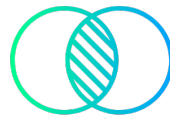




S T A N D A R D S

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Health Education Today's High School Health Curriculum:
Aligned with **the** Mississippi Contemporary Health Framework (Grades 9-12, 2025)

Mississippi Contemporary Health Framework (Grades 9-12, 2025): <https://mdek12.org/wp-content/uploads/sites/29/2025/03/Tab-H.03-2025-Contemporary-Health-final.pdf>

Mississippi Contemporary Health Framework Grades 9-12 (2025) — Units::

Unit 1: Personal and Consumer Health

Unit 2: Mental Health

Unit 3: Family and Social Health

Unit 4: Human Growth and Development

Unit 5: Disease Prevention and Control

Unit 6: Nutrition and Fitness

Unit 7: Substance Abuse Prevention

Unit 8: Community and Environmental Health

Unit 9: Safety and First Aid

2025 Contemporary Health framework (MS Admin Code Title 7, Part 209), presented to the Mississippi State Board of Education January 16, 2025, superseding the 2019 framework; instruction is subject to Miss. Code §37-13-171 (abstinence education provisions) as noted in the source.

Unit 1: Personal and Consumer Health

<p>1. Describe ways to achieve and maintain a healthy lifestyle. DOK₂</p>	<p>1a: Define health and wellness, and list characteristics of a healthy person.</p>	<p>Mental Health: Day 1-2 (5 Dimensions, Wellness spectrum). Body Systems: Day 1 (Internal Balance, Homeostasis quiz).</p>
	<p>1b: List good personal hygiene habits, including dental, skin, hair, ear, eye, and nail care.</p>	<p>Review Required</p>
	<p>1c: Create a set of goals to achieve and maintain a healthy lifestyle.</p>	<p>Begin a Term: Day 1 (Health Mission Statement, Healthy year vision). Nutrition: Day 9-10 (SMART goal plan).</p>
<p>2. Recognize the benefits of being a wise consumer. DOK₂</p>	<p>2a: Identify rights and responsibilities as a consumer.</p>	<p>Review Required</p>
	<p>2b: Identify the activities of agencies that protect the consumer.</p>	<p>Review Required</p>
	<p>2c: Identify popular types of deceptive advertising and product fraud.</p>	<p>Nutrition: Day 5-6 (Healthwashing, Influencer claims). Tobacco: Day 1 (Vape ad decoding).</p>
	<p>2d: Recognize medical fraud in the marketplace.</p>	<p>Nutrition: Day 5-6 (Registered Dietitians vs Influencers, Influencer claims).</p>
	<p>2e: Examine costs and options for paying for health care services.</p>	<p>Community Health: Day 4 (Healthcare access).</p>
<p>3. Analyze the influence of culture, media, technology, and other factors on health. DOK₃</p>	<p>3a: Evaluate the implications of modern technology on societal health.</p>	<p>Mental Health: Day 7-8 (Digital validation, Digital Balance). Empathy: Day 1 (Technology desensitization), Day 2 (Culture/Technology).</p>

	3b: Analyze the influences of different cultural beliefs on health behaviors.	Diversity: Day 2 (Cultural humility). Nutrition: Day 3-4 (Cultural honoring). Empathy: Day 2 (Culture/Technology).
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Unit 2: Mental Health		
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1. Demonstrate the ability to practice health-enhancing behaviors that contribute to positive mental health. DOK2	1a: Explain how an individual's mental and physical health habits affect what he or she thinks about himself or herself.	Self-Esteem: Day 1 (Internal dialogue, Media/Family). Mental Health: Day 1-2 (5 Dimensions, Biopsychosocial).
	1b: Identify non-threatening ways of being assertive.	Mental Health: Day 5-6 (Assertiveness). Conflict: Day 1 (Assertiveness/I-statements).
	1c: Explain common defense mechanisms (e.g., rationalization, regression, denial).	Conflict: Day 1 (Defense mechanisms).
2. Describe how stress influences mental and physical health. DOK2	2a: Identify the harmful physiological and psychological effects of stress.	Stress: Day 1-2 (Automatic reactions), Day 3-4 (Foggy brain/Headaches). Mental Health: Day 1-2 (Concentration issues).
	2b: Define personal stressors in everyday life (e.g., social media, school/life balance, peer relationships, family dynamics).	Stress: Day 1-2 (Survey, Pressure outcomes). Mental Health: Day 7-8 (Digital validation). Self-Esteem: Day 2 (Peer Influence).
	2c: Develop a list of stress management strategies and differentiate between healthy and unhealthy ones.	Stress: Day 1-2 (Reduction strategy), Day 9-10 (Toolkit). Mental Health: Day 3-4 (Mental Health Toolbox).

<p>3. Define various mental disorders and state controls for each. DOK₁</p>	<p>3a: Explore different mental health disorders and recognize signs of each (e.g., eating disorders, schizophrenia, attention deficit hyperactivity disorder, obsessive-compulsive disorder, bipolar, depression, anxiety, post-traumatic stress disorder).</p>	<p>Mental Health: Day 1-2 (Wellness spectrum), Day 3-4 (Emotional regulation consequences), Day 9-10 (NAMI stats). Stress: Day 3-4 (Sadness vs Clinical Depression). Nutrition: Day 3-4 (Clinical complexity of Anorexia/Bulimia).</p>
	<p>3b: Identify available resources for the treatment of mental disorders.</p>	<p>Mental Health: Day 1-2 (Counselors/Support groups), Day 9-10 (Therapists/Peer support). Stress: Day 3-4 (Valid points of help).</p>
<p>4. Discuss the importance of suicide awareness, prevention, and coping strategies. DOK₁</p>	<p>4a: Identify warning signs of suicide.</p>	<p>Stress: Day 5-6 (Risk/Protective Factors, Warning sign response). Mental Health: Day 5-6 (Hopelessness).</p>
	<p>4b: Discuss various effective and ineffective intervention strategies.</p>	<p>Stress: Day 5-6 (Active listening/Refusing secrets, ALGEE). Mental Health: Day 5-6 (Listening/Thanking them). First Aid: Day 4 (ALGEE model).</p>
	<p>4c: Explore local and national resources for support and prevention.</p>	<p>Stress: Day 5-6 (988), Day 9-10 (Circle of Support Map). Mental Health: Day 5-6 (Crisis Text Line).</p>
<p>Enrichment</p>	<p>Enrichment: Explore and identify the risks, protective factors, and prevention strategies for individuals with Adverse Childhood Experiences (ACEs). Students utilize various resources to identify their own potential ACEs and how they impact their overall health. DOK₂</p>	<p>Stress: Day 5-6 (Risk/Protective Factors), Day 9-10 (Vicarious trauma). Mental Health: Day 9-10 (Post-traumatic growth).</p>

Unit 3: Family and Social Health

<p>1. Describe why the family is the basic social unit of society. DOK1</p>	<p>1a: Identify the different types of family units and how they have changed over time.</p>	<p>Review Required</p>
	<p>1b: Describe elements that healthy families have in common and ways to maintain family health.</p>	<p>Stress: Day 7-8 (Parent-Teen Communicator). End a Term: Day 2 (Living System).</p>
	<p>1c: Explain factors that may cause a family system to break down, including spousal and child abuse, and explore related resources for victims of abuse.</p>	<p>Violence: Day 4 (Breaking Silence), Day 5 (Bystander/Confidential reporting, Crisis lines).</p>
	<p>1d: Define the family's role in transmitting the values, attitudes, behavior, personalities, and responsibilities of its members.</p>	<p>Begin a Term: Day 1 (Belief formation). End a Term: Day 2 (Generational cycles, Breaking cycles of silence).</p>
<p>2. Describe how communication, cooperation, and advocacy skills are essential for healthy relationships. DOK2</p>	<p>2a: Identify qualities that are important in close friends and demonstrate the importance of advocating for yourself in your relationships.</p>	<p>Empathy: Day 4 (Boundaries, Saying No). Self-Esteem: Day 5 (Self-advocacy).</p>
	<p>2b: Identify strategies for choosing abstinence when faced with sexual pressures in unhealthy relationships.</p>	<p>Sex Education: Day 3-4 (Clear "No" strategies), Day 9-10 (Abstinence proactive choice).</p>
	<p>2c: Discuss conflict-resolution styles and components of communication that can aid in resolving conflicts.</p>	<p>Conflict: Day 1 (Conflict styles, Assertiveness/I-statements), Day 2 (Clarifying needs).</p>
	<p>2d: Define resiliency and discuss its importance in maintaining and advocating for healthy relationships.</p>	<p>Mental Health: Day 9-10 (Post-traumatic growth). Stress: Day 9-10 (Habit building).</p>

	2e: Explain how to recognize and avoid dangerous situations, including rape, date rape, assault, misuse of social media, and gang-related activities, and explore support resources.	Violence: Day 4 (Doxxing), Day 5 (Bystander/Confidential reporting). Dangerous Decisions: Day 3 (Sexting/Digital footprint leaks). Sex Education: Day 3-4 (Coercion distinction). Violence: Day 4 (Gang dynamics).
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Unit 4: Human Growth and Development

1. Summarize how genetic traits are passed on from one generation to another. DOK₂	1a: Define the role heredity plays in determining physical traits and distinguish between dominant and recessive genes.	Review Required
	1b: Identify various genetic and environmental birth defects.	Review Required
2. Examine health practices to be considered before, during, and after pregnancy. DOK₂	2a: List reasons that parents decide to have children.	Review Required
	2b: Discuss various methods of family planning.	Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP), Day 9-10 (Abstinence proactive choice).
	2c: Explain the process of human reproduction from conception to birth.	Body Systems: Day 3 (Sperm/Egg production). Sex Education: Day 7-8 (Fertilization).
	2d: Describe the stages of the birth process.	Review Required

3. Identify physical, mental, and emotional changes that occur from childhood through adolescence. DOK1	3a: Outline the developmental stages of infancy, childhood, and adolescence.	Sex Education: Day 5-6 (Development/Lifespan literacy).
	3b: Explain the physical, mental, and emotional changes that happen during adolescence and state how these changes affect identity and interpersonal relationships.	Body Systems: Day 3 (Hormonal shifts). Sex Education: Day 5-6 (Physical/Social shifts). Self-Esteem: Day 4 (Instagram/TikTok, Conforming pressures).
4. Examine the aging process from adulthood through death. DOK2	4a: Describe the tasks and characteristics of adulthood.	Review Required
	4b: Explore ways to cope with death and dying.	Stress: Day 7-8 (Grief Map, Processing grief).

Unit 5: Disease Prevention and Control

1. Identify common communicable diseases and recognize the causes, transfer, and control of those diseases. DOK1	1a: Describe the function of the immune system.	Body Systems: Day 2 (Immune/Vaccine stats, Stress impact).
	1b: Identify the pathogens that cause communicable diseases and how they are transmitted.	Body Systems: Day 2 (Immune/Vaccine stats). Diseases: Day 4 (Pathogens/Transmission).
	1c: Describe the symptoms, treatment, and prevention of communicable diseases.	Body Systems: Day 2 (Immune/Vaccine stats). Diseases: Day 4 (Communicable disease prevention/Antibiotic resistance).

<p>2. Explain the uses, signs, and control of noninfectious diseases. DOK₂</p>	<p>2a: Identify the different kinds of cardiovascular diseases and their risk factors.</p>	<p>Diseases: Day 5 (Lifestyle/Chronic prevention, Family History). Nutrition: Day 7-8 (Blood sugar/Heart health).</p>
	<p>2b: Describe the warning signs of cancer and the ways to reduce personal risk, including breast and/or testicular cancer.</p>	<p>Sex Education: Day 5-6 (Self-exam guides/Cancer prevention). Diseases: Day 4 (Cancer warning signs).</p>
	<p>2c: Differentiate between acute and chronic diseases.</p>	<p>Diseases: Day 4 (NCD comparison), Day 5 (Physiological impact).</p>
	<p>2d: Explain the types, prevention, and treatments for diabetes, arthritis, and other chronic diseases, including those requiring long-term care.</p>	<p>Diseases: Day 5 (Lifestyle/Chronic prevention, Research domains). Nutrition: Day 7-8 (Blood sugar/Heart health).</p>
<p>3. Recognize the ways to prevent human immunodeficiency virus infection and sexually transmitted infections. DOK₁</p>	<p>3a: Describe the symptoms, mode of transmission, prevention, and treatment of curable sexually transmitted infections.</p>	<p>Sex Education: Day 7-8 (STI transmission, Confidential testing advocacy). Diseases: Day 4 (STI Stigma challenge).</p>
	<p>3b: Describe the symptoms, mode of transmission, prevention, and treatment of incurable diseases, such as HIV/AIDS.</p>	<p>Sex Education: Day 7-8 (STI transmission, Contraceptive effectiveness/PrEP).</p>

Unit 6: Nutrition and Fitness

<p>1. Summarize how responsible food choices lead to nutritional health. DOK₃</p>	<p>1a: Explain the organization of the latest federal nutritional guidelines (e.g., MyPlate, Food and Drug Administration nutritional guidelines, etc.).</p>	<p>Nutrition: Day 5-6 (Recommended serving sizes analysis), Day 9-10 (SMART Power Plate meal/Plan design).</p>
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	1b: Identify six classes of nutrients and describe their functions in the human body.	Nutrition: Day 1-2 (Macro/Micro functions), Day 3-4 (Omega-3s), Day 5-6 (Sugar/Trans fats), Day 7-8 (Antioxidants/Fiber).
	1c: Outline the path of food through the digestive system.	Review Required
	1d: Interpret the information provided on a food label.	Nutrition: Day 5-6 (Hidden Sugar Challenge, Recommended serving sizes analysis). End a Term: Day 1 (MC Question 27).
	1e: Create a daily meal plan for an individual and calculate the number of calories.	Nutrition: Day 9-10 (SMART Power Plate meal/Plan design), Day 10 (Food log/MyFitnessPal expenditure tracking).
	1f: Recognize nutrient deficiencies and diseases associated with poor nutrition.	Nutrition: Day 3-4 (Thinness narrative harm), Day 7-8 (Blood sugar/Heart health). Diseases: Day 5 (Lifestyle/Chronic prevention).
2. Discover the importance of physical fitness. DOK₃	2a: Explain the physical and psychological benefits of exercise.	Review Required
	2b: Create a regular plan of exercise incorporating the various components of physical fitness and two types of exercise (e.g., anaerobic, and aerobic).	Review Required
	2c: Determine the skills needed to achieve lifetime fitness and discuss the methods of implementation.	Review Required

Unit 7: Substance Abuse Prevention

<p>1. Examine the health hazards of tobacco and nicotine. DOK₁</p>	<p>1a: List major reasons why people either abstain from or use tobacco and nicotine.</p>	<p>Tobacco: Day 1 (Vape ad decoding, Stimulant). Dangerous Decisions: Day 2 (Alcohol, Nicotine, Cannabis, Opioids).</p>
	<p>1b: Describe long-term effects of tobacco and/or nicotine use and the dangers of smoking and vaping.</p>	<p>Tobacco: Day 1 (Prefrontal cortex effects, Stimulant). Drugs: Day 3 (Memory/Breathing impact).</p>
<p>2. Summarize the health hazards of alcohol. DOK₂</p>	<p>2a: Identify the short- and long-term effects of alcohol on the body.</p>	<p>Alcohol: Day 1 (Ethanol depressant, Depressant), Day 3 (AUD chronic nature).</p>
	<p>2b: Explain the impact of alcohol on alcoholics, their families, and society.</p>	<p>Alcohol: Day 4 (Family addiction roles, Hero/Scapegoat/Mascot roles).</p>
	<p>2c: Discuss state and local laws regarding alcohol use.</p>	<p>Alcohol: Day 2 (BAC limits, Minor in Possession/Treatment access), Day 3 (Criminal records).</p>
<p>3. Analyze the health hazards of illegal, over-the-counter, prescription drugs and inhalants. DOK₃</p>	<p>3a: Differentiate between legal and illegal use of drugs.</p>	<p>Drugs: Day 3 (Possession/Misuse consequences). Dangerous Decisions: Day 1 (Legal outcomes).</p>
	<p>3b: Research and discuss vaping, bath salts, fentanyl, marijuana, the opioid epidemic, and other current issues.</p>	<p>Drugs: Day 1 (Stimulants/Opioids), Day 3 (Narcarn administration, Memory/Breathing impact). Dangerous Decisions: Day 2 (Alcohol, Nicotine, Cannabis, Opioids). End a Term: Day 1 (Synthetic Opioids MC 4).</p>
	<p>3c: Describe the side effects of drugs and how drugs are commonly abused.</p>	<p>Drugs: Day 1 (Dopamine interference), Day 3 (Memory/Breathing impact). Dangerous Decisions: Day 1 (Risky choice impact), Day 2 (Tolerance/Dependence).</p>

	3d: Illustrate how drug use, misuse, and abuse cause problems in society.	Drugs: Day 2 (Industry marketing impact), Day 4 (Systemic inequities/Stigma). Dangerous Decisions: Day 2 (Inequality).
	3e: Examine the current federal drug schedule and discuss the legal ramifications of various drug misuse and abuse.	Drugs: Day 3 (Possession/Misuse consequences). Dangerous Decisions: Day 1 (Legal outcomes, Law Table Item 7), Day 2 (Good Samaritan laws). End a Term: Day 1 (Legal consequences MC 7).
4. Discuss refusal and intervention skills. DOK₁	4a: Develop refusal skills for all forms of substance abuse.	Dangerous Decisions: Day 3 (Refusal/Negotiation skills).
	4b: Demonstrate ways to intervene and help a drug-dependent friend.	Drugs: Day 3 (Harm reduction leadership, Narcan administration). Dangerous Decisions: Day 2 (911/Narcan).
	4c: Describe how individuals can help reduce the misuse and abuse of drugs.	Tobacco: Day 2 (Tobacco-free advocacy). Drugs: Day 3 (Harm reduction leadership). Alcohol: Day 4 (Safe community advocacy).
	4d: Explain how alcohol and other drugs can increase one's vulnerability to unwanted sexual advances.	Dangerous Decisions: Day 2 (Substance impact). Sex Education: Day 3-4 (Coercion distinction).
	4e: Explore resources for addiction support and intervention (e.g., Alcoholics Anonymous, Al-Anon, Alateen).	Alcohol: Day 3 (Treatment points), Day 4 (Family addiction roles). Drugs: Day 4 (Medication-Assisted Treatment).

Unit 8: Community and Environmental Health

1. Identify community healthcare agencies, health careers, and the importance of family medical records. DOK₁	1a: Describe organizations and services that assist the community and individuals in health promotion.	Community Health: Day 4 (Public health systems/CDC, Agencies at every level), Day 5 (Community organizations/Support).
	1b: Discover health-related career opportunities.	Review Required
	1c: Explain the importance of family medical records.	Diseases: Day 5 (Family History).
2. Explain how the environment affects people and how people affect the environment. DOK₂	2a: Determine how pollution, natural disasters, overpopulation, and community violence affect our environmental health.	Environmental Health: Day 1 (Air pollution/Climate), Day 2 (Environmental justice). Community Health: Day 5 (Community trauma).
	2b: Identify air, water, noise, radiation, and ground pollution sources.	Environmental Health: Day 1 (Air pollution/Ecosystems), Day 2 (Environmental justice).
	2c: Describe government agencies that protect the environment (e.g., Environmental Protection Agency, National Oceanic and Atmospheric Administration).	Environmental Health: Day 3 (Environmental policy/Clean Air Act).
	2d: Identify the importance of conserving natural resources and sustainability (e.g., recycling, upcycling, repurposing).	Environmental Health: Day 1 (Conservation/Sustainability), Day 3 (Composting/Sustainable products).

Unit 9: Safety and First Aid

1. Discuss the promotion of safety and prevention of accidents. DOK₁	1a: Describe behaviors that promote home safety.	Review Required
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	1b: Identify basic safety rules that help prevent accidents at work and school.	Environmental Health: Day 1 (Workplace Hazard reports). First Aid: Day 1 (Immediate measures, Skill level assessment).
	1c: Discuss the different types of recreation-related injuries and how to prevent them.	Dangerous Decisions: Day 2 (Water safety/blackouts). First Aid: Day 3 (R.I.C.E./FAST, Degree of burns).
	1d: Explain ways to promote vehicle safety, including regular use of seat belts for all ages.	Dangerous Decisions: Day 1 (Risky driving), Day 3 (Distracted driving CDC data).
2. Discuss and demonstrate procedures for emergency situations. DOK₂	2a: Develop a sample emergency plan (e.g., fires, natural disasters, home invasion).	First Aid: Day 1 (911 Script, Immediate measures), Day 4 (Crisis decisions).
	2b: Assemble the contents of a basic first aid kit.	First Aid: Day 3 (Kit research), Day 5 (Red Cross supplies).
	2c: Practice first aid emergency procedures, including reporting accidents and providing first aid for wounds, choking, fractures, heart attacks, seizures, and poisonings.	First Aid: Day 2 (ABCDE, Hands-only CPR/AED sequence, Bleeding/Cardiac), Day 3 (R.I.C.E./FAST, Degree of burns), Day 4 (Seizures/Asthma, Poison Control), Day 5 (Bleeding/Simulations).