



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** California Health Education Content Standards (Grades 9-12)

California Health Education Content Standards: <https://www.cde.ca.gov/be/st/ss/documents/healthstandmaro8.pdf>

California Health Education Content Standards, High School (Grades Nine Through Twelve)::

Standard 1: Essential Health Concepts — All students will comprehend essential concepts related to enhancing health.

Standard 2: Analyzing Health Influences — All students will demonstrate the ability to analyze internal and external influences that affect health.

Standard 3: Accessing Valid Health Information — All students will demonstrate the ability to access and analyze health information, products, and services.

Standard 4: Interpersonal Communication — All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Standard 5: Decision Making — All students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Goal Setting — All students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Practicing Health-Enhancing Behaviors — All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Standard 8: Health Promotion — All students will demonstrate the ability to promote and support personal, family, and community health.

California Health Education Content Areas:

Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco, and Other Drugs; Mental, Emotional, and Social Health; Personal and Community Health

The Health Education Content Standards for California Public Schools were adopted by the California State Board of Education in March 2008 and remain California's current adopted content standards; the 2019 Health Education Curriculum Framework provides implementation guidance for teaching them.

Nutrition and Physical Activity		
Standard 1: Essential Concepts	1.1.N: Distinguish between facts and myths regarding nutrition practices, products, and physical performance.	Nutrition: Day 3-4 (Evaluating resources), Day 5-6 (Influencer claims, Healthwashing).
	1.2.N: Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.	Nutrition: Day 1-2 (Macro/Micro functions), Day 5-6 (Recommended serving sizes analysis), Day 9-10 (SMART Power Plate meal/Plan design).
	1.3.N: Explain the importance of variety and moderation in food selection and consumption.	Nutrition: Day 1-2 (Hunger cues), Day 5-6 (Balance survey, Sugar/Trans fats).
	1.4.N: Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.	Nutrition: Day 1-2 (Macro/Micro functions), Day 5-6 (Recommended serving sizes analysis), Day 9-10 (SMART Power Plate meal/Plan design).
	1.5.N: Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.	Nutrition: Day 5-6 (Sugar/Trans fats), Day 7-8 (Blood sugar/Heart health). Diseases: Day 5 (Lifestyle/Chronic prevention).
	1.6.N: Explain how to keep food safe through proper food purchasing, preparation, and storage practices.	Nutrition: Day 9-10 (Steaming/Grilling vs Frying) , Day 9-10 (Food safety practices).
	1.7.N: Describe nutrition practices that are important for the health of a pregnant woman and her baby.	Review Required
	1.8.N: Describe the prevalence, causes, and long-term consequences of unhealthy eating.	Nutrition: Day 1-2 (Diet Culture), Day 7-8 (Blood sugar/Heart health). Diseases: Day 5 (Lifestyle/Chronic prevention).

	1.9.N: Analyze the relationship between physical activity and overall health.	Nutrition: Day 1-2 (Eat to Move lab) , Day 10 (Food log/MyFitnessPal expenditure tracking). Diseases: Day 5 (Lifestyle/Chronic prevention).
	1.10.N: Evaluate various approaches to maintaining a healthy weight.	Nutrition: Day 1-2 (Diet Culture, Hunger cues), Day 3-4 (Mindful eating), Day 5-6 (Balance survey).
	1.11.N: Identify the causes, symptoms, and harmful effects of eating disorders.	Nutrition: Day 3-4 (Clinical complexity of Anorexia/Bulimia, Thinness narrative harm).
	1.12.N: Explain why people with eating disorders need professional help.	Nutrition: Day 3-4 (NEDA/Professional medical care, ED therapy).
	1.13.N: Describe the amounts and types of physical activity recommended for teenagers' overall health and for the maintenance of a healthy body weight.	Review Required
	1.14.N: Analyze the harmful effects of using diet pills and anabolic steroids.	Review Required
	1.15.N: Explain the physical, academic, mental, and social benefits of physical activity and the relationship between a sedentary lifestyle and chronic disease.	Nutrition: Day 1-2 (Eat to Move lab) , Day 7-8 (Energy check). Diseases: Day 5 (Lifestyle/Chronic prevention).
Standard 2: Analyzing Influences	2.1.N: Evaluate internal and external influences that affect food choices.	Nutrition: Day 1-2 (Diet Culture), Day 3-4 (Cultural honoring, Food Deserts), Day 5-6 (Influencer claims).
	2.2.N: Assess personal barriers to healthy eating and physical activity.	Nutrition: Day 1-2 (Eat to Move lab) , Day 5-6 (Identifying barriers), Day 9-10 (Economic access).

	2.3.N: Distinguish between facts and myths regarding nutrition practices, products, and physical performance.	Nutrition: Day 3-4 (Evaluating resources), Day 5-6 (Influencer claims, Healthwashing).
	2.4.N: Analyze the impact of nutritional choices on future reproductive and prenatal health.	Review Required
	2.5.N: Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.	Nutrition: Day 1-2 (Diet Culture), Day 3-4 (Food Deserts, Thinness narrative harm), Day 9-10 (Economic access).
	2.6.N: Analyze internal and external influences that affect physical activity.	Review Required
Standard 3: Accessing Valid Information	3.1.N: Access sources of accurate information about safe and healthy weight management.	Nutrition: Day 3-4 (Evaluating resources, NEDA/Professional medical care), Day 5-6 (Registered Dietitians vs Influencers).
	3.2.N: Evaluate the accuracy of claims about food and dietary supplements.	Nutrition: Day 5-6 (Influencer claims, Healthwashing). Diseases: Day 4 (Media Literacy).
	3.3.N: Describe how to use nutrition information on food labels to compare products.	Nutrition: Day 5-6 (Hidden Sugar Challenge, Recommended serving sizes analysis). End a Term: Day 1 (MC Question 27).
	3.4.N: Evaluate the accuracy of claims about the safety of fitness products.	Review Required
	3.5.N: Describe community programs and services that help people gain access to affordable, healthy foods.	Nutrition: Day 3-4 (Food Deserts), Day 9-10 (Economic access, School Lunch Advocacy).
	3.6.N: Describe internal and external influences that affect physical activity.	Review Required

Standard 4: Interpersonal Communication	4.1.N: Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community.	Nutrition: Day 3-4 (Supporting Diego), Day 9-10 (School Lunch Advocacy).
	4.2.N: Practice how to refuse less-nutritious foods in social settings.	Nutrition: Day 7-8 (Packing snacks, Fuel-up goal).
Standard 5: Decision Making	5.1.N: Demonstrate how nutritional needs are affected by age, gender, activity level, pregnancy, and health status.	Nutrition: Day 1-2 (Macro/Micro functions) , Day 7-8 (Lifespan nutrition needs).
	5.2.N: Use a decision-making process to plan nutritionally adequate meals at home and away from home.	Nutrition: Day 3-4 (Intentional choice), Day 9-10 (SMART Power Plate meal/Plan design).
	5.3.N: Demonstrate how to use safe food handling procedures when preparing meals and snacks.	Nutrition: Day 9-10 (Food safety practices).
Standard 6: Goal Setting	6.1.N: Assess one's personal nutrition needs and physical activity level.	Nutrition: Day 1-2 (Eat to Move lab) , Day 5-6 (Balance survey), Day 10 (Food log/MyFitnessPal expenditure tracking).
	6.2.N: Develop practical solutions for removing barriers to healthy eating and physical activity.	Nutrition: Day 3-4 (Cultural honoring), Day 5-6 (Identifying barriers), Day 7-8 (Packing snacks).
	6.3.N: Create a personal nutrition and physical activity plan based on current guidelines.	Nutrition: Day 1-2 (Nourish & Move plan) , Day 9-10 (SMART goal plan).
Standard 7: Practicing Health-Enhancing Behaviors	7.1.N: Select healthy foods and beverages in a variety of settings.	Nutrition: Day 1-2 (Hydration swap), Day 5-6 (Hidden Sugar Challenge), Day 7-8 (Packing snacks).
	7.2.N: Critique one's personal diet for overall balance of key nutrients.	Nutrition: Day 5-6 (Balance survey), Day 7-8 (Energy check), Day 10 (Food log/MyFitnessPal expenditure tracking).

	7.3.N: Identify strategies for eating more fruits and vegetables.	Nutrition: Day 7-8 (Antioxidants/Fiber), Day 9-10 (Nutrient preservation).
	7.4.N: Describe how to take more personal responsibility for eating healthy foods.	Nutrition: Day 3-4 (Intentional choice, Mindful eating), Day 7-8 (Fuel-up goal).
	7.5.N: Participate in school and community activities that promote fitness and health.	Nutrition: Day 1-2 (Eat to Move lab) , Day 9-10 (School Lunch Advocacy).
Standard 8: Health Promotion	8.1.N: Advocate enhanced nutritional options in the school and community.	Nutrition: Day 3-4 (PSA Project), Day 9-10 (School Lunch Advocacy).
	8.2.N: Educate family and peers about choosing healthy foods.	Nutrition: Day 3-4 (PSA Project, Supporting Diego), Day 9-10 (School Lunch Advocacy).

Growth, Development, and Sexual Health

Standard 1: Essential Concepts	1.1.G: Describe physical, social, and emotional changes associated with being a young adult.	Body Systems: Day 3 (Hormonal shifts). Sex Education: Day 5-6 (Physical/Social shifts).
	1.2.G: Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting.	Sex Education: Day 7-8 (Fertilization, Parenting/Financial effects).
	1.3.G: Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.	Sex Education: Day 1-2 (Boundaries), Day 3-4 (Trust/Equality/Boundaries). Mental Health: Day 7-8 (Jealousy/Control).
	1.4.G: Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy.	Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP), Day 9-10 (Abstinence proactive choice).
	1.5.G: Summarize fertilization, fetal development, and childbirth.	Body Systems: Day 3 (Sperm/Egg production). Sex Education: Day 5-6 (Structures/Functions), Day 7-8 (Fertilization).

	1.6.G: Explain responsible prenatal and perinatal care and parenting, including California's Safely Surrendered Baby Law.	Review Required
	1.7.G: Describe the short- and long-term effects of HIV, AIDS, and other STDs.	Diseases: Day 4 (STI Stigma challenge). Sex Education: Day 7-8 (STI transmission).
	1.8.G: Analyze STD rates among teens.	Sex Education: Day 7-8 (STI transmission, Testing bookmarks).
	1.9.G: Explain laws related to sexual behavior and the involvement of minors.	Dangerous Decisions: Day 3 (Sexting laws). Sex Education: Day 9-10 (Confidentiality/Minor access laws). End a Term: Day 1 (Digital content legalities).
	1.10.G: Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.	Diversity: Day 3 (LGBTQ+ Affirmation). Body Systems: Day 3 (Gender identity norms). Sex Education: Day 5-6 (Development/Lifespan literacy).
	1.11.G: Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.	Sex Education: Day 7-8 (Parenting/Financial effects), Day 9-10 (Values check).
	1.12.G: Evaluate the safety and effectiveness (including success and failure rates) of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.	Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP, Condom Demo/Steps).
Standard 2: Analyzing Influences	2.1.G: Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.	Sex Education: Day 1-2 (Boundaries), Day 9-10 (Values check, Abstinence proactive choice).
	2.2.G: Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.	Mental Health: Day 7-8 (Digital influence). Sex Education: Day 1-2 (Body image), Day 3-4 (Coercion distinction).

	2.3.G: Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.	Sex Education: Day 9-10 (45% of teens statistic).
	2.4.G: Assess situations that could lead to pressure for sexual activity and to the risk of HIV, other STDs, and pregnancy.	Dangerous Decisions: Day 3 (Sexting/Digital footprint leaks). Sex Education: Day 3-4 (Coercion distinction, Clear "No" strategies).
	2.5.G: Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.	Self-Esteem: Day 4 (Internalized beauty, Instagram/TikTok). Diversity: Day 3 (LGBTQ+ Affirmation). Body Systems: Day 3 (Gender identity norms). Sex Education: Day 1-2 (Body image), Day 5-6 (Comparison culture).
Standard 3: Accessing Valid Information	3.1.G: Analyze the validity of health information, products, and services related to reproductive and sexual health.	Diseases: Day 4 (Media Literacy). Sex Education: Day 5-6 (CDC guides).
	3.2.G: Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.	Sex Education: Day 1-2 (Counselors), Day 7-8 (Testing bookmarks), Day 9-10 (Planned Parenthood).
	3.3.G: Compare the success and failure rates of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.	Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP).
	3.4.G: Evaluate laws related to sexual involvement with minors.	Dangerous Decisions: Day 3 (Sexting laws). Sex Education: Day 9-10 (Confidentiality/Minor access laws).
Standard 4: Interpersonal Communication	4.1.G: Analyze how interpersonal communication affects relationships.	Empathy: Day 2 (Active Listening). Conflict: Day 2 (Clarifying needs). Sex Education: Day 3-4 (Gaslighting vs respect).

	4.2.G: Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.	Sex Education: Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map).
	4.3.G: Demonstrate effective communication skills within healthy dating relationships.	Sex Education: Day 1-2 (Boundaries), Day 3-4 (Trust/Equality/Boundaries).
Standard 5: Decision Making	5.1.G: Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.	Sex Education: Day 7-8 (Decision Scenario), Day 9-10 (Abstinence proactive choice, Values check).
	5.2.G: Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.	Sex Education: Day 3-4 (Coercion distinction), Day 7-8 (Decision Scenario).
	5.3.G: Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.	Mental Health: Day 7-8 (Jealousy/Control). Violence: Day 5 (Crisis lines). Sex Education: Day 3-4 (Gaslighting vs respect).
	5.4.G: Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy.	Sex Education: Day 7-8 (STI transmission, Parenting/Financial effects, Decision Scenario).
	5.5.G: Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.	Diversity: Day 3 (LGBTQ+ Affirmation, Affirming language). Body Systems: Day 3 (Gender identity norms).
	5.6.G: Use a decision-making process to evaluate the social, emotional, physical, and economic effects of teen pregnancy on the child, the teen parent, the family, and society.	Sex Education: Day 7-8 (Parenting/Financial effects), Day 9-10 (Values check).

	5.7.G: Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.	Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP, Condom Demo/Steps, Decision Scenario).
Standard 6: Goal Setting	6.1.G: Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.	Sex Education: Day 7-8 (Parenting/Financial effects), Day 9-10 (Values check). End a Term: Day 1 (Long-term goal mapping).
	6.2.G: Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.	Body Systems: Day 3 (Reproductive wellness plan). Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP), Day 9-10 (Abstinence proactive choice).
Standard 7: Practicing Health-Enhancing Behaviors	7.1.G: Describe personal actions that can protect sexual and reproductive health (including one's ability to deliver a healthy baby in adulthood).	Body Systems: Day 3 (Reproductive wellness plan, UTIs/Hygiene). Sex Education: Day 5-6 (Self-exam guides/Cancer prevention).
Standard 8: Health Promotion	8.1.G: Encourage and support safe, respectful, and responsible relationships.	Sex Education: Day 1-2 (Boundaries), Day 3-4 (Trust/Equality/Boundaries), Day 9-10 (Ownership/Rights).
	8.2.G: Advocate the respect for and the dignity of persons living with HIV or AIDS.	Diseases: Day 4 (STI Stigma challenge). Sex Education: Day 7-8 (Confidential testing advocacy).
	8.3.G: Support others in making positive and healthful choices about sexual behavior.	Sex Education: Day 7-8 (Confidential testing advocacy), Day 9-10 (Ownership/Rights).
Injury Prevention and Safety		
Standard 1: Essential Concepts	1.1.S: Discuss ways to reduce the risk of injuries that can occur during athletic and social activities.	Dangerous Decisions: Day 1 (Risky Choices), Day 2 (Water safety/blackouts).

	1.2.S: Recognize potentially harmful or abusive relationships, including dangerous dating situations.	Mental Health: Day 7-8 (Jealousy/Control). Sex Education: Day 3-4 (Gaslighting vs respect, Trust/Equality/Boundaries).
	1.3.S: Analyze emergency preparedness plans for the home, the school, and the community.	First Aid: Day 1 (Family emergency plan), Day 5 (Disaster plans/Drills).
	1.4.S: Examine ways that injuries are caused while traveling to and from school and in the community.	Dangerous Decisions: Day 1 (Risky driving), Day 3 (Distracted driving CDC data).
	1.5.S: Describe rules and laws intended to prevent injuries.	Dangerous Decisions: Day 1 (Legal outcomes, Law Table Item 7), Day 2 (Good Samaritan laws).
	1.6.S: Evaluate the risks and responsibilities associated with teen driving and auto accidents.	Dangerous Decisions: Day 1 (Risky driving), Day 3 (Distracted driving CDC data).
	1.7.S: Discuss the characteristics of gang members.	Violence: Day 4 (Gangs/Belonging).
	1.8.S: Describe California laws regarding bullying, sexual violence, and sexual harassment.	Mental Health: Day 7-8 (Cyberbullying/Digital footprints). Dangerous Decisions: Day 3 (Sexting laws). End a Term: Day 1 (Digital content legalities).
	1.9.S: Explain the effects of violence on individuals, families, and communities.	Violence: Day 4 (Ripple effects). End a Term: Day 2 (Waves of impact).
	1.10.S: Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.	First Aid: Day 1 (3 Ps), Day 2 (Hands-only CPR/AED sequence, Bleeding/Cardiac), Day 3 (Degree of burns).
	1.11.S: Identify ways to stay safe during natural disasters and emergency situations (e.g., landslides, floods, earthquakes, wildfires, electrical storms, winter storms, and terrorist attacks).	First Aid: Day 1 (Family emergency plan), Day 5 (Disaster plans/Drills).

	1.12.S: Identify ways to prevent situations that might harm vision, hearing, or dental health.	Review Required
Standard 2: Analyzing Influences	2.1.S: Analyze internal and external influences on personal, family, and community safety.	Conflict: Day 1 (Conflict styles). Dangerous Decisions: Day 1 (Peer Pressure). First Aid: Day 1 (Willingness to act).
	2.2.S: Analyze the influence of alcohol and other drug use on personal, family, and community safety.	Dangerous Decisions: Day 2 (Substance impact, Water safety/blackouts). Alcohol: Day 2 (BAC limits).
	2.3.S: Explain how one's behavior when traveling as a passenger in a vehicle influences the behavior of others.	Dangerous Decisions: Day 3 (Distracted driving CDC data, Refusal/Negotiation skills).
	2.4.S: Analyze why it is risky to belong to a gang.	Dangerous Decisions: Day 3 (Groupthink). Violence: Day 4 (Gangs/Belonging).
Standard 3: Accessing Valid Information	3.1.S: Analyze sources of information and services concerning safety and violence prevention.	First Aid: Day 1 (911 Script). Violence: Day 5 (Crisis lines, Bystander/Confidential reporting).
	3.2.S: Analyze community resources for disaster preparedness.	First Aid: Day 3 (Kit research), Day 5 (Red Cross supplies).
Standard 4: Interpersonal Communication	4.1.S: Demonstrate effective negotiation skills for avoiding dangerous and risky situations.	Conflict: Day 1 (Negotiation). Dangerous Decisions: Day 3 (Refusal/Negotiation skills). Violence: Day 5 (NVC - Nonviolent Communication).
	4.2.S: Use effective communication skills for preventing and reporting sexual assault and molestation.	Begin a Term: Day 2 (Practicing consent). Sex Education: Day 3-4 (Clear "No" strategies). Violence: Day 5 (Bystander/Confidential reporting).

Standard 5: Decision Making	5.1.S: Apply a decision-making process to avoid potentially dangerous situations.	Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). End a Term: Day 1 (Scene Safety Scenario).
	5.2.S: Analyze the laws regarding and detrimental effects of sexual harassment.	Dangerous Decisions: Day 3 (Sexting laws). Violence: Day 4 (Doxxing). Sex Education: Day 3-4 (Coercion distinction).
	5.3.S: Analyze the consequences of gang involvement for self, family, and the community.	Dangerous Decisions: Day 1 (Legal outcomes), Day 3 (Groupthink). Violence: Day 4 (Gangs/Belonging).
	5.4.S: Analyze the consequences of violence for self, family, and the community.	Dangerous Decisions: Day 1 (Legal outcomes). Violence: Day 4 (Ripple effects). End a Term: Day 2 (Waves of impact).
Standard 6: Goal Setting	6.1.S: Develop a plan to prevent injuries during emergencies and natural disasters.	First Aid: Day 1 (Family emergency plan) , Day 3 (Kit research) , Day 5 (Disaster plans/Drills).
Standard 7: Practicing Health-Enhancing Behaviors	7.1.S: Practice injury prevention during athletic, social, and motor vehicle-related activities.	Dangerous Decisions: Day 1 (Risk Management Plan, Risky driving), Day 2 (Water safety/blackouts).
	7.2.S: Demonstrate conflict resolution skills to avoid potentially violent situations.	Conflict: Day 1 (Assertiveness/I-statements, Negotiation). Dangerous Decisions: Day 3 (Refusal/Negotiation skills). Violence: Day 5 (Nonviolent Communication).
	7.3.S: Demonstrate first aid and CPR procedures.	First Aid: Day 2 (Hands-only CPR/AED sequence), Day 3 (R.I.C.E./FAST), Day 5 (Bleeding/Simulations).

	7.4.S: Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.	Dangerous Decisions: Day 3 (Refusal/Negotiation skills, Digital safety). Violence: Day 5 (Bystander/Confidential reporting).
	7.5.S: Assess characteristics of harmful or abusive relationships.	Mental Health: Day 7-8 (Jealousy/Control). Sex Education: Day 3-4 (Gaslighting vs respect, Trust/Equality/Boundaries).
Standard 8: Health Promotion	8.1.S: Identify and support changes in the home, at school, and in the community that promote safety.	Violence: Day 4 (Breaking Silence), Day 5 (Protective Factors). First Aid: Day 5 (Emergency leadership).
	8.2.S: Encourage peers to use safety equipment during physical activity.	Review Required
	8.3.S: Encourage actions to promote safe driving experiences.	Dangerous Decisions: Day 3 (PSA - challenging "cool" risk, Distracted driving CDC data).

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts	1.1.A: Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.	Dangerous Decisions: Day 2 (Substance impact). Alcohol: Day 4 (Future you letter). End a Term: Day 1 (Long-term goal mapping).
	1.2.A: Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.	Dangerous Decisions: Day 2 (Alcohol, Nicotine, Cannabis, Opioids). Alcohol: Day 1 (Ethanol depressant). Drugs: Day 1 (Dopamine interference). Tobacco: Day 1 (Prefrontal cortex effects).
	1.3.A: Explain the connection between alcohol and tobacco use and the risk of oral cancer.	Review Required

	1.4.A: Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.	Dangerous Decisions: Day 1 (Legal outcomes). Alcohol: Day 2 (Minor in Possession/Treatment access), Day 3 (Criminal records). Drugs: Day 3 (Possession/Misuse consequences).
	1.5.A: Describe the use and abuse of prescription and nonprescription medicines and illegal substances.	Dangerous Decisions: Day 2 (Alcohol, Nicotine, Cannabis, Opioids). Drugs: Day 1 (Stimulants/Opioids). End a Term: Day 1 (Synthetic Opioids MC 4).
	1.6.A: Analyze the consequences for the mother and child of using alcohol, tobacco, and other drugs during pregnancy—including fetal alcohol spectrum disorders and other birth defects.	Review Required
	1.7.A: Analyze the consequences of binge drinking and its relationship to cancer; to liver, pancreatic, and cardiovascular diseases; and to a variety of gastrointestinal problems, neurological disorders, and reproductive system disorders.	Dangerous Decisions: Day 2 (Water safety/blackouts, Tolerance/Dependence). Alcohol: Day 3 (AUD chronic nature).
	1.8.A: Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.	Alcohol: Day 2 (BAC limits, Minor in Possession/Treatment access). Drugs: Day 3 (Possession/Misuse consequences). End a Term: Day 1 (Legal consequences MC 7).
	1.9.A: Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.	Dangerous Decisions: Day 2 (Substance impact, Water safety/blackouts). Alcohol: Day 2 (BAC limits).
	1.10.A: Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.	Mental Health: Day 5-6 (Numbing myths). Dangerous Decisions: Day 2 (Substance quiz). Tobacco: Day 1 (Vape ad decoding).

Standard 2: Analyzing Influences	2.1.A: Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.	Dangerous Decisions: Day 1 (Peer Pressure). Drugs: Day 2 (Industry marketing impact). Tobacco: Day 1 (Vape ad decoding).
	2.2.A: Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.	Dangerous Decisions: Day 2 (Inequality). Alcohol: Day 4 (Family addiction roles). Drugs: Day 2 (Industry marketing impact).
	2.3.A: Describe financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs.	Dangerous Decisions: Day 1 (Legal outcomes). Drugs: Day 2 (Industry marketing impact), Day 4 (Systemic inequities/Stigma).
Standard 3: Accessing Valid Information	3.1.A: Access information, products, and services related to the use of alcohol, tobacco, and other drugs.	Dangerous Decisions: Day 2 (911/Narcan). Alcohol: Day 2 (Minor in Possession/Treatment access). Drugs: Day 3 (Narcan administration).
	3.2.A: Evaluate prevention, intervention, and treatment resources and programs concerning alcohol, tobacco, and other drugs.	Dangerous Decisions: Day 2 (911/Narcan). Alcohol: Day 3 (Treatment points). Drugs: Day 4 (Medication-Assisted Treatment).
Standard 4: Interpersonal Communication	4.1.A: Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.	Mental Health: Day 5-6 (Assertiveness). Dangerous Decisions: Day 3 (Refusal/Negotiation skills).
	4.2.A: Use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using alcohol or other drugs.	Dangerous Decisions: Day 3 (Refusal/Negotiation skills).
Standard 5: Decision Making	5.1.A: Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.	Dangerous Decisions: Day 2 (Substance quiz). Alcohol: Day 4 (Family addiction roles). Drugs: Day 4 (Systemic inequities/Stigma). End a Term: Day 1 (MC 1-3).

	5.2.A: Explain healthy alternatives to alcohol, tobacco, and other drug use.	Mental Health: Day 3-4 (Adaptive coping). Dangerous Decisions: Day 2 (Coping, Texture walk).
Standard 6: Goal Setting	6.1.A: Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.	Alcohol: Day 4 (Future you letter). End a Term: Day 1 (Long-term goal mapping).
Standard 7: Practicing Health-Enhancing Behaviors	7.1.A: Use effective coping strategies when faced with various social situations involving the use of alcohol, tobacco, and other drugs.	Dangerous Decisions: Day 2 (Coping), Day 3 (Refusal/Negotiation skills).
Standard 8: Health Promotion	8.1.A: Participate in activities in the school and community that help other individuals make positive choices regarding the use of alcohol, tobacco, and other drugs.	Alcohol: Day 4 (Safe community advocacy). Drugs: Day 3 (Harm reduction leadership). Tobacco: Day 2 (Tobacco-free advocacy).
	8.2.A: Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youths.	Alcohol: Day 4 (Safe community advocacy). Drugs: Day 3 (Harm reduction leadership). Tobacco: Day 2 (Tobacco-free advocacy). End a Term: Day 1 (Scenario 15).

Mental, Emotional, and Social Health

Standard 1: Essential Concepts	1.1.M: Describe the benefits of having positive relationships with trusted adults.	Begin a Term: Day 2 (School counselors/nurses). Mental Health: Day 5-6 (Seeking support). Stress: Day 3-4 (Valid points of help).
	1.2.M: Analyze the qualities of healthy peer and family relationships.	Empathy: Day 2 (Active Listening). Mental Health: Day 7-8 (Jealousy/Control). Conflict: Day 2 (Relationship wellness). Sex Education: Day 3-4 (Trust/Equality/Boundaries).

	1.3.M: Describe healthy ways to express caring, friendship, affection, and love.	Empathy: Day 1 (Empathetic writing), Day 2 (Emotional vocabulary). Sex Education: Day 3-4 (Trust/Equality/Boundaries).
	1.4.M: Describe qualities that contribute to a positive self-image.	Self-Esteem: Day 1 (Self-Esteem Survey), Day 2 (Internal validation), Day 5 (Values foundation).
	1.5.M: Describe how social environments affect health and well-being.	Begin a Term: Day 2 (Social Determinants). Mental Health: Day 1-2 (Biopsychosocial), Day 9-10 (School climate). Diversity: Day 2 (Social Determinants/Barriers).
	1.6.M: Describe the importance of recognizing signs of disordered eating and other common mental health conditions.	Mental Health: Day 1-2 (Wellness spectrum). Stress: Day 3-4 (Sadness vs Clinical Depression). Nutrition: Day 3-4 (Clinical complexity of Anorexia/Bulimia).
	1.7.M: Analyze signs of depression, potential suicide, and other self-destructive behaviors.	Mental Health: Day 5-6 (Hopelessness). Stress: Day 3-4 (Sadness vs Clinical Depression), Day 5-6 (Sudden calm, Warning sign response).
	1.8.M: Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.	Dangerous Decisions: Day 3 (Digital safety). Violence: Day 5 (Bystander/Confidential reporting).
	1.9.M: Classify personal stressors at home, in school, and with peers.	Mental Health: Day 1-2 (Concentration issues). Stress: Day 1-2 (Survey), Day 3-4 (Reflection).
	1.10.M: Identify warning signs for suicide.	Mental Health: Day 5-6 (Hopelessness). Stress: Day 5-6 (Sudden calm, Warning sign response).
	1.11.M: Identify loss and grief.	Stress: Day 7-8 (Grief Map, Processing grief).

Standard 2: Analyzing Influences	2.1.M: Analyze the internal and external issues related to seeking mental health assistance.	Mental Health: Day 3-4 (Gender/Race), Day 5-6 (Seeking support). Stress: Day 3-4 (Systemic barriers), Day 5-6 (Stigma).
Standard 3: Accessing Valid Information	3.1.M: Access school and community resources to help with mental, emotional, and social health concerns.	Begin a Term: Day 2 (School counselors/nurses). Mental Health: Day 1-2 (Counselors/Support groups), Day 5-6 (Crisis Text Line), Day 9-10 (Therapists/Peer support). Stress: Day 1-2 (Wellness centers), Day 3-4 (Valid points of help), Day 9-10 (Circle of Support Map). Nutrition: Day 3-4 (ED therapy).
	3.2.M: Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.	Mental Health: Day 9-10 (Therapists/Peer support). Stress: Day 3-4 (Valid points of help). Nutrition: Day 3-4 (NEDA/Professional medical care, ED therapy).
Standard 4: Interpersonal Communication	4.1.M: Seek help from trusted adults for oneself or a friend with an emotional or social health problem.	Mental Health: Day 5-6 (Listening/Thanking them, Seeking support). Stress: Day 5-6 (Active listening/Refusing secrets), Day 7-8 (Help prompts).
	4.2.M: Discuss healthy ways to respond when you or someone you know is grieving.	Stress: Day 7-8 (Grief Map, Journaling/Art, Parent-Teen Communicator).
Standard 5: Decision Making	5.1.M: Monitor personal stressors and assess techniques for managing them.	Mental Health: Day 1-2 (Stress-Relief Jar). Stress: Day 1-2 (Reduction strategy), Day 9-10 (Toolkit).
	5.2.M: Compare various coping mechanisms for managing stress.	Mental Health: Day 3-4 (Adaptive coping). Stress: Day 1-2 (5-4-3-2-1), Day 7-8 (Journaling/Art), Day 9-10 (Problem-solving).

	5.3.M: Analyze situations when it is important to seek help with stress, loss, an unrealistic body image, and depression.	Mental Health: Day 5-6 (Seeking support). Stress: Day 3-4 (Help-seeking). Nutrition: Day 3-4 (NEDA/Professional medical care). Sex Education: Day 1-2 (Body image).
Standard 6: Goal Setting	6.1.M: Evaluate how preventing and managing stress and getting help for mental and social problems can help a person achieve short- and long-term goals.	Mental Health: Day 5-6 (Support goal), Day 9-10 (Personal Mental Health Plan). Stress: Day 3-4 (Action timeline).
	6.2.M: Set a goal to reduce life stressors in a health-enhancing way.	Stress: Day 1-2 (Reduction strategy), Day 9-10 (Toolkit implementation).
Standard 7: Practicing Health-Enhancing Behaviors	7.1.M: Assess personal patterns of response to stress and use of resources.	Begin a Term: Day 2 (Fight/Flight/Freeze). Mental Health: Day 9-10 (Identifying burnout). Stress: Day 1-2 (Automatic reactions).
	7.2.M: Practice effective coping mechanisms and strategies for managing stress.	Mental Health: Day 1-2 (Mindful breathing), Day 3-4 (Mental Health Toolbox). Stress: Day 5-6 (Temperature Reset), Day 7-8 (Echo Release), Day 9-10 (Toolkit).
	7.3.M: Discuss suicide-prevention strategies.	Mental Health: Day 5-6 (Crisis plan). Stress: Day 5-6 (Safety Plan, 988, ALGEE). First Aid: Day 4 (ALGEE model).
	7.4.M: Practice respect for individual differences and diverse backgrounds.	Empathy: Day 3 (Challenging generalizations). Diversity: Day 1 (Circle activity), Day 2 (Cultural humility), Day 3 (Affirming language).
	7.5.M: Participate in clubs, organizations, and activities in the school and in the community that offer opportunities for student and family involvement.	Empathy: Day 5 (Kindness project). Mental Health: Day 5-6 (Planning an initiative).

	7.6.M: Practice setting personal boundaries in a variety of situations.	Empathy: Day 4 (Boundaries, Saying No). Self-Esteem: Day 3 (Boundary practice), Day 5 (People-pleasing boundaries). Sex Education: Day 1-2 (Boundaries).
Standard 8: Health Promotion	8.1.M: Support the needs and rights of others regarding mental and social health.	Empathy: Day 1 (Empathy-driven cause). Mental Health: Day 5-6 (Planning an initiative). Diversity: Day 1 (Inclusive support).
	8.2.M: Promote a positive and respectful environment at school and in the community.	Begin a Term: Day 2 (Correcting harmful jokes, Agreements). Empathy: Day 5 (Kindness project). Mental Health: Day 9-10 (Positive culture advocacy). Diversity: Day 2 (Advocating for Equity).
	8.3.M: Object appropriately to teasing of peers and community members that is based on perceived personal characteristics and sexual orientation.	Begin a Term: Day 2 (Correcting harmful jokes). Empathy: Day 3 (Challenging generalizations). Mental Health: Day 7-8 (Responding to exclusion). Diversity: Day 3 (LGBTQ+ Affirmation).

Personal and Community Health		
Standard 1: Essential Concepts	1.1.P: Discuss the value of actively managing personal health behaviors (e.g., getting adequate sleep, practicing ergonomics, and performing self-examinations).	Mental Health: Day 9-10 (Wellness Plan). Sex Education: Day 5-6 (Self-exam guides/Cancer prevention).
	1.2.P: Evaluate the importance of regular medical and dental checkups, vaccinations, and examinations.	Body Systems: Day 2 (Immune/Vaccine stats). Sex Education: Day 7-8 (Check-ups/Hygiene).
	1.3.P: Identify symptoms that should prompt individuals to seek health care.	First Aid: Day 3 (R.I.C.E./FAST), Day 4 (Seizures/Asthma, Heat stroke).
	1.4.P: Identify types of pathogens that cause disease.	Diseases: Day 4 (Pathogen types).

	1.5.P: Investigate the causes and symptoms of communicable and noncommunicable diseases.	Diseases: Day 4 (NCD comparison), Day 5 (Physiological impact).
	1.6.P: Describe the dangers of exposure to ultraviolet (UV) light, lead, asbestos, pesticides, and unclean air and water; and discuss strategies for avoiding exposure.	Environmental Health: Day 1 (Pesticides/Lead toxins, Air/Water pollution PSA). Diseases: Day 5 (Lifestyle/Chronic prevention).
	1.7.P: Identify symptoms that indicate a need for an ear, eye, or dental examination.	Review Required
	1.8.P: Examine common types and symptoms of cancer.	Diseases: Day 4 (NCD comparison), Day 5 (Lifestyle/Chronic prevention). Sex Education: Day 5-6 (Self-exam guides/Cancer prevention).
	1.9.P: Identify the importance of medical screenings (including breast, cervical, testicular, and prostate examinations, and other testing) necessary to maintain reproductive health.	Sex Education: Day 5-6 (Self-exam guides/Cancer prevention), Day 7-8 (Testing bookmarks), Day 9-10 (Planned Parenthood).
	1.10.P: Explain how public health policies and government regulations influence health promotion and disease prevention.	Nutrition: Day 9-10 (School food rules/Federal law analysis). Community Health: Day 4 (Public Health Systems).
	1.11.P: Examine ways to prevent and manage asthma.	First Aid: Day 4 (Seizures/Asthma).
	1.12.P: Identify global environmental issues.	Environmental Health: Day 1 (Our Planet guide, Climate change impacts).
	1.13.P: Describe the impact of air and water pollution on health.	Environmental Health: Day 1 (Air/Water pollution PSA).
	1.14.P: Identify ways to reduce pollution and harmful health effects (e.g., by using alternative methods of transportation).	Environmental Health: Day 1 (Environmental advocacy). Community Health: Day 5 (Public transit advocacy).

Standard 2: Analyzing Influences	2.1.P: Discuss influences that affect positive health practices.	Begin a Term: Day 1 (Belief formation). Mental Health: Day 1-2 (Biopsychosocial). Nutrition: Day 1-2 (Diet Culture).
	2.2.P: Evaluate influences on the selection of personal health care products and services.	Nutrition: Day 5-6 (Registered Dietitians vs Influencers). Community Health: Day 5 (Health Literacy).
	2.3.P: Analyze how environmental conditions affect personal and community health.	Stress: Day 9-10 (Poverty/Discrimination). Diseases: Day 5 (ZIP code). Environmental Health: Day 2 (Environmental justice/Redlining).
	2.4.P: Discuss ways to stay informed about environmental issues.	Environmental Health: Day 1 (Our Planet guide), Day 2 (Environmental health literacy).
	2.5.P: Analyze the social influences that encourage or discourage sun-safety practices.	Review Required
	2.6.P: Evaluate the benefits of informed health choices.	Nutrition: Day 5-6 (Registered Dietitians vs Influencers). Diseases: Day 4 (Media Literacy). Community Health: Day 5 (Health Literacy).
	2.7.P: Evaluate the need for rest, sleep, and exercise.	Nutrition: Day 1-2 (Eat to Move lab). Body Systems: Day 3 (Move/Sleep Smart).
Standard 3: Accessing Valid Information	3.1.P: Access valid information about personal health products and services available in the community.	Diseases: Day 4 (Media Literacy). Community Health: Day 5 (Health Literacy).
	3.2.P: Access valid information about common diseases.	Diseases: Day 4 (Media Literacy), Day 5 (Research domains).
	3.3.P: Evaluate current research about the health consequences of poor environmental conditions.	Environmental Health: Day 1 (Air/Water pollution PSA), Day 2 (Environmental health literacy).

	3.4.P: Identify government and community agencies that promote health and protect the environment.	Environmental Health: Day 2 (Youth-led action). Community Health: Day 4 (Public Health Systems).
	3.5.P: Assess ways to be a responsible consumer of health products and services.	Nutrition: Day 5-6 (Registered Dietitians vs Influencers). Community Health: Day 5 (Health Literacy).
Standard 4: Interpersonal Communication	4.1.P: Use effective communication skills to ask for assistance from parents, guardians, and medical or dental health care professionals to enhance health.	Mental Health: Day 1-2 (Counselors/Support groups). Stress: Day 7-8 (Parent-Teen Communicator). Sex Education: Day 1-2 (Counselors).
Standard 5: Decision Making	5.1.P: Apply a decision-making process to a personal health issue or problem.	Mental Health: Day 1-2 (Care choices). Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE). End a Term: Day 1 (Scenario 9/26).
	5.2.P: Explain how decisions regarding health behaviors have consequences for oneself and others.	Begin a Term: Day 2 (Vortex of Impact). Dangerous Decisions: Day 1 (Risky choice impact). End a Term: Day 2 (Waves of impact).
	5.3.P: Apply a decision-making process to a community or environmental health issue.	Environmental Health: Day 1 (Analyze Your Environment). End a Term: Day 1 (SDOH Scenario 6).
	5.4.P: Analyze how using alcohol, tobacco, and other drugs influences health and other behaviors.	Dangerous Decisions: Day 2 (Substance impact, Tolerance/Dependence). Drugs: Day 3 (Memory/Breathing impact).
	5.5.P: Analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, body piercing, sun exposure, and sound volume).	Diseases: Day 5 (Lifestyle/Chronic prevention). Sex Education: Day 5-6 (Piercing risks).

Standard 6: Goal Setting	6.1.P: Develop a plan of preventive health management.	Mental Health: Day 9-10 (Personal Mental Health Plan, Wellness Plan). Body Systems: Day 3 (Reproductive wellness plan). Nutrition: Day 9-10 (SMART goal plan).
	6.2.P: Develop a plan of preventive dental health management.	Review Required
Standard 7: Practicing Health-Enhancing Behaviors	7.1.P: Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming the barriers.	Stress: Day 9-10 (Poverty/Discrimination). Diversity: Day 2 (Social Determinants/Barriers). Nutrition: Day 3-4 (Food Deserts), Day 9-10 (Economic access).
	7.2.P: Execute a plan for maintaining good personal hygiene (including oral hygiene) and getting adequate rest and sleep.	Body Systems: Day 3 (UTIs/Hygiene) , Day 3 (Move/Sleep Smart).
	7.3.P: Demonstrate the proper steps for protecting oneself against the harmful effects of the sun.	Review Required
	7.4.P: Describe the steps involved in breast or testicular self-exams.	Sex Education: Day 5-6 (Self-exam guides/Cancer prevention).
Standard 8: Health Promotion	8.1.P: Support personal or consumer health issues that promote community wellness.	Stress: Day 1-2 (Wellness advocacy project). Nutrition: Day 9-10 (School Lunch Advocacy). Community Health: Day 4 (Public Health Systems).
	8.2.P: Encourage societal and environmental conditions that benefit health.	Mental Health: Day 9-10 (Positive culture advocacy). Environmental Health: Day 1 (Environmental advocacy), Day 2 (Youth-led action).