



S T A N D A R D S

HEALTH EDUCATION TODAY



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hello@healtheducationtoday.com
healtheducationtoday.com

Health Education Today's High School Health Curriculum:
Aligned with **all** Maine's Learning Results for Health Education (9-Diploma)

Maine Learning Results — Health Education (9-Diploma, 2022): <https://www.maine.gov/doe/learning/content/healthphysed/standards>

Maine Learning Results — Health Education Standards (Grades 9-Diploma)::

Standard HE 1 — Health Concepts: Health literate students comprehend concepts related to health promotion and disease prevention to enhance health.

Standard HE 2 — Health Information, Products, and Services: Health literate students can demonstrate the ability to access reliable health information, services, and products to enhance health.

Standard HE 3 — Health Promotion and Risk Reduction: Health literate students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks for self and others.

Standard HE 4 — Influences on Health: Health literate students analyze the influences of family, peers, culture, media, technology and other factors on health practices and behaviors.

Standard HE 5 — Communication and Advocacy Skills: Health literate students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

Standard HE 6 — Decision-Making and Goal-Setting Skills: Health literate students demonstrate the ability to make decisions and set goals to enhance health.

Maine Health Education Strand — Standards::

HE 1 Health Concepts, HE 2 Health Information, Products, and Services, HE 3 Health Promotion and Risk Reduction, HE 4 Influences on Health, HE 5 Communication and Advocacy Skills, HE 6 Decision-Making and Goal-Setting Skills

Maine Learning Results: Health Education and Physical Education Standards, Revised April 2022 (adopted via Rule Chapter 132: Learning Results: Parameters for Essential Instruction, effective March 31, 2022). The Physical Education strand (PE 1-5) is outside the scope of this health-curriculum alignment.

ard HE 1 — **Health Concepts: Health literate students comprehend concepts related to health promotion and disease prevention to enhance health**

<p>1.1 Health Concepts, Behaviors and Personal Health</p>	<p>1.1: Students analyze the impact of complex health issues on personal health related to healthy sexuality; nutrition; safety and injury prevention; and substance use prevention.</p>	<p>Dangerous Decisions: Day 1 (Risky Choices), Day 2 (Substance impact), Day 3 (Distracted driving CDC data). Nutrition: Day 1-2 (Macro/Micro functions), Day 5-6 (Sugar/Trans fats), Day 7-8 (Blood sugar/Heart health). First Aid: Day 2 (Bleeding/Cardiac), Day 3 (Degree of burns). Alcohol: Day 1 (Ethanol depressant), Day 3 (AUD chronic nature). Drugs: Day 1 (Stimulants/Opioids), Day 2 (Tolerance). Tobacco: Day 1 (Prefrontal cortex effects). Sex Education: Day 1-2 (Boundaries), Day 5-6 (Structures/Functions), Day 7-8 (STI transmission), Day 9-10 (Abstinence proactive choice).</p>
<p>1.2 Dimensions of Health</p>	<p>1.2: Students analyze the impact of current health issues on the dimensions of health including physical, mental, social, and emotional.</p>	<p>Begin a Term: Day 1 (Core Scholar), Day 2 (Reflective Identity). Empathy: Day 1 (Survey), Day 2 (Venn Diagram). Self-Esteem: Day 1 (Survey). Mental Health: Day 1-2 (5 Dimensions), Day 3-4 (Toolbox), Day 9-10 (Wellness Plan). Stress: Day 1-2 (Eustress vs Distress). Sex Education: Day 1-2 (Body image). End a Term: Day 1 (Homeostasis), Day 2 (Living System).</p>

<p>1.3 Health Conditions</p>	<p>1.3: Students analyze causes of health conditions and ways to reduce, prevent, treat, and/or manage them.</p>	<p>Mental Health: Day 1-2 (Wellness spectrum). Stress: Day 3-4 (Sadness vs Clinical Depression). Nutrition: Day 3-4 (Clinical complexity of Anorexia/Bulimia). Body Systems: Day 2 (Immune/Vaccine stats). Diseases: Day 4 (NCD comparison), Day 5 (Lifestyle/Chronic prevention). First Aid: Day 4 (Seizures/Asthma). Alcohol: Day 3 (Treatment points). Drugs: Day 4 (Medication-Assisted Treatment). Sex Education: Day 7-8 (STI transmission). End a Term: Day 1 (MC Questions 11-12).</p>
<p>1.4 Environment and Personal Health</p>	<p>1.4: Students analyze how one’s environment and other factors impact personal health.</p>	<p>Begin a Term: Day 2 (Social Determinants). Self-Esteem: Day 1 (Environment changes). Stress: Day 9-10 (Poverty/Discrimination). Diversity: Day 2 (Social Determinants/Barriers). Nutrition: Day 3-4 (Food Deserts), Day 9-10 (Economic access). Diseases: Day 4 (Social conditions), Day 5 (ZIP code). Environmental Health: Day 1 (Workplace Hazard reports). End a Term: Day 1 (SDOH Scenario 6).</p>

Information, Products, and Services: Health literate students can demonstrate the ability to access reliable health information, services, and products.

<p>2.1 Reliability of Resources</p>	<p>2.1: Students evaluate the reliability and accessibility of health information, products, and services.</p>	<p>Mental Health: Day 5-6 (Numbing myths). Nutrition: Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers). Diseases: Day 4 (Media Literacy), Day 5 (Research domains). Tobacco: Day 1 (Vape ad decoding). End a Term: Day 1 (Online Data Scenario).</p>
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<p>2.2 Accessing Health Resources</p>	<p>2.2: Students access reliable health information, products, and services.</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 5-6 (988). Violence: Day 5 (Crisis lines). Nutrition: Day 3-4 (NEDA/Professional medical care). First Aid: Day 1 (911 Script), Day 2 (AED Locator), Day 4 (Poison Control). Alcohol: Day 2 (Minor in Possession/Treatment access). Sex Education: Day 5-6 (CDC guides), Day 7-8 (Testing bookmarks), Day 9-10 (Planned Parenthood).</p>
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Communication and Risk Reduction: Health literate students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

<p>3.1 Health-Enhancing Behaviors and Self-Management</p>	<p>3.1.9-Da: Students analyze the role of individual responsibility for enhancing health.</p>	<p>Begin a Term: Day 1 (Health Mission Statement). Self-Esteem: Day 5 (Small steps). Mental Health: Day 9-10 (Personal Mental Health Plan). Stress: Day 9-10 (Habit building). First Aid: Day 1 (Willingness to act). Sex Education: Day 9-10 (Ownership/Rights). End a Term: Day 1 (Live it Forward challenge).</p>
	<p>3.1.9-Db: Students evaluate health-enhancing behaviors to improve or maintain the health of self and others, including self-management skills.</p>	<p>Empathy: Day 4 (Mindful empathy). Self-Esteem: Day 2 (Nature Walk), Day 3 (Breathing/Visualization). Mental Health: Day 1-2 (Stress-Relief Jar), Day 3-4 (Mental Health Toolbox). Stress: Day 1-2 (Reduction strategy), Day 5-6 (Temperature Reset), Day 9-10 (Toolkit). Nutrition: Day 3-4 (Mindful eating), Day 7-8 (Packing snacks), Day 9-10 (SMART Power Plate meal/Plan design). Body Systems: Day 1 (Homeostasis challenge). First Aid: Day 5 (Emergency leadership).</p>

<p>3.2 Avoiding/Reducing Health Risks</p>	<p>3.2: Students assess health-enhancing behaviors to avoid or reduce health risks to self and others.</p>	<p>Stress: Day 5-6 (Risk/Protective Factors). Dangerous Decisions: Day 1 (Risk Management Plan), Day 2 (Water safety/blackouts), Day 3 (Refusal/Negotiation skills). Violence: Day 5 (Protective Factors). First Aid: Day 2 (Hands-only CPR/AED sequence). Alcohol: Day 1-4 (Overdose/Poisoning response). Drugs: Day 3 (Narcan administration). Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP), Day 9-10 (Abstinence proactive choice). End a Term: Day 1 (Scene Safety Scenario).</p>
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Influences on Health: Health literate students analyze the influences of family, peers, culture, media, technology and other factors on health practices

<p>4.1 Influences on Health Behaviors</p>	<p>4.1: Students evaluate positive and negative influences on health practices and behaviors including peers, family, media, culture, community, perception of norms, government, technology, and social platforms.</p>	<p>Begin a Term: Day 1 (Belief formation), Day 2 (Social Determinants). Empathy: Day 2 (Culture/Technology), Day 3 (Stereotypes). Self-Esteem: Day 1 (Media/Family), Day 2 (Peer Influence), Day 4 (Instagram/TikTok). Mental Health: Day 1-2 (Biopsychosocial), Day 7-8 (Digital validation), Day 9-10 (School climate). Stress: Day 1-2 (Racism/Sexism), Day 3-4 (Systemic barriers). Conflict: Day 2 (Digital norms). Diversity: Day 2 (Implicit bias). Dangerous Decisions: Day 1 (Peer Pressure), Day 3 (Groupthink). Violence: Day 4 (Toxic masculinity/Media Literacy). Nutrition: Day 1-2 (Diet Culture), Day 5-6 (Healthwashing), Day 9-10 (School food rules/Federal law analysis). Drugs: Day 2 (Industry marketing impact). Tobacco: Day 1 (Vape ad decoding). Sex Education: Day 5-6 (Comparison culture). End a Term: Day 2 (Generational cycles).</p>
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<p>4.2 Compound Effects of Health Behaviors</p>	<p>4.2: Students analyze how health-enhancing and risky behaviors can influence the likelihood of engaging in more of the same behaviors.</p>	<p>Begin a Term: Day 2 (Vortex of Impact). Mental Health: Day 5-6 (Numbing pain). Stress: Day 9-10 (Habit building). Dangerous Decisions: Day 1 (Risky choice impact), Day 2 (Tolerance/Dependence). Alcohol: Day 3 (AUD chronic nature). Drugs: Day 1 (Dopamine interference), Day 2 (Tolerance). End a Term: Day 2 (Waves of impact).</p>
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and Advocacy Skills: Health literate students demonstrate the ability to use interpersonal communication and advocacy skills to enhance pers

<p>5.1 Interpersonal Communication Skills</p>	<p>5.1: Students analyze effective communication skills for self and others to enhance health and build relationships including affirmative consent, refusal, and negotiation skills.</p>	<p>Begin a Term: Day 2 (Practicing consent). Empathy: Day 2 (Active Listening), Day 4 (Saying No). Mental Health: Day 5-6 (Assertiveness). Stress: Day 3-4 ("I" statements), Day 7-8 (Parent-Teen Communicator). Conflict: Day 1 (Negotiation), Day 2 (Clarifying needs). Dangerous Decisions: Day 3 (Refusal/Negotiation skills). Violence: Day 5 (NVC - Nonviolent Communication). Sex Education: Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map).</p>
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<p>5.2 Advocacy Skills</p>	<p>5.2: Students analyze advocacy skills for self and others to make positive health choices.</p>	<p>Empathy: Day 1 (Empathy-driven cause), Day 5 (Kindness project). Self-Esteem: Day 4 (Advocacy for Authenticity), Day 5 (Self-advocacy). Mental Health: Day 1-2 (Breaking Stigma PSA), Day 5-6 (Planning an initiative), Day 9-10 (Positive culture advocacy). Stress: Day 1-2 (Wellness Advocacy Project), Day 5-6 (Reducing silence). Diversity: Day 2 (Advocating for Equity). Violence: Day 4 (Breaking Silence), Day 5 (Challenging victim-blaming). Nutrition: Day 3-4 (PSA Project), Day 9-10 (School Lunch Advocacy). Alcohol: Day 4 (Safe community advocacy). Drugs: Day 3 (Harm reduction leadership). Tobacco: Day 2 (Tobacco-free advocacy). Sex Education: Day 7-8 (Confidential testing advocacy).</p>
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<p>HE 6 — Decision-Making and Goal-Setting Skills: Health literate students demonstrate the ability to make decisions and set goals to enhance</p>		
<p>6.1 Decision-Making Skills</p>	<p>6.1: Students analyze decision making skills to enhance health outcomes.</p>	<p>Begin a Term: Day 1 (Healthy year vision), Day 2 (Vortex of Impact). Self-Esteem: Day 3 (Voice choice). Mental Health: Day 1-2 (Care choices), Day 5-6 (Seeking support). Stress: Day 1-2 (Pressure outcomes), Day 3-4 (Help-seeking). Conflict: Day 2 (Assertive outcomes). Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). Violence: Day 5 (Intervention choice). Nutrition: Day 3-4 (Intentional choice). First Aid: Day 4 (Crisis decisions). Sex Education: Day 7-8 (Decision Scenario), Day 9-10 (Values check). End a Term: Day 1 (Scenario 9/26).</p>

<p>6.2 Goal-Setting Skills</p>	<p>6.2: Students analyze goal-setting skills to achieve short and/or long-term personal health goals.</p>	<p>Begin a Term: Day 1 (Health Mission Statement). Empathy: Day 3 (Active Listening goal), Day 5 (Empathy growth goal). Self-Esteem: Day 2 (Strength log), Day 4 (Self-acceptance plan). Mental Health: Day 5-6 (Support goal), Day 9-10 (Personal Mental Health Plan). Stress: Day 3-4 (Action timeline), Day 9-10 (Toolkit implementation). Conflict: Day 1 (Regulation strategy). Diversity: Day 2 (Inclusion strategy). Dangerous Decisions: Day 1 (Risk Management Plan). Nutrition: Day 7-8 (Fuel-up goal), Day 9-10 (SMART goal plan). Body Systems: Day 3 (Reproductive wellness plan). Alcohol: Day 4 (Future you letter). End a Term: Day 1 (Long-term goal mapping).</p>
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