



S T A N D A R D S

HEALTH EDUCATION TODAY



© 2026 [HET] Health Education Today, Inc.

All rights reserved.

This product is intended solely for use by the original purchaser and is not transferable to any other person(s); redistribution, editing, or selling is strictly prohibited. Copying for anyone other than the purchaser, or for use in another classroom, department, school, or school system, is also prohibited. This resource may not be shared with colleagues or used across an entire grade level, school, or district without purchasing the appropriate number of licenses. Coaches, principals, or districts interested in a Site/Transferable License should contact us. Additionally, this product, or any part of it, may not be distributed or displayed digitally for public access and cannot be used on commercial websites. Any online student resource postings (Google Drive, Microsoft 360, etc.) must be restricted to password protected student websites only. Failure to comply constitutes copyright infringement and violates the Digital Millennium Copyright Act (DMCA).

hello@healtheducationtoday.com
healtheducationtoday.com

Health Education Today's High School Health Curriculum:
Aligned with **all** Kentucky Academic Standards for High School Health Education (2025)

Kentucky Academic Standards for Health Education (2025): https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Health_Education_2025.pdf

Kentucky Academic Standards for Health Education — High School (Grades 9-12) Standards::

Standard 1: Use functional health information to support health and well-being of self and others.

Standard 2: Analyze influences that affect health and well-being, including but not limited to family, peers, culture, media and technology.

Standard 3: Access valid and reliable resources to support health and well-being of self and others.

Standard 4: Use interpersonal communication skills to support health and well-being of self and others.

Standard 5: Use a decision-making process to support health and well-being of self and others.

Standard 6: Use a goal-setting process to support health and well-being of self and others.

Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.

Standard 8: Advocate to promote health and well-being of self and others.

Adopted June 2025 by the Kentucky Board of Education (704 KAR 8:030), superseding the 2019 Kentucky Academic Standards for Health Education. High school performance indicators are coded [Standard].12.[Indicator #] (e.g., 1.12.1); this alignment covers all 65 Grades 9-12 performance indicators.

Standard 1: Use functional health information to support health and well-being of self and others.		
	1.12.1: Analyze ways to build upon strengths and assets to support individual and collective health and well-being.	Begin a Term: Day 1 (Core Scholar, Rewrite your story). Empathy: Day 2 (Strength assessment). Self-Esteem: Day 2 (Strength log, Internal validation). Stress: Day 5-6 (Risk/Protective Factors). Violence: Day 5 (Protective Factors).
	1.12.2: Analyze the relationships between various dimensions of wellness as related to health outcomes.	Mental Health: Day 1-2 (5 Dimensions, Biopsychosocial). Body Systems: Day 1 (Internal Balance). End a Term: Day 1 (Homeostasis), Day 2 (Living System).
	1.12.3: Evaluate behaviors that reduce or prevent illnesses and injuries.	Dangerous Decisions: Day 1 (Risky Choices), Day 3 (Distracted driving CDC data). Nutrition: Day 7-8 (Blood sugar/Heart health). Body Systems: Day 2 (Immune/Vaccine stats). Diseases: Day 4 (Risk assessment), Day 5 (Lifestyle/Chronic prevention).
	1.12.4: Evaluate practices and behaviors that support health and well-being, including how to manage health conditions.	Mental Health: Day 3-4 (Adaptive coping), Day 9-10 (Wellness Plan). Stress: Day 9-10 (Habit building). Nutrition: Day 5-6 (Allergies/EpiPen). Diseases: Day 5 (Family History). First Aid: Day 4 (Seizures/Asthma).
	1.12.5: Examine connections between individual health literacy, organizational health literacy and health outcomes.	Diseases: Day 4 (Media Literacy). Community Health: Day 5 (Health Literacy).

	<p>1.12.6: Analyze how individual, interpersonal, community, societal and environmental factors are interrelated and impact health outcomes.</p>	<p>Begin a Term: Day 2 (Social Determinants). Stress: Day 9-10 (Poverty/Discrimination). Diversity: Day 2 (Social Determinants/Barriers). Diseases: Day 4 (Social conditions), Day 5 (ZIP code). End a Term: Day 1 (SDOH Scenario 6).</p>
	<p>1.12.7: Analyze the benefits of and barriers to practicing a variety of health behaviors.</p>	<p>Mental Health: Day 9-10 (Active seeking). Stress: Day 3-4 (Systemic barriers). Nutrition: Day 5-6 (Identifying barriers), Day 7-8 (Packing snacks).</p>
	<p>1.12.8: Examine how self-efficacy, perceived susceptibility and perceived severity affect health behaviors.</p>	<p>Stress: Day 1-2 (Vulnerability Survey). Diseases: Day 4 (Risk assessment), Day 5 (Family History). First Aid: Day 1 (Willingness to act, Skill level assessment).</p>
	<p>1.12.9: Analyze the relationship between access to health care and overall health and well-being.</p>	<p>Mental Health: Day 5-6 (Minor access laws). Diseases: Day 5 (ZIP code). Alcohol: Day 2 (Minor in Possession/Treatment access). Sex Education: Day 9-10 (Confidentiality/Minor access laws).</p>
	<p>1.12.10: Summarize the relationship between the menstrual cycle and conception.</p>	<p>Body Systems: Day 3 (Sperm/Egg production, Hormonal shifts). Sex Education: Day 5-6 (Structures/Functions), Day 7-8 (Fertilization).</p>
	<p>1.12.11: Justify abstinence as the most effective method of protection from HIV, other STDs and pregnancy.</p>	<p>Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP), Day 9-10 (Abstinence proactive choice, 45% of teens statistic).</p>
	<p>1.12.12: Explain why individuals have the right to refuse physical and sexual contact.</p>	<p>Begin a Term: Day 2 (Practicing consent). Sex Education: Day 1-2 (Boundaries), Day 3-4 (Clear "No" strategies), Day 9-10 (Ownership/Rights).</p>

	1.12.13: Evaluate the social, cultural and personal factors that influence an individual's right to express or remove consent.	Mental Health: Day 7-8 (Digital influence). Sex Education: Day 3-4 (Coercion distinction), Day 7-8 (Yes/No/Maybe map).
	1.12.14: Summarize the signs, symptoms, transmission and prevention of sexually transmitted diseases (STDs).	Diseases: Day 4 (STI Stigma challenge). Sex Education: Day 7-8 (STI transmission, Testing bookmarks).
	1.12.15: Analyze various contraceptive methods to reduce the risk of pregnancy, HIV and other STDs.	Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP, Condom Demo/Steps).
	1.12.16: Analyze the short- and long-term health benefits of avoiding or discontinuing the use of nicotine, including financial costs.	Dangerous Decisions: Day 2 (Substance impact). Tobacco: Day 1 (Prefrontal cortex effects, Vape ad decoding), Day 2 (Tobacco-free advocacy).
	1.12.17: Analyze the short- and long-term health benefits of avoiding or discontinuing the use of alcohol and other drugs, including financial costs.	Dangerous Decisions: Day 2 (Tolerance/Dependence). Alcohol: Day 3 (AUD chronic nature, Criminal records), Day 4 (Future you letter). Drugs: Day 2 (Tolerance), Day 3 (Memory/Breathing impact).
	1.12.18: Summarize personal strategies for minimizing potential harm from sun exposure.	Diseases: Day 5 (Lifestyle/Chronic prevention). First Aid: Day 3 (Degree of burns), Day 4 (Heat stroke).
	1.12.19: Explain accepted procedures for emergency and lifesaving care, including CPR.	First Aid: Day 1 (3 Ps), Day 2 (Hands-only CPR/AED sequence, ABCDE), Day 4 (Poison Control). Alcohol: Day 1-4 (Overdose/Poisoning response). Drugs: Day 3 (Narcan administration).

Standard 2: Analyze influences that affect health and well-being, including but not limited to family, peers, culture, media and technology.

	<p>2.12.1: Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being.</p>	<p>Begin a Term: Day 1 (Belief formation). Empathy: Day 2 (Culture/Technology). Self-Esteem: Day 1 (Media/Family), Day 2 (Peer Influence). Dangerous Decisions: Day 1 (Peer Pressure), Day 3 (Groupthink). Nutrition: Day 1-2 (Diet Culture).</p>
	<p>2.12.2: Evaluate how social determinants of health influence health behaviors, health outcomes and health equity.</p>	<p>Begin a Term: Day 2 (Social Determinants). Stress: Day 9-10 (Poverty/Discrimination). Diversity: Day 2 (Social Determinants/Barriers). Diseases: Day 5 (ZIP code). End a Term: Day 1 (SDOH Scenario 6).</p>
	<p>2.12.3: Evaluate how individual, interpersonal, community, societal and environmental influences and factors affect health equity.</p>	<p>Mental Health: Day 3-4 (Gender/Race). Stress: Day 1-2 (Racism/Sexism). Diversity: Day 1 (Systemic privilege), Day 2 (Advocating for Equity). Nutrition: Day 3-4 (Food Deserts), Day 9-10 (Economic access). Drugs: Day 4 (Systemic inequities/Stigma).</p>
	<p>2.12.4: Formulate strategies to manage influences that impact health and well-being.</p>	<p>Self-Esteem: Day 4 (Self-acceptance plan). Mental Health: Day 7-8 (Online Hygiene Plan, Digital Balance). Dangerous Decisions: Day 3 (Pre-decision challenge).</p>
	<p>2.12.5: Use resources to manage influences that impact health and well-being.</p>	<p>Mental Health: Day 1-2 (Counselors/Support groups). Stress: Day 1-2 (Wellness centers). Nutrition: Day 5-6 (Registered Dietitians vs Influencers). Sex Education: Day 1-2 (Counselors).</p>

	<p>2.12.6: Evaluate how technology and social media influence the health of self and others.</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, Digital validation). Violence: Day 4 (Technology influences). Sex Education: Day 5-6 (Comparison culture).</p>
--	---	---

<p>Standard 3: Access valid and reliable resources to support health and well-being of self and others.</p>		
--	--	--

	<p>3.12.1: Analyze the accessibility of trusted adults, health professionals, other individuals and resources to promote health and well-being.</p>	<p>Begin a Term: Day 2 (School counselors/nurses). Mental Health: Day 1-2 (Counselors/Support groups), Day 5-6 (Crisis Text Line), Day 9-10 (Therapists/Peer support). Stress: Day 3-4 (Valid points of help), Day 9-10 (Circle of Support Map). Sex Education: Day 1-2 (Counselors).</p>
	<p>3.12.2: Analyze supports and barriers to accessing valid and reliable health information, products, services and other resources.</p>	<p>Mental Health: Day 5-6 (Minor access laws). Stress: Day 3-4 (Systemic barriers, Help-seeking). Nutrition: Day 3-4 (Food Deserts). Sex Education: Day 9-10 (Confidentiality/Minor access laws).</p>
	<p>3.12.3: Evaluate the validity and reliability of health information, products, services and other resources.</p>	<p>Nutrition: Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers, Influencer claims). Diseases: Day 4 (Media Literacy), Day 5 (Research domains). Tobacco: Day 1 (Vape ad decoding).</p>
	<p>3.12.4: Use valid and reliable sources of health information, products, services and other resources.</p>	<p>Stress: Day 5-6 (988). Dangerous Decisions: Day 3 (Distracted driving CDC data). First Aid: Day 2 (AED Locator), Day 3 (Kit research), Day 4 (Poison Control), Day 5 (Red Cross supplies). Sex Education: Day 5-6 (CDC guides), Day 9-10 (Planned Parenthood).</p>

	<p>3.12.5: Apply strategies to manage misinformation and disinformation.</p>	<p>Mental Health: Day 5-6 (Numbing myths). Nutrition: Day 5-6 (Healthwashing, Influencer claims). Diseases: Day 4 (Media Literacy). Community Health: Day 5 (Health Literacy).</p>
--	---	--

<p>Standard 4: Use interpersonal communication skills to support health and well-being of self and others.</p>		
---	--	--

	<p>4.12.1: Apply effective verbal and non-verbal communication skills across multiple modes and formats of communication to support health and well-being of self and others.</p>	<p>Empathy: Day 1 (Empathetic writing), Day 2 (Active Listening, Tense posture, Emotional vocabulary). Mental Health: Day 1-2 (Judgment-free listening). Stress: Day 3-4 ("I" statements). Conflict: Day 1 (Converting accusations).</p>
	<p>4.12.2: Apply communication skills and strategies within a variety of interpersonal contexts.</p>	<p>Empathy: Day 2 (Equitable communication). Stress: Day 7-8 (Parent-Teen Communicator, Skills-lab "I" statements). Conflict: Day 2 (Clarifying needs, Communication Balance). Diversity: Day 2 (Honest dialogue).</p>
	<p>4.12.3: Demonstrate how to ask for and offer assistance to support the health of self and others.</p>	<p>Mental Health: Day 5-6 (Seeking support, Listening/Thanking them). Stress: Day 3-4 (Help-seeking), Day 5-6 (Active listening/Refusing secrets), Day 7-8 (Help prompts). First Aid: Day 2 (Bystander delegation).</p>
	<p>4.12.4: Use effective communication skills to set and express boundaries as well as grant or withdraw consent in a variety of situations.</p>	<p>Begin a Term: Day 2 (Practicing consent). Empathy: Day 4 (Boundaries). Self-Esteem: Day 3 (Boundary practice), Day 5 (Boundary setting). Sex Education: Day 1-2 (Boundaries), Day 7-8 (Yes/No/Maybe map).</p>

	<p>4.12.5: Apply refusal skills and strategies in a variety of situations.</p>	<p>Empathy: Day 4 (Saying No). Self-Esteem: Day 5 (People-pleasing boundaries). Dangerous Decisions: Day 3 (Refusal/Negotiation skills). Violence: Day 4 (Refusal/Advocacy). Sex Education: Day 3-4 (Clear "No" strategies).</p>
	<p>4.12.6: Apply skills and strategies to prevent, manage or resolve conflict.</p>	<p>Begin a Term: Day 2 (Agreements). Conflict: Day 1 (Assertiveness/I-statements, Conflict styles), Day 2 (Accountability/Repair). Violence: Day 5 (NVC - Nonviolent Communication).</p>
	<p>4.12.7: Demonstrate collaboration skills in a variety of situations.</p>	<p>Empathy: Day 5 (Kindness project). Mental Health: Day 5-6 (Planning an initiative). Nutrition: Day 3-4 (PSA Project), Day 9-10 (School Lunch Advocacy). First Aid: Day 2 (Bystander delegation), Day 5 (Emergency leadership).</p>
	<p>4.12.8: Demonstrate negotiation skills in a variety of situations.</p>	<p>Conflict: Day 1 (Negotiation). Dangerous Decisions: Day 3 (Refusal/Negotiation skills).</p>
	<p>4.12.9: Adapt strategies to communicate with others with different perspectives and values in various contexts.</p>	<p>Empathy: Day 1 (Respectful dialogue), Day 3 (Challenging generalizations). Conflict: Day 1 (Culture of Peace). Diversity: Day 1 (Ground rules), Day 2 (Cultural humility, Honest dialogue), Day 3 (Affirming language).</p>
	<p>4.12.10: Communicate with empathy and compassion.</p>	<p>Empathy: Day 1 (Empathetic writing, Project Empathy), Day 4 (Mindful empathy), Day 5 (Kindness conversations). Mental Health: Day 9-10 (Offering empathy).</p>

Standard 5: Use a decision-making process to support health and well-being of self and others.		
	5.12.1: Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives.	Begin a Term: Day 2 (Vortex of Impact). Dangerous Decisions: Day 1 (Risky choice impact). Violence: Day 4 (Ripple effects). Alcohol: Day 4 (Family addiction roles). End a Term: Day 2 (Waves of impact).
	5.12.2: Determine when and why health-related situations require the application of a thoughtful decision-making process.	Dangerous Decisions: Day 1 (Decision fatigue, STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). First Aid: Day 4 (Crisis decisions). Sex Education: Day 7-8 (Decision Scenario).
	5.12.3: Apply an individual, supported or collaborative decision-making process to maintain or improve health and well-being.	Mental Health: Day 1-2 (Care choices). Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE). First Aid: Day 2 (Life/Death operations). Sex Education: Day 7-8 (Decision Scenario). End a Term: Day 1 (Scenario 9/26).
	5.12.4: Analyze a variety of options based on priorities and potential outcomes when making health-related decisions.	Self-Esteem: Day 3 (Voice choice). Mental Health: Day 3-4 (Adaptive coping). Dangerous Decisions: Day 2 (Substance quiz). Nutrition: Day 3-4 (Intentional choice). Sex Education: Day 9-10 (Values check).
	5.12.5: Analyze the potential impacts of decisions on the health and well-being within individual, interpersonal, community, societal, cultural and environmental levels.	Begin a Term: Day 2 (Vortex of Impact). Stress: Day 1-2 (Pressure outcomes). Diversity: Day 3 (Dismissive decisions). Violence: Day 5 (Intervention choice). End a Term: Day 2 (Waves of impact).

	5.12.6: Develop a plan of action to implement health-related decisions.	Empathy: Day 4 (Action Plan). Self-Esteem: Day 4 (Self-acceptance plan). Mental Health: Day 5-6 (Crisis plan). Stress: Day 3-4 (Action timeline). Dangerous Decisions: Day 1 (Risk Management Plan).
	5.12.7: Evaluate the impacts of supports and barriers that affect decision-making within individual, interpersonal, community, societal, cultural and environmental levels.	Stress: Day 3-4 (Systemic barriers). Diversity: Day 2 (Social Determinants/Barriers). Dangerous Decisions: Day 1 (Peer Pressure), Day 3 (Groupthink). Nutrition: Day 5-6 (Identifying barriers).
	5.12.8: Evaluate the effectiveness of health-related decisions.	Begin a Term: Day 1 (Reflection). Conflict: Day 2 (Assertive outcomes). Nutrition: Day 7-8 (Energy check). End a Term: Day 2 (Waves of impact).

Standard 6: Use a goal-setting process to support health and well-being of self and others.

	6.12.1: Assess personal health, well-being and factors for engaging in a goal-setting process.	Begin a Term: Day 1 (Health Mission Statement, Healthy year vision). Empathy: Day 1 (Survey). Self-Esteem: Day 1 (Self-Esteem Survey). Stress: Day 1-2 (Survey). Nutrition: Day 5-6 (Balance survey).
	6.12.2: Use an individual, supported, or collaborative goal-setting process as appropriate.	Empathy: Day 3 (Active Listening goal). Mental Health: Day 5-6 (Support goal). Nutrition: Day 9-10 (SMART goal plan).
	6.12.3: Develop a goal and analyze how it supports health and well-being.	Empathy: Day 5 (Empathy growth goal). Stress: Day 1-2 (Reduction strategy). Nutrition: Day 7-8 (Fuel-up goal). Body Systems: Day 1 (Homeostasis challenge), Day 3 (Reproductive wellness plan).

	6.12.4: Implement a plan that addresses supports and barriers to attaining a health-related goal.	Self-Esteem: Day 5 (Small steps). Mental Health: Day 9-10 (Personal Mental Health Plan). Stress: Day 9-10 (Toolkit implementation, Habit building). Nutrition: Day 5-6 (Identifying barriers), Day 7-8 (Packing snacks).
	6.12.5: Monitor progress and adjust the goal or plan as appropriate.	Self-Esteem: Day 2 (Strength log). Nutrition: Day 7-8 (Energy check), Day 9-10 (SMART Power Plate meal/Plan design), Day 10 (Food log/MyFitnessPal expenditure tracking).
	6.12.6: Evaluate the goal-setting process and outcomes on health and well-being.	Begin a Term: Day 1 (Future letter 1/5/10yr). Stress: Day 3-4 (Letter to Future Self). Alcohol: Day 4 (Future you letter). End a Term: Day 1 (Live it Forward challenge, Long-term goal mapping).

Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.

	7.12.1: Analyze supports and barriers to engaging in health-related practices and behaviors.	Mental Health: Day 9-10 (School climate). Stress: Day 3-4 (Systemic barriers). Diversity: Day 2 (Social Determinants/Barriers). Nutrition: Day 5-6 (Identifying barriers), Day 7-8 (Academic pressure).
	7.12.2: Evaluate practices, behaviors and other factors supporting individual and collective health and well-being.	Mental Health: Day 9-10 (Wellness Plan). Stress: Day 9-10 (Toolkit). Nutrition: Day 1-2 (Hydration swap). Body Systems: Day 2 (Lifestyle efficiency). Diseases: Day 5 (Lifestyle/Chronic prevention).

	7.12.3: Adapt practices and behaviors to support individual and collective health and well-being.	Self-Esteem: Day 5 (Small steps). Mental Health: Day 3-4 (Adaptive coping), Day 7-8 (Digital Balance). Stress: Day 5-6 (Temperature Reset), Day 9-10 (Habit building). Nutrition: Day 7-8 (Packing snacks).
	7.12.4: Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being.	Self-Esteem: Day 2 (Nature Walk), Day 3 (Breathing/Visualization). Mental Health: Day 1-2 (Mindful breathing). Stress: Day 1-2 (5-4-3-2-1). Nutrition: Day 3-4 (Mindful eating). First Aid: Day 2 (Hands-only CPR/AED sequence), Day 5 (Bleeding/Simulations).

Standard 8: Advocate to promote health and well-being of self and others.

	8.12.1: Examine a variety of factors that affect health advocacy within individual, interpersonal, community, societal and environmental levels.	Empathy: Day 3 (Emotional energy advocacy). Mental Health: Day 5-6 (Impact on individual/community). Stress: Day 5-6 (Stigma, Reducing silence). Diversity: Day 1 (Voice impact).
	8.12.2: Advocate for health issues either collaboratively or individually to promote health and well-being.	Empathy: Day 1 (Empathy-driven cause). Mental Health: Day 1-2 (Breaking Stigma PSA), Day 5-6 (Planning an initiative). Stress: Day 1-2 (Wellness Advocacy Project). Nutrition: Day 3-4 (PSA Project), Day 9-10 (School Lunch Advocacy).
	8.12.3: Customize advocacy skills and strategies when addressing a variety of audiences and contexts.	Conflict: Day 1-2 (Guidebooks/PSAs). Diversity: Day 3 (Media for Equity). Dangerous Decisions: Day 3 (PSA - challenging "cool" risk). Alcohol: Day 4 (Safe community advocacy). Tobacco: Day 2 (Tobacco-free advocacy).

	<p>8.12.4: Demonstrate self-advocacy skills and strategies to promote health and well-being.</p>	<p>Self-Esteem: Day 4 (Advocacy for Authenticity), Day 5 (Self-advocacy). Mental Health: Day 5-6 (Assertiveness). Sex Education: Day 9-10 (Ownership/Rights).</p>
	<p>8.12.5: Demonstrate advocacy skills and strategies to promote health and well-being within interpersonal, community, societal and environmental levels.</p>	<p>Empathy: Day 5 (40% reduction project). Diversity: Day 2 (Advocating for Equity). Violence: Day 4 (Breaking Silence), Day 5 (Challenging victim-blaming). Drugs: Day 3 (Harm reduction leadership). Environmental Health: Day 1 (Workplace Hazard reports).</p>
	<p>8.12.6: Evaluate the process, outcomes and impact of advocacy efforts within individual, interpersonal, community, societal and environmental levels.</p>	<p>Empathy: Day 5 (Kindness project, 40% reduction project). Mental Health: Day 9-10 (Positive culture advocacy). End a Term: Day 2 (Breaking cycles of silence).</p>
	<p>8.12.7: Analyze the role of collaboration among different people in a community to prevent and solve community health issues.</p>	<p>Mental Health: Day 5-6 (Planning an initiative). Conflict: Day 2 (Community accountability). Nutrition: Day 9-10 (School Lunch Advocacy). First Aid: Day 5 (Emergency leadership). Community Health: Day 4 (Public Health Systems).</p>