

## **HealthSmart Alignment with New York Learning Standards for Health**



## **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>Standard 1: Personal Health and Fitness</b>						
<b>1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</b>						
Understand human growth and development throughout the life cycle.	<b>7, 8</b>					
Demonstrate the necessary knowledge and skills to promote healthy development into adulthood.	<b>9, 10</b>	<b>2, 5, 6, 9</b>				
Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood.	<b>1, 3, 9</b>	<b>17</b>	<b>6, 7, 9, 10</b>	<b>1, 7</b>	<b>6</b>	
Evaluate how the multiple influences which affect health decisions and behaviors can be altered.	<b>11, 12</b>	<b>3, 11, 15</b>	<b>8</b>	<b>12, 13</b>	<b>9, 11, 12</b>	<b>9, 10, 13</b>
<b>Standard 2: A Safe and Healthy Environment</b>						
<b>1. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</b>						
Recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them.						<b>6, 7</b>
Evaluate personal and social skills which contribute to health and safety of self and others.	<b>6, 13, 14, 15, 16</b>	<b>3, 5, 6, 7, 12, 14</b>	<b>2, 4, 12, 13, 15</b>	<b>10, 11</b>	<b>13, 14, 15, 16</b>	<b>5, 7, 19</b>
Recognize how individual behavior affects the quality of the environment.			<b>2</b> [social environment]			<b>11, 12</b> [social environment]
<b>Standard 3: Resource Management</b>						
<b>1. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.</b>						
Demonstrate how to evaluate health information, products and services for validity and reliability.	<b>5</b>	<b>17</b>		<b>9</b>		
Analyze how cultural beliefs influence health behaviors and the use of health products and services.	<b>11</b>	<b>8</b>		<b>12, 13</b>	<b>11</b>	<b>9, 13</b>
Demonstrate the ability to access community health services for self and others.			<b>10, 11</b>			
Use technology and the media to promote positive health messages.	<b>12</b>	<b>11</b>	<b>2, 15</b>		<b>12</b>	<b>7</b>
Demonstrate advocacy skills in promoting individual, family and community health.		<b>11</b>	<b>2, 15</b>	<b>8</b>	<b>5, 6, 12, 16</b>	<b>7, 11</b>