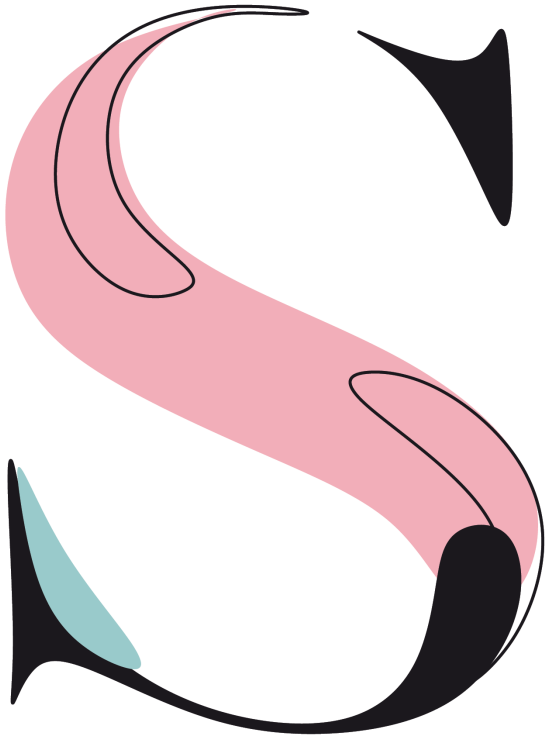
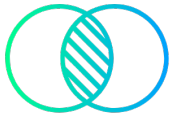


STANDARDS

HEALTH EDUCATION TODAY



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hello@healtheducationtoday.com
healtheducationtoday.com

Health Education Today's High School Health Curriculum: Aligned with **the** 2025 Minnesota K-12 Health Academic Standards (Grades 9-12) and Minnesota's Statutory Health Instruction Requirements

Minnesota K-12 Health Academic Standards (2025) & Minnesota Statutes: https://education.mn.gov/MDE/dse/stds/hpe/

2025 Minnesota K-12 Health Academic Standards (Grade Band 9-12)::

Standard 1—Use functional health knowledge to enhance health and wellbeing.

Standard 2—Analyze influences that affect health and wellbeing.

Standard 3—Access valid and reliable information, products, and services to enhance health and wellbeing.

Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing.

Standard 5—Demonstrate decision-making skills to enhance health and wellbeing.

Standard 6—Demonstrate goal setting skills to enhance health and wellbeing.

Standard 7—Demonstrate practices and behaviors to enhance health and wellbeing.

Standard 8—Promote health, safety, and wellbeing of self and others.

Minnesota Health Standards Strands::

Food and Nutrition, Human Growth and Development and Sexual Health, Mental and Emotional Health, Personal Health and Wellness, Personal Safety and Violence Prevention, Substance Use Awareness and Prevention, Skill Standards

Minnesota's first statewide health standards were approved by the Commissioner of Education in December 2025 and are completing rulemaking; until they take effect, Minnesota districts implement locally developed health standards under Minn. Stat. §120B.021, alongside the statutory instruction requirements mapped in the final section. This document aligns HET to both the approved 2025 standards and the statutory requirements.

Standard 1—Use functional health knowledge to enhance health and wellbeing.		
Strand 1: Food and Nutrition	**9.1.1.1:** Design a nutrition plan that meets personal needs and preferences.	**Nutrition:** Day 1-2 (Hunger cues), Day 3-4 (Intentional choice), Day 9-10 (SMART Power Plate meal/Plan design), Day 10 (Food log/MyFitnessPal expenditure tracking).
	9.1.1.2: Use food labels to analyze nutrient values and explain the potential impact on health and wellbeing.	**Nutrition:** Day 5-6 (Hidden Sugar Challenge), Day 5-6 (Recommended serving sizes analysis), Day 5-6 (Sugar/Trans fats). **End a Term:** Day 1 (MC Question 27).
	9.1.1.3: Evaluate personal beverage choices using evidence about hydration, sugar, and caffeine content to maintain overall wellness.	**Nutrition:** Day 1-2 (Hydration swap), Day 5-6 (Hidden Sugar Challenge), Day 5-6 (Healthwashing).
	9.1.1.4: Evaluate meals and snacks for daily life and physical activity using nutrition strategies to make informed food choices in various settings.	**Nutrition:** Day 7-8 (Energy check), Day 7-8 (Fuel-up goal), Day 7-8 (Packing snacks), Day 10 (Food log/MyFitnessPal expenditure tracking).
	9.1.1.5: Examine how cultural traditions, community initiatives, and food systems contribute to healthy diets and impact the risk of chronic disease.	**Nutrition:** Day 3-4 (Cultural honoring), Day 3-4 (Food Deserts), Day 9-10 (Economic access), Day 9-10 (School Lunch Advocacy). **Diseases:** Day 5 (Lifestyle/Chronic prevention), Day 5 (ZIP code).
Strand 2: Human Growth and Development and Sexual Health	**9.2.1.1:** Explain the characteristics of healthy relationships and how to handle challenges, including conflict or pressure.	**Sex Education:** Day 3-4 (Trust/Equality/Boundaries), Day 3-4 (Gaslighting vs respect). **Mental Health:** Day 7-8 (Jealousy/Control). **Conflict:** Day 1 (Assertiveness/I-statements), Day 2 (Relationship wellness).

	9.2.1.2: Analyze how cultural, social, historical, and personal factors shape relationship structures.	**Begin a Term:** Day 1 (Intersectionality). **Conflict:** Day 1 (Uptown upbringing), Day 2 (Power imbalances). **Diversity:** Day 2 (Cultural humility), Day 3 (Narratives).
	9.2.1.3: Describe how to show dignity and compassion for all people in a range of situations and relationships.	**Begin a Term:** Day 2 (Correcting harmful jokes). **Empathy:** Day 1 (Respectful dialogue), Day 5 (Kindness conversations). **Diversity:** Day 1 (Inclusive support), Day 3 (Affirming language).
	9.2.1.4: Evaluate how guidance from family members, trusted adults, and culturally safe healthcare providers can influence decisions about a health and relationships.	**Begin a Term:** Day 2 (School counselors/nurses). **Stress:** Day 7-8 (Parent-Teen Communicator). **Sex Education:** Day 1-2 (Counselors), Day 5-6 (CDC guides), Day 9-10 (Planned Parenthood).
	9.2.1.5: Examine adolescents' rights to access a range of healthcare services and identify what to expect from youth-friendly providers.	**Sex Education:** Day 7-8 (Testing bookmarks), Day 9-10 (Confidentiality/Minor access laws), Day 9-10 (Ownership/Rights), Day 9-10 (Planned Parenthood). **Mental Health:** Day 5-6 (Minor access laws).
	9.2.1.6: Analyze how stereotypes, bias, myths, stigma, and prejudice can affect relationships, behaviors, and health, including and access to prevention and cultural safety within healthcare.	**Empathy:** Day 3 (Implicit Bias), Day 3 (Stereotypes). **Diversity:** Day 2 (Impact of Microaggressions), Day 3 (Identity stigma), Day 3 (LGBTQ+ Affirmation). **Diseases:** Day 4 (STI Stigma challenge).
	9.2.1.7: Summarize STI prevention, treatment, and health outcomes, while using culturally safe and respectful approaches in a variety of relationship types.	**Sex Education:** Day 7-8 (STI transmission), Day 7-8 (Contraceptive effectiveness/PrEP), Day 7-8 (Confidential testing advocacy), Day 9-10 (Abstinence proactive choice). **Diseases:** Day 4 (STI Stigma challenge).

	9.2.1.8: Evaluate the role of healthcare services and community-based programs in supporting healthy relationships and sexual health, including how culturally responsive services can reduce barriers and improve health outcomes.	**Sex Education:** Day 1-2 (Counselors), Day 5-6 (CDC guides), Day 7-8 (Testing bookmarks), Day 9-10 (Planned Parenthood), Day 9-10 (Confidentiality/Minor access laws).
	9.2.1.9: Analyze how setting and communicating personal boundaries support healthy decision-making to prevent pregnancy and STIs, reflecting values of relational accountability and mutual respect.	**Begin a Term:** Day 2 (Practicing consent). **Sex Education:** Day 1-2 (Boundaries), Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map), Day 7-8 (Decision Scenario), Day 9-10 (Values check).
Strand 3: Mental and Emotional Health	**9.3.1.1:** Evaluate situations to decide when and how to seek help for mental and emotional health concerns, including thoughts of suicide or self-harm.	**Mental Health:** Day 5-6 (Seeking support), Day 5-6 (Crisis Text Line). **Stress:** Day 3-4 (Help-seeking), Day 5-6 (988), Day 5-6 (Warning sign response). **First Aid:** Day 4 (ALGEE model). **End a Term:** Day 1 (MC 40).
	9.3.1.2: Analyze the causes, symptoms, and effects of depression and anxiety, and evaluate strategies and treatment options for managing mental and emotional health.	**Self-Esteem:** Day 2 (Self-esteem vs Depression). **Mental Health:** Day 1-2 (Wellness spectrum), Day 3-4 (Mental Health Toolbox), Day 9-10 (NAMI stats). **Stress:** Day 3-4 (Sadness vs Clinical Depression), Day 3-4 (Foggy brain/Headaches). **Diseases:** Day 4 (Disorders as disease).
	9.3.1.3: Evaluate mental health challenges and peer crises and demonstrate how to support others effectively while maintaining boundaries, utilizing culturally appropriate practices and professional resources.	**Empathy:** Day 4 (Compassion vs Codependence), Day 4 (Boundaries). **Mental Health:** Day 5-6 (Listening/Thanking them), Day 9-10 (Therapists/Peer support). **Stress:** Day 5-6 (Active listening/Refusing secrets), Day 5-6 (ALGEE), Day 7-8 (Help prompts).

	9.3.1.4: Analyze how empathy and communication foster healthy relationships and support nonviolent conflict resolution, drawing on a range of cultural practices, including Indigenous approaches such as restorative justice, consensus-building, and community-led healing.	**Empathy:** Day 1 (Respectful dialogue), Day 2 (Active Listening). **Conflict:** Day 1 (Negotiation), Day 2 (Accountability/Repair), Day 2 (Community accountability). **Violence:** Day 5 (NVC - Nonviolent Communication).
	9.3.1.5: Evaluate strategies for managing emotions and explain how they support intrapersonal and interpersonal wellbeing, drawing on a variety of cultural teachings and practices, including Indigenous approaches that guide balance, healthy relationships, and lifeways.	**Self-Esteem:** Day 3 (Breathing/Visualization). **Mental Health:** Day 1-2 (Mindful breathing), Day 3-4 (Naming it to tame it), Day 3-4 (Reacting vs Responding). **Stress:** Day 1-2 (5-4-3-2-1), Day 5-6 (Temperature Reset), Day 7-8 (Journaling/Art).
	9.3.1.6: Design and evaluate strategies to foster a supportive and inclusive environment that addresses the harm caused by exclusion, bullying, stereotyping, prejudice, discrimination, entitlement, and intolerance.	**Begin a Term:** Day 2 (Diamonds 3 prompt), Day 2 (Correcting harmful jokes). **Empathy:** Day 3 (Challenging generalizations), Day 3 (Cyberbullying). **Mental Health:** Day 7-8 (Responding to exclusion). **Diversity:** Day 1 (Inclusive support), Day 2 (Belonging), Day 2 (Advocating for Equity).
	9.3.1.7: Evaluate and develop strategies that reduce stigma and increase awareness of mental health in schools and communities.	**Mental Health:** Day 1-2 (Breaking Stigma PSA), Day 5-6 (Planning an initiative), Day 9-10 (Positive culture advocacy), Day 9-10 (School climate). **Stress:** Day 1-2 (Wellness advocacy project), Day 5-6 (Reducing silence). **End a Term:** Day 2 (Breaking cycles of silence).
	9.3.1.8: Explain strategies to maintain brain health, describe Alzheimer's disease and other dementias, and identify ways to support and care for an elder with cognitive impairment.	Review Required

Strand 4: Personal Health and Wellness	**9.4.1.1:** Evaluate how personal care practices, including sleep and rest, influence lifelong health, and assess how cultural traditions, community practices, social conditions, and access to resources shape these practices and create health disparities.	**Begin a Term:** Day 2 (Social Determinants). **Mental Health:** Day 1-2 (5 Dimensions), Day 9-10 (Wellness Plan). **Stress:** Day 9-10 (Habit building), Day 9-10 (Poverty/Discrimination). **Diversity:** Day 2 (Social Determinants/Barriers). **Diseases:** Day 5 (ZIP code).
	9.4.1.2: Analyze how access to physical activity differs across communities and demonstrate safe participation, including proper use of equipment, warm-up/cool-down routines, hydration, and climate adaptations, and understand the roles of cultural traditions, agency, and systemic inequities in shaping opportunities for health and wellness.	**Nutrition:** Day 1-2 (Hydration swap), Day 9-10 (Economic access), Day 10 (Food log/MyFitnessPal expenditure tracking). **Diversity:** Day 2 (Social Determinants/Barriers). **Stress:** Day 9-10 (Poverty/Discrimination).
	9.4.1.3: Demonstrate CPR techniques and know when and how to use an AED.	**First Aid:** Day 2 (Hands-only CPR/AED sequence), Day 2 (AED Locator), Day 2 (Life/Death operations). **Alcohol:** Day 1-4 (Overdose/Poisoning response). **Drugs:** Day 3 (Narcan administration).
	9.4.1.4: Evaluate how behavioral, environmental, and lifestyle factors influence infectious and chronic diseases, and assess strategies to prevent them.	**Diseases:** Day 4 (NCD comparison), Day 4 (Risk assessment), Day 5 (Lifestyle/Chronic prevention), Day 5 (Family History). **Body Systems:** Day 2 (Immune/Vaccine stats), Day 2 (Lifestyle efficiency). **Nutrition:** Day 7-8 (Blood sugar/Heart health). **End a Term:** Day 1 (MC Questions 11-12).
Strand 5: Personal Safety and Violence Prevention	**9.5.1.1:** Evaluate how digital content, social media, and online communication affect expectations, behaviors, and boundaries in a variety of relationships and situations.	**Self-Esteem:** Day 4 (Instagram/TikTok). **Mental Health:** Day 1-2 (Social Media Trap), Day 7-8 (Digital Personas), Day 7-8 (Digital validation), Day 7-8 (Jealousy/Control). **Conflict:** Day 2 (Digital norms). **Sex Education:** Day 1-2 (Sexting consequences).

	9.5.1.2: Identify safe and appropriate actions to take in response to threats, harmful content, or emergencies online.	**Empathy:** Day 3 (Cyberbullying). **Mental Health:** Day 7-8 (Online Hygiene Plan). **Dangerous Decisions:** Day 3 (Digital safety), Day 3 (Sexting/Digital footprint leaks). **Violence:** Day 4 (Doxxing), Day 4 (Doxxing prevention). **End a Term:** Day 1 (Online Data Scenario), Day 1 (Scenario 11).
	9.5.1.3: Evaluate school safety practices and policies related to emergencies, including school shootings.	**First Aid:** Day 1 (School emergency plans), Day 5 (Emergency leadership). **End a Term:** Day 1 (Scene Safety Scenario).
	9.5.1.4: Evaluate how to communicate, interpret, and withdraw consent in various situations, explain how power dynamics and context affect consent, and evaluate how mutual consent contributes to healthy and equitable relationships. This includes evaluating federal, state, local, and tribal laws.	**Begin a Term:** Day 2 (Practicing consent). **Sex Education:** Day 3-4 (Clear "No" strategies), Day 3-4 (Coercion distinction), Day 7-8 (Yes/No/Maybe map). **Conflict:** Day 2 (Power imbalances). **Dangerous Decisions:** Day 3 (Sexting laws). **End a Term:** Day 1 (Digital content legalities).
Strand 6: Substance Use Awareness and Prevention	**9.6.1.1:** Evaluate how substance use affects mental health, brain function, and overall physiological health, and explain how these impacts can disrupt relationships, school, and work, as well as increase disease and death, while considering holistic Indigenous views of health.	**Dangerous Decisions:** Day 1 (Risky choice impact), Day 2 (Substance impact). **Alcohol:** Day 1 (Ethanol depressant), Day 3 (AUD chronic nature). **Drugs:** Day 1 (Dopamine interference), Day 3 (Memory/Breathing impact). **Tobacco:** Day 1 (Prefrontal cortex effects). **End a Term:** Day 1 (MC 1-3).
	9.6.1.2: Analyze how substance use can affect decision-making and develop coping strategies or identify healthy alternatives that draw on culturally grounded practices, including Indigenous teachings on ceremony, community connection, and resilience.	**Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE), Day 2 (Coping), Day 2 (Numbing). **Mental Health:** Day 3-4 (Adaptive coping), Day 5-6 (Numbing pain). **Stress:** Day 1-2 (Escape/Numb out), Day 7-8 (Grief avoidance).

	9.6.1.3: Evaluate the differences between commercial tobacco addiction and the traditional use of tobacco and other plant medicines, and analyze cultural practices, including those of Indigenous peoples.	Review Required
	9.6.1.4: Explain the risks of mixing medications and other substances, evaluate strategies to prevent harmful interactions, and describe safe actions—while comparing these with the respectful use of traditional medicines within Indigenous and other cultural contexts.	**Drugs:** Day 2 (Polysubstance risks), Day 3 (Narcan administration). **Alcohol:** Day 1-4 (Overdose/Poisoning response). **Dangerous Decisions:** Day 2 (911/Narcan).
	9.6.1.5: Analyze ways to support yourself and others in preventing or reducing substance use, highlighting resilience strategies from a variety of cultural traditions, including Indigenous practices such as storytelling, ceremony, and community healing.	**Dangerous Decisions:** Day 3 (Refusal/Negotiation skills), Day 3 (PSA - challenging "cool" risk). **Alcohol:** Day 4 (Safe community advocacy). **Drugs:** Day 3 (Harm reduction leadership). **Tobacco:** Day 2 (Tobacco-free advocacy). **End a Term:** Day 1 (Scenario 15).
	9.6.1.6: Summarize the short- and long-term physical, mental, and relational effects of alcohol, commercial tobacco, nicotine, cannabis, and other substances.	**Dangerous Decisions:** Day 2 (Alcohol, Nicotine, Cannabis, Opioids), Day 2 (Tolerance/Dependence). **Alcohol:** Day 1 (Depressant), Day 3 (AUD chronic nature), Day 4 (Family addiction roles). **Drugs:** Day 2 (Tolerance). **Tobacco:** Day 1 (Prefrontal cortex effects). **End a Term:** Day 1 (MC 1-3).
	9.6.1.7: Recognize the signs of an overdose from medications or substances and explain appropriate responses, including contacting emergency services.	**Dangerous Decisions:** Day 2 (911/Narcan), Day 2 (Good Samaritan laws). **Alcohol:** Day 1-4 (Overdose/Poisoning response). **Drugs:** Day 3 (Narcan administration), Day 3 (Memory/Breathing impact). **End a Term:** Day 1 (Synthetic Opioids MC 4).

	9.6.1.8: Evaluate how various communities integrate cultural practices with prevention and treatment approaches that contribute to resilience, recovery, and overall wellness.	**Alcohol:** Day 3 (Treatment points), Day 4 (Safe community advocacy). **Drugs:** Day 4 (Medication-Assisted Treatment), Day 4 (Systemic inequities/Stigma). **Dangerous Decisions:** Day 2 (Coping).
	9.6.1.9: Evaluate community laws, policies, and the financial and social costs related to substance use, including how sovereign tribal nations enact laws that affect community health.	**Dangerous Decisions:** Day 1 (Legal outcomes), Day 2 (Good Samaritan laws). **Alcohol:** Day 2 (BAC limits), Day 3 (Criminal records). **Drugs:** Day 3 (Possession/Misuse consequences). **End a Term:** Day 1 (Legal consequences MC 7).
	9.6.1.10: Analyze how policies and regulations shape the marketing and availability of alcohol, tobacco, and other substances, and evaluate how these policies influence individual choices, community health, and health disparities.	**Drugs:** Day 2 (Industry marketing impact), Day 4 (Systemic inequities/Stigma). **Tobacco:** Day 1 (Vape ad decoding). **Dangerous Decisions:** Day 2 (Inequality).

Standard 2—Analyze influences that affect health and wellbeing.		
Strand 7: Skill Standards	**9.7.2.1:** Apply skill cues to analyze how public health policies, laws, and community and school environments influence health practices and behaviors.	**Mental Health:** Day 9-10 (School climate). **Dangerous Decisions:** Day 1 (Legal outcomes). **Alcohol:** Day 2 (BAC limits). **Nutrition:** Day 9-10 (School food rules/Federal law analysis), Day 9-10 (School Lunch Advocacy). **Sex Education:** Day 9-10 (Confidentiality/Minor access laws).
	9.7.2.2: Apply skill cues to analyze how culture, peers, perceived norms, personal attitudes, values, and beliefs influence health practices and behaviors.	**Begin a Term:** Day 1 (Belief formation). **Empathy:** Day 2 (Culture/Technology). **Self-Esteem:** Day 1 (Media/Family), Day 2 (Peer Influence). **Dangerous Decisions:** Day 1 (Peer Pressure), Day 3 (Groupthink). **Nutrition:** Day 1-2 (Diet Culture).

	9.7.2.3: Apply skill cues to evaluate how individual, interpersonal, community, societal, and environmental factors influence health practices and behaviors.	**Begin a Term:** Day 2 (Social Determinants). **Mental Health:** Day 1-2 (Biopsychosocial). **Stress:** Day 1-2 (Racism/Sexism), Day 9-10 (Poverty/Discrimination). **Diversity:** Day 1 (Systemic privilege). **Diseases:** Day 4 (Social conditions), Day 5 (ZIP code).

Standard 3—Access valid and reliable information, products, and services to enhance health and wellbeing.		
Strand 7: Skill Standards	**9.7.3.1:** Apply skill cues to analyze the accessibility and validity of trusted adults, health professionals, and other resources, including health information, products, and services, to promote health and wellbeing.	**Begin a Term:** Day 2 (School counselors/nurses). **Mental Health:** Day 1-2 (Counselors/Support groups), Day 9-10 (Therapists/Peer support). **Stress:** Day 3-4 (Valid points of help). **Nutrition:** Day 5-6 (Registered Dietitians vs Influencers). **Sex Education:** Day 1-2 (Counselors).
	9.7.3.2: Apply skill cues to use and evaluate the validity, reliability, and accessibility of health information, products, services, and other resources.	**Nutrition:** Day 3-4 (Evaluating resources), Day 5-6 (Influencer claims), Day 5-6 (Healthwashing). **Diseases:** Day 4 (Media Literacy), Day 5 (Research domains). **Mental Health:** Day 5-6 (Numbing myths). **Tobacco:** Day 1 (Vape ad decoding). **First Aid:** Day 3 (Kit research).

Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing.		
Strand 7: Skill Standards	**9.7.4.1:** Apply skill cues to analyze verbal and nonverbal communication skills across various types of communication.	**Empathy:** Day 2 (Active Listening), Day 2 (Emotional vocabulary), Day 2 (Tense posture). **Mental Health:** Day 1-2 (Judgment-free listening). **Stress:** Day 3-4 ("I" statements). **Conflict:** Day 1 (Assertiveness/I-statements).

	9.7.4.2: Apply skill cues to analyze conflict resolution and negotiation skills to prevent, manage, or resolve conflict in a variety of health-related situations.	**Conflict:** Day 1 (Negotiation), Day 1 (Converting accusations), Day 2 (Accountability/Repair), Day 2 (Clarifying needs). **Violence:** Day 5 (NVC - Nonviolent Communication). **End a Term:** Day 1 (Scenario 7-8).
	9.7.4.3: Apply skill cues to evaluate communication skills related to boundaries and expressing or withdrawing consent in a variety of health-related situations.	**Begin a Term:** Day 2 (Practicing consent). **Empathy:** Day 4 (Boundaries), Day 4 (Saying No). **Self-Esteem:** Day 5 (People-pleasing boundaries). **Sex Education:** Day 1-2 (Boundaries), Day 7-8 (Yes/No/Maybe map).
	9.7.4.4: Apply skill cues to evaluate refusal skills and strategies in a variety of health-related situations.	**Empathy:** Day 4 (Saying No). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills). **Violence:** Day 4 (Refusal/Advocacy). **Sex Education:** Day 3-4 (Clear "No" strategies).

Standard 5—Demonstrate decision-making skills to enhance health and wellbeing.		
Strand 7: Skill Standards	**9.7.5.1:** Apply skill cues to analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives.	**Begin a Term:** Day 2 (Vortex of Impact). **Mental Health:** Day 5-6 (Impact on individual/community). **Dangerous Decisions:** Day 1 (Risky choice impact). **End a Term:** Day 2 (Waves of impact).
	9.7.5.2: Apply skill cues to analyze a variety of options and potential consequences when making health-related decisions.	**Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). **Stress:** Day 1-2 (Pressure outcomes). **Sex Education:** Day 7-8 (Decision Scenario). **First Aid:** Day 4 (Crisis decisions).

	9.7.5.3: Apply skill cues to choose the healthiest option and justify why it's the healthiest choice and evaluate outcomes.	**Self-Esteem:** Day 3 (Voice choice). **Nutrition:** Day 3-4 (Intentional choice). **Dangerous Decisions:** Day 2 (Substance quiz). **Sex Education:** Day 9-10 (Values check). **End a Term:** Day 1 (Scenario 9/26).

Standard 6—Demonstrate goal setting skills to enhance health and wellbeing.		
Strand 7: Skill Standards	**9.7.6.1:** Apply skill cues to evaluate personal health, wellbeing, and factors to justify focus areas for goal setting.	**Begin a Term:** Day 1 (Health Mission Statement), Day 1 (Healthy year vision). **Self-Esteem:** Day 2 (Strength log). **Stress:** Day 1-2 (Reduction strategy). **Nutrition:** Day 5-6 (Balance survey), Day 7-8 (Energy check).
	9.7.6.2: Apply skill cues to use an individual, supported, or collaborative goal-setting process as appropriate to develop a goal and evaluate how it supports health and wellbeing.	**Empathy:** Day 5 (Empathy growth goal). **Self-Esteem:** Day 4 (Self-acceptance plan). **Mental Health:** Day 5-6 (Support goal), Day 9-10 (Personal Mental Health Plan). **Nutrition:** Day 9-10 (SMART goal plan).
	9.7.6.3: Apply skill cues to formulate strategies to support achieving a personal health goal and to evaluate the goal-setting process and the outcomes of achieving a health-related goal.	**Self-Esteem:** Day 5 (Small steps). **Stress:** Day 3-4 (Action timeline), Day 9-10 (Toolkit implementation). **Conflict:** Day 2 (Relationship wellness). **Nutrition:** Day 7-8 (Fuel-up goal). **End a Term:** Day 1 (Live it Forward challenge).

Standard 7—Demonstrate practices and behaviors to enhance health and wellbeing.		
Strand 7: Skill Standards	**9.7.7.1:** Apply skill cues to evaluate supports and barriers to engaging in health-related practices.	**Stress:** Day 3-4 (Systemic barriers). **Diversity:** Day 2 (Social Determinants/Barriers). **Mental Health:** Day 9-10 (Active seeking). **Nutrition:** Day 3-4 (Food Deserts), Day 5-6 (Identifying barriers).

	9.7.7.2: Apply skill cues to adapt and demonstrate a variety of practices and behaviors to support health and wellbeing. And to evaluate and explain the impact of practices and behaviors that support health and wellbeing.	**Self-Esteem:** Day 2 (Nature Walk). **Mental Health:** Day 3-4 (Mental Health Toolbox), Day 9-10 (Wellness Plan). **Stress:** Day 5-6 (Temperature Reset), Day 9-10 (Toolkit), Day 9-10 (Habit building). **Nutrition:** Day 1-2 (Hydration swap).

Standard 8—Promote health, safety, and wellbeing of self and others.		
Strand 7: Skill Standards	**9.7.8.1:** Apply skill cues to examine a variety of factors that affect health promotion at individual, interpersonal, community, societal, and environmental levels.	**Begin a Term:** Day 2 (Social Determinants). **Stress:** Day 9-10 (Poverty/Discrimination). **Diversity:** Day 1 (Systemic privilege), Day 2 (Advocating for Equity). **Mental Health:** Day 9-10 (School climate). **Diseases:** Day 5 (ZIP code).
	9.7.8.2: Apply skill cues to formulate and justify a health-enhancing position or message about an issue, supported by facts and tailored to a variety of audiences and contexts.	**Empathy:** Day 1 (Project Empathy). **Mental Health:** Day 1-2 (Breaking Stigma PSA). **Dangerous Decisions:** Day 3 (PSA - challenging "cool" risk). **Nutrition:** Day 3-4 (PSA Project). **Alcohol:** Day 4 (Safe community advocacy). **Tobacco:** Day 2 (Tobacco-free advocacy).
	9.7.8.3: Apply skill cues to evaluate and refine the process, outcomes, and overall effectiveness of promoting health, safety, and wellbeing at the individual, interpersonal, community, societal, and environmental levels.	**Empathy:** Day 5 (40% reduction project), Day 5 (Kindness project). **Mental Health:** Day 5-6 (Planning an initiative), Day 9-10 (Positive culture advocacy). **Stress:** Day 1-2 (Wellness Advocacy Project). **Nutrition:** Day 9-10 (School Lunch Advocacy).

Minnesota Statutory Health Instruction Requirements (High School)		
Locally Developed Health Standards	**Minn. Stat. § 120B.021, subd. 1(a)(6), (e):** The following subject areas are required for statewide accountability: ... (6) health ... Locally developed academic standards in health apply until statewide rules implementing statewide health standards under subdivision 3 are required to be implemented in the classroom.	**Begin a Term:** Day 1 (Health Mission Statement). **Empathy:** Day 1 (Survey). **Self-Esteem:** Day 1 (Self-Esteem Survey). **Mental Health:** Day 1-2 (5 Dimensions). **Stress:** Day 1-2 (Survey). **Conflict:** Day 1 (Conflict styles). **Diversity:** Day 1 (Identity). **Dangerous Decisions:** Day 1 (Risky Choices). **Violence:** Day 4 (Ripple effects). **Nutrition:** Day 1-2 (Macro/Micro functions). **Body Systems:** Day 1 (Internal Balance). **Diseases:** Day 4 (NCD comparison). **First Aid:** Day 1 (3 Ps). **Alcohol:** Day 1 (Depressant). **Drugs:** Day 1 (Stimulants/Opioids). **Tobacco:** Day 1 (Stimulant). **Sex Education:** Day 1-2 (Boundaries). **Environmental Health:** Day 1 (Workplace Hazard reports). **End a Term:** Day 1 (MC 1-3).
Child Sexual Abuse Prevention Instruction (Optional)	**Minn. Stat. § 120B.021, subd. 1(c):** A school district may include child sexual abuse prevention instruction in a health curriculum, consistent with paragraph (a), clause (6). Child sexual abuse prevention instruction may include age-appropriate instruction on recognizing sexual abuse and assault, boundary violations, and ways offenders groom or desensitize victims, as well as strategies to promote disclosure, reduce self-blame, and mobilize bystanders. A school district may provide instruction under this paragraph in a variety of ways, including at an annual assembly or classroom presentation. A school district may also provide parents information on the warning signs of child sexual abuse and available resources.	**Begin a Term:** Day 2 (Practicing consent). **Sex Education:** Day 1-2 (Boundaries), Day 3-4 (Coercion distinction), Day 3-4 (Clear "No" strategies). **Violence:** Day 5 (Bystander/Confidential reporting), Day 5 (Challenging victim-blaming), Day 5 (Crisis lines).

High School Health Graduation Credit	**Minn. Stat. § 120B.024, subd. 1(a)(7):** Students must successfully complete the following high school level credits for graduation: ... (7) credits sufficient to satisfy the state standards in health upon adoption of statewide rules for implementing health standards under section 120B.021 ...	**Begin a Term:** Day 1 (Core Scholar). **End a Term:** Day 1 (MC 1-3), Day 2 (Living System).
Mental Health Instruction	**Minn. Stat. § 120B.21(a):** School districts and charter schools are encouraged to provide mental health instruction for students in grades 4 through 12 aligned with local health standards and integrated into existing programs, curriculum, or the general school environment of a district or charter school. The commissioner, in consultation with the commissioner of human services, commissioner of health, and mental health organizations, must, by July 1, 2020, and July 1 of each even-numbered year thereafter, provide districts and charter schools with resources gathered by Minnesota mental health advocates, including: (1) age-appropriate model learning activities for grades 4 through 12 that encompass the mental health components of the National Health Education Standards and the benchmarks developed by the department's quality teaching network in health and best practices in mental health education; and (2) a directory of resources for planning and implementing age-appropriate mental health curriculum and instruction in grades 4 through 12 that includes resources on suicide and self-harm prevention. A district or charter school providing instruction or presentations on preventing suicide or self-harm must use either the resources provided by the commissioner or other evidence-based instruction.	**Mental Health:** Day 1-2 (Wellness spectrum), Day 3-4 (Mental Health Toolbox), Day 5-6 (Crisis Text Line), Day 7-8 (Digital Balance), Day 9-10 (Personal Mental Health Plan). **Stress:** Day 3-4 (Sadness vs Clinical Depression), Day 5-6 (988), Day 5-6 (Risk/Protective Factors), Day 7-8 (Suicide loss impact). **First Aid:** Day 4 (ALGEE model).

	Minn. Stat. § 120B.21(b): Starting in the 2026-2027 school year, school districts and charter schools must provide mental health instruction in accordance with paragraph (a).	**Mental Health:** Day 1-2 (5 Dimensions), Day 5-6 (Seeking support), Day 9-10 (Wellness Plan). **Stress:** Day 5-6 (Safety Plan), Day 5-6 (Warning sign response). **End a Term:** Day 1 (MC 40).
Cannabis Use and Substance Use Education	**Minn. Stat. § 120B.215, subd. 2(a):** Starting in the 2026-2027 school year, a school district or charter school must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in subdivision 1 and must: (1) respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and (2) refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.	**Dangerous Decisions:** Day 2 (Alcohol, Nicotine, Cannabis, Opioids), Day 2 (911/Narcan), Day 2 (Substance impact). **Drugs:** Day 1 (Stimulants/Opioids), Day 3 (Narcan administration), Day 4 (Medication-Assisted Treatment). **Alcohol:** Day 2 (Minor in Possession/Treatment access). **End a Term:** Day 1 (Synthetic Opioids MC 4).

	Minn. Stat. § 120B.215, subd. 1: A model program identified by the commissioner must be medically accurate, age and developmentally appropriate, culturally inclusive, and grounded in science, and must address: (1) the physical and mental health effects of cannabis use and substance use by children, adolescents, and persons under 25 years of age, including effects on the developing brains of children, adolescents, and persons under 25 years of age; (2) unsafe or unhealthy behaviors associated with cannabis use and substance use; (3) signs of substance use disorders; (4) treatment options; (5) healthy coping strategies for children and adolescents; and (6) overdose recognition, prevention, and response.	**Tobacco:** Day 1 (Prefrontal cortex effects). **Drugs:** Day 1 (Dopamine interference), Day 2 (Tolerance). **Dangerous Decisions:** Day 1 (Risky choice impact), Day 2 (Tolerance/Dependence), Day 2 (Coping). **Mental Health:** Day 3-4 (Adaptive coping). **Alcohol:** Day 1-4 (Overdose/Poisoning response), Day 3 (Treatment points).
CPR and AED Instruction (Grades 7-12)	**Minn. Stat. § 120B.236(a):** School districts must provide onetime cardiopulmonary resuscitation and automatic external defibrillator instruction as part of their grade 7 to 12 curriculum for all students in that grade beginning in the 2014-2015 school year and later. Training and instruction provided under this section need not result in cardiopulmonary resuscitation certification. Cardiopulmonary resuscitation and automatic external defibrillator instruction must include cardiopulmonary resuscitation and automatic external defibrillator training that has been developed: (1) by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or (2) using nationally recognized, evidence-based guidelines for cardiopulmonary resuscitation and incorporates psychomotor skills to support the instruction. "Psychomotor skills" under this paragraph means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.	**First Aid:** Day 2 (Hands-only CPR/AED sequence), Day 2 (AED Locator), Day 2 (ABCDE), Day 2 (Bystander delegation). **Alcohol:** Day 1-4 (Overdose/Poisoning response). **Drugs:** Day 3 (Narcan administration). **End a Term:** Day 1 (Scene Safety Scenario).

Vaping Prevention (Grades 9-12: Strongly Encouraged)	**Minn. Stat. § 120B.238, subd. 3(b):** A public school is strongly encouraged to provide evidence-based vaping prevention instruction to students in grades 9 through 12.	**Tobacco:** Day 1 (Vape ad decoding), Day 1 (Prefrontal cortex effects), Day 2 (Tobacco-free advocacy). **Dangerous Decisions:** Day 2 (Alcohol, Nicotine, Cannabis, Opioids).
STI/HIV/HPV Prevention Program	**Minn. Stat. § 121A.23, subd. 1:** The commissioner of education, in consultation with the commissioner of health, shall assist districts in developing and implementing a program to prevent and reduce the risk of sexually transmitted infections and diseases, including but not exclusive to human immune deficiency virus and human papilloma virus. Each district must have a program that includes at least: (1) planning materials, guidelines, and other technically accurate and updated information; (2) a comprehensive, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage; (3) cooperation and coordination among districts and SCs; (4) a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted infections and diseases, for prevention efforts; (5) involvement of parents and other community members; (6) in-service training for appropriate district staff and school board members; (7) collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program; (8) collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program; and (9) participation by state and local student organizations.	**Sex Education:** Day 5-6 (CDC guides), Day 7-8 (STI transmission), Day 7-8 (Contraceptive effectiveness/PrEP), Day 7-8 (Testing bookmarks), Day 9-10 (Abstinence proactive choice), Day 9-10 (Planned Parenthood). **Diseases:** Day 4 (STI Stigma challenge).