



S T A N D A R D S

HEALTH EDUCATION TODAY



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hello@healtheducationtoday.com
healtheducationtoday.com

Health Education Today's High School Health Curriculum:
Aligned with **all** Arizona's Health Education Standards for Grades 9-12

Arizona Health Education Standards (Grades 9-12): <https://www.azed.gov/standards-practices/standardshealth>

Arizona Health Education Standards Articulated by Grade Span — Grade 9-12 Strands:

Strand 1: Comprehension of Health Promotion and Disease Prevention Concepts

Strand 2: Analysis of Factors Affecting Health Behaviors

Strand 3: Access to Health Information, Products, and Services to Enhance Health

Strand 4: Use of Interpersonal Communication Skills to Enhance Health

Strand 5: Use of Decision-Making Skills to Enhance Health

Strand 6: Use of Goal-Setting Skills to Enhance Health

Strand 7: Ability to Practice Health-Enhancing Behaviors

Strand 8: Ability to Advocate for Health

The Arizona Health Education Standards Articulated by Grade Span were developed in 2009 and approved by the Arizona State Board of Education in Spring 2010 (Strand 4 was modified for grammar in July 2022). These remain Arizona's current health education standards. Standards text retrieved verbatim from the official strand documents published by the Arizona Department of Education (azed.gov); each Grade 9-12 performance objective is cited by Strand, Concept, and Performance Objective (e.g., S1C1PO1).

Strand 1: Comprehension of Health Promotion and Disease Prevention Concepts

<p>1. Understand Relationship Between Health Behaviors and Health</p>	<p>S1C1PO1: Predict how healthy 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), Day 2 (Substance impact). Nutrition: Day 7-8 (Blood sugar/Heart health). Diseases: Day 5 (Lifestyle/Chronic prevention). End a Term: Day 1 (Scenario 24-25).</p>
<p>2. Understanding Multiple Dimensions of Health</p>	<p>S1C2PO1: Describe the interrelationships of emotional, intellectual, physical, and social health</p>	<p>Begin a Term: Day 1 (Core Scholar). Mental Health: Day 1-2 (5 Dimensions). Stress: Day 3-4 (Foggy brain/Headaches). Nutrition: Day 7-8 (Academic pressure). Body Systems: Day 1 (Gut-brain disruption). End a Term: Day 2 (Living System).</p>
<p>3. Understanding Personal Health</p>	<p>S1C3PO1: Analyze how environment and personal health are interrelated</p>	<p>Begin a Term: Day 2 (Social Determinants). Self-Esteem: Day 1 (Environment changes). Stress: Day 9-10 (Poverty/Discrimination). Diversity: Day 2 (Social Determinants/Barriers). Nutrition: Day 3-4 (Food Deserts), Day 9-10 (Economic access). Diseases: Day 5 (ZIP code). Environmental Health: Day 1 (Workplace Hazard reports). End a Term: Day 1 (SDOH Scenario 6).</p>
	<p>S1C3PO2: Evaluate the impact of food and nutrition, including nutrient deficiencies on health</p>	<p>Nutrition: Day 1-2 (Macro/Micro functions), Day 3-4 (Omega-3s), Day 5-6 (Sugar/Trans fats), Day 7-8 (Antioxidants/Fiber), Day 9-10 (Nutrient preservation).</p>

	S1C3PO3: Evaluate levels and types of physical activity and how these promote health and contribute to disease prevention	Nutrition: Day 10 (Food log/MyFitnessPal expenditure tracking). Body Systems: Day 2 (Lifestyle efficiency). Diseases: Day 5 (Lifestyle/Chronic prevention).
	S1C3PO4: Analyze how genetics and family history can impact personal health	Mental Health: Day 1-2 (Biopsychosocial). Diseases: Day 5 (Family History). Alcohol: Day 4 (Family addiction roles).
4. Understanding Prevention of Injuries and Health Problems	S1C4PO1: Propose ways to reduce or prevent injuries and health problems	Dangerous Decisions: Day 1 (Risk Management Plan), Day 3 (Distracted driving CDC data). Violence: Day 5 (Protective Factors). First Aid: Day 1 (Immediate measures). End a Term: Day 1 (Scene Safety Scenario).
5. Understanding Use of Health Care	S1C5PO1: Analyze the relationship between access to health care and health status	Mental Health: Day 5-6 (Minor access laws). Stress: Day 3-4 (Systemic barriers). Diseases: Day 4 (Social conditions). Alcohol: Day 2 (Minor in Possession/Treatment access). Drugs: Day 4 (Systemic inequities/Stigma). Sex Education: Day 9-10 (Confidentiality/Minor access laws).
6. Understanding Healthy vs. Unhealthy Behaviors	S1C6PO1: Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors	Self-Esteem: Day 5 (Small steps). Mental Health: Day 3-4 (Adaptive coping). Stress: Day 9-10 (Habit building). Nutrition: Day 5-6 (Identifying barriers), Day 7-8 (Packing snacks).
	S1C6PO2: Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors	Stress: Day 1-2 (Vulnerability Survey). Dangerous Decisions: Day 1 (Risky driving), Day 2 (Water safety/blackouts), Day 3 (Distracted driving CDC data). Diseases: Day 4 (Risk assessment). Drugs: Day 3 (Memory/Breathing impact). Tobacco: Day 1 (Prefrontal cortex effects). End a Term: Day 1 (MC 1-3).

	S1C6PO3: Analyze the potential severity of injury or illness if engaging in unhealthy behaviors	Dangerous Decisions: Day 1 (Risky choice impact), Day 2 (Tolerance/Dependence). Alcohol: Day 3 (AUD chronic nature). Diseases: Day 5 (Physiological impact). End a Term: Day 1 (Synthetic Opioids MC 4).
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Strand 2: Analysis of Factors Affecting Health Behaviors		
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1. External Influences on Personal Health	S2C1PO1: Analyze how the family influences the health of individuals	Self-Esteem: Day 1 (Media/Family), Day 2 (Early Experiences). Stress: Day 7-8 (Parent-Teen Communicator). Alcohol: Day 4 (Family addiction roles), Day 4 (Hero/Scapegoat/Mascot roles). End a Term: Day 2 (Generational cycles).
	S2C1PO2: Analyze how the culture supports and challenges health beliefs, practices, and behaviors	Empathy: Day 2 (Culture/Technology). Diversity: Day 2 (Cultural humility). Nutrition: Day 1-2 (Diet Culture), Day 3-4 (Cultural honoring). Violence: Day 5 (Bystander culture/Gender roles).
	S2C1PO3: Evaluate how peers influence healthy and unhealthy behaviors	Self-Esteem: Day 2 (Peer Influence), Day 4 (Conforming pressures). Dangerous Decisions: Day 1 (Peer Pressure), Day 3 (Groupthink). Sex Education: Day 3-4 (Coercion distinction).
	S2C1PO4: Evaluate how the school and community can impact personal health practice and behaviors	Mental Health: Day 9-10 (School climate). Stress: Day 1-2 (Wellness centers). Diversity: Day 2 (Belonging). Nutrition: Day 9-10 (School food rules/Federal law analysis).

	S2C1PO5: Evaluate the effect of media on personal and family health	Self-Esteem: Day 4 (Instagram/TikTok). Mental Health: Day 1-2 (Social Media Trap). Nutrition: Day 5-6 (Healthwashing), Day 5-6 (Influencer claims). Diseases: Day 4 (Media Literacy). Drugs: Day 2 (Industry marketing impact). Tobacco: Day 1 (Vape ad decoding).
	S2C1PO6: Evaluate the impact of technology on personal, family, and community health	Empathy: Day 1 (Technology desensitization). Mental Health: Day 7-8 (Digital Balance). Conflict: Day 2 (Digital norms). Dangerous Decisions: Day 3 (Digital safety). Violence: Day 4 (Technology influences). End a Term: Day 1 (Online Data Scenario).
2. Internal Influences on Personal Health	S2C2PO1: Analyze how the perceptions of norms influence healthy and unhealthy behaviors	Mental Health: Day 7-8 (Online validation influence). Dangerous Decisions: Day 3 (Groupthink). Violence: Day 4 (Toxic masculinity). Body Systems: Day 3 (Gender identity norms). Sex Education: Day 9-10 (45% of teens statistic).
	S2C2PO2: Analyze 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). Diversity: Day 1 (Identity). Sex Education: Day 9-10 (Values check).
	S2C2PO3: Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors	Mental Health: Day 5-6 (Numbing pain). Stress: Day 1-2 (Escape/Numb out). Dangerous Decisions: Day 2 (Coping), Day 2 (Tolerance/Dependence). Drugs: Day 2 (Tolerance).

<p>3. Influence of Public Policy on Health</p>	<p>S₂C₃PO₁: Analyze how public health policies and government regulations can influence health promotion and disease prevention</p>	<p>Dangerous Decisions: Day 2 (Good Samaritan laws). Nutrition: Day 9-10 (School food rules/Federal law analysis). Alcohol: Day 2 (BAC limits). Drugs: Day 3 (Possession/Misuse consequences). Sex Education: Day 9-10 (Confidentiality/Minor access laws).</p>
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<p>Strand 3: Access to Health Information, Products, and Services to Enhance Health</p>		
<p>1. Knowledge of Sources of Help</p>	<p>S₃C₁PO₁: Evaluate the validity of health information, products, and services</p>	<p>Mental Health: Day 5-6 (Numbing myths). Nutrition: Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers). Diseases: Day 4 (Media Literacy), Day 5 (Research domains). Tobacco: Day 1 (Vape ad decoding).</p>
<p>2. Accessing Help</p>	<p>S₃C₂PO₁: Use resources from home, school, and community that provide valid health information</p>	<p>Begin a Term: Day 2 (School counselors/nurses). Mental Health: Day 1-2 (Counselors/Support groups). Stress: Day 3-4 (Valid points of help). Violence: Day 5 (Crisis lines). First Aid: Day 3 (Kit research). Sex Education: Day 5-6 (CDC guides).</p>
	<p>S₃C₂PO₂: Determine the accessibility of products and services that enhance health.</p>	<p>Stress: Day 3-4 (Systemic barriers). Nutrition: Day 3-4 (Food Deserts), Day 9-10 (Economic access). First Aid: Day 2 (AED Locator). Sex Education: Day 9-10 (Planned Parenthood).</p>
	<p>S₃C₂PO₃: Analyze a situation in which professional health services may be required</p>	<p>Mental Health: Day 5-6 (Crisis plan). Stress: Day 3-4 (Sadness vs Clinical Depression). Nutrition: Day 3-4 (NEDA/Professional medical care). First Aid: Day 4 (Crisis decisions), Day 4 (Poison Control).</p>

	S3C2PO4: Access valid and reliable health products and services	Stress: Day 5-6 (988). First Aid: Day 2 (AED Locator), Day 5 (Red Cross supplies). Alcohol: Day 3 (Treatment points). Drugs: Day 4 (Medication-Assisted Treatment). Sex Education: Day 7-8 (Testing bookmarks).
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Strand 4: Use of Interpersonal Communication Skills to Enhance Health

1. Communication to Enhance Health	S4C1PO1: Utilize skills for communicating effectively with family, peers, and others to enhance health	Empathy: Day 2 (Active Listening), Day 2 (Emotional vocabulary). Mental Health: Day 3-4 (Reacting vs Responding). Stress: Day 3-4 ("I" statements), Day 7-8 (Parent-Teen Communicator). Conflict: Day 2 (Clarifying needs). Violence: Day 5 (Nonviolent Communication).
	S4C1PO2: Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks	Empathy: Day 4 (Saying No). Conflict: Day 1 (Negotiation). Dangerous Decisions: Day 3 (Refusal/Negotiation skills). Violence: Day 4 (Refusal/Advocacy). Sex Education: Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map).
2. Self Protection and Dealing with Conflict	S4C2PO1: Evaluate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others	Begin a Term: Day 2 (Agreements). Empathy: Day 1 (Respectful dialogue). Conflict: Day 1 (Conflict styles), Day 1 (Assertiveness/I-statements), Day 2 (Accountability/Repair). Violence: Day 5 (NVC - Nonviolent Communication). End a Term: Day 1 (Scenario 7-8).

3. Asking for Help	S ₄ C ₃ PO ₁ : Evaluate effective ways to ask for and offer assistance to enhance the health of self and others	Mental Health: Day 5-6 (Seeking support), Day 5-6 (Listening/Thanking them), Day 9-10 (Offering empathy). Stress: Day 3-4 (Help-seeking), Day 7-8 (Help prompts). First Aid: Day 2 (Bystander delegation).
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Strand 5: Use of Decision-Making Skills to Enhance Health		
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1. Influences on Health Decision Making	S ₅ C ₁ PO ₁ : Examine barriers to healthy decision making	Stress: Day 3-4 (Systemic barriers). Dangerous Decisions: Day 1 (Decision fatigue), Day 3 (Groupthink). Nutrition: Day 5-6 (Identifying barriers).
2. Application of Decision-Making Skills to Health	S ₅ C ₂ PO ₁ : Determine the value of applying a thoughtful decision-making process in health-related situations	Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). First Aid: Day 4 (Crisis decisions). Sex Education: Day 7-8 (Decision Scenario). End a Term: Day 1 (Scenario 9/26).
	S ₅ C ₂ PO ₂ : Justify when individual or collaborative decision making is appropriate	Violence: Day 5 (Intervention choice). Dangerous Decisions: Day 2 (911/Narcan). First Aid: Day 2 (Bystander delegation), Day 5 (Emergency leadership).
	S ₅ C ₂ PO ₃ : Analyze and propose alternatives to health-related issues or problems	Mental Health: Day 3-4 (Adaptive coping). Stress: Day 9-10 (Problem-solving). Conflict: Day 2 (Assertive outcomes). Dangerous Decisions: Day 2 (Coping). Nutrition: Day 1-2 (Hydration swap).
	S ₅ C ₂ PO ₄ : Predict the potential short-term and long-term impact of each alternative on self and others	Begin a Term: Day 2 (Vortex of Impact). Dangerous Decisions: Day 1 (Risky choice impact). Alcohol: Day 4 (Future you letter). End a Term: Day 1 (Long-term goal mapping), Day 2 (Waves of impact).

	S5C2PO5: Defend the healthy choice when making decisions	Self-Esteem: Day 3 (Voice choice). Dangerous Decisions: Day 3 (PSA - challenging "cool" risk). Violence: Day 5 (Challenging victim-blaming). Sex Education: Day 9-10 (Abstinence proactive choice).
	S5C2PO6: Evaluate the effectiveness of health-related decisions	Empathy: Day 5 (Empathy Lab). Diversity: Day 3 (Dismissive decisions). Nutrition: Day 7-8 (Energy check). End a Term: Day 2 (Waves of impact).

Strand 6: Use of Goal-Setting Skills to Enhance Health		
1. Assessment of Health	S6C1PO1: Assess personal health practices and overall health status	Begin a Term: Day 1 (Core Scholar). Empathy: Day 1 (Survey). Self-Esteem: Day 1 (Self-Esteem Survey). Mental Health: Day 9-10 (Identifying burnout). Stress: Day 1-2 (Survey). Nutrition: Day 5-6 (Balance survey).
2. Health-Related Goal Setting	S6C2PO1: Develop a plan to attain a personal health goal that addresses strengths, needs, and risks	Begin a Term: Day 1 (Health Mission Statement). Self-Esteem: Day 4 (Self-acceptance plan). Mental Health: Day 9-10 (Personal Mental Health Plan). Stress: Day 1-2 (Reduction strategy). Dangerous Decisions: Day 1 (Risk Management Plan). Nutrition: Day 9-10 (SMART goal plan).
	S6C2PO2: Implement strategies and monitor progress in achieving a personal health goal	Empathy: Day 3 (Active Listening goal). Self-Esteem: Day 2 (Strength log), Day 5 (Small steps). Stress: Day 3-4 (Action timeline), Day 9-10 (Toolkit implementation). Nutrition: Day 10 (Food log/MyFitnessPal expenditure tracking).

	S6C2PO3: Formulate an effective long-term personal health plan	Begin a Term: Day 1 (Future letter 1/5/10yr). Mental Health: Day 9-10 (Wellness Plan). Body Systems: Day 3 (Reproductive wellness plan). End a Term: Day 1 (Long-term goal mapping), Day 1 (Live it Forward challenge).
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Strand 7: Ability to Practice Health-Enhancing Behaviors		
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1. Personal Responsibility for Health	S7C1PO1: Analyze the role of individual responsibility in enhancing health	Mental Health: Day 1-2 (Care choices). First Aid: Day 1 (Willingness to act). Sex Education: Day 9-10 (Ownership/Rights). End a Term: Day 1 (Live it Forward challenge).
2. Healthy Practices and Behaviors	S7C2PO1: Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others	Self-Esteem: Day 1 (Gratitude Rock), Day 2 (Nature Walk), Day 3 (Breathing/Visualization). Mental Health: Day 1-2 (Mindful breathing). Stress: Day 1-2 (5-4-3-2-1), Day 5-6 (Temperature Reset). Nutrition: Day 3-4 (Mindful eating). First Aid: Day 2 (Hands-only CPR/AED sequence).
	S7C2PO2: Demonstrate a variety of behaviors that avoid or reduce health risks to self and others	Empathy: Day 4 (Boundaries). Dangerous Decisions: Day 3 (Refusal/Negotiation skills). Alcohol: Day 1-4 (Overdose/Poisoning response). Drugs: Day 3 (Narcan administration). Sex Education: Day 1-2 (Boundaries), Day 7-8 (Condom Demo/Steps).

Strand 8: Ability to Advocate for Health		
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<p>1. Personal Advocacy</p>	<p>SSC1PO1: Use accurate peer and societal norms to formulate a health-enhancing message</p>	<p>Empathy: Day 5 (40% reduction project). Mental Health: Day 9-10 (NAMI stats). Dangerous Decisions: Day 3 (PSA - challenging "cool" risk). Sex Education: Day 9-10 (45% of teens statistic).</p>
	<p>SSC1PO2: Influence and support others to make positive health choices</p>	<p>Empathy: Day 5 (Kindness project). Self-Esteem: Day 4 (Advocacy for Authenticity). Mental Health: Day 9-10 (Positive culture advocacy). Violence: Day 5 (Challenging victim-blaming). Nutrition: Day 3-4 (Supporting Diego). Alcohol: Day 4 (Safe community advocacy).</p>
<p>2. Collective Advocacy</p>	<p>SSC2PO1: Work cooperatively as an advocate for improving personal, family, and community health</p>	<p>Mental Health: Day 5-6 (Planning an initiative). Stress: Day 1-2 (Wellness Advocacy Project). Conflict: Day 1-2 (Guidebooks/PSAs). Nutrition: Day 3-4 (PSA Project), Day 9-10 (School Lunch Advocacy). Tobacco: Day 2 (Tobacco-free advocacy).</p>
<p>3. Tailoring Advocacy Message to Audience</p>	<p>SSC3PO1: Adapt health messages and communication techniques to a specific target audience</p>	<p>Mental Health: Day 1-2 (Breaking Stigma PSA). Diversity: Day 3 (Media for Equity). Dangerous Decisions: Day 3 (PSA - challenging "cool" risk). Alcohol: Day 4 (Safe community advocacy). Tobacco: Day 2 (Tobacco-free advocacy).</p>