



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** Hawai'i's Health Education Standards (NHES, Grades 9-12)

National Health Education Standards in Hawai'i (HIDOE): <https://hawaiipublicschools.org/DOE%20Forms/Health%20and%20Nutrition/HealthStandards.pdf>

National Health Education Standards in Hawai'i — High School (Grades 9-12)::

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

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

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

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

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

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

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

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

The Hawai'i State Board of Education adopted the National Health Education Standards (2nd ed.) as Hawai'i's health education standards in December 2019 (HIDOE edition updated August 2022; fully implemented SY 2023-24), superseding HCPS III Health. HIDOE pairs the standards with eight Priority Health Topics — mental and emotional health, personal health and wellness, healthy eating and physical activity, safety, violence prevention, tobacco use prevention, alcohol and other drug use prevention, and sexual health and responsibility — that provide the content context for the Grades 9-12 performance indicators mapped below.

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

<p>1. Comprehending Concepts</p>	<p>NHES.1.12.1: Predict how healthy behaviors can affect health status.</p>	<p>Begin a Term: Day 1 (Personal Timeline/Future Letter). Mental Health: Day 9-10 (Post-traumatic growth). Stress: Day 5-6 (Risk/Protective Factors). Nutrition: Day 7-8 (Blood sugar/Heart health). Diseases: Day 5 (Lifestyle/Chronic prevention). End a Term: Day 1 (Scenario 24-25).</p>
	<p>NHES.1.12.2: Describe the interrelationships of emotional, intellectual, physical, and social health.</p>	<p>Begin a Term: Day 1 (Core Scholar), Day 2 (Reflective Identity). Mental Health: Day 1-2 (5 Dimensions). Stress: Day 3-4 (Foggy brain/Headaches). Body Systems: Day 1 (Gut-brain disruption). End a Term: Day 2 (Living System).</p>
	<p>NHES.1.12.3: Analyze how environment and personal health are interrelated.</p>	<p>Begin a Term: Day 2 (Social Determinants). Self-Esteem: Day 1 (Environment changes). Nutrition: Day 3-4 (Food Deserts). Diseases: Day 5 (ZIP code). Environmental Health: Day 1 (Workplace Hazard reports). End a Term: Day 1 (SDOH Scenario 6).</p>
	<p>NHES.1.12.4: Analyze how genetics and family history can affect personal health.</p>	<p>Mental Health: Day 1-2 (Biopsychosocial). Diseases: Day 4 (Risk assessment), Day 5 (Family History). Alcohol: Day 4 (Family addiction roles).</p>
	<p>NHES.1.12.5: Propose ways to reduce or prevent injuries and health problems.</p>	<p>Dangerous Decisions: Day 1 (Risk Management Plan), Day 3 (Distracted driving CDC data). Violence: Day 5 (Protective Factors). First Aid: Day 1 (Immediate measures). End a Term: Day 1 (Scene Safety Scenario).</p>

	NHES.1.12.6: Analyze the relationship between access to health care and health status.	Mental Health: Day 5-6 (Minor access laws). Stress: Day 3-4 (Systemic barriers). Diversity: Day 2 (Social Determinants/Barriers). Nutrition: Day 9-10 (Economic access). Diseases: Day 5 (ZIP code). Sex Education: Day 9-10 (Confidentiality/Minor access laws).
	NHES.1.12.7: Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	Stress: Day 9-10 (Habit building). Nutrition: Day 3-4 (Cultural honoring), Day 5-6 (Identifying barriers), Day 7-8 (Packing snacks).
	NHES.1.12.8: Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.	Stress: Day 1-2 (Vulnerability Survey). Dangerous Decisions: Day 1 (Risky choice impact), Day 2 (Tolerance/Dependence). Diseases: Day 4 (Risk assessment). End a Term: Day 1 (Scenario 24-25).
	NHES.1.12.9: Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.	Dangerous Decisions: Day 2 (Substance impact), Day 3 (Distracted driving CDC data). Alcohol: Day 3 (AUD chronic nature). Drugs: Day 3 (Memory/Breathing impact). Tobacco: Day 1 (Prefrontal cortex effects). End a Term: Day 1 (MC 1-3).

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

2. Analyzing Influences	NHES.2.12.1: Analyze how the family influences the health of individuals.	Self-Esteem: Day 1 (Media/Family), Day 2 (Early Experiences). Conflict: Day 1 (Uptown upbringing). Alcohol: Day 4 (Family addiction roles). End a Term: Day 2 (Generational cycles).
--------------------------------	--	--

	NHES.2.12.2: Analyze how the culture supports and challenges health beliefs, practices, and behaviors.	Begin a Term: Day 1 (Belief formation). Empathy: Day 2 (Culture/Technology). Diversity: Day 2 (Cultural humility). Violence: Day 5 (Bystander culture/Gender roles). Nutrition: Day 3-4 (Cultural honoring).
	NHES.2.12.3: Analyze how peers influence healthy and unhealthy behaviors.	Self-Esteem: Day 2 (Peer Influence), Day 4 (Conforming pressures). Dangerous Decisions: Day 1 (Peer Pressure), Day 3 (Groupthink).
	NHES.2.12.4: Evaluate how the school and community can affect personal health practice and behaviors.	Mental Health: Day 9-10 (School climate). Stress: Day 1-2 (Wellness centers). Diversity: Day 2 (Belonging). Nutrition: Day 9-10 (School food rules/Federal law analysis).
	NHES.2.12.5: Evaluate the effect of media on personal and family health.	Self-Esteem: Day 1 (Media/Family), Day 4 (Instagram/TikTok). Mental Health: Day 1-2 (Social Media Trap). Nutrition: Day 5-6 (Influencer claims). Diseases: Day 4 (Media Literacy). Tobacco: Day 1 (Vape ad decoding).
	NHES.2.12.6: Evaluate the impact of technology on personal, family, and community health.	Empathy: Day 1 (Technology desensitization). Mental Health: Day 7-8 (Digital influence). Dangerous Decisions: Day 3 (Digital safety). Violence: Day 4 (Technology influences). Sex Education: Day 1-2 (Sexting consequences).
	NHES.2.12.7: Analyze how the perceptions of norms influence healthy and unhealthy behaviors.	Mental Health: Day 7-8 (Online validation influence). Conflict: Day 2 (Digital norms). Nutrition: Day 1-2 (Diet Culture). Body Systems: Day 3 (Gender identity norms). Sex Education: Day 5-6 (Comparison culture).

	NHES.2.12.8: Analyze the influence of personal values and beliefs on individual health practices and behaviors.	Begin a Term: Day 1 (Belief formation). Self-Esteem: Day 5 (Values foundation). Diversity: Day 1 (Identity). Sex Education: Day 9-10 (Values check).
	NHES.2.12.9: Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	Mental Health: Day 5-6 (Numbing pain). Stress: Day 1-2 (Escape/Numb out). Dangerous Decisions: Day 2 (Tolerance/Dependence). Drugs: Day 2 (Tolerance).
	NHES.2.12.10: Analyze how public health policies and government regulations can influence health promotion and disease prevention.	Dangerous Decisions: Day 2 (Good Samaritan laws). Nutrition: Day 9-10 (School food rules/Federal law analysis). Alcohol: Day 2 (BAC limits). Drugs: Day 3 (Possession/Misuse consequences). End a Term: Day 1 (Legal consequences MC 7).

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

3. Accessing Resources	NHES.3.12.1: Evaluate the validity of health information, products, and services.	Mental Health: Day 5-6 (Numbing myths). Nutrition: Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers). Diseases: Day 5 (Research domains). Tobacco: Day 1 (Vape ad decoding). End a Term: Day 1 (Online Data Scenario).
	NHES.3.12.2: Use resources from home, school, and community that provide valid health information.	Begin a Term: Day 2 (School counselors/nurses). Mental Health: Day 1-2 (Counselors/Support groups). Stress: Day 3-4 (Valid points of help), Day 9-10 (Circle of Support Map). Sex Education: Day 5-6 (CDC guides).

	NHES.3.12.3: Determine the accessibility of products and services that enhance health.	Diversity: Day 2 (Social Determinants/Barriers). Nutrition: Day 9-10 (Economic access). First Aid: Day 2 (AED Locator). Alcohol: Day 2 (Minor in Possession/Treatment access). Sex Education: Day 7-8 (Testing bookmarks).
	NHES.3.12.4: Determine when professional health services may be required.	Mental Health: Day 5-6 (Seeking support). Stress: Day 3-4 (Sadness vs Clinical Depression). Nutrition: Day 3-4 (NEDA/Professional medical care). First Aid: Day 4 (Poison Control).
	NHES.3.12.5: Access valid and reliable health products and services.	Stress: Day 5-6 (988). Violence: Day 5 (Crisis lines). Nutrition: Day 3-4 (ED therapy). First Aid: Day 5 (Red Cross supplies). Sex Education: Day 9-10 (Planned Parenthood).

Personal Communication — Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or r

4. Interpersonal Communication	NHES.4.12.1: Use skills for communicating effectively with family, peers, and others to enhance health.	Empathy: Day 1 (Empathetic writing), Day 2 (Active Listening). Mental Health: Day 1-2 (Judgment-free listening), Day 3-4 (Reacting vs Responding). Stress: Day 3-4 ("I" statements), Day 7-8 (Parent-Teen Communicator). Conflict: Day 2 (Clarifying needs).
	NHES.4.12.2: Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	Empathy: Day 4 (Saying No). Conflict: Day 1 (Negotiation). Dangerous Decisions: Day 3 (Refusal/Negotiation skills). Violence: Day 4 (Refusal/Advocacy). Sex Education: Day 3-4 (Clear "No" strategies).

	NHES.4.12.3: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.	Begin a Term: Day 2 (Agreements). Conflict: Day 1 (Assertiveness/I-statements), Day 2 (Accountability/Repair). Diversity: Day 2 (Honest dialogue). Violence: Day 5 (NVC - Nonviolent Communication).
	NHES.4.12.4: Demonstrate how to ask for and offer assistance to enhance the health of self and others.	Mental Health: Day 5-6 (Listening/Thanking them), Day 9-10 (Offering empathy). Stress: Day 5-6 (Active listening/Refusing secrets), Day 7-8 (Help prompts). First Aid: Day 2 (Bystander delegation).

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

5. Decision-Making	NHES.5.12.1: Examine barriers that can hinder healthy decision-making.	Self-Esteem: Day 3 (Negativity bias). Stress: Day 3-4 (Systemic barriers). Dangerous Decisions: Day 1 (Decision fatigue), Day 3 (Groupthink). Nutrition: Day 5-6 (Identifying barriers).
	NHES.5.12.2: Determine the value of applying a thoughtful decision-making process in health-related situations.	Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). First Aid: Day 4 (Crisis decisions). Sex Education: Day 7-8 (Decision Scenario).
	NHES.5.12.3: Justify when individual or collaborative decision making is appropriate.	Stress: Day 5-6 (Active listening/Refusing secrets). Violence: Day 5 (Intervention choice). First Aid: Day 2 (Bystander delegation), Day 5 (Emergency leadership).
	NHES.5.12.4: Generate alternatives to health-related issues or problems.	Mental Health: Day 3-4 (Adaptive coping). Stress: Day 9-10 (Problem-solving). Dangerous Decisions: Day 2 (Coping). Nutrition: Day 1-2 (Hydration swap).

	NHES.5.12.5: Predict the potential short-term and long-term impact of each alternative on self and others.	Begin a Term: Day 1 (Healthy year vision), Day 2 (Vortex of Impact). Stress: Day 1-2 (Pressure outcomes). Dangerous Decisions: Day 1 (Risky choice impact). Alcohol: Day 4 (Future you letter). End a Term: Day 2 (Waves of impact).
	NHES.5.12.6: Defend the healthy choice when making decisions.	Self-Esteem: Day 3 (Voice choice). Conflict: Day 2 (Assertive outcomes). Sex Education: Day 9-10 (Abstinence proactive choice).
	NHES.5.12.7: Evaluate the effectiveness of health-related decisions.	Nutrition: Day 7-8 (Energy check). Body Systems: Day 2 (Lifestyle efficiency). End a Term: Day 1 (Scenario 9/26).

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

6. Goal-Setting	NHES.6.12.1: Assess personal health practices and overall health status.	Begin a Term: Day 1 (Reflection). Empathy: Day 1 (Survey). Self-Esteem: Day 1 (Self-Esteem Survey). Mental Health: Day 1-2 (Wellness spectrum). Stress: Day 1-2 (Survey). Nutrition: Day 5-6 (Balance survey).
	NHES.6.12.2: Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.	Begin a Term: Day 1 (Health Mission Statement). Self-Esteem: Day 4 (Self-acceptance plan). Mental Health: Day 9-10 (Personal Mental Health Plan). Stress: Day 1-2 (Reduction strategy). Dangerous Decisions: Day 1 (Risk Management Plan). Nutrition: Day 9-10 (SMART goal plan).

	NHES.6.12.3: Implement strategies and monitor progress in achieving a personal health goal.	Empathy: Day 3 (Active Listening goal). Self-Esteem: Day 2 (Strength log), Day 5 (Small steps). Stress: Day 3-4 (Action timeline), Day 9-10 (Toolkit implementation). Nutrition: Day 7-8 (Fuel-up goal), Day 10 (Food log/MyFitnessPal expenditure tracking).
	NHES.6.12.4: Formulate an effective long-term personal health plan.	Begin a Term: Day 1 (Future letter 1/5/10yr). Mental Health: Day 9-10 (Wellness Plan). Stress: Day 3-4 (Letter to Future Self). Body Systems: Day 3 (Reproductive wellness plan). 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 risks

7. Self-Management	NHES.7.12.1: Analyze the role of individual responsibility in enhancing health.	Begin a Term: Day 1 (Rewrite your story). First Aid: Day 1 (Willingness to act). Sex Education: Day 9-10 (Ownership/Rights). End a Term: Day 2 (Learning stays within you).
	NHES.7.12.2: Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.	Self-Esteem: Day 3 (Breathing/Visualization). Mental Health: Day 1-2 (Mindful breathing), Day 3-4 (Mental Health Toolbox). Stress: Day 1-2 (5-4-3-2-1), Day 5-6 (Temperature Reset). Nutrition: Day 3-4 (Mindful eating). First Aid: Day 2 (Hands-only CPR/AED sequence).
	NHES.7.12.3: Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.	Self-Esteem: Day 5 (Boundary setting). Mental Health: Day 7-8 (Online Hygiene Plan). Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE). Alcohol: Day 1-4 (Overdose/Poisoning response). Sex Education: Day 7-8 (Condom Demo/Steps).

Standard 8: Advocacy — Students will demonstrate the ability to advocate for personal, family, and community health.		
8. Advocacy	NHES.8.12.1: Utilize accurate peer and societal norms to formulate a health-enhancing message.	Mental Health: Day 9-10 (NAMI stats). Dangerous Decisions: Day 3 (PSA - challenging "cool" risk). Nutrition: Day 3-4 (PSA Project). Sex Education: Day 9-10 (45% of teens statistic).
	NHES.8.12.2: Demonstrate how to influence and support others to make positive health choices.	Empathy: Day 5 (Kindness conversations). Self-Esteem: Day 4 (Advocacy for Authenticity). Nutrition: Day 3-4 (Supporting Diego). Tobacco: Day 2 (Tobacco-free advocacy).
	NHES.8.12.3: Work cooperatively as an advocate for improving personal, family, and community health.	Empathy: Day 5 (40% reduction project). Mental Health: Day 5-6 (Planning an initiative). Diversity: Day 2 (Advocating for Equity). Nutrition: Day 9-10 (School Lunch Advocacy). Alcohol: Day 4 (Safe community advocacy). Drugs: Day 3 (Harm reduction leadership).
	NHES.8.12.4: Adapt health messages and communication techniques to a specific target audience.	Mental Health: Day 1-2 (Breaking Stigma PSA). Stress: Day 1-2 (Wellness advocacy project). Conflict: Day 1-2 (Guidebooks/PSAs). Diversity: Day 3 (Media for Equity).