

***HealthSmart* Alignment with  
Louisiana Health Education  
Content Standards**

**High School  
Grades 9–12**

**HEALTH** *Smart*

<b>HealthSmart High School Unit Key</b>	
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)
<b>Standard 1: Predict and analyze how healthy behaviors can affect health status, disease prevention, and potential severity of injury.</b>	
<b>Benchmark 1-H-1: Describe interrelationships among physical, intellectual, emotional and social health.</b>	
1-H-1.1 Explain the impact of personal health behavior on the function of body systems.	HIV – 6, 7, 9 NPA – 1, 7 TAOD – 5, 7, 8
1-H-1.2 Design a plan for maintaining good personal hygiene, oral hygiene and getting adequate sleep and rest.	ABST – 6
1-H-1.3 Research the possible consequences of risky hygiene and health behavior and fads (e.g., tattooing, piercing of body or mouth, sun exposure, and sound volume).	ABST – 5
1-H-1.4 Justify why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, STDs/STIs, and pregnancy.	ABST – 10 HIV – 3
1-H-1.5 Summarize the importance of setting personal limits to avoid risky sexual behavior.	ABST – 13 HIV – 3
1-H-1.6 Describe the importance of maintaining healthy dating relationships to one’s long-term physical and emotional health.	ABST – 10 EMH – 9 VIP – 15
<b>Benchmark 1-H-2: Analyze how genetics, family history, and environmental influences can impact personal health.</b>	
1-H-2.1 Chart a family health tree.	Could be addressed in ABST – 3
1-H-2.2 Interview family members regarding health conditions.	Could be addressed in ABST – 3
1-H-2.3 Research environmental factors that impact health.	ABST – 3
1-H-2.4 Determine how the home and community environments affect health.	Could be addressed in ABST – 2, 3
<b>Benchmark 1-H-3: Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the life span.</b>	
1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one’s overall well-being.	EMH – 1
1-H-3.2 Define victimization in dating relationships (the effects of abuse on a victim).	VIP – 15
1-H-3.3 Keep a journal to illustrate how emotions change over a period of time.	EMH – Unit Assessment 2
1-H-3.4 Research the resources or services available to assist people with mental, emotional, or social health conditions.	EMH – 17
1-H-3.5 Summarize healthy and appropriate ways to express feelings.	EMH – 6, 7

<b>Grades 9–12 (continued)</b>	<b>HealthSmart (Unit – Lesson)</b>
<b>Standard 1 (continued)</b>	
<b>Benchmark 1-H-3 (continued)</b>	
1-H-3.6 Summarize healthy ways to express affection, love, and friendship.	ABST – 9
<b>Benchmark 1-H-4: Identify the causes, symptoms, treatment and prevention of various diseases and disorders.</b>	
1-H-4.1 Compile a list of disorders, their causes and their effects on the body (e.g., eating and genetic disorders).	Can be addressed in: ABST – 3, EMH - 15 and NPA – 15
1-H-4.2 Describe the relationship between poor eating habits and chronic diseases (e.g., heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis).	NPA – 1
1-H-4.3 Identify major infectious diseases; methods of transmission; their signs and symptoms, prevention and control (e.g., HIV and other common sexually transmitted diseases/infections).	ABST – 2 HIV – 6, 7 NPA – 16
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>Benchmark 2-H-1: Analyze how family, peers, and the perception of norms influence healthy and unhealthy behaviors.</b>	
2-H-1.1 Describe positive choices involving family members that influence healthy behavior.	EMH – 7, 8
2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers.	ABST – 11 EMH – 8, 15 HIV – 8 NPA – 12, 13 TAOD – 11 VIP – 1, 2, 11, 12, 13
2-H-1.3 Interview peers to determine perceptions of normal health behaviors.	ABST – 10, 11 TAOD – 4, 5
2-H-1.4 Summarize a variety of external influences, such as parents, the media, culture, peers and society, on sexual decision-making.	ABST – 11 HIV – 8
2-H-1.5 Describe the influences of family, peers, and community on personal health.	ABST – 11 EMH – 8, 15 HIV – 8 NPA – 12, 13 TAOD – 9, 11 VIP – 9, 11, 12, 13
2-H-1.6 Describe the role of family, peers and community on influencing decisions surrounding personal and sexual health.	ABST – 11 HIV – 8
2-H-1.7 Identify factors that influence personal selection of health products and services.	ABST – 4, 9 HIV – 10, 11

Grades 9–12 (continued)	HealthSmart (Unit – Lesson)
<b>Standard 2 (continued)</b>	
<b>Benchmark 2-H-2: Investigate how personal values and the economy influence and challenge health behaviors.</b>	
2-H-2.1 Report how personal values influence and challenge health behaviors.	ABST – 11 EMH – 2, 3 HIV – 8 NPA – 12 TAOD -11 VIP – 2, 9, 13
2-H-2.2 Research the influence of brand names’ and generic medicines’ cost on consumer decisions.	Not covered
2-H-2.3 Analyze the relationship between income and health behaviors.	Not covered
2-H-2.4 Examine personal values and how these influence relationships and sexual decision-making.	ABST – 11, 13 EMH – 8 HIV – 3, 8
2-H-2.5 Analyze the cost of medicines to treat HIV and other STDs/STIs and how these illnesses affect a person’s ability to attend school or maintain employment.	Can be addressed in HIV – 6, 7
<b>Benchmark 2-H-3: Analyze how public health policies and government can influence health promotion and disease prevention.</b>	
2-H-3.1 Research public agencies (local, state, national) dedicated to health promotion and disease prevention.	Not covered Could be addressed in ABST – 2, 3
2-H-3.2 Describe government policies dedicated to health promotion and disease prevention.	Not covered Could be addressed in ABST – 2, 3
2-H-3.3 Describe federal laws and rights of individuals infected and affected by HIV and AIDS.	Could be addressed in HIV – 7
<b>Benchmark 2-H-4: Evaluate the impact of technology and media on personal, family, community, and world health.</b>	
2-H-4.1 Analyze product advertising campaigns that promote good health and disease prevention to determine their validity.	Not covered
2-H-4.2 Use technology to compile a list of health statistics of other countries compared to the United States (e.g., infant mortality rate, obesity statistics, teen birth rates).	Not covered
2-H-4.3 Investigate health-related websites to determine the usefulness of the health content.	ABST – 5 EMH – 17 NPA – 9
2-H-4.4 Provide examples of how advanced technology has improved diagnostics and treatment.	Not covered
2-H-4.5 Analyze the influence of the Internet and other media on sexual decision-making.	ABST – 11 HIV – 8

Grades 9–12 (continued)	HealthSmart (Unit – Lesson)
<b>Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.</b>	
<b>Benchmark 3-H-1: Use resources from home, school and community that provide valid health information.</b>	
3-H-1.1 Identify local wellness centers or clinics that provide health treatment and resources.	ABST – 4, 9
3-H-1.2 Organize a health fair or presentation to provide valid information regarding a health issue.	Could be used as extended activity in any number of lessons
3-H-1.3 Demonstrate the ability to access a trusted adult who can provide accurate information about sexual health (e.g., contraception, dating abuse).	ABST – 9, 13 HIV – 3, 14
3-H-1.4 Demonstrate the ability to assess accurate data on sexual behaviors among young people.	ABST – 11 HIV – 3
3-H-1.5 Identify key information and processes related to the Safe Haven relinquishment law.	HIV – Supplemental Lesson
3-H-1.6 Using technology, compare health care systems of other countries to the United States health care system.	Not covered
3-H-1.7 Present websites that provide self-health assessment tools to peers.	Could be added to ABST – 5
3-H-1.8 Investigate and compare legal options for adoption proceedings.	HIV – Supplemental Lesson
<b>Benchmark 3-H-2: Evaluate the validity of health information, products, and services using a variety of resources.</b>	
3-H-1.3 Identify criteria for evaluating the validity of health claims of products in advertisements.	NPA – 12 TAOD – 12
3-H-1.4 Evaluate the validity of health claims in advertisements found in various media (e.g., websites, magazines, television).	NPA – 12 TAOD – 12
3-H-2.3 Evaluate the cost effectiveness of alternative health products.	Not covered
3-H-2.4 Evaluate the accuracy of sources of information on sexual health.	ABST – 9
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark 4-H-1: Analyze the short-term and long-term consequences of choices and behaviors throughout the life span.</b>	
4-H-1.1 Describe a healthy lifestyle by comparing and contrasting healthy and unhealthy choices.	ABST – 1, 3 EMH – 2
4-H-1.2 Explain the relationship between health choices and short- and long-term health goals and outcomes.	ABST – 10, 14 EMH – 14 HIV – 3, 14 NPA – 10, 11 TAOD – 6, 16

Grades 9–12 (continued)	HealthSmart (Unit – Lesson)
<b>Standard 4 (continued)</b>	
<b>Benchmark 4-H-2: Utilize skills for communicating effectively with family, peers, and others to enhance health.</b>	
4-H-2.1 Practice effective communication techniques through role playing.	ABST – 15 EMH – 7, 9, 10 HIV – 12, 13 TAOD – 14, 15
4-H-2.2 Compose a script for communicating on a health-related topic.	EMH – 7, 9, 13 HIV – 12, 13 TAOD – 14, 15
4-H-2.3 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors).	ABST – 15 HIV – 12, 13 TAOD – 14, 15
4-H-2.4 Demonstrate the communication skills necessary to maintain healthy relationships.	EMH – 7, 9
4-H-2.5 Describe methods to help someone who is in an abusive relationship.	VIP – 15, 17, 18
<b>Benchmark 4-H-3: Demonstrate ways to reduce threatening situations to avoid violence.</b>	
4-H-2.1 Identify effective strategies for avoiding violence.	EMH – 12, 13 VIP – 11, 12, 13, 14, 15, 16, 19
4-H-3.2 Demonstrate effective negotiation skills that can be used to avoid dangerous situations.	EMH – 12, 13 HIV – 12 VIP – 19
4-H-3.3 Present a media presentation on bullying and violence awareness.	VIP – 11
4-H-3.4 Demonstrate how to set clear expectations, boundaries, and personal safety strategies related to sexual health and abusive behavior.	ABST – 13, 15 HIV – 13 VIP – 19
<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark 5-H-1: Describe the short- and long-term health impact of decision-making on health-related issues and problems.</b>	
5-H-1.1 Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others.	ABST – 13, 14 HIV – 9 NPA – 8, 16 TAOD – 7, 13 VIP – 5
5-H-1.2 Debate the pros and cons of various social issues and factors that affect decision-making.	Could be covered in decision-making lessons: ABST – 14, TAOD – 13, VIP – 5
5-H-1.3 Analyze the possible consequences of sexual behavior and the emotional, social and physical benefits of delaying sexual behavior.	ABST – 10, 13 HIV – 3, 6, 7, 9, 14, 15

<b>Grades 9–12 (continued)</b>	<b>HealthSmart (Unit – Lesson)</b>
<b>Standard 5 (continued)</b>	
<b>Benchmark 5-H-2: Discuss barriers that can hinder healthy decision-making and how to apply thoughtful decision-making to health-related situations.</b>	
5-H-2.1 Develop and complete a survey/questionnaire to assess students' decision-making process (class project).	Can be added to: ABST – 14, TAOD – 13, VIP – 5
5-H-2.2 Identify barriers (e.g., peer pressure, misinformation, desire for acceptance) that hinder health decision-making.	ABST – 14 TAOD – 13 VIP – 5
5-H-2.3 Analyze the benefits of delaying romantic involvement.	ABST – 10
5-H-2.4 Discuss the Cycle of Abuse and its effect on decision-making.	VIP – 15
5-H-2.5 Model how to use decision-making skills to avoid violent situations.	VIP – 5, 11
<b>Benchmark 5-H-3: Discuss barriers that can hinder healthy decision-making and how to apply thoughtful decision-making to health-related situations.</b>	
5-H-3.1 Identify effective strategies for decision-making.	ABST – 14 TAOD – 13 VIP – 5
5-H-3.2 Apply critical decision-making process to a personal health issue or problem.	ABST – 14 TAOD – 13 VIP – 5
<b>Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health.</b>	
<b>Benchmark 6-H-1: Assess personal health practices and overall health status.</b>	
6-H-1.1 Design a health questionnaire and use it to assess students' personal health.	NPA – Unit Assessment 2
6-H-1.2 Identify goals for attaining lifelong personal health.	ABST – 6 EMH – 14 NPA – 10
6-H-1.3 Set a goal related to personal boundaries and limits related to sexual behaviors.	ABST – 13
<b>Benchmark 6-H-2: Develop a plan to address strengths and needs to attain one or more personal health goals.</b>	
6-H-2.1 Identify short- and long-term goals that are measurable.	ABST – 6 EMH – 14 NPA – 10
6-H-2.2 Describe desirable activities that are related to goal achievement.	ABST – 6 EMH – 14 NPA – 10
6-H-2.3 Implement strategies to monitor progress in achieving personal health goals.	ABST – 6 EMH – 14 NPA – 10

Grades 9–12 (continued)	HealthSmart (Unit – Lesson)
<b>Standard 6 (continued)</b>	
<b>Benchmark 6-H-2 (continued)</b>	
6-H-2.4 Formulate a long-term personal health plan based upon current health status.	ABST – 6 EMH – 14 NPA – 10
6-H-2.5 Evaluate appropriate strategies to promote well-being during adulthood.	ABST – 1
6-H-2.6 Make or renew a personal commitment to remain sexually abstinent.	HIV – 14
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark 7-H-1: Identify and describe risk reduction activities.</b>	
7-H-1.1 Brainstorm a list of common risk-taking behaviors and the reasons why people take risks.	VIP – 1, 3
7-H-1.2 List ways that television and movie advertising influence risk-taking behavior.	Can be addressed in VIP – 1
<b>Benchmark 7-H-2: Describe the role of individual responsibility for enhancing health.</b>	
7-H-2.1 Describe how personal nutrition and physical activity early in life impact health during later years.	NPA – 1, 7
7-H-2.2 Develop a log or food diary to compare personal diet to the dietary requirements.	NPA – 2, 3
7-H-2.3 Examine the selection of healthcare providers and products such as physicians, hospitals, health and accident insurances, life insurance, day care centers, and nursing homes.	Not covered
<b>Benchmark 7-H-3: Describe the role of individual responsibility for enhancing health.</b>	
7-H-3.1 Develop a disaster preparedness plan for family and the community.	VIP – 4
7-H-3.2 Describe a family plan to prevent injuries during emergencies and disasters.	VIP – 4
7-H-3.3 Discuss the benefits of effective health policies (e.g., mandating use of seat belts, banning tobacco use in public places).	VIP – 2 [graduated license laws]
<b>Benchmark 7-H-4: Demonstrate lifesaving techniques through CPR and first aid.</b>	
7-H-4.1 Perform the skills needed for adult, child, and infant CPR.	VIP – 4
7-H-4.2 Demonstrate appropriate responses (e.g., application of bandages and splints) to emergency situations.	VIP – 4
7-H-4.3 Demonstrate treatment for specific wounds.	VIP – 4
<b>Benchmark 7-H-5: Examine strategies to manage stress.</b>	
7-H-5.1 Identify ways and outlets to deal with stress.	EMH – 4, 5
7-H-5.2 Develop a plan of action for avoiding or managing the impact of stress.	EMH – 5

Grades 9–12 (continued)	HealthSmart (Unit – Lesson)
<b>Standard 7 (continued)</b>	
<b>Benchmark 7-H-5 (continued)</b>	
7-H-5.3 Identify sources of information that are available for any stress-related problems that are the consequence of mental, emotional, or social problems.	EMH – 17
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</b>	
<b>Benchmark 8-H-1: Identify effective strategies to overcome barriers or attitudes when communicating about health issues.</b>	
8-H-1.1 Describe scenarios that demonstrate personal or group sensitivities around health issues.	Not covered
8-H-1.2 Develop a checklist to differentiate between helpful and harmful strategies for coping with someone who is angry.	EMH – 12
8-H-1.3 Demonstrate how effective communications skills strengthen family relationships and friendships.	EMH – 7
8-H-1.4 Use a creative medium (e.g., poem, poster, song) to advocate to family and peers about good health choices by identifying positive health behaviors.	EMH – 11 HIV – 2, 15 NPA – 8 TAOD – 12 VIP – 7, 11
<b>Benchmark 8-H-2: Demonstrate techniques that support others in obtaining quality healthcare.</b>	
8-H-2.1 Research the various types of health advocacy organizations (e.g., American Heart Association, American Cancer Society, American Diabetic Association) and their role.	Not covered
8-H-2.2 Work cooperatively as an advocate for improving personal, family and community health.	HIV – 2, 15 NPA – 8 TAOD – 16 VIP – 6, 7, 11
8-H-2.3 Adopt health messages and communication techniques to support a health cause.	Could be addressed in advocacy lessons listed above