

***HealthSmart* Alignment with
Texas Essential Knowledge
and Skills for Health Education
(Adopted 2020)**

**High School, Third Edition
(Grades 9–12)**

advancing
health
equity **etr.**

HealthSmart High School Unit Key	
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
High School – Health I	HealthSmart (Unit – Lesson)
Physical Health and Hygiene	
(1A) analyze health information based on health-related standards	ABST – 5 NPA – 9
(1B) develop and analyze strategies to prevent communicable and non-communicable diseases	ABST – 1, 2, 3
(1C) discuss the importance of early detection and warning signs that prompt individuals of all ages to seek health care	ABST – 4, 9 HIV – 10
Mental Health and Wellness	
(2A) discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others	EMH – 7, 10
(2B) analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution	EMH – 7, 13
(3) develop the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept; explain and demonstrate decision-making skills based on health information	EMH – 1, 2, 3, 14 Decision making covered in: ABST – 14; TAOD – 14; VIP – 5
(4) analyze how adverse childhood experiences such as abuse, neglect, and trauma can influence brain development and how to recognize, process, and overcome negative events for overall mental health and wellness	EMH – 2, 3 [Focus on adverse experiences must be added] Could be added to VIP – 18
(5A) discuss the suicide risk and suicide protective factors identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning signs in self or others	EMH – 16 VIP – 16
(5B) discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide	EMH – 16 VIP – 16
Healthy Eating and Physical Activity	
(6A) evaluate food labels and menus to determine the nutritional content and value of foods and make healthy decisions about daily caloric intake	NPA – 4
(6B) compare and contrast the impact of healthy and unhealthy dietary practices	NPA – 1, 2, 5
(6C) describe how a personal dietary plan affects overall health and how a plan might differ over the lifespan	NPA – 10, 11
(7A) analyze the relationships between nutrition, physical activity, and quality of life as they relate to mental, physical, and social health benefits	NPA – 1, 2, 7 EMH – 1
(7B) analyze the relationships between body composition, diet, and physical activity, including how to balance caloric intake and physical activity	NPA – 14
(8A) evaluate the nutritional differences between preparing and serving fresh or minimally processed food versus serving commercially prepared or highly processed foods	NPA – 2, 4, 5
(8B) evaluate the connection between physical activity and dietary choices as they relate to the prevention of chronic conditions	NPA – 1, 7

High School – Health I (continued)	HealthSmart (Unit – Lesson)
Injury and Violence Prevention and Safety	
(9A) identify and demonstrate safety and first aid knowledge to prevent and treat injuries; demonstrate basic first-aid procedures, including how to perform cardiopulmonary resuscitation (CPR) and choking rescue and how to use an automated external defibrillator (AED)	<i>HealthSmart</i> does not cover first aid.
(10A) formulate strategies for avoiding violence, gangs, weapons, and human trafficking	VIP – 9 [violence, gangs]; 17 [trafficking]
(10B) assess the dynamics of gang behaviors	Could be added to VIP – 9
(11A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography	EMH – 11 [social media] ABST – 10 & HIV – 3 [sexting] VIP – 19 [online safety]
(11B) identify appropriate responses to situations in which digital and online safety are at risk, including identity protection and recognition of predators	VIP – 17 [predators only] Could be included in EMH – 11
(12A) research and analyze how exposure to family violence can influence cyclical behavioral patterns	Could be included in VIP – 8, 9 or 18
(12B) create a personal action plan, including identifying areas of support, for use when encountering bullying, cyberbullying, or harassment	VIP – 11, 12, 14
(12C) describe the ramifications of bullying behavior	VIP – 10, 12
Alcohol, Tobacco and Other Drugs	
(13A) examine examples of drug labels to determine the drug category and intended use	TAOD – 3
(13B) identify and describe the importance of the safe storage and proper disposal of prescription and over-the-counter drugs	Could be included in TAOD – 3
(13C) develop strategies for preventing the misuse of prescription and over-the-counter drugs, including recognizing the negative effects of combining drugs	TAOD – 3
(14) identify and analyze the short- and long-term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances; describe the interrelatedness of alcohol and other drugs to health problems	TAOD – 2 [addiction], 3 [prescription drugs], 4 [opioids], 5 [vaping/tobacco], 7 [alcohol], 8 [marijuana]
(15A) investigate and identify treatment options for substance abuse and addiction and misuse, including prescription drugs	TAOD – 4, 10
(15B) explain how to report suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult	Could be included in TAOD – 9 and/or 10
(16A) compare and contrast physical and social influences on alcohol, tobacco, and other drug use behaviors	TAOD – 11, 12
(16B) design materials for health advocacy such as promoting a substance-free life	TAOD – 12, 16
(16C) discuss ways to participate in school-related efforts to address health-risk behaviors	TAOD – 16

High School – Health I <i>(continued)</i>	HealthSmart (Unit – Lesson)
Alcohol, Tobacco and Other Drugs <i>(continued)</i>	
(17A) analyze the relationship between the use of refusal skills and the avoidance of alcohol, tobacco, and other drugs	TAOD – 14, 15
(17B) analyze the role that alcohol and other drugs play in unsafe situations, including sexual abuse and assault	TAOD – 13
Reproductive and Sexual Health	
(18A) analyze how friendships provide a foundation for healthy dating/romantic [dating] relationships	EMH – 8 Can also be included in VIP – 15
(18B) identify character traits that promote healthy dating/romantic relationships and marriage	EMH – 2, 7, 8
(18C) describe how a healthy marriage can provide a supportive environment for the nurturing and development of children	Not covered
(19A) describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence	VIP – 17
(19B) analyze the characteristics of harmful relationships that can lead to dating violence	EMH – 9 VIP – 15
(19C) analyze healthy strategies for preventing physical, sexual, and emotional abuse	VIP – 19
(19D) analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships;	ABST – 13, 14 EMH – 9 HIV – 4 VIP – 15
(19E) explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships	ABST – 15, 16 HIV – 13
(19F) examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries	ABST – 13 HIV – 4, 8
(19G) examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity	ABST – 11, 12, 13, 15, 16 HIV – 4, 8, 13 VIP – 15
(19H) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others	VIP – 14, 15, 17, 18
(20) analyze the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur	HIV – Supplemental Lesson
(21A) research and analyze the educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society, including considering the effects on one's personal life goals	HIV – 5
(21B) describe various modes of transmission of STDs/STIs	HIV – 6 [STIs], 7 [HIV]
(21C) investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources	Could be added to HIV – 6

High School – Health I <i>(continued)</i>	HealthSmart (Unit – Lesson)
Reproductive and Sexual Health <i>(continued)</i>	
(21D) describe signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and identify that not all STDs/STIs show symptoms	HIV – 6 [STIs], 7 [HIV]
(21E) analyze the importance of STD/STI screening, testing, and early treatment for sexually active people, including during yearly physicals or if there is a concern	HIV – 10
(21F) analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression	HIV – 3
(21G) analyze the importance and benefits of abstinence from sexual activity as it relates to emotional health and the prevention of pregnancy and STDs/STIs	ABST – 10 HIV – 3
(21H) identify support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active	ABST – 11, 13 HIV – 14
(21I) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy	HIV – 5
(21J) explain the legal responsibilities related to teen pregnancy, including child support and acknowledgment of paternity	Can be included in HIV – 5

High School – Health II	HealthSmart (Unit – Lesson)
Physical Health and Hygiene	
(1A) analyze the cost, availability, and accessibility of health care services	ABST – 4
(1B) analyze methods of overcoming barriers related to solving health problems	Overcoming barriers addressed in: ABST – 10; EMH – 14, 17; HIV – 11; NPA – 7, 10; VIP – 11, 12, 14, 15, 16
(1C) analyze the influence of laws, policies, and practices, including those related to disease prevention, on health-related issues	NPA – 12 TAOD – 11
Mental Health and Wellness	
(2A) evaluate positive and negative effects of various relationships on physical, emotional, and social health	EMH – 8
(2B) apply communication skills that demonstrate consideration and respect for individual differences and perspectives	EMH – 7, 13
(2C) evaluate the effectiveness of conflict resolution techniques in various situations	EMH – 13
(3) develop the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept; describe how internal and external factors influence self-esteem	EMH – 1, 2, 3, 11, 14
(4) recognize the influence of various factors influencing mental health and wellness; formulate strategies for combating environmental factors that have a detrimental effect on mental health	EMH – 1, 2, 3, 4, 5, 10, 12, 15
(5A) describe the impact of positive stress on building resiliency and promoting mental health and wellness	EMH – 2, 4
(5B) discuss the impact of choosing healthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief on mental health and wellness	EMH – 3, 5, 10, 12, 17
(5C) research and explain the behaviors associated with eating disorders and their impact on health	EMH – 15 NPA – 15
(5D) discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide	EMH – 16 VIP – 16
(5E) research and discuss data on and prevalence of local, state, and national suicide rates among various groups	Could be added to EMH – 16 or VIP – 16
Healthy Eating and Physical Activity	
(6) design a realistic, long-term personal dietary plan that promotes individual and family health	NPA – 10, 11
(7A) compare and contrast the impact of active and sedentary lifestyles on overall health	NPA – 7
(7B) develop a physical fitness profile using appropriate technology	Can be included in NPA – 7 or 10
(8A) analyze the progress of short- and long-term goals in achieving appropriate levels of physical activity, improving personal physical fitness levels, and making healthy personal food choices	NPA – 10, 11
(8B) analyze marketing and advertising techniques in health product and service promotion	NPA – 12, 13

High School – Health II (continued)	HealthSmart (Unit – Lesson)
Healthy Eating and Physical Activity (continued)	
(9A) research and discuss the social and economic impact of chronic conditions, including obesity, heart disease, and diabetes	Could be included in NPA – 1 and/or 7
(9B) create a plan for accessing community and digital resources that can assist in developing healthy eating and physical activity behaviors	Can be included in NPA – 10 and 11 as part of goal setting
Injury and Violence Prevention and Safety	
(10) identify and demonstrate safety and first aid knowledge to prevent and treat injuries; discuss risk-taking behaviors, including driving under the influence and distracted driving, and their associated consequences	<i>HealthSmart</i> does not cover first aid. Risk taking covered in VIP – 1, 2, 5
(11A) discuss and evaluate ways to respond to harmful situations that involve weapons	Could be included in VIP – 9 or 11
(11B) develop educational safety models for children and adults for use at home, school, and in the community	VIP – 6, 7 [if audience chosen is children/adults]
(12A) discuss and analyze consequences resulting from inappropriate digital and online communication such as sending and receiving photos, sexting, and pornography	EMH – 11 [social media] ABST – 10 & HIV – 3 [sexting] VIP – 19 [online safety]
(12B) assess the legal and ethical ramifications of unacceptable behaviors in digital and online environments	Can be included in EMH – 11; VIP – 17, 19
(13A) identify and respond to situations requiring intervention for victims of bullying, cyberbullying, or harassment	VIP – 11, 12, 14
(13B) promote strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual	VIP – 11, 12, 14, 17, 19
Alcohol, Tobacco and Other Drugs	
(14A) analyze how substance misuse and addiction to alcohol, tobacco, drugs, and other substances impact family and community health	TAOD – 2
(14B) analyze the importance of alternative activities to drug and substance misuse and abuse	Can be included in TAOD – 1, 13
(14C) identify individual and community protective factors and skills that prevent substance misuse and substance use disorders	TAOD – 1, 11
(15) evaluate the impact of laws relating to the use and misuse of prescription and over-the-counter drugs, alcohol, tobacco, and other substances on self and community	TAOD – 9
(16) recognize and understand the options for treatment and how to seek help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances; identify ways to support and assist someone who shows signs and symptoms of alcohol, tobacco, or drug use and misuse	TAOD – 10
(17A) discuss risk-taking behaviors such as drinking and driving with their associated legal, social, and physical consequences	TAOD – 7 VIP – 1, 2
(17B) analyze physical and social environmental influences on the misuse and abuse of prescription drugs in places such as school, sports, or entertainment	TAOD – 3, 4, 11
(17C) design a public health information campaign related to safe havens, where to go for help, or reporting drug-related behaviors	Could be included in TAOD - 16
(18A) develop strategies for preventing use or misuse of alcohol, tobacco, and other drugs, including opioids	TAOD – 12, 13, 14, 15, 16

High School – Health II (continued)	HealthSmart (Unit – Lesson)
Reproductive and Sexual Health	
(19A) compare and contrast effective and ineffective methods of communicating emotions in healthy dating/romantic relationships and marriage	EMH – 7, 9
(19B) analyze behaviors in romantic relationships that enhance dignity and respect	EMH – 8 VIP – 15
(19C) examine how a healthy marriage can provide a supportive environment for the nurturing and development of children	Not covered
(20A) identify community resources to support individuals who have experienced sexual harassment, sexual abuse, sexual assault, dating violence, and sex trafficking	VIP – 14, 15, 17, 18
(20B) evaluate the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others	VIP – 14, 15, 17, 18
(20C) discuss how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk	ABST – 15, 16 HIV – 13 VIP – 19
(20D) analyze factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries	ABST – 13 HIV – 4, 8
(20E) evaluate influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity	ABST – 11, 12, 13, 15, 16 HIV – 4, 8, 13 VIP – 15
(21A) analyze the significance of hormonal, physical, emotional, and social changes in males and females and their relationship to sexual health	ABST – 8, 9
(21B) list factors such as heredity, environment, STDs/STIs, and the mother's health and nutrition that can affect fetal development from conception through birth	Not covered
(21C) describe the emotional changes that may occur during and after pregnancy, including postpartum depression, and identify resources for support and treatment	Not covered
(22A) analyze the options available to teenage parents such as parenting or the process of adoption and the legal rights of parties involved	HIV – Supplemental Lesson
(22B) evaluate long-term or lifetime effects of bacterial and viral STDs/STIs including infertility and cancer	HIV – 6
(22C) identify community resources, minors' right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment	HIV – 10 [add state specifics around minor consent]
(22D) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STI and pregnancy	HIV – 5
(22E) identify the effectiveness of vaccines in preventing the transmission of the most common types of HPV, a virus that may cause genital warts and head and neck cancer, cervical cancer, anal cancer, or other cancers that may occur in males and females	ABST – 9 [also included in ABST – 4 under immunizations]

High School – Health II <i>(continued)</i>	HealthSmart (Unit – Lesson)
Reproductive and Sexual Health <i>(continued)</i>	
(22F) analyze the benefits of abstinence from sexual activity, including focusing on personal development and encouraging individuals to build healthy relationships not complicated by sexual involvement	ABST – 10 HIV – 3
(22G) assess support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active	ABST – 11, 13 HIV – 14
(22H) investigate and summarize legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, and indecency with a child	Could be included in VIP – 17 or 18
(22I) investigate and summarize current laws relating to sexual offenses such as sexual harassment, abuse, and assault.	Could be included in VIP 14, 15, 17, 18

NOTE: The “Your Health in the Real World” course requirements, which relate to navigating the health care system, insurance and public health services, are not covered by the HealthSmart program.