid health information for making personal health decisions.	ABST – 5 NPA – 4, 9 TAOD – 3
HS.3.3 Determine when professional health services may be required.	ABST – 4, 9 EMH – 15, 16, 17 HIV – 6 NPA – 15 TAOD – 4, 10 VIP – 16, 18
HS.3.4 Access valid and reliable health products and services that enhance health.	HIV – 10, 11
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
HS.4.1 Apply effective verbal (assertiveness) and nonverbal communication skills in real-life health situations.	ABST – 15, 16 EMH – 6, 7, 9, 10 HIV – 12, 13 TAOD – 14
HS.4.2 Employ active listening and response skills to enhance health.	EMH – 7 HIV – 4
HS.4.3 Identify and apply healthy strategies to manage personal well-being.	EMH – 6, 7, 9, 10, 12
HS.4.4 Demonstrate ways to communicate care, consideration and respect of self and others.	ABST – 15 EMH – 7, 9, 10 HIV – 4, 13
HS.4.5 Demonstrate effective refusal skills in real-life health-related situations.	ABST – 15, 16 HIV – 12, 13 TAOD – 14, 15 VIP – 19

Grades 9–12 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Standard 4 <i>(continued)</i>	
HS.4.6 Demonstrate how to ask for and offer assistance to enhance the health of self and others.	EMH – 10, 16, 17 NPA – 15 TAOD – 6 VIP – 16, 17
HS.4.7 Implement and evaluate strategies to prevent and manage conflict.	EMH – 13
HS.4.8 Implement strategies for overcoming health-related communication barriers.	EMH – 7, 13, 17 HIV – 12
HS.4.9 Analyze how interpersonal communication impacts and is impacted by relationships.	EMH – 7, 9
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
HS.5.1 Identify personal health decisions and analyze related internal and external influences.	ABST – 11, 14 TAOD – 11, 12, 13 VIP – 5
HS.5.2 Gather, synthesize, and evaluate available information to enhance health.	ABST – 5 EMH – 17 NPA – 9
HS.5.3 Analyze health risk of decisions to self and others.	ABST – 5, 13, 14 EMH – 4 HIV – 3 TAOD – 13 VIP – 1, 5
HS.5.4 Apply a decision-making process to real-life health-related situations.	ABST – 14 TAOD – 13 VIP – 5
HS.5.5 Describe how personal health decisions may affect subsequent decisions.	ABST – 14 TAOD – 13 VIP – 5
HS.5.6 Assume responsibility for personal health decisions.	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.	
HS.6.1 Critically analyze and articulate the benefits of planning and setting personal health goals.	ABST – 6 EMH – 14 NPA – 10
HS.6.2 Develop a personal health goal and a plan to achieve it.	ABST – 6 EMH – 14 NPA – 10
HS.6.3 Analyze and develop strategies to overcome barriers to achieving the personal health goal.	ABST – 6 EMH – 14 NPA – 10, 11
HS.6.4 Implement and analyze the plan and adjust it, as needed, to achieve the personal health goal.	ABST – 6 EMH – 14 NPA – 10, 11
HS.6.5 Identify personal support systems and explain their importance in achieving the personal health goal.	ABST – 6 EMH – 14 NPA – 10, 11
HS.6.6 Assess, reflect on and adjust the plan to reach and maintain the personal health goal.	ABST – 6 EMH – 14 NPA – 11
Standard 7: Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.	
HS.7.1 Conduct a personal assessment of health and safety knowledge and skills.	ABST – 1, 7 EMH – 1, 2, 8, 15 HIV – 1 NPA – 2, 6, 10 VIP – 1, 16
HS.7.2 Analyze the results of the personal assessment to identify personal health and safety strengths and needs.	ABST – 6 EMH – 8 NPA – 2, 6, 10 VIP – 1
HS.7.3 Analyze the results of the personal assessment to identify personal health and safety strengths and needs.	ABST – 6 EMH – 8 NPA – 2, 6, 10 VIP – 1

Grades 9–12 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.	
HS.8.1 Conduct a personal, family or community health or safety assessment and/or review data from current similar health assessments.	ABST – 1 VIP – 1, 6
HS.8.2 Analyze data to determine a priority health or safety issue to be able to use and understand.	TAOD – 5, 16 VIP – 6, 7
HS.8.3 Identify and familiarize yourself with agencies, organizations, and others who advocate for and against the health issue.	Not covered
HS.8.4 Take a clear stand or position on health-enhancing behaviors.	EMH – 11 HIV – 2, 15 NPA – 8 TAOD – 5, 6, 12, 16 VIP – 7, 11
HS.8.5 Use communication techniques to persuade the individual or group to support or act on the health or safety issue.	EMH – 11 HIV – 2, 15 NPA – 8 TAOD – 5, 6, 12, 16 VIP – 7, 11
HS.8.6 Identify and create messaging and marketing to a priority audience concerning the health and safety message.	EMH – 11 HIV – 2, 15 NPA – 8 TAOD – 16 VIP – 7
HS.8.7 Work collaboratively with individuals, agencies and organizations to advocate for the health of self, families, and communities.	HIV – 2, 15 NPA – 8 TAOD – 16 VIP – 6, 7, 11
HS.8.8 Evaluate the effectiveness of the advocacy effort and revise and adjust, as needed.	Can be included as follow-up in: HIV – 2, 15 NPA – 8 TAOD – 16 VIP – 7