



S T A N D A R D S

# HEALTH EDUCATION TODAY



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*Health Education Today's* High School Health Curriculum:  
Aligned with **all** Alaska's Skills for a Healthy Life Content Standards

Alaska Content Standards — Skills for a Healthy Life: <https://education.alaska.gov/akstandards/Skills-for-Healthy-Life.pdf>

**Alaska Content Standards — Skills for a Healthy Life::**

Standard A: A student should be able to acquire a core knowledge related to well-being.

Standard B: A student should be able to demonstrate responsibility for the student's well-being.

Standard C: A student should understand how well-being is affected by relationships with others.

Standard D: A student should be able to contribute to the well-being of families and communities.

*Alaska's Skills for a Healthy Life content standards (adopted via 4 AAC 04.140, March 2019 publication) are broad K-12 standards; Alaska requires one unit of health/physical education for graduation (4 AAC 06.075) and encourages comprehensive K-12 health programs (AS 14.30.360). HET meets all National Health Education Standards.*

**Standard A: A student should be able to acquire a core knowledge related to well-being.**

<p><b>1. Well-Being as Integration</b></p>	<p><b>A.1:</b> understand that a person’s well-being is the integration of health knowledge, attitudes, and behaviors;</p>	<p><b>Begin a Term:</b> Day 1 (Core Scholar), Day 2 (Reflective Identity). <b>Empathy:</b> Day 1 (Survey). <b>Self-Esteem:</b> Day 1 (Survey). <b>Mental Health:</b> Day 1-2 (5 Dimensions), Day 9-10 (Wellness Plan). <b>Stress:</b> Day 1-2 (Survey). <b>Body Systems:</b> Day 1 (Internal Balance). <b>End a Term:</b> Day 1 (Homeostasis), Day 2 (Living System).</p>
<p><b>2. Behaviors &amp; the Body</b></p>	<p><b>A.2:</b> understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;</p>	<p><b>Dangerous Decisions:</b> Day 2 (Substance impact). <b>Nutrition:</b> Day 1-2 (Macro/Micro functions), Day 7-8 (Blood sugar/Heart health). <b>Body Systems:</b> Day 2 (Lifestyle efficiency), Day 3 (UTIs/Hygiene). <b>First Aid:</b> Day 4 (Heat stroke). <b>Alcohol:</b> Day 1 (Ethanol depressant). <b>Drugs:</b> Day 1 (Dopamine interference), Day 3 (Memory/Breathing impact). <b>Tobacco:</b> Day 1 (Prefrontal cortex effects). <b>Environmental Health:</b> Day 1 (Workplace Hazard reports). <b>End a Term:</b> Day 1 (MC 1-3).</p>
<p><b>3. Diseases, Injuries &amp; Addictions</b></p>	<p><b>A.3:</b> understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;</p>	<p><b>Mental Health:</b> Day 1-2 (Biopsychosocial). <b>Stress:</b> Day 3-4 (Sadness vs Clinical Depression). <b>Body Systems:</b> Day 2 (Immune/Vaccine stats). <b>Diseases:</b> Day 4 (NCD comparison), Day 5 (Lifestyle/Chronic prevention). <b>First Aid:</b> Day 1 (Immediate measures), Day 3 (R.I.C.E./FAST). <b>Alcohol:</b> Day 3 (AUD chronic nature). <b>Drugs:</b> Day 4 (Medication-Assisted Treatment). <b>End a Term:</b> Day 1 (MC Questions 11-12).</p>

<p><b>4. Patterns of Abuse</b></p>	<p><b>A.4:</b> recognize patterns of abuse directed at self or others and understand how to break these patterns;</p>	<p><b>Mental Health:</b> Day 7-8 (Jealousy/Control).  <b>Stress:</b> Day 5-6 (Risk/Protective Factors).  <b>Violence:</b> Day 4 (Breaking Silence), Day 5 (Challenging victim-blaming). <b>Alcohol:</b> Day 4 (Family addiction roles). <b>Sex Education:</b> Day 3-4 (Gaslighting vs respect). <b>End a Term:</b> Day 2 (Breaking cycles of silence).</p>
<p><b>5. Family Well-Being</b></p>	<p><b>A.5:</b> use knowledge and skills to promote the well-being of the family;</p>	<p><b>Stress:</b> Day 7-8 (Parent-Teen Communicator).  <b>Conflict:</b> Day 2 (Relationship wellness).  <b>Alcohol:</b> Day 4 (Hero/Scapegoat/Mascot roles).  <b>Sex Education:</b> Day 7-8 (Parenting/Financial effects). <b>End a Term:</b> Day 2 (Generational cycles).</p>
<p><b>6. Fitness, Consumer Health &amp; Careers</b></p>	<p><b>A.6:</b> use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being;</p>	<p><b>Begin a Term:</b> Day 1 (Future letter 1/5/10yr).  <b>Nutrition:</b> Day 5-6 (Registered Dietitians vs Influencers), Day 10 (Food log/MyFitnessPal expenditure tracking). <b>First Aid:</b> Day 3 (Kit research). <b>Tobacco:</b> Day 1 (Vape ad decoding).  <b>Environmental Health:</b> Day 1 (Workplace Hazard reports). <b>End a Term:</b> Day 1 (Long-term goal mapping).</p>
<p><b>7. Sexual Development &amp; Maturity</b></p>	<p><b>A.7:</b> understand the physical and behavioral characteristics of human sexual development and maturity; and</p>	<p><b>Body Systems:</b> Day 3 (Hormonal shifts). <b>Sex Education:</b> Day 5-6 (Structures/Functions), Day 7-8 (Fertilization). <b>End a Term:</b> Day 1 (Scenario 4).</p>
<p><b>8. Life Span Changes</b></p>	<p><b>A.8:</b> understand the ongoing life changes throughout the life span and healthful responses to these changes.</p>	<p><b>Begin a Term:</b> Day 1 (Personal Timeline/Future Letter). <b>Self-Esteem:</b> Day 2 (Reshaped over time). <b>Stress:</b> Day 3-4 (Letter to Future Self), Day 7-8 (Processing grief). <b>Sex Education:</b> Day 5-6 (Development/Lifespan literacy). <b>End a Term:</b> Day 2 (Learning stays within you).</p>

**Standard B: A student should be able to demonstrate responsibility for the student's well-being.**

<p><b>1. Responsible Decision-Making</b></p>	<p><b>B.1:</b> demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;</p>	<p><b>Begin a Term:</b> Day 2 (Vortex of Impact). <b>Stress:</b> Day 1-2 (Pressure outcomes). <b>Dangerous Decisions:</b> Day 1 (STOP-THINK-CHOOSE), Day 2 (Substance quiz), Day 3 (Pre-decision challenge). <b>First Aid:</b> Day 2 (Life/Death operations). <b>Sex Education:</b> Day 7-8 (Decision Scenario). <b>End a Term:</b> Day 1 (Scenario 9/26), Day 2 (Waves of impact).</p>
<p><b>2. Communication Skills</b></p>	<p><b>B.2:</b> demonstrate a variety of communication skills that contribute to well-being;</p>	<p><b>Empathy:</b> Day 1 (Respectful dialogue), Day 2 (Emotional vocabulary). <b>Mental Health:</b> Day 3-4 (Reacting vs Responding), Day 5-6 (Assertiveness). <b>Stress:</b> Day 3-4 ("I" statements). <b>Conflict:</b> Day 1 (Assertiveness/I-statements), Day 2 (Clarifying needs). <b>Violence:</b> Day 5 (Nonviolent Communication). <b>First Aid:</b> Day 2 (Bystander delegation). <b>Sex Education:</b> Day 3-4 (Clear "No" strategies). <b>End a Term:</b> Day 1 (Scenario 7-8).</p>
<p><b>3. Culture, Heritage &amp; Traditions</b></p>	<p><b>B.3:</b> assess the effects of culture, heritage, and traditions on personal well-being;</p>	<p><b>Begin a Term:</b> Day 1 (Belief formation). <b>Empathy:</b> Day 2 (Culture/Technology). <b>Self-Esteem:</b> Day 3 (Society's expectations). <b>Diversity:</b> Day 1 (Identity), Day 2 (Cultural humility), Day 3 (Narratives). <b>Nutrition:</b> Day 3-4 (Cultural honoring). <b>Community Health:</b> Day 5 (Cultural healing traditions).</p>

<p><b>4. Personal Life Roles</b></p>	<p><b>B.4:</b> develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures;</p>	<p><b>Begin a Term:</b> Day 1 (Intersectionality). <b>Mental Health:</b> Day 5-6 (Impact on individual/community), Day 9-10 (School climate). <b>Diversity:</b> Day 2 (Belonging). <b>Alcohol:</b> Day 4 (Family addiction roles). <b>Sex Education:</b> Day 7-8 (Parenting/Financial effects). <b>End a Term:</b> Day 2 (Generational cycles).</p>
<p><b>5. Evaluating Media &amp; Messages</b></p>	<p><b>B.5:</b> evaluate what is viewed, read, and heard for its effect on personal well-being; and</p>	<p><b>Self-Esteem:</b> Day 4 (Instagram/TikTok). <b>Mental Health:</b> Day 1-2 (Social Media Trap), Day 7-8 (Digital validation). <b>Stress:</b> Day 1-2 (Mindfulness through Media). <b>Violence:</b> Day 4 (Toxic masculinity/Media Literacy). <b>Nutrition:</b> Day 5-6 (Influencer claims). <b>Diseases:</b> Day 4 (Media Literacy). <b>Tobacco:</b> Day 1 (Vape ad decoding). <b>Community Health:</b> Day 5 (Health Literacy). <b>End a Term:</b> Day 1 (Online Data Scenario).</p>
<p><b>6. Personal Relationships</b></p>	<p><b>B.6:</b> understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.</p>	<p><b>Empathy:</b> Day 4 (Compassion vs Codependence). <b>Self-Esteem:</b> Day 2 (Peer Influence). <b>Mental Health:</b> Day 7-8 (Jealousy/Control). <b>Stress:</b> Day 7-8 (Parent-Teen Communicator). <b>Conflict:</b> Day 2 (Relationship wellness). <b>Sex Education:</b> Day 3-4 (Trust/Equality/Boundaries).</p>

**Standard C: A student should understand how well-being is affected by relationships with others.**

<p><b>1. Conflict Resolution</b></p>	<p><b>C.1:</b> resolve conflicts responsibly;</p>	<p><b>Begin a Term:</b> Day 2 (Agreements). <b>Conflict:</b> Day 1 (Negotiation), Day 2 (Accountability/Repair). <b>Dangerous Decisions:</b> Day 3 (Refusal/Negotiation skills). <b>Violence:</b> Day 5 (NVC - Nonviolent Communication). <b>End a Term:</b> Day 1 (Scenario 7-8).</p>
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<p><b>2. Communication in Relationships</b></p>	<p><b>C.2:</b> communicate effectively within relationships;</p>	<p><b>Begin a Term:</b> Day 2 (Practicing consent). <b>Empathy:</b> Day 2 (Active Listening). <b>Mental Health:</b> Day 1-2 (Judgment-free listening). <b>Stress:</b> Day 7-8 (Skills-lab "I" statements). <b>Conflict:</b> Day 1 (Converting accusations), Day 2 (Communication Balance). <b>Sex Education:</b> Day 1-2 (Boundaries), Day 7-8 (Yes/No/Maybe map).</p>
<p><b>3. Similarities &amp; Differences</b></p>	<p><b>C.3:</b> evaluate how similarities and differences among individuals contribute to relationships;</p>	<p><b>Empathy:</b> Day 2 (Venn Diagram), Day 3 (Challenging generalizations). <b>Diversity:</b> Day 1 (Circle activity), Day 2 (Belonging), Day 3 (Representation). <b>End a Term:</b> Day 2 (MBTI Exploration).</p>
<p><b>4. Respect for Rights</b></p>	<p><b>C.4:</b> understand how respect for the rights of self and others contributes to relationships;</p>	<p><b>Begin a Term:</b> Day 2 (Correcting harmful jokes). <b>Empathy:</b> Day 4 (Boundaries). <b>Self-Esteem:</b> Day 3 (Boundary practice). <b>Conflict:</b> Day 2 (Power imbalances). <b>Diversity:</b> Day 3 (Affirming language). <b>Sex Education:</b> Day 9-10 (Ownership/Rights).</p>
<p><b>5. Attitude &amp; Behavior</b></p>	<p><b>C.5:</b> understand how attitude and behavior affect the well-being of self and others; and</p>	<p><b>Begin a Term:</b> Day 2 (Vortex of Impact). <b>Empathy:</b> Day 1 (Contagion). <b>Stress:</b> Day 5-6 (Silence impacts). <b>Dangerous Decisions:</b> Day 1 (Risky choice impact). <b>Violence:</b> Day 4 (Ripple effects). <b>End a Term:</b> Day 2 (Waves of impact).</p>
<p><b>6. Culture, Heritage &amp; Well-Being</b></p>	<p><b>C.6:</b> assess the effects of culture, heritage, and traditions on well-being.</p>	<p><b>Begin a Term:</b> Day 2 (Social Determinants). <b>Empathy:</b> Day 3 (Stereotypes). <b>Mental Health:</b> Day 3-4 (Gender/Race). <b>Stress:</b> Day 1-2 (Racism/Sexism). <b>Conflict:</b> Day 1 (Uptown upbringing). <b>Diversity:</b> Day 1 (Systemic privilege), Day 2 (Social Determinants/Barriers).</p>

Standard D: A student should be able to contribute to the well-being of families and communities.		
<b>1. Responsible Family &amp; Community Decisions</b>	<b>D.1:</b> make responsible decisions as a member of a family or community;	<b>Stress:</b> Day 5-6 (Warning sign response). <b>Dangerous Decisions:</b> Day 2 (Good Samaritan laws). <b>Violence:</b> Day 5 (Intervention choice). <b>First Aid:</b> Day 1 (Willingness to act), Day 5 (Bystander identity). <b>End a Term:</b> Day 1 (Scene Safety Scenario).
<b>2. Safe &amp; Healthy Environments</b>	<b>D.2:</b> take responsible actions to create safe and healthy environments;	<b>Mental Health:</b> Day 9-10 (Positive culture advocacy). <b>Conflict:</b> Day 1 (Culture of Peace). <b>Diversity:</b> Day 1 (Ground rules). <b>Violence:</b> Day 4 (Doxxing prevention). <b>Nutrition:</b> Day 9-10 (School Lunch Advocacy). <b>Environmental Health:</b> Day 1 (Workplace Hazard reports).
<b>3. Public Policy</b>	<b>D.3:</b> describe how public policy affects the well-being of families and communities;	<b>Mental Health:</b> Day 5-6 (Minor access laws). <b>Dangerous Decisions:</b> Day 1 (Legal outcomes), Day 3 (Sexting laws). <b>Nutrition:</b> Day 9-10 (School food rules/Federal law analysis). <b>Alcohol:</b> Day 2 (BAC limits). <b>Drugs:</b> Day 3 (Possession/Misuse consequences). <b>Sex Education:</b> Day 9-10 (Confidentiality/Minor access laws). <b>End a Term:</b> Day 1 (Legal consequences MC 7).
<b>4. Public &amp; Private Organizations</b>	<b>D.4:</b> identify and evaluate the roles and influences of public and private organizations that contribute to the well-being of communities;	<b>Mental Health:</b> Day 5-6 (Crisis Text Line), Day 9-10 (NAMI stats). <b>Stress:</b> Day 5-6 (988). <b>Violence:</b> Day 5 (Crisis lines). <b>Nutrition:</b> Day 3-4 (NEDA/Professional medical care). <b>First Aid:</b> Day 4 (Poison Control), Day 5 (Red Cross supplies). <b>Sex Education:</b> Day 5-6 (CDC guides), Day 9-10 (Planned Parenthood). <b>Community Health:</b> Day 4 (Public Health Systems).

<p><b>5. Volunteer Service</b></p>	<p><b>D.5:</b> describe how volunteer service at all ages can enhance community well-being; and</p>	<p><b>Empathy:</b> Day 1 (Empathy-driven cause), Day 5 (Kindness project). <b>Mental Health:</b> Day 5-6 (Planning an initiative). <b>Community Health:</b> Day 4 (Community Health Champion), Day 5 (Civic engagement/Volunteering). <b>End a Term:</b> Day 1 (Live it Forward challenge).</p>
<p><b>6. Promoting Community Well-Being</b></p>	<p><b>D.6:</b> use various methods of communication to promote community well-being.</p>	<p><b>Mental Health:</b> Day 1-2 (Breaking Stigma PSA). <b>Stress:</b> Day 1-2 (Wellness Advocacy Project). <b>Conflict:</b> Day 1-2 (Guidebooks/PSAs). <b>Diversity:</b> Day 1 (Media for Equity). <b>Dangerous Decisions:</b> Day 3 (PSA - challenging "cool" risk). <b>Nutrition:</b> Day 3-4 (PSA Project). <b>Alcohol:</b> Day 4 (Safe community advocacy). <b>Drugs:</b> Day 3 (Harm reduction leadership). <b>Tobacco:</b> Day 2 (Tobacco-free advocacy). <b>Sex Education:</b> Day 7-8 (Testing bookmarks).</p>

<p style="text-align: center;"><b>Alaska Regulatory Requirements</b></p>		
<p><b>High School Graduation Requirement</b></p>	<p><b>4 AAC 06.075(b)(5):</b> Specific subject area units-of-credit requirements must be set out in each district plan and must require that, before graduation, a student must have completed at least the following: ... (5) health/physical education - one unit of credit.</p>	<p>HET's High School Health Curriculum is a complete, full-year high school health course — Volume I and Volume II each provide a full semester of daily lessons, assessments, and projects — supporting the health education portion of Alaska's required unit of credit in health/physical education.</p>

<p><b>K-12 Health Education Program</b></p>	<p><b>AS 14.30.360(a):</b> Each district in the state public school system shall be encouraged to initiate and conduct a program in health education for kindergarten through grade 12. The program should include instruction in physical health and personal safety including alcohol and drug abuse education, cardiopulmonary resuscitation (CPR), early cancer prevention and detection, dental health, family health including infant care, environmental health, the identification and prevention of child abuse, child abduction, neglect, sexual abuse, and domestic violence, and appropriate use of health services.</p>	<p><b>Mental Health:</b> Day 1-2 (Counselors/Support groups). <b>Dangerous Decisions:</b> Day 1 (Risky driving), Day 3 (Digital safety). <b>Violence:</b> Day 4 (Breaking Silence), Day 5 (Bystander/Confidential reporting). <b>First Aid:</b> Day 2 (Hands-only CPR/AED sequence). <b>Alcohol:</b> Day 3 (AUD chronic nature). <b>Drugs:</b> Day 1 (Stimulants/Opioids). <b>Sex Education:</b> Day 3-4 (Coercion distinction), Day 5-6 (Self-exam guides/Cancer prevention), Day 7-8 (Parenting/Financial effects). <b>Environmental Health:</b> Day 1 (Workplace Hazard reports). <b>Community Health:</b> Day 4 (Public Health Systems).</p>
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