

HealthSmart Alignment with Oklahoma Academic Standards for 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
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.						
Nutrition						
1.NU.12.1 Summarize the physical, mental, social, and cognitive benefits of eating a healthy breakfast every day.				14		
1.NU.12.2 Describe the importance of eating a variety of healthy foods to meet daily nutrient and caloric needs.				3		
1.NU.12.3 Analyze the benefits of limiting the consumption of non-nutritious beverages.				5		
Physical Activity						
1.PA.12.1 Analyze how a person can incorporate physical activity into daily life (without relying on a structured exercise plan or special equipment).				7		
1.PA.12.2 Analyze ways to increase physical activity and decrease inactivity.				7		
1.PA.12.3 Evaluate the short- and long-term benefits of physical activity (e.g., improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases).				6, 7, 10		
Mental Health and Wellness						
1.MH.12.1 Explain how feelings, emotions, and trauma can positively and negatively influence behavior.		6, 10, 12				8
1.MH.12.2 Analyze the interrelationship of physical, mental, emotional health and their relationship with social health in engaging with other individuals.		1				
1.MH.12.3 Analyze the causes, symptoms, and effects of stress, depression, and anxiety and practice coping skills.		4, 5, 15, 17				

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. (continued)						
Substance Use and Abuse						
1.SU.12.1 Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism, and job loss.					7, 8	
1.SU.12.2 Compare and contrast family and school rules, and community laws about alcohol and other drug use.					9	
1.SU.12.3 Summarize long-term health benefits of abstaining from or discontinuing tobacco use [e.g., cigarettes, cigars, electronic cigarettes (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco].					6	
Healthy Relationships						
1.HR.12.1 Summarize the importance of talking with trusted adults (e.g., parent, guardian, health professional) about issues related to growth and development, relationships, and related services.	9	5, 6, 17				18
1.HR.12.2 Analyze how the characteristics of healthy relationships influence health behaviors.		8				
1.HR.12.3 Summarize why individuals have the right to refuse uncomfortable situations and/or contact (e.g., physical, virtual).	13		4			17, 18, 19
Injury Prevention and Personal Health						
1.IP.12.1 Analyze the personal physical, emotional, mental, social, and cognitive health and vocational performance benefits of rest and sleep.	5					
1.IP.12.2 Practice responsible decision making in situations with risk of injuries at home, school, and in the community (e.g., water, sport, weather, firearms, chemicals, medicines).						1, 2, 3, 4, 5
1.IP.12.3 Explain the accepted procedures for basic emergency care and lifesaving.						4

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Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.						
Analyze Influences						
2.AN.12.1 Analyze how family influences the health of individuals.	11	8	8	12, 13	11	13
2.AN.12.2 Analyze how culture supports and challenges health beliefs, practices, and behaviors.	11	8		12, 13	11	9, 13
2.AN.12.3 Analyze how peers and norms influence healthy and unhealthy practices and behaviors.	11	8, 15	8	12, 13	11	1, 2, 11, 12, 13
2.AN.12.4 Analyze how the school and community can impact personal health practice and behaviors. (e.g., tobacco free environment, healthy food access, safe bike routes, walking, school buses, etc.).			8	12	9, 11	9, 11, 12, 13
2.AN.12.5 Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence personal, family, and community health.	12	11, 15	8, 9	12, 13	12	10, 13
2.AN.12.6 Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	11		8		9	1, 9
2.AN.12.7 Analyze how laws, rules, and regulations influence health promotion and disease prevention.				12	11	
Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.						
Access Information						
3.AC.12.1 Examine the validity of health information, products, and services.	5	17		9		
3.AC.12.2 Use medically accurate resources from home, school, and community that provide valid health information.	5			4, 9	3	
3.AC.12.3 Analyze the accessibility of products and services that enhance health.			10, 11			
3.AC.8.4 Describe situations that may require professional health services.	4, 9	15, 16, 17	6, 10	15	4, 10	16, 18
3.AC.12.5 Access medically accurate health products and services.			10, 11			

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Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.							
Interpersonal Communication							
4.IC.12.1	Practice effective communication skills to enhance health.	15	6, 7, 9, 10	12, 13		14	
4.IC.12.2	Practice effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.	15, 16		12, 13		14, 15	19
4.IC.12.3	Analyze effective communication strategies to prevent, manage, or resolve interpersonal conflict.		13				
4.IC.12.4	Practice how to ask for assistance to enhance the health of self and others.		16, 17		15		16, 17
4.IC.12.5	Practice how to effectively offer assistance to improve the health of others.		10, 16	2	15	6	
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.							
Decision Making							
5.DM.12.1	Evaluate barriers to healthy decision-making and prepare steps to avoid obstacles.	14				13	5
5.DM.12.2	Analyze the value of applying thoughtful decision-making skills (made individually or collaboratively) in health-related situations.	14				13	5
5.DM.12.3	Analyze how family, culture, technology, media, peers, and personal beliefs affect a personal health and wellness-related decision.	11, 12	11, 5	8	12, 13	9, 11, 12	9, 11, 13
5.DM.12.4	Generate alternatives to health-related issues or problems.	14				13	5
5.DM.12.5	Predict the potential short- and long-term consequences of health-related decisions.	14				13	5
5.DM.12.6	Use evidence to defend the healthy choice when making a health-related decision.	14				13	5
5.DM.12.7	Analyze the effectiveness of a final outcome of a health-related decision.	14				13	5

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Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health.						
Goal Setting						
6.GS.12.1 Assess personal health practices and behaviors.	1, 6	1, 2, 11, 14		2, 3, 4, 7, 10		1
6.GS.12.2 Develop a plan to attain a personal health goal.	6	14		10, 11		
6.GS.12.3 Implement strategies, including self-monitoring and assessing barriers, to achieve a personal health goal.	6	14		10, 11		
6.GS.12.4 Formulate an effective long-term plan to achieve a health goal.			14			
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.						
Self-Management						
7.SM.12.1 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
7.SM.12.2 Analyze healthy practices and behaviors to improve the health of oneself and others.	2	3, 7, 8, 13		4, 5, 11, 13		
7.SM.12.3 Evaluate behaviors that avoid or reduce health risks to self and others.	2	5, 9, 12, 13	11	16		3, 4, 6
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.						
Advocacy						
8.AD.12.1 Utilize current norms to formulate an accurate health-enhancing message.					15, 16	7
8.AD.12.2 Demonstrate how to influence and support others to make positive health choices.	11		2, 15	8	5, 6, 12, 16	7, 11
8.AD.12.3 Work cooperatively as an advocate for improving personal, family, and community health.			2, 15	8	16	6, 7, 11
8.AD.12.4 Adapt health messages and communication techniques to a specific target audience.			2, 15	8	16	7