



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 **all** the Idaho Content Standards for High School Health Education (2022)

Idaho Content Standards — Health Education (Grades 9-12, 2022): <https://www.sde.idaho.gov/wp-content/uploads/2025/08/ICS-Health.pdf>

Idaho Content Standards — Health Education, Grades 9-12::

Standard 1: Comprehend Core Concepts — Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health.

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

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: Practice Healthy Behavior — 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.

Idaho Core Concepts of Health Education for Grades 9-12::

Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional, & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development, & Family Life; Environmental Health

The Idaho Content Standards for Health Education were revised and adopted August 24, 2022 by the Idaho State Board of Education and are incorporated by reference in Idaho Administrative Code (IDAPA 08.02.03), effective April 6, 2023.

ce health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and

<p>Grade 9-12 Objectives</p>	<p>9-12.H.1.1.1: Predict how behaviors can affect wellness.</p>	<p>Begin a Term: Day 1 (Healthy year vision), Day 1 (Personal Timeline/Future Letter). Mental Health: Day 1-2 (Wellness spectrum). Stress: Day 1-2 (Pressure outcomes). Dangerous Decisions: Day 1 (Risky choice impact). Nutrition: Day 7-8 (Blood sugar/Heart health). Diseases: Day 5 (Lifestyle/Chronic prevention). End a Term: Day 2 (Waves of impact).</p>
	<p>9-12.H.1.1.2: Describe the interrelationships of emotional, mental, physical, and social health.</p>	<p>Begin a Term: Day 1 (Core Scholar). Mental Health: Day 1-2 (5 Dimensions), Day 1-2 (Biopsychosocial). Stress: Day 3-4 (Foggy brain/Headaches). Body Systems: Day 1 (Internal Balance), Day 1 (Gut-brain disruption). End a Term: Day 2 (Living System).</p>
	<p>9-12.H.1.1.3: Analyze how environment and wellness are interrelated (e.g., secondhand smoke/vapors from vaping).</p>	<p>Environmental Health: Day 1-3 (Air quality/Secondhand smoke). Nutrition: Day 3-4 (Food Deserts). Diseases: Day 5 (ZIP code). End a Term: Day 1 (SDOH Scenario 6).</p>
	<p>9-12.H.1.1.4: Analyze how genetics and family history can affect personal health.</p>	<p>Diseases: Day 4 (Risk assessment), Day 5 (Family History). Alcohol: Day 4 (Family addiction roles). End a Term: Day 1 (Scenario 24-25).</p>
	<p>9-12.H.1.1.5: Propose ways to reduce health problems.</p>	<p>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). Diseases: Day 5 (Lifestyle/Chronic prevention). End a Term: Day 1 (Live it Forward challenge).</p>

	9-12.H.1.1.6: Analyze the relationship between access to health care and health status.	Begin a Term: Day 2 (Social Determinants). Diversity: Day 2 (Social Determinants/Barriers). Mental Health: Day 5-6 (Minor access laws). Nutrition: Day 3-4 (Food Deserts), Day 9-10 (Economic access). Diseases: Day 5 (ZIP code). Alcohol: Day 2 (Minor in Possession/Treatment access).
	9-12.H.1.1.7: Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	Self-Esteem: Day 5 (Small steps). Mental Health: Day 3-4 (Adaptive coping). Stress: Day 9-10 (Habit building). Nutrition: Day 3-4 (Cultural honoring), Day 5-6 (Identifying barriers), Day 7-8 (Packing snacks).
	9-12.H.1.1.8: Analyze the potential severity of health problems that result from engaging in unhealthy behaviors.	Dangerous Decisions: Day 1 (Risky choice impact), Day 2 (Tolerance/Dependence). Alcohol: Day 3 (AUD chronic nature). Drugs: Day 3 (Memory/Breathing impact). Tobacco: Day 1 (Prefrontal cortex effects). Nutrition: Day 5-6 (Sugar/Trans fats). Diseases: Day 4 (NCD comparison). End a Term: Day 1 (MC 1-3).

Analyzing Influences — Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health

Grade 9-12 Objectives	9-12.H.2.1.1: Analyze how the family and culture influence health beliefs and behaviors.	Begin a Term: Day 1 (Belief formation). Empathy: Day 2 (Culture/Technology). Self-Esteem: Day 1 (Media/Family), Day 2 (Early Experiences). Conflict: Day 1 (Uptown upbringing). Nutrition: Day 1-2 (Diet Culture), Day 3-4 (Cultural honoring). Alcohol: Day 4 (Family addiction roles).
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	<p>9-12.H.2.1.2: Analyze how peers influence health beliefs and behaviors (e.g., social norms).</p>	<p>Self-Esteem: Day 2 (Peer Influence), Day 4 (Conforming pressures). Dangerous Decisions: Day 1 (Peer Pressure), Day 3 (Groupthink). Violence: Day 5 (Bystander culture/Gender roles).</p>
	<p>9-12.H.2.1.3: Evaluate how the school and community can affect personal health practice and behaviors.</p>	<p>Begin a Term: Day 2 (School counselors/nurses). Mental Health: Day 9-10 (School climate). Stress: Day 1-2 (Wellness centers). Diversity: Day 2 (Social Determinants/Barriers). Nutrition: Day 9-10 (School food rules/Federal law analysis), Day 9-10 (School Lunch Advocacy).</p>
	<p>9-12.H.2.1.4: Analyze how the media and technology influence health beliefs and behaviors (e.g., social media, internet safety, and responsibility).</p>	<p>Empathy: Day 1 (Technology desensitization). Self-Esteem: Day 4 (Instagram/TikTok). Mental Health: Day 1-2 (Social Media Trap), Day 7-8 (Digital Personas), Day 7-8 (Digital validation). Conflict: Day 2 (Digital norms). Dangerous Decisions: Day 3 (Digital safety). Nutrition: Day 5-6 (Influencer claims). Tobacco: Day 1 (Vape ad decoding).</p>
	<p>9-12.H.2.1.5: Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in).</p>	<p>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), Day 2 (Tolerance/Dependence).</p>
	<p>9-12.H.2.1.6: Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p>	<p>Dangerous Decisions: Day 2 (Good Samaritan laws). Alcohol: Day 2 (BAC limits). Nutrition: Day 9-10 (School food rules/Federal law analysis). Community Health: Day 4 (Public Health Systems). End a Term: Day 1 (Legal consequences MC 7).</p>

Standard 3: Accessing Information — Goal 1.1: Students will demonstrate the ability to access valid information, products, and services to enhance

<p>Grade 9-12 Objectives</p>	<p>9-12.H.3.1.1: Evaluate the validity 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), Day 5-6 (Healthwashing). Diseases: Day 4 (Media Literacy), Day 5 (Research domains). Tobacco: Day 1 (Vape ad decoding). End a Term: Day 1 (Online Data Scenario).</p>
	<p>9-12.H.3.1.2: Determine the accessibility of health information, products, and services.</p>	<p>Diversity: Day 2 (Social Determinants/Barriers). Mental Health: Day 5-6 (Minor access laws). Nutrition: Day 3-4 (Food Deserts), Day 9-10 (Economic access). Sex Education: Day 9-10 (Confidentiality/Minor access laws). Diseases: Day 5 (ZIP code).</p>
	<p>9-12.H.3.1.3: Access valid and reliable health information, products, and services.</p>	<p>Mental Health: Day 5-6 (Crisis Text Line). Stress: Day 5-6 (988). First Aid: Day 2 (AED Locator), Day 3 (Kit research), Day 4 (Poison Control). Nutrition: Day 3-4 (NEDA/Professional medical care). Sex Education: Day 5-6 (CDC guides), Day 9-10 (Planned Parenthood).</p>
	<p>9-12.H.3.1.4: Use resources from home, school, and community that provide valid health information.</p>	<p>Begin a Term: Day 2 (School counselors/nurses). Mental Health: Day 1-2 (Counselors/Support groups), Day 9-10 (Therapists/Peer support). Stress: Day 3-4 (Valid points of help), Day 9-10 (Circle of Support Map). Violence: Day 5 (Crisis lines). First Aid: Day 5 (Red Cross supplies). Community Health: Day 5 (Health Literacy).</p>

	<p>9-12.H.3.1.5: Determine when professional health services may be required.</p>	<p>Mental Health: Day 5-6 (Seeking support). Stress: Day 3-4 (Help-seeking), Day 5-6 (Warning sign response). Nutrition: Day 3-4 (ED therapy), Day 3-4 (NEDA/Professional medical care). First Aid: Day 1 (Skill level assessment), Day 4 (Crisis decisions).</p>
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Interpersonal Communication — Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid

<p>Grade 9-12 Objectives</p>	<p>9-12.H.4.1.1: Use skills for communicating effectively with family, peers, and others to enhance health.</p>	<p>Empathy: Day 2 (Active Listening), Day 2 (Emotional vocabulary). 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 2 (Clarifying needs).</p>
	<p>9-12.H.4.1.2: Demonstrate refusal, conflict resolution, and collaboration skills to enhance health and to avoid or reduce health risks.</p>	<p>Empathy: Day 4 (Saying No). Conflict: Day 1 (Negotiation), Day 2 (Accountability/Repair). Dangerous Decisions: Day 3 (Refusal/Negotiation skills). Violence: Day 4 (Refusal/Advocacy). Sex Education: Day 3-4 (Clear "No" strategies). First Aid: Day 2 (Bystander delegation).</p>
	<p>9-12.H.4.1.3: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p>	<p>Begin a Term: Day 2 (Agreements). Empathy: Day 1 (Respectful dialogue). Conflict: Day 1 (Conflict styles), Day 1 (Converting accusations), Day 2 (Power imbalances). Violence: Day 5 (NVC - Nonviolent Communication). End a Term: Day 1 (Scenario 7-8).</p>

	<p>9-12.H.4.1.4: Demonstrate how to ask for and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence, and bullying).</p>	<p>Mental Health: Day 5-6 (Listening/Thanking them), Day 5-6 (Seeking support). Stress: Day 5-6 (Active listening/Refusing secrets), Day 7-8 (Help prompts). Violence: Day 5 (Bystander/Confidential reporting). First Aid: Day 4 (ALGEE model). End a Term: Day 1 (MC 40).</p>
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Standard 5: Decision Making — Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

<p>Grade 9-12 Objectives</p>	<p>9-12.H.5.1.1: Examine barriers that can hinder healthy decision-making.</p>	<p>Dangerous Decisions: Day 1 (Decision fatigue), Day 1 (Peer Pressure), Day 3 (Groupthink). Stress: Day 3-4 (Systemic barriers). Diversity: Day 2 (Social Determinants/Barriers). Nutrition: Day 5-6 (Identifying barriers).</p>
	<p>9-12.H.5.1.2: Determine the value of applying a thoughtful decision-making process in health-related situations (e.g., alcohol, tobacco and other drug use, the consequences of a criminal record, recreational safety, safe driving behaviors, testing, social media and general online presence, food behavior, and physical activity).</p>	<p>Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE), Day 1 (Risky driving), Day 2 (Water safety/blackouts), Day 3 (Distracted driving CDC data). Alcohol: Day 3 (Criminal records). Mental Health: Day 7-8 (Digital Personas). Sex Education: Day 7-8 (Testing bookmarks). Nutrition: Day 3-4 (Intentional choice), Day 10 (Food log/MyFitnessPal expenditure tracking).</p>
	<p>9-12.H.5.1.3: Justify when individual or collaborative decision-making is appropriate.</p>	<p>First Aid: Day 2 (Bystander delegation), Day 5 (Emergency leadership). Violence: Day 5 (Intervention choice). Sex Education: Day 7-8 (Decision Scenario).</p>
	<p>9-12.H.5.1.4: Generate alternatives to health-related issues or problems.</p>	<p>Mental Health: Day 3-4 (Adaptive coping). Stress: Day 9-10 (Problem-solving). Dangerous Decisions: Day 2 (Coping). Nutrition: Day 1-2 (Hydration swap), Day 7-8 (Packing snacks).</p>

	9-12.H.5.1.5: Predict the potential short-term and long-term impact of each alternative on self, others, and the environment.	Begin a Term: Day 2 (Vortex of Impact). Stress: Day 1-2 (Pressure outcomes). Dangerous Decisions: Day 1 (Risky choice impact), Day 3 (Pre-decision challenge). Alcohol: Day 4 (Future you letter). End a Term: Day 2 (Waves of impact).
	9-12.H.5.1.6: Defend the healthy choice when making decisions.	Self-Esteem: Day 3 (Voice choice). Conflict: Day 2 (Assertive outcomes). Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE), Day 3 (Refusal/Negotiation skills). Sex Education: Day 9-10 (Abstinence proactive choice), Day 9-10 (Values check).
	9-12.H.5.1.7: Evaluate the effectiveness of health-related decisions.	Mental Health: Day 1-2 (Care choices). Self-Esteem: Day 4 (Authenticity shift). Stress: Day 9-10 (Toolkit implementation). Nutrition: Day 5-6 (Balance survey), Day 10 (Food log/MyFitnessPal expenditure tracking). End a Term: Day 1 (Scenario 9/26).

Standard 6: Goal Setting — Goal 1.1: Students will demonstrate the ability to use goal-setting skills to enhance health.		
Grade 9-12 Objectives	9-12.H.6.1.1: Assess personal health practices and overall health status.	Empathy: Day 1 (Survey). Self-Esteem: Day 1 (Self-Esteem Survey). Mental Health: Day 1-2 (Wellness spectrum). Stress: Day 1-2 (Survey), Day 1-2 (Vulnerability Survey). Nutrition: Day 5-6 (Balance survey), Day 7-8 (Energy check). First Aid: Day 1 (Skill level assessment).

	9-12.H.6.1.2: Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.	Begin a Term: Day 1 (Health Mission Statement). Empathy: Day 2 (Strength assessment). 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).
	9-12.H.6.1.3: Implement effective strategies and monitor progress in achieving a personal health goal (e.g., S.M.A.R.T. goal setting strategy).	Empathy: Day 3 (Active Listening goal), Day 5 (Empathy growth goal). Self-Esteem: Day 2 (Strength log), Day 5 (Small steps). Stress: Day 3-4 (Action timeline), Day 9-10 (Toolkit implementation), Day 9-10 (Habit building). Nutrition: Day 9-10 (SMART goal plan), Day 9-10 (SMART Power Plate meal/Plan design), Day 10 (Food log/MyFitnessPal expenditure tracking).
	9-12.H.6.1.4: Formulate an effective long-term personal health plan.	Begin a Term: Day 1 (Future letter 1/5/10yr), Day 1 (Personal Timeline/Future Letter). Mental Health: Day 9-10 (Wellness Plan). Stress: Day 3-4 (Letter to Future Self). Alcohol: Day 4 (Future you letter). Body Systems: Day 3 (Reproductive wellness plan). End a Term: Day 1 (Long-term goal mapping).

7: Practice Healthy Behavior — Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce he

Grade 9-12 Objectives	9-12.H.7.1.1: Analyze the role of individual responsibility in enhancing health.	Mental Health: Day 9-10 (Active seeking). Nutrition: Day 3-4 (Intentional choice). First Aid: Day 1 (Willingness to act). Sex Education: Day 9-10 (Ownership/Rights). End a Term: Day 2 (Learning stays within you).
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	9-12.H.7.1.2: Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.	Self-Esteem: Day 1 (Gratitude Rock), Day 2 (Nature Walk). Mental Health: Day 1-2 (Stress-Relief Jar), Day 3-4 (Mental Health Toolbox). Stress: Day 1-2 (5-4-3-2-1), Day 5-6 (Temperature Reset), Day 9-10 (Toolkit). Nutrition: Day 1-2 (Hydration swap), Day 7-8 (Packing snacks).
	9-12.H.7.1.3: Explain the importance of personal hygiene, self-care (e.g., self-exams), food behavior, and physical activity.	Body Systems: Day 3 (UTIs/Hygiene). Sex Education: Day 5-6 (Self-exam guides/Cancer prevention). Nutrition: Day 1-2 (Hunger cues), Day 7-8 (Fuel-up goal), Day 10 (Food log/MyFitnessPal expenditure tracking).
	9-12.H.7.1.4: Demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others.	Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE), Day 2 (911/Narcan), Day 3 (Digital safety). First Aid: Day 1 (3 Ps), Day 2 (ABCDE). Alcohol: Day 1-4 (Overdose/Poisoning response). Nutrition: Day 5-6 (Allergies/EpiPen). Sex Education: Day 7-8 (Condom Demo/Steps).
	9-12.H.7.1.5: Instruction provided on hands-only CPR training including proper utilization of an AED.	First Aid: Day 2 (Hands-only CPR/AED sequence), Day 2 (AED Locator), Day 2 (Life/Death operations), Day 2 (Bleeding/Cardiac).

Standard 8: Advocacy — Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health.

Grade 9-12 Objectives	9-12.H.8.1.1: Use accurate information to formulate a health-enhancing message.	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).
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	9-12.H.8.1.2: Demonstrate how to influence and support others to make positive health choices.	Empathy: Day 5 (Kindness project). Mental Health: Day 9-10 (Offering empathy). Violence: Day 5 (Challenging victim-blaming). Nutrition: Day 3-4 (Supporting Diego). Alcohol: Day 4 (Safe community advocacy). Drugs: Day 3 (Harm reduction leadership).
	9-12.H.8.1.3: 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), Day 9-10 (Positive culture advocacy). Stress: Day 1-2 (Wellness advocacy project). Diversity: Day 2 (Advocating for Equity). Nutrition: Day 9-10 (School Lunch Advocacy). Tobacco: Day 2 (Tobacco-free advocacy).
	9-12.H.8.1.4: Adapt health messages and communication techniques to target a specific audience.	Empathy: Day 2 (Equitable communication). Stress: Day 7-8 (Parent-Teen Communicator). Diversity: Day 3 (Media for Equity). Dangerous Decisions: Day 3 (PSA - challenging "cool" risk). Sex Education: Day 7-8 (Confidential testing advocacy).

Idaho Graduation Requirement — Health/Wellness Credit and CPR/AED Training		
Health/Wellness Credit & CPR/AED	IDAPA 08.02.03.105.01.i: Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Each student shall receive a minimum of one (1) training on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course.	First Aid: Day 2 (Hands-only CPR/AED sequence), Day 2 (AED Locator), Day 2 (Life/Death operations), Day 2 (Bleeding/Cardiac).