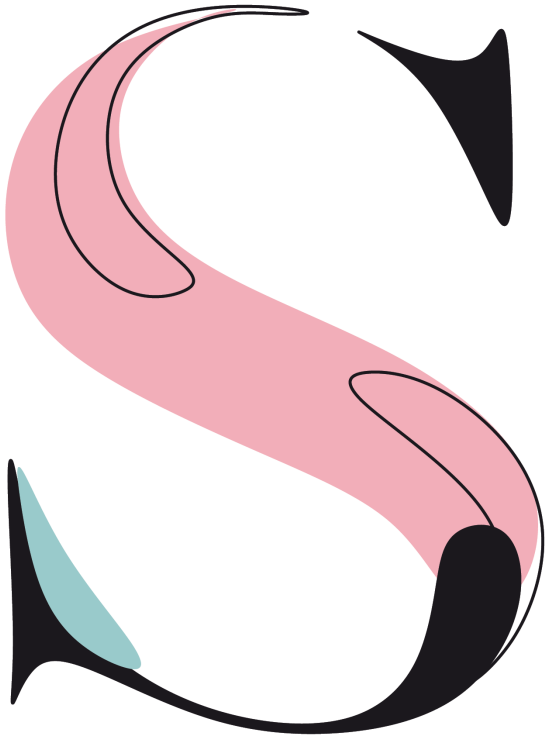
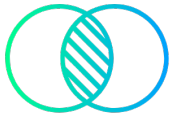


STANDARDS

HEALTH EDUCATION TODAY



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Health Education Today's High School Health Curriculum: Aligned with **the** Kansas Model Curricular Standards for High School Health Education (2018)

Kansas Model Curricular Standards for Health Education (2018): https://www.ksde.gov/Portals/0/CSAS/Content%20Area%20(F-L)/Health%20Education/Kansas%20Model%20Curricular%20Standards%20for%20Health%20Education%20rev110218.pdf

Kansas Health Education Standards::

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

Standard #2: Students will analyze influences on health behaviors (including family, peer, culture, media, technology and other factors).

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

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

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

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

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

Standard #8: Students will demonstrate the ability to advocate for health.

Kansas Health Content Areas::

Community Health; Consumer Health; Environmental Health; Family Life, Relationships and Human Sexuality; Injury Prevention and Safety; Mental and Emotional Health; Nutrition; Personal Health; Prevention and Control of Disease; Substance Use, Abuse and Addiction

The Kansas Model Curricular Standards for Health Education (2018) were approved by the Kansas State Board of Education in November 2018. They are model standards: health education is non-assessed under Kansas Education Systems Accreditation (KESA), and Kansas districts develop local curricula guided by these standards. High school alignment below uses the 9-12 grade-band benchmarks (12.x), organized by the ten Kansas Health Content Areas as printed in the document's Content Standards for 9-12; every benchmark falls under the stem "The students will know, comprehend, apply, analyze, synthesize and/or evaluate:".

Community Health		
Grade Level Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:	**12.1:** Local community needs/issues/events	**Community Health:** Day 4 (Public Health Systems), Day 5 (Community data analysis). **Begin a Term:** Day 2 (Social Determinants). **Diversity:** Day 2 (Social Determinants/Barriers). **End a Term:** Day 1 (SDOH Scenario 6).
	12.2: Local/state laws, ordinances, and policies for a healthy community	**Dangerous Decisions:** Day 1 (Legal outcomes), Day 2 (Good Samaritan laws). **Mental Health:** Day 5-6 (Minor access laws). **Nutrition:** Day 9-10 (School food rules/Federal law analysis). **Environmental Health:** Day 3 (Clean Air Act/Civic action).
	12.3: Value of community interactions	**Empathy:** Day 5 (Kindness conversations). **Diversity:** Day 2 (Belonging). **Mental Health:** Day 5-6 (Impact on individual/community). **Community Health:** Day 4 (Community Health Champion interview). **End a Term:** Day 2 (Waves of impact).
	12.4: Strategies to maintain a healthy community	**Community Health:** Day 5 (Youth-led initiatives, Health Literacy). **Mental Health:** Day 9-10 (Positive culture advocacy). **Conflict:** Day 2 (Community accountability). **Stress:** Day 1-2 (Wellness Advocacy Project).
	12.5: Personal service for the betterment of the community	**Empathy:** Day 5 (40% reduction project, Kindness project). **Alcohol:** Day 4 (Safe community advocacy). **Drugs:** Day 3 (Harm reduction leadership). **Community Health:** Day 5 (Youth-led initiatives).

	12.6: Global health issues	**Community Health:** Day 4 (WHO/Global institutions). **Environmental Health:** Day 1-3 (Planet Guide/Scientific Data).

Consumer Health		
Grade Level Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:	**12.1:** Availability and accessibility of health-care services	**Mental Health:** Day 1-2 (Counselors/Support groups), Day 9-10 (Therapists/Peer support). **Stress:** Day 3-4 (Valid points of help). **Sex Education:** Day 9-10 (Planned Parenthood). **Community Health:** Day 4 (Healthcare access barriers).
	12.2: Adolescent health-care products and services	**Sex Education:** Day 5-6 (CDC guides), Day 7-8 (Contraceptive effectiveness/PrEP, Testing bookmarks). **First Aid:** Day 3 (Kit research). **Mental Health:** Day 5-6 (Crisis Text Line).
	12.3: Interpersonal and intrapersonal influences on health choices (budgeting, culture, SES, etc.)	**Nutrition:** Day 1-2 (Diet Culture), Day 3-4 (Food Deserts, Cultural honoring), Day 9-10 (Economic access). **Diversity:** Day 2 (Social Determinants/Barriers). **Stress:** Day 9-10 (Poverty/Discrimination). **Dangerous Decisions:** Day 2 (Inequality).
	12.4: Characteristics of informed consumers	**Nutrition:** Day 5-6 (Healthwashing, Influencer claims, Registered Dietitians vs Influencers). **Tobacco:** Day 1 (Vape ad decoding). **Diseases:** Day 4 (Media Literacy).
	12.5: Seek reliable advice regarding consumer health choices	**Nutrition:** Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers). **Diseases:** Day 5 (Research domains). **Community Health:** Day 5 (Health Literacy).

	12.6: Role of media in disseminating health information	**Diseases:** Day 4 (Media Literacy). **Drugs:** Day 2 (Industry marketing impact). **Tobacco:** Day 1 (Vape ad decoding). **Mental Health:** Day 1-2 (Social Media Trap). **Stress:** Day 1-2 (Mindfulness through Media).
	12.7: Basic health insurance terminology	Review Required

Environmental Health		
Grade Level Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:	**12.1:** Personal responsibility for community environmental issues	**Environmental Health:** Day 1 (Workplace Hazard reports), Day 2 (Environmental Racism/Systemic Redlining), Day 3 (Personal/Collective action).
	12.2: Reduce, reuse, recycle and alternatives	**Environmental Health:** Day 3 (Recycling/Composting).
	12.3: Relationship between environment, disease, and health	**Environmental Health:** Day 1 (Air quality/health risks), Day 1-3 (Climate Anxiety/Solastalgia). **Diseases:** Day 4 (Social conditions), Day 5 (ZIP code).
	12.4: Local, state, and global environmental issues	**Environmental Health:** Day 2 (Flint/Cancer Alley), Day 1-3 (Planet Guide/Scientific Data).
	12.5: Laws, ordinances, and policies	**Environmental Health:** Day 3 (Clean Air Act/Civic action).

Human Sexuality and Relationships		
Grade Level Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:	**12.1:** Adapting to changes associated with puberty	**Body Systems:** Day 3 (Hormonal shifts). **Sex Education:** Day 5-6 (Physical/Social shifts, Development/Lifespan literacy).
	12.2: Adapting to change within the family	**Stress:** Day 7-8 (Parent-Teen Communicator, Grief Map). **Alcohol:** Day 4 (Family addiction roles). **End a Term:** Day 2 (Generational cycles).
	12.3: Changing responsibilities from adolescence to adulthood	**Begin a Term:** Day 1 (Future letter 1/5/10yr). **Stress:** Day 3-4 (Letter to Future Self). **Sex Education:** Day 5-6 (Development/Lifespan literacy), Day 7-8 (Parenting/Financial effects), Day 9-10 (Ownership/Rights).
	12.4: Responsible behaviors within relationships (communication, abstinence, etc.)	**Begin a Term:** Day 2 (Practicing consent). **Sex Education:** Day 1-2 (Boundaries), Day 3-4 (Clear "No" strategies, Trust/Equality/Boundaries), Day 7-8 (Yes/No/Maybe map), Day 9-10 (Abstinence proactive choice).
	12.5: Potential outcomes of sexual activity (STIs, pregnancy, etc.)	**Sex Education:** Day 7-8 (STI transmission, Contraceptive effectiveness/PrEP, Parenting/Financial effects). **Diseases:** Day 4 (STI Stigma challenge). **End a Term:** Day 1 (Scenario 4).

	12.6: Impact of media and technology on sexual behaviors	**Sex Education:** Day 1-2 (Sexting consequences), Day 5-6 (Comparison culture). **Dangerous Decisions:** Day 3 (Sexting/Digital footprint leaks). **Mental Health:** Day 7-8 (Digital influence).
	12.7: Laws associated with sexual behaviors (consent, harassment, assault, rape, human trafficking, etc.)	**Dangerous Decisions:** Day 3 (Sexting laws). **Sex Education:** Day 9-10 (Confidentiality/Minor access laws). **Mental Health:** Day 7-8 (Cyberbullying/Digital footprints). **Violence:** Day 5 (Bystander/Confidential reporting). **End a Term:** Day 1 (Digital content legalities).
	12.8: Differences between individual, family, culture, community, and global values	**Begin a Term:** Day 1 (Intersectionality). **Diversity:** Day 1 (Identity), Day 2 (Cultural humility). **Sex Education:** Day 9-10 (Values check).

Injury Prevention and Safety		
Grade Level Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:	**12.1:** Basic first aid skills	**First Aid:** Day 1 (3 Ps), Day 2 (ABCDE), Day 3 (R.I.C.E./FAST), Day 4 (Seizures/Asthma), Day 5 (Bleeding/Simulations). **Nutrition:** Day 5-6 (Allergies/EpiPen).
	12.2: Demonstrate and perform CPR/AED procedures according to current and nationally recognized guidelines	**First Aid:** Day 2 (Hands-only CPR/AED sequence, AED Locator). **Alcohol:** Day 1-4 (Overdose/Poisoning response). **Drugs:** Day 3 (Narcan administration).
	12.3: Resources to prevent and avoid violence	**Violence:** Day 5 (Crisis lines, Protective Factors, Bystander/Confidential reporting). **Conflict:** Day 1-2 (Guidebooks/PSAs).

	12.4: Prevention and response to physical violence (guns and/or weapons and bullying)	**Violence:** Day 4 (Breaking Silence, Ripple effects), Day 5 (Intervention choice). **Empathy:** Day 5 (40% reduction project).
	12.5: Prevention and response to mental violence (bullying and abuse)	**Begin a Term:** Day 2 (Diamonds 3 prompt). **Empathy:** Day 1 (Scenario 3), Day 3 (Cyberbullying, Challenging generalizations). **Mental Health:** Day 7-8 (Responding to exclusion).
	12.6: Prevention and response to social violence (relationships, conflict resolution, and cyber)	**Conflict:** Day 1 (Negotiation, Assertiveness/I-statements), Day 2 (Accountability/Repair, Power imbalances). **Violence:** Day 4 (Doxxing prevention).
	12.7: Prevention and response to sexual violence (harassment, assault, rape, and abuse)	**Violence:** Day 4 (Refusal/Advocacy, Toxic masculinity/Media Literacy), Day 5 (Challenging victim-blaming, Bystander/Confidential reporting). **Sex Education:** Day 3-4 (Coercion distinction).
	12.8: Media safety (social media, cyber, TV, music, advertising, etc.)	**Mental Health:** Day 1-2 (Social Media Trap), Day 7-8 (Digital Personas, Online Hygiene Plan). **Dangerous Decisions:** Day 1 (Law Table Item 7), Day 3 (Digital safety). **Violence:** Day 4 (Doxxing). **End a Term:** Day 1 (Online Data Scenario, Scenario 11).
	12.9: Causes of conflict and non-violent conflict resolutions	**Conflict:** Day 1 (Background, Conflict styles, Converting accusations), Day 2 (Clarifying needs). **Violence:** Day 5 (NVC - Nonviolent Communication). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills).

	12.10: Consequences of violence (school policies, laws, etc.)	**Violence:** Day 4 (Ripple effects). **Conflict:** Day 2 (Community accountability). **Dangerous Decisions:** Day 3 (Sexting laws).

Mental and Emotional Health		
Grade Level Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:	**12.1:** Importance of expressing emotions in a productive and healthy manner	**Empathy:** Day 1 (Empathetic writing), Day 2 (Emotional vocabulary). **Mental Health:** Day 3-4 (Reacting vs Responding, Naming it to tame it). **Stress:** Day 3-4 ("I" statements), Day 7-8 (Journaling/Art). **Self-Esteem:** Day 5 (Self-expression).
	12.2: Mental illnesses	**Mental Health:** Day 1-2 (Wellness spectrum), Day 9-10 (NAMI stats). **Stress:** Day 3-4 (Sadness vs Clinical Depression). **Diseases:** Day 4 (Disorders as disease), Day 5 (Physiological impact). **End a Term:** Day 1 (MC 39).
	12.3: Stigmas associated with mental illness	**Mental Health:** Day 1-2 (Breaking Stigma PSA), Day 5-6 (Planning an initiative), Day 9-10 (Positive culture advocacy). **Stress:** Day 5-6 (Stigma, Reducing silence). **End a Term:** Day 2 (Breaking cycles of silence).
	12.4: Avoiding negative self-talk, self-harm, and suicide	**Self-Esteem:** Day 3 (Honest self-talk, Negativity bias). **Mental Health:** Day 5-6 (Hopelessness, Crisis plan). **Stress:** Day 5-6 (988, Safety Plan, Warning sign response), Day 7-8 (Suicide loss impact). **End a Term:** Day 1 (MC 40).

	12.5: Coping skills (grief, stress, depression, bullying, anxiety, etc.)	**Mental Health:** Day 3-4 (Adaptive coping, Mental Health Toolbox). **Stress:** Day 1-2 (5-4-3-2-1), Day 7-8 (Grief Map, Processing grief), Day 9-10 (Toolkit). **First Aid:** Day 4 (Panic attacks/Shock, ALGEE model).
	12.6: Characteristics of healthy and unhealthy relationships	**Mental Health:** Day 7-8 (Jealousy/Control). **Sex Education:** Day 3-4 (Gaslighting vs respect, Trust/Equality/Boundaries). **Conflict:** Day 2 (Relationship wellness, Power imbalances).
	12.7: Healthy versus unhealthy body image	**Self-Esteem:** Day 4 (Internalized beauty, Instagram/TikTok). **Sex Education:** Day 1-2 (Body image), Day 5-6 (Comparison culture). **Nutrition:** Day 1-2 (Diet Culture), Day 3-4 (Thinness narrative harm).

Nutrition		
Grade Level Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:	**12.1:** Nutritional needs through stages of development	**Nutrition:** Day 1-2 (Macro/Micro functions, Hunger cues), Day 7-8 (Fuel-up goal, Academic pressure).
	12.2: Meal planning and budgeting	**Nutrition:** Day 3-4 (Food Deserts), Day 7-8 (Packing snacks), Day 9-10 (SMART Power Plate meal/Plan design, Economic access).
	12.3: Food safety	**Nutrition:** Day 5-6 (Allergies/EpiPen), Day 9-10 (Steaming/Grilling vs Frying), Day 9-10 (Food safety practices).

	12.4: Nutritional value of foods	**Nutrition:** Day 1-2 (Macro/Micro functions), Day 5-6 (Sugar/Trans fats), Day 7-8 (Antioxidants/Fiber), Day 9-10 (Nutrient preservation).
	12.5: Cultural and ethnic food choices	**Nutrition:** Day 1-2 (Diet Culture), Day 3-4 (Cultural honoring).
	12.6: Food labels	**Nutrition:** Day 5-6 (Hidden Sugar Challenge, Recommended serving sizes analysis). **End a Term:** Day 1 (MC Question 27).
	12.7: Eating disorders/dysfunctions	**Nutrition:** Day 3-4 (Clinical complexity of Anorexia/Bulimia, NEDA/Professional medical care, ED therapy, Supporting Diego).
	12.8: Healthy eating patterns	**Nutrition:** Day 1-2 (Hunger cues, Hydration swap), Day 3-4 (Mindful eating), Day 5-6 (Balance survey), Day 9-10 (SMART goal plan).
	12.9: Essential nutrients	**Nutrition:** Day 1-2 (Macro/Micro functions), Day 3-4 (Omega-3s), Day 5-6 (Sugar/Trans fats), Day 7-8 (Antioxidants/Fiber).
	12.10: Performance enhancing beverages/supplements	**Nutrition:** Day 1-2 (Energy drink myths), Day 5-6 (Influencer claims), Day 7-8 (Energy check).
	12.11: Impact of food choices	**Nutrition:** Day 3-4 (Intentional choice), Day 7-8 (Blood sugar/Heart health), Day 10 (Food log/MyFitnessPal expenditure tracking).

Personal Health		
Grade Level Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:	**12.1:** Major body systems, anatomy, functions, relationships between systems and connection to disease	**Body Systems:** Day 1 (Internal Balance, Gut-brain disruption), Day 2 (Immune/Vaccine stats), Day 3 (Sperm/Egg production). **Diseases:** Day 5 (Physiological impact). **End a Term:** Day 1 (Homeostasis).
	12.2: Proper adolescent hygiene habits	**Body Systems:** Day 3 (UTIs/Hygiene). **Sex Education:** Day 5-6 (Self-exam guides/Cancer prevention).
	12.3: Leading causes of death and risk behaviors	**Dangerous Decisions:** Day 1 (Risky Choices), Day 3 (Distracted driving CDC data). **Diseases:** Day 4 (NCD comparison, Risk assessment). **End a Term:** Day 1 (MC 1-3).
	12.4: Traits and skills of lifelong learners	**Begin a Term:** Day 1 (Core Scholar, Reflection). **End a Term:** Day 2 (Learning stays within you, MBTI Exploration).
	12.5: Components of wellness	**Mental Health:** Day 1-2 (5 Dimensions), Day 9-10 (Wellness Plan). **Begin a Term:** Day 1 (Health Mission Statement). **End a Term:** Day 2 (Living System).

Prevention & Control of Disease		
Grade Level Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:	**12.1:** Disease prevention skills	**Diseases:** Day 5 (Lifestyle/Chronic prevention). **Body Systems:** Day 2 (Immune/Vaccine stats). **Sex Education:** Day 7-8 (Contraceptive effectiveness/PrEP).

	12.2: Common causes of diseases, illness and disorders	**Diseases:** Day 4 (NCD comparison, Disorders as disease, Social conditions).
	12.3: Influence of heredity and diseases	**Diseases:** Day 5 (Family History).
	12.4: Medical resources, health screenings and treatment methods for disease	**Diseases:** Day 5 (Research domains). **Sex Education:** Day 5-6 (Self-exam guides/Cancer prevention), Day 7-8 (Confidential testing advocacy, Testing bookmarks).
	12.5: Relationship between lifestyle choices and disease prevention	**Diseases:** Day 5 (Lifestyle/Chronic prevention, ZIP code). **Nutrition:** Day 7-8 (Blood sugar/Heart health). **Body Systems:** Day 2 (Lifestyle efficiency). **End a Term:** Day 1 (MC Questions 11-12).
	12.6: Current healthcare issues	**Diseases:** Day 4 (Social conditions), Day 5 (ZIP code). **Community Health:** Day 4 (Public Health Systems, Healthcare access barriers).

Substance Use and Abuse & Addiction		
Grade Level Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:	**12.1:** Effects and consequences of nicotine use (all forms)	**Tobacco:** Day 1 (Prefrontal cortex effects, Stimulant, Vape ad decoding), Day 2 (Tobacco-free advocacy).
	12.2: Effects and consequences of alcohol use	**Alcohol:** Day 1 (Ethanol depressant), Day 2 (BAC limits), Day 3 (AUD chronic nature), Day 4 (Family addiction roles). **Dangerous Decisions:** Day 2 (Water safety/blackouts).

	12.3: Effects and consequences of illegal drug use	**Drugs:** Day 1 (Dopamine interference, Stimulants/Opioids), Day 3 (Memory/Breathing impact, Possession/Misuse consequences).
	12.4: Categories of drugs (ex. stimulants, opiates, depressants, hallucinogens, etc.)	**Dangerous Decisions:** Day 2 (Alcohol, Nicotine, Cannabis, Opioids). **Alcohol:** Day 1 (Depressant). **Drugs:** Day 1 (Stimulants/Opioids). **Tobacco:** Day 1 (Stimulant). **End a Term:** Day 1 (Synthetic Opioids MC 4).
	12.5: Cumulative risk behaviors (patterns, gateway drugs, etc.)	**Dangerous Decisions:** Day 1 (Risky choice impact), Day 2 (Tolerance/Dependence). **Drugs:** Day 2 (Tolerance). **End a Term:** Day 1 (MC 1-3).
	12.6: Unsafe situations involving drugs, including alcohol	**Dangerous Decisions:** Day 1 (Risky driving), Day 2 (Water safety/blackouts, 911/Narcan). **Alcohol:** Day 1-4 (Overdose/Poisoning response).
	12.7: Helpful and harmful use of prescription and non-prescription drugs	**Drugs:** Day 3 (Narcan administration), Day 4 (Medication-Assisted Treatment). **Dangerous Decisions:** Day 2 (Substance impact).
	12.8: Strategies to resist peer pressure to engage in substance abuse	**Dangerous Decisions:** Day 1 (Peer Pressure), Day 3 (Groupthink, Refusal/Negotiation skills).
	12.9: Media, social influences, and societal pressure of drug usage	**Tobacco:** Day 1 (Vape ad decoding). **Drugs:** Day 2 (Industry marketing impact). **Dangerous Decisions:** Day 3 (PSA - challenging "cool" risk).

	12.10: Rules and laws for medicines and drugs	**Dangerous Decisions:** Day 1 (Legal outcomes), Day 2 (Good Samaritan laws). **Alcohol:** Day 2 (BAC limits, Minor in Possession/Treatment access), Day 3 (Criminal records). **Drugs:** Day 3 (Possession/Misuse consequences). **End a Term:** Day 1 (Legal consequences MC 7).
	12.11: Safe alternatives to medicine	**Dangerous Decisions:** Day 2 (Coping). **Stress:** Day 9-10 (Toolkit). **Community Health:** Day 5 (Natural remedies/Cultural healing).
	12.12: Government policies and global issues in drug trends	**Dangerous Decisions:** Day 2 (Good Samaritan laws, Inequality). **Drugs:** Day 4 (Systemic inequities/Stigma). **End a Term:** Day 1 (Synthetic Opioids MC 4).