



S T A N D A R D S

# HEALTH EDUCATION TODAY



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*Health Education Today's* High School Health Curriculum:  
Aligned with **all** Louisiana's Health Education Standards and Grade-Level Expectations (Grades  
9-12)

Louisiana Health Education Content Standards & Grade-Level Expectations (Grades 9-12): <https://doe.louisiana.gov/docs/default-source/academic-standards/health-grades-9-12.pdf>

**Louisiana Health Education Content Standards (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 and products and services to enhance health.

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

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 will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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

*The Grade-Level Expectations (GLEs) mapped here were presented to and approved by the Louisiana State Board of Elementary and Secondary Education (BESE) in January 2011 and published in the Louisiana Health Education Grade-Level Expectations Handbook (July 2011); they remain LDOE's currently posted health education framework (confirmed July 2026 — Louisiana's 2025-2027 standards review cycle covers Physical Education only, not Health). An older codified regulation (Bulletin 103, LAC 28:LIX Chapter 11, promulgated September 2002) remains on the books in the Louisiana Administrative Code but predates and differs from the 2011 GLE handbook; only the 2011 GLE framework is mapped below.*

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

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| <p><b>1-H-1: Predict and analyze how healthy behaviors can affect health status, disease prevention, and potential severity of injury.</b></p> | <p><b>1-H-1.1:</b> Explain the impact of personal health behavior on the function of body systems.</p>  | <p><b>Body Systems:</b> Day 1 (Homeostasis quiz), Day 2 (Lifestyle efficiency). <b>Nutrition:</b> Day 7-8 (Blood sugar/Heart health). <b>Tobacco:</b> Day 1 (Prefrontal cortex effects).</p>         |
|  | <p><b>1-H-1.2:</b> Design a plan for maintaining good personal hygiene, oral hygiene and getting adequate sleep and rest.</p>   | <p><b>Mental Health:</b> Day 7-8 (Online Hygiene Plan). <b>Body Systems:</b> Day 3 (UTIs/Hygiene).</p>   |
|  | <p><b>1-H-1.3:</b> Research the possible consequences of risky hygiene and health behavior and fads (e.g., tattooing, piercing of body or mouth, sun exposure, and sound volume).</p> | <p><b>Dangerous Decisions:</b> Day 1 (Risky Choices), Day 1 (Risky choice impact). <b>Diseases:</b> Day 4 (Risk assessment). <b>Sex Education:</b> Day 5-6 (Self-exam guides/Cancer prevention).</p> |
|  | <p><b>1-H-1.4:</b> Justify why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, STDs/STIs, and pregnancy.</p>                            | <p><b>Sex Education:</b> Day 7-8 (Contraceptive effectiveness/PrEP), Day 9-10 (Abstinence proactive choice), Day 9-10 (45% of teens statistic).</p>  |
|  | <p><b>1-H-1.5:</b> Summarize the importance of setting personal limits to avoid risky sexual behavior.</p>  | <p><b>Sex Education:</b> Day 1-2 (Boundaries), Day 3-4 (Clear "No" strategies), Day 9-10 (Values check). <b>Self-Esteem:</b> Day 3 (Boundary practice).</p>  |
|  | <p><b>1-H-1.6:</b> Describe the importance of maintaining healthy dating relationships to one's long-term physical and emotional health.</p>  | <p><b>Mental Health:</b> Day 7-8 (Jealousy/Control). <b>Sex Education:</b> Day 3-4 (Trust/Equality/Boundaries), Day 3-4 (Gaslighting vs respect).</p>  |

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| <p><b>1-H-2: Analyze how genetics, family history, and environmental influences can impact personal health.</b></p>                | <p><b>1-H-2.1:</b> Chart a family health tree.</p>   | <p><b>Diseases:</b> Day 5 (Family History).</p>  |
|  | <p><b>1-H-2.2:</b> Interview family members regarding health conditions.</p>   | <p><b>Diseases:</b> Day 5 (Family History).</p>  |
|  | <p><b>1-H-2.3:</b> Research environmental factors that impact health.</p>  | <p><b>Diseases:</b> Day 4 (Social conditions), Day 5 (ZIP code). <b>Community Health:</b> Day 4 (Public Health Systems). <b>Nutrition:</b> Day 3-4 (Food Deserts).</p>       |
|  | <p><b>1-H-2.4:</b> Determine how the home and community environments affect health.</p>  | <p><b>Community Health:</b> Day 4 (Public Health Systems). <b>Diseases:</b> Day 5 (ZIP code). <b>Nutrition:</b> Day 9-10 (Economic access).</p>                              |
| <p><b>1-H-3: Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the life span.</b></p> | <p><b>1-H-3.1:</b> Provide examples of how physical, mental, emotional, and social health affect one's overall well-being.</p> | <p><b>Mental Health:</b> Day 1-2 (5 Dimensions), Day 1-2 (Biopsychosocial). <b>Body Systems:</b> Day 1 (Gut-brain disruption). <b>End a Term:</b> Day 2 (Living System).</p> |
|  | <p><b>1-H-3.2:</b> Define victimization in dating relationships (the effects of abuse on a victim).</p>                        | <p><b>Sex Education:</b> Day 3-4 (Gaslighting vs respect), Day 3-4 (Coercion distinction). <b>Violence:</b> Day 5 (Bystander/Confidential reporting).</p>                    |
|  | <p><b>1-H-3.3:</b> Keep a journal to illustrate how emotions change over a period of time.</p>                                 | <p><b>Stress:</b> Day 7-8 (Journaling/Art), Day 3-4 (Reflection). <b>Self-Esteem:</b> Day 1 (Internal dialogue).</p>   |

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|  | <b>1-H-3.4:</b> Research the resources or services available to assist people with mental, emotional, or social health conditions.   | <b>Mental Health:</b> Day 1-2 (Counselors/Support groups), Day 5-6 (Crisis Text Line), Day 9-10 (Therapists/Peer support). <b>Stress:</b> Day 3-4 (Valid points of help), Day 5-6 (Wellness centers). |
|  | <b>1-H-3.5:</b> Summarize healthy and appropriate ways to express feelings.  | <b>Empathy:</b> Day 1 (Empathetic writing), Day 2 (Emotional vocabulary). <b>Stress:</b> Day 3-4 ("I" statements). <b>Conflict:</b> Day 1 (Converting accusations).                                   |
|  | <b>1-H-3.6:</b> Summarize healthy ways to express affection, love, and friendship.   | <b>Empathy:</b> Day 5 (Kindness conversations). <b>Sex Education:</b> Day 3-4 (Trust/Equality/Boundaries).  |
| <b>1-H-4: Identify the causes, symptoms, treatment and prevention of various diseases and disorders.</b> | <b>1-H-4.1:</b> Compile a list of disorders, their causes and their effects on the body (e.g., eating and genetic disorders).  | <b>Diseases:</b> Day 4 (Disorders as disease), Day 5 (Physiological impact). <b>Nutrition:</b> Day 3-4 (Clinical complexity of Anorexia/Bulimia).   |
|  | <b>1-H-4.2:</b> Describe the relationship between poor eating habits and chronic diseases (e.g., heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis).                          | <b>Nutrition:</b> Day 3-4 (Thinness narrative harm), Day 7-8 (Blood sugar/Heart health). <b>Diseases:</b> Day 4 (NCD comparison), Day 5 (Lifestyle/Chronic prevention).                               |
|  | <b>1-H-4.3:</b> Identify major infectious diseases; methods of transmission; their signs and symptoms, prevention and control (e.g., HIV and other common sexually transmitted diseases/infections). | <b>Diseases:</b> Day 4 (STI Stigma challenge). <b>Sex Education:</b> Day 7-8 (STI transmission). <b>Body Systems:</b> Day 2 (Immune/Vaccine stats).   |

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

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| <p><b>2-H-1: Analyze how family, peers, and the perception of norms influence healthy and unhealthy behaviors.</b></p> | <p><b>2-H-1.1:</b> Describe positive choices involving family members that influence healthy behavior.</p>  | <p><b>Begin a Term:</b> Day 1 (Personal Timeline/Future Letter). <b>Self-Esteem:</b> Day 1 (Media/Family). <b>Stress:</b> Day 7-8 (Parent-Teen Communicator).</p>             |
|  | <p><b>2-H-1.2:</b> Discuss the influences of healthy and unhealthy behavior of family and peers.</p>  | <p><b>Self-Esteem:</b> Day 2 (Peer Influence). <b>Dangerous Decisions:</b> Day 1 (Peer Pressure). <b>Alcohol:</b> Day 4 (Family addiction roles).</p>                         |
|  | <p><b>2-H-1.3:</b> Interview peers to determine perceptions of normal health behaviors.</p>   | <p><b>Empathy:</b> Day 1 (Survey). <b>Self-Esteem:</b> Day 1 (Survey). <b>Stress:</b> Day 1-2 (Survey).</p>   |
|  | <p><b>2-H-1.4:</b> Summarize a variety of external influences, such as parents, the media, culture, peers and society, on sexual decision-making.</p> | <p><b>Sex Education:</b> Day 1-2 (Body image), Day 5-6 (Comparison culture). <b>Self-Esteem:</b> Day 4 (Internalized beauty). <b>Diversity:</b> Day 3 (Media for Equity).</p> |
|  | <p><b>2-H-1.5:</b> Describe the influences of family, peers, and community on personal health.</p>  | <p><b>Self-Esteem:</b> Day 2 (Peer Influence). <b>Diversity:</b> Day 2 (Social Determinants/Barriers). <b>Community Health:</b> Day 4 (Public Health Systems).</p>            |
|  | <p><b>2-H-1.6:</b> Describe the role of family, peers and community on influencing decisions surrounding personal and sexual health.</p>              | <p><b>Sex Education:</b> Day 3-4 (Coercion distinction), Day 5-6 (Comparison culture). <b>Mental Health:</b> Day 7-8 (Digital influence).</p>                                 |
|  | <p><b>2-H-1.7:</b> Identify factors that influence personal selection of health products and services.</p>  | <p><b>Nutrition:</b> Day 5-6 (Influencer claims), Day 5-6 (Registered Dietitians vs Influencers). <b>Tobacco:</b> Day 1 (Vape ad decoding).</p>                               |

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| <p><b>2-H-2: Investigate how personal values and the economy influence and challenge health behaviors.</b></p>                | <p><b>2-H-2.1:</b> Report how personal values influence and challenge health behaviors.</p>  | <p><b>Begin a Term:</b> Day 1 (Belief formation), Day 1 (Health Mission Statement). <b>Self-Esteem:</b> Day 5 (Values foundation). <b>Sex Education:</b> Day 9-10 (Values check).</p>                   |
|   | <p><b>2-H-2.2:</b> Research the influence of brand names' and generic medicines' cost on consumer decisions.</p>   | <p>Review Required</p>  |
|   | <p><b>2-H-2.3:</b> Analyze the relationship between income and health behaviors.</p>   | <p><b>Nutrition:</b> Day 9-10 (Economic access). <b>Diversity:</b> Day 2 (Social Determinants/Barriers). <b>Diseases:</b> Day 5 (ZIP code). <b>Community Health:</b> Day 4 (Public Health Systems).</p> |
|   | <p><b>2-H-2.4:</b> Examine personal values and how these influence relationships and sexual decision-making.</p>   | <p><b>Sex Education:</b> Day 3-4 (Trust/Equality/Boundaries), Day 9-10 (Values check). <b>Begin a Term:</b> Day 1 (Belief formation).</p>   |
|   | <p><b>2-H-2.5:</b> Analyze the cost of medicines to treat HIV and other STDs/STIs and how these illnesses affect a person's ability to attend school or maintain employment.</p> | <p>Review Required</p>  |
| <p><b>2-H-3: Analyze how public health policies and government can influence health promotion and disease prevention.</b></p> | <p><b>2-H-3.1:</b> Research public agencies (local, state, national) dedicated to health promotion and disease prevention.</p>   | <p><b>Community Health:</b> Day 4 (Public Health Systems), Day 5 (Health Literacy).</p>   |
|   | <p><b>2-H-3.2:</b> Describe government policies dedicated to health promotion and disease prevention.</p>  | <p><b>Nutrition:</b> Day 9-10 (School food rules/Federal law analysis). <b>Community Health:</b> Day 4 (Public Health Systems). <b>Drugs:</b> Day 4 (Systemic inequities/Stigma).</p>                   |

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|   | <b>2-H-3.3:</b> Describe federal laws and rights of individuals infected and affected by HIV and AIDS.  | Review Required  |
| <b>2-H-4: Evaluate the impact of technology and media on personal, family, community, and world health.</b> | <b>2-H-4.1:</b> Analyze product advertising campaigns that promote good health and disease prevention to determine their validity.  | <b>Nutrition:</b> Day 5-6 (Healthwashing), Day 5-6 (Influencer claims). <b>Tobacco:</b> Day 1 (Vape ad decoding). <b>Diseases:</b> Day 4 (Media Literacy). |
|   | <b>2-H-4.2:</b> Use technology to compile a list of health statistics of other countries compared to the United States (e.g., infant mortality rate, obesity statistics, teen birth rates). | <b>Community Health:</b> Day 4 (Public Health Systems).  |
|   | <b>2-H-4.3:</b> Investigate health-related websites to determine the usefulness of the health content.  | <b>Nutrition:</b> Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers). <b>Diseases:</b> Day 4 (Media Literacy).                 |
|   | <b>2-H-4.4:</b> Provide examples of how advanced technology has improved diagnostics and treatment.   | <b>Drugs:</b> Day 4 (Medication-Assisted Treatment). <b>Body Systems:</b> Day 2 (Immune/Vaccine stats).  |
|   | <b>2-H-4.5:</b> Analyze the influence of the Internet and other media on sexual decision-making.  | <b>Mental Health:</b> Day 7-8 (Digital influence), Day 7-8 (Online validation influence). <b>Sex Education:</b> Day 1-2 (Sexting consequences).            |

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

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| <b>3-H-1: Use resources from home, school and community that provide valid health information.</b> | <b>3-H-1.1:</b> Identify local wellness centers or clinics that provide health treatment and resources. | <b>Stress:</b> Day 1-2 (Wellness centers), Day 5-6 (Wellness centers). <b>Community Health:</b> Day 4 (Public Health Systems). <b>Sex Education:</b> Day 9-10 (Planned Parenthood). |
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|   | <b>3-H-1.2:</b> Organize a health fair or presentation to provide valid information regarding a health issue.   | <b>Nutrition:</b> Day 3-4 (PSA Project). <b>Mental Health:</b> Day 1-2 (Breaking Stigma PSA). <b>Tobacco:</b> Day 2 (Tobacco-free advocacy). |
|   | <b>3-H-1.3:</b> Demonstrate the ability to access a trusted adult who can provide accurate information about sexual health (e.g., contraception, dating abuse). | <b>Sex Education:</b> Day 1-2 (Counselors), Day 7-8 (Testing bookmarks). <b>Begin a Term:</b> Day 2 (School counselors/nurses).              |
|   | <b>3-H-1.4:</b> Demonstrate the ability to assess accurate data on sexual behaviors among young people.   | <b>Sex Education:</b> Day 5-6 (CDC guides), Day 9-10 (45% of teens statistic).   |
|   | <b>3-H-1.5:</b> Identify key information and processes related to the Safe Haven relinquishment law.  | Review Required  |
|   | <b>3-H-1.6:</b> Using technology, compare health care systems of other countries to the United States.  | <b>Community Health:</b> Day 4 (Public Health Systems).  |
|   | <b>3-H-1.7:</b> Present websites that provide self health assessment tools to peers.  | <b>Self-Esteem:</b> Day 4 (Authenticity Survey). <b>Nutrition:</b> Day 5-6 (Balance survey).   |
|   | <b>3-H-1.8:</b> Investigate and compare legal options for adoption proceedings.   | Review Required  |
| <b>3-H-2: Evaluate the validity of health information, products, and services using a variety of resources.</b> | <b>3-H-2.1:</b> Identify criteria for evaluating the validity of health claims of products in advertisements.   | <b>Nutrition:</b> Day 5-6 (Healthwashing), Day 5-6 (Registered Dietitians vs Influencers). <b>Tobacco:</b> Day 1 (Vape ad decoding).         |
|   | <b>3-H-2.2:</b> Evaluate the validity of health claims in advertisements found in various media (e.g., websites, magazines, television).                        | <b>Nutrition:</b> Day 5-6 (Influencer claims). <b>Diseases:</b> Day 4 (Media Literacy). <b>Tobacco:</b> Day 1 (Vape ad decoding).            |
|   | <b>3-H-2.3:</b> Evaluate the cost effectiveness of alternative health products.   | <b>Sex Education:</b> Day 7-8 (Contraceptive effectiveness/PrEP).  |

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|  | <b>3-H-2.4:</b> Evaluate the accuracy of sources of information on sexual health. | <b>Sex Education:</b> Day 5-6 (CDC guides), Day 7-8 (Testing bookmarks). <b>Diseases:</b> Day 4 (Media Literacy). |
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**Standard 4: Students will demonstrate the ability to use interpersonal communications skills to enhance health and avoid or reduce health risks**

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| <b>4-H-1: Analyze the short-term and long-term consequences of choices and behaviors throughout the life span.</b> | <b>4-H-1.1:</b> Describe a healthy life-style by comparing and contrasting healthy and unhealthy choices.  | <b>Dangerous Decisions:</b> Day 1 (Risky Choices), Day 1 (Risky choice impact). <b>Nutrition:</b> Day 1-2 (Diet Culture). <b>Stress:</b> Day 1-2 (Eustress vs Distress).                 |
|  | <b>4-H-1.2:</b> Explain the relationship between health choices and short- and long-term health goals and outcomes.  | <b>Begin a Term:</b> Day 1 (Future letter 1/5/10yr). <b>Dangerous Decisions:</b> Day 1 (STOP-THINK-CHOOSE), Day 1 (Risky choice impact). <b>Alcohol:</b> Day 4 (Future you letter).      |
| <b>4-H-2: Utilize skills for communicating effectively with family, peers, and others to enhance health.</b>       | <b>4-H-2.1:</b> Practice effective communication techniques through role playing.  | <b>Conflict:</b> Day 1 (Assertiveness/I-statements). <b>Sex Education:</b> Day 3-4 (Clear "No" strategies). <b>Empathy:</b> Day 1 (Respectful dialogue).                                 |
|  | <b>4-H-2.2:</b> Compose a script for communicating on a health related topic.  | <b>First Aid:</b> Day 1 (911 Script). <b>Mental Health:</b> Day 1-2 (Breaking Stigma PSA).   |
|  | <b>4-H-2.3:</b> Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors). | <b>Dangerous Decisions:</b> Day 3 (Refusal/Negotiation skills). <b>Conflict:</b> Day 1 (Negotiation). <b>Sex Education:</b> Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map). |

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|  | <b>4-H-2.4:</b> Demonstrate the communication skills necessary to maintain healthy relationships.  | <b>Empathy:</b> Day 2 (Active Listening). <b>Conflict:</b> Day 2 (Clarifying needs). <b>Sex Education:</b> Day 3-4 (Trust/Equality/Boundaries).          |
|  | <b>4-H-2.5:</b> Describe methods to help someone who is in an abusive relationship.  | <b>Violence:</b> Day 5 (Bystander/Confidential reporting). <b>Sex Education:</b> Day 3-4 (Gaslighting vs respect).                                       |
| <b>4-H-3: Demonstrate ways to reduce threatening situations to avoid violence.</b> | <b>4-H-3.1:</b> Identify effective strategies for avoiding violence.   | <b>Conflict:</b> Day 1 (Safe Space Shield). <b>Violence:</b> Day 5 (Protective Factors). <b>Dangerous Decisions:</b> Day 3 (Refusal/Negotiation skills). |
|  | <b>4-H-3.2:</b> Demonstrate effective negotiation skills that can be used to avoid dangerous situations.   | <b>Conflict:</b> Day 1 (Negotiation), Day 2 (Accountability/Repair). <b>Violence:</b> Day 5 (NVC - Nonviolent Communication).                            |
|  | <b>4-H-3.3:</b> Present a media presentation on bullying and violence awareness.   | <b>Violence:</b> Day 4 (Breaking Silence), Day 4 (Toxic masculinity/Media Literacy). <b>Empathy:</b> Day 3 (Cyberbullying).                              |
|  | <b>4-H-3.4:</b> Demonstrate how to set clear expectations, boundaries, and personal safety strategies related to sexual health and abusive behavior. | <b>Sex Education:</b> Day 1-2 (Boundaries), Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map). <b>Self-Esteem:</b> Day 3 (Boundary practice).  |

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

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| <b>5-H-1: Describe the short- and long-term health impact of decision-making on health-related issues and problems.</b> | <b>5-H-1.1:</b> Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others. | <b>Dangerous Decisions:</b> Day 1 (Risky driving), Day 2 (Water safety/blackouts), Day 3 (Distracted driving CDC data). <b>Alcohol:</b> Day 2 (BAC limits). |
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|  | <b>5-H-1.2:</b> Debate the pros and cons of various social issues and factors that affect decision-making.  | <b>Dangerous Decisions:</b> Day 1 (Pre-decision challenge). <b>Drugs:</b> Day 2 (Industry marketing impact). <b>Nutrition:</b> Day 9-10 (School Lunch Advocacy).           |
|  | <b>5-H-1.3:</b> Analyze the possible consequences of sexual behavior and the emotional, social and physical benefits of delaying sexual behavior. | <b>Sex Education:</b> Day 7-8 (Decision Scenario), Day 7-8 (Parenting/Financial effects), Day 9-10 (Abstinence proactive choice).  |
| <b>5-H-2: Discuss barriers that can hinder healthy decision-making and how to apply thoughtful decision-making to health-related situations.</b> | <b>5-H-2.1:</b> Develop and complete a survey/questionnaire to assess students' decision-making process (class project).                          | <b>Stress:</b> Day 1-2 (Survey). <b>Self-Esteem:</b> Day 1 (Self-Esteem Survey). <b>Empathy:</b> Day 1 (Survey).   |
|  | <b>5-H-2.2:</b> Identify barriers (e.g., peer pressure, misinformation, desire for acceptance) that hinder health decision-making.                | <b>Dangerous Decisions:</b> Day 1 (Peer Pressure), Day 1 (Decision fatigue). <b>Nutrition:</b> Day 5-6 (Identifying barriers). <b>Stress:</b> Day 3-4 (Systemic barriers). |
|  | <b>5-H-2.3:</b> Analyze the benefits of delaying romantic involvement.  | <b>Sex Education:</b> Day 9-10 (Abstinence proactive choice), Day 9-10 (Values check).   |
|  | <b>5-H-2.4:</b> Discuss the Cycle of Abuse and its effect on decision-making.   | <b>Sex Education:</b> Day 3-4 (Gaslighting vs respect), Day 3-4 (Coercion distinction). <b>Alcohol:</b> Day 4 (Hero/Scapegoat/Mascot roles).                               |
|  | <b>5-H-2.5:</b> Model how to use decision-making skills to avoid violent situations.  | <b>Violence:</b> Day 5 (Intervention choice). <b>Conflict:</b> Day 1 (Negotiation). <b>Dangerous Decisions:</b> Day 3 (Refusal/Negotiation skills).                        |

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| <p><b>5-H-3: Develop the ability to use critical thinking when making decisions related to health needs and risks typical of young adults.</b></p> | <p><b>5-H-3.1:</b> Identify effective strategies for decision-making.</p>                            | <p><b>Dangerous Decisions:</b> Day 1 (STOP-THINK-CHOOSE). <b>Begin a Term:</b> Day 2 (Vortex of Impact).</p>                                     |
|  | <p><b>5-H-3.2:</b> Apply critical decision-making process to a personal health issue or problem.</p> | <p><b>Dangerous Decisions:</b> Day 1 (Pre-decision challenge), Day 1 (Risk Management Plan). <b>Nutrition:</b> Day 3-4 (Intentional choice).</p> |

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

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| <p><b>6-H-1: Assess personal health practices and overall health status.</b></p>                                | <p><b>6-H-1.1:</b> Design a health questionnaire and use it to assess students' personal health.</p>     | <p><b>Self-Esteem:</b> Day 4 (Authenticity Survey). <b>Nutrition:</b> Day 5-6 (Balance survey). <b>Stress:</b> Day 1-2 (Vulnerability Survey).</p>                        |
|   | <p><b>6-H-1.2:</b> Identify goals for attaining lifelong personal health.</p>                            | <p><b>Begin a Term:</b> Day 1 (Health Mission Statement). <b>Nutrition:</b> Day 9-10 (SMART goal plan). <b>Mental Health:</b> Day 9-10 (Personal Mental Health Plan).</p> |
|   | <p><b>6-H-1.3:</b> Set a goal related to personal boundaries and limits related to sexual behaviors.</p> | <p><b>Sex Education:</b> Day 1-2 (Boundaries), Day 9-10 (Values check). <b>Self-Esteem:</b> Day 3 (Boundary practice).</p>  |
| <p><b>6-H-2: Develop a plan to address strengths and needs to attain one or more personal health goals.</b></p> | <p><b>6-H-2.1:</b> Identify short- and long-term goals that are measurable.</p>                          | <p><b>Nutrition:</b> Day 9-10 (SMART goal plan). <b>Begin a Term:</b> Day 1 (Future letter 1/5/10yr).</p>   |
|   | <p><b>6-H-2.2:</b> Describe desirable activities that are related to goal achievement.</p>               | <p><b>Self-Esteem:</b> Day 5 (Small steps). <b>Stress:</b> Day 3-4 (Action timeline). <b>Nutrition:</b> Day 7-8 (Fuel-up goal).</p>                                       |

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|  | <b>6-H-2.3:</b> Implement strategies to monitor progress in achieving personal health goals. | <b>Nutrition:</b> Day 10 (Food log/MyFitnessPal expenditure tracking). <b>Self-Esteem:</b> Day 2 (Strength log). <b>Stress:</b> Day 9-10 (Toolkit implementation). |
|  | <b>6-H-2.4:</b> Formulate a long-term personal health plan based upon current health status. | <b>Mental Health:</b> Day 9-10 (Personal Mental Health Plan), Day 9-10 (Wellness Plan). <b>Nutrition:</b> Day 9-10 (SMART Power Plate meal/Plan design).           |
|  | <b>6-H-2.5:</b> Evaluate appropriate strategies to promote well-being during adulthood.      | <b>Nutrition:</b> Day 7-8 (Blood sugar/Heart health). <b>Begin a Term:</b> Day 1 (Future letter 1/5/10yr). <b>Mental Health:</b> Day 9-10 (Post-traumatic growth). |
|  | <b>6-H-2.6:</b> Make or renew a personal commitment to remain sexually abstinent.            | <b>Sex Education:</b> Day 9-10 (Abstinence proactive choice), Day 9-10 (Values check).   |

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

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| <b>7-H-1: Identify and describe risk reduction activities.</b>                     | <b>7-H-1.1:</b> Brainstorm a list of common risk-taking behaviors and the reasons why people take risks.              | <b>Dangerous Decisions:</b> Day 1 (Risky Choices), Day 1 (Peer Pressure). <b>Mental Health:</b> Day 5-6 (Numbing pain).                                       |
|  | <b>7-H-1.2:</b> List ways that television and movie advertising influence risk-taking behavior.                       | <b>Tobacco:</b> Day 1 (Vape ad decoding). <b>Dangerous Decisions:</b> Day 3 (PSA - challenging "cool" risk). <b>Drugs:</b> Day 2 (Industry marketing impact). |
| <b>7-H-2: Describe the role of individual responsibility for enhancing health.</b> | <b>7-H-2.1:</b> Describe how personal nutrition and physical activity early in life impact health during later years. | <b>Nutrition:</b> Day 7-8 (Blood sugar/Heart health), Day 9-10 (Nutrient preservation). <b>Diseases:</b> Day 5 (Lifestyle/Chronic prevention).                |

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|  | <b>7-H-2.2:</b> Develop a log or food diary to compare personal diet to the dietary requirements.  | <b>Nutrition:</b> Day 10 (Food log/MyFitnessPal expenditure tracking), Day 5-6 (Recommended serving sizes analysis).   |
|  | <b>7-H-2.3:</b> Examine the selection of healthcare providers and products such as physicians, hospitals, health and accident insurances, life insurance, day care centers, and nursing homes. | <b>Community Health:</b> Day 4 (Public Health Systems).  |
| <b>7-H-3: Develop strategies to improve or maintain health and safety on community and world levels.</b> | <b>7-H-3.1:</b> Develop a disaster preparedness plan for family and the community.   | <b>First Aid:</b> Day 5 (Emergency leadership), Day 3 (Kit research).  |
|  | <b>7-H-3.2:</b> Describe a family plan to prevent injuries during emergencies and disasters.   | <b>First Aid:</b> Day 1 (Immediate measures), Day 5 (Red Cross supplies).  |
|  | <b>7-H-3.3:</b> Discuss the benefits of effective health policies (e.g., mandating use of seat belts, banning tobacco use in public places).   | <b>Tobacco:</b> Day 2 (Tobacco-free advocacy).<br><b>Nutrition:</b> Day 9-10 (School food rules/Federal law analysis). <b>Community Health:</b> Day 4 (Public Health Systems). |
| <b>7-H-4: Demonstrate lifesaving techniques through CPR and first aid.</b>                               | <b>7-H-4.1:</b> Perform the skills needed for adult, child, and infant CPR.  | <b>First Aid:</b> Day 2 (Hands-only CPR/AED sequence), Day 2 (ABCDE).  |
|  | <b>7-H-4.2:</b> Demonstrate appropriate responses (e.g., application of bandages and splints) to emergency situations.   | <b>First Aid:</b> Day 3 (R.I.C.E./FAST), Day 5 (Bleeding/Simulations), Day 4 (Seizures/Asthma).  |
|  | <b>7-H-4.3:</b> Demonstrate treatment for specific wounds.   | <b>First Aid:</b> Day 2 (Bleeding/Cardiac), Day 3 (Degree of burns), Day 5 (Bleeding/Simulations).   |

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| <b>7-H-5: Examine strategies to manage stress.</b> | <b>7-H-5.1:</b> Identify ways and outlets to deal with stress.  | <b>Stress:</b> Day 1-2 (Mindfulness through Media), Day 9-10 (Toolkit). <b>Mental Health:</b> Day 1-2 (Stress-Relief Jar). <b>Self-Esteem:</b> Day 2 (Nature Walk). |
|  | <b>7-H-5.2:</b> Develop a plan of action for avoiding or managing the impact of stress.   | <b>Stress:</b> Day 1-2 (Reduction strategy), Day 9-10 (Toolkit implementation). <b>Mental Health:</b> Day 3-4 (Mental Health Toolbox).                              |
|  | <b>7-H-5.3:</b> Identify sources of information that are available for any stress-related problems that are the consequence of mental, emotional, or social problems. | <b>Stress:</b> Day 3-4 (Valid points of help), Day 5-6 (988). <b>Mental Health:</b> Day 5-6 (Crisis Text Line), Day 9-10 (Therapists/Peer support).                 |

| <b>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</b>       |  |   |
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| <b>8-H-1: Identify effective strategies to overcome barriers or attitudes when communicating about health issues.</b> | <b>8-H-1.1:</b> Describe scenarios that demonstrate personal or group sensitivities around health issues.  | <b>Empathy:</b> Day 1 (Scenario 3). <b>Diversity:</b> Day 2 (Impact of Microaggressions). <b>Mental Health:</b> Day 1-2 (Breaking Stigma PSA).                          |
|   | <b>8-H-1.2:</b> Develop a checklist to differentiate between helpful and harmful strategies for coping with someone who is angry.                                    | <b>Conflict:</b> Day 1 (Defense mechanisms), Day 1 (Converting accusations). <b>Empathy:</b> Day 4 (Compassion vs Codependence).  |
|   | <b>8-H-1.3:</b> Demonstrate how effective communications skills strengthen family relationships and friendships.   | <b>Empathy:</b> Day 2 (Active Listening), Day 5 (Kindness conversations). <b>Stress:</b> Day 7-8 (Parent-Teen Communicator). <b>Conflict:</b> Day 2 (Clarifying needs). |
|   | <b>8-H-1.4:</b> Use a creative medium (e.g., poem, poster, song) to advocate to family and peers about good health choices by identifying positive health behaviors. | <b>Mental Health:</b> Day 1-2 (Breaking Stigma PSA). <b>Nutrition:</b> Day 3-4 (PSA Project). <b>Empathy:</b> Day 1 (Empathy-driven cause).                             |

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| <p><b>8-H-2: Demonstrate techniques that support others in obtaining quality healthcare.</b></p> | <p><b>8-H-2.1:</b> Research the various types of health advocacy organizations (e.g., American Heart Association, American Cancer Society, American Diabetic Association) and their role.</p> | <p><b>Diseases:</b> Day 5 (Research domains).<br/><b>Community Health:</b> Day 5 (Health Literacy).</p>  |
|  | <p><b>8-H-2.2:</b> Work cooperatively as an advocate for improving personal, family and community health.</p>   | <p><b>Nutrition:</b> Day 9-10 (School Lunch Advocacy).<br/><b>Community Health:</b> Day 4 (Public Health Systems). <b>Stress:</b> Day 1-2 (Wellness Advocacy Project).</p> |
|  | <p><b>8-H-2.3:</b> Adopt health messages and communication techniques to support a health cause.</p>  | <p><b>Tobacco:</b> Day 2 (Tobacco-free advocacy).<br/><b>Mental Health:</b> Day 9-10 (Positive culture advocacy). <b>Drugs:</b> Day 3 (Harm reduction leadership).</p>     |