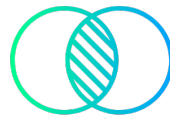




S T A N D A R D S

HEALTH EDUCATION TODAY



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Health Education Today's High School Health Curriculum:
Aligned with **the** Connecticut Healthy and Balanced Living Curriculum Framework —
Comprehensive School Health Education (Grades 9-12)

Connecticut Healthy and Balanced Living Curriculum Framework (2021): https://portal.ct.gov/-/media/sde/health-education/publications/healthy_and_balanced_living_curriculum_framework_may_2022.pdf

Connecticut Healthy and Balanced Living Curriculum Framework — Health Education Standards:

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

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

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

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

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

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

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

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

Connecticut Core Content Standard 1 — Nine Essential Content Areas:

Alcohol, Nicotine and Other Drugs (ANOD); Healthy Relationships (HR); Violence Prevention (VP); Healthy Eating and Physical Activity (HEPA); Sexual Health (SH); Optimal Wellness and Disease Prevention (OWDP); Sexual Assault and Abuse Prevention (SAAP); Mental and Emotional Health (MEH); Safety and Injury Prevention (SIP)

The Healthy and Balanced Living Curriculum Framework was adopted by the Connecticut State Board of Education on November 3, 2021 (2021 edition, updated May 2022). Alignment below covers the framework's Comprehensive School Health Education Grades 9-12 indicators: Core Content Standard 1 across its nine content areas, plus the Grades 9-12 indicators for skills-based Standards 2-8. The

Alcohol, Nicotine and Other Drugs (ANOD)		
	ANOD 1.1.12: Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines.	Dangerous Decisions: Day 2 (Alcohol, Nicotine, Cannabis, Opioids). Drugs: Day 1 (Stimulants/Opioids), Day 3 (Possession/Misuse consequences). End a Term: Day 1 (Synthetic Opioids MC 4).
	ANOD 1.2.12: Examine situations that could lead to the use of alcohol and other drugs.	Mental Health: Day 5-6 (Numbing pain). Stress: Day 1-2 (Escape/Numb out), Day 7-8 (Grief avoidance). Dangerous Decisions: Day 1 (Peer Pressure), Day 2 (Coping). Alcohol: Day 1 (Ethanol depressant). Drugs: Day 1 (Dopamine interference).
	ANOD 1.3.12: Examine the resiliency skills that empower people to remain alcohol- and drug-free.	Mental Health: Day 3-4 (Adaptive coping). Dangerous Decisions: Day 3 (Refusal/Negotiation skills). Alcohol: Day 4 (Future you letter). End a Term: Day 1 (Long-term goal mapping).
	ANOD 1.4.12: Summarize family rules, school rules, and laws about alcohol, nicotine, and other drug-use.	Dangerous Decisions: Day 1 (Legal outcomes), Day 2 (Good Samaritan laws). Alcohol: Day 2 (BAC limits), Day 3 (Criminal records). Drugs: Day 3 (Possession/Misuse consequences). End a Term: Day 1 (Legal consequences MC 7).
	ANOD 1.5.12: Compare the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss.	Dangerous Decisions: Day 1 (Risky choice impact), Day 2 (Substance impact). Alcohol: Day 3 (Criminal records). Drugs: Day 3 (Memory/Breathing impact). End a Term: Day 1 (MC 1-3).

	ANOD 1.6.12: Examine the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs.	Dangerous Decisions: Day 1 (Risky driving), Day 3 (Distracted driving CDC data). Alcohol: Day 2 (BAC limits).
	ANOD 1.7.12: Identify treatments for addiction to ANOD.	Dangerous Decisions: Day 2 (911/Narcan). Alcohol: Day 2 (Minor in Possession/Treatment access), Day 3 (Treatment points). Drugs: Day 4 (Medication-Assisted Treatment).
	ANOD 1.8.12: Examine the ripple effects (e.g., financial, social, emotional, physical) costs of ANOD's use to the individual and society.	Dangerous Decisions: Day 2 (Inequality). Alcohol: Day 4 (Family addiction roles). Drugs: Day 2 (Industry marketing impact), Day 4 (Systemic inequities/Stigma).

Healthy Relationships (HR)		
	HR 1.1.12: Describe personal characteristics that make people unique and the benefits of living in a diverse society.	Begin a Term: Day 1 (Intersectionality). Empathy: Day 2 (Venn Diagram). Diversity: Day 1 (Identity), Day 2 (Belonging), Day 3 (Representation).
	HR 1.2.12: Identify characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect).	Empathy: Day 4 (Boundaries). Mental Health: Day 7-8 (Jealousy/Control). Conflict: Day 2 (Relationship wellness). Sex Education: Day 3-4 (Trust/Equality/Boundaries).
	HR 1.3.12: Identify how power and control differences in relationships can contribute to aggression and violence.	Mental Health: Day 7-8 (Jealousy/Control). Conflict: Day 2 (Power imbalances). Violence: Day 4 (Toxic masculinity). Sex Education: Day 3-4 (Coercion distinction).
	HR 1.4.12: Describe the effects of viewing pornography, sexting, etc. on healthy relationships.	Mental Health: Day 7-8 (Digital influence). Dangerous Decisions: Day 3 (Sexting/Digital footprint leaks). Sex Education: Day 1-2 (Sexting consequences).

	HR 1.5.12: Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.	Begin a Term: Day 2 (Practicing consent). Sex Education: Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map).
	HR 1.6.12: Evaluate effective strategies for handling challenges in relationships (e.g., family members, peers, and significant others).	Empathy: Day 4 (Saying No). Stress: Day 7-8 (Parent-Teen Communicator). Conflict: Day 1 (Assertiveness/I-statements), Day 2 (Accountability/Repair). Sex Education: Day 3-4 (Gaslighting vs respect).
	HR 1.7.12: Evaluate the legal and social consequences of sending sexually explicit pictures or messages by email or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, email, texting, websites, and phone and tablet applications).	Mental Health: Day 7-8 (Cyberbullying/Digital footprints). Dangerous Decisions: Day 3 (Sexing laws). Sex Education: Day 1-2 (Sexing consequences). End a Term: Day 1 (Digital content legalities).
	HR 1.8.12: Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance.	Begin a Term: Day 1 (Intersectionality). Empathy: Day 3 (Challenging generalizations). Self-Esteem: Day 4 (Internalized beauty). Diversity: Day 3 (LGBTQ+ Affirmation). Body Systems: Day 3 (Gender identity norms). Sex Education: Day 5-6 (Development/Lifespan literacy).
	HR 1.9.12: Describe the consequences of prejudice, discrimination, racism, sexism on healthy relationships.	Empathy: Day 3 (Stereotypes). Stress: Day 1-2 (Racism/Sexism). Diversity: Day 1 (Systemic privilege), Day 2 (Impact of Microaggressions).

Violence Prevention (VP)

	VP 1.1.12: Describe how prosocial behaviors can help prevent violence.	Begin a Term: Day 2 (Correcting harmful jokes). Empathy: Day 5 (Kindness project). Conflict: Day 1 (Culture of Peace). Violence: Day 5 (Nonviolent Communication).
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	VP 1.2.12: Identify the negative consequences of violence to perpetrators, victims, and bystanders.	Violence: Day 4 (Ripple effects), Day 5 (Bystander culture/Gender roles).
	VP 1.3.12: Explain how bystanders can help prevent violence by reporting dangerous situations or actions.	Violence: Day 4 (Breaking Silence), Day 5 (Bystander/Confidential reporting).
	VP 1.4.12: Summarize why the presence of weapons increases the likelihood of violent injury.	Dangerous Decisions: Day 3 (Groupthink). Violence: Day 5 (Protective Factors).
	VP 1.5.12: Describe how gang involvement can contribute to violence.	Dangerous Decisions: Day 3 (Groupthink). Violence: Day 5 (Protective Factors).
	VP 1.6.12: Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian.	Violence: Day 5 (Bystander/Confidential reporting).
	VP 1.7.12: Describe federal, state, and local laws intended to prevent violence.	Dangerous Decisions: Day 1 (Legal outcomes), Day 3 (Sexting laws). Violence: Day 5 (Legal reporting rights).

Healthy Eating and Physical Activity (HEPA)

	HEPA 1.1.12: Describe the recommendations of the U.S. Dietary Guidelines for Americans and explain how they are useful in planning a healthy diet.	Nutrition: Day 5-6 (Recommended serving sizes analysis), Day 9-10 (SMART Power Plate meal/Plan design).
	HEPA 1.2.12: Describe the relationship between nutrition, physical activity, and overall health.	Nutrition: Day 1-2 (Macro/Micro functions), Day 7-8 (Energy check), Day 10 (Food log/MyFitnessPal expenditure tracking).
	HEPA 1.3.12: Describe the relationship between diet, physical activity, and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.	Nutrition: Day 7-8 (Blood sugar/Heart health), Day 9-10 (Nutrient preservation). Diseases: Day 5 (Lifestyle/Chronic prevention).

	HEPA 1.4.12: Describe the effects of hydration and dehydration on physical performance and health.	Nutrition: Day 1-2 (Hydration swap).
	HEPA 1.5.12: Define and describe the benefits of a holistic diet (increasing the amount of whole foods that one eats and decreasing the amount of processed foods).	Nutrition: Day 5-6 (Sugar/Trans fats), Day 9-10 (Nutrient preservation).
	HEPA 1.6.12: Distinguish food sources that provide key nutrients.	Nutrition: Day 1-2 (Macro/Micro functions), Day 3-4 (Omega-3s), Day 7-8 (Antioxidants/Fiber).
	HEPA 1.7.12: Describe the importance of eating a variety of appropriate foods to meet nutrient requirements that align with individual needs (caloric output).	Nutrition: Day 9-10 (SMART Power Plate meal/Plan design), Day 10 (Food log/MyFitnessPal expenditure tracking).
	HEPA 1.8.12: Summarize the importance of healthy eating and physical activity in maintaining health.	Nutrition: Day 1-2 (Hunger cues), Day 7-8 (Fuel-up goal). Diseases: Day 5 (Lifestyle/Chronic prevention).
	HEPA 1.9.12: Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity.	Nutrition: Day 1-2 (Macro/Micro functions), Day 7-8 (Academic pressure).
	HEPA 1.10.12: Summarize how to make healthy food selections when choices are available.	Nutrition: Day 3-4 (Intentional choice), Day 5-6 (Hidden Sugar Challenge), Day 9-10 (Steaming/Grilling vs Frying). End a Term: Day 1 (MC Question 27).
	HEPA 1.11.12: Describe the benefits of limiting the consumption of high sugar, including soft drinks, energy drinks, fruit juices, and sports drinks.	Nutrition: Day 1-2 (Hydration swap), Day 5-6 (Hidden Sugar Challenge).

	HEPA 1.12.12: Explore factors that influence food choices (e.g., food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.).	Nutrition: Day 1-2 (Diet Culture), Day 3-4 (Cultural honoring), Day 5-6 (Recommended serving sizes analysis), Day 9-10 (Economic access).
	HEPA 1.13.12: Describe the difference between a healthy relationship with food and an unhealthy relationship with food.	Nutrition: Day 1-2 (Hunger cues), Day 3-4 (Mindful eating).
	HEPA 1.14.12: Identify healthy and risky approaches to eating and exercise.	Nutrition: Day 1-2 (Diet Culture), Day 3-4 (Clinical complexity of Anorexia/Bulimia).
	HEPA 1.15.12: Identify the physical and psychological effects of food allergies.	Nutrition: Day 5-6 (Allergies/EpiPen).

Sexual Health (SH)

	SH 1.1.12: Summarize the use of contraceptives and their relationship to the process of fertilization and conception.	Body Systems: Day 3 (Sperm/Egg production). Sex Education: Day 7-8 (Fertilization).
	SH 1.2.12: Explain the importance of and ability to access contraceptive, STD and HIV counseling and services if sexually active.	Sex Education: Day 1-2 (Counselors), Day 5-6 (CDC guides), Day 7-8 (Testing bookmarks), Day 9-10 (Planned Parenthood).
	SH 1.3.12: Discuss state and federal laws and guidelines (e.g., CDC) that address sexual healthcare services for minors (e.g., contraception, emergency contraception, prenatal care, adoption, abortion, STD, including HIV, prevention, testing, and treatment).	Sex Education: Day 5-6 (CDC guides), Day 9-10 (Confidentiality/Minor access laws).

	SH 1.4.12: Examine the factors that protect one against engaging in sexual risk behaviors (e.g., values clarification, planning ahead, being prepared, communicating and respecting boundaries).	Sex Education: Day 1-2 (Boundaries), Day 3-4 (Clear "No" strategies), Day 9-10 (Values check).
	SH 1.5.12: Summarize ways to reduce the risk of pregnancy, HIV, and other STD's (e.g., abstinence, avoiding alcohol and other drugs, limiting sexual partners, using protection).	Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP), Day 9-10 (Abstinence proactive choice).
	SH 1.6.12: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception).	Sex Education: Day 7-8 (Condom Demo/Steps), Day 9-10 (Abstinence proactive choice).
	SH 1.7.12: Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy.	Dangerous Decisions: Day 2 (Substance impact). Sex Education: Day 9-10 (Abstinence proactive choice).
	SH 1.8.12: Examine the effectiveness of typical use of condoms and other barrier methods in reducing the risk of pregnancy, HIV, and other infection by STDs, including HPV (human papillomavirus).	Sex Education: Day 7-8 (Condom Demo/Steps).
	SH 1.9.12: Evaluate the benefits of biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).	Body Systems: Day 2 (Immune/Vaccine stats). Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP).
	SH 1.10.12: Explain the importance of lowering the viral load of a person living with HIV to undetectable and maintaining viral suppression.	Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP).
	SH 1.11.12: Examine the effectiveness of typical use of a variety of contraceptives in preventing pregnancy, HIV and STDs.	Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP).

	SH 1.12.12: Summarize the short- and long-term consequences, including symptoms and treatment costs, of common STDs and HIV and the problems associated with asymptomatic STDs and HIV.	Diseases: Day 4 (STI Stigma challenge). Sex Education: Day 7-8 (STI transmission).
	SH 1.13.12: Explain why it is important to know the STD/HIV status of oneself and of a potential sexual partner.	Diseases: Day 4 (STI Stigma challenge). Sex Education: Day 7-8 (Testing bookmarks).
	SH 1.14.12: Explain the state and federal laws related to Safe Haven Law, parenting, and sterilization, including their impacts on oppressed communities.	Review Required
	SH 1.15.12: Describe the emotional, social, physical, and financial effects of being a teen parent.	Sex Education: Day 7-8 (Parenting/Financial effects).
	SH 1.16.12: Differentiate between sexual orientation, sexual behavior, and sexual identity.	Diversity: Day 3 (LGBTQ+ Affirmation). Body Systems: Day 3 (Gender identity norms).

Optimal Wellness and Disease Prevention (OWDP)

	OWDP 1.1.12: Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health including breast and testicular self-exams.	Body Systems: Day 2 (Immune/Vaccine stats). Sex Education: Day 5-6 (Self-exam guides/Cancer prevention).
	OWDP 1.2.12: Examine the wellness continuum (i.e., absence of sickness does not indicate optimal wellness).	Mental Health: Day 1-2 (Wellness spectrum). End a Term: Day 2 (Living System).

	OWDP 1.3.12: Examine the controllable factors that contribute to optimal wellness and chronic diseases (i.e., heart disease, cancer, diabetes, hypertension, and osteoporosis). • Intake (food, air, water, substances) • Output (physical activity and movement; elimination of waste) • Sleep • Stress Management	Stress: Day 9-10 (Habit building). Nutrition: Day 7-8 (Blood sugar/Heart health). Body Systems: Day 2 (Lifestyle efficiency). Diseases: Day 5 (Lifestyle/Chronic prevention).
	OWDP 1.4.12: Discuss using family history gender, and age to make informed health related decisions.	Diseases: Day 5 (Family History). End a Term: Day 1 (Scenario 24-25).
	OWDP 1.5.12: Differentiate between communicable and noncommunicable diseases.	Body Systems: Day 2 (Immune/Vaccine stats). Diseases: Day 4 (NCD comparison). End a Term: Day 1 (MC Questions 11-12).
	OWDP 1.6.12: Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases.	Diseases: Day 4 (Risk assessment), Day 5 (Physiological impact). Sex Education: Day 7-8 (Testing bookmarks).

Sexual Assault and Abuse Prevention (SAAP)		
	SAAP 1.1.12: Explain why it is wrong to trick, threaten, or coerce another person into having sex.	Sex Education: Day 3-4 (Coercion distinction).
	SAAP 1.2.12: Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault and should not be blamed.	Violence: Day 5 (Challenging victim-blaming).
	SAAP 1.3.12: Demonstrate strategies for avoiding and dealing with sexual health situations that involve personal risk or danger (e.g., sexual mistreatment, grooming, harassment, abuse, assault, exploitation, or trafficking).	Violence: Day 5 (Crisis lines). Sex Education: Day 1-2 (Boundaries), Day 3-4 (Clear "No" strategies).

	SAAP 1.4.12: Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent.	Begin a Term: Day 2 (Practicing consent). Sex Education: Day 3-4 (Gaslighting vs respect).
	SAAP 1.5.12: Explain why rape and sexual assault should be reported to a trusted adult.	Violence: Day 4 (Breaking Silence), Day 5 (Bystander/Confidential reporting).
	SAAP 1.6.12: Demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health and violence prevention (e.g., counseling, testing, school-based health centers, pediatrician, reproductive health community centers).	Violence: Day 5 (Crisis lines). Sex Education: Day 1-2 (Counselors), Day 9-10 (Planned Parenthood).
	SAAP 1.7.12: Explain why it is an individual's responsibility to verify that all sexual contact is consensual.	Begin a Term: Day 2 (Practicing consent). Sex Education: Day 7-8 (Yes/No/Maybe map), Day 9-10 (Ownership/Rights).
	SAAP 1.8.12: Determine laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking which are designed to protect young people.	Dangerous Decisions: Day 3 (Sexing laws). End a Term: Day 1 (Digital content legalities).

Mental and Emotional Health (MEH)

	MEH 1.1.12: Examine characteristics of a mentally and emotionally healthy person.	Begin a Term: Day 1 (Core Scholar). Mental Health: Day 1-2 (5 Dimensions), Day 9-10 (Wellness Plan).
	MEH 1.2.12: Examine how mental and emotional health can affect health-related behaviors.	Mental Health: Day 1-2 (Biopsychosocial), Day 3-4 (Emotional regulation consequences). Stress: Day 1-2 (Pressure outcomes). Dangerous Decisions: Day 2 (Coping).

	MEH 1.3.12: Determine when to seek help for mental and emotional health problems and the barriers to doing so, including stigma.	Mental Health: Day 1-2 (Breaking Stigma PSA), Day 5-6 (Seeking support). Stress: Day 3-4 (Help-seeking), Day 5-6 (Stigma).
	MEH 1.4.12: Examine the causes, symptoms, and effects of depression, stress, and anxiety, including physical and psychological response.	Begin a Term: Day 2 (Fight/Flight/Freeze). Mental Health: Day 1-2 (Concentration issues). Stress: Day 1-2 (Automatic reactions), Day 3-4 (Sadness vs Clinical Depression).
	MEH 1.5.12: Examine strategies for mitigating the effects of chronic stress and trauma on mental health and learning.	Mental Health: Day 3-4 (Mental Health Toolbox), Day 9-10 (Post-traumatic growth). Stress: Day 9-10 (Toolkit).
	MEH 1.6.12: Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others (suicide prevention awareness).	Mental Health: Day 5-6 (Listening/Thanking them). Stress: Day 5-6 (Active listening/Refusing secrets), Day 7-8 (Help prompts). End a Term: Day 1 (MC 40).
	MEH 1.7.12: Summarize personal stressors at home, in school, and with friends.	Stress: Day 1-2 (Survey), Day 3-4 (Reflection).
	MEH 1.8.12: Evaluate effective strategies for dealing with stress (e.g., avoidance, active problem solving, emotion focused [reframing problem], self-care).	Mental Health: Day 3-4 (Adaptive coping). Stress: Day 1-2 (5-4-3-2-1), Day 9-10 (Problem-solving).
	MEH 1.9.12: Summarize strategies for coping with loss and grief.	Stress: Day 7-8 (Grief Map).
	MEH 1.10.12: Examine the negative, neutral, and positive effects of technology and social media on mental and emotional health.	Empathy: Day 2 (Culture/Technology). Self-Esteem: Day 4 (Instagram/TikTok). Mental Health: Day 1-2 (Social Media Trap), Day 7-8 (Digital Balance).

	MEH 1.11.12: Explain the impact of a variety of mental health disorders on behavior (e.g., mood, anxiety, psychotic, and eating disorders).	Mental Health: Day 9-10 (NAMI stats). Nutrition: Day 3-4 (Clinical complexity of Anorexia/Bulimia). Diseases: Day 4 (Disorders as disease).
	MEH 1.12.12: Differentiate between positive and negative body image.	Self-Esteem: Day 4 (Internalized beauty). Nutrition: Day 3-4 (Thinness narrative harm). Sex Education: Day 1-2 (Body image).
	MEH 1.13.12: Summarize impulsive behaviors that can lead to violence and strategies for controlling them.	Mental Health: Day 3-4 (Reacting vs Responding). Conflict: Day 1 (Clenched fists). Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE).
	MEH 1.14.12: Identify trusted adults and resources for assistance.	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 9-10 (Circle of Support Map).

Safety and Injury Prevention (SIP)		
	SIP 1.1.12: Demonstrate how to provide basic First Aid and CPR in a variety of emergency situations.	First Aid: Day 1 (3 Ps), Day 2 (Hands-only CPR/AED sequence), Day 3 (R.I.C.E./FAST), Day 4 (Seizures/Asthma), Day 5 (Bleeding/Simulations).
	SIP 1.2.12: Digital Wellness and its impact on overall health.	Empathy: Day 3 (Cyberbullying). Mental Health: Day 7-8 (Digital Balance). Dangerous Decisions: Day 3 (Digital safety).
	SIP 1.3.12: Safe Driving (Texting, seat belt).	Dangerous Decisions: Day 1 (Risky driving), Day 3 (Distracted driving CDC data).

	SIP 1.4.12: Unintentional Injury.	Dangerous Decisions: Day 2 (Water safety/blackouts). First Aid: Day 1 (Immediate measures). End a Term: Day 1 (Scene Safety Scenario).
	SIP 1.5.12: Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle.	Dangerous Decisions: Day 1 (Risky driving), Day 3 (Distracted driving CDC data). End a Term: Day 1 (Scene Safety Scenario).
	SIP 1.6.12: Summarize the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding.	Review Required
	SIP 1.7.12: Prioritize actions to take to prevent injuries during severe weather.	First Aid: Day 3 (Kit research), Day 5 (Disaster plans).
	SIP 1.8.12: Summarize ways to reduce the risk of injuries from firearms.	Violence: Day 5 (Protective Factors).
	SIP 1.9.12: Summarize ways to reduce safety hazards in the home, school or in the community.	Environmental Health: Day 1 (Workplace Hazard reports). End a Term: Day 1 (Scene Safety Scenario).
	SIP 1.10.12: Describe actions to take in case of mass trauma.	First Aid: Day 2 (Bystander delegation), Day 5 (Emergency leadership).
	SIP 1.11.12: Explain accepted procedures for basic emergency care and lifesaving.	First Aid: Day 1 (911 Script), Day 2 (ABCDE), Day 4 (Poison Control). Alcohol: Day 1-4 (Overdose/Poisoning response). Drugs: Day 3 (Narcan administration).
	SIP 1.12.12: Summarize personal strategies for reducing hearing damage due to exposure to loud sounds.	Review Required

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

	<p>INF 2.1.12: Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.</p>	<p>Self-Esteem: Day 2 (Peer Influence). Dangerous Decisions: Day 1 (Peer Pressure), Day 3 (Groupthink). Sex Education: Day 5-6 (Comparison culture).</p>
	<p>INF 2.2.12: Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.</p>	<p>Begin a Term: Day 1 (Belief formation). Self-Esteem: Day 5 (Values foundation). Sex Education: Day 9-10 (Values check).</p>
	<p>INF 2.3.12: Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p>	<p>Dangerous Decisions: Day 1 (Risky choice impact), Day 2 (Substance impact). End a Term: Day 2 (Waves of impact).</p>
	<p>INF 2.4.12: Analyze how laws, rules, and regulations influence health promotion and disease prevention.</p>	<p>Dangerous Decisions: Day 1 (Legal outcomes), Day 2 (Good Samaritan laws). Nutrition: Day 9-10 (School food rules/Federal law analysis). Alcohol: Day 2 (BAC limits). Sex Education: Day 9-10 (Confidentiality/Minor access laws).</p>
	<p>INF 2.5.12: Analyze the effect of media and technology on personal, family, and community health.</p>	<p>Empathy: Day 2 (Culture/Technology). Self-Esteem: Day 1 (Media/Family), Day 4 (Instagram/TikTok). Mental Health: Day 7-8 (Digital validation). Violence: Day 4 (Technology influences). Nutrition: Day 5-6 (Influencer claims). Tobacco: Day 1 (Vape ad decoding).</p>
	<p>INF 2.6.12: Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.</p>	<p>Begin a Term: Day 2 (Social Determinants). Stress: Day 3-4 (Systemic barriers). Diversity: Day 2 (Social Determinants/Barriers). Nutrition: Day 3-4 (Food Deserts), Day 9-10 (Economic access). Diseases: Day 5 (ZIP code). Drugs: Day 4 (Systemic inequities/Stigma).</p>

Standard 3: Accessing Information — Students will demonstrate the ability to access valid information, products, and services to enhance health and wellness.

	<p>AI 3.1.12: Evaluate the validity and reliability 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). Tobacco: Day 1 (Vape ad decoding).</p>
	<p>AI 3.2.12: Determine the accessibility of valid and reliable health products and services.</p>	<p>Mental Health: Day 5-6 (Minor access laws). Stress: Day 1-2 (Wellness centers). Nutrition: Day 3-4 (ED therapy). Alcohol: Day 2 (Minor in Possession/Treatment access). Sex Education: Day 9-10 (Planned Parenthood).</p>
	<p>AI 3.3.12: Determine when professional health services may be required.</p>	<p>Mental Health: Day 5-6 (Seeking support). Stress: Day 3-4 (Valid points of help). Nutrition: Day 3-4 (NEDA/Professional medical care). First Aid: Day 1 (Skill level assessment).</p>
	<p>AI 3.4.12: Use resources that provide valid and reliable health information, products, and services.</p>	<p>Mental Health: Day 5-6 (Crisis Text Line). Stress: Day 5-6 (988). Violence: Day 5 (Crisis lines). First Aid: Day 2 (AED Locator), Day 3 (Kit research), Day 5 (Red Cross supplies). Sex Education: Day 5-6 (CDC guides).</p>

Standard 4: Personal Communication — Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce risk.

	<p>IC 4.1.12: Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, email, texting, websites, phone and tablet applications) to protect the personal health and safety of oneself and others.</p>	<p>Empathy: Day 3 (Cyberbullying). Mental Health: Day 1-2 (Social Media Trap), Day 7-8 (Digital Personas). Dangerous Decisions: Day 1 (Law Table Item 7), Day 3 (Sexting/Digital footprint leaks). Violence: Day 4 (Doxxing). Sex Education: Day 1-2 (Sexting consequences). End a Term: Day 1 (Scenario 11).</p>
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	IC 4.2.12: Demonstrate effective peer resistance (refusal skills), negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.	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).
	IC 4.3.12: Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.	Begin a Term: Day 2 (Agreements). Empathy: Day 2 (Active Listening). Stress: Day 3-4 ("I" statements). Conflict: Day 1 (Assertiveness/I-statements), Day 2 (Accountability/Repair). Violence: Day 5 (Nonviolent Communication).
	IC 4.4.12: Demonstrate how to effectively ask for assistance to improve personal health.	Mental Health: Day 9-10 (Active seeking). Stress: Day 3-4 (Help-seeking), Day 7-8 (Help prompts). First Aid: Day 1 (911 Script).
	IC 4.5.12: Demonstrate how to effectively offer assistance to improve the health of others.	Mental Health: Day 1-2 (Judgment-free listening), Day 5-6 (Listening/Thanking them), Day 9-10 (Offering empathy). Stress: Day 5-6 (ALGEE). Nutrition: Day 3-4 (Supporting Diego). First Aid: Day 2 (Bystander delegation).

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

	DM 5.1.12: Examine barriers to healthy decision making.	Dangerous Decisions: Day 1 (Decision fatigue), Day 3 (Groupthink). Nutrition: Day 5-6 (Identifying barriers).
	DM 5.2.12: Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.	Begin a Term: Day 1 (Belief formation). Self-Esteem: Day 1 (Media/Family), Day 2 (Peer Influence). Dangerous Decisions: Day 1 (Peer Pressure). Nutrition: Day 3-4 (Cultural honoring).

	DM 5.3.12: Generate alternatives when making a health-related decision.	Mental Health: Day 1-2 (Care choices). Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE). Sex Education: Day 7-8 (Decision Scenario).
	DM 5.4.12: Predict potential short- and long-term consequences of alternatives to health-related decisions.	Begin a Term: Day 2 (Vortex of Impact). Dangerous Decisions: Day 3 (Pre-decision challenge). End a Term: Day 2 (Waves of impact).
	DM 5.5.12: Choose a healthy alternative when making a health-related decision.	Self-Esteem: Day 3 (Voice choice). Nutrition: Day 3-4 (Intentional choice). First Aid: Day 4 (Crisis decisions). End a Term: Day 1 (Scenario 9/26).
	DM 5.6.12: Evaluate the effectiveness of health-related decisions.	Empathy: Day 5 (Empathy Lab). Conflict: Day 2 (Assertive outcomes). Diversity: Day 1 (Identity outcomes). End a Term: Day 2 (Waves of impact).

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

	GS 6.1.12: Assess personal health practices and behaviors.	Empathy: Day 1 (Survey). Self-Esteem: Day 1 (Self-Esteem Survey). Stress: Day 1-2 (Survey). Nutrition: Day 5-6 (Balance survey), Day 7-8 (Energy check).
	GS 6.2.12: Set a realistic personal health goal.	Begin a Term: Day 1 (Health Mission Statement). Empathy: Day 3 (Active Listening goal). Nutrition: Day 9-10 (SMART goal plan).
	GS 6.3.12: Assess the barriers to achieving a personal health goal.	Stress: Day 3-4 (Systemic barriers). Nutrition: Day 5-6 (Identifying barriers).

	GS 6.4.12: Develop a plan to attain a personal health goal.	Self-Esteem: Day 4 (Self-acceptance plan). Mental Health: Day 9-10 (Personal Mental Health Plan). Stress: Day 3-4 (Action timeline). Dangerous Decisions: Day 1 (Risk Management Plan). Body Systems: Day 3 (Reproductive wellness plan).
	GS 6.5.12: Implement strategies, including self-monitoring, to achieve a personal health goal.	Self-Esteem: Day 5 (Small steps). Stress: Day 9-10 (Toolkit implementation). Nutrition: Day 10 (Food log/MyFitnessPal expenditure tracking).
	GS 6.6.12: Use strategies to overcome barriers to achieving a personal health goal.	Self-Esteem: Day 3 (Boundary practice). Stress: Day 9-10 (Habit building). Nutrition: Day 7-8 (Packing snacks).
	GS 6.7.12: Formulate an effective long-term plan to achieve a health goal.	Begin a Term: Day 1 (Future letter 1/5/10yr). Alcohol: Day 4 (Future you letter). End a Term: Day 1 (Long-term goal mapping).

Standard 7: Self-Management — Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risk

	SM 7.1.12: Analyze the role of individual responsibility in enhancing personal health.	Begin a Term: Day 1 (Core Scholar). Sex Education: Day 9-10 (Ownership/Rights). End a Term: Day 2 (Learning stays within you).
	SM 7.2.12: Evaluate and assess personal practices and behaviors that reduce or prevent health risks.	Stress: Day 1-2 (Vulnerability Survey). Dangerous Decisions: Day 1 (Risk Management Plan). Diseases: Day 4 (Risk assessment).
	SM 7.3.12: Demonstrate healthy practices and behaviors to improve the health of oneself and others.	Mental Health: Day 1-2 (Mindful breathing). Stress: Day 5-6 (Temperature Reset). Nutrition: Day 1-2 (Hydration swap). First Aid: Day 2 (Hands-only CPR/AED sequence).

	SM 7.4.12: Make a commitment to practice healthy behaviors.	Begin a Term: Day 1 (Healthy year vision). Alcohol: Day 4 (Future you letter). End a Term: Day 1 (Live it Forward challenge).
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Standard 8: Advocacy — Students will demonstrate the ability to advocate for personal, family, and community health.

	AV 8.1.12: Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.	Mental Health: Day 1-2 (Breaking Stigma PSA). Stress: Day 1-2 (Wellness Advocacy Project). Conflict: Day 1-2 (Guidebooks/PSAs). Dangerous Decisions: Day 3 (PSA - challenging "cool" risk). Nutrition: Day 3-4 (PSA Project).
	AV 8.2.12: Persuade and support others to make positive health choices.	Empathy: Day 5 (Kindness project). Mental Health: Day 9-10 (Positive culture advocacy). Diversity: Day 2 (Advocating for Equity). Nutrition: Day 9-10 (School Lunch Advocacy). Alcohol: Day 4 (Safe community advocacy). Tobacco: Day 2 (Tobacco-free advocacy). Sex Education: Day 7-8 (Confidential testing advocacy).