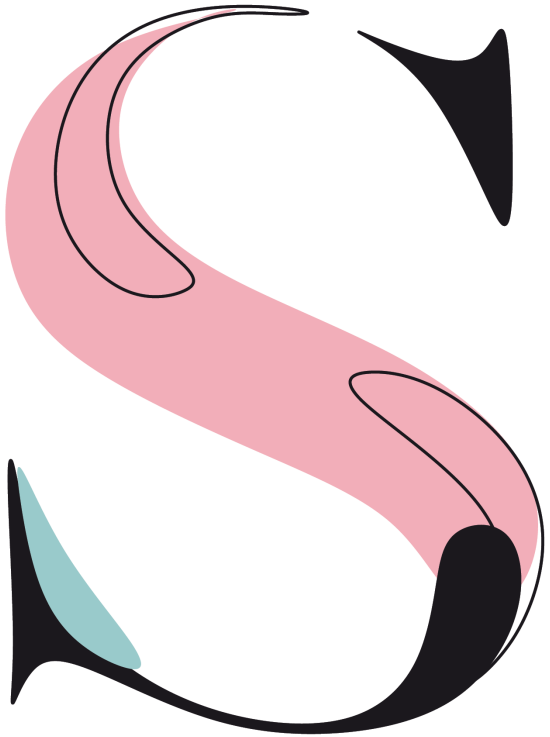
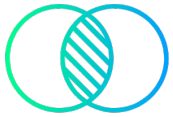


STANDARDS

HEALTH EDUCATION TODAY



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Health Education Today's High School Health Curriculum: Aligned with **the** Iowa's Health Literacy Standards, Recommended Health Education Standards, and Statutory Requirements (High School)

Iowa Core Health Literacy, Iowa Academic Standards for Health Education & Iowa Code: https://educate.iowa.gov/pk-12/standards/academics/21st-century-skills/health-literacy/high-school

Iowa Core — 21st Century Skills: Health Literacy, High School (9-12)::

21.9-12.HL.1: Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.

21.9-12.HL.2: Synthesize interactive literacy and social skills to establish and monitor personal, family and community goals related to all aspects of health.

21.9-12.HL.3: Apply critical literacy/thinking skills related to personal, family and community wellness.

21.9-12.HL.4: Use media literacy skills to analyze media and other influences to effectively manage health risk situations and advocate for self and others.

21.9-12.HL.5: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

Iowa Academic Standards for Health Education (State-Recommended, March 2019) — Health Education Skills::

Knowledge Core Concepts; Analyzing Influences; Accessing Valid Information, Products, Services; Interpersonal Communication Skills; Decision Making; Goal Setting; Self-Management; Advocacy

Iowa's binding framework is the Iowa Core's 21st Century Skills — Health Literacy (9-12); the NHES-based Iowa Academic Standards for Health Education (March 2019) are state-recommended; Iowa Code §256.11(5)(j) and IAC 281—12.5(5) require one unit of high school health education. This document aligns HET to all three layers.

Iowa Core — 21st Century Skills: Health Literacy (Grades 9-12)		
1. Functional Health Literacy	**21.9-12.HL.1:** Essential Concept and/or Skill: Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health. Use concepts related to health promotion and disease prevention. • Predict influence of risk and protective factors. • Describe the interrelationships of the wellness dimensions: physical, emotional, intellectual, environmental, social, and spiritual. • Use knowledge of impact of genetics/family history to make informed decisions • Contribute to personal/family quality of life through proper. prevention/management of health crises, i.e., injury, depression, chronic illness. • Evaluate the impact of health care access (cost, knowledge, insurance, transportation) on health status. • Describe how the prevention and control of health problems are influenced by research and medical advances. • Describe the historical impact of disease and other health problems on contemporary health practices. • Explain the impact of personal health behaviors on the functioning of body systems. • Explain how personal choices impact health maintenance and disease prevention. • Understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction. Analyze influencing factors on health enhancing behaviors. • Explain how family, peers, cultural practices and attitudes influence health. • Evaluate the impact of media, technology, research and medical advances on health. • Understand impact of national and international public health and safety issues on personal and family health status.	**Begin a Term:** Day 1 (Core Scholar), Day 2 (Social Determinants). **Self-Esteem:** Day 2 (Peer Influence). **Mental Health:** Day 1-2 (5 Dimensions), Day 1-2 (Biopsychosocial), Day 5-6 (Minor access laws). **Stress:** Day 1-2 (Reduction strategy), Day 5-6 (Risk/Protective Factors). **Dangerous Decisions:** Day 1 (Risky Choices), Day 3 (Distracted driving CDC data). **Nutrition:** Day 1-2 (Macro/Micro functions), Day 5-6 (Influencer claims), Day 9-10 (Economic access). **Body Systems:** Day 1 (Internal Balance), Day 2 (Immune/Vaccine stats), Day 2 (Stress impact). **Diseases:** Day 4 (NCD comparison), Day 4 (Risk assessment), Day 5 (Family History), Day 5 (Lifestyle/Chronic prevention), Day 5 (Research domains), Day 5 (ZIP code). **First Aid:** Day 1 (3 Ps). **Alcohol:** Day 2 (Minor in Possession/Treatment access). **End a Term:** Day 1 (MC Questions 11-12), Day 2 (Generational cycles).

2. Interactive Literacy & Social Skills	**21.9-12.HL.2:** Essential Concept and/or Skill: Synthesize interactive literacy and social skills to establish and monitor personal, family and community goals related to all aspects of health. Demonstrate communication skills to enhance health and increase safety. • Communicate effectively to enhance health of self and others. • Employ effective conflict management strategies. Utilize methods of obtaining help for self and offer assistance to others. • Demonstrate ways to communicate care, consideration, empathy, and respect for self and others. Advocate for personal, family and community health. • Promote health messages to meet health needs of a target audience. • Influence and support others to make positive health choices. • Collaborate with others to improve family and community health. • Employ the effective communication methods to accurately express health information and ideas. • Engage in media and legislative advocacy efforts to promote positive health for self and others. • Advocate for healthy, violence-free behaviors by using knowledge of the dynamics of power and position.	**Begin a Term:** Day 1 (Health Mission Statement), Day 2 (Agreements). **Empathy:** Day 1 (Project Empathy), Day 2 (Active Listening), Day 5 (Kindness project). **Mental Health:** Day 1-2 (Breaking Stigma PSA), Day 5-6 (Listening/Thanking them), Day 5-6 (Support goal), Day 9-10 (Positive culture advocacy). **Stress:** Day 1-2 (Wellness Advocacy Project), Day 3-4 ("I" statements), Day 5-6 (Active listening/Refusing secrets). **Conflict:** Day 1 (Negotiation), Day 2 (Accountability/Repair), Day 2 (Power imbalances). **Violence:** Day 4 (Breaking Silence), Day 5 (NVC - Nonviolent Communication), Day 5 (Challenging victim-blaming). **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). **End a Term:** Day 2 (Breaking cycles of silence).

3. Critical Literacy & Thinking	**21.9-12.HL.3:** Essential Concept and/or Skill: Apply critical literacy/thinking skills related to personal, family and community wellness. Demonstrate decision-making skills. • Evaluate healthy and unhealthy alternatives in decision-making. • Evaluate effectiveness of health-related decisions. • Employ ethical practices when making health-related decisions. • Use knowledge of relevant terminology, (i.e., deductible, co-pay, catastrophic, coverage) to ask questions and make decisions about health benefits. • Seek multiple perspectives when asking for assistance to make health-related decisions. • Consider immediate and long-term impact on individual, family, community and environment when making health-related decisions. Demonstrate goal-setting skills. • Evaluate health status and develop goals to enhance health. • Engage in an ongoing cycle of goal-setting, implementation, evaluation and readjustment to enhance health status.	**Begin a Term:** Day 1 (Healthy year vision), Day 2 (Vortex of Impact). **Self-Esteem:** Day 4 (Self-acceptance plan). **Mental Health:** Day 1-2 (Care choices), Day 3-4 (Adaptive coping), Day 9-10 (Personal Mental Health Plan), Day 9-10 (Wellness Plan). **Stress:** Day 3-4 (Help-seeking), Day 3-4 (Valid points of help), Day 9-10 (Toolkit implementation). **Diversity:** Day 3 (Dismissive decisions). **Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). **Nutrition:** Day 3-4 (Intentional choice), Day 5-6 (Balance survey), Day 9-10 (SMART goal plan). **First Aid:** Day 4 (Crisis decisions). **Sex Education:** Day 7-8 (Decision Scenario), Day 9-10 (Values check). **End a Term:** Day 1 (Live it Forward challenge), Day 2 (Waves of impact).

4. Media Literacy	**21.9-12.HL.4:** Essential Concept and/or Skill: Use media literacy skills to analyze media and other influences to effectively manage health risk situations and advocate for self and others. Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors. • Employ appropriate responses to negative and positive health influences. • Analyze the role of public health policies in prevention and maintenance of school and community health. • Analyze how cultural diversity enriches and challenges health behaviors. • Analyze how information from the community, family and peers influences health. • Determine reliability, accuracy, dependability of health information sources. • Recognize and reject messages that could lead to bullying or violence. Access valid information, products and services. • Evaluate factors that influence selection of health products and services. • Consider preferred provider status as well as other relevant insurance provisions and/or restrictions when accessing and choosing professional health services.	**Empathy:** Day 1 (Technology desensitization), Day 2 (Culture/Technology), Day 3 (Cyberbullying). **Self-Esteem:** Day 4 (Instagram/TikTok). **Mental Health:** Day 1-2 (Social Media Trap), Day 5-6 (Numbing myths), Day 7-8 (Online validation influence), Day 9-10 (Therapists/Peer support). **Diversity:** Day 2 (Cultural humility). **Dangerous Decisions:** Day 2 (Good Samaritan laws). **Violence:** Day 4 (Toxic masculinity/Media Literacy). **Nutrition:** Day 3-4 (Evaluating resources), Day 3-4 (Cultural honoring), Day 5-6 (Registered Dietitians vs Influencers), Day 9-10 (School food rules/Federal law analysis). **Diseases:** Day 4 (Media Literacy). **First Aid:** Day 3 (Kit research). **Alcohol:** Day 2 (BAC limits). **Tobacco:** Day 1 (Vape ad decoding). **Sex Education:** Day 9-10 (Planned Parenthood). **End a Term:** Day 1 (Online Data Scenario).

5. Healthy, Active Lifestyles	**21.9-12.HL.5:** Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society. Achieve and maintain health-enhancing level of physical activity. • Assess and monitor current physical health to meet fitness goals. • Engage in activities to maintain appropriate levels of cardiovascular endurance, muscular, strength/flexibility, and body composition. Practice preventive health behaviors. • Engage in appropriate stress-management strategies that enhance health. • Engage in behaviors that promote risk avoidance. • Identify factors that influence healthy eating. • Establish healthy eating behaviors. • Engage in behaviors that promote positive mental and emotional health for the individual, family and community.	**Empathy:** Day 5 (Kindness project). **Self-Esteem:** Day 2 (Nature Walk), Day 3 (Breathing/Visualization). **Mental Health:** Day 1-2 (Stress-Relief Jar), Day 3-4 (Mental Health Toolbox), Day 9-10 (Wellness Plan). **Stress:** Day 1-2 (5-4-3-2-1), Day 5-6 (Temperature Reset), Day 9-10 (Toolkit). **Dangerous Decisions:** Day 1 (Risk Management Plan), Day 3 (Refusal/Negotiation skills). **Nutrition:** Day 1-2 (Hunger cues), Day 1-2 (Hydration swap), Day 3-4 (Mindful eating), Day 7-8 (Packing snacks), Day 9-10 (SMART Power Plate meal/Plan design), Day 10 (Food log/MyFitnessPal expenditure tracking). **Sex Education:** Day 9-10 (Abstinence proactive choice). **End a Term:** Day 1 (Live it Forward challenge).

Iowa Academic Standards for Health Education (State-Recommended, 2019) — Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
Knowledge Core Concepts	**1.12.1:** Predict how healthy behaviors can affect health status.	**Begin a Term:** Day 1 (Personal Timeline/Future Letter). **Dangerous Decisions:** Day 1 (Risky choice impact). **Nutrition:** Day 7-8 (Blood sugar/Heart health). **Body Systems:** Day 2 (Lifestyle efficiency). **Diseases:** Day 5 (Lifestyle/Chronic prevention).
	1.12.2: Describe the interrelationships of emotional, intellectual, physical, and social health.	**Mental Health:** Day 1-2 (5 Dimensions), Day 1-2 (Biopsychosocial). **Stress:** Day 3-4 (Foggy brain/Headaches). **Body Systems:** Day 1 (Gut-brain disruption). **End a Term:** Day 1 (Homeostasis).

	1.12.3: Analyze how environment and personal health are interrelated.	**Self-Esteem:** Day 1 (Environment changes). **Nutrition:** Day 3-4 (Food Deserts). **Diseases:** Day 5 (ZIP code). **Environmental Health:** Day 1 (Workplace Hazard reports).
	1.12.4: Analyze how genetics and family history can affect personal health.	**Mental Health:** Day 1-2 (Biopsychosocial). **Diseases:** Day 5 (Family History).
	1.12.5: Propose ways to reduce or prevent injuries and health problems.	**Dangerous Decisions:** Day 1 (Risk Management Plan), Day 2 (Water safety/blackouts), Day 3 (Distracted driving CDC data). **First Aid:** Day 1 (3 Ps). **End a Term:** Day 1 (Scene Safety Scenario).
	1.12.6: Analyze the relationship between access to health care and health status.	**Mental Health:** Day 5-6 (Minor access laws). **Diversity:** Day 2 (Social Determinants/Barriers). **Nutrition:** Day 9-10 (Economic access). **Diseases:** Day 5 (ZIP code). **Alcohol:** Day 2 (Minor in Possession/Treatment access).
	1.12.7: Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	**Stress:** Day 3-4 (Systemic barriers), Day 5-6 (Stigma). **Nutrition:** Day 5-6 (Identifying barriers). **Sex Education:** Day 9-10 (Abstinence proactive choice).
	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 2 (Substance impact). **Diseases:** Day 4 (Risk assessment). **Drugs:** Day 3 (Memory/Breathing impact).
	1.12.9: Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.	**Diseases:** Day 5 (Physiological impact). **First Aid:** Day 2 (Bleeding/Cardiac), Day 3 (Degree of burns). **End a Term:** Day 1 (Synthetic Opioids MC 4).

Iowa Academic Standards for Health Education (State-Recommended, 2019) — Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.		
Analyzing Influences	**2.12.1:** Analyze how the family influences the health of individuals.	**Self-Esteem:** Day 1 (Media/Family). **Stress:** Day 7-8 (Parent-Teen Communicator). **Alcohol:** Day 4 (Family addiction roles). **End a Term:** Day 2 (Generational cycles).
	2.12.2: Analyze how the culture supports and challenges health beliefs, practices, and behaviors.	**Empathy:** Day 2 (Culture/Technology). **Conflict:** Day 1 (Uptown upbringing). **Diversity:** Day 2 (Cultural humility). **Nutrition:** Day 3-4 (Cultural honoring).
	2.12.3: Analyze how peers influence healthy and unhealthy behaviors.	**Self-Esteem:** Day 2 (Peer Influence). **Dangerous Decisions:** Day 1 (Peer Pressure), Day 3 (Groupthink). **Sex Education:** Day 3-4 (Coercion distinction).
	2.12.4: Evaluate how the school and community can affect personal health practices and behaviors.	**Mental Health:** Day 9-10 (School climate). **Stress:** Day 1-2 (Wellness centers). **Nutrition:** Day 9-10 (School food rules/Federal law analysis).
	2.12.5: Evaluate the effect of media on personal and family health.	**Self-Esteem:** Day 4 (Instagram/TikTok). **Mental Health:** Day 1-2 (Social Media Trap). **Nutrition:** Day 1-2 (Diet Culture). **Tobacco:** Day 1 (Vape ad decoding).
	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 Personas), Day 7-8 (Digital Balance). **Violence:** Day 4 (Technology influences).

	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). **Dangerous Decisions:** Day 3 (PSA - challenging "cool" risk). **Sex Education:** Day 9-10 (45% of teens statistic).
	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). **Sex Education:** Day 9-10 (Values check).
	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).
	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). **Sex Education:** Day 9-10 (Confidentiality/Minor access laws).

Iowa Academic Standards for Health Education (State-Recommended, 2019) — Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.		
Accessing Valid Information, Products, Services	**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), Day 5-6 (Influencer claims). **Diseases:** Day 4 (Media Literacy). **Tobacco:** Day 1 (Vape ad decoding).

	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), Day 5-6 (Crisis Text Line). **Stress:** Day 3-4 (Valid points of help). **Violence:** Day 5 (Crisis lines). **Sex Education:** Day 5-6 (CDC guides).
	3.12.3: Determine the accessibility of products and services that enhance health.	**Mental Health:** Day 5-6 (Minor access laws). **Nutrition:** Day 9-10 (Economic access). **Diseases:** Day 5 (ZIP code). **Alcohol:** Day 2 (Minor in Possession/Treatment access). **Sex Education:** Day 7-8 (Testing bookmarks).
	3.12.4: Determine when professional health services may be required.	**Stress:** Day 3-4 (Sadness vs Clinical Depression). **Nutrition:** Day 3-4 (NEDA/Professional medical care). **First Aid:** Day 1 (911 Script), Day 4 (Poison Control).
	3.12.5: Access valid and reliable health products and services.	**Mental Health:** Day 9-10 (Therapists/Peer support), Day 9-10 (Active seeking). **First Aid:** Day 2 (AED Locator), Day 3 (Kit research), Day 5 (Red Cross supplies). **Sex Education:** Day 9-10 (Planned Parenthood).

Iowa Academic Standards for Health Education (State-Recommended, 2019) — Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
Interpersonal Communication Skills	**4.12.1:** Use skills for communicating effectively with family, peers, and others to enhance health.	**Empathy:** Day 2 (Active Listening), Day 2 (Emotional vocabulary). **Mental Health:** Day 3-4 (Reacting vs Responding). **Stress:** Day 3-4 ("I" statements), Day 7-8 (Parent-Teen Communicator). **Conflict:** Day 2 (Clarifying needs).

	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).
	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 1 (Conflict styles), Day 2 (Accountability/Repair). **Violence:** Day 5 (NVC - Nonviolent Communication).
	4.12.4: Demonstrate how to ask for and offer assistance to enhance the health of self and others.	**Mental Health:** Day 5-6 (Seeking support), Day 5-6 (Listening/Thanking them), Day 9-10 (Offering empathy). **Stress:** Day 3-4 (Help-seeking), Day 7-8 (Help prompts). **First Aid:** Day 4 (ALGEE model).

Iowa Academic Standards for Health Education (State-Recommended, 2019) — Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.		
Decision Making	**5.12.1:** Examine barriers that can hinder healthy decision making.	**Stress:** Day 5-6 (Stigma). **Dangerous Decisions:** Day 1 (Decision fatigue), Day 3 (Groupthink). **Nutrition:** Day 5-6 (Identifying barriers).
	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). **Sex Education:** Day 7-8 (Decision Scenario). **End a Term:** Day 1 (Scenario 9/26).
	5.12.3: Justify when individual or collaborative decision making is appropriate.	**Stress:** Day 3-4 (Help-seeking). **Violence:** Day 5 (Intervention choice). **First Aid:** Day 2 (Bystander delegation), Day 5 (Emergency leadership).

	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).
	5.12.5: Predict the potential short-term and long-term impact of each alternative on self and others.	**Begin a Term:** Day 2 (Vortex of Impact). **Dangerous Decisions:** Day 1 (Risky choice impact). **Alcohol:** Day 4 (Future you letter). **Sex Education:** Day 7-8 (Parenting/Financial effects). **End a Term:** Day 2 (Waves of impact).
	5.12.6: Defend the healthy choice when making decisions.	**Self-Esteem:** Day 3 (Voice choice). **Dangerous Decisions:** Day 3 (PSA - challenging "cool" risk). **Sex Education:** Day 9-10 (Abstinence proactive choice), Day 9-10 (Values check).
	5.12.7: Evaluate the effectiveness of health-related decisions.	**Mental Health:** Day 1-2 (Care choices). **Conflict:** Day 2 (Assertive outcomes). **Diversity:** Day 1 (Identity outcomes). **Nutrition:** Day 7-8 (Energy check).

Iowa Academic Standards for Health Education (State-Recommended, 2019) — Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
Goal Setting	**6.12.1:** Assess personal health practices and overall health status.	**Empathy:** Day 1 (Survey). **Self-Esteem:** Day 1 (Self-Esteem Survey). **Mental Health:** Day 9-10 (Identifying burnout). **Stress:** Day 1-2 (Survey). **Nutrition:** Day 5-6 (Balance survey).
	6.12.2: Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.	**Self-Esteem:** Day 4 (Self-acceptance plan). **Mental Health:** Day 9-10 (Personal Mental Health Plan). **Dangerous Decisions:** Day 1 (Risk Management Plan). **Nutrition:** Day 9-10 (SMART goal plan).

	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). **Stress:** Day 9-10 (Toolkit implementation), Day 9-10 (Habit building). **Nutrition:** Day 10 (Food log/MyFitnessPal expenditure tracking).
	6.12.4: Formulate an effective long-term personal health plan.	**Begin a Term:** Day 1 (Future letter 1/5/10yr), Day 1 (Health Mission Statement). **Body Systems:** Day 3 (Reproductive wellness plan). **End a Term:** Day 1 (Long-term goal mapping), Day 1 (Live it Forward challenge).

Iowa Academic Standards for Health Education (State-Recommended, 2019) — Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
Self-Management	**7.12.1:** Analyze the role of individual responsibility in enhancing health.	**Begin a Term:** Day 1 (Core Scholar). **Nutrition:** Day 3-4 (Intentional choice). **First Aid:** Day 1 (Willingness to act). **Sex Education:** Day 9-10 (Ownership/Rights).
	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 2 (Nature Walk). **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 7-8 (Packing snacks).
	7.12.3: Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.	**Dangerous Decisions:** Day 1 (Risky driving), Day 2 (Water safety/blackouts), Day 3 (Digital safety). **First Aid:** Day 2 (Hands-only CPR/AED sequence). **Sex Education:** Day 7-8 (Contraceptive effectiveness/PrEP).

Iowa Academic Standards for Health Education (State-Recommended, 2019) — Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.		
Advocacy	**8.12.1:** Use 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 (Thinness narrative harm). **Sex Education:** Day 9-10 (45% of teens statistic).
	8.12.2: Demonstrate how to influence and support others to make positive health choices.	**Empathy:** Day 5 (Kindness project). **Mental Health:** Day 9-10 (Positive culture advocacy). **Violence:** Day 5 (Challenging victim-blaming). **Nutrition:** Day 3-4 (Supporting Diego). **Tobacco:** Day 2 (Tobacco-free advocacy).
	8.12.3: Work cooperatively as an advocate for improving personal, family, and community health.	**Stress:** Day 1-2 (Wellness Advocacy Project). **Conflict:** Day 1-2 (Guidebooks/PSAs). **Nutrition:** Day 3-4 (PSA Project), Day 9-10 (School Lunch Advocacy). **Alcohol:** Day 4 (Safe community advocacy).
	8.12.4: Adapt health messages and communication techniques to a specific target audience.	**Empathy:** Day 1 (Empathy-driven cause). **Mental Health:** Day 1-2 (Breaking Stigma PSA). **Diversity:** Day 3 (Media for Equity). **Drugs:** Day 3 (Harm reduction leadership).

Iowa Statutory Health Instruction Requirements (High School)		
Health Literacy in the Statewide Core Curriculum	**Iowa Code § 256.7(26)(a)(3):** (3) The core curriculum shall address the core content standards in subsection 28 and the skills and knowledge students need to be successful in the twenty-first century. The core curriculum shall include social studies and twenty-first century learning skills which include but are not limited to civic literacy, health literacy, financial literacy, family life and consumer sciences, and employability skills; and shall address the curricular needs of students in kindergarten through grade twelve in those areas. The state board shall further define the twenty-first century learning skills components.	**Begin a Term:** Day 1 (Core Scholar). **Mental Health:** Day 1-2 (5 Dimensions). **Stress:** Day 1-2 (Survey). **Nutrition:** Day 1-2 (Macro/Micro functions). **Diseases:** Day 4 (NCD comparison). **First Aid:** Day 1 (3 Ps). **Sex Education:** Day 1-2 (Boundaries). **End a Term:** Day 1 (MC 1-3), Day 2 (Living System).

One Unit of High School Health Education	**Iowa Code § 256.11(5)(j):** 5. In grades nine through twelve, a unit of credit consists of a course or equivalent related components or partial units taught throughout the academic year. The minimum program to be offered and taught for grades nine through twelve is: [...] j. (1) One unit of health education which may include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; age-appropriate and research-based human growth and development that incorporates the standards established under section 279.50, subsection 3, paragraph "b"; substance use disorder and nonuse; emotional and social health; health resources; cardiopulmonary resuscitation; and prevention and control of disease, including age-appropriate and research-based information regarding sexually transmitted diseases. (2) The state board as part of accreditation standards shall adopt curriculum standards for implementing the program in grades nine through twelve. [Code editor's amendment note, Iowa Code 2026: "Subsection 5, paragraph j, subparagraph (1) amended" — paragraph "j"(1) now reads "may include" (formerly a "shall include" topic list) and now names cardiopulmonary resuscitation and "substance use disorder and nonuse."]	**Begin a Term:** Day 1 (Health Mission Statement). **Empathy:** Day 2 (Active Listening). **Self-Esteem:** Day 1 (Self-Esteem Survey). **Mental Health:** Day 1-2 (Wellness spectrum), Day 5-6 (Crisis Text Line). **Stress:** Day 1-2 (Eustress vs Distress). **Conflict:** Day 1 (Conflict styles). **Dangerous Decisions:** Day 1 (Risky driving), Day 2 (Water safety/blackouts), Day 2 (Tolerance/Dependence). **Violence:** Day 5 (Crisis lines). **Nutrition:** Day 1-2 (Macro/Micro functions), Day 5-6 (Registered Dietitians vs Influencers), Day 5-6 (Hidden Sugar Challenge), Day 9-10 (SMART Power Plate meal/Plan design). **Body Systems:** Day 2 (Immune/Vaccine stats), Day 3 (Hormonal shifts). **Diseases:** Day 4 (NCD comparison), Day 5 (Lifestyle/Chronic prevention). **First Aid:** Day 1 (3 Ps), Day 2 (Hands-only CPR/AED sequence), Day 2 (AED Locator). **Alcohol:** Day 3 (AUD chronic nature). **Drugs:** Day 4 (Medication-Assisted Treatment). **Tobacco:** Day 1 (Prefrontal cortex effects). **Sex Education:** Day 3-4 (Trust/Equality/Boundaries), Day 5-6 (Development/Lifespan literacy), Day 7-8 (Fertilization), Day 7-8 (STI transmission). **Environmental Health:** Day 1 (Workplace Hazard reports). **End a Term:** Day 1 (MC 1-3).

Accreditation Standard: Health (One Unit)	**IAC 281—12.5(5)"e":** 12.5(5) High school program, grades 9 through 12. In grades 9 through 12, a unit is a course or equivalent related components or partial units taught throughout the academic year as defined in subrule 12.5(13). The following will be offered and taught as the minimum program as referenced in Iowa Code section 256.11(5). [...] It is locally determined how to incorporate the content specifications into relevant standards and benchmarks. In implementing the high school program standards, the following curriculum standards apply: [...] e. Health (one unit). Health instruction is as referenced in Iowa Code sections 256.7(26)"a"(3), 256.11(5)"j," and 279.50.	**Begin a Term:** Day 1 (Core Scholar), Day 2 (Check-ins). **Mental Health:** Day 1-2 (5 Dimensions), Day 9-10 (Wellness Plan). **Nutrition:** Day 1-2 (Macro/Micro functions), Day 9-10 (SMART goal plan). **Body Systems:** Day 1 (Internal Balance). **First Aid:** Day 2 (Hands-only CPR/AED sequence). **Sex Education:** Day 5-6 (Structures/Functions). **End a Term:** Day 1 (MC 1-3), Day 2 (Living System).
Unit Definition (200 Minutes Weekly / 120 Hours)	**IAC 281—12.5(13):** 12.5(13) Unit. A unit is a course that meets one of the following criteria: it is taught for at least 200 minutes per week for 36 weeks; it is taught for the equivalent of 120 hours of instruction; it requires the demonstration of proficiency of formal competencies associated with the course according to the State Guidelines for Competency-Based Education or its successor organization, as effective on February 7, 2024; or it is an equated requirement as a part of a flexible student and school support program filed as prescribed in rule 281—12.9(256). A fractional unit will be calculated in a manner consistent with this subrule. Unless the method of instruction is competency-based, multiple-section courses taught at the same time in a single classroom situation by one teacher do not meet this unit definition for the assignment of a unit of credit, unless otherwise provided by Iowa Code section 256.11.	**Begin a Term:** Day 1 (Core Scholar). **End a Term:** Day 1 (MC 1-3), Day 2 (Learning stays within you).

Twenty-First Century Learning Skills	**IAC 281—12.5(16):** 12.5(16) Twenty-first century learning skills. Twenty-first century learning skills are as referenced in Iowa Code section 256.7(26)"a"(3).	**Begin a Term:** Day 1 (Health Mission Statement). **Mental Health:** Day 9-10 (Personal Mental Health Plan). **Stress:** Day 1-2 (Wellness Advocacy Project). **Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE). **Nutrition:** Day 3-4 (Evaluating resources). **End a Term:** Day 1 (Long-term goal mapping).