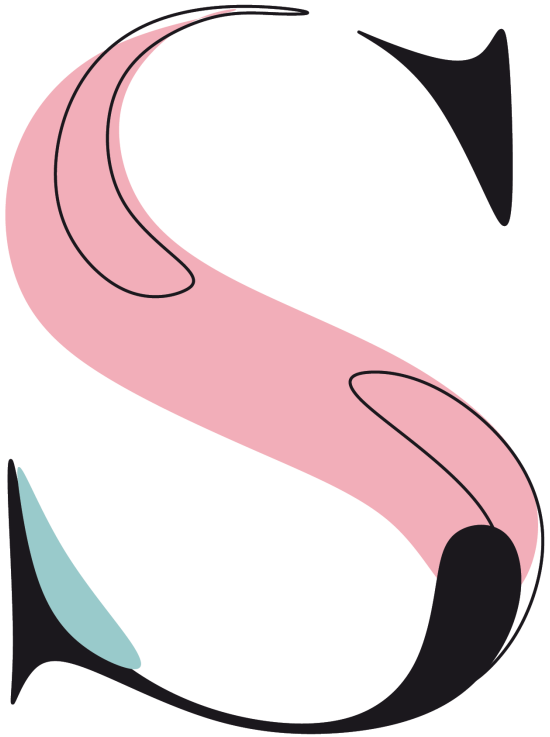
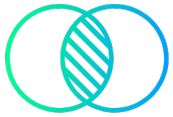


STANDARDS

HEALTH EDUCATION TODAY



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Health Education Today's High School Health Curriculum: Aligned with **all** Michigan's Health Education Standards for Grades 9-12 (2025)

Michigan Health Education Standards Guidelines (2025): https://www.michigan.gov/mde/-/media/Project/Websites/mde/ohns/School-Health-and-Safety/Michigan-Health-Education-Standards-Guidelines-2025---ADA-final-with-edits-12-19-25.pdf

Michigan Health Education Standards Guidelines (2025), Grade Span 9-12 (by the end of Grade 12)::

Section 1: Standards Guidelines That Are Required by Law to Be Taught (HIV and other dangerous communicable diseases, CPR/AED, and physiology and hygiene regarding substance use).

Section 2: Health Education Standards Guidelines (general health education content, organized by the six Practices and eight health topics).

Section 3: Sex Education Standards Guidelines (a local-control elective unit governed by MCL 380.1507 and MCL 380.1507b, with parent choice preserved under MCL 380.1170).

Practice 1: Self-Awareness and Analyzing Influences — Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences affect health behavior and outcomes.

Practice 2: Social Awareness, Relationship, and Communication Skills — Enhance relationships, personal health, and the health of others through social awareness and effective communication.

Practice 3: Information and Resource Seeking — Access, evaluate, and use valid and reliable health information, products, services, and related resources.

Practice 4: Decision Making and Problem Solving — Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations.

Practice 5: Self-Management and Goal Setting — Set goals, engage in health-promoting behaviors, and avoid risky behaviors.

Practice 6: Advocacy and Health Promotion — Promote personal, family, and community health and well-being.

Michigan Health Topics:

Balanced Eating and Physical Activity [BEPA]; Community and Environmental Health [CEH]; Healthy Relationships [HR]; Mental and Emotional Health [MEH]; Personal Health and Wellness [PHW]; Safety [SAF]; Substance Use and Misuse [SU]; Sex Education [SE]

Section 1 — Required by Law		
Practice 3: Information and Resource Seeking — Substance Use and Misuse	**12.3.SU #1:** Use valid and reliable information to analyze the relationship between the use of legal and illegal (regarding legal age of use and type) substances and the causes of death (including overdose) and disease (including addiction) in the United States.	**Dangerous Decisions:** Day 2 (Substance impact, Tolerance/Dependence). **Alcohol:** Day 1-4 (Overdose/Poisoning response), Day 3 (AUD chronic nature). **Drugs:** Day 3 (Memory/Breathing impact).
Practice 4: Decision Making and Problem Solving — Substance Use and Misuse	**12.4.SU #1:** Analyze the potential short- and long-term impacts of legal and illegal substances on multiple dimensions of health (e.g., physical, mental, emotional, social, and/or intellectual) and on other health risk behaviors (e.g., sexual activity and impaired driving).	**Dangerous Decisions:** Day 1 (Risky driving), Day 2 (Substance impact, Water safety/blackouts). **Alcohol:** Day 2 (BAC limits). **Drugs:** Day 1 (Dopamine interference).
Practice 4: Decision Making and Problem Solving — Sex Education	**12.4.SE #1:** Analyze factors that contribute to behaviors that increase the risk of HIV and other STIs.	**Sex Education:** Day 7-8 (STI transmission, Decision Scenario), Day 9-10 (Values check).
	12.4.SE #2: Explain the importance of STI (including HIV) testing and treatment, where to get tested, and why it is essential to communicate with a partner about STI status.	**Sex Education:** Day 7-8 (Testing bookmarks, Confidential testing advocacy), Day 9-10 (Planned Parenthood, Confidentiality/Minor access laws).
	12.4.SE #3: Identify situations, signs, and symptoms that might indicate a need to seek medical consultation.	**Sex Education:** Day 5-6 (Self-exam guides/Cancer prevention, CDC guides), Day 7-8 (Testing bookmarks).
	12.4.SE #4: Analyze factors that contribute to behaviors that increase the risk of HIV and other STIs.	**Sex Education:** Day 7-8 (STI transmission, Decision Scenario), Day 9-10 (Values check).
Practice 5: Self-Management and Goal Setting — Safety	**12.5.SAF #1:** Demonstrate proficiency in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillators (AEDs).	**First Aid:** Day 2 (Hands-only CPR/AED sequence, AED Locator), Day 5 (Bleeding/Simulations).

Section 2 — Safety		
Practice 1: Self-Awareness and Analyzing Influences	**12.1.SAF #1:** Discuss the role of personal, community, and societal beliefs, values, and actions in creating a culture free of bullying, harassment, and abuse.	**Empathy:** Day 3 (Cyberbullying). **Violence:** Day 4 (Toxic masculinity/Media Literacy), Day 5 (Bystander culture/Gender roles, Challenging victim-blaming).
Practice 2: Social Awareness, Relationship, and Communication Skills	**12.2 SAF #1:** Evaluate potential risks of digital interactions.	**Mental Health:** Day 7-8 (Cyberbullying/Digital footprints, Digital Personas). **Dangerous Decisions:** Day 3 (Digital safety, Sexting/Digital footprint leaks). **Violence:** Day 4 (Doxxing).
	12.2 SAF #2: Discuss strategies to protect personal information online and on social media.	**Mental Health:** Day 7-8 (Online Hygiene Plan). **Violence:** Day 4 (Doxxing prevention). **End a Term:** Day 1 (Online Data Scenario).
	12.2 SAF #3: Apply safe behaviors to promote privacy, well-being, and respectful online communication.	**Empathy:** Day 3 (Cyberbullying). **Mental Health:** Day 7-8 (Online Hygiene Plan, Digital Balance). **Conflict:** Day 2 (Digital norms).
Practice 5: Self-Management and Goal Setting	**12.5.SAF #1:** Analyze recruitment tactics used in trafficking and exploitation to exploit vulnerabilities and recruit youth.	Review Required
	12.5.SAF #2: Demonstrate strategies, including risk reduction strategies, that can help avoid or address situations related to sexual exploitation in physical and digital settings.	**Dangerous Decisions:** Day 3 (Sexting laws, Sexting/Digital footprint leaks). **Sex Education:** Day 3-4 (Coercion distinction, Clear "No" strategies).
	12.5.SAF #3: Evaluate ways and demonstrate strategies to reduce risk and stay safe, follow laws, and act respectfully in physical and digital settings.	**Dangerous Decisions:** Day 1 (Risk Management Plan, Legal outcomes), Day 3 (Digital safety, Sexting laws). **End a Term:** Day 1 (Digital content legalities).

	12.5.SAF #4: Demonstrate strategies for asking for assistance or providing support for self and peers when faced with unsafe situations.	**Stress:** Day 5-6 (Safety Plan, Warning sign response). **Violence:** Day 5 (Bystander/Confidential reporting, Crisis lines). **First Aid:** Day 1 (911 Script).
	12.5.SAF #5: Demonstrate proficiency in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillators (AEDs).	**First Aid:** Day 2 (Hands-only CPR/AED sequence, AED Locator), Day 5 (Bleeding/Simulations).

Section 2 — Healthy Relationships		
Practice 1: Self-Awareness and Analyzing Influences	**12.1.HR #1:** Demonstrate how to access valid and reliable information and resources to help maintain positive relationships and get help if in harmful or unhealthy relationships.	**Mental Health:** Day 5-6 (Crisis Text Line). **Conflict:** Day 2 (Relationship wellness). **Violence:** Day 5 (Crisis lines).
Practice 2: Social Awareness, Relationship, and Communication Skills	**12.2.HR #1:** Demonstrate ways to express understanding of and acceptance of differing perspectives.	**Empathy:** Day 1 (Respectful dialogue), Day 2 (Venn Diagram). **Diversity:** Day 2 (Honest dialogue), Day 3 (Affirming language).
	12.2.HR #2: Use effective strategies (e.g., boundary setting, maintaining personal boundaries, respecting others' boundaries, I-statements, stating your needs, recognizing warning signs) to leave negative relationships and improve or maintain positive relationships.	**Empathy:** Day 4 (Boundaries, Saying No). **Self-Esteem:** Day 5 (Boundary setting). **Conflict:** Day 1 (Assertiveness/I-statements).
	12.2.HR #3: Summarize the benefits of respecting individual differences.	**Begin a Term:** Day 1 (Intersectionality). **Diversity:** Day 1 (Identity outcomes), Day 2 (Belonging), Day 3 (Representation).
	12.2.HR #4: Analyze how various factors and behaviors influence conflict and strategies to avoid escalation.	**Conflict:** Day 1 (Conflict styles, Defense mechanisms), Day 2 (Clarifying needs).

	12.2.HR #5: Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse, assault, discrimination, or exploitation.	**Begin a Term:** Day 2 (School counselors/nurses). **Stress:** Day 3-4 (Help-seeking). **Violence:** Day 4 (Breaking Silence), Day 5 (Bystander/Confidential reporting).
	12.2.HR #6: Appropriately resolve interpersonal conflicts in various settings (e.g., school, family, work, community, and personal relationships).	**Conflict:** Day 1 (Negotiation), Day 2 (Accountability/Repair, Assertive outcomes).
	12.2.HR #7: Demonstrate empathy (e.g., active listening, withholding judgment, compassion) toward others.	**Empathy:** Day 2 (Active Listening), Day 4 (Mindful empathy), Day 5 (Kindness conversations).
	12.2.HR #8: Demonstrate communication skills that account for the perspective of others while allowing for active and effective social engagement.	**Empathy:** Day 2 (Emotional vocabulary, Equitable communication). **Conflict:** Day 2 (Communication Balance).
	12.2.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.	**Empathy:** Day 2 (Tense posture, Emotional vocabulary). **Conflict:** Day 1 (Clenched fists).
	12.2.HR #10: Use assertive communication techniques in various settings and with a variety of audiences to meet personal needs and maintain or enhance overall health.	**Self-Esteem:** Day 5 (Self-advocacy). **Mental Health:** Day 5-6 (Assertiveness). **Conflict:** Day 1 (Assertiveness/I-statements), Day 2 (Assertive outcomes).
	12.2.HR #11: Summarize the importance of talking with parents, guardians, or other trusted adults about issues related to relationships.	**Begin a Term:** Day 2 (School counselors/nurses). **Mental Health:** Day 5-6 (Seeking support). **Stress:** Day 7-8 (Parent-Teen Communicator).

Practice 3: Information and Resource Seeking	**12.3.HR #1:** Explain the harm that can be caused by disrespecting others with differing views and beliefs, and demonstrate positive ways to express understanding of differing perspectives.	**Empathy:** Day 1 (Respectful dialogue), Day 3 (Challenging generalizations). **Diversity:** Day 2 (Honest dialogue, Impact of Microaggressions).
	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 leave negative relationships and improve or maintain positive relationships.	**Empathy:** Day 4 (Boundaries, Saying No). **Self-Esteem:** Day 5 (Boundary setting). **Conflict:** Day 1 (Assertiveness/I-statements).
	12.3.HR #3: Summarize the benefits of respecting individual differences.	**Begin a Term:** Day 1 (Intersectionality). **Diversity:** Day 1 (Identity outcomes), Day 2 (Belonging), Day 3 (Representation).
	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.	**Conflict:** Day 1 (Background, Conflict styles, Uptown upbringing), Day 2 (Accountability/Repair).
	12.3.HR #5: Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse, assault, discrimination, or exploitation.	**Begin a Term:** Day 2 (School counselors/nurses). **Stress:** Day 3-4 (Help-seeking). **Violence:** Day 4 (Breaking Silence), Day 5 (Bystander/Confidential reporting).
	12.3.HR #6: Appropriately resolve interpersonal conflicts in various settings (e.g., school, family, work, community, and personal relationships).	**Conflict:** Day 1 (Negotiation), Day 2 (Accountability/Repair, Assertive outcomes).
	12.3.HR #7: Demonstrate empathy (e.g., active listening, withholding judgment, compassion) toward others.	**Empathy:** Day 2 (Active Listening), Day 4 (Mindful empathy), Day 5 (Kindness conversations).

	12.3.HR #8: Demonstrate communication skills that account for the perspective of others while allowing for active and effective social engagement.	**Empathy:** Day 2 (Emotional vocabulary, Equitable communication). **Conflict:** Day 2 (Communication Balance).
	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.	**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.	**Empathy:** Day 4 (Saying No). **Conflict:** Day 1 (Assertiveness/I-statements). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills).
	12.3.HR #11: Summarize the importance of talking with parents, guardians, caregivers, and/or other trusted adults about issues related to relationships.	**Begin a Term:** Day 2 (School counselors/nurses). **Mental Health:** Day 5-6 (Seeking support). **Stress:** Day 7-8 (Parent-Teen Communicator).
Practice 4: Decision Making and Problem Solving	**12.4.HR #1:** Examine aspects of various personal relationships, including characteristics of healthy and unhealthy relationships.	**Conflict:** Day 2 (Relationship wellness). **Sex Education:** Day 3-4 (Trust/Equality/Boundaries, Gaslighting vs respect).
	12.4.HR #2: Analyze the benefits and risks of various ways people express love and/or caring within health-promoting relationships.	**Sex Education:** Day 1-2 (Values Collage) , Day 3-4 (Trust/Equality/Boundaries).
	12.4.HR #3: Analyze the role of individual versus shared responsibility in building and maintaining healthy relationships.	**Conflict:** Day 2 (Accountability/Repair, Community accountability). **Sex Education:** Day 3-4 (Trust/Equality/Boundaries).
	12.4.HR #4: Describe patterns of power and control in relationships and discuss strategies for getting help and leaving an unhealthy, violent, or exploitative relationship.	**Conflict:** Day 2 (Power imbalances). **Violence:** Day 5 (Crisis lines). **Sex Education:** Day 3-4 (Gaslighting vs respect, Coercion distinction).

	12.4.HR #5: Discuss different forms of abuse in relationships and available supports and resources for getting help if in an abusive or exploitative relationship.	**Violence:** Day 4 (Breaking Silence), Day 5 (Crisis lines, Bystander/Confidential reporting). **Sex Education:** Day 3-4 (Coercion distinction).
	12.4.HR #6: Evaluate strategies (e.g., setting expectations and/or boundaries) for dealing with difficult relationships with family members, peers, and partners and demonstrate the ability to use these strategies to make health-promoting decisions.	**Empathy:** Day 4 (Boundaries, Compassion vs Codependence). **Self-Esteem:** Day 5 (People-pleasing boundaries). **Sex Education:** Day 1-2 (Boundaries).
	12.4.HR #7: Examine the complexity of, and discuss considerations related to, the decision to leave an unhealthy relationship, develop a safety plan to recognize when, and get out of, any future unsafe or harmful relationships, and determine situations when adult and/or professional support is needed.	**Dangerous Decisions:** Day 3 (Heartbreak). **Violence:** Day 5 (Crisis lines). **Sex Education:** Day 3-4 (Clear "No" strategies).
	12.4.HR #8: 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.	**Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE), Day 3 (Heartbreak). **Sex Education:** Day 3-4 (Gaslighting vs respect).

Section 2 — Balanced Eating and Physical Activity		
Practice 1: Self-Awareness and Analyzing Influences	**12.1.BEPA #1:** Analyze the role of technology and social media tools in supporting healthy eating and active lifestyles.	**Nutrition:** Day 5-6 (Influencer claims, Healthwashing), Day 10 (Food log/MyFitnessPal expenditure tracking).
	12.1.BEPA #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.	Review Required

Practice 2: Social Awareness, Relationship, and Communication Skills	**12.2.BEPA #1:** Evaluate the opportunity for social interaction and social support in a variety of physical activities in and out of school.	Review Required
	12.2.BEPA #2: Analyze the impact of extreme or fad diets and how social influences can encourage unhealthy eating behaviors.	**Nutrition:** Day 1-2 (Diet Culture), Day 3-4 (Thinness narrative harm), Day 5-6 (Influencer claims).
Practice 3: Information and Resource Seeking	**12.3.BEPA #1:** Evaluate the validity of claims made by companies and social media influencers intended to promote or improve nutrition, fitness, and a healthy, active lifestyle.	**Nutrition:** Day 5-6 (Registered Dietitians vs Influencers, Influencer claims, Healthwashing).
	12.3.BEPA #2: Evaluate available resources, supports, and participation requirements of community-sponsored activities, physical activity, and fitness activities.	Review Required
	12.3.BEPA #3: Evaluate the opportunity for social interaction and social support in a variety of physical activities in and out of school.	Review Required
Practice 4: Decision Making and Problem Solving	**12.4.BEPA #1:** Identify snacks, food, and beverage choices that support or interfere with performance, recovery, and enjoyment during physical activity.	**Nutrition:** Day 1-2 (Eat to Move lab) , Day 7-8 (Packing snacks, Fuel-up goal).
	12.4.BEPA #2: Plan a weekly menu to meet age-appropriate recommendations within a specific budget.	**Nutrition:** Day 5-6 (Recommended serving sizes analysis), Day 9-10 (SMART Power Plate meal/Plan design, Economic access).
	12.4.BEPA #3: Choose an appropriate level of challenge based on your current skill level to experience success in a self-selected physical activity.	Review Required

	12.4.BEPA #4: Evaluate opportunities and barriers to physical activity in a variety of contexts.	Review Required
Practice 5: Self-Management and Goal Setting	**12.5.BEPA #1:** Compare and contrast various dietary guidelines and practices from valid and reliable sources, locations, and cultures.	**Nutrition:** Day 3-4 (Cultural honoring), Day 5-6 (Recommended serving sizes analysis).
	12.5.BEPA #2: Analyze the physical, mental, social, economic, and academic benefits and/or consequences of various dietary habits or behaviors.	**Nutrition:** Day 7-8 (Academic pressure, Blood sugar/Heart health), Day 9-10 (Economic access).
	12.5.BEPA #3: Describe safe food storage and preparation practices.	**Nutrition:** Day 9-10 (Nutrient preservation, Steaming/Grilling vs Frying) , Day 9-10 (Food safety practices).
	12.5.BEPA #4: Demonstrate how to comparison shop, considering criteria such as pricing, nutrient density, processing, and environmental impact.	**Nutrition:** Day 5-6 (Sugar/Trans fats), Day 9-10 (Economic access, SMART Power Plate meal/Plan design).
	12.5.BEPA #5: Assess personal nutrition-related practices using dietary guidelines of their choice.	**Nutrition:** Day 5-6 (Balance survey), Day 10 (Food log/MyFitnessPal expenditure tracking).
	12.5.BEPA #6: Analyze various factors that influence nutrition-related beliefs and behaviors, and analyze the ways that these factors are affecting personal beliefs and behaviors.	**Nutrition:** Day 1-2 (Diet Culture, Hunger cues), Day 3-4 (Cultural honoring, Food Deserts).
	12.5.BEPA #7: Develop and implement a plan with goals that build on strengths and address areas for improvement through monitoring progress and adjustments as needed.	**Nutrition:** Day 7-8 (Fuel-up goal), Day 9-10 (SMART goal plan).

	12.5.BEPA #8: Analyze barriers (e.g., finances, food availability and access, social norms, media) to succeed with a personal nutrition-related goal and identify supports to help overcome those barriers.	**Nutrition:** Day 3-4 (Food Deserts), Day 5-6 (Identifying barriers), Day 9-10 (Economic access).
	12.5.BEPA #9: 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.	Review Required
	12.5.BEPA #10: Create a goal and plan for participating in physical activity to maintain or improve health and monitor progress.	Review Required
	12.5.BEPA #11: Select and participate in physical activities that meet a variety of personal needs (personal goals, strengths, interests, enjoyment, social interaction, and/or self-expression).	Review Required

Section 2 — Community and Environmental Health		
Practice 1: Self-Awareness and Analyzing Influences	**12.1.CEH #1:** Explore the impact of social drivers of health (e.g., education, social environment, socioeconomic conditions, public safety) on individuals at different levels (e.g., interpersonal, intrapersonal, community, policy).	**Begin a Term:** Day 2 (Social Determinants). **Diversity:** Day 2 (Social Determinants/Barriers). **End a Term:** Day 1 (SDOH Scenario 6).
	12.1.CEH #2: Evaluate the influence of social context/environment, not solely personal choices, on an individual's health.	**Stress:** Day 9-10 (Poverty/Discrimination). **Diseases:** Day 4 (Social conditions), Day 5 (ZIP code).

	12.1.CEH #3: Discuss various factors that can influence public, community, and/or environmental health and analyze strategies for mitigating harm and improving health outcomes.	**Environmental Health:** Day 1 (Workplace Hazard reports) , Day 1 (Air/Water pollution PSA). **Community Health:** Day 4 (Public Health Systems).
	12.1.CEH #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).	**Nutrition:** Day 7-8 (Blood sugar/Heart health). **Diseases:** Day 4 (NCD comparison, Risk assessment), Day 5 (Lifestyle/Chronic prevention).
	12.1.CEH #5: Identify and evaluate global influences (e.g., pollution, global policies) on personal and community health.	**Environmental Health:** Day 1 (Our Planet guide, Climate change impacts).
	12.1.CEH #6: Analyze behaviors, policies, and practices in the school community that promote dignity and respect and reduce stigma for all individuals.	**Mental Health:** Day 9-10 (School climate, Positive culture advocacy). **Diversity:** Day 3 (Identity stigma, LGBTQ+ Affirmation).
Practice 3: Information and Resource Seeking	**12.3.CEH #1:** Identify cost-effective ways to minimize environmental pollutants (e.g., chemicals, trash, noise) in the home and in the community.	**Environmental Health:** Day 1 (Pesticides/Lead toxins, Environmental advocacy).
Practice 6: Advocacy and Health Promotion	**12.6.CEH #1:** Analyze programs, policies, and strategies to reduce and eliminate health inequities and disparities.	**Diversity:** Day 2 (Advocating for Equity). **Diseases:** Day 5 (ZIP code). **Drugs:** Day 4 (Systemic inequities/Stigma).
	12.6.CEH #2: Examine data and evaluate policies or initiatives that address a public health concern within the community.	**Dangerous Decisions:** Day 3 (Distracted driving CDC data). **Nutrition:** Day 9-10 (School Lunch Advocacy, School food rules/Federal law analysis).

	12.6.CEH #3: Develop and/or implement a plan for participating in projects to help make positive changes in a community (e.g., volunteering, linking with experts in the community, service-learning, service project).	**Empathy:** Day 5 (Kindness project, 40% reduction project). **Mental Health:** Day 5-6 (Planning an initiative). **Stress:** Day 1-2 (Wellness Advocacy Project).
	12.6.CEH #4: Identify and support school and community policies and programs that promote respect for all people.	**Mental Health:** Day 9-10 (Positive culture advocacy). **Diversity:** Day 2 (Inclusion strategy), Day 3 (LGBTQ+ Affirmation).

Section 2 — Mental and Emotional Health		
Practice 2: Social Awareness, Relationship, and Communication Skills	**12.2.MEH #1:** Describe positive (e.g., developmental assets, protective factors, resilience, supportive adult relationships) and negative factors (e.g., trauma, adversity) that can affect mental and emotional health and well-being.	**Mental Health:** Day 1-2 (Biopsychosocial), Day 9-10 (Post-traumatic growth). **Stress:** Day 5-6 (Risk/Protective Factors), Day 9-10 (Vicarious trauma).
	12.2.MEH #2: Demonstrate strategies for expressing understanding towards those who hold different beliefs.	**Empathy:** Day 1 (Respectful dialogue). **Diversity:** Day 2 (Cultural humility, Honest dialogue).
	12.2.MEH #3: Evaluate how society, cultural norms, and values affect personal interactions.	**Empathy:** Day 2 (Culture/Technology). **Conflict:** Day 1 (Background). **Diversity:** Day 2 (Belonging).
	12.2.MEH #4: Evaluate the influence of peers, social media, online content, family, society, community, and culture on body image and the influence body image has on health.	**Self-Esteem:** Day 1 (Media/Family), Day 4 (Instagram/TikTok, Internalized beauty). **Sex Education:** Day 1-2 (Body image).
	12.2.MEH #5: Evaluate personal comfort with engagement in social situations and create a plan for personal growth in social engagement.	**Self-Esteem:** Day 5 (Small steps, Self-expression). **End a Term:** Day 2 (MBTI Exploration).

	12.2.MEH #6: Analyze power imbalances in relationships and demonstrate strategies that communicate your values, your right to say no, and your ability to hold others accountable for their actions.	**Empathy:** Day 4 (Boundaries, Saying No). **Conflict:** Day 2 (Power imbalances, Accountability/Repair).
	12.2.MEH #7: Demonstrate the ability to communicate about mental health in culturally responsive ways that reduce stigma.	**Mental Health:** Day 1-2 (Breaking Stigma PSA), Day 3-4 (Gender/Race). **Stress:** Day 5-6 (Stigma).
	12.2.MEH #8: Communicate when there is a concern about one's own or someone else's mental well-being or when someone is considering self-harm or suicide.	**Mental Health:** Day 5-6 (Listening/Thanking them, Crisis Text Line). **Stress:** Day 5-6 (Warning sign response, Active listening/Refusing secrets, 988).
Practice 3: Information and Resource Seeking	**12.3.MEH #1:** Demonstrate how to access valid and reliable mental health information and resources to help or support someone who has experienced harassment, abuse, assault, discrimination, and/or exploitation.	**Mental Health:** Day 5-6 (Crisis Text Line, Seeking support). **Violence:** Day 5 (Crisis lines, Bystander/Confidential reporting).
	12.3.MEH #2: Discuss the variety of supports available at home, school, and in the community for maintaining or enhancing mental and emotional health.	**Mental Health:** Day 1-2 (Counselors/Support groups), Day 9-10 (Therapists/Peer support). **Stress:** Day 5-6 (Wellness centers).
	12.3.MEH #3: Evaluate the valid and reliable resources from home, school, and community that provide health information on enhancing mental and emotional well-being.	**Mental Health:** Day 5-6 (Crisis Text Line, Minor access laws), Day 9-10 (NAMI stats). **Stress:** Day 3-4 (Valid points of help).
	12.3.MEH #4: Use valid and reliable resources to find information and access support on mental health issues and conditions for self or others.	**Mental Health:** Day 9-10 (Active seeking, NAMI stats). **Stress:** Day 3-4 (Help-seeking, Valid points of help).

	12.3.MEH #5: Recognize the signs of problem behaviors and/or addictions (e.g., gambling, overuse of social media) and demonstrate strategies for seeking help for self or others.	**Mental Health:** Day 7-8 (Digital Balance, Online validation influence). **Stress:** Day 1-2 (Escape/Numb out).
	12.3.MEH #6: Use valid and reliable resources to find information on risk factors for, and signs and symptoms of, suicide ideation or non-suicidal self-injury.	**Mental Health:** Day 5-6 (Hopelessness, Crisis Text Line). **Stress:** Day 5-6 (Risk/Protective Factors, 988, Warning sign response).
Practice 5: Self-Management and Goal Setting	**12.5.MEH #1:** Apply strategies to respond appropriately based on different levels of emotions in interactions.	**Mental Health:** Day 3-4 (Reacting vs Responding, Emotional regulation consequences). **Conflict:** Day 1 (Regulaton strategy).
	12.5.MEH #2: Apply coping and stress management techniques to manage a variety of stressors (e.g., school, personal life, relationships) and create a long-term plan for stress management.	**Mental Health:** Day 3-4 (Adaptive coping, Toolbox). **Stress:** Day 1-2 (Reduction strategy, 5-4-3-2-1), Day 9-10 (Toolkit implementation, Habit building).
	12.5.MEH #3: Develop and apply strategies using protective factors and assets to support mental and emotional well-being.	**Mental Health:** Day 3-4 (Mental Health Toolbox), Day 9-10 (Personal Mental Health Plan). **Stress:** Day 5-6 (Risk/Protective Factors). **Violence:** Day 5 (Protective Factors).
	12.5.MEH #4: Assess and implement health practices and overall health status across multiple dimensions of wellness (e.g., physical, emotional, intellectual, spiritual, social).	**Mental Health:** Day 1-2 (5 Dimensions, Wellness spectrum), Day 9-10 (Wellness Plan).
	12.5.MEH #5: Set a goal, create a plan, monitor progress, and celebrate success for plans that minimize stress and promote wellness.	**Mental Health:** Day 9-10 (Personal Mental Health Plan, Wellness Plan). **Stress:** Day 9-10 (Toolkit implementation, Habit building).

	12.5.MEH #6: Apply strategies that support a willingness to reflect, learn, and grow from challenges through experience and feedback.	**Begin a Term:** Day 1 (Rewrite your story). **Self-Esteem:** Day 2 (Reshaped over time), Day 5 (Small steps). **Mental Health:** Day 9-10 (Post-traumatic growth).

Section 2 — Substance Use and Misuse		
Practice 3: Information and Resource Seeking	**12.3.SU #1:** Evaluate the validity of information, products, services, and resources intended to help a person make health-promoting choices when making decisions related to legal substance use.	**Dangerous Decisions:** Day 3 (PSA - challenging "cool" risk). **Drugs:** Day 2 (Industry marketing impact). **Tobacco:** Day 1 (Vape ad decoding).
	12.3.SU #2: Use valid and reliable information to analyze the relationship between the use of legal and illegal (regarding legal age of use and type) substances and the causes of death (including overdose) and disease (including addiction) in the United States.	**Dangerous Decisions:** Day 2 (Substance impact, Tolerance/Dependence). **Alcohol:** Day 1-4 (Overdose/Poisoning response), Day 3 (AUD chronic nature). **Drugs:** Day 3 (Memory/Breathing impact).
	12.3.SU #3: Recognize the signs of substance misuse and addiction and demonstrate strategies for seeking help for self or others.	**Dangerous Decisions:** Day 2 (Tolerance/Dependence, 911/Narcan). **Alcohol:** Day 3 (AUD chronic nature, Treatment points). **Drugs:** Day 4 (Medication-Assisted Treatment).
	12.3.SU #4: Identify resources and support systems available to help navigate challenging situations pertaining to substance use and misuse.	**Alcohol:** Day 2 (Minor in Possession/Treatment access), Day 3 (Treatment points). **Drugs:** Day 3 (Harm reduction leadership), Day 4 (Medication-Assisted Treatment).
	12.3.SU #5: Identify laws that protect a person who calls for professional help during a substance use crisis (e.g., Good Samaritan laws).	**Dangerous Decisions:** Day 2 (Good Samaritan laws, 911/Narcan).

	12.3.SU #6: Access valid and reliable resources to determine laws regarding the purchase, distribution, and selling of substances (e.g., dispensaries, on the street, stores, legal vs. illegal, travel across state lines).	**Dangerous Decisions:** Day 1 (Law Table Item 7, Legal outcomes). **Alcohol:** Day 2 (Minor in Possession/Treatment access). **Drugs:** Day 3 (Possession/Misuse consequences).
	12.3.SU #7: Determine when professional services related to legal and illegal substances may be required.	**Dangerous Decisions:** Day 2 (911/Narcan). **Alcohol:** Day 3 (Treatment points). **Drugs:** Day 4 (Medication-Assisted Treatment).
Practice 4: Decision Making and Problem Solving	**12.4.SU #1:** Reflect on personal beliefs, values, and choices compared to cultural, community, and societal norms around substance use and misuse.	**Dangerous Decisions:** Day 3 (Groupthink, PSA - challenging "cool" risk). **Alcohol:** Day 4 (Safe community advocacy).
	12.4.SU #2: Evaluate situations and how various internal and external factors (e.g., peers, media, social norms, corporate practices) influence substance use and misuse.	**Dangerous Decisions:** Day 1 (Peer Pressure), Day 3 (Groupthink). **Drugs:** Day 2 (Industry marketing impact). **Tobacco:** Day 1 (Vape ad decoding).
	12.4.SU #3: Analyze the potential short- and long-term impacts of legal and illegal substances (e.g., opioids) on multiple dimensions of health (e.g., physical, mental, emotional, social, and/or intellectual) and on other health risk behaviors (e.g., sexual activity, impaired driving, use of other drugs).	**Dangerous Decisions:** Day 1 (Risky driving), Day 2 (Substance impact, Water safety/blackouts). **Alcohol:** Day 2 (BAC limits). **Drugs:** Day 1 (Stimulants/Opioids, Dopamine interference).
	12.4.SU #4: Employ self-management skills to act on health-promoting decisions about legal substance use.	**Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE, Risk Management Plan), Day 3 (Refusal/Negotiation skills). **Alcohol:** Day 4 (Future you letter).

Section 2 — Personal Health and Wellness		
Practice 5: Self-Management and Goal Setting	**12.5.PHW #1:** Develop a plan and implement strategies based on an identified need or want to attain a goal that improves physical health.	**Mental Health:** Day 9-10 (Wellness Plan). **Nutrition:** Day 9-10 (SMART goal plan). **Body Systems:** Day 3 (Reproductive wellness plan).

	12.5.PHW #2: Create a plan that develops ownership of one's health and healthcare.	**Begin a Term:** Day 1 (Health Mission Statement). **Mental Health:** Day 9-10 (Personal Mental Health Plan). **Sex Education:** Day 9-10 (Ownership/Rights).
	12.5.PHW #3: Demonstrate strategies to self-advocate in healthcare settings (e.g., getting questions answered, seeking clarity of medical instructions, seeking a prescription refill).	**Mental Health:** Day 5-6 (Minor access laws). **Sex Education:** Day 9-10 (Planned Parenthood, Confidentiality/Minor access laws).
	12.5.PHW #4: Identify strategies based on an identified need or want to attain a goal that improves physical health.	**Nutrition:** Day 7-8 (Fuel-up goal), Day 9-10 (SMART goal plan). **Body Systems:** Day 3 (Reproductive wellness plan).
	12.5.PHW #5: Demonstrate strategies to self-advocate in healthcare settings (e.g., getting questions answered, seeking clarity of medical instructions, seeking a prescription refill).	**Mental Health:** Day 5-6 (Minor access laws). **Sex Education:** Day 9-10 (Planned Parenthood, Confidentiality/Minor access laws).
	12.5.PHW #6: Discuss signs and symptoms of health concerns and strategies to manage discomfort and/or seek medical care as needed.	**Body Systems:** Day 3 (UTIs/Hygiene). **First Aid:** Day 3 (R.I.C.E./FAST), Day 4 (Seizures/Asthma, Heat stroke).
	12.5.PHW #7: Analyze external factors (such as social drivers of health) that can affect health and one's agency in addressing health.	**Begin a Term:** Day 2 (Social Determinants). **Stress:** Day 9-10 (Poverty/Discrimination). **Diseases:** Day 5 (ZIP code).

Section 3 — Sex Education		
Practice 1: Self-Awareness and Analyzing Influences	**12.1.SE #1:** Analyze a variety of internal and external influences (e.g., family, peers, media, society, community, culture) on a person's attitudes, beliefs, and expectations about abstinence and sexual behavior.	**Sex Education:** Day 5-6 (Comparison culture), Day 9-10 (Values check, Abstinence proactive choice, 45% of teens statistic).

Practice 2: Social Awareness, Relationship, and Communication Skills	**12.2.SE #1:** Summarize the importance of talking with parents, guardians, or other trusted adults about issues related to growth and development, abstinence, and sexual health.	**Stress:** Day 7-8 (Parent-Teen Communicator). **Sex Education:** Day 1-2 (Counselors), Day 9-10 (Values check).
Practice 3: Information and Resource Seeking	**12.3.SE #1:** Summarize the benefits of respecting individual differences in aspects of growth and development	**Body Systems:** Day 3 (Gender identity norms). **Sex Education:** Day 5-6 (Development/Lifespan literacy, Physical/Social shifts, Comparison culture).
	12.3.SE #2: Summarize the importance of talking with parents, guardians, or other trusted adults about issues related to growth and development and sexual health.	**Stress:** Day 7-8 (Parent-Teen Communicator). **Sex Education:** Day 1-2 (Counselors), Day 5-6 (Development/Lifespan literacy).
Practice 4: Decision Making and Problem Solving	**12.4.SE #1:** Discuss reasons why it is harmful and illegal to trick, threaten, or coerce another person into sexual activity.	**Begin a Term:** Day 2 (Practicing consent). **Dangerous Decisions:** Day 3 (Sexting laws). **Sex Education:** Day 3-4 (Coercion distinction, Clear "No" strategies).
	12.4.SE #2: Analyze factors that contribute to behaviors that increase the risk of pregnancy, HIV, and other STIs.	**Sex Education:** Day 7-8 (STI transmission, Fertilization, Parenting/Financial effects), Day 9-10 (45% of teens statistic).
	12.4.SE #3: Explain the importance of STI (including HIV) testing and treatment, where to get tested, and why it is essential to communicate with a partner about STI status.	**Sex Education:** Day 7-8 (Testing bookmarks, Confidential testing advocacy), Day 9-10 (Planned Parenthood, Confidentiality/Minor access laws).
	12.4.SE #4: Identify situations, signs, and symptoms that might indicate a need to seek medical consultation.	**Sex Education:** Day 5-6 (Self-exam guides/Cancer prevention, CDC guides), Day 7-8 (Testing bookmarks).

	12.4.SE #5: Evaluate readiness, options, and their respective outcomes regarding decisions about whether to engage in sexual activity, including abstaining, postponing sexual intercourse, engaging in risk reduction practices (e.g., using condoms and other barriers, using birth control).	**Sex Education:** Day 7-8 (Contraceptive effectiveness/PrEP, Condom Demo/Steps, Yes/No/Maybe map), Day 9-10 (Abstinence proactive choice).
	12.4.SE #6: Demonstrate the ability to apply a thoughtful decision-making process in situations related to sexual activity and sexual health.	**Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE). **Sex Education:** Day 7-8 (Decision Scenario, Yes/No/Maybe map), Day 9-10 (Values check).
	12.4.SE #7: Explain age of consent laws and examine the various components of consent (e.g., consent must be asked for and verbally given, consent cannot be given if under the influence, consent can be taken away at any time).	**Begin a Term:** Day 2 (Practicing consent). **Sex Education:** Day 9-10 (Age of consent laws).
Practice 5: Self-Management and Goal Setting	**12.5.SE #1:** Evaluate personal responsibility and the consequences related to pressuring someone for sexually explicit pictures, sending, or posting sexually explicit pictures or messages.	**Dangerous Decisions:** Day 3 (Sexting laws, Sexting/Digital footprint leaks). **Sex Education:** Day 1-2 (Sexting consequences). **End a Term:** Day 1 (Digital content legalities).
Practice 6: Advocacy and Health Promotion	**12.6.SE #1:** Discuss how to foster empathy, inclusivity, and respect around issues related to gender and sexuality.	**Diversity:** Day 3 (LGBTQ+ Affirmation, Affirming language). **Body Systems:** Day 3 (Gender identity norms).