



S T A N D A R D S

HEALTH EDUCATION TODAY



© 2026 [HET] Health Education Today, Inc.

All rights reserved.

This product is intended solely for use by the original purchaser and is not transferable to any other person(s); redistribution, editing, or selling is strictly prohibited. Copying for anyone other than the purchaser, or for use in another classroom, department, school, or school system, is also prohibited. This resource may not be shared with colleagues or used across an entire grade level, school, or district without purchasing the appropriate number of licenses. Coaches, principals, or districts interested in a Site/Transferable License should contact us. Additionally, this product, or any part of it, may not be distributed or displayed digitally for public access and cannot be used on commercial websites. Any online student resource postings (Google Drive, Microsoft 360, etc.) must be restricted to password protected student websites only. Failure to comply constitutes copyright infringement and violates the Digital Millennium Copyright Act (DMCA).

hello@healtheducationtoday.com
healtheducationtoday.com

Health Education Today's High School Health Curriculum:
Aligned with **all** Colorado's Academic Standards for High School Comprehensive Health (2020)

Colorado Academic Standards — Comprehensive Health (2020), High School: <https://www.cde.state.co.us/cohealth/2020cas-ch-txt>

2020 Colorado Academic Standards — Comprehensive Health, High School Standards::

Standard 2: Physical and Personal Wellness

Standard 3: Social and Emotional Wellness

Standard 4: Prevention and Risk Management

(Standard 1: Movement Competence and Understanding applies to Physical Education only and is not part of Comprehensive Health.)

High School Grade Level Expectations (GLEs):

19 Grade Level Expectations, coded CH.HS.2.1-2.6, CH.HS.3.1-3.3, and CH.HS.4.1-4.10; each GLE is presented below with its Evidence Outcomes ("Students Can")

The 2020 Colorado Academic Standards for Comprehensive Health were adopted by the Colorado State Board of Education in 2018 and became effective in the 2020-21 school year; they remain the current, operative standards. A targeted drug-prevention revision under HB 25-1293 is in progress, with State Board adoption required no later than July 1, 2028; no revised standards have been adopted.

Standard 2: Physical and Personal Wellness

<p>1. Lifelong Healthy Eating</p>	<p>CH.HS.2.1: Synthesize the impact of healthy and unhealthy diets on daily living. Evidence Outcomes: a. Use nutritional evidence to describe a healthy diet and an unhealthy diet. b. Analyze and describe the relationship among healthy eating, physical activity, and chronic diseases such as obesity, heart disease, cancer, type-2 diabetes, hypertension, and osteoporosis. c. Describe the importance of eating a variety of foods to balance nutrient and caloric needs. d. Explain the effects of disordered eating and eating disorders on healthy growth and development. e. Analyze the relationship between eating behavior and metabolism.</p>	<p>Nutrition: Day 1-2 (Macro/Micro functions, Diet Culture), Day 3-4 (Omega-3s, Clinical complexity of Anorexia/Bulimia), Day 5-6 (Sugar/Trans fats), Day 7-8 (Blood sugar/Heart health, Antioxidants/Fiber), Day 10 (Food log/MyFitnessPal expenditure tracking). Diseases: Day 5 (Lifestyle/Chronic prevention).</p>
	<p>CH.HS.2.2: Analyze how family, peers, media, culture, and technology influence healthy eating choices. Evidence Outcomes: a. Evaluate advertising claims for nutrition supplements and weight-loss products. b. Analyze how family, peers, and the media influence food choices. c. Analyze the influence of media on the selection of products and services related to weight management. d. Examine the influence of family, peers, culture, and media on body image and the subsequent effects on eating behavior. e. Differentiate how a positive or a negative body image can influence eating behavior.</p>	<p>Nutrition: Day 1-2 (Diet Culture), Day 3-4 (Thinness narrative harm, Cultural honoring), Day 5-6 (Influencer claims, Healthwashing, Registered Dietitians vs Influencers). Self-Esteem: Day 4 (Instagram/TikTok, Internalized beauty). Sex Education: Day 1-2 (Body image), Day 5-6 (Comparison culture).</p>

	<p>CH.HS.2.3: Demonstrate ways to take personal responsibility for healthy eating. Evidence Outcomes: a. Describe and explain how current federal nutrition standards and guidelines are useful in planning a healthy diet. b. Apply information on food labels to make healthy eating choices. c. Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. d. Design and implement a plan to improve one's personal food choices that lead to a healthier diet.</p>	<p>Nutrition: Day 5-6 (Hidden Sugar Challenge, Recommended serving sizes analysis), Day 9-10 (School food rules/Federal law analysis, SMART Power Plate meal/Plan design), Day 10 (Food log/MyFitnessPal expenditure tracking). End a Term: Day 1 (MC Question 27).</p>
--	--	---

<p>2. Healthy Relationships & Sexual/Reproductive Health</p>	<p>CH.HS.2.4: Use a decision-making process to make healthy decisions about relationships and sexual health. Evidence Outcomes: a. Differentiate the characteristics of unhealthy and healthy relationships (e.g., dating, committed relationships, marriage, and family). b. Analyze the possible emotional, mental, social, and physical consequences of early sexual activity. c. Analyze the possible emotional, mental, social, and physical benefits for delaying sexual activity. d. Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity. e. Analyze factors that influence the choice, use, and effectiveness of contraception, including the availability of contraceptive methods. f. Compare the difference between risk avoidance, risk reduction and strategies one can utilize for each as it relates to STDs and pregnancy. g. Analyze when it is necessary to seek help with or leave an unhealthy situation. h. Analyze risks of sharing personal information through modern technology. i. Evaluate how HIV/AIDS and other sexually transmitted diseases (STDs) or pregnancy could impact life goals. j. Examine the responsibilities of parenthood. k. Appraise internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures. l. Identify what qualifies as clear consent for sexual activity.</p>	<p>Begin a Term: Day 2 (Practicing consent). Mental Health: Day 7-8 (Jealousy/Control). Dangerous Decisions: Day 3 (Sexting/Digital footprint leaks). Sex Education: Day 1-2 (Boundaries, Sexting consequences), Day 3-4 (Trust/Equality/Boundaries, Gaslighting vs respect, Coercion distinction), Day 7-8 (Contraceptive effectiveness/PrEP, Decision Scenario, Parenting/Financial effects), Day 9-10 (Abstinence proactive choice, Values check).</p>
---	--	---

	<p>CH.HS.2.5: Support others in making positive and healthful choices about sexual activity. Evidence Outcomes: a. Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active. b. Examine the benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted diseases, including HIV. c. Communicate the importance of HIV and sexually transmitted disease (STD) testing and counseling to those who are sexually active.</p>	<p>Diseases: Day 4 (STI Stigma challenge). Sex Education: Day 3-4 (Clear "No" strategies), Day 7-8 (Testing bookmarks, Confidential testing advocacy), Day 9-10 (Abstinence proactive choice, 45% of teens statistic, Planned Parenthood).</p>
<p>3. Health Promotion & Disease Prevention</p>	<p>CH.HS.2.6: Develop and maintain ongoing evaluation of factors that impact health, and modify lifestyle accordingly. Evidence Outcomes: a. Analyze the role of personal responsibility in maintaining and enhancing personal, family, and community wellness. b. Debate the social and ethical implications of the availability, use of technology and medical advances to support wellness. c. Explore the importance of health screenings, immunizations, and checkups, including screenings, and examinations that are necessary to maintain health.</p>	<p>Begin a Term: Day 1 (Healthy year vision). Mental Health: Day 9-10 (Personal Mental Health Plan, Wellness Plan). Body Systems: Day 2 (Immune/Vaccine stats, Lifestyle efficiency). Diseases: Day 4 (Risk assessment), Day 5 (Family History). Sex Education: Day 5-6 (Self-exam guides/Cancer prevention).</p>

Standard 3: Social and Emotional Wellness

<p>4. Mental, Emotional & Social Well-Being</p>	<p>CH.HS.3.1: Analyze the interrelationship of physical, mental, emotional, and social health. Evidence Outcomes: a. Analyze the characteristics of a mentally, emotionally, and socially healthy person. b. Describe how mental, emotional and social health can affect health-related behaviors. c. Implement effective strategies for dealing with personal and environmental stress. d. Analyze internal and external causes, symptoms, and effects of depression and anxiety. e. Assess the effects of disordered eating and eating disorders on healthy growth and development. f. Analyze the influences of family, peers, culture, and media on body image. g. Analyze how a positive or a negative body image can influence health behaviors.</p>	<p>Mental Health: Day 1-2 (5 Dimensions, Biopsychosocial, Wellness spectrum), Day 3-4 (Mental Health Toolbox). Stress: Day 1-2 (Eustress vs Distress, Automatic reactions), Day 3-4 (Sadness vs Clinical Depression). Self-Esteem: Day 1 (Media/Family), Day 4 (Instagram/TikTok, Internalized beauty). Nutrition: Day 3-4 (Clinical complexity of Anorexia/Bulimia, Thinness narrative harm). Sex Education: Day 1-2 (Body image).</p>
	<p>CH.HS.3.2: Set goals, and monitor progress on attaining goals for future success. Evidence Outcomes: a. Connect how setting a personal goal contributes to positive mental, emotional, and social wellness. b. Define a clear, attainable personal goal. c. Describe steps needed to reach personal goals. d. Apply concepts to self-reflect on the progress and success of personal goals.</p>	<p>Begin a Term: Day 1 (Health Mission Statement, Future letter 1/5/10yr). Empathy: Day 5 (Empathy growth goal). Self-Esteem: Day 2 (Strength log), Day 4 (Self-acceptance plan). Mental Health: Day 5-6 (Support goal), Day 9-10 (Personal Mental Health Plan). Stress: Day 1-2 (Reduction strategy), Day 3-4 (Action timeline). Nutrition: Day 9-10 (SMART goal plan). End a Term: Day 1 (Long-term goal mapping, Live it Forward challenge).</p>
	<p>CH.HS.3.3: Advocate to improve or maintain positive mental, emotional well-being for self and others. Evidence Outcomes: a. Demonstrate effective and respectful advocacy strategies in support of the needs and rights of other. b. Demonstrate support and respect for diversity. c. Advocate for positive and respectful school environment that supports pro-social behavior. d. Demonstrate how to communicate the importance of seeking help for mental and emotional problems.</p>	<p>Begin a Term: Day 2 (School counselors/nurses). Empathy: Day 1 (Empathy-driven cause). Mental Health: Day 1-2 (Breaking Stigma PSA), Day 5-6 (Planning an initiative, Crisis Text Line), Day 9-10 (Positive culture advocacy). Stress: Day 1-2 (Wellness advocacy project), Day 5-6 (Reducing silence). Diversity: Day 1 (Inclusive support), Day 2 (Advocating for Equity), Day 3 (Identity stigma).</p>

Standard 4: Prevention and Risk Management

<p>5. Marijuana, Drugs, Alcohol & Tobacco Decisions</p>	<p>CH.HS.4.1: Analyze the impact of individuals' use or non use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. Evidence Outcomes: a. Analyze healthy alternatives to substance use. b. Predict the potential effects of an individual's substance abuse on others. c. Analyze the consequences of using weight-loss pills and products as well as and performance-enhancing drugs. d. Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use. e. Describe the harmful effects of binge drinking. f. Summarize the relationship between intravenous drug use and the transmission of blood borne diseases such as HIV and hepatitis.</p>	<p>Dangerous Decisions: Day 1 (Risky choice impact), Day 2 (Substance impact, Alcohol, Nicotine, Cannabis, Opioids, Water safety/blackouts, Tolerance/Dependence). Alcohol: Day 1 (Ethanol depressant), Day 3 (AUD chronic nature), Day 4 (Family addiction roles). Drugs: Day 1 (Stimulants/Opioids), Day 3 (Memory/Breathing impact). Tobacco: Day 1 (Prefrontal cortex effects). End a Term: Day 1 (MC 1-3).</p>
	<p>CH.HS.4.2: Analyze the factors that influence a person's decision to use or not to use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. Evidence Outcomes: a. Evaluate strategies for managing the impact of internal and external influences on the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. b. Analyze the role of individual, family, community, and cultural norms on the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. c. Describe the financial, political, social, and legal influences on the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.</p>	<p>Dangerous Decisions: Day 1 (Peer Pressure, Legal outcomes), Day 2 (Inequality), Day 3 (Groupthink). Alcohol: Day 2 (Minor in Possession/Treatment access). Drugs: Day 2 (Industry marketing impact), Day 4 (Systemic inequities/Stigma). Tobacco: Day 1 (Vape ad decoding).</p>

	<p>CH.HS.4.3: Develop interpersonal communication skills to refuse or avoid marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco. Evidence Outcomes: a. Demonstrate verbal and nonverbal ways to refuse or avoid marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco. b. Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using marijuana, illegal drugs, abusing prescription drugs, alcohol, and tobacco. c. Demonstrate effective persuasion skills that encourage friends and family not to abuse prescription drugs or use drugs (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco).</p>	<p>Dangerous Decisions: Day 1 (Risky driving), Day 3 (Refusal/Negotiation skills, PSA - challenging "cool" risk). Alcohol: Day 4 (Safe community advocacy). Drugs: Day 3 (Harm reduction leadership). Tobacco: Day 2 (Tobacco-free advocacy).</p>
	<p>CH.HS.4.4: Develop self-management skills to improving health by staying drug free (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco). Evidence Outcomes: a. Develop a personal plan to improve health by staying free of drugs (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco). b. Demonstrate the ability to monitor personal behavior related to marijuana, illegal drugs, abuse prescription drugs, alcohol, and tobacco, including sexual activity and other risky behaviors. c. Identify strategies to reduce the risk of potential unwanted consequences involving alcohol, marijuana and other drugs. d. Identify strategies to reduce the risk of potential unwanted consequences involving marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.</p>	<p>Dangerous Decisions: Day 1 (Risk Management Plan, STOP-THINK-CHOOSE), Day 2 (Coping, 911/Narcan, Good Samaritan laws). Alcohol: Day 4 (Future you letter). End a Term: Day 1 (Long-term goal mapping).</p>

<p>6. Violence-Free Relationships</p>	<p>CH.HS.4.5: Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence. Evidence Outcomes: a. Examine the importance of respecting individual differences. b. Analyze the consequences of prejudice, discrimination, bias, racism, sexism, and hate crimes. c. Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence acquaintance rape, sexual assault, and family violence. d. Demonstrate the ability to take the perspectives of others in a conflict situation.</p>	<p>Begin a Term: Day 2 (Correcting harmful jokes). Empathy: Day 3 (Stereotypes, Challenging generalizations). Conflict: Day 1 (Uptown upbringing, Conflict styles). Diversity: Day 1 (Systemic privilege), Day 2 (Impact of Microaggressions, Implicit bias). Violence: Day 4 (Toxic masculinity/Media Literacy, Ripple effects), Day 5 (Bystander culture/Gender roles, Challenging victim-blaming).</p>
	<p>CH.HS.4.6: Analyze the underlying causes of self-harming behavior and harming others, and identify strategies involved in seeking help. Evidence Outcomes: a. Analyze the signs and symptoms of people who are in danger of harming themselves or others. b. Explain how self-directed violence is the result of the accumulation of multiple problems rather than just one problem. c. Summarize why it is important to tell a parent or adult if there are people who are in danger of harming themselves or others.</p>	<p>Mental Health: Day 5-6 (Impact on individual/community, Listening/Thanking them, Crisis Text Line). Stress: Day 5-6 (Risk/Protective Factors, Warning sign response, Active listening/Refusing secrets), Day 7-8 (Suicide loss impact, Help prompts). First Aid: Day 4 (ALGEE model). End a Term: Day 1 (MC 40).</p>

	<p>CH.HS.4.7: Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them. Evidence Outcomes: a. Analyze how power and control differences in relationships such as peer, dating, or family relationships can contribute to aggression and violence. b. Analyze situations that could lead to pressure to have sex. c. Summarize why individuals have the right to refuse sexual contact. d. Analyze the effects of emotional abuse. e. Analyze how media messages normalize violence (e.g., physical, sexual, emotional, relational). f. Identify strategies to deal with, prevent, and or report violence.</p>	<p>Conflict: Day 2 (Power imbalances). Mental Health: Day 7-8 (Jealousy/Control). Sex Education: Day 3-4 (Clear "No" strategies, Coercion distinction, Gaslighting vs respect). Violence: Day 4 (Toxic masculinity/Media Literacy, Breaking Silence), Day 5 (Bystander/Confidential reporting, Crisis lines).</p>
	<p>CH.HS.4.8: Access valid information and resources that provide information about sexual assault and violence. Evidence Outcomes: a. Identify resources such as rape crisis centers that provide accurate information about sexual assault and sexual violence. b. Evaluate reliable school and community resources to assist with problems related to violence.</p>	<p>Begin a Term: Day 2 (School counselors/nurses). Violence: Day 5 (Crisis lines, Bystander/Confidential reporting). Sex Education: Day 1-2 (Counselors).</p>
	<p>CH.HS.4.9: Demonstrate verbal and nonverbal communication skills and strategies to prevent violence. Evidence Outcomes: a. Demonstrate verbal and nonverbal ways to ask for help from a parent, other trusted adult, or friend when pressured to engage in violence. b. Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence. c. Explain the strategies that could be used to prevent a conflict from starting or escalating. d. Discuss effective strategies for resolving conflicts with another person in nonviolent ways. e. Demonstrate verbal and nonverbal ways to stop or prevent hazing.</p>	<p>Conflict: Day 1 (Assertiveness/I-statements, Negotiation, Converting accusations), Day 2 (Accountability/Repair, Clarifying needs). Dangerous Decisions: Day 3 (Refusal/Negotiation skills). Violence: Day 4 (Refusal/Advocacy), Day 5 (NVC - Nonviolent Communication, Intervention choice). End a Term: Day 1 (Scenario 7-8).</p>

<p>7. Personal Safety & Injury Prevention</p>	<p>CH.HS.4.10: Advocate for changes in the home, school, or community that would increase safety. Evidence Outcomes: a. Evaluate situations and environments that could lead to unsafe risks that cause injuries. b. Identify strategies to reduce the risk of injuries in situation and environments. c. Determine and utilize the correct steps in reporting unsafe or suspicious behavior. d. Advocate for self and others to prevent risk of unhealthy situations when operating a motor vehicle. e. Advocate for changes at home, in school, or in the community that would increase safety.</p>	<p>Dangerous Decisions: Day 1 (Risky driving, Risk Management Plan), Day 3 (Distracted driving CDC data, PSA - challenging "cool" risk). Environmental Health: Day 1 (Workplace Hazard reports). Violence: Day 5 (Bystander/Confidential reporting). End a Term: Day 1 (Scene Safety Scenario).</p>
--	--	---