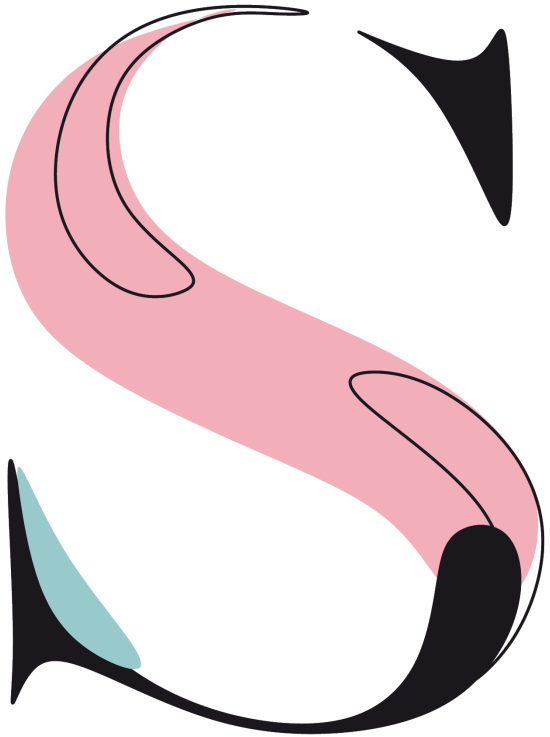
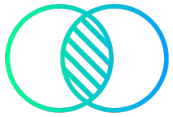


STANDARDS

HEALTH EDUCATION TODAY



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Health Education Today's High School Health Curriculum: Aligned with **all** Delaware's Health Education Standards and Program Requirements (High School)

Delaware Health Education Standards & Regulation 551: https://education.delaware.gov/legacy/home/instruction-and-assessment/standards-and-instruction/health-education/health-education-standards/

Delaware Health Education Standards (DHS 1-8)::

DHS 1. Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.

DHS 2. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

DHS 3. Students will demonstrate the ability to access information, products and services to enhance health.

DHS 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

DHS 5. Students will demonstrate the ability to use decision-making skills to enhance health.

DHS 6. Students will demonstrate the ability to use goal-setting skills to enhance health.

DHS 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (self-management)

DHS 8. Students will demonstrate the ability to advocate for personal, family and community health.

Delaware Health Education Core Concepts (Content Areas)::

Tobacco, Alcohol and Other Drugs; Injury Prevention & Safety; Nutrition & Physical Activity; Family Life & Sexuality; Personal Health & Wellness; Mental Health; Community & Environmental Health

Delaware's Health Education and Assessment Content Standards (14 DE Admin. Code 501) adopt eight standards modified from the National Health Education Standards; Regulation 551 (14 DE Admin. Code 551) governs the K-12 Comprehensive Health Education Program, including high school requirements. Delaware publishes no state grade-band performance indicators. HET meets all National Health Education Standards.

Delaware Health Education Standards (DHS 1-8)		
1. Essential Health Concepts	**DHS 1:** Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.	**Begin a Term:** Day 1 (Core Scholar). **Mental Health:** Day 1-2 (5 Dimensions), Day 1-2 (Biopsychosocial). **Stress:** Day 1-2 (Eustress vs Distress). **Nutrition:** Day 1-2 (Macro/Micro functions). **Body Systems:** Day 1 (Internal Balance), Day 2 (Immune/Vaccine stats). **Diseases:** Day 4 (NCD comparison), Day 5 (Lifestyle/Chronic prevention). **First Aid:** Day 2 (Hands-only CPR/AED sequence). **Alcohol:** Day 1 (Ethanol depressant). **Drugs:** Day 1 (Stimulants/Opioids). **Tobacco:** Day 1 (Prefrontal cortex effects). **Sex Education:** Day 5-6 (Structures/Functions), Day 7-8 (STI transmission). **End a Term:** Day 1 (MC 1-3).
2. Analyzing Influences	**DHS 2:** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	**Begin a Term:** Day 1 (Belief formation), Day 2 (Social Determinants). **Empathy:** Day 2 (Culture/Technology). **Self-Esteem:** Day 1 (Media/Family), Day 2 (Peer Influence), Day 4 (Instagram/TikTok). **Mental Health:** Day 7-8 (Digital influence). **Stress:** Day 1-2 (Racism/Sexism). **Dangerous Decisions:** Day 1 (Peer Pressure), Day 3 (Groupthink). **Violence:** Day 4 (Technology influences). **Nutrition:** Day 1-2 (Diet Culture), Day 5-6 (Influencer claims). **Tobacco:** Day 1 (Vape ad decoding). **Sex Education:** Day 5-6 (Comparison culture).

3. Accessing Information, Products & Services	**DHS 3:** Students will demonstrate the ability to access information, products and services to enhance health.	**Begin a Term:** Day 2 (School counselors/nurses). **Mental Health:** Day 5-6 (Crisis Text Line), Day 5-6 (Minor access laws). **Stress:** Day 3-4 (Valid points of help), Day 5-6 (988). **Nutrition:** Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers). **First Aid:** Day 2 (AED Locator), Day 4 (Poison Control). **Alcohol:** Day 2 (Minor in Possession/Treatment access). **Drugs:** Day 4 (Medication-Assisted Treatment). **Sex Education:** Day 5-6 (CDC guides), Day 9-10 (Planned Parenthood), Day 9-10 (Confidentiality/Minor access laws).
4. Interpersonal Communication	**DHS 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	**Empathy:** Day 2 (Active Listening), Day 4 (Saying No). **Mental Health:** Day 5-6 (Assertiveness). **Stress:** Day 3-4 ("I" statements), Day 7-8 (Parent-Teen Communicator). **Conflict:** Day 1 (Assertiveness/I-statements), Day 1 (Negotiation), Day 2 (Clarifying needs). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills). **Violence:** Day 5 (Nonviolent Communication). **Sex Education:** Day 3-4 (Clear "No" strategies).
5. Decision Making	**DHS 5:** Students will demonstrate the ability to use decision-making skills to enhance health.	**Mental Health:** Day 1-2 (Care choices). **Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE), Day 1 (Risky Choices), Day 3 (Pre-decision challenge). **Violence:** Day 5 (Intervention choice). **Nutrition:** Day 3-4 (Intentional choice). **First Aid:** Day 4 (Crisis decisions). **Sex Education:** Day 7-8 (Decision Scenario), Day 9-10 (Values check), Day 9-10 (Abstinence proactive choice). **End a Term:** Day 1 (Scenario 7-8).

6. Goal Setting	**DHS 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.	**Begin a Term:** Day 1 (Health Mission Statement), Day 1 (Healthy year vision). **Empathy:** Day 3 (Active Listening goal), Day 5 (Empathy growth goal). **Self-Esteem:** Day 5 (Small steps). **Mental Health:** Day 9-10 (Wellness Plan). **Stress:** Day 9-10 (Habit building), Day 9-10 (Toolkit implementation). **Nutrition:** Day 7-8 (Fuel-up goal), Day 9-10 (SMART goal plan). **Body Systems:** Day 3 (Reproductive wellness plan). **End a Term:** Day 1 (Long-term goal mapping).
7. Self-Management	**DHS 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (self-management)	**Self-Esteem:** Day 3 (Breathing/Visualization), Day 5 (Boundary setting). **Mental Health:** Day 3-4 (Adaptive coping), Day 3-4 (Mental Health Toolbox). **Stress:** Day 1-2 (5-4-3-2-1), Day 1-2 (Reduction strategy), Day 5-6 (Temperature Reset). **Conflict:** Day 1 (Regulaton strategy). **Dangerous Decisions:** Day 1 (Risk Management Plan). **Nutrition:** Day 3-4 (Mindful eating), Day 7-8 (Packing snacks). **Sex Education:** Day 1-2 (Boundaries). **End a Term:** Day 1 (Live it Forward challenge).

8. Advocacy	**DHS 8:** Students will demonstrate the ability to advocate for personal, family and community health.	**Empathy:** Day 1 (Empathy-driven cause), Day 5 (Kindness project). **Mental Health:** Day 1-2 (Breaking Stigma PSA), Day 9-10 (Positive culture advocacy). **Stress:** Day 1-2 (Wellness Advocacy Project). **Diversity:** Day 2 (Advocating for Equity). **Violence:** Day 4 (Refusal/Advocacy). **Nutrition:** Day 3-4 (PSA Project), Day 9-10 (School Lunch Advocacy). **Alcohol:** Day 4 (Safe community advocacy). **Drugs:** Day 3 (Harm reduction leadership). **Tobacco:** Day 2 (Tobacco-free advocacy). **Sex Education:** Day 7-8 (Confidential testing advocacy).

9-12 Unit Cluster Enduring Understandings		
1. Personal Actions Impact Self & Others	**EU 1:** Health is important and personal actions will impact self and others in many ways	**Begin a Term:** Day 2 (Vortex of Impact). **Mental Health:** Day 5-6 (Impact on individual/community). **Stress:** Day 5-6 (Silence impacts), Day 7-8 (Suicide loss impact). **Dangerous Decisions:** Day 1 (Risky choice impact). **End a Term:** Day 2 (Waves of impact).
2. Internal & External Influences	**EU 2:** Internal and external factors influence personal and community health	**Begin a Term:** Day 1 (Belief formation), Day 2 (Social Determinants). **Self-Esteem:** Day 1 (Media/Family), Day 2 (Peer Influence). **Mental Health:** Day 3-4 (Gender/Race). **Stress:** Day 9-10 (Poverty/Discrimination). **Diversity:** Day 2 (Social Determinants/Barriers). **Nutrition:** Day 3-4 (Food Deserts). **Diseases:** Day 5 (ZIP code).

3. Evaluating Health Resources	**EU 3:** Choosing health resources requires critical evaluation and analysis	**Mental Health:** Day 5-6 (Numbing myths). **Nutrition:** Day 3-4 (Evaluating resources), Day 5-6 (Healthwashing), Day 5-6 (Registered Dietitians vs Influencers). **Diseases:** Day 4 (Media Literacy). **First Aid:** Day 3 (Kit research). **Tobacco:** Day 1 (Vape ad decoding). **Sex Education:** Day 5-6 (CDC guides).
4. Refusal, Negotiation & Collaboration	**EU 4:** Refusal, negotiation, and collaboration skills will enhance the health of self and others	**Empathy:** Day 4 (Saying No). **Conflict:** Day 1 (Negotiation), Day 2 (Clarifying needs). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills). **Violence:** Day 5 (Bystander/Confidential reporting). **First Aid:** Day 2 (Bystander delegation). **Sex Education:** Day 3-4 (Clear "No" strategies).
5. Barriers to Healthy Decisions	**EU 5:** There are barriers that can hinder healthy decision-making	**Stress:** Day 3-4 (Systemic barriers), Day 5-6 (Stigma). **Dangerous Decisions:** Day 1 (Decision fatigue), Day 3 (Groupthink). **Nutrition:** Day 5-6 (Identifying barriers), Day 9-10 (Economic access).
6. Long-Term Personal Health Plan	**EU 6:** Several factors influence the formation, achievement and evaluation of a long term personal health plan	**Begin a Term:** Day 1 (Health Mission Statement), Day 1 (Future letter 1/5/10yr). **Self-Esteem:** Day 4 (Self-acceptance plan). **Mental Health:** Day 9-10 (Personal Mental Health Plan). **Stress:** Day 9-10 (Toolkit implementation). **Nutrition:** Day 9-10 (SMART goal plan). **End a Term:** Day 1 (Long-term goal mapping).

7. Power to Create Change	**EU 7:** People have the power to create change	**Empathy:** Day 5 (40% reduction project), Day 5 (Kindness project). **Diversity:** Day 1 (Voice impact). **Mental Health:** Day 5-6 (Planning an initiative). **Stress:** Day 1-2 (Wellness Advocacy Project). **Nutrition:** Day 9-10 (School Lunch Advocacy). **Tobacco:** Day 2 (Tobacco-free advocacy). **End a Term:** Day 1 (Live it Forward challenge).

Regulation 551 — High School Requirements		
1. Half-Credit Course, Drug & Alcohol Hours, CPR/AED	**14 DE Admin. Code 551 § 2.1.3.4:** In grades 9 to 12, one half (1/2) credit of comprehensive health education is required for graduation of which at least fifteen (15) hours of this 1/2 credit course must address drug and alcohol education. In addition, no less than two (2) hours of this 1/2 credit course shall include a cardiopulmonary resuscitation (CPR) instructional program which uses the most current Evidence-based emergency cardiovascular care guidelines, and incorporates psychomotor skills learning into the instruction, use of an Automated External Defibrillator (AED) as well as a component on the life-saving and life-enhancing effects of organ and tissue donation. This 1/2 credit course may be provided in the 9th, 10th, 11th or 12th grade. In each of the remaining three grades, fifteen (15) hours of drug and alcohol education must be provided for all students.	**Dangerous Decisions:** Day 2 (Alcohol, Nicotine, Cannabis, Opioids), Day 2 (911/Narcan). **First Aid:** Day 2 (Hands-only CPR/AED sequence), Day 2 (AED Locator). **Alcohol:** Day 1 (Ethanol depressant), Day 2 (BAC limits), Day 3 (Treatment points), Day 4 (Future you letter). **Drugs:** Day 1 (Stimulants/Opioids), Day 2 (Tolerance), Day 3 (Narcan administration), Day 4 (Medication-Assisted Treatment). **Tobacco:** Day 1 (Stimulant), Day 2 (Tobacco-free advocacy). **End a Term:** Day 1 (Synthetic Opioids MC 4). Organ/tissue-donation component: Review Required.
2. Sexuality Education & HIV Prevention	**14 DE Admin. Code 551 § 2.1.4:** Inclusion of a comprehensive sexuality education and an HIV prevention program that stresses the benefits of abstinence from high-risk behaviors.	**Sex Education:** Day 1-2 (Boundaries), Day 5-6 (Structures/Functions), Day 7-8 (Contraceptive effectiveness/PrEP), Day 7-8 (STI transmission), Day 9-10 (Abstinence proactive choice), Day 9-10 (45% of teens statistic).

3. Nutrition, Family Life & Sexuality	**14 DE Admin. Code 551 § 2.1.5:** Inclusion of the core concepts of nutrition, family life and sexuality.	**Nutrition:** Day 1-2 (Macro/Micro functions), Day 5-6 (Hidden Sugar Challenge), Day 9-10 (SMART Power Plate meal/Plan design). **Body Systems:** Day 3 (Hormonal shifts), Day 3 (Sperm/Egg production). **Sex Education:** Day 5-6 (Development/Lifespan literacy), Day 7-8 (Fertilization), Day 7-8 (Parenting/Financial effects).
4. Evidence-Based Substance & Violence Prevention	**14 DE Admin. Code 551 § 2.1.7:** Inclusion of an Evidence-based tobacco, alcohol, drug and interpersonal violence prevention program. Promising Practices may be used to supplement instruction.	**Conflict:** Day 1 (Culture of Peace). **Dangerous Decisions:** Day 2 (Substance impact), Day 2 (Tolerance/Dependence), Day 3 (Refusal/Negotiation skills). **Violence:** Day 4 (Breaking Silence), Day 4 (Toxic masculinity), Day 5 (Challenging victim-blaming), Day 5 (Protective Factors). **Alcohol:** Day 3 (AUD chronic nature). **Drugs:** Day 1 (Dopamine interference), Day 3 (Harm reduction leadership). **Tobacco:** Day 1 (Prefrontal cortex effects).
5. Consent & Personal Boundaries	**14 DE Admin. Code 551 § 2.1.8:** Inclusion of Evidence-based, if available, or evidence-informed, age- and developmentally-appropriate instruction on the meaning of Consent and respecting others' personal boundaries shall be provided by each school district and charter school serving one (1) or more of the grades 7 through 12 no later than the 2020-2021 school year.	**Begin a Term:** Day 2 (Practicing consent). **Empathy:** Day 4 (Boundaries). **Dangerous Decisions:** Day 3 (Sexting laws). **Sex Education:** Day 1-2 (Boundaries), Day 3-4 (Coercion distinction), Day 3-4 (Trust/Equality/Boundaries), Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map).

6. Core Concepts & Skills Instruction	**14 DE Admin. Code 551 § 2.1.9:** Inclusion of instructional methods that encourage student engagement in the core concepts and skills inclusive of accessing information, self-management, analyzing internal and external influences, interpersonal communication, decision making, goal setting and advocacy. These methods may include guest speakers or those with lived experience. Topics included in the K to 12 Comprehensive Health Program may be taught or supplemented through other subjects.	**Self-Esteem:** Day 1 (Media/Family). **Mental Health:** Day 5-6 (Crisis Text Line). **Stress:** Day 1-2 (Reduction strategy). **Conflict:** Day 1 (Assertiveness/I-statements). **Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE). **Nutrition:** Day 9-10 (SMART goal plan). **Tobacco:** Day 2 (Tobacco-free advocacy).