



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 **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](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:".*

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

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|  | 12.6: Global health issues | <b>Community Health:</b> Day 4 (WHO/Global institutions). <b>Environmental Health:</b> Day 1-3 (Planet Guide/Scientific Data). |
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| <b>Consumer Health</b> |  |  |
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| <b>Grade Level Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:</b> | 12.1: Availability and accessibility of health-care services                                       | <b>Mental Health:</b> Day 1-2 (Counselors/Support groups), Day 9-10 (Therapists/Peer support). <b>Stress:</b> Day 3-4 (Valid points of help). <b>Sex Education:</b> Day 9-10 (Planned Parenthood). <b>Community Health:</b> Day 4 (Healthcare access barriers).            |
|   | 12.2: Adolescent health-care products and services   | <b>Sex Education:</b> Day 5-6 (CDC guides), Day 7-8 (Contraceptive effectiveness/PrEP, Testing bookmarks). <b>First Aid:</b> Day 3 (Kit research). <b>Mental Health:</b> Day 5-6 (Crisis Text Line).   |
|   | 12.3: Interpersonal and intrapersonal influences on health choices (budgeting, culture, SES, etc.) | <b>Nutrition:</b> Day 1-2 (Diet Culture), Day 3-4 (Food Deserts, Cultural honoring), Day 9-10 (Economic access). <b>Diversity:</b> Day 2 (Social Determinants/Barriers). <b>Stress:</b> Day 9-10 (Poverty/Discrimination). <b>Dangerous Decisions:</b> Day 2 (Inequality). |
|   | 12.4: Characteristics of informed consumers  | <b>Nutrition:</b> Day 5-6 (Healthwashing, Influencer claims, Registered Dietitians vs Influencers). <b>Tobacco:</b> Day 1 (Vape ad decoding). <b>Diseases:</b> Day 4 (Media Literacy).   |
|   | 12.5: Seek reliable advice regarding consumer health choices                                       | <b>Nutrition:</b> Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers). <b>Diseases:</b> Day 5 (Research domains). <b>Community Health:</b> Day 5 (Health Literacy).   |

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

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

## Human Sexuality and Relationships

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| <p><b>Grade Level Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:</b></p> | <p><b>12.1:</b> Adapting to changes associated with puberty</p>                                  | <p><b>Body Systems:</b> Day 3 (Hormonal shifts). <b>Sex Education:</b> Day 5-6 (Physical/Social shifts, Development/Lifespan literacy).</p>  |
|  | <p><b>12.2:</b> Adapting to change within the family</p>   | <p><b>Stress:</b> Day 7-8 (Parent-Teen Communicator, Grief Map). <b>Alcohol:</b> Day 4 (Family addiction roles). <b>End a Term:</b> Day 2 (Generational cycles).</p>   |
|  | <p><b>12.3:</b> Changing responsibilities from adolescence to adulthood</p>                      | <p><b>Begin a Term:</b> Day 1 (Future letter 1/5/10yr). <b>Stress:</b> Day 3-4 (Letter to Future Self). <b>Sex Education:</b> Day 5-6 (Development/Lifespan literacy), Day 7-8 (Parenting/Financial effects), Day 9-10 (Ownership/Rights).</p> |
|  | <p><b>12.4:</b> Responsible behaviors within relationships (communication, abstinence, etc.)</p> | <p><b>Begin a Term:</b> Day 2 (Practicing consent). <b>Sex Education:</b> 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).</p>            |
|  | <p><b>12.5:</b> Potential outcomes of sexual activity (STIs, pregnancy, etc.)</p>                | <p><b>Sex Education:</b> Day 7-8 (STI transmission, Contraceptive effectiveness/PrEP, Parenting/Financial effects). <b>Diseases:</b> Day 4 (STI Stigma challenge). <b>End a Term:</b> Day 1 (Scenario 4).</p>                                  |

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

### Injury Prevention and Safety

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

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

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|  | <b>12.10:</b> Consequences of violence (school policies, laws, etc.) | <b>Violence:</b> Day 4 (Ripple effects). <b>Conflict:</b> Day 2 (Community accountability). <b>Dangerous Decisions:</b> Day 3 (Sexting laws). |
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| <b>Mental and Emotional Health</b> |  |  |
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| <b>Grade Level Benchmark: The students will know, comprehend, apply, analyze, synthesize and/or evaluate:</b> | <b>12.1:</b> Importance of expressing emotions in a productive and healthy manner | <b>Empathy:</b> Day 1 (Empathetic writing), Day 2 (Emotional vocabulary). <b>Mental Health:</b> Day 3-4 (Reacting vs Responding, Naming it to tame it). <b>Stress:</b> Day 3-4 ("I" statements), Day 7-8 (Journaling/Art). <b>Self-Esteem:</b> Day 5 (Self-expression). |
|   | <b>12.2:</b> Mental illnesses   | <b>Mental Health:</b> Day 1-2 (Wellness spectrum), Day 9-10 (NAMI stats). <b>Stress:</b> Day 3-4 (Sadness vs Clinical Depression). <b>Diseases:</b> Day 4 (Disorders as disease), Day 5 (Physiological impact). <b>End a Term:</b> Day 1 (MC 39).                       |
|   | <b>12.3:</b> Stigmas associated with mental illness                               | <b>Mental Health:</b> Day 1-2 (Breaking Stigma PSA), Day 5-6 (Planning an initiative), Day 9-10 (Positive culture advocacy). <b>Stress:</b> Day 5-6 (Stigma, Reducing silence). <b>End a Term:</b> Day 2 (Breaking cycles of silence).                                  |
|   | <b>12.4:</b> Avoiding negative self-talk, self-harm, and suicide                  | <b>Self-Esteem:</b> Day 3 (Honest self-talk, Negativity bias). <b>Mental Health:</b> Day 5-6 (Hopelessness, Crisis plan). <b>Stress:</b> Day 5-6 (988, Safety Plan, Warning sign response), Day 7-8 (Suicide loss impact). <b>End a Term:</b> Day 1 (MC 40).            |

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

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

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

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

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

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

### Substance Use and Abuse & Addiction

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

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

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