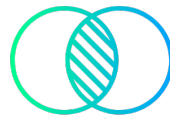




S T A N D A R D S

HEALTH EDUCATION TODAY



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Health Education Today's High School Health Curriculum: Aligned with **the** Arkansas Health & Safety Standards (Grades 9-12)

Arkansas Health & Safety Standards (9-12, 2019): https://dese.ade.arkansas.gov/Files/20201209134403_ADE_0119-001.HealthDocument.J.pdf

Arkansas Health & Safety Standards — Grades 9-12 Domains and Standards:

Human Growth and Development: Students will demonstrate the ability to apply their understanding of human growth and development, including awareness of their own and others', related to body systems.

Healthy Skills and Relationships: Students will demonstrate healthy relationships and interaction with others, utilize effective communication skills (verbal, non-verbal, and online), and differentiate between healthy and unhealthy behaviors, and how those behaviors impact relationships with peers and adults.

Nutrition: Students will apply concepts of how food choices impact the overall health of self and others, and investigate how different types of eating disorders damage body systems.

Alcohol, Tobacco, and Other Drugs: Students will investigate healthy and unhealthy behaviors related to alcohol, tobacco, and other drugs, while understanding the physical, psychological, and legal consequences for self and others.

Personal Health and Safety: Students will promote physical, social, and emotional health for self and others.

Disease Prevention and Control: Students will demonstrate understanding of health promotion (physical, social, and emotional) by applying research-related concepts to disease prevention, safety, and advocating for the health and well-being of self and others.

Mental and Emotional Health: Students will understand the components related to mental and emotional health and analyze related behaviors.

Arkansas Health & Safety Domains (K-12):

Human Growth and Development; Healthy Skills and Relationships; Nutrition; Alcohol, Tobacco, and Other Drugs; Personal Health and Safety; Disease Prevention and Control; Mental and Emotional Health

2019 Arkansas Health & Safety Standards (Arkansas Department of Education, Division of Elementary and Secondary Education), superseding the 2016-17 Health and Wellness (Grades 9-12) framework; confirmed current. This framework uses no alphanumeric strand.standard codes: for the 9-12 band, the official student learning objectives are Level G and Level H "I can" statements under each of

Students will demonstrate the ability to apply their understanding of human growth and development, including awareness of their own and

<p>How can I demonstrate a transfer of knowledge about the body systems to understand, interpret, or analyze individual body parts as part of a larger system?</p>	<p>Level G: I can analyze growth patterns and developmental changes and examine the factors that interfere with healthy development.</p>	<p>Body Systems: Day 3 (Hormonal shifts). Sex Education: Day 5-6 (Physical/Social shifts, Development/Lifespan literacy). Drugs: Day 1 (Dopamine interference). Tobacco: Day 1 (Prefrontal cortex effects).</p>
	<p>Level H: I can examine factors that are important to human reproduction, including prenatal care, pregnancy, and childbirth, and identify available health resources.</p>	<p>Body Systems: Day 3 (Sperm/Egg production, Reproductive wellness plan). Sex Education: Day 5-6 (Structures/Functions), Day 7-8 (Fertilization, Parenting/Financial effects), Day 9-10 (Planned Parenthood, Confidentiality/Minor access laws).</p>

and interaction with others, utilize effective communication skills (verbal, non-verbal, and online), and differentiate between healthy and unhealthy

<p>How can I demonstrate respect and communicate effectively while forming healthy relationships?</p>	<p>Level G: I can analyze behaviors and attitudes that contribute to healthy relationships.</p>	<p>Begin a Term: Day 2 (Agreements). Empathy: Day 2 (Active Listening). Conflict: Day 2 (Accountability/Repair, Relationship wellness). Sex Education: Day 3-4 (Trust/Equality/Boundaries).</p>
	<p>Level G: I can identify healthy sexual behavior.</p>	<p>Begin a Term: Day 2 (Practicing consent). Sex Education: Day 1-2 (Boundaries), Day 7-8 (Yes/No/Maybe map), Day 9-10 (Abstinence proactive choice, Values check).</p>

	Level G: I can describe the signs of dating violence and abuse.	Mental Health: Day 7-8 (Jealousy/Control). Conflict: Day 2 (Power imbalances). Sex Education: Day 3-4 (Gaslighting vs respect, Coercion distinction).
	Level H: I can compare and contrast characteristics of healthy and unhealthy behaviors and relationships.	Empathy: Day 4 (Boundaries, Compassion vs Codependence). Mental Health: Day 7-8 (Jealousy/Control). Conflict: Day 2 (Power imbalances). Sex Education: Day 3-4 (Trust/Equality/Boundaries, Gaslighting vs respect).
	Level H: I can communicate with peers about dating violence.	Violence: Day 4 (Breaking Silence), Day 5 (Bystander/Confidential reporting, Crisis lines, Challenging victim-blaming).

will apply concepts of how food choices impact the overall health of self and others, and investigate how different types of eating disorders d

How can I make healthy food choices to optimize health?	Level G: I can evaluate personal eating habits and patterns for the purpose of determining how I can live a healthy lifestyle as it relates to nutrition.	Nutrition: Day 1-2 (Hunger cues, Diet Culture), Day 5-6 (Balance survey), Day 7-8 (Energy check, Fuel-up goal), Day 9-10 (SMART goal plan), Day 10 (Food log/MyFitnessPal expenditure tracking).
	Level H: I can identify unhealthy nutrition choices in self and others and determine the warning signs of unhealthy choices and disorders related to nutrition.	Nutrition: Day 3-4 (Clinical complexity of Anorexia/Bulimia, Thinness narrative harm, Supporting Diego, NEDA/Professional medical care), Day 5-6 (Hidden Sugar Challenge, Sugar/Trans fats).

will investigate healthy and unhealthy behaviors related to alcohol, tobacco, and other drugs, while understanding the physical, psycholog

<p>How can I engage in healthy and responsible behaviors related to alcohol, tobacco, and other drugs?</p>	<p>Level G: I can describe the effects of the use of alcohol, tobacco, and other drugs.</p>	<p>Dangerous Decisions: Day 2 (Alcohol, Nicotine, Cannabis, Opioids, Substance impact). Alcohol: Day 1 (Ethanol depressant). Drugs: Day 1 (Stimulants/Opioids), Day 3 (Memory/Breathing impact). Tobacco: Day 1 (Stimulant, Prefrontal cortex effects). End a Term: Day 1 (MC 1-3).</p>
	<p>Level H: I can analyze substance abuse and identify available resources to combat addiction.</p>	<p>Dangerous Decisions: Day 2 (Tolerance/Dependence, 911/Narcan). Alcohol: Day 2 (Minor in Possession/Treatment access), Day 3 (AUD chronic nature, Treatment points), Day 4 (Family addiction roles). Drugs: Day 3 (Narcan administration), Day 4 (Medication-Assisted Treatment, Systemic inequities/Stigma).</p>

<p>Personal Health and Safety: Students will promote physical, social, and emotional health for self and others.</p>		
<p>How can I make good choices regarding my personal health and safety and help others do the same?</p>	<p>Level G: I can make choices in different situations that contribute to the overall health of self and others.</p>	<p>Begin a Term: Day 1 (Healthy year vision), Day 2 (Vortex of Impact). Mental Health: Day 1-2 (Care choices). Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE, Risky Choices), Day 3 (Pre-decision challenge). End a Term: Day 1 (Scenario 9/26).</p>
	<p>Level G: I can demonstrate an understanding of basic first aid including hands-on CPR, bleeding control, and the use of an AED.</p>	<p>First Aid: Day 1 (3 Ps, Immediate measures), Day 2 (Hands-only CPR/AED sequence, ABCDE, Bleeding/Cardiac), Day 5 (Bleeding/Simulations). Alcohol: Day 1-4 (Overdose/Poisoning response). Drugs: Day 3 (Narcan administration).</p>

	Level H: I can demonstrate an understanding of different procedures and resources that contribute to the health and safety of self and others.	Dangerous Decisions: Day 2 (Good Samaritan laws). First Aid: Day 2 (AED Locator), Day 3 (Kit research), Day 4 (Poison Control), Day 5 (Red Cross supplies, Emergency leadership). Environmental Health: Day 1 (Workplace Hazard reports). End a Term: Day 1 (Scene Safety Scenario).
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Understanding of health promotion (physical, social, and emotional) by applying research-related concepts to disease prevention, safety, and

How can I make good choices related to disease prevention and help others do the same?	Level G: I can compare and contrast different methods of disease transmission and prevention, including food-borne illnesses, STDs, and other communicable diseases.	Body Systems: Day 2 (Immune/Vaccine stats). Diseases: Day 4 (NCD comparison, STI Stigma challenge), Day 4 (Safe food handling), Day 5 (Lifestyle/Chronic prevention). Sex Education: Day 7-8 (STI transmission, Testing bookmarks).
	Level H: I can analyze the impact of different communicable and non-communicable diseases on the overall health of self and others.	Diseases: Day 4 (NCD comparison, Social conditions, Risk assessment), Day 5 (Physiological impact, Family History, ZIP code). End a Term: Day 1 (MC Questions 11-12).

Mental and Emotional Health: Students will understand the components related to mental and emotional health and analyze related behavior

How can I understand the different components of mental and emotional health and analyze behaviors associated with each?	Level G: I can recognize the importance of good mental health and how it relates and contributes to all other aspects of health.	Mental Health: Day 1-2 (5 Dimensions, Wellness spectrum, Biopsychosocial). Stress: Day 1-2 (Eustress vs Distress). Diseases: Day 4 (Disorders as disease), Day 5 (Physiological impact). End a Term: Day 1 (MC 39).
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	Level H: I can demonstrate skills and strategies that promote personal and mental health.	Self-Esteem: Day 3 (Breathing/Visualization). Mental Health: Day 3-4 (Mental Health Toolbox, Adaptive coping), Day 9-10 (Personal Mental Health Plan, Wellness Plan). Stress: Day 1-2 (5-4-3-2-1), Day 5-6 (Temperature Reset), Day 9-10 (Toolkit).
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Legislative Health Requirements: Content Required to Be Taught by Arkansas Law, Rule, or Regulation		
Statutory requirements referenced by asterisk in the 9-12 Health & Safety standards	ACA §6-16-126: Food Handling Safety - Instructional Materials	Nutrition: Day 9-10 (Food safety practices). Diseases: Day 4 (Safe food handling).
	ACA §6-16-143: Cardiopulmonary Resuscitation Instruction	First Aid: Day 2 (Hands-only CPR/AED sequence, Life/Death operations).
	§6-16-1004: Dating Violence Awareness	Mental Health: Day 7-8 (Jealousy/Control). Sex Education: Day 3-4 (Gaslighting vs respect, Coercion distinction). Violence: Day 5 (Bystander/Confidential reporting, Crisis lines).
	§6-16-501: Organ Donor Awareness Education	Review Required