



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** Indiana's Academic Standards for High School Health & Wellness (2023)

Indiana Academic Standards — Health & Wellness (2023): <https://media.doe.in.gov/standards/indiana-academic-standards-grades-k-12-health.pdf>

2023 Indiana Academic Standards: Health & Wellness — 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 risk.

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 demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.

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

The Indiana Academic Standards for Grades K-12 Health and Wellness were adopted in 2023 by the Indiana Department of Education, superseding the 2017 Health & Wellness standards. Grades 9-12 indicators (HS.1.1 through HS.8.8) are organized under eight standards aligned to the National Health Education Standards. Standards text retrieved verbatim from the official IDOE standards document.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
1. Healthy Behaviors	HS.1.1: Predict how behaviors can impact personal health.	Begin a Term: Day 1 (Healthy year vision). Mental Health: Day 1-2 (Wellness spectrum). Stress: Day 1-2 (Pressure outcomes). Dangerous Decisions: Day 1 (Risky choice impact), Day 2 (Substance impact). Nutrition: Day 7-8 (Blood sugar/Heart health). Diseases: Day 5 (Lifestyle/Chronic prevention). End a Term: Day 1 (Scenario 24-25).
2. Dimensions of Health	HS.1.2: Cite evidence that demonstrates the interrelationships of emotional, intellectual, physical, and social health across the lifespan.	Begin a Term: Day 1 (Core Scholar). Mental Health: Day 1-2 (5 Dimensions). Stress: Day 3-4 (Foggy brain/Headaches). Nutrition: Day 7-8 (Academic pressure). Body Systems: Day 1 (Gut-brain disruption). Sex Education: Day 5-6 (Development/Lifespan literacy). End a Term: Day 2 (Living System).
3. Personal Health	HS.1.3: Analyze how the environment could impact overall health.	Begin a Term: Day 2 (Social Determinants). Self-Esteem: Day 1 (Environment changes). Stress: Day 9-10 (Poverty/Discrimination). Diversity: Day 2 (Social Determinants/Barriers). Nutrition: Day 3-4 (Food Deserts), Day 9-10 (Economic access). Diseases: Day 5 (ZIP code). Environmental Health: Day 1 (Workplace Hazard reports). End a Term: Day 1 (SDOH Scenario 6).
4. Preventing Injury	HS.1.4: Propose ways to reduce or prevent injuries and health problems.	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).

5. Accessing Health Care	HS.1.5: Analyze the relationship between access to health care and personal health.	Mental Health: Day 5-6 (Minor access laws). Stress: Day 3-4 (Systemic barriers). Diseases: Day 4 (Social conditions). Alcohol: Day 2 (Minor in Possession/Treatment access). Drugs: Day 4 (Systemic inequities/Stigma). Sex Education: Day 9-10 (Confidentiality/Minor access laws).
6. Family History & Personal Health	HS.1.6: Analyze how genetics and family history can affect personal health.	Mental Health: Day 1-2 (Biopsychosocial). Diseases: Day 5 (Family History). Alcohol: Day 4 (Family addiction roles).
7. Practicing Healthy Behaviors	HS.1.7: Analyze 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 5-6 (Identifying barriers), Day 7-8 (Packing snacks).
8. Unhealthy Behavior Outcomes	HS.1.8: Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.	Stress: Day 1-2 (Vulnerability Survey). Dangerous Decisions: Day 1 (Risky driving), Day 2 (Water safety/blackouts), Day 3 (Distracted driving CDC data). Diseases: Day 4 (Risk assessment). Drugs: Day 3 (Memory/Breathing impact). Tobacco: Day 1 (Prefrontal cortex effects). End a Term: Day 1 (MC 1-3).

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

1. Family Influence on Health	HS.2.1: Analyze how the family influences the health or individuals across the lifespan.	Begin a Term: Day 1 (Belief formation). Self-Esteem: Day 1 (Media/Family), Day 2 (Early Experiences). Mental Health: Day 1-2 (Biopsychosocial). Alcohol: Day 4 (Family addiction roles). End a Term: Day 2 (Generational cycles).
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<p>2. School and Community Impact</p>	<p>HS.2.2: Evaluate how the school and community can impact personal health practice and behaviors.</p>	<p>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).</p>
<p>3. Media Influence on Health Behaviors</p>	<p>HS.2.3: Evaluate the effect of media and social media on health behaviors.</p>	<p>Self-Esteem: Day 1 (Media/Family), Day 4 (Instagram/TikTok). Mental Health: Day 1-2 (Social Media Trap). Violence: Day 4 (Toxic masculinity/Media Literacy). Nutrition: Day 5-6 (Influencer claims). Diseases: Day 4 (Media Literacy). Tobacco: Day 1 (Vape ad decoding). Sex Education: Day 5-6 (Comparison culture).</p>
<p>4. Peer Influence on Health Behaviors</p>	<p>HS.2.4: Analyze how peers can influence healthy and unhealthy behaviors.</p>	<p>Self-Esteem: Day 2 (Peer Influence), Day 4 (Conforming pressures). Mental Health: Day 7-8 (Online validation influence). Dangerous Decisions: Day 1 (Peer Pressure), Day 3 (Groupthink).</p>
<p>5. Cultural Influence on Health Behaviors</p>	<p>HS.2.5: Analyze how culture influences health behaviors.</p>	<p>Stress: Day 7-8 (Societal acknowledgment). Diversity: Day 1 (Identity), Day 2 (Cultural humility), Day 3 (Narratives). Violence: Day 5 (Bystander culture/Gender roles). Nutrition: Day 1-2 (Diet Culture), Day 3-4 (Cultural honoring).</p>
<p>6. Technology Influence on Health Behaviors</p>	<p>HS.2.6: Evaluate the impact of technology on personal, family, and community health.</p>	<p>Empathy: Day 1 (Technology desensitization). Mental Health: Day 7-8 (Digital Balance). Conflict: Day 2 (Digital norms). Dangerous Decisions: Day 3 (Digital safety). Violence: Day 4 (Technology influences). End a Term: Day 1 (Online Data Scenario).</p>

7. Norms Perception Influence on Health Behaviors	HS.2.7: Analyze how the perceptions of norms influence health behaviors.	Mental Health: Day 7-8 (Digital validation). Dangerous Decisions: Day 3 (PSA - challenging "cool" risk). Violence: Day 5 (Bystander culture/Gender roles). Nutrition: Day 3-4 (Thinness narrative harm). Sex Education: Day 9-10 (45% of teens statistic).
8. Personal Values Influence on Health Behaviors	HS.2.8: 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). Nutrition: Day 3-4 (Intentional choice). Sex Education: Day 9-10 (Values check).
9. Health Risk Behaviors	HS.2.9: Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.	Mental Health: Day 5-6 (Numbing pain). Stress: Day 1-2 (Escape/Numb out), Day 7-8 (Grief avoidance). Dangerous Decisions: Day 1 (Risky choice impact), Day 2 (Tolerance/Dependence). Drugs: Day 2 (Tolerance).
10. School/Public Health Policy Influence on Health Behaviors	HS.2.10: Analyze how public health policies and government regulations can influence health practices and behaviors.	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: Students will demonstrate the ability to access valid information, products and services to enhance health.

1. Health Information and Services	HS.3.1: 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 4 (Media Literacy), Day 5 (Research domains). Tobacco: Day 1 (Vape ad decoding).
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2. Accessing Health Information	HS.3.2: Use resources from home, school, community, and reliable internet sources that provide valid health information for making personal health decisions.	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 5-6 (Wellness centers). Violence: Day 5 (Crisis lines). Sex Education: Day 1-2 (Counselors), Day 5-6 (CDC guides).
3. Professional Health Services	HS.3.3: Determine when professional health services may be required.	Mental Health: Day 5-6 (Crisis Text Line). Stress: Day 3-4 (Sadness vs Clinical Depression). Nutrition: Day 3-4 (NEDA/Professional medical care). First Aid: Day 4 (Poison Control).
4. Locating Reliable Health Products/Services	HS.3.4: Access valid and reliable health products and services that enhance health.	Nutrition: Day 9-10 (Economic access). First Aid: Day 2 (AED Locator), Day 3 (Kit research). Alcohol: Day 2 (Minor in Possession/Treatment access). Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP), Day 9-10 (Planned Parenthood).

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

1. Verbal/Nonverbal Communication Skills	HS.4.1: Apply effective verbal (assertiveness) and nonverbal communication skills in real-life health situations.	Empathy: Day 2 (Tense posture). Mental Health: Day 5-6 (Assertiveness). Stress: Day 3-4 ("I" statements), Day 7-8 (Skills-lab "I" statements). Conflict: Day 1 (Assertiveness/I-statements).
2. Listening Skills	HS.4.2: Employ active listening and response skills to enhance health.	Empathy: Day 2 (Active Listening), Day 3 (Active Listening goal). Mental Health: Day 1-2 (Judgment-free listening), Day 5-6 (Listening/Thanking them). Stress: Day 5-6 (Active listening/Refusing secrets). Diversity: Day 3 (Listening goal).

<p>3. Expressing Needs, Wants, and Feelings</p>	<p>HS.4.3: Identify and apply healthy strategies to manage personal wellbeing.</p>	<p>Self-Esteem: Day 2 (Nature Walk), 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), Day 7-8 (Journaling/Art).</p>
<p>4. Communicating Care, Consideration, and Respect</p>	<p>HS.4.4: Demonstrate ways to communicate care, consideration, and respect of self and others.</p>	<p>Begin a Term: Day 2 (Correcting harmful jokes). Empathy: Day 1 (Respectful dialogue), Day 5 (Kindness conversations). Diversity: Day 1 (Ground rules), Day 3 (Affirming language). Violence: Day 5 (Nonviolent Communication).</p>
<p>5. Health Risk Refusal Skills</p>	<p>HS.4.5: Demonstrate effective refusal skills in real-life health-related situations.</p>	<p>Empathy: Day 4 (Saying No). Dangerous Decisions: Day 3 (Refusal/Negotiation skills). Violence: Day 4 (Refusal/Advocacy). Sex Education: Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map).</p>
<p>6. Asking for Assistance</p>	<p>HS.4.6: Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p>	<p>Mental Health: Day 5-6 (Seeking support), Day 9-10 (Offering empathy). Stress: Day 3-4 (Help-seeking), Day 5-6 (ALGEE), Day 7-8 (Help prompts). First Aid: Day 2 (Bystander delegation).</p>
<p>7. Managing Conflict</p>	<p>HS.4.7: Implement and evaluate strategies to prevent and manage conflict.</p>	<p>Begin a Term: Day 2 (Agreements). Conflict: Day 1 (Negotiation), Day 2 (Accountability/Repair). Violence: Day 5 (NVC - Nonviolent Communication). End a Term: Day 1 (Scenario 7-8).</p>
<p>8. Overcoming Communication Barriers</p>	<p>HS.4.8: Implement strategies for overcoming health-related communication barriers.</p>	<p>Empathy: Day 2 (Equitable communication). Stress: Day 5-6 (Reducing silence). Conflict: Day 1 (Converting accusations), Day 2 (Power imbalances). Diversity: Day 2 (Honest dialogue).</p>

9. Overcoming Communication Barriers	HS.4.9: Analyze how interpersonal communication impacts and is impacted by relationships.	Mental Health: Day 7-8 (Jealousy/Control). Stress: Day 7-8 (Parent-Teen Communicator). Conflict: Day 2 (Relationship wellness). Sex Education: Day 3-4 (Trust/Equality/Boundaries).
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Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

1. Personal Health Decisions and Influences	HS.5.1: Identify personal health decisions and analyze related internal and external influences.	Self-Esteem: Day 4 (Conforming pressures). Dangerous Decisions: Day 1 (Decision fatigue), Day 3 (Groupthink). Nutrition: Day 1-2 (Hunger cues). Sex Education: Day 9-10 (Values check).
2. Evaluating Health Information	HS.5.2: Gather, synthesize, and evaluate available information to enhance health.	Mental Health: Day 9-10 (NAMI stats). Dangerous Decisions: Day 3 (Distracted driving CDC data). Nutrition: Day 5-6 (Hidden Sugar Challenge). Diseases: Day 5 (Research domains). Sex Education: Day 5-6 (CDC guides).
3. Making Health-Related Decisions	HS.5.3: Analyze health risk of decisions to self and others.	Begin a Term: Day 2 (Vortex of Impact). Stress: Day 1-2 (Pressure outcomes). Dangerous Decisions: Day 1 (Risky choice impact). Sex Education: Day 7-8 (Parenting/Financial effects). End a Term: Day 2 (Waves of impact).
4. Health Decision Connections	HS.5.4: Apply a decision making process to real-life 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). End a Term: Day 1 (Scenario 9/26).

5. Personal Health Responsibility	HS.5.5: Describe how personal health decisions may affect subsequent decisions.	Begin a Term: Day 1 (Future letter 1/5/10yr). Stress: Day 1-2 (Escape/Numb out). Dangerous Decisions: Day 2 (Tolerance/Dependence). Drugs: Day 2 (Tolerance).
6. Personal Health Decisions	HS.5.6: Assume responsibility for personal health decisions.	Self-Esteem: Day 5 (Self-advocacy). Mental Health: Day 9-10 (Wellness Plan). Sex Education: Day 9-10 (Ownership/Rights). End a Term: Day 1 (Live it Forward challenge).

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

1. Setting Health Goals	HS.6.1: Critically analyze and articulate the benefits of planning and setting personal health goals.	Begin a Term: Day 1 (Health Mission Statement). Empathy: Day 3 (Active Listening goal). Stress: Day 1-2 (Reduction strategy). Nutrition: Day 5-6 (Balance survey).
2. Achieving Health Goals	HS.6.2: Develop a personal health goal and a plan to achieve it.	Empathy: Day 4 (Action Plan). 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). Body Systems: Day 3 (Reproductive wellness plan).
3. Barriers to Health Goals	HS.6.3: Analyze and develop strategies to overcome barriers to achieving the personal health goal.	Self-Esteem: Day 5 (Small steps). Mental Health: Day 5-6 (Support goal). Nutrition: Day 3-4 (Cultural honoring), Day 5-6 (Identifying barriers), Day 7-8 (Packing snacks).
4. Health Goal Adaptability	HS.6.4: Implement and analyze the plan and adjust it, as needed, to achieve the personal health goal.	Empathy: Day 5 (Empathy growth goal). Stress: Day 9-10 (Toolkit implementation). Nutrition: Day 10 (Food log/MyFitnessPal expenditure tracking). End a Term: Day 1 (Long-term goal mapping).

5. Personal Choices and Health Goals	HS.6.5: Identify personal support systems and explain their importance in achieving the personal health goal.	Mental Health: Day 5-6 (Support goal), Day 9-10 (Support Plan). Stress: Day 9-10 (Circle of Support Map).
6. Health Goal Support Systems	HS.6.6: Assess, reflect on, and adjust the plan to reach and maintain the personal health goal.	Mental Health: Day 9-10 (Wellness Plan). Stress: Day 9-10 (Habit building). Nutrition: Day 9-10 (SMART Power Plate meal/Plan design).

Standard 7: Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.

1. Safety Knowledge Skills	HS.7.1: Conduct a personal assessment of health and safety knowledge and skills.	Empathy: Day 1 (Survey). Self-Esteem: Day 1 (Self-Esteem Survey). Stress: Day 1-2 (Survey). Nutrition: Day 5-6 (Balance survey). First Aid: Day 1 (Skill level assessment).
2. Health and Safety Strengths and Needs	HS.7.2: Analyze the results of the personal assessment to identify personal health and safety strengths and needs.	Empathy: Day 2 (Strength assessment). Self-Esteem: Day 2 (Strength log). Mental Health: Day 9-10 (Identifying burnout). Stress: Day 1-2 (Vulnerability Survey). First Aid: Day 1 (Willingness to act).
3. Health and Safety Strengths and Needs	HS.7.3: Analyze the results of the personal assessment to identify personal health and safety strengths and needs.	Empathy: Day 2 (Strength assessment). Self-Esteem: Day 2 (Strength log). Mental Health: Day 9-10 (Identifying burnout). Stress: Day 1-2 (Vulnerability Survey). First Aid: Day 1 (Willingness to act).

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

<p>1. Safety Concerns and Assessments</p>	<p>HS.8.1: Conduct a personal, family, or community health or safety assessment and/or review data from current similar health assessments.</p>	<p>Mental Health: Day 9-10 (NAMI stats). Dangerous Decisions: Day 3 (Distracted driving CDC data). Body Systems: Day 2 (Immune/Vaccine stats). Environmental Health: Day 1 (Workplace Hazard reports). Sex Education: Day 9-10 (45% of teens statistic).</p>
<p>2. Standing for Health/Safety Issues</p>	<p>HS.8.2: Analyze data to determine a priority health or safety issue to be able to use and understand.</p>	<p>Empathy: Day 5 (40% reduction project). Mental Health: Day 5-6 (Planning an initiative). Stress: Day 5-6 (Risk/Protective Factors). Nutrition: Day 9-10 (School Lunch Advocacy).</p>
<p>3. Evidence for Health/Safety Issues</p>	<p>HS.8.3: Identify and familiarize yourself with agencies, organizations, and others who advocate for and against the health issue.</p>	<p>Mental Health: Day 5-6 (Crisis Text Line). Stress: Day 5-6 (988). Nutrition: Day 3-4 (NEDA/Professional medical care). First Aid: Day 5 (Red Cross supplies). Drugs: Day 2 (Industry marketing impact). Sex Education: Day 9-10 (Planned Parenthood).</p>
<p>4. Advocating for Health Issues</p>	<p>HS.8.4: Take a clear stand or position on health-enhancing behaviors.</p>	<p>Diversity: Day 2 (Advocating for Equity). Violence: Day 5 (Challenging victim-blaming). Alcohol: Day 4 (Safe community advocacy). Tobacco: Day 2 (Tobacco-free advocacy). Sex Education: Day 9-10 (Abstinence proactive choice).</p>
<p>5. Personal Belief for Health/Safety Issues</p>	<p>HS.8.5: Use communication techniques to educate the individual or group to support or act on the health safety issue.</p>	<p>Mental Health: Day 1-2 (Breaking Stigma PSA). Stress: Day 1-2 (Wellness Advocacy Project). Dangerous Decisions: Day 3 (PSA - challenging "cool" risk). Nutrition: Day 3-4 (Supporting Diego). Drugs: Day 3 (Harm reduction leadership).</p>

<p>6. Communicating Health/Safety Issues</p>	<p>HS.8.6: Identify and create messaging and marketing to a priority audience concerning the health and safety message.</p>	<p>Empathy: Day 1 (Project Empathy). Stress: Day 1-2 (Wellness advocacy project). Diversity: Day 3 (Media for Equity). Nutrition: Day 3-4 (PSA Project). Sex Education: Day 7-8 (Testing bookmarks).</p>
<p>7. Communicating Health/Safety Issues</p>	<p>HS.8.7: Work collaboratively with individuals, agencies, and organizations to advocate for the health of self, families, and communities.</p>	<p>Empathy: Day 5 (Kindness project). Conflict: Day 1-2 (Guidebooks/PSAs). Diversity: Day 2 (Advocating for Equity). Nutrition: Day 9-10 (School Lunch Advocacy). Sex Education: Day 7-8 (Confidential testing advocacy).</p>
<p>8. Communicating Health/Safety Issues</p>	<p>HS.8.8: Evaluate the effectiveness of the advocacy effort and revise and adjust, as needed.</p>	<p>Empathy: Day 5 (40% reduction project). Mental Health: Day 9-10 (Positive culture advocacy). End a Term: Day 2 (Waves of impact).</p>