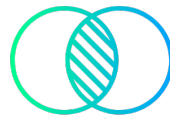




S T A N D A R D S

HEALTH EDUCATION TODAY



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Health Education Today's High School Health Curriculum:
Aligned with **the** Alabama Course of Study for High School Health Education

Alabama Course of Study: Health Education (2019): <https://www.alabamaachievers.org/wp-content/uploads/2021/03/2019-Alabama-Course-of-Study-Health-Education.pdf>

2019 Alabama Course of Study: Health Education — High School Anchor Standards::

Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Anchor Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Courses Covered:

Health Education (required for graduation, one-half credit, recommended Grade 10); Leaders in Health Advocacy (elective, Grades 10-12, prerequisite: Health Education); World Health (elective, Grades 10-12, prerequisite: Health Education)

The 2019 Alabama Course of Study: Health Education was adopted by the Alabama State Board of Education in 2019 and implemented beginning with the 2020-2021 school year. This document covers the required high school Health Education course and the two high school health electives, Leaders in Health Advocacy and World Health, for which Health Education is the prerequisite. Each content standard completes the sentence stem “Students can...”; lettered sub-items and Examples are part of the standard.

Health Education (Required Course) — Standard 1: Health Promotion

<p>Health Promotion</p>	<p>HE.1.1: Predict how health literacy and behaviors can affect health status.</p>	<p>Begin a Term: Day 1 (Healthy year vision). Mental Health: Day 1-2 (Wellness spectrum). Stress: Day 1-2 (Pressure outcomes). Dangerous Decisions: Day 1 (Risky choice impact). Diseases: Day 5 (Lifestyle/Chronic prevention). End a Term: Day 1 (Scenario 24-25).</p>
	<p>HE.1.2: Describe the interrelationships of emotional, mental, physical, social, spiritual, and environmental health. a. Identify symptoms and methods of treatment of mental health disorders, including depression, and stress. b. Identify warning signs and prevention strategies for suicide.</p>	<p>Mental Health: Day 1-2 (5 Dimensions), Day 3-4 (Adaptive coping). Stress: Day 3-4 (Sadness vs Clinical Depression), Day 5-6 (Warning sign response).</p>
	<p>HE.1.3: Analyze how genetics and family history can impact personal health. Examples: family history of heart disease, diabetes, cancer, or addictions</p>	<p>Mental Health: Day 1-2 (Biopsychosocial). Diseases: Day 5 (Family History). Alcohol: Day 4 (Family addiction roles).</p>
	<p>HE.1.4: Propose ways to prevent, reduce, and treat injuries and other health problems. a. Determine when professional health services may be required for injury or disease. b. Perform CPR, AED techniques, and First Aid procedures, including the principles of RICE (Rest, Ice, Compression, Elevation).</p>	<p>First Aid: Day 1 (Immediate measures), Day 2 (Hands-only CPR/AED sequence), Day 3 (R.I.C.E./FAST), Day 4 (Crisis decisions). Dangerous Decisions: Day 1 (Risk Management Plan). End a Term: Day 1 (Scene Safety Scenario).</p>
	<p>HE.1.5: Analyze the relationship between access to health care and health status. Examples: relationship between health insurance coverage and life expectancy; access to medical care including primary care physician, hospital, vaccines</p>	<p>Mental Health: Day 5-6 (Minor access laws). Diseases: Day 5 (ZIP code). Nutrition: Day 9-10 (Economic access). Sex Education: Day 9-10 (Confidentiality/Minor access laws).</p>

	<p>HE.1.6: Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. a. Identify factors that impact nutritional choices. Examples: planning healthy meals, accessibility of healthy and unhealthy foods</p>	<p>Nutrition: Day 3-4 (Food Deserts), Day 5-6 (Identifying barriers), Day 9-10 (Economic access). Stress: Day 9-10 (Habit building).</p>
	<p>HE.1.7.: Analyze the potential susceptibility to and severity of injury or illness if engaging in unhealthy behaviors. Examples: possible consequences of driving under the influence, distracted driving, not taking required medications a. Explain the progression of HIV and AIDS. b. Explain the progression of Type II diabetes.</p>	<p>Dangerous Decisions: Day 1 (Risky driving), Day 2 (Substance impact). Diseases: Day 4 (Risk assessment), Day 5 (Physiological impact). Sex Education: Day 7-8 (STI transmission). Nutrition: Day 7-8 (Blood sugar/Heart health).</p>

Health Education (Required Course) — Standard 2: Analyzing Influences

<p>Analyzing Influences</p>	<p>HE 2.1: Analyze the influence of external factors on health beliefs and behaviors. a. Analyze how family, culture, school, and community influence the health practice and behaviors of individuals. Examples: explaining how holiday celebrations and traditions such as over indulgence in eating and consuming alcohol affect health behaviors; explaining how extra-curricular activities and schedules result in over-consumption of fast food b. Examine how peers influence healthy and unhealthy behaviors. c. Critique the effect of media on personal and family health. Example: influence of media on teen body image, sexual activity, drugs, alcohol, violence, cyber-bullying d. Cite evidence of how public health policies and government regulations can influence health promotion and disease prevention.</p>	<p>Empathy: Day 2 (Culture/Technology). Self-Esteem: Day 1 (Media/Family), Day 2 (Peer Influence). Mental Health: Day 7-8 (Digital influence). Nutrition: Day 9-10 (School food rules/Federal law analysis). Drugs: Day 2 (Industry marketing impact).</p>
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	HE.2.2: Describe the pros and cons of the use of technology as it affects personal, family, and community health. Examples: positive and negative influences on self-esteem, addiction to technology, personal interactions and relationships	Empathy: Day 1 (Technology desensitization). Mental Health: Day 7-8 (Digital Balance). Conflict: Day 2 (Digital norms).
	HE.2.3: Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Examples: addressing topics such as wearing safety equipment, teen pregnancy, drug abuse, suicide, cyber-bullying, weight management, potentially dangerous social media trends	Dangerous Decisions: Day 3 (Groupthink). Mental Health: Day 7-8 (Online validation influence). Violence: Day 5 (Bystander culture/Gender roles). Sex Education: Day 9-10 (45% of teens statistic).
	HE.2.4: Critique the influence of personal values and beliefs on individual health practices and behaviors.	Begin a Term: Day 1 (Belief formation). Self-Esteem: Day 5 (Values foundation). Sex Education: Day 9-10 (Values check).
	HE.2.5: Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. Examples: assessing the effects of driving under the influence, drinking alcohol which can lead to poor choices such as sexual behavior, poor nutrition, sedentary lifestyle	Dangerous Decisions: Day 1 (Risky driving), Day 2 (Water safety/blackouts). Drugs: Day 2 (Tolerance).

Health Education (Required Course) — Standard 3: Access to Information/Products/Services

Access to Information/Products/Services	HE.3.1: Evaluate the accessibility and validity of health information, products, and services. Example: determining the credibility of resources both online and offline	Nutrition: Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers). Diseases: Day 4 (Media Literacy). Tobacco: Day 1 (Vape ad decoding).
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	HE.3.2: Analyze valid resources from home, school, and community that provide health information. Examples: websites, phone apps, media ads; rape, crisis, and suicide centers	Begin a Term: Day 2 (School counselors/nurses). Mental Health: Day 5-6 (Crisis Text Line). Stress: Day 5-6 (988). Sex Education: Day 5-6 (CDC guides). First Aid: Day 4 (Poison Control).
	HE.3.3: Explain laws relating to child pornography, age of consent, and sexual exploitation. Examples: information concerning the laws prohibiting sexual abuse; the need to report sexual abuse and legal options available to victims; laws relating to sexting and child pornography	Dangerous Decisions: Day 3 (Sexting laws). Sex Education: Day 1-2 (Sexting consequences). End a Term: Day 1 (Digital content legalities).
	HE.3.4: Explain current laws related to underage drinking, distracted driving, and driving under the influence.	Dangerous Decisions: Day 1 (Law Table Item 7), Day 3 (Distracted driving CDC data). Alcohol: Day 2 (BAC limits). Drugs: Day 3 (Possession/Misuse consequences).
	HE 3.5: Identify the necessity to seek help for mental and emotional health problems Examples: mood disorders, depression, anxiety and suicidal ideation; a. Locate information on how to cope with and rebuff unwanted physical and verbal exploitation by other persons.	Mental Health: Day 5-6 (Seeking support), Day 9-10 (Therapists/Peer support). Stress: Day 3-4 (Help-seeking). Violence: Day 4 (Breaking Silence). Sex Education: Day 3-4 (Clear "No" strategies).

Health Education (Required Course) — Standard 4: Interpersonal Communication

Interpersonal Communication	HE.4.1: Describe skills for communicating effectively with family, peers, and others to enhance health. Examples: active listening, friendliness, confidence, positive feedback, empathy, respect, understanding nonverbal cues, responsiveness	Empathy: Day 2 (Active Listening). Conflict: Day 1 (Assertiveness/I-statements). Stress: Day 7-8 (Parent-Teen Communicator).
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	HE.4.2: Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	Conflict: Day 1 (Negotiation). Dangerous Decisions: Day 3 (Refusal/Negotiation skills). Empathy: Day 4 (Saying No). Sex Education: Day 3-4 (Clear "No" strategies).
	HE.4.3: Develop strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. a. Identify warning signs of unhealthy relationships. b. Differentiate between negative and positive behaviors used in conflict situations.	Conflict: Day 1 (Conflict styles), Day 2 (Relationship wellness). Mental Health: Day 7-8 (Jealousy/Control). Sex Education: Day 3-4 (Gaslighting vs respect).
	HE.4.4: Demonstrate how to ask for and offer assistance to enhance the health of self and others. Examples: accessing crisis hotlines for suicide, sexual and physical abuse, and human trafficking; community resource materials	Mental Health: Day 5-6 (Crisis Text Line). Stress: Day 5-6 (Active listening/Refusing secrets). Violence: Day 5 (Crisis lines). First Aid: Day 1 (911 Script).

Health Education (Required Course) — Standard 5: Decision-Making

Decision-Making	HE.5.1: Examine barriers that can hinder healthy decision-making. Examples: peer pressure, cultural pressures, socio-economic status	Dangerous Decisions: Day 1 (Peer Pressure), Day 3 (Groupthink). Begin a Term: Day 2 (Social Determinants). Self-Esteem: Day 4 (Conforming pressures).
	HE.5.2: Develop a thoughtful decision-making process in health-related situations. a. Predict the potential short-term and long-term impact of various alternatives on self and others. b. Identify warning signs of suicide in self and others and discuss effective coping skills. c. Demonstrate refusal skills and explain when to use them in high risk situations. Examples: Saying no to sex, alcohol, and other drugs	Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE), Day 3 (Refusal/Negotiation skills). Stress: Day 5-6 (Warning sign response). Sex Education: Day 7-8 (Decision Scenario).

	HE.5.3: Justify the appropriateness of individual vs. collaborative decision-making in various situations. Example: explaining when input from a health professional, counselor, or trusted adult would be helpful	Mental Health: Day 1-2 (Counselors/Support groups), Day 9-10 (Therapists/Peer support). Stress: Day 3-4 (Valid points of help).
	HE.5.4: Analyze the benefits of practicing sexual abstinence. a. Identify the types, symptoms, and risks of sexually transmitted diseases (STDs). b. Assess the consequences of teen pregnancy.	Sex Education: Day 7-8 (STI transmission, Parenting/Financial effects), Day 9-10 (Abstinence proactive choice).
	HE.5.5: Recommend personal strategies to avoid violence or criminal activities.	Violence: Day 4 (Ripple effects), Day 5 (Protective Factors). Dangerous Decisions: Day 1 (Legal outcomes).

Health Education (Required Course) — Standard 6: Goal-Setting

Goal-Setting	HE.6.1: Assess personal health status and health practices to establish a baseline for setting health and fitness goals. Examples: blood pressure, resting heart rate, BMI, vaccination status	Self-Esteem: Day 1 (Self-Esteem Survey). Stress: Day 1-2 (Survey). Nutrition: Day 7-8 (Energy check), Day 10 (Food log/MyFitnessPal expenditure tracking). Mental Health: Day 9-10 (Personal Mental Health Plan).
	HE.6.2: Set long-term goals for achieving optimal health and implement short-term steps to reach the goals. Examples: assess current health and fitness status, develop plans based on assessment results, implement and monitor plans	Begin a Term: Day 1 (Future letter 1/5/10yr). Nutrition: Day 9-10 (SMART goal plan). Stress: Day 9-10 (Habit building). End a Term: Day 1 (Long-term goal mapping).

Health Education (Required Course) — Standard 7: Self-Management

<p>Self-Management</p>	<p>HE.7.1: Analyze the role of individual responsibility for enhancing health. a. Describe healthy practices and behaviors that will maintain or improve the health of self and others. Examples: effective communication skills and safety techniques, reading and understanding medicine labels, immunizations, wellness checkups and compliance b. Identify negative behaviors that increase health risks to self and others. Examples: distracted driving, drinking and driving, illegal drug use, vaping, smoking, unprotected sex, behaviors resulting in intentional or unintentional injuries, poor eating habits, physical inactivity c. Compare and contrast the responsibilities of both parents in teen parenting. Examples: shared responsibilities; social, financial and educational challenges</p>	<p>Mental Health: Day 9-10 (Wellness Plan). Dangerous Decisions: Day 1 (Risky driving), Day 2 (Substance impact). Nutrition: Day 7-8 (Fuel-up goal). Sex Education: Day 7-8 (Parenting/Financial effects). End a Term: Day 1 (Live it Forward challenge).</p>
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<p align="center">Health Education (Required Course) — Standard 8: Advocacy</p>		
<p>Advocacy</p>	<p>HE.8.1: Utilize accurate peer and societal norms to formulate a health enhancing message. Example: using data on local health issues to develop a positive message concerning a topic</p>	<p>Mental Health: Day 1-2 (Breaking Stigma PSA), Day 9-10 (NAMI stats). Dangerous Decisions: Day 3 (PSA - challenging "cool" risk). Sex Education: Day 9-10 (45% of teens statistic).</p>
	<p>HE.8.2: Formulate and implement a list of innovative ways to influence and support others in making positive health choices. Examples: wearing colors for awareness, speaking to a group or individuals, making good nutritional choices</p>	<p>Empathy: Day 5 (Kindness project). Nutrition: Day 3-4 (PSA Project). Tobacco: Day 2 (Tobacco-free advocacy). Alcohol: Day 4 (Safe community advocacy).</p>
	<p>HE.8.3: Work cooperatively as an advocate for improving personal and community health. Examples: student-led events, community fundraisers, national events, signing a pledge to abstain from alcohol</p>	<p>Mental Health: Day 5-6 (Planning an initiative), Day 9-10 (Positive culture advocacy). Nutrition: Day 9-10 (School Lunch Advocacy). Empathy: Day 5 (40% reduction project).</p>

	HE.8.4: Adapt health messages and communication techniques to a specific target audience. Example: producing a social media post to encourage a positive health behavior	Conflict: Day 1-2 (Guidebooks/PSAs). Nutrition: Day 3-4 (PSA Project). Mental Health: Day 1-2 (Breaking Stigma PSA).
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Leaders in Health Advocacy — Standard 1: Health Promotion

Health Promotion	HA.1.1: Research national, state and local data from the Centers for Disease Control and Prevention and the Youth Risk Behavior Survey for prioritizing prevention activities for the school and community. a. Interpret the Youth Risk Behavior Survey data on the six priority adolescent risk behaviors. b. Recognize the adolescent risk behaviors of high incidence among Alabama's students.	Dangerous Decisions: Day 3 (Distracted driving CDC data). Mental Health: Day 9-10 (NAMI stats). Sex Education: Day 9-10 (45% of teens statistic). Community Health: Day 5 (Community data analysis).
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Leaders in Health Advocacy — Standard 2: Influences

Influences	HA.2.1: Analyze how health risk behaviors in the local school and community are influenced by family, peers and other factors. Examples: availability of alcohol and drugs; trends in adolescent sexual behavior; availability of fast food; access to fitness and recreational facilities	Self-Esteem: Day 2 (Peer Influence). Dangerous Decisions: Day 1 (Peer Pressure). Nutrition: Day 3-4 (Food Deserts). Community Health: Day 4 (What's Shaping Our Choices).
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Leaders in Health Advocacy — Standard 3: Access to Information

Access to Information	HA.3.1: Gather information and interpret data for planning prevention activities. a. Identify concerns, beliefs, and areas of misinformation among peers. b. Design program goals based on addressing misinformation, beliefs, and concerns among peers. c. Utilize a focus group to change their school climate	Mental Health: Day 5-6 (Planning an initiative), Day 9-10 (School climate). Community Health: Day 5 (Community data analysis).
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Leaders in Health Advocacy — Standard 4: Interpersonal Communication

Interpersonal Communication	<p>HA.4.1: Execute communication and leadership skills to empower other students to be physically, socially, behaviorally, emotionally, and intellectually successful.</p> <p>a. Examine the varied roles and responsibilities of student leaders. b. Design program goals based on YRBS data and focus group results. c. Research various leadership and peer training programs and opportunities. d. Apply peer helping training skills in assigned schools settings. c. Demonstrate leadership skills by advocating for health-related changes in the school or community.</p>	<p>First Aid: Day 5 (Emergency leadership). Drugs: Day 3 (Harm reduction leadership). Mental Health: Day 9-10 (Positive culture advocacy). Community Health: Day 5 (Youth health initiatives).</p>
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Leaders in Health Advocacy — Standard 5: Decision-Making

Decision-Making	<p>HA.5.1: Identify decision-making skills used in situations that put adolescents and teens at risk. Examples: recording a fight and posting it on a social media; seeing a friend smoking marijuana or drinking alcohol; hearing a friend talk about shoplifting; hearing plans about a weekend party that will include drugs and/or alcohol; pressure to have sexual relations</p> <p>a. Identify consequences of making poor decisions to join in or ignore risky situations. b. Recognize the differences between situations in which one has control vs. a lack of control. c. Review the importance of successfully managing decision-making skills when confronted with uncomfortable, risky, or dangerous situations.</p>	<p>Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE), Day 3 (Groupthink). Sex Education: Day 7-8 (Decision Scenario).</p>
	<p>HA.5.2: Develop and implement a school-wide plan or campaign to encourage good decision-making skills.</p>	<p>Mental Health: Day 5-6 (Planning an initiative). Stress: Day 1-2 (Wellness Advocacy Project). Dangerous Decisions: Day 3 (PSA - challenging "cool" risk).</p>

Leaders in Health Advocacy — Standard 6: Goal-Setting		
Goal-Setting	HA.6.1: Conduct a school-wide survey to assess the use of personal health practices.	Empathy: Day 1 (Survey). Self-Esteem: Day 1 (Self-Esteem Survey). Stress: Day 1-2 (Survey). Nutrition: Day 5-6 (Balance survey).
	HA 6.2: Compile survey results to develop a school-wide campaign to advocate the use of beneficial personal health practices.	Stress: Day 1-2 (Wellness Advocacy Project). Mental Health: Day 5-6 (Planning an initiative). Nutrition: Day 9-10 (School Lunch Advocacy).
	HA 6.3: Implement strategies to address weak areas and critical needs based on survey results.	Stress: Day 9-10 (Toolkit implementation). Nutrition: Day 9-10 (SMART goal plan). Mental Health: Day 9-10 (Support Plan).

Leaders in Health Advocacy — Standard 7: Self-Management		
Self-Management	HA.7.1: Analyze the role of individual responsibility for enhancing health.	Mental Health: Day 9-10 (Wellness Plan). Dangerous Decisions: Day 1 (Risky choice impact). End a Term: Day 1 (Live it Forward challenge).
	HA.7.2: Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and peers.	Mental Health: Day 3-4 (Toolbox). Stress: Day 9-10 (Toolkit). Nutrition: Day 9-10 (SMART Power Plate meal/Plan design).
	HA.7.3: Identify a variety of behaviors to avoid or reduce health risks to self and others. a. Plan a school or community campaign designed to encourage health-enhancing behaviors.	Dangerous Decisions: Day 1 (Risk Management Plan). Tobacco: Day 2 (Tobacco-free advocacy). Alcohol: Day 4 (Safe community advocacy). Stress: Day 1-2 (Wellness Advocacy Project).

Leaders in Health Advocacy — Standard 8: Advocacy

Advocacy	HA.8.1: Use school-wide survey data to develop positive messages concerning health topics, including exercise, adequate sleep, and healthy eating.	Nutrition: Day 3-4 (PSA Project), Day 9-10 (School Lunch Advocacy). Stress: Day 1-2 (Wellness Advocacy Project). Mental Health: Day 9-10 (NAMI stats).
	HA.8.2: Lead or participate in community-wide health-related events. Examples: Relay for Life, 5K run, Longest Day activities (Alzheimer's Association)	Community Health: Day 5 (Youth health initiatives). Empathy: Day 5 (Kindness project). Mental Health: Day 5-6 (Planning an initiative).
	HA 8.3: Communicate to peer or community groups on health-related topics.	Mental Health: Day 1-2 (Breaking Stigma PSA). Empathy: Day 5 (Kindness conversations). Nutrition: Day 3-4 (PSA Project).

World Health — Standard 1: Health Promotion

Health Promotion	WH.1.1: Research the history of disease in the world. a. Identify causes of major outbreaks and epidemics in the history of the world. b. List major breakthroughs in the prevention and cure of disease. c. Assess the effects of current health issues on world populations.	Diseases: Day 4 (Disease Detectives project). Community Health: Day 4 (Public health systems).
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World Health — Standard 2: Analyzing Influences

Analyzing Influences	WH.2.1: Examine the health challenges facing the world today. a. Collect statistical data about health issues within various countries. b. Investigate the influence of family, peers, and culture on possible solutions to world health issues. c. Examine the links among health, economic development, media, and technology. d. Research how disparities in socio-economic status can adversely affect health and access to health care globally. e. Analyze the roles and responsibilities of government and non-governmental organizations in achieving global health.	Community Health: Day 4 (Public health systems). Diseases: Day 5 (Body Atlas global mapping). Diversity: Day 2 (Social Determinants/Barriers).
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World Health — Standard 3: Access to Information, Products, and Services

Access to Information, Products, and Services	WH.3.1: Critique health intervention programs worldwide. a. Examine possible solutions to world health issues through available intervention programs.	Community Health: Day 4 (Public health systems).
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World Health — Standard 4: Interpersonal Communication

Interpersonal Communication	WH.4.1: Communicate with professionals who support world health to learn about the roles and responsibilities of their jobs.	Review Required
	WH.4.2: Research the effectiveness of communicating prevention and management strategies to resolve world health issues. Examples: HIV/AIDS, mental health, substance abuse, obesity, physical activity, nutrition, hunger	Mental Health: Day 1-2 (Breaking Stigma PSA). Sex Education: Day 7-8 (Confidential testing advocacy). Nutrition: Day 3-4 (PSA Project).

World Health — Standard 5: Decision-Making

Decision-Making	WH.5.1: Evaluate alternatives to current world health programs and practices.	Review Required
	WH.5.2: Examine barriers that hinder decision-making skills related to world health issues. Examples: politics, religious beliefs, culture	Review Required
	WH.5.3: Predict the potential short- and long-term impacts of poor decision-making on world health issues. Examples: rising cost of medical care	Review Required

World Health — Standard 6: Goal-Setting

Goal-Setting	WH.6.1: Research the needs, strengths, and risks of long-term goals for addressing world health issues.	Review Required
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World Health — Standard 7: Self-Management

Self-Management	WH.7.1: Analyze individual responsibility for enhancing global health. Example: explaining how individual actions can help or hinder the eradication of communicable diseases	Body Systems: Day 2 (Immune/Vaccine stats). Community Health: Day 4 (Public health systems).
	WH.7.2: Compare healthy practices and behaviors of people from various world-wide locations. Examples: immunizations, wellness checkups	Diseases: Day 5 (Body Atlas global mapping). Community Health: Day 5 (Cultural healing traditions).

World Health — Standard 8: Advocacy

Advocacy	WH.8.1: Formulate innovative ways to influence and support people in other countries in making positive health choices.	Review Required
	WH.8.2: Work cooperatively as an advocate for improving world-wide health. Examples: participating in international events such as Earth Day and World AIDS Day	Review Required
	WH.8.3: Adapt health messages and communication techniques to a specific global audience.	Community Health: Day 5 (Cross-cultural communication).