



S T A N D A R D S

# HEALTH EDUCATION TODAY



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*Health Education Today's High School Health Curriculum:*  
**Aligned with all Missouri's Health and Family Education Standards for Grades 9-12 (2024)**

Missouri Learning Standards — Health and Family Education (Grades 9-12, 2024): <https://dese.mo.gov/college-career-readiness/curriculum/health-physical-education>

**Missouri Health and Family Education Standards (Grades 9-12):**

Standard 1: Use functional health information to support health and well-being. (NHES Standard 1)

Standard 2: Analyze influences that affect health and well-being. (NHES Standard 2)

Standard 3: Access valid and reliable resources to support health and well-being. (NHES Standard 3)

Standard 4: Use interpersonal communication skills to support health and well-being. (NHES Standard 4)

Standard 5: Use a decision-making process to support personal and community health and well-being. (NHES Standard 5)

Standard 6: Use a goal-setting process to support health and well-being. (NHES Standard 6)

Standard 7: Demonstrate practices and behaviors to support health and well-being. (NHES Standard 7)

Standard 8: Advocate to promote health and well-being for self and others. (NHES Standard 8)

**Content Topics:**

Each Standard 2-8 table is organized by four Content Topics — Substance Education - Tobacco, Vaping/E-cigarettes (T), Alcohol, and Other Drugs (AOD); Mental and Emotional Health (MEH) and Personal Health and Wellness (PHW); Human Sexuality (SH), Safety Education (S), and Violence Prevention (V); Food, Nutrition (FN), and Physical Activity (PA) — each split into Student Learning Objectives - Knowledge Expectations and Skill Expectations. Code pattern: [content topic][NHES standard].12.[objective]; (HBO n) = CDC HECAT Healthy Behavior Outcome; MHA (Section 170.307, RSMo) and CSAP (Section 170.045, RSMo) codes reference Missouri statute-required content; Parenting 15.x.x references National FCS Standards Area of Study 15.

*Adopted Spring 2024 by the Missouri Department of Elementary and Secondary Education (DESE) pursuant to Section 160.527, RSMo, and mandatory beginning with the 2024-25 school year, superseding the 2007 Missouri Health Education Grade-Level Expectations. These standards govern the required one-half unit of credit Health and Family Education course, which must be completed between the beginning of grade 9 and the completion of grade 12 and emphasizes the causes of morbidity and mortality of youth, chronic disease management, and parenting skills associated with optimal family health. Standard 1 has no separate expectations table in the source*

**Standard 1: Use functional health information to support health and well-being. (NHES Standard 1)**

	<p><b>Standard 1:</b> This standard includes essential concepts based on established health-behavior theories and models. Concepts reflected in this standard include health literacy, health promotion, well-being, and health outcomes within individual, interpersonal, community, family, societal, and environmental contexts. Functional information is information that can be used by individuals to make health-enhancing decisions and behaviors. Knowledge content of Comprehensive Health Topics are described below alongside expectations for skill development based on the content knowledge.</p>	<p>Standard 1 has no separate expectations table in the source document. Its coded Knowledge Expectations (T<sub>1</sub>, AOD<sub>1</sub>, MEH<sub>1</sub>, PHW<sub>1</sub>, SH<sub>1</sub>, S<sub>1</sub>, V<sub>1</sub>, FN<sub>1</sub>, PA<sub>1</sub>) appear in the Knowledge Expectations columns of the Standard 2-8 tables and are mapped row by row in the sections that follow.</p>
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**Standard 2: Analyze influences that affect health and well-being. (NHES Standard 2)**

<p><b>Substance Education (TAOD) — Knowledge Expectations</b></p>	<p><b>T1.12.4:</b> Analyze the relationship between using tobacco, e-cigarettes, and vaping products and using alcohol or other drugs. (HBO 1)</p>	<p><b>Dangerous Decisions:</b> Day 2 (Alcohol, Nicotine, Cannabis, Opioids). <b>Alcohol:</b> Day 1 (Depressant). <b>Drugs:</b> Day 1 (Stimulants/Opioids). <b>Tobacco:</b> Day 1 (Stimulant).</p>
	<p><b>T1.12.10:</b> Evaluate the financial costs of tobacco, e-cigarette, vaping use to the individual, society, and environment. (HBO 1 &amp; 3)</p>	<p>Review Required</p>
	<p><b>AOD1.12.9:</b> Describe the effects of using alcohol and other drugs on school performance, absenteeism, job-related performance, and interpersonal relationships. (HBO 2, 3 &amp; 4)</p>	<p><b>Dangerous Decisions:</b> Day 2 (Substance impact). <b>Alcohol:</b> Day 4 (Family addiction roles). <b>Drugs:</b> Day 3 (Possession/Misuse consequences).</p>
	<p><b>T1.12.6; AOD1.12.10:</b> Describe the effects of tobacco, e-cigarettes, vaping, alcohol, and other drug use on the fetus during pregnancy. (HBO 2, 3 &amp; 4)</p>	<p>Review Required</p>

	<b>AOD1.12.16; T1.12.2:</b> Analyze the relationship between tobacco, e-cigarettes, vaping, alcohol, and other drug-use and the major causes of death and disease in the United States. (HBO 2, 3, 4, 5 & 6)	<b>Diseases:</b> Day 5 (Lifestyle/Chronic prevention). <b>Alcohol:</b> Day 3 (AUD chronic nature). <b>Drugs:</b> Day 3 (Memory/Breathing impact). <b>Tobacco:</b> Day 1 (Prefrontal cortex effects).
	<b>AOD1.12.17; AOD1.12.20; AOD1.12.21:</b> Analyze the relationship among using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, driving or riding with someone under the influence. (HBO 2, 3, 4, 5 & 6)	<b>Dangerous Decisions:</b> Day 1 (Risky driving), Day 2 (Water safety/blackouts). <b>Alcohol:</b> Day 2 (BAC limits).
	<b>AOD1.12.6:</b> Explain the potential consequences of mixing any type of drug with another medication or drug, or with alcohol (sometimes called poly-drug use). (HBO 2, 3 & 4)	<b>Alcohol:</b> Day 1 (Depressant), Day 1-4 (Overdose/Poisoning response).
	<b>AOD1.12.7:</b> Describe the harmful effects of binge drinking. (HBO 3 & 4)	<b>Dangerous Decisions:</b> Day 2 (Water safety/blackouts). <b>Alcohol:</b> Day 1-4 (Overdose/Poisoning response).
	<b>AOD1.12.8:</b> Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol and illicit drugs, and misusing prescription medications. (HBO 2, 3 & 4)	<b>Dangerous Decisions:</b> Day 2 (Tolerance/Dependence). <b>Alcohol:</b> Day 3 (AUD chronic nature). <b>Drugs:</b> Day 1 (Dopamine interference), Day 2 (Tolerance).
	<b>AOD1.12.24; T1.12.9:</b> Summarize family rules, school rules, and community laws about tobacco, e-cigarettes, vaping, alcohol, and other drug use. (HBO 2, 3, 4, 5, 6 & 8)	<b>Dangerous Decisions:</b> Day 1 (Law Table Item 7), Day 2 (Good Samaritan laws). <b>Alcohol:</b> Day 2 (Minor in Possession/Treatment access). <b>End a Term:</b> Day 1 (Legal consequences MC 7).
<b>Substance Education (TAOD) — Skill Expectations</b>	<b>T2.12.1; AOD2.12.1:</b> Explain how public health policies influence tobacco, alcohol, and other drug related practices and behaviors.	<b>Dangerous Decisions:</b> Day 2 (Good Samaritan laws). <b>Alcohol:</b> Day 2 (BAC limits). <b>Tobacco:</b> Day 2 (Tobacco-free advocacy).

	<b>T2.12.3; AOD2.12.3:</b> Analyze how peers and perceptions of norms influence tobacco-related practices, and healthy and unhealthy alcohol- and other drug-related behaviors.	<b>Dangerous Decisions:</b> Day 1 (Peer Pressure), Day 3 (Groupthink).
	<b>T2.12.4; AOD2.12.4:</b> Analyze how personal attitudes, values, and beliefs influence tobacco-related practices and healthy and unhealthy alcohol- and other drug-use behaviors.	<b>Begin a Term:</b> Day 1 (Belief formation). <b>Dangerous Decisions:</b> Day 3 (Pre-decision challenge).
	<b>T2.12.5; AOD2.12.5:</b> Analyze how some health risk behaviors, like alcohol and other drug use, influence likelihood of engaging in tobacco use and other unhealthy behaviors (e.g., sexual risk behaviors).	<b>Dangerous Decisions:</b> Day 1 (Risky choice impact), Day 2 (Numbing), Day 3 (Sexting/Digital footprint leaks).
	<b>T2.12.6; AOD2.12.6:</b> Analyze how laws, rules, and regulations influence behaviors related to tobacco, alcohol- and other drug use.	<b>Dangerous Decisions:</b> Day 1 (Legal outcomes). <b>Alcohol:</b> Day 2 (Minor in Possession/Treatment access). <b>Drugs:</b> Day 3 (Possession/Misuse consequences).
	<b>T2.12.7; AOD2.12.7:</b> Analyze how school and community settings influence tobacco-related, and alcohol and other drug use practices and behaviors.	<b>Dangerous Decisions:</b> Day 2 (Inequality). <b>Alcohol:</b> Day 4 (Safe community advocacy).
	<b>T2.12.8; AOD2.12.8:</b> Analyze how media and technology influence personal, family, and community behaviors related to tobacco, alcohol, and other drug-use.	<b>Drugs:</b> Day 2 (Industry marketing impact). <b>Tobacco:</b> Day 1 (Vape ad decoding).
	<b>T2.12.9; AOD2.12.9:</b> Differentiate relevant influences, including family, culture, peers, media, technology, school, community and public health policies on personal behaviors related to alcohol and other drug use, and tobacco-related practices and behaviors.	<b>Dangerous Decisions:</b> Day 1 (Peer Pressure), Day 3 (Groupthink). <b>Drugs:</b> Day 2 (Industry marketing impact). <b>Tobacco:</b> Day 1 (Vape ad decoding).

	<b>T2.12.10; AOD2.12.10; T1.12.14:</b> Analyze the factors that influence the opportunities to obtain safe, accessible, equitable, and affordable products and services that support tobacco, alcohol, and other drug use prevention and cessation for oneself and others. (HBO 4 & 5)	<b>Alcohol:</b> Day 2 (Minor in Possession/Treatment access), Day 3 (Treatment points). <b>Drugs:</b> Day 4 (Systemic inequities/Stigma).
<b>Mental and Emotional Health, Personal Health and Wellness — Knowledge Expectations</b>	<b>MEH1.12.4; MEH1.12.8 / MHA-Defining 3.1 - A.1.3:</b> Analyze how feelings, characteristics and practices of a mentally and emotionally healthy person can influence behavior. (HBO 1, 2, 3 & 4)	<b>Mental Health:</b> Day 1-2 (Wellness spectrum), Day 3-4 (Reacting vs Responding).
	<b>MEH1.12.6; MEH1.12.3 / MHA - Defining 1.4:</b> Explain and discuss potential positive and negative consequences of the influence of feelings and emotions on behavior, including healthy behavior. (HBO 1, 2, 3, 4 & 5)	<b>Mental Health:</b> Day 3-4 (Emotional regulation consequences). <b>Stress:</b> Day 1-2 (Automatic reactions).
	<b>MEH1.12.9; MEH1.12.22; MEH1.12.26; Parenting 15.2.2 / MHA - Defining 2.1:</b> Identify role models (ie. Parents, caregivers, trusted adults) who demonstrate positive mental and emotional health who you can talk to about feelings and identify strategies for communicating your feelings to them. (HBO 1, 2, 3, 4, 5, 7, 8 & 9)	<b>Begin a Term:</b> Day 2 (School counselors/nurses). <b>Mental Health:</b> Day 5-6 (Seeking support). <b>Stress:</b> Day 3-4 (Valid points of help), Day 7-8 (Parent-Teen Communicator).
	<b>MEH1.12.10; MEH1.12.11 / MHA - Strategies 1.3:</b> Analyze and discuss the differences and similarities between self-efficacy, self-respect, and self-awareness and how they influence behavior. (HBO 1, 2, 3, 4, 7 & 8)	<b>Self-Esteem:</b> Day 1 (Internal dialogue), Day 2 (Internal validation), Day 5 (Values foundation).
	<b>MEH1.12.13 / MHA - Strategies 1.2:</b> Explain the body's physical and psychological responses to stressful situations and ways to reduce their impact. (HBO 2, 3, 4, 5 & 9)	<b>Begin a Term:</b> Day 2 (Fight/Flight/Freeze). <b>Stress:</b> Day 1-2 (5-4-3-2-1), Day 3-4 (Foggy brain/Headaches). <b>Body Systems:</b> Day 2 (Stress impact).

	<b>MEH1.12.18 / MHA - Strategies 1.5:</b> Discuss situations where people have demonstrated resilience. (HBO 1 & 4)	<b>Mental Health:</b> Day 9-10 (Post-traumatic growth). <b>Stress:</b> Day 9-10 (Toolkit).
	<b>MEH1.12.20; MEH1.12.15:</b> Evaluate strategies for managing challenging emotions such as anger, stress, anxiety, frustration, disappointment, sadness, loss, and grief. (HBO 1,2, 3, 4, 5, 6 & 9)	<b>Mental Health:</b> Day 3-4 (Adaptive coping). <b>Stress:</b> Day 5-6 (Temperature Reset), Day 7-8 (Grief Map).
	<b>MEH1.12.27; MEH1.12.28 / MHA - Defining 1.5:</b> Describe the benefits of healthy family and peer relationships and how to build and maintain. (HBO 8)	<b>Stress:</b> Day 9-10 (Circle of Support Map). <b>Conflict:</b> Day 2 (Relationship wellness). <b>Sex Education:</b> Day 3-4 (Trust/Equality/Boundaries).
	<b>PHW1.12.11:</b> Analyze behavioral (e.g. hygiene habits, appropriate sleep) and environmental factors (e.g. exposure to sun, media, and toxins) that contribute to major chronic diseases and mental illness (e.g. allergies, asthma, diabetes, epilepsy, anxiety, depression, etc.). (HBO 6, 7 & 9)	<b>Mental Health:</b> Day 1-2 (Biopsychosocial). <b>Diseases:</b> Day 4 (Risk assessment), Day 5 (Lifestyle/Chronic prevention). <b>Environmental Health:</b> Day 1 (Workplace Hazard reports).
<b>Mental and Emotional Health, Personal Health and Wellness — Skill Expectations</b>	<b>Parenting-15.4.2:</b> Analyze social, emotional, and environmental factors of prenatal development and birth in relation to the health of parents and child.	Review Required
	<b>PHW2.12.1:</b> Explain how public health policies influence personal health and wellness-related practices and behaviors.	<b>Mental Health:</b> Day 5-6 (Minor access laws). <b>Nutrition:</b> Day 9-10 (School food rules/Federal law analysis).
	<b>PHW2.12.2; PHW2.12.3:</b> Analyze how culture, peers, and perception of norms influence personal health and wellness-related beliefs, practices, and behaviors.	<b>Begin a Term:</b> Day 2 (Social Determinants). <b>Mental Health:</b> Day 1-2 (Social Media Trap). <b>Nutrition:</b> Day 1-2 (Diet Culture).

<p><b>Human Sexuality, Safety Education, and Violence Prevention — Knowledge Expectations</b></p>	<p><b>SH1.12.10; SH1.12.16:</b> Analyze characteristics of healthy relationships and how power differences (e.g., age, race/ethnicity, sex, gender, socio-economic status) impact relationships. (HBO 2, 3, 4, 6, 7, 8 &amp; 9)</p>	<p><b>Conflict:</b> Day 2 (Power imbalances). <b>Sex Education:</b> Day 3-4 (Trust/Equality/Boundaries).</p>
	<p><b>SH1.12.56; Parenting 15.4.2:</b> Analyze the emotional, social, physical, and financial effects of becoming a parent. (HBO 4 &amp; 8)</p>	<p><b>Sex Education:</b> Day 7-8 (Parenting/Financial effects).</p>
	<p><b>SH1.12.35-36; SH1.12.41:</b> Analyze situations and techniques used to pressure or coerce someone to have sex, as well as the factors to protect one against engaging in sexual risk behaviors. (HBO 2, 3, 4, 5, 6, 7, 9, 10)</p>	<p><b>Sex Education:</b> Day 3-4 (Coercion distinction), Day 9-10 (Abstinence proactive choice).</p>
	<p><b>SH1.12.33:</b> Explain why a person who has experienced any form of sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) is never to blame for actions of the perpetrator. (HBO 2, 4 &amp; 9)</p>	<p><b>Violence:</b> Day 5 (Challenging victim-blaming).</p>
	<p><b>V1.12.7; Parenting 15.2.4:</b> Analyze the mental and emotional impact that violence-related behaviors have on an individual's, family's and society's well-being. (HBO 2, 3 &amp; 4)</p>	<p><b>Stress:</b> Day 9-10 (Vicarious trauma). <b>Violence:</b> Day 4 (Ripple effects).</p>
	<p><b>V1.12.7:</b> Analyze the relationship between one's mental and emotional health and violence-related incidents and how violence-related incidents affect well-being. (HBO 2, 3 &amp; 4)</p>	<p><b>Conflict:</b> Day 1 (Clenched fists). <b>Violence:</b> Day 4 (Ripple effects).</p>

<b>Human Sexuality, Safety Education, and Violence Prevention — Skill Expectations</b>	<b>SH2.12.9:</b> Differentiate relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on sexual and reproductive health practices and behaviors, including self-concept and body image.	<b>Self-Esteem:</b> Day 4 (Internalized beauty). <b>Sex Education:</b> Day 1-2 (Body image), Day 5-6 (Comparison culture).
	<b>SH2.12.3; SH2.12.4:</b> Analyze how peers, perceptions of norms, attitudes, values, and beliefs influence healthy and unhealthy sexual beliefs, relationships, practices, and behaviors.	<b>Sex Education:</b> Day 3-4 (Gaslighting vs respect), Day 9-10 (Values check).
	<b>SH2.12.8:</b> Analyze how media (e.g., pornography, sexually explicit images, social media) and technology influence personal, family, and community sexual health beliefs, relationships, practices, and behaviors.	<b>Dangerous Decisions:</b> Day 3 (Sexting laws). <b>Sex Education:</b> Day 1-2 (Sexting consequences), Day 5-6 (Comparison culture).
	<b>SH2.12.5; V2.12.5:</b> Analyze how some health risk behaviors influence the likelihood of engaging in risky violent and/or sexual behaviors (e.g., alcohol and other drug use).	<b>Dangerous Decisions:</b> Day 1 (Risky choice impact), Day 2 (Numbing).
	<b>Parenting 15.2.3:</b> Assess common practices and emerging research about influences of discipline on human growth and development.	Review Required
<b>Food, Nutrition, and Physical Activity — Knowledge Expectations</b>	<b>FN1.12.8:</b> Evaluate balanced eating patterns that consider food restrictions (personal choice or medically necessary) such as vegan, gluten free, dairy free, etc.) (HBO 1, 3, 4, 10, & 12)	<b>Nutrition:</b> Day 3-4 (Intentional choice), Day 5-6 (Allergies/EpiPen).
	<b>FN1.12.9; FN1.12.10:</b> Identify ways to prepare good-tasting, nutrient dense foods and snacks by using healthy fats, herbs, and spices, while reducing sugar and sodium. (HBO 8 & 10)	<b>Nutrition:</b> Day 5-6 (Hidden Sugar Challenge), Day 9-10 (Steaming/Grilling vs Frying).

	<b>FN1.12.23:</b> Describe the social and emotional benefits of eating with friends & family. (HBO 11 & 12)	Review Required
	<b>PA1.12.1:</b> Analyze how an inactive lifestyle contributes to chronic disease. (HBO 1 & 2)	<b>Body Systems:</b> Day 2 (Lifestyle efficiency). <b>Diseases:</b> Day 5 (Lifestyle/Chronic prevention).
	<b>PA1.12.12:</b> Describe the effects of hydration and dehydration on physical performance. (HBO 4)	<b>Nutrition:</b> Day 1-2 (Hydration swap), Day 7-8 (Energy check).
<b>Food, Nutrition, and Physical Activity — Skill Expectations</b>	<b>FN2.12.3,4; PA2.12.3,4:</b> Analyze how personal attitudes, values, perception of norms, and beliefs influence practices and behaviors as they relate to physical activity and nutrition.	<b>Nutrition:</b> Day 1-2 (Diet Culture), Day 3-4 (Thinness narrative harm).
	<b>FN2.12.9; PA2.12.9:</b> Differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on physical activity, food choices and other eating practices and behavior	<b>Nutrition:</b> Day 3-4 (Food Deserts), Day 5-6 (Influencer claims), Day 9-10 (School food rules/Federal law analysis).

**Standard 3: Access valid and reliable resources to support health and well-being. (NHES Standard 3)**

<b>Substance Education (TAOD) — Knowledge Expectations</b>	<b>AOD1.12.14; T1.12.5:</b> Analyze short- and long-term benefits of remaining tobacco-, e-cigarette-, vaping-, alcohol- and drug-free. (HBO 1, 2, 3, 4 & 8)	<b>Dangerous Decisions:</b> Day 3 (PSA - challenging "cool" risk). <b>Alcohol:</b> Day 4 (Future you letter). <b>Tobacco:</b> Day 2 (Tobacco-free advocacy).
	<b>AOD1.12.18:</b> Summarize the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis. (HBO 4)	Review Required

<b>Substance Education (TAOD) — Skill Expectations</b>	<b>T3.12.1; AOD3.12.1:</b> Evaluate the validity of tobacco-related prevention and cessation information, and over-the-counter and prescription medications (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).	<b>Drugs:</b> Day 2 (Industry marketing impact). <b>Tobacco:</b> Day 1 (Vape ad decoding).
	<b>T3.12.2; T3.12.8; T3.12.9:</b> Evaluate and use valid tobacco cessation products and cessation services when needed or appropriate.	<b>Tobacco:</b> Day 1 (Quit support tools).
	<b>T3.12.3; AOD3.12.4; AOD1.12.22:</b> Evaluate the validity of tobacco cessation, alcohol and other drug use treatment services. (HBO 7,8)	<b>Alcohol:</b> Day 3 (Treatment points). <b>Drugs:</b> Day 4 (Medication-Assisted Treatment).
	<b>T3.12.7; AOD3.12.8:</b> Use resources that provide valid tobacco-related cessation, and alcohol and other drug use prevention information.	<b>Alcohol:</b> Day 2 (Minor in Possession/Treatment access). <b>Drugs:</b> Day 3 (Narcan administration).
	<b>AOD3.12.2:</b> Evaluate the validity of information for alcohol- and other drug-use prevention.	<b>Dangerous Decisions:</b> Day 2 (Substance quiz). <b>Drugs:</b> Day 2 (Industry marketing impact).
<b>Mental and Emotional Health, Personal Health and Wellness — Knowledge Expectations</b>	<b>MEH1.12.21 / MHA - Services 1.1:</b> Determine when to seek help for mental and emotional health problems (e.g. screening, examinations). (HBO 2, 6 & 9)	<b>Mental Health:</b> Day 5-6 (Seeking support). <b>Stress:</b> Day 3-4 (Help-seeking).
	<b>Parenting 15.3.1:</b> Analyze community resources and services available to families	<b>Mental Health:</b> Day 5-6 (Crisis Text Line). <b>Stress:</b> Day 5-6 (988). <b>First Aid:</b> Day 4 (Poison Control).

<b>Mental and Emotional Health, Personal Health and Wellness — Skill Expectations</b>	<b>PHW3.12.1; MEH3.12.7 / MAC-Services 2.1:</b> Evaluate and use valid resources that provide mental, emotional, and personal health and wellness information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).	<b>Mental Health:</b> Day 5-6 (Crisis Text Line), Day 9-10 (NAMI stats). <b>Stress:</b> Day 3-4 (Valid points of help).
	<b>PHW3.12.5:</b> Determine when professional personal health and wellness services may be required.	<b>Mental Health:</b> Day 9-10 (Therapists/Peer support). <b>Nutrition:</b> Day 3-4 (NEDA/Professional medical care).
<b>Human Sexuality, Safety Education and Violence Prevention — Knowledge Expectations</b>	<b>SH1.12.15:</b> Summarize the importance of talking with parents, caregivers, and other trusted adults about issues related to growth and development, relationships, sex, and sexual and reproductive health services. (HBO 1, 2, 3, 4, 5, 6, 7 & 10)	<b>Stress:</b> Day 7-8 (Parent-Teen Communicator). <b>Sex Education:</b> Day 1-2 (Counselors), Day 9-10 (Confidentiality/Minor access laws).
	<b>SH1.12.59 SH1.12.63:</b> Explain the importance of disclosing sexual activity to a healthcare provider and accessing preventative care (e.g examinations, checkups, immunizations, and health screenings) necessary to maintain sexual and reproductive health. (HBO 6 & 10)	<b>Sex Education:</b> Day 5-6 (Self-exam guides/Cancer prevention), Day 7-8 (Confidential testing advocacy), Day 9-10 (Confidentiality/Minor access laws).
	<b>SH1.12.26; SH1.12.43-45:</b> Summarize the signs, symptoms, transmission, stereotypes, myths, and stigma about the most common STIs, including HIV and people living with AIDS, as well as problems associated with asymptomatic STIs and HIV. (HBO 3, 6)	<b>Diseases:</b> Day 4 (STI Stigma challenge). <b>Sex Education:</b> Day 7-8 (STI transmission).

	<b>SH1.12.69:</b> Describe the latest medical information regarding human papillomavirus (HPV) including exposure, risk factors for developing cervical cancer and other HPV-related health issues, how transmission may be prevented, including abstinence as the best prevention method, and the latest scientific information on the immunization against HPV infection." (HBO 6 & 10)	<b>Body Systems:</b> Day 2 (Immune/Vaccine stats). <b>Sex Education:</b> Day 5-6 (CDC guides), Day 9-10 (Abstinence proactive choice).
	<b>SH1.12.40; SH1.12.47-49:</b> Analyze methods of contraception and STI prevention including birth control (effectiveness, use, side effects), condoms, and abstinence, which is the safest and most effective choice. (HBO 5, 6, 7)	<b>Sex Education:</b> Day 7-8 (Contraceptive effectiveness/PrEP), Day 9-10 (Abstinence proactive choice).
	<b>S1.12.17:</b> Explain accepted procedures for basic emergency care and lifesaving. (HBO 7)	<b>First Aid:</b> Day 1 (3 Ps), Day 2 (Hands-only CPR/AED sequence).
<b>Human Sexuality, Safety Education and Violence Prevention — Skill Expectations</b>	<b>S3.12.5:</b> Determine when professional safety and injury prevention services may be required.	<b>First Aid:</b> Day 1 (Skill level assessment), Day 4 (Poison Control).
	<b>CSAP3.2.12:</b> Access valid resources for help if the student or someone the student knows is being bullied or harassed or has been sexually abused or assaulted including online and/or electronic communication.	<b>Empathy:</b> Day 3 (Cyberbullying). <b>Stress:</b> Day 5-6 (988). <b>Violence:</b> Day 5 (Bystander/Confidential reporting).
	<b>CSAP3.2.12:</b> Demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, dating violence and relationships.	<b>Begin a Term:</b> Day 2 (School counselors/nurses). <b>Violence:</b> Day 5 (Crisis lines).

<b>Food, Nutrition, and Physical Activity — Knowledge Expectations</b>	<b>FN1.12.3; FN1.12.22:</b> Explain how the Dietary Guidelines for Americans are useful in planning a healthy eating pattern and analyze the benefits. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)	<b>Nutrition:</b> Day 5-6 (Recommended serving sizes analysis), Day 9-10 (SMART Power Plate meal/Plan design).
	<b>FN1.12.4:</b> Identify food sources that provide key nutrients utilizing the Dietary Guidelines for Americans throughout the life cycle. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)	<b>Nutrition:</b> Day 1-2 (Macro/Micro functions), Day 7-8 (Antioxidants/Fiber).
	<b>FN1.12.7:</b> Identify how different stages of food processing can impact the nutrient profile of food. (HBO 1, 2, 4 & 8)	<b>Nutrition:</b> Day 9-10 (Nutrient preservation).
	<b>FN1.12.13:</b> Describe the benefits of avoiding energy drinks. (HBO 6,7)	<b>Nutrition:</b> Day 1-2 (Hydration swap), Day 7-8 (Energy check).
	<b>FN1.12.17; FN1.12.18:</b> Analyze healthy and risky approaches to weight management including supplements and "fad" diets. (HBO 1,2, 12)	<b>Nutrition:</b> Day 1-2 (Diet Culture), Day 3-4 (Thinness narrative harm), Day 5-6 (Registered Dietitians vs Influencers).
	<b>PA1.12.4:</b> Summarize the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults. (HBO 1, 2, 5, 6 & 7)	Review Required
<b>Food, Nutrition, and Physical Activity — Skill Expectations</b>	<b>FN3.12.1,2,3; PA3.12.1,2,3:</b> Evaluate if physical activity and nutrition information, products, and services are valid, reliable, and unbiased. (e.g., Information: differentiate between scientifically or medically accurate content and advertising, including sponsored content. Products: dietary supplements, cleanses, detox, sports performance supplements. Services: credentialed professionals and food assistance programs).	<b>Nutrition:</b> Day 3-4 (Evaluating resources), Day 5-6 (Influencer claims).

<b>Standard 4: Use interpersonal communication skills to support health and well-being. (NHES Standard 4)</b>		
<b>Substance Education (TAOD) — Knowledge Expectations</b>	<b>T1.12.11:</b> Summarize the impact of industry marketing on youth and those with health disparities (e.g.. alcohol, cannabis, tobacco, e-cigarettes, vaping, and other drugs). (HBO 3)	<b>Dangerous Decisions:</b> Day 2 (Inequality). <b>Drugs:</b> Day 2 (Industry marketing impact). <b>Tobacco:</b> Day 1 (Vape ad decoding).
<b>Substance Education (TAOD) — Skill Expectations</b>	<b>T4.12.1; AOD4.12.1; AOD4.12.2:</b> Demonstrate effective communication skills to be tobacco, alcohol, and other drug free and to avoid taking someone else's prescription medication.	<b>Dangerous Decisions:</b> Day 3 (Refusal/Negotiation skills).
	<b>T4.12.2; AOD4.12.4; AOD1.12.15:</b> Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid tobacco, alcohol, and other drug use. (HBO 2, 3, 4, 5, 6 & 8)	<b>Dangerous Decisions:</b> Day 1 (Peer Pressure), Day 3 (Refusal/Negotiation skills).
	<b>T4.12.3; AOD4.12.5; AOD4.12.6:</b> Demonstrate how to effectively ask for assistance, and effectively offer assistance, for self and others to quit using tobacco, alcohol, and/or other drugs.	<b>Alcohol:</b> Day 3 (Treatment points), Day 4 (Safe community advocacy). <b>Tobacco:</b> Day 2 (Tobacco-free advocacy).
	<b>AOD4.12.3:</b> Demonstrate effective communication skills to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.	<b>Dangerous Decisions:</b> Day 1 (Risky driving), Day 3 (Refusal/Negotiation skills).
<b>Mental and Emotional Health, Personal Health and Wellness — Knowledge Expectations</b>	<b>MEH1.12.1:</b> Discuss signs and symptoms that oneself or others may be experiencing different feelings or emotions. (HBO 1, 4, 5 & 6)	<b>Empathy:</b> Day 2 (Emotional vocabulary). <b>Mental Health:</b> Day 3-4 (Naming it to tame it).
	<b>MEH1.12.21 / MHA - Services 1.1:</b> Determine when to seek help for mental and emotional health problems. (HBO 2, 6 & 9)	<b>Mental Health:</b> Day 5-6 (Seeking support). <b>Stress:</b> Day 3-4 (Help-seeking).

	<b>MEH1.12.30; MEH1.12.32; MEH1.12.33 / MHA - Strategies 2.3:</b> Identify and analyze strategies to effectively communicate feelings to peers and to resolve conflict within a group. (HBO 1, 3 & 8)	<b>Stress:</b> Day 3-4 ("I" statements). <b>Conflict:</b> Day 1 (Assertiveness/I-statements), Day 2 (Clarifying needs).
	<b>MEH1.12.43:</b> Analyze how sharing or posting personal information electronically about self or others on social media sites and other digital communication (e.g. messages, forums, e-mail, websites, phone and tablet applications) can negatively impact mental and emotional health. (HBO 1, 2, 3, 4, 5 & 7)	<b>Mental Health:</b> Day 7-8 (Cyberbullying/Digital footprints). <b>Dangerous Decisions:</b> Day 3 (Digital safety).
<b>Mental and Emotional Health, Personal Health and Wellness — Skill Expectations</b>	<b>PHW4.12.1:</b> Demonstrate effective communication skills to enhance personal health and wellness.	<b>Empathy:</b> Day 2 (Active Listening). <b>Conflict:</b> Day 1 (Assertiveness/I-statements).
<b>Human Sexuality, Safety Education, and Violence Prevention — Knowledge Expectations</b>	<b>SH1.12.27-32:</b> Explain the importance of consent, including the right to refuse, communication of consent, the responsibility to obtain consent, acceptance of lack or retraction of consent, and how consent cannot be fully present in an imbalance of power related to any sexual behaviors. (HBO 2, 3, 4, 6, 7, 8, 9)	<b>Begin a Term:</b> Day 2 (Practicing consent). <b>Conflict:</b> Day 2 (Power imbalances). <b>Sex Education:</b> Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map).
	<b>V1.12.2-5:</b> Analyze why being able to identify and label emotions, communicate effectively, and understand others' perspectives is important for managing and resolving conflict nonviolently. (HBO 1, 2)	<b>Empathy:</b> Day 2 (Emotional vocabulary). <b>Conflict:</b> Day 1 (Conflict styles). <b>Violence:</b> Day 5 (NVC - Nonviolent Communication).
<b>Human Sexuality, Safety Education, and Violence Prevention — Skill Expectations</b>	<b>SH4.12.1; SH4.12.5-6:</b> Demonstrate effective communication skills to promote healthy relationships and sexual and reproductive health, including asking for assistance from parents, caregivers and trusted adults as well as support for peers whose aspects of their sexuality are different from one's own.	<b>Diversity:</b> Day 3 (LGBTQ+ Affirmation). <b>Sex Education:</b> Day 1-2 (Counselors).

	<b>SH4.12.4; Parenting 15.2.2:</b> Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflicts.	<b>Conflict:</b> Day 1 (Negotiation), Day 2 (Accountability/Repair).
	<b>SH4.12.2; S4.12.2:</b> Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in risky sexual behavior and avoid or reduce injuries.	<b>Dangerous Decisions:</b> Day 3 (Refusal/Negotiation skills). <b>Sex Education:</b> Day 3-4 (Clear "No" strategies).
	<b>S4.12.1:</b> Demonstrate effective communication skills to enhance safety and injury prevention.	<b>First Aid:</b> Day 1 (911 Script), Day 2 (Bystander delegation).
	<b>V4.12.1-3:</b> Demonstrate effective communication, peer resistance, negotiation and collaboration skills to prevent and avoid engaging in violence and resolve interpersonal conflict.	<b>Conflict:</b> Day 1 (Negotiation). <b>Violence:</b> Day 5 (NVC - Nonviolent Communication).
	<b>CSAP4.2-3.12:</b> Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault, including if they are pressured into sending sexually explicit pictures or messages by email or cell phone.	<b>Dangerous Decisions:</b> Day 3 (Sexting laws). <b>Violence:</b> Day 4 (Breaking Silence). <b>Sex Education:</b> Day 1-2 (Sexting consequences).
<b>Food, Nutrition, and Physical Activity — Knowledge Expectations</b>	<b>FN1.12.20:</b> Explain the effects of eating disorders on healthy growth and development. (HBO 1 & 12)	<b>Nutrition:</b> Day 3-4 (Clinical complexity of Anorexia/Bulimia).
<b>Food, Nutrition, and Physical Activity — Skill Expectations</b>	<b>FN4.12.1; PA4.12.1:</b> Demonstrate effective communication skills to ensure personal food choices, healthy eating behaviors and physical activity involvement are appropriate and enhance health for self and others.	<b>Nutrition:</b> Day 3-4 (Supporting Diego), Day 9-10 (School Lunch Advocacy).

<b>Standard 5: Use a decision-making process to support personal and community health and well-being. (NHES Standard 5)</b>		
<b>Substance Education (TAOD) — Knowledge Expectations</b>	<b>AOD1.12.1:</b> Differentiate between over-the-counter medications, prescription medications, and illicit drugs. (HBO 1, 2 & 4)	<b>Dangerous Decisions:</b> Day 2 (Substance quiz). <b>Drugs:</b> Day 1 (Stimulants/Opioids).
	<b>AOD1.12.2; AOD1.12.3:</b> Differentiate between proper use and misuse of prescription and over-the-counter medications. (HBO 1 & 2)	<b>Dangerous Decisions:</b> Day 2 (Substance quiz). <b>Drugs:</b> Day 3 (Possession/Misuse consequences).
	<b>AOD1.12.23; T1.12.13:</b> Analyze how tobacco, e-cigarette, vaping, alcohol, cannabis and drug cessation and treatment programs can be successful. (HBO 7 & 8)	<b>Alcohol:</b> Day 3 (Treatment points). <b>Drugs:</b> Day 4 (Medication-Assisted Treatment).
<b>Substance Education (TAOD) — Skill Expectations</b>	<b>T5.12.1; AOD5.12.1:</b> Examine barriers to making a decision related to being substance or drug-free, tobacco-free, and alcohol-free.	<b>Dangerous Decisions:</b> Day 1 (Decision fatigue), Day 2 (Coping).
	<b>T5.12.2; AOD5.12.2; AOD1.12.15:</b> Determine the value of applying thoughtful decision-making related to tobacco, alcohol, and other drug use. (HBO 2, 3, 4, 5, 6 & 8)	<b>Dangerous Decisions:</b> Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge).
	<b>T5.12.3; AOD5.12.3:</b> Justify when individual or collaborative decision-making related to tobacco, alcohol, and other drug use is appropriate.	<b>Dangerous Decisions:</b> Day 1 (STOP-THINK-CHOOSE), Day 3 (Groupthink).
	<b>T5.12.4; AOD5.12.4:</b> Analyze how family, culture, technology, media, peers, and personal beliefs affect a decision related to tobacco, alcohol, and other drug use.	<b>Dangerous Decisions:</b> Day 1 (Peer Pressure). <b>Drugs:</b> Day 2 (Industry marketing impact).
	<b>T5.12.5; AOD5.12.5; AOD1.12.13:</b> Generate alternatives when making a decision related to tobacco, alcohol, and/or other drug use. (HBO 2, 3 & 4)	<b>Dangerous Decisions:</b> Day 2 (Coping), Day 3 (Pre-decision challenge).

	<b>T5.12.6; AOD5.12.6:</b> Predict the potential short- and long-term consequences of alternatives to a decision related to tobacco, alcohol, and other drug use.	<b>Dangerous Decisions:</b> Day 1 (Risky choice impact), Day 2 (Tolerance/Dependence).
	<b>T5.12.7; AOD5.12.7:</b> Choose a healthy alternative when making a decision related to tobacco, alcohol, and other drug use.	<b>Dangerous Decisions:</b> Day 1 (STOP-THINK-CHOOSE), Day 2 (Coping).
	<b>T5.12.8 AOD5.12.9 AOD1.12.11:</b> Evaluate the effectiveness of decisions related to tobacco, alcohol, and other drug use. (HBO 2, 3 & 4)	<b>Dangerous Decisions:</b> Day 1 (Risk Management Plan). <b>End a Term:</b> Day 1 (Synthetic Opioids MC 4).
	<b>AOD5.12.8:</b> Choose a healthy alternative when making a decision related to riding in a motor vehicle with a driver who has been using alcohol or other drugs.	<b>Dangerous Decisions:</b> Day 1 (Risky driving).
<b>Mental and Emotional Health, Personal Health and Wellness — Knowledge Expectations</b>	<b>MEH1.12.24:</b> Differentiate characteristics between healthy and unhealthy relationships. (HBO 8)	<b>Mental Health:</b> Day 7-8 (Jealousy/Control). <b>Conflict:</b> Day 2 (Relationship wellness). <b>Sex Education:</b> Day 3-4 (Gaslighting vs respect).
	<b>MEH1.12.31:</b> Evaluate healthy and unhealthy strategies to manage difficult relationships with family, peers, dating partners or sexual partners. (HBO 3, 8 & 9)	<b>Mental Health:</b> Day 7-8 (Responding to exclusion). <b>Conflict:</b> Day 2 (Accountability/Repair). <b>Sex Education:</b> Day 3-4 (Trust/Equality/Boundaries).
	<b>Parenting 15.2.1:</b> Analyze nurturing practices that support human growth and development.	Review Required
	<b>MEH1.12.38; MEH1.12.36; MEH1.12.36 / MHA - Stigma 3.1:</b> Summarize the benefits of living in a diverse society and how empathy and intolerance can affect behaviors. (HBO 7)	<b>Empathy:</b> Day 1 (Project Empathy). <b>Diversity:</b> Day 1 (Identity outcomes), Day 2 (Belonging).

	<b>MEH1.12.40; MEH1.12.41; MEH1.12.42 / MHA - Stigma 2.1:</b> Recognize and discuss how stereotyping, bullying, harassment, bias, prejudice, and discrimination are distinct and related to each other, identify ways to prevent, and explain their impact on self, others, and society. (HBO 3, 4, 5 & 7)	<b>Begin a Term:</b> Day 2 (Correcting harmful jokes). <b>Empathy:</b> Day 3 (Stereotypes). <b>Diversity:</b> Day 2 (Impact of Microaggressions).
<b>Mental and Emotional Health, Personal Health and Wellness — Skill Expectations</b>	<b>PHW5.12.1; PHW5.12.5:</b> Examine barriers that can hinder choosing healthy alternatives when making a personal health and wellness-related decision and evaluate effectiveness of those decisions.	<b>Mental Health:</b> Day 9-10 (Personal Mental Health Plan). <b>Stress:</b> Day 9-10 (Problem-solving). <b>Nutrition:</b> Day 5-6 (Identifying barriers).
<b>Human Sexuality, Safety Education, and Violence Prevention — Knowledge Expectations</b>	<b>S1.12.1,5,6:</b> Analyze ways to reduce the risk of injuries while riding in or driving a motor vehicle—including the dangers of alcohol and drug use. (HBO 1, 2 & 3)	<b>Dangerous Decisions:</b> Day 1 (Risky driving), Day 3 (Distracted driving CDC data).
	<b>S1.12.7-8:</b> Analyze the relationship between unintentional injuries and using alcohol or other drugs as well as ways to reduce those risks. (HBO 2, 4, 5,6,7 & 8)	<b>Dangerous Decisions:</b> Day 2 (Water safety/blackouts). <b>Alcohol:</b> Day 1-4 (Overdose/Poisoning response).
<b>Human Sexuality, Safety Education, and Violence Prevention — Skill Expectations</b>	<b>SH5.12.1,4-8:</b> Examine barriers and influences (e.g. healthy and unhealthy relationships, family, culture, media, peers), generate alternatives, predict potential consequences, and evaluate effectiveness when making a sexual and reproductive health-related decision.	<b>Sex Education:</b> Day 7-8 (Decision Scenario), Day 9-10 (Values check).
	<b>SH5.12.3-4:</b> Determine the value of applying thoughtful decision-making and when individual or collaborative decision-making is appropriate regarding sexual situations or experiences.	<b>Sex Education:</b> Day 7-8 (Yes/No/Maybe map), Day 9-10 (Abstinence proactive choice).

	<b>S5.12.1,4-8:</b> Examine barriers and influences (e.g. healthy and unhealthy relationships, family, culture, media, peers), generate alternatives, predict potential consequences, and evaluate effectiveness regarding safety and injury prevention.	<b>Dangerous Decisions:</b> Day 1 (Risk Management Plan). <b>First Aid:</b> Day 1 (Willingness to act), Day 4 (Crisis decisions).
	<b>S5.12.3:</b> Justify when individual or collaborative decision-making is appropriate regarding a situation related to safety and injury prevention.	<b>First Aid:</b> Day 2 (Bystander delegation), Day 5 (Emergency leadership).
<b>Food, Nutrition, and Physical Activity — Knowledge Expectations</b>	<b>FN1.12.2:</b> Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis. (HBO 1, 2, 3, 4, 5, 6, 7, 8 & 12)	<b>Nutrition:</b> Day 5-6 (Sugar/Trans fats), Day 7-8 (Blood sugar/Heart health). <b>Diseases:</b> Day 5 (Lifestyle/Chronic prevention).
	<b>FN1.12.11:</b> Summarize the physical, mental, social, and academic benefits of eating breakfast every day. (HBO 1 & 12)	<b>Nutrition:</b> Day 7-8 (Academic pressure).
	<b>FN1.12.12:</b> Summarize how to identify nutrient-dense food selections when dining out. (HBO 8, 9 & 11)	<b>Nutrition:</b> Day 5-6 (Recommended serving sizes analysis).
	<b>PA1.12.3:</b> Summarize the mental, emotional, and social benefits of physical activity and the importance of selecting appropriate, enjoyable activities. (HBO 1 & 7)	<b>Nutrition:</b> Day 7-8 (Mind-body resilience). <b>Diseases:</b> Day 5 (Lifestyle/Chronic prevention).
<b>Food, Nutrition, and Physical Activity — Skill Expectations</b>	<b>FN5.12.5; PA5.12.6:</b> Predict the health-related short- and long-term outcomes related to physical activity, food and nutrition choices.	<b>Nutrition:</b> Day 7-8 (Blood sugar/Heart health), Day 10 (Food log/MyFitnessPal expenditure tracking).
	<b>FN5.12.6; PA5.12.7; FN5.12.7; PA5.12.8:</b> Demonstrate regular physical activity patterns and healthy eating behaviors and evaluate the effectiveness of those decisions through various stages of the life cycle.	<b>Nutrition:</b> Day 9-10 (SMART goal plan), Day 10 (Food log/MyFitnessPal expenditure tracking).

**Standard 6: Use a goal-setting process to support health and well-being. (NHES Standard 6)**

<p><b>Substance Education (TAOD) — Skill Expectations</b></p>	<p><b>T6.12.2; AOD6.12.2:</b> Set a realistic personal goal to remain tobacco, alcohol, and/or other drug free, to quit using tobacco, alcohol and/or other drugs, or to not ride in or on a motor vehicle with a driver who is under the influence of alcohol or other drugs.</p>	<p><b>Dangerous Decisions:</b> Day 1 (Risk Management Plan). <b>Alcohol:</b> Day 4 (Future you letter).</p>
	<p><b>T6.12.3; AOD6.12.3:</b> Assess the barriers to achieving a personal goal to remain tobacco, alcohol and other drug free or to quit using tobacco, alcohol, and other drugs.</p>	<p><b>Dangerous Decisions:</b> Day 1 (Peer Pressure), Day 2 (Coping).</p>
	<p><b>T6.12.4; AOD6.12.4:</b> Develop a plan to attain a personal goal to remain tobacco, alcohol, and other drug free or to quit using tobacco, alcohol, and other drugs.</p>	<p><b>Dangerous Decisions:</b> Day 1 (Risk Management Plan). <b>Alcohol:</b> Day 4 (Future you letter).</p>
	<p><b>T6.12.5; AOD6.12.5:</b> Implement strategies, including self-monitoring, to achieve a goal to remain tobacco, alcohol, and other drug free or to quit tobacco, alcohol, and other drug use.</p>	<p><b>Dangerous Decisions:</b> Day 1 (Risk Management Plan), Day 3 (Pre-decision challenge).</p>
	<p><b>T6.12.6; AOD6.12.6:</b> Use strategies to overcome barriers to achieving a goal to remain tobacco, alcohol, and other drug free or quit tobacco, alcohol, and other drug use.</p>	<p><b>Dangerous Decisions:</b> Day 1 (Peer Pressure), Day 3 (Refusal/Negotiation skills).</p>
	<p><b>T6.12.7; AOD6.12.7:</b> Formulate an effective long-term plan to remain tobacco, alcohol, and other drug free or quit tobacco, alcohol, and other drug use.</p>	<p><b>Alcohol:</b> Day 4 (Future you letter). <b>End a Term:</b> Day 1 (Long-term goal mapping).</p>
<p><b>Mental and Emotional Health, Personal Health and Wellness — Knowledge Expectations</b></p>	<p><b>MEH1.12.12 / MHA - Strategies 1.1:</b> Summarize personal stressors at home, in school, and with friends. (HBO 3 &amp; 4)</p>	<p><b>Stress:</b> Day 1-2 (Survey), Day 3-4 (Reflection).</p>

	<b>MEH1.12.17; MEH1.12.19 / MHA - Strategies 1.4:</b> Summarize impulsive behaviors and characteristics of someone who demonstrates self-respect and self-control. (HBO 2 & 5)	<b>Mental Health:</b> Day 3-4 (Reacting vs Responding). <b>Stress:</b> Day 1-2 (Automatic reactions).
<b>Mental and Emotional Health, Personal Health and Wellness — Skill Expectations</b>	<b>PHW6.12.1; PHW6.12.3:</b> Assess personal health and wellness-related practices and behaviors as well as barriers to achieving a wellness-related goal.	<b>Mental Health:</b> Day 9-10 (Identifying burnout). <b>Stress:</b> Day 9-10 (Toolkit implementation).
	<b>PHW6.12.2; PHW6.12.4:</b> Develop a realistic goal and plan to improve a personal health and wellness-related practice.	<b>Begin a Term:</b> Day 1 (Healthy year vision). <b>Mental Health:</b> Day 9-10 (Wellness Plan).
<b>Human Sexuality, Safety Education, and Violence Prevention — Skill Expectations</b>	<b>S6.12.1:</b> Assess personal safety and injury prevention practices and behaviors.	<b>Dangerous Decisions:</b> Day 1 (Risk Management Plan). <b>First Aid:</b> Day 1 (Skill level assessment).
<b>Food, Nutrition, and Physical Activity — Knowledge Expectations</b>	<b>PA1.12.5:</b> Summarize how a person can incorporate physical activity into daily life without relying on a structured exercise plan or special equipment. (HBO 1, 5 & 7)	<b>Diseases:</b> Day 5 (Lifestyle/Chronic prevention).
<b>Food, Nutrition, and Physical Activity — Skill Expectations</b>	<b>FN6.12.1; PA6.12.1:</b> Assess personal physical activity and eating behaviors.	<b>Nutrition:</b> Day 5-6 (Balance survey), Day 10 (Food log/MyFitnessPal expenditure tracking).
	<b>FN6.12.6 PA6.12.6:</b> Create strategies to overcome barriers to achieve personal goals relating to physical activity and eating behaviors.	<b>Nutrition:</b> Day 5-6 (Identifying barriers), Day 9-10 (Economic access).
	<b>FN6.12.7; PA6.12.7:</b> Formulate an effective long-term plan to achieve health goals related to physical activity and eating behaviors.	<b>Nutrition:</b> Day 7-8 (Fuel-up goal), Day 9-10 (SMART goal plan).

<b>Standard 7: Demonstrate practices and behaviors to support health and well-being. (NHES Standard 7)</b>		
<b>Substance Education (TAOD) — Knowledge Expectations</b>	<b>T1.12.12:</b> Distinguish appropriate ways to support family and friends who are trying to stop using tobacco. (HBO 3 & 4)	<b>Alcohol:</b> Day 4 (Family addiction roles). <b>Tobacco:</b> Day 2 (Tobacco-free advocacy).
	<b>T1.12.14:</b> Analyze how smoking cessation programs can be successful. (HBO 4 & 5)	<b>Alcohol:</b> Day 3 (Treatment points). <b>Tobacco:</b> Day 1 (Quit support tools).
	<b>AOD1.12.4; AOD1.12.5:</b> Describe how to read and interpret prescription and over-the-counter medication labels and how to store medications safely. (HBO 1 & 2)	Review Required
	<b>AOD1.12.19:</b> Summarize short and long-term health benefits of abstaining from or discontinuing use of alcohol, tobacco, cannabis, and other drugs throughout all stages of development. (HBO 3 & 7)	<b>Dangerous Decisions:</b> Day 3 (PSA - challenging "cool" risk). <b>Alcohol:</b> Day 4 (Future you letter). <b>Tobacco:</b> Day 1 (Prefrontal cortex effects).
	<b>AOD1.12.12:</b> Summarize why alcohol- or other drug-use is an unhealthy way to manage weight or stress. (HBO 2, 3 & 4)	<b>Mental Health:</b> Day 5-6 (Numbing myths). <b>Stress:</b> Day 1-2 (Escape/Numb out). <b>Dangerous Decisions:</b> Day 2 (Numbing).
<b>Substance Education (TAOD) — Skill Expectations</b>	<b>T7.12.3; AOD7.12.3:</b> Demonstrate tobacco, alcohol, and other drug prevention practices and behaviors to improve the health of oneself and others.	<b>Dangerous Decisions:</b> Day 3 (PSA - challenging "cool" risk). <b>Drugs:</b> Day 3 (Harm reduction leadership).
	<b>T7.12.4; AOD7.12.4:</b> Commit to being tobacco, alcohol, and other drug free.	<b>Alcohol:</b> Day 4 (Future you letter). <b>Tobacco:</b> Day 2 (Tobacco-free advocacy).
	<b>AOD7.12.5:</b> Commit to avoiding riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.	<b>Dangerous Decisions:</b> Day 1 (Risky driving).
	<b>AOD7.12.6:</b> Commit to not driving a motor vehicle while under the influence of alcohol or other drugs	<b>Dangerous Decisions:</b> Day 1 (Legal outcomes). <b>Alcohol:</b> Day 2 (BAC limits).

<b>Mental and Emotional Health, Personal Health and Wellness — Knowledge Expectations</b>	<b>MEH1.12.10; MEH1.12.11 / MHA - Strategies 1.3:</b> Analyze and discuss the differences and similarities between self-efficacy, self-respect, and self-awareness and how they influence behavior. (HBO 1, 2, 3, 4, 7 & 8)	<b>Self-Esteem:</b> Day 1 (Self-Esteem Survey), Day 2 (Internal validation).
	<b>PHW1.12.13:</b> Justify why it is important to seek help and treatment for common infectious diseases, chronic diseases, and mental illnesses in order to learn and apply self-management techniques. (HBO 9 & 10)	<b>Mental Health:</b> Day 5-6 (Seeking support). <b>Diseases:</b> Day 4 (Risk assessment), Day 5 (Family History).
	<b>PHW1.12.14:</b> Summarize important health screenings (e.g. vision, hearing, skin cancer, etc.), immunizations, checkups, and regular examinations necessary to maintain good health. (HBO 10 & 11)	<b>Body Systems:</b> Day 2 (Immune/Vaccine stats). <b>Sex Education:</b> Day 5-6 (Self-exam guides/Cancer prevention).
<b>Mental and Emotional Health, Personal Health and Wellness — Skill Expectations</b>	<b>PHW7.12.2:</b> Evaluate personal health and wellness-related practices and behaviors that reduce or prevent health risks.	<b>Mental Health:</b> Day 9-10 (Wellness Plan). <b>Stress:</b> Day 9-10 (Toolkit implementation). <b>Body Systems:</b> Day 2 (Lifestyle efficiency).
<b>Human Sexuality, Safety Education, and Violence Prevention — Knowledge Expectations</b>	<b>SH1.12.18-20:</b> Analyze the negative consequences of sending and viewing sexually explicit pictures, messages, or media (e.g., e-mail, texting, chat groups, social media platforms, websites, and device applications) and the impact technology has on relationships. (HBO 2, 3, 4, 6, 7, 8, 9)	<b>Dangerous Decisions:</b> Day 3 (Sexting laws). <b>Sex Education:</b> Day 1-2 (Sexting consequences). <b>End a Term:</b> Day 1 (Digital content legalities).
	<b>S1.12.9:</b> Prioritize actions to take to prevent injuries during severe weather. (HBO 3, 4, 5, 6 & 8)	Review Required

	<b>S1.12.16:</b> Analyze how sharing or posting personal information electronically about self or others on media (e.g., e-mail, texting, chat groups, social media platforms, websites and device applications) can negatively impact personal safety of self or others. (HBO 4, 6 & 8)	<b>Mental Health:</b> Day 7-8 (Online Hygiene Plan). <b>Dangerous Decisions:</b> Day 3 (Digital safety). <b>Violence:</b> Day 4 (Doxxing). <b>End a Term:</b> Day 1 (Online Data Scenario).
	<b>V1.12.1:</b> Analyze why prosocial behaviors can help prevent violence. (HBO 1, 3 & 4)	<b>Empathy:</b> Day 5 (Kindness project). <b>Conflict:</b> Day 1 (Culture of Peace). <b>Violence:</b> Day 5 (Protective Factors).
	<b>V1.12.6,8,9:</b> Evaluate effective nonviolent strategies for dealing with anger, stress, and difficult relationships with family members, peers, and dating partners or sexual partners. (HBO 1 & 2)	<b>Mental Health:</b> Day 3-4 (Adaptive coping). <b>Conflict:</b> Day 1 (Assertiveness/I-statements). <b>Violence:</b> Day 5 (NVC - Nonviolent Communication).
	<b>V1.12.10,12:</b> Summarize situations—including impulsive behaviors—that can lead to violence and strategies for controlling them. (HBO 2, 3, 4, & 5)	<b>Mental Health:</b> Day 3-4 (Reacting vs Responding). <b>Conflict:</b> Day 1 (Defense mechanisms). <b>Violence:</b> Day 4 (Toxic masculinity).
<b>Human Sexuality, Safety Education, and Violence Prevention — Skill Expectations</b>	<b>SH7.12.1-4:</b> Commit to practicing healthy sexual behaviors by analyzing the role of individual responsibility, evaluating personal practices and behaviors, and improving those personal practices and behaviors.	<b>Sex Education:</b> Day 7-8 (Yes/No/Maybe map), Day 9-10 (Values check).
	<b>Parenting 15.2.1; Parenting 15.2.4:</b> Analyze nurturing practices that support human growth and development and contrast with the effects of abuse and neglect on children and families to determine methods for preventing abuse and neglect.	Review Required

	<b>CSAP1.7.12:</b> Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence including online and electronic communications.	<b>Empathy:</b> Day 3 (Cyberbullying). <b>Violence:</b> Day 4 (Breaking Silence). <b>Sex Education:</b> Day 3-4 (Coercion distinction).
	<b>CSAP6.1.12; CSAP7.3.12:</b> Describe strategies to use social media safely, legally, and respectfully. Include developing a plan to stay safe when using social media.	<b>Mental Health:</b> Day 7-8 (Online Hygiene Plan). <b>Dangerous Decisions:</b> Day 3 (Digital safety).
<b>Food, Nutrition, and Physical Activity — Knowledge Expectations</b>	<b>FN1.12.5; FN1.12.6:</b> Describe the importance of choosing a variety of foods and beverages (including trying new foods) to meet daily nutrient and energy needs. (HBO 1, 2 & 12)	<b>Nutrition:</b> Day 1-2 (Macro/Micro functions), Day 9-10 (SMART Power Plate meal/Plan design).
	<b>FN1.12.15:</b> Summarize food safety strategies that can control pathogens that cause foodborne illnesses. (HBO 10)	<b>Nutrition:</b> Day 9-10 (Food safety practices).
<b>Food, Nutrition, and Physical Activity — Skill Expectations</b>	<b>FN7.12.3; PA7.12.3:</b> Demonstrate health-enhancing physical activity and healthy eating behaviors.	<b>Nutrition:</b> Day 7-8 (Packing snacks), Day 9-10 (SMART Power Plate meal/Plan design), Day 10 (Food log/MyFitnessPal expenditure tracking).

**Standard 8: Advocate to promote health and well-being for self and others. (NHES Standard 8)**

<b>Substance Education (TAOD) — Skill Expectations</b>	<b>TS.12.2; AOD8.12.2:</b> Persuade and support others to be alcohol, other drug, and tobacco-free and avoid exposure to secondhand smoke.	<b>Alcohol:</b> Day 4 (Safe community advocacy). <b>Tobacco:</b> Day 2 (Tobacco-free advocacy).
	<b>TS.12.5:</b> Adapt tobacco-free health messages and communication techniques to reach a specific audience.	<b>Dangerous Decisions:</b> Day 3 (PSA - challenging "cool" risk). <b>Tobacco:</b> Day 2 (Tobacco-free advocacy).

	<b>AOD8.12.1; T8.12.1:</b> State a health-enhancing position about being tobacco, alcohol, and other drug-free, supported with accurate information, to improve the health of others.	<b>Dangerous Decisions:</b> Day 3 (PSA - challenging "cool" risk). <b>Tobacco:</b> Day 2 (Tobacco-free advocacy).
	<b>AOD8.12.3; AOD8.12.4:</b> Persuade others to avoid driving while under the influence or riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.	<b>Dangerous Decisions:</b> Day 1 (Risky driving), Day 3 (PSA - challenging "cool" risk).
	<b>AOD8.12.5; T8.12.3; T8.12.4:</b> Collaborate with others to advocate for individuals, families, and schools to be tobacco, alcohol, and other drug-free.	<b>Alcohol:</b> Day 4 (Safe community advocacy). <b>Drugs:</b> Day 3 (Harm reduction leadership).
<b>Mental and Emotional Health, Personal Health and Wellness — Knowledge Expectations</b>	<b>MEH1.12.7; MEH1.12.5 / MHA - Strategies 4.1:</b> Explain and discuss how persons, contexts, and triggers may influence positive and negative ways to express and manage needs, wants, emotions, and feelings. (HBO 1, 2, 3, 4, 5 & 7)	<b>Empathy:</b> Day 2 (Emotional vocabulary). <b>Mental Health:</b> Day 3-4 (Naming it to tame it). <b>Stress:</b> Day 5-6 (Temperature Reset).
<b>Mental and Emotional Health, Personal Health and Wellness — Skill Expectations</b>	<b>PHW8.12.1:</b> Use peer and societal norms, based on accurate health information, to formulate positive personal health and wellness-related messages.	<b>Mental Health:</b> Day 1-2 (Breaking Stigma PSA). <b>Stress:</b> Day 1-2 (Wellness Advocacy Project).
	<b>PHW8.12.3:</b> Collaborate with others to advocate for improving personal, family, and community health and wellness.	<b>Mental Health:</b> Day 5-6 (Planning an initiative), Day 9-10 (Positive culture advocacy).
<b>Human Sexuality, Safety Education, and Violence Prevention — Skill Expectations</b>	<b>S8.12.1.3; Parenting 15.3.2:</b> Collaborate with others using societal norms and accurate health information to advocate for improving personal, family, and community safety and injury prevention.	<b>First Aid:</b> Day 5 (Emergency leadership). <b>Environmental Health:</b> Day 1 (Workplace Hazard reports).

	<b>CSAP8.2.12:</b> Advocate for safe environments, school policies, and programs that promote dignity and respect for all.	<b>Begin a Term:</b> Day 2 (Agreements). <b>Diversity:</b> Day 2 (Advocating for Equity). <b>Violence:</b> Day 5 (Bystander/Confidential reporting).
	<b>CSAP8.3.12:</b> Engage in authentic experiences of caring, compassion and advocating for others.	<b>Empathy:</b> Day 5 (Kindness project).
	<b>CSAP8.4.12:</b> Demonstrate how to support a friend/peer who discloses sexual assault/abuse.	<b>Empathy:</b> Day 2 (Active Listening). <b>Violence:</b> Day 5 (Challenging victim-blaming).
<b>Food, Nutrition, and Physical Activity — Knowledge Expectations</b>	<b>FN1.12.14:</b> Summarize the relationship between access to food and personal food choices. (HBO 7, 8, 9, 10 & 11)	<b>Nutrition:</b> Day 3-4 (Food Deserts), Day 9-10 (Economic access).
<b>Food, Nutrition, and Physical Activity — Skill Expectations</b>	<b>FN8.12.1; PA8.12.1:</b> Use peer and societal norms, based on accurate health information, to formulate messages that promote physical activity and healthy eating behaviors.	<b>Nutrition:</b> Day 3-4 (PSA Project), Day 9-10 (School Lunch Advocacy).