



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** Massachusetts Comprehensive Health and Physical Education Framework
(Grades 9-12, 2023)

Massachusetts Curriculum Framework — 2023: Comprehensive Health and Physical Education: <https://www.doe.mass.edu/frameworks/health/2023-09.docx>

Massachusetts Curriculum Framework — 2023: Comprehensive Health and Physical Education, Grades 9-12 — the 7 Practices:

Practice 1: Decision-making and Problem-solving

Practice 2: Self-management and Goal Setting

Practice 3: Social Awareness, Relationship, and Communication Skills

Practice 4: Movement Skills

Practice 5: Self-awareness and Analyzing Influences

Practice 6: Information and Resource Seeking

Practice 7: Self-Advocacy and Health Promotion

Topics:

Healthy Relationships [HR], Mental and Emotional Health [MH], Nutrition and Balanced Eating [NE], Personal Safety [PS], Physical Activity and Fitness [PF], Physical Health and Hygiene [PH], Public, Community, and Environmental Health [CE], Sexual Health [SH], Substance Use and Misuse [SU]

The Massachusetts Curriculum Framework — 2023: Comprehensive Health and Physical Education was adopted on September 19, 2023 by the Massachusetts Board of Elementary and Secondary Education, replacing the 1999 framework. It is an integrated health and physical education framework: standards tagged [PE] are physical-education-specific and are marked Review Required where the health curriculum does not address them.

Practice 1: Decision-making and Problem-solving — Sexual Health (SH)		
Sexual Health [12.1.SH]	12.1.SH.1: Demonstrate the ability to apply an effective decision-making process in situations related to sexual activity and sexual health. [HE]	Sex Education: Day 7-8 (Decision Scenario), Day 9-10 (Values check). Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE).
	12.1.SH.2: Discuss reasons for why it is wrong to trick, threaten, or coerce another person into sexual activity. [HE]	Sex Education: Day 1-2 (Boundaries), Day 3-4 (Coercion distinction, Clear "No" strategies).
	12.1.SH.3: Analyze factors that contribute to behaviors that increase the risk of pregnancy, HIV, and other STIs. [HE]	Sex Education: Day 7-8 (STI transmission, Contraceptive effectiveness/PrEP), Day 9-10 (45% of teens statistic).
	12.1.SH.4: Explain the importance of STI (including HIV) testing and counseling if sexually active on short- and long-term health, identify where to get tested, and why it is important to proactively discuss STI status with a sexual partner. [HE]	Sex Education: Day 7-8 (Testing bookmarks, Confidential testing advocacy), Day 9-10 (Confidentiality/Minor access laws, Planned Parenthood).
	12.1.SH.5: Evaluate readiness, options, and their respective consequences regarding sexual activity in consensual relationships including abstinence, postponing sexual intercourse, engaging in safe sex practices (e.g., using condoms and other barriers, using birth control). [HE]	Sex Education: Day 7-8 (Condom Demo/Steps, Contraceptive effectiveness/PrEP), Day 9-10 (Abstinence proactive choice, Values check).

Practice 1: Decision-making and Problem-solving — Healthy Relationships (HR)		
Healthy Relationships [12.1.HR]	12.1.HR.1: Examine, compare, and contrast aspects of various personal relationships, including characteristics of healthy and unhealthy family, peer, romantic (dating), and/or sexual relationships. [HPE; SE]	Sex Education: Day 3-4 (Trust/Equality/Boundaries, Gaslighting vs respect). Conflict: Day 2 (Relationship wellness).

	12.1.HR.2: Analyze the benefits and risks of various ways people express feelings within relationships (e.g., words, acts of kindness, hugging, holding hands, kissing, sexual behaviors, jealousy, manipulation) and describe the characteristics of effective expression of feelings and emotions within a health-promoting relationship. [HE; SE]	Empathy: Day 2 (Emotional vocabulary). Sex Education: Day 3-4 (Trust/Equality/Boundaries, Gaslighting vs respect).
	12.1.HR.3: Analyze the role of individual versus shared responsibility in building and maintaining healthy relationships. [HPE; SE]	Conflict: Day 2 (Accountability/Repair, Relationship wellness, Clarifying needs).
	12.1.HR.4: Describe the cycle of violence in relationships and discuss strategies for getting help and leaving an unhealthy, violent, or exploitative relationship. [HPE; SE]	Violence: Day 4 (Breaking Silence), Day 5 (Crisis lines, Protective Factors).
	12.1.HR.5: Discuss different forms of abuse in relationships including emotional abuse, sexual abuse, domestic violence, dating violence, gender-based violence, sex trafficking and exploitation, and available supports and resources for getting help if in an abusive or exploitative relationship. [HPE; SE]	Violence: Day 4 (Breaking Silence, Toxic masculinity/Media Literacy), Day 5 (Crisis lines, Bystander/Confidential reporting).
	12.1.HR.6: Explain age of consent laws and why it is an individual's responsibility to obtain consent, verify that all sexual contact is consensual, recognize that consent must be asked for and verbally given, that it cannot be given if under the influence, and that it can be taken away at any point (i.e., someone can say yes and change their mind, or say yes to certain things but not others). [HE]	Begin a Term: Day 2 (Practicing consent). Sex Education: Day 7-8 (Yes/No/Maybe map) , Day 9-10 (Age of consent laws).

	12.1.HR.7: Evaluate effective strategies for dealing with difficult relationships with family members, peers, and partners and demonstrate the ability to use these strategies to make health-promoting decisions regarding difficult relationships. [HPE; SE]	Conflict: Day 1 (Assertiveness/I-statements, Negotiation), Day 2 (Clarifying needs). Stress: Day 7-8 (Parent-Teen Communicator).
	12.1.HR.8: Examine the complexity of, and discuss considerations related to, the decision to leave an unhealthy relationship, developing a safety plan to recognize and get out of any future unsafe or unhealthy relationships, and determine situations when adult and/or professional support is needed. [HPE; SE]	Sex Education: Day 1-2 (Counselors), Day 3-4 (Clear "No" strategies). Violence: Day 5 (Crisis lines, Protective Factors).
	12.1.HR.9: Demonstrate the ability to apply a thoughtful decision-making process to maintain or enhance relationship health including the decision to leave or seek help in an unhealthy relationship. [HPE; SE]	Sex Education: Day 3-4 (Gaslighting vs respect), Day 7-8 (Decision Scenario). Conflict: Day 2 (Relationship wellness).

Practice 1: Decision-making and Problem-solving — Physical Activity and Fitness (PF)

Physical Activity and Fitness [12.1.PF]	12.1.PF.1: Identify snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. [HPE]	Nutrition: Day 1-2 (Eat to Move lab) , Day 7-8 (Packing snacks, Fuel-up goal).
	12.1.PF.2: Choose an appropriate level of challenge to experience success through participation in a self-selected physical activity. [PE]	Review Required
	12.1.PF.3: Evaluate opportunities and barriers for physical activity in a variety of contexts. [HPE]	Review Required
	12.1.PF.4: Modify group activities or behaviors to accommodate for individuals with lesser or greater skills or specific needs. [PE; SE]	Review Required

	12.1.PF.5: Solve problems and think critically in physical activity settings, both as an individual and in groups. [PE; SE]	Review Required
	12.1.PF.6: Demonstrate the ability to work cooperatively to problem solve/make decisions on how to proceed in physically challenging situations. [PE; SE]	Review Required

Practice 1: Decision-making and Problem-solving — Substance Use and Misuse (SU)		
Substance Use and Misuse [12.1.SU]	12.1.SU.1: Reflect on personal beliefs, choices, and values compared to cultural, community, and societal norms around substance use and misuse. [HPE]	Dangerous Decisions: Day 3 (PSA - challenging "cool" risk). Alcohol: Day 4 (Future you letter, Safe community advocacy).
	12.1.SU.2: Evaluate situations and how various internal and external factors (e.g., peers, media, social norms, corporate practices) influence substance use and misuse. [HPE]	Dangerous Decisions: Day 1 (Peer Pressure). Drugs: Day 2 (Industry marketing impact). Tobacco: Day 1 (Vape ad decoding).
	12.1.SU.3: Analyze the potential short- and long-term impacts (including addiction) of legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana) and illegal drugs (e.g., prescription drugs not prescribed to you, cocaine) on multiple dimensions of health (e.g., physical, mental, emotional, social, intellectual) and on other health risk behaviors (e.g., sexual activity, impaired driving). [HPE]	Dangerous Decisions: Day 2 (Substance impact, Tolerance/Dependence). Drugs: Day 3 (Memory/Breathing impact). Alcohol: Day 3 (AUD chronic nature).
	12.1.SU.4: Employ self-management skills to act on health-promoting decisions about legal drug use (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana). [HPE; SE]	Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE), Day 3 (Refusal/Negotiation skills, Pre-decision challenge).

Practice 2: Self-management and Goal Setting — Mental and Emotional Health (MH)

<p>Mental and Emotional Health [12.2.MH]</p>	<p>12.2.MH.1: Apply strategies to appropriately respond using different levels of emotions in routine interactions. [HPE; SE]</p>	<p>Mental Health: Day 3-4 (Reacting vs Responding, Emotional regulation consequences, Naming it to tame it).</p>
	<p>12.2.MH.2: Apply coping and stress management techniques to manage a variety of stressors (i.e., school, personal life, relationships) and create a long-term plan for stress management. [HPE; SE]</p>	<p>Stress: Day 1-2 (5-4-3-2-1, Reduction strategy), Day 9-10 (Toolkit, Toolkit implementation). Mental Health: Day 3-4 (Adaptive coping).</p>
	<p>12.2.MH.3: Apply strategies, including developing protective factors and personal assets, to support positive mental and emotional well-being. [HPE; SE]</p>	<p>Stress: Day 5-6 (Risk/Protective Factors). Mental Health: Day 9-10 (Personal Mental Health Plan, Post-traumatic growth).</p>
	<p>12.2.MH.4: Assess health practices and overall health status across multiple dimensions of wellness (e.g., physical, emotional, financial, cultural, sexual, intellectual, occupational, spiritual, environmental, social). [HPE]</p>	<p>Mental Health: Day 1-2 (5 Dimensions, Wellness spectrum, Biopsychosocial).</p>
	<p>12.2.MH.5: Set a goal, create a plan, monitor progress, and celebrate success for plans that maximize efficiency and minimize stress. [HPE; SE]</p>	<p>Stress: Day 9-10 (Habit building, Toolkit implementation). Mental Health: Day 9-10 (Wellness Plan).</p>
	<p>12.2.MH.6: Apply strategies that support a growth mindset including in challenging settings. [HPE; SE]</p>	<p>Mental Health: Day 9-10 (Growth mindset). Self-Esteem: Day 2 (Strength log).</p>
	<p>12.2.MH.7: Set personal short- and long-term mental and emotional health-related goals and create and execute a plan for monitoring progress. [HPE; SE]</p>	<p>Mental Health: Day 5-6 (Support goal), Day 9-10 (Personal Mental Health Plan, Wellness Plan).</p>

Practice 2: Self-management and Goal Setting — Nutrition and Balanced Eating (NE)

<p>Nutrition and Balanced Eating [12.2.NE]</p>	<p>12.2.NE.1: Compare and contrast various dietary guidelines and practices from different sources, locations, and cultures (e.g., USDA Guidelines, Harvard Healthy Eating Plate, Mediterranean Diet, food guidelines from different countries and cultures). [HE]</p>	<p>Nutrition: Day 3-4 (Cultural honoring), Day 5-6 (Recommended serving sizes analysis), Day 9-10 (SMART Power Plate meal/Plan design).</p>
	<p>12.2.NE.2: Analyze the physical, mental, social, economic, and academic benefits or consequences of various dietary habits or behaviors. [HPE]</p>	<p>Nutrition: Day 7-8 (Blood sugar/Heart health, Academic pressure, Energy check).</p>
	<p>12.2.NE.3: Describe common safe food storage and preparation practices. [HE]</p>	<p>Nutrition: Day 9-10 (Nutrient preservation, Steaming/Grilling vs Frying), Day 9-10 (Food safety practices).</p>
	<p>12.2.NE.4: Demonstrate how to comparison shop for foods, including comparing nutrient density, unit pricing, food packaging, and prices of foods in various forms. [HE]</p>	<p>Nutrition: Day 5-6 (Hidden Sugar Challenge, Healthwashing, Recommended serving sizes analysis), Day 9-10 (Economic access).</p>
	<p>12.2.NE.5: Assess personal nutrition-related practices using dietary guidelines of their choice. [HE]</p>	<p>Nutrition: Day 5-6 (Balance survey), Day 10 (Food log/MyFitnessPal expenditure tracking).</p>
	<p>12.2.NE.6: Compare and contrast various factors (e.g., culture, media, peers, portion sizes) that influence nutrition-related beliefs and behaviors and analyze the ways that these factors are impacting personal beliefs and behaviors. [HE]</p>	<p>Nutrition: Day 1-2 (Diet Culture), Day 3-4 (Thinness narrative harm, Cultural honoring), Day 5-6 (Influencer claims).</p>
	<p>12.2.NE.7: Develop short- and long-term nutrition goals that build on strengths and address areas for improvement. [HPE]</p>	<p>Nutrition: Day 7-8 (Fuel-up goal), Day 9-10 (SMART goal plan).</p>

	12.2.NE.8: Analyze barriers (e.g., finances, food availability and access, social norms, media) to succeeding with a personal nutrition-related goal and identify supports to help overcome those barriers. [HPE]	Nutrition: Day 3-4 (Food Deserts), Day 5-6 (Identifying barriers), Day 9-10 (Economic access).
	12.2.NE.9: Implement a plan to achieve a nutrition-related goal, monitor progress, and adjust as needed. [HPE]	Nutrition: Day 9-10 (SMART goal plan), Day 10 (Food log/MyFitnessPal expenditure tracking).

Practice 2: Self-management and Goal Setting — Physical Health and Hygiene (PH)

Physical Health and Hygiene [12.2.PH]	12.2.PH.1: Develop a plan and implement strategies based on an identified need or want to attain a goal that improves physical health. [HPE]	Mental Health: Day 9-10 (Wellness Plan). Nutrition: Day 9-10 (SMART goal plan).
	12.2.PH.2: Create a plan that develops agency related to individual ownership of one’s health and health care (e.g., locating a health care provider, scheduling appointments, taking medication properly, seeking support for medical issues). [HPE]	Sex Education: Day 9-10 (Ownership/Rights, Confidentiality/Minor access laws, Planned Parenthood). Mental Health: Day 1-2 (Care choices).
	12.2.PH.3: Demonstrate strategies to self-advocate in healthcare settings (e.g., getting questions answered, seeking clarity of medical instructions, seeking a prescription refill). [HE]	Mental Health: Day 5-6 (Minor access laws). Sex Education: Day 9-10 (Planned Parenthood, Confidentiality/Minor access laws).
	12.2.PH.4: Examine and describe signs, causes and symptoms of menstruation-related health conditions (e.g., endometriosis, fibroids, premenstrual syndrome and polycystic ovary syndrome) and explain strategies to manage and reduce discomfort. [HE]	Review Required

	12.2.PH.5: Describe external factors (such as social determinants of health) that can affect health and one’s agency in addressing health. [HPE]	Begin a Term: Day 2 (Social Determinants). Diseases: Day 5 (ZIP code). Stress: Day 9-10 (Poverty/Discrimination).
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Practice 2: Self-management and Goal Setting — Personal Safety (PS)		
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Personal Safety [12.2.PS]	12.2.PS.1: Explain human trafficking and sexual exploitation and identify recruitment tactics used to exploit vulnerabilities and recruit youth. [HE]	Review Required
	12.2.PS.2: Demonstrate strategies, including risk reduction strategies, that can help avoid or address situations related to sexual exploitation in physical and digital settings. [HE]	Dangerous Decisions: Day 3 (Digital safety, Sexting/Digital footprint leaks). Sex Education: Day 1-2 (Sexting consequences).
	12.2.PS.3: Evaluate ways and demonstrate strategies to reduce risk and stay safe, follow laws, and act respectfully in physical and digital settings. [HE]	Dangerous Decisions: Day 3 (Digital safety, Sexting laws). Mental Health: Day 7-8 (Online Hygiene Plan). End a Term: Day 1 (Digital content legalities).
	12.2.PS.4: Evaluate personal responsibility in and the consequences related to pressuring someone for sexually explicit pictures, sending sexually explicit pictures or messages by email or cell phone, or posting sexually explicit pictures on social media sites (e.g., chat groups, email, texting, websites, phone and tablet applications). [HE]	Dangerous Decisions: Day 3 (Sexting laws, Sexting/Digital footprint leaks). Sex Education: Day 1-2 (Sexting consequences).
	12.2.PS.5: Demonstrate strategies for asking for assistance or providing support for self and peers when faced with unsafe situations. [HPE; SE]	Violence: Day 5 (Bystander/Confidential reporting, Crisis lines). Mental Health: Day 5-6 (Seeking support, Crisis Text Line).
	12.2.PS.6: Demonstrate proficiency in Cardiopulmonary Resuscitation (CPR) and the use of Automated External Defibrillators (AEDs). [HPE]	First Aid: Day 2 (Hands-only CPR/AED sequence, AED Locator, Life/Death operations).

Practice 2: Self-management and Goal Setting — Physical Activity and Fitness (PF)

<p>Physical Activity and Fitness [12.2.PF]</p>	<p>12.2.PF.1: Assess personal strengths and interests and how they influence engagement in physical activity. [HPE; SE]</p>	<p>Review Required</p>
	<p>12.2.PF.2: Discuss the benefits of a physically active lifestyle across multiple dimensions of health and across a person’s lifespan. [HPE]</p>	<p>Diseases: Day 5 (Lifestyle/Chronic prevention). Nutrition: Day 10 (Food log/MyFitnessPal expenditure tracking).</p>
	<p>12.2.PF.3: Employ effective self-management skills to analyze and overcome personal barriers and appropriately modify physical activity patterns to maintain or enhance health. [PE; SE]</p>	<p>Review Required</p>
	<p>12.2.PF.4: Evaluate risks and safety factors that might affect physical activity choices and preferences throughout a person’s lifespan. [PE]</p>	<p>Review Required</p>
	<p>12.2.PF.5: Investigate relationships among different types of physical skills and activities with personal interest, social interaction, and self-expression and enjoyment and impacts on fitness, nutrition, and multiple dimensions of health. [HPE]</p>	<p>Review Required</p>
	<p>12.2.PF.6: Apply various methods for monitoring and adjusting workout intensity in order to meet goals and heart-rate targets (e.g., calculating heart rate by taking their pulse or wearable monitors, determine intensity using rate of perceived exertion [RPE] scale). [PE]</p>	<p>Review Required</p>
	<p>12.2.PF.7: Determine a variety of physical activities that can be implemented independently or with minimal support for the purposes of personal enjoyment or challenge, or to maintain or improve fitness. [PE]</p>	<p>Review Required</p>

	12.2.PF.8: Create a goal and plan for participating in physical activity to maintain or improve health and monitor progress. [PE]	Review Required
	12.2.PF.9: Set a goal and create a practice plan to improve performance for a self-selected skill. [PE]	Review Required
	12.2.PF.10: Apply movement concepts and principles (e.g., force, motion, rotation) to analyze and improve the performance of self and/or others in a selected skill or lifetime physical activities (e.g., yoga, aquatics, biking, rock climbing, dancing, canoeing, weight training, golf, tennis). [PE]	Review Required
	12.2.PF.11: Select and participate in physical activities that meet a variety of personal needs (personal goals, strengths, interests, enjoyment, social interaction or self-expression). [PE]	Review Required
	12.2.PF.12: Utilize safety practices when exercising in a variety of weather conditions. [PE]	Review Required

Practice 3: Social Awareness, Relationship, and Communication Skills — Healthy Relationships (HR)

Healthy Relationships [12.3.HR]	12.3.HR.1: Explain why it is harmful to disrespect others who have differing views and beliefs and demonstrate positive ways to express understanding of differing perspectives. [HPE; SE]	Diversity: Day 2 (Honest dialogue, Cultural humility). Empathy: Day 1 (Respectful dialogue).
	12.3.HR.2: Use effective strategies (e.g., boundary setting, maintaining personal boundaries, respecting others' boundaries, I-statements, stating your needs, recognizing warning signs) to avoid negative relationships and improve or maintain positive relationships. [HPE; SE]	Empathy: Day 4 (Boundaries, Saying No). Self-Esteem: Day 5 (Boundary setting). Conflict: Day 1 (Assertiveness/I-statements).

	12.3.HR.3: Summarize benefits (e.g., mutual respect, deeper connections, inclusion) of respecting individual differences in aspects of sexuality (e.g., sexual activity, sexual abstinence, sexual orientation), gender (e.g., gender expression, gender identity), growth and development, and physical appearance. [HPE; SE]	Diversity: Day 3 (LGBTQ+ Affirmation, Affirming language, Identity stigma). Body Systems: Day 3 (Gender identity norms).
	12.3.HR.4: Reflect on the role individual behaviors and external factors have in a conflict and discuss how individual behaviors and external factors may inform the ability to resolve conflict in the future. [HPE; SE]	Conflict: Day 1 (Conflict styles, Background), Day 2 (Accountability/Repair).
	12.3.HR.5: Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse, assault, discrimination, or exploitation. [HPE; SE]	Violence: Day 4 (Breaking Silence). Mental Health: Day 5-6 (Seeking support). Sex Education: Day 1-2 (Counselors).
	12.3.HR.6: Appropriately resolve interpersonal conflicts in a variety of settings (e.g., school, family, work, community, and personal relationships). [HPE; SE]	Conflict: Day 1 (Negotiation, Conflict styles), Day 2 (Assertive outcomes, Clarifying needs).
	12.3.HR.7: Demonstrate empathy (e.g., active listening, withholding judgement, compassion) toward others. [HPE; SE]	Empathy: Day 2 (Active Listening), Day 4 (Compassion vs Codependence). Mental Health: Day 1-2 (Judgment-free listening).
	12.3.HR.8: Demonstrate communication skills that account for the perspective of others while allowing for active and effective social engagement. [HPE; SE]	Empathy: Day 2 (Equitable communication, Active Listening). Diversity: Day 3 (Listening goal).
	12.3.HR.9: Evaluate verbal, physical, and non-verbal social, cultural, and environmental cues to predict and respond to the emotions and communication style of others. [HPE; SE]	Empathy: Day 2 (Tense posture, Emotional vocabulary). Conflict: Day 1 (Clenched fists).

	12.3.HR.10: Use assertive communication techniques, including refusals, in a variety of settings and with a variety of audiences to meet personal needs and maintain or enhance overall health. [HPE; SE]	Conflict: Day 1 (Assertiveness/I-statements). Dangerous Decisions: Day 3 (Refusal/Negotiation skills). Mental Health: Day 5-6 (Assertiveness).
	12.3.HR.11: Summarize the importance of talking with parents, guardians, caregivers, and other trusted adults about issues related to relationships, growth and development, and sexual health. [HPE; SE]	Stress: Day 7-8 (Parent-Teen Communicator). Sex Education: Day 1-2 (Counselors), Day 5-6 (Development/Lifespan literacy).

Practice 3: Social Awareness, Relationship, and Communication Skills — Mental and Emotional Health (MH)		
Mental and Emotional Health [12.3.MH]	12.3.MH.1: Describe both positive (e.g., developmental assets, protective factors, resilience, supportive adult relationships) and negative factors (e.g., trauma, adversity, adverse childhood experiences) that can impact mental and emotional health and well-being. [HE; SE]	Stress: Day 5-6 (Risk/Protective Factors), Day 9-10 (Vicarious trauma). Mental Health: Day 9-10 (Post-traumatic growth).
	12.3.MH.2: Discuss the benefits of trauma-informed approaches to relationships. [HE; SE]	Mental Health: Day 7-8 (Trauma-informed practices).
	12.3.MH.3: Demonstrate strategies for expressing understanding towards those who hold different beliefs. [HPE; SE]	Diversity: Day 2 (Honest dialogue), Day 3 (Affirming language). Empathy: Day 1 (Respectful dialogue).
	12.3.MH.4: Evaluate how society and cultural norms, morals, and values affect personal interactions. [HPE; SE]	Diversity: Day 2 (Cultural humility). Mental Health: Day 3-4 (Gender/Race). Empathy: Day 2 (Culture/Technology).
	12.3.MH.5: Evaluate the influence of peers, media, family, society, community, and culture on body image and the impact body image has on health. [HPE; SE]	Self-Esteem: Day 4 (Instagram/TikTok, Internalized beauty). Nutrition: Day 1-2 (Diet Culture). Sex Education: Day 1-2 (Body image).

	12.3.MH.6: Evaluate personal engagement in social situations at home, school, and in the community and create a plan for personal growth in social engagement. [HPE; SE]	Empathy: Day 3 (Active Listening goal), Day 5 (Empathy growth goal, Kindness conversations).
	12.3.MH.7: Analyze power imbalances in relationships and demonstrate strategies that communicate your value, your right to say no, and hold others accountable for their actions. [HE; SE]	Conflict: Day 2 (Power imbalances, Accountability/Repair). Sex Education: Day 3-4 (Clear "No" strategies).
	12.3.MH.8: Apply appropriate boundary setting strategies (e.g., acknowledge feelings, communicate the boundary, target alternative) within authentic contexts. [HPE; SE]	Empathy: Day 4 (Boundaries, Saying No). Self-Esteem: Day 3 (Boundary practice), Day 5 (People-pleasing boundaries).
	12.3.MH.9: Demonstrate a variety of culturally responsive strategies for collaborating with peers, adults, and others in the community. [HPE; SE]	Diversity: Day 2 (Cultural humility, Inclusion strategy). Empathy: Day 2 (Equitable communication).
	12.3.MH.10: Demonstrate strength-based strategies for implementing aspects of cultural humility, embracing differences, accepting others, and acknowledging others' perspectives. [HPE; SE]	Diversity: Day 2 (Cultural humility, Belonging), Day 3 (Affirming language). Empathy: Day 4 (Marginalized voices).
	12.3.MH.11: Demonstrate the ability to communicate about mental health in culturally responsive ways that reduce stigma. [HE; SE]	Mental Health: Day 1-2 (Breaking Stigma PSA), Day 3-4 (Gender/Race). Stress: Day 5-6 (Stigma, Reducing silence).
	12.3.MH.12: Communicate non-judgmentally when there is a concern about one's own or someone else's mental well-being or where someone is considering harming or killing themselves. [HE; SE]	Mental Health: Day 1-2 (Judgment-free listening), Day 5-6 (Listening/Thanking them). Stress: Day 5-6 (ALGEE, Active listening/Refusing secrets).

Practice 3: Social Awareness, Relationship, and Communication Skills — Physical Activity and Fitness (PF)		
Physical Activity and Fitness [12.3.PF]	12.3.PF.1: Apply best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). [PE]	Review Required
	12.3.PF.2: Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity. [PE; SE]	Review Required
	12.3.PF.3: Analyze sources of conflict within teams and groups and articulate strategies to address conflict and minimize the opportunity for conflict to arise. [PE; SE]	Review Required
	12.3.PF.4: Acknowledge the difference between foul play and fair play in a competition setting (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). [PE]	Review Required
	12.3.PF.5: Assume a leadership role (e.g., task or group leader) in a sports or physical activity setting. [PE]	Review Required
	12.3.PF.6: Respect others' ideas, cultural norms, and abilities during cooperative and collaborative movement or team projects that contribute to positive social interaction in movement. [PE; SE]	Review Required
	12.3.PF.7: Evaluate the opportunity for social interaction and social support in a variety of physical activities in and out of school. [HPE; SE]	Review Required

	12.3.PF.8: Contribute to the creation of inclusive physical activity environments by respecting and considering others' ideas, emotions, perspectives, cultural backgrounds, and physical abilities while participating in group or collaborative physical activities. [PE; SE]	Review Required
	12.3.PF.9: Use communication skills (including encouraging and supporting others) that promote team and group cooperation. [PE; SE]	Review Required
	12.3.PF.10: Implement and provide feedback to improve performance without prompting from teacher. [PE; SE]	Review Required

Practice 4: Movement Skills — Physical Activity and Fitness (PF)		
Physical Activity and Fitness [12.4.PF]	12.4.PF.1: Demonstrate activity-specific movement skills in a variety of lifetime recreational physical activities and health-related fitness activities (e.g., strength, cardiovascular, functional). [PE]	Review Required
	12.4.PF.2: Demonstrate one or more forms of dance (e.g., social, cultural, contemporary, creative). [PE]	Review Required
	12.4.PF.3: Demonstrate movement sequences based on the movement framework (body, space, effort, time, and relationships). [PE]	Review Required
	12.4.PF.4: Demonstrate appropriate techniques to support flexibility, cardiovascular health, muscular strength and endurance, and skill-related fitness training [PE].	Review Required

	12.4.PF.5: Analyze performance and select appropriate modifications to movement concepts and biomechanical principles (e.g., force, motion, rotation) that improve performance of self or others in a selected skill and during game play. [PE]	Review Required
	12.4.PF.6: Design strategies and tactics to elicit a higher level of performance during a variety of sports, athletic, or physical activities. [PE]	Review Required
	12.4.PF.7: Apply the terminology associated with exercise and participation in a variety of lifetime recreational physical activities. [PE]	Review Required

Practice 5: Self-awareness and Analyzing Influences — Physical Health and Hygiene (PH)

Physical Health and Hygiene [12.5.PH]	12.5.PH.1: Analyze how different cultural backgrounds, perceptions of norms, and social influences encourage or discourage health-promoting and risky behaviors. [HPE; SE]	Dangerous Decisions: Day 1 (Peer Pressure), Day 3 (Groupthink, PSA - challenging "cool" risk).
	12.5.PH.2: Analyze how health risk behaviors (e.g., lack of physical activity, lack of sleep, poor nutrition, texting and driving) and protective factors (e.g., school connectedness, meaningful relationships, access to health care, regular physical activity) can influence overall health and how environmental factors can impact those behaviors. [HPE]	Dangerous Decisions: Day 1 (Risky Choices, Risky choice impact). Diseases: Day 4 (Risk assessment, Social conditions). Stress: Day 5-6 (Risk/Protective Factors).

Practice 5: Self-awareness and Analyzing Influences — Physical Activity and Fitness (PF)

Physical Activity and Fitness [12.5.PF]	12.5.PF.1: Analyze the role of technology and social media tools in supporting a healthy, active lifestyle. [HPE]	Nutrition: Day 10 (Food log/MyFitnessPal expenditure tracking).
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	12.5.PF.2: Analyze the impact of a variety of factors (e.g., culture, life choices, economics, motivation and accessibility) on people’s participation in physical activity. [HPE]	Review Required
	12.5.PF.3: Recognize personal assets and demonstrate strategies that support growth mindset related to personal abilities to succeed, grow, and persist through physical activity challenges. [HPE; SE]	Review Required
	12.5.PF.4: Identify and discuss the historical and cultural roles of games, sports, and dance in a society. [PE]	Review Required

Practice 5: Self-awareness and Analyzing Influences — Public, Community and Environmental Health (CE)		
Public, Community and Environmental Health [12.5.CE]	12.5.CE.1: Explore the impact of social determinants of health (e.g., education, social environment, socioeconomic conditions, public safety) on individuals at different levels (e.g., interpersonal, intrapersonal, community, policy). [HPE]	Begin a Term: Day 2 (Social Determinants). Diversity: Day 2 (Social Determinants/Barriers). Diseases: Day 5 (ZIP code).
	12.5.CE.2: Evaluate the influence of social context/environment, not solely personal choices, on an individual’s health. [HPE]	Diseases: Day 4 (Social conditions), Day 5 (ZIP code). Stress: Day 9-10 (Poverty/Discrimination).
	12.5.CE.3: Identify contributing causes (e.g., public policy, industrial growth, racism, power, inequity/inequality) that can influence public, community, or environmental health and analyze strategies to address these causes in ways that may improve health outcomes. [HPE; SE]	Diversity: Day 1 (Systemic privilege), Day 2 (Advocating for Equity). Drugs: Day 4 (Systemic inequities/Stigma).

	12.5.CE.4: Analyze the behavioral (e.g., sedentary lifestyle, smoking, dietary habits) and environmental factors (e.g., policies, access and availability, built environment) that contribute to major chronic diseases (e.g., diabetes, heart disease, lung cancer). [HPE]	Diseases: Day 4 (NCD comparison, Social conditions), Day 5 (Lifestyle/Chronic prevention).
	12.5.CE.5: Identify and evaluate global influences (e.g., pollution, climate change, warfare, global policies) on personal and community health. [HE]	Environmental Health: Day 1 (Climate change impacts, Air/Water pollution PSA).
	12.5.CE.6: Analyze the relationship between the health of various groups in a community and its impact on overall community health. [HPE; SE]	Community Health: Day 4 (Public Health Systems). Mental Health: Day 5-6 (Impact on individual/community).
	12.5.CE.7: Analyze behaviors, policies and practices in the school community that promote dignity and respect and reduce stigma for all individuals. [HPE; SE]	Diversity: Day 3 (Identity stigma, LGBTQ+ Affirmation). Mental Health: Day 9-10 (School climate, Positive culture advocacy).

Practice 5: Self-awareness and Analyzing Influences — Sexual Health (SH)

Sexual Health [12.5.SH]	12.5.SH.1: Analyze a variety of internal and external influences (e.g., peers, media, family, society, community, culture) on a person’s attitudes, beliefs, and expectations about sexual behavior and identity. [HE]	Sex Education: Day 5-6 (Comparison culture), Day 9-10 (Values check).
	12.5.SH.2: Determine the role of personal views about gender, sexual identity, and sexual health on choices and behaviors. [HE]	Body Systems: Day 3 (Gender identity norms). Sex Education: Day 9-10 (Values check).
	12.5.SH.3: Discuss the role of personal and collective beliefs and values in creating a culture free of bullying, sexual harassment, sexual abuse, sexual assault, exploitation, incest, rape, domestic violence, dating violence, and gender-based violence. [HE; SE]	Violence: Day 4 (Toxic masculinity/Media Literacy), Day 5 (Bystander culture/Gender roles, Challenging victim-blaming). Empathy: Day 3 (Cyberbullying).

Practice 6: Information and Resource Seeking — Healthy Relationships (HR)

<p>Healthy Relationships [12.6.HR]</p>	<p>12.6.HR.1: Demonstrate how to access valid information and resources to help maintain positive relationships and get help if in negative or unhealthy relationships. [HE; SE]</p>	<p>Begin a Term: Day 2 (School counselors/nurses). Sex Education: Day 1-2 (Counselors). Violence: Day 5 (Crisis lines).</p>
	<p>12.6.HR.2: Demonstrate how to access valid information and resources to help or support someone else (e.g., who is being bullied or harassed or is a survivor of sexual abuse, incest, rape, sexual harassment, sexual assault, domestic violence, dating violence, gender-based violence). [HPE; SE]</p>	<p>Violence: Day 5 (Bystander/Confidential reporting, Crisis lines). Stress: Day 5-6 (988).</p>

Practice 6: Information and Resource Seeking — Mental and Emotional Health (MH)

<p>Mental and Emotional Health [12.6.MH]</p>	<p>12.6.MH.1: Discuss a variety of supports available at home, school, and community for maintaining or enhancing mental and emotional health. [HE; SE]</p>	<p>Mental Health: Day 1-2 (Counselors/Support groups), Day 9-10 (Therapists/Peer support). Begin a Term: Day 2 (School counselors/nurses).</p>
	<p>12.6.MH.2: Evaluate the validity of and use resources from home, school, and community that provide valid health information on enhancing mental and emotional well-being, including effective coping strategies for loss and grief. [HPE; SE]</p>	<p>Stress: Day 3-4 (Valid points of help), Day 7-8 (Processing grief, Grief Map).</p>
	<p>12.6.MH.3: Use valid and reliable resources to find information on risk factors for, and signs and symptoms of, mental health issues and conditions and access appropriate support for self or others. [HE; SE]</p>	<p>Mental Health: Day 5-6 (Crisis Text Line, Seeking support), Day 9-10 (NAMI stats, Active seeking).</p>

	12.6.MH.4: Recognize the signs of behavioral addictions (e.g., gambling, overuse of social media) and demonstrate strategies for seeking help for self or others. [HE]	Mental Health: Day 7-8 (Digital Balance, Online Hygiene Plan).
	12.6.MH.5: Use valid and reliable resources to find information on risk factors for, and signs and symptoms of suicide ideation or non-suicidal self-injury. [HE; SE]	Stress: Day 5-6 (988, Warning sign response, Sudden calm). Mental Health: Day 5-6 (Crisis plan, Crisis Text Line).

Practice 6: Information and Resource Seeking — Physical Activity and Fitness (PF)

Physical Activity and Fitness [12.6.PF]	12.6.PF.1: Evaluate the validity of claims made by commercial products and programs intended to promote or improve fitness and a healthy, active lifestyle. [HPE]	Nutrition: Day 5-6 (Influencer claims, Healthwashing, Registered Dietitians vs Influencers).
	12.6.PF.2: Evaluate available resources, supports, and participation requirements of community-sponsored activities related to physical activity and fitness. [HPE]	Review Required
	12.6.PF.3: Develop a physical fitness and/or health plan using community resources (e.g., facilities, programs) to maintain or improve one’s fitness goals. [HPE]	Mental Health: Day 9-10 (Wellness Plan, Therapists/Peer support). Nutrition: Day 9-10 (SMART goal plan).

Practice 6: Information and Resource Seeking — Substance Use and Misuse (SU)

Substance Use and Misuse [12.6.SU]	12.6.SU.1: Evaluate the validity of information, products and services that are intended to help a person make health-promoting choices when making decisions related to legal drug use (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol and marijuana). [HE]	Tobacco: Day 1 (Vape ad decoding). Drugs: Day 2 (Industry marketing impact).
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	<p>12.6.SU.2: Use valid and reliable information to analyze the relationship of using legal and illegal (regarding legal age of use and type) drugs to causes of death (including overdose) and disease (including addiction) in the United States. [HE]</p>	<p>Dangerous Decisions: Day 2 (Substance impact, Tolerance/Dependence). Drugs: Day 3 (Memory/Breathing impact). Alcohol: Day 3 (AUD chronic nature).</p>
	<p>12.6.SU.3: Recognize the signs of substance misuse, substance use crisis, and addiction (including addictive behaviors such as gambling, overeating, and overuse of social media) and demonstrate strategies for seeking help for self or others. [HE]</p>	<p>Dangerous Decisions: Day 2 (Tolerance/Dependence, 911/Narcan). Alcohol: Day 3 (Treatment points). Drugs: Day 4 (Medication-Assisted Treatment). Mental Health: Day 7-8 (Digital Balance).</p>
	<p>12.6.SU.4: Identify laws that protect a person who calls for professional help during a substance use crisis (e.g., Good Samaritan Laws) [HE]</p>	<p>Dangerous Decisions: Day 2 (Good Samaritan laws, 911/Narcan).</p>
	<p>12.6.SU.5: Access valid and reliable resources to determine laws regarding the purchasing, distributing, and selling of drugs (e.g., dispensaries, on the street, store, legal vs. illegal, travel across state lines). [HE]</p>	<p>Dangerous Decisions: Day 1 (Law Table Item 7, Legal outcomes). Alcohol: Day 2 (Minor in Possession/Treatment access, BAC limits). Drugs: Day 3 (Possession/Misuse consequences).</p>
	<p>12.6.SU.6: Determine when professional services may be required related to legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol and marijuana) and illegal drugs (e.g., prescription drugs not prescribed to you, cocaine) and locate valid and reliable resources and services in the community that can help. [HE]</p>	<p>Alcohol: Day 2 (Minor in Possession/Treatment access), Day 3 (Treatment points). Drugs: Day 4 (Medication-Assisted Treatment).</p>

Practice 7: Self-Advocacy and Health Promotion — Public, Community and Environmental Health (CE)

Public, Community and Environmental Health [12.7.CE]	12.7.CE.1: Identify cost-effective ways to minimize environmental pollutants (e.g., chemicals, trash, noise) in the home and in the community. [HE]	Environmental Health: Day 1 (Workplace Hazard reports) , Day 1 (Pesticides/Lead toxins, Environmental advocacy).
	12.7.CE.2: Analyze programs, policies, and strategies to reduce and eliminate health inequities and disparities. [HPE; SE]	Diversity: Day 2 (Advocating for Equity). Drugs: Day 4 (Systemic inequities/Stigma). Nutrition: Day 9-10 (School Lunch Advocacy).
	12.7.CE.3: Examine health outcome data and evaluate policies or initiatives that address a public health concern within the community. [HPE]	Community Health: Day 4 (Public Health Systems). Nutrition: Day 9-10 (School food rules/Federal law analysis).
	12.7.CE.4: Participate in projects to help make positive change in a community (e.g., volunteering, service-learning, service project). [HPE; SE]	Empathy: Day 1 (Empathy-driven cause), Day 5 (Kindness project, 40% reduction project). Stress: Day 1-2 (Wellness Advocacy Project). Mental Health: Day 5-6 (Planning an initiative).
	12.7.CE.5: Evaluate the ways communities are, and are not, supporting menstrual health. [HE]	Review Required
	12.7.CE.6: Demonstrate proper and effective technique as it relates to CPR and AED use. [HPE]	First Aid: Day 2 (Hands-only CPR/AED sequence, AED Locator, Bleeding/Cardiac).

Practice 7: Self-Advocacy and Health Promotion — Sexual Health (SH)

Sexual Health [12.7.SH]	12.7.SH.1: Discuss how to foster empathy, inclusiveness, and respect around issues related to sexuality (such as sexual activity, sexual abstinence, sexual orientation), gender expression, and gender identity. [HPE; SE]	Diversity: Day 3 (LGBTQ+ Affirmation, Affirming language). Body Systems: Day 3 (Gender identity norms).
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	<p>12.7.SH.2: Identify and support school and community policies and programs that promote safety, dignity, and respect for all sexual orientations and people of all gender identities and gender expressions. [HPE; SE]</p>	<p>Diversity: Day 3 (LGBTQ+ Affirmation, Identity stigma). Mental Health: Day 9-10 (Positive culture advocacy, School climate).</p>
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