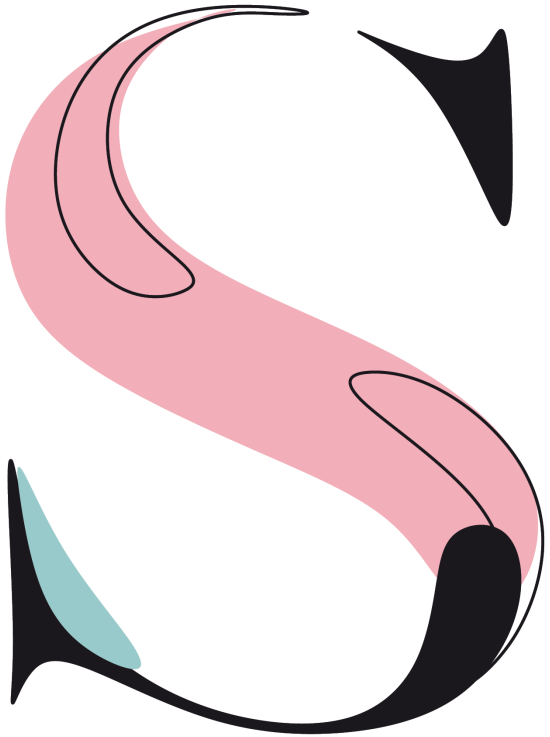
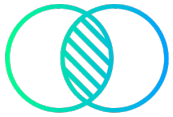


STANDARDS

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).

2. School and Community Impact	**HS.2.2:** Evaluate how the school and community can impact personal health practice and behaviors.	**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).
3. Media Influence on Health Behaviors	**HS.2.3:** Evaluate the effect of media and social media on health behaviors.	**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).
4. Peer Influence on Health Behaviors	**HS.2.4:** Analyze how peers can influence healthy and unhealthy behaviors.	**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).
5. Cultural Influence on Health Behaviors	**HS.2.5:** Analyze how culture influences health behaviors.	**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).
6. Technology Influence on Health Behaviors	**HS.2.6:** Evaluate the impact of technology on personal, family, and community health.	**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).

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).

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 risk.		
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).
3. Expressing Needs, Wants, and Feelings	**HS.4.3:** Identify and apply healthy strategies to manage personal wellbeing.	**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).
4. Communicating Care, Consideration, and Respect	**HS.4.4:** Demonstrate ways to communicate care, consideration, and respect of self and others.	**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).
5. Health Risk Refusal Skills	**HS.4.5:** Demonstrate effective refusal skills in real-life health-related situations.	**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).
6. Asking for Assistance	**HS.4.6:** Demonstrate how to ask for and offer assistance to enhance the health of self and others.	**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).

7. Managing Conflict	**HS.4.7:** Implement and evaluate strategies to prevent and manage conflict.	**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).
8. Overcoming Communication Barriers	**HS.4.8:** Implement strategies for overcoming health-related communication barriers.	**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).
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).

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.		
1. Safety Concerns and Assessments	**HS.8.1:** Conduct a personal, family, or community health or safety assessment and/or review data from current similar health assessments.	**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).
2. Standing for Health/Safety Issues	**HS.8.2:** Analyze data to determine a priority health or safety issue to be able to use and understand.	**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).
3. Evidence for Health/Safety Issues	**HS.8.3:** Identify and familiarize yourself with agencies, organizations, and others who advocate for and against the health issue.	**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).
4. Advocating for Health Issues	**HS.8.4:** Take a clear stand or position on health-enhancing behaviors.	**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).

5. Personal Belief for Health/Safety Issues	**HS.8.5:** Use communication techniques to educate the individual or group to support or act on the health safety issue.	**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).
6. Communicating Health/Safety Issues	**HS.8.6:** Identify and create messaging and marketing to a priority audience concerning the health and safety message.	**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).
7. Communicating Health/Safety Issues	**HS.8.7:** Work collaboratively with individuals, agencies, and organizations to advocate for the health of self, families, and communities.	**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).
8. Communicating Health/Safety Issues	**HS.8.8:** Evaluate the effectiveness of the advocacy effort and revise and adjust, as needed.	**Empathy:** Day 5 (40% reduction project). **Mental Health:** Day 9-10 (Positive culture advocacy). **End a Term:** Day 2 (Waves of impact).