



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 **the** New Hampshire's Health and Wellness Education Requirements and  
Curriculum Guidelines (High School)

NH Ed 306 & Health Education Curriculum Guidelines: [https://gc.nh.gov/rules/state\\_agencies/ed300.html](https://gc.nh.gov/rules/state_agencies/ed300.html) | <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020/standards-health.pdf>

**New Hampshire High School Health and Wellness Education Requirements:**

Health Education Standard 1 (Concepts-CC): Students will comprehend concepts related to health promotion and disease prevention.

Health Education Standard 2 (Accessing Information-AI): Students will demonstrate the ability to access valid health information and health-promoting products and services.

Health Education Standard 3 (Self Management-SM): Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Health Education Standard 4 (Analyzing Internal and External Influences-INF): Students will analyze the influence of culture, media, technology and other factors on health.

Health Education Standard 5 (Interpersonal Communications-IC): Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Health Education Standard 6 (Decision Making-DM): Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Health Education Standard 6 (Goal Setting-GS): Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Health Education Standard 7 (Advocacy-AV): Students will demonstrate the ability to advocate for personal, family and community health.

**New Hampshire's Nine Health Education Content Areas:**

AOD-Alcohol and Other Drug Use Prevention; INJ-Injury Prevention; NUT-Nutrition; PA-Physical Activity; FLS-Family Life and Sexuality; TOB-Tobacco Use Prevention; MH-Mental Health; PCH-Personal and Consumer Health; CEH-Community and Environmental Health

**NH Ed 306.31 — Health and Wellness Education Program (High School)**

<b>Program Mandate</b>	<b>Ed 306.31(a):</b> The local school board shall ensure a developmentally appropriate health and wellness education program for each school consistent with local competencies and curriculum pursuant to Ed 306.21 and Ed 306.22.	<b>Begin a Term:</b> Day 1 (Health Mission Statement), Day 2 (Agreements). <b>Mental Health:</b> Day 1-2 (5 Dimensions). <b>End a Term:</b> Day 2 (Learning stays within you).
<b>Alignment to the 2003 Curriculum Guidelines</b>	<b>Ed 306.31(b):</b> Each school's health and wellness education program shall have competencies and curriculum aligned to "Health Education Curriculum Guidelines," 2003 edition, as referenced in Appendix II.	<b>Alcohol:</b> Day 1 (Depressant). <b>Drugs:</b> Day 1 (Stimulants/Opioids). <b>First Aid:</b> Day 2 (Hands-only CPR/AED sequence). <b>Nutrition:</b> Day 1-2 (Macro/Micro functions). <b>Sex Education:</b> Day 1-2 (Boundaries). <b>Tobacco:</b> Day 1 (Stimulant). <b>Mental Health:</b> Day 1-2 (5 Dimensions). <b>Body Systems:</b> Day 2 (Lifestyle efficiency). <b>Environmental Health:</b> Day 1 (Workplace Hazard reports).
<b>Assessment Practices</b>	<b>Ed 306.31(c):</b> School districts shall adhere to assessment practices consistent with Ed 306.19.	<b>End a Term:</b> Day 1 (MC 1-3), Day 1 (Scenario 15). <b>Nutrition:</b> Day 9-10 (SMART goal plan).
<b>High School Program of Studies</b>	<b>Ed 306.22(e)(5):</b> The local school board shall require a program of studies with learning opportunities offered to high school students in the following areas: [...] (5) Health and wellness education;	<b>Begin a Term:</b> Day 1 (Healthy year vision). <b>End a Term:</b> Day 1 (MC 1-3), Day 2 (Living System).
<b>Required Course Offerings</b>	<b>Ed 306.22(q)(5)g:</b> The following required courses in program areas shall be offered by each high school: [...] g. Health and wellness education;	<b>Begin a Term:</b> Day 1 (Core Scholar), Day 2 (Check-ins). <b>End a Term:</b> Day 1 (Signal learning).

<p><b>Graduation Competencies — Health and Wellness</b></p>	<p><b>Ed 306.23(f)(3)g:</b> Graduation requirements shall: [...] (3) Require students to demonstrate and apply competencies in the following learning areas: [...] g. In health and wellness and physical education: 1. Researching and comprehending concepts related to health promotion and disease prevention; and 2. Setting goals, advocating for, and pursuing positive health outcomes for oneself and others;</p>	<p><b>Mental Health:</b> Day 1-2 (5 Dimensions), Day 9-10 (Personal Mental Health Plan). <b>Diseases:</b> Day 5 (Research domains), Day 5 (Lifestyle/Chronic prevention). <b>Nutrition:</b> Day 3-4 (Evaluating resources), Day 9-10 (SMART goal plan). <b>Stress:</b> Day 1-2 (Wellness Advocacy Project). <b>Empathy:</b> Day 5 (Empathy growth goal). <b>Tobacco:</b> Day 2 (Tobacco-free advocacy).</p>
<p><b>Graduation Credit — Table 306-1</b></p>	<p><b>Ed 306.23(g), Table 306-1:</b> The 20 credits required for graduation shall be distributed as specified in Table 306-1 below: Table 306-1 Required Subjects and Credits for High School Graduation — "Health education: ½ credit"</p>	<p><b>Begin a Term:</b> Day 1 (Health Mission Statement), Day 2 (Vortex of Impact). <b>End a Term:</b> Day 1 (MC 1-3), Day 2 (Waves of impact).</p>
<p><b>Graduation Credit — Table 306-2 (Students Entering High School in 2026-27)</b></p>	<p><b>Ed 306.23(h), Table 306-2:</b> Beginning in the 2026-2027 school year for those students entering high school, the following credits in Table 306-2 shall be the minimum required for high school graduation: Table 306-2 Required Credits for High School Graduation — "Health and wellness education: ½ credit"</p>	<p><b>Begin a Term:</b> Day 1 (Personal Timeline/Future Letter), Day 2 (Reflective Identity). <b>End a Term:</b> Day 1 (MC 38), Day 2 (MBTI Exploration).</p>

<p align="center"><b>Alcohol and Other Drugs — High School (AOD)</b></p>		
<p><b>1. Short-Term and Long-Term Benefits and Risks of Medicinal Drugs</b></p>	<p><b>AOD 1:</b> Students need to know: 1.1 differences between dependence and addiction; 1.2 importance of taking medicines as described (dosage, duration, need for food); 1.3 necessity of using caution in taking multiple medicines</p>	<p><b>Dangerous Decisions:</b> Day 2 (Tolerance/Dependence). <b>Drugs:</b> Day 2 (Industry marketing impact), Day 3 (Possession/Misuse consequences). <b>Alcohol:</b> Day 3 (AUD chronic nature).</p>

<p><b>2. Short-term and Long-term Effects of AOD Use</b></p>	<p><b>AOD 2:</b> Students need to know: 2.1 differences between dependence and addiction; 2.2 physical, social and emotional effects of AOD use; 2.3 effects of binge drinking; 2.4 effects of inhalant use; 2.5 effects of marijuana use; 2.6 effects of steroid use; 2.7 effects of use of other illicit drugs; 2.8 relationship between AOD use and transportation injuries; 2.9 relationship between AOD use and violence and other injuries; 2.10 relationship between AOD use and sexual behavior; 2.11 relationship between AOD use and mental health; 2.12 benefits of not using AOD (physical, social, emotional, legal, financial, vocational)</p>	<p><b>Dangerous Decisions:</b> Day 1 (Risky driving), Day 2 (Alcohol, Nicotine, Cannabis, Opioids), Day 2 (Numbing). <b>Alcohol:</b> Day 1 (Ethanol depressant), Day 2 (BAC limits), Day 3 (AUD chronic nature). <b>Drugs:</b> Day 1 (Dopamine interference), Day 3 (Memory/Breathing impact).</p>
<p><b>3. Positive and Negative Influences on AOD Use</b></p>	<p><b>AOD 3:</b> Students need to know: 3.1 strategies to identify pressures to use; 3.2 internal influences; 3.3 family influences; 3.4 peer influences; 3.5 cultural influences; 3.6 legal/policy factors; 3.7 influences on different levels of AOD use</p>	<p><b>Dangerous Decisions:</b> Day 1 (Peer Pressure), Day 3 (Groupthink). <b>Alcohol:</b> Day 2 (Minor in Possession/Treatment access), Day 4 (Family addiction roles). <b>Drugs:</b> Day 2 (Industry marketing impact).</p>
<p><b>4. Healthful Choices about AOD Use</b></p>	<p><b>AOD 4:</b> Students need to know: 4.1 how to accept personal responsibility for choices about alcohol and other non-medicinal drug use; 4.2 strategies to support personal commitment not to use</p>	<p><b>Dangerous Decisions:</b> Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). <b>Alcohol:</b> Day 4 (Future you letter).</p>
<p><b>5. Communicating Healthful Choices about AOD Use</b></p>	<p><b>AOD 5:</b> Students need to know: 5.1 ways to refuse alcohol and other non-medicinal drug use; 5.2 how to get help for self and others; 5.3 ways to deal with pressure to use; 5.4 ways to encourage others not to use; 5.5 techniques to refuse to ride with someone who has been using AOD</p>	<p><b>Dangerous Decisions:</b> Day 1 (Risky driving), Day 3 (Refusal/Negotiation skills). <b>Alcohol:</b> Day 1-4 (Overdose/Poisoning response), Day 4 (Safe community advocacy). <b>Drugs:</b> Day 3 (Narcan administration).</p>

**Injury Prevention — High School (INJ)**

<p><b>1. First Aid</b></p>	<p><b>INJ 1:</b> Students need to know: 1.1 universal precautions (infection control procedures); 1.2 steps for CPR; 1.3 techniques for the Heimlich maneuver; 1.4 first aid steps for severe injuries, e.g., bleeding, broken bones</p>	<p><b>First Aid:</b> Day 1 (3 Ps), Day 2 (Hands-only CPR/AED sequence), Day 3 (R.I.C.E./FAST), Day 5 (Bleeding/Simulations). <b>End a Term:</b> Day 1 (Scene Safety Scenario).</p>
<p><b>2. Transportation Safety</b></p>	<p><b>INJ 2:</b> Students need to know: 2.1 how to use protective equipment for transportation safety; 2.2 consequences of driving under influence of alcohol or other drugs; 2.3 strategies for not riding with an impaired driver; 2.4 road emergency safety practices</p>	<p><b>Dangerous Decisions:</b> Day 1 (Risky driving), Day 3 (Distracted driving CDC data). <b>Alcohol:</b> Day 2 (BAC limits). <b>First Aid:</b> Day 1 (911 Script).</p>
<p><b>3. Violence Prevention</b></p>	<p><b>INJ 3:</b> Students need to know: 3.1 ways to avoid threatening situations; 3.2 causes of conflict; 3.3 conflict resolution techniques; 3.4 how to avoid fighting/bullying; 3.5 the importance of not carrying a weapon; 3.6 how to prevent dating violence; 3.7 how to prevent sexual assault; 3.8 how to recognize sexual harassment; 3.9 influence of AOD in conflict situations; 3.10 nonviolent ways to calm charged situations</p>	<p><b>Conflict:</b> Day 1 (Conflict styles), Day 2 (Power imbalances). <b>Violence:</b> Day 4 (Toxic masculinity/Media Literacy), Day 5 (Nonviolent Communication), Day 5 (Bystander/Confidential reporting). <b>Sex Education:</b> Day 3-4 (Coercion distinction).</p>
<p><b>4. Use of Protective Equipment</b></p>	<p><b>INJ 4:</b> Students need to know: 4.1 use of protective equipment for sports and leisure activities; 4.2 use of protective equipment at home, school and work</p>	<p><b>Environmental Health:</b> Day 1 (Workplace Hazard reports).</p>
<p><b>5. Suicide Prevention</b></p>	<p><b>INJ 5:</b> Students need to know: 5.1 signs of depression and mental illness; 5.2 how to get help for self and others; 5.3 influence of alcohol and other drug use on depression</p>	<p><b>Mental Health:</b> Day 5-6 (Hopelessness). <b>Stress:</b> Day 3-4 (Sadness vs Clinical Depression), Day 5-6 (988), Day 5-6 (Warning sign response). <b>Dangerous Decisions:</b> Day 2 (Numbing). <b>First Aid:</b> Day 4 (ALGEE model).</p>
<p><b>6. Work Safety</b></p>	<p><b>INJ 6:</b> Students need to know: 6.1 use of protective equipment in occupational settings; 6.2 strategies for worksite safety; 6.3 strategies to avoid problems related to alcohol and other drugs</p>	<p><b>Environmental Health:</b> Day 1 (Workplace Hazard reports). <b>Alcohol:</b> Day 3 (Treatment points).</p>

## Nutrition — High School (NUT)

<b>1. Healthful Eating</b>	<b>NUT 1:</b> Students need to know: 1.1 benefits of healthful eating (short-term and long-term benefits and risks); 1.2 variety and proportion of foods (consistent with Food Guide Pyramid); 1.3 benefits of consuming more water, fruits, vegetables, grains and calcium-rich foods; 1.4 benefits of decreasing fat intake; 1.5 benefits of moderating sugar intake; 1.6 how to assess personal nutritional needs, preferences and practices; 1.7 strategies for overcoming barriers to healthful eating; 1.8 how to prepare healthful meals for self and others	<b>Nutrition:</b> Day 1-2 (Macro/Micro functions), Day 1-2 (Hydration swap), Day 3-4 (Mindful eating), Day 5-6 (Identifying barriers), Day 7-8 (Blood sugar/Heart health), Day 9-10 (SMART Power Plate meal/Plan design).
<b>2. Accessing Nutrition Information and Products</b>	<b>NUT 2:</b> Students need to know: 2.1 how to analyze food nutrition labels; 2.2 how to use the Food Guide Pyramid; 2.3 Dietary Guidelines; 2.4 validity of claims of nutritional supplements and weight loss products	<b>Nutrition:</b> Day 3-4 (Evaluating resources), Day 5-6 (Recommended serving sizes analysis), Day 5-6 (Hidden Sugar Challenge), Day 5-6 (Influencer claims).
<b>3. Influences on Food Choices</b>	<b>NUT 3:</b> Students need to know: 3.1 how to analyze personal likes and dislikes; 3.2 family influences; 3.3 peer influences; 3.4 cultural influences; 3.5 how marketing, packaging and advertising influence food choices; 3.6 how mood and emotions affect food choices	<b>Nutrition:</b> Day 1-2 (Diet Culture), Day 3-4 (Cultural honoring), Day 5-6 (Healthwashing), Day 7-8 (Academic pressure).
<b>4. Balancing Food Intake and Physical Activity</b>	<b>NUT 4:</b> Students need to know: 4.1 how to assess food intake to determine energy intake; 4.2 energy expended during exercise/activity; 4.3 healthful weight management practices	<b>Nutrition:</b> Day 1-2 (Hunger cues), Day 7-8 (Energy check), Day 10 (Food log/MyFitnessPal expenditure tracking).
<b>5. Food Safety</b>	<b>NUT 5:</b> Students need to know: 5.1 importance of cleanliness; 5.2 safe food preparation, serving and storage; 5.3 reasons for food safety	<b>Nutrition:</b> Day 9-10 (Steaming/Grilling vs Frying), Day 9-10 (Food safety practices).

**Physical Activity — High School (PA)**

<p><b>1. Healthful Physical Activity</b></p>	<p><b>PA 1:</b> Students need to know: 1.1 benefits and risks of physical activity; 1.2 exercise needs: frequency, intensity, duration and type; 1.3 types of exercise: cardiorespiratory, muscular strength and endurance, and flexibility; 1.4 physiological responses to physical activity (energy expenditure, heart rate, respiratory rate, resting heart rate); 1.5 components of health-related fitness; 1.6 personal physical activity levels; 1.7 how to develop plans that include types and amounts of activity and focus on health-related physical fitness; 1.8 strategies for overcoming barriers to physical activity; 1.9 strategies for protection from cold, heat and sun during activity, e.g., hydration, sunscreen; 1.10 the importance of healthful eating and physical activity; 1.11 relationship between healthful physical activity and body composition</p>	<p><b>Nutrition:</b> Day 1-2 (Hydration swap), Day 1-2 (Performance Fitness Lab), Day 7-8 (Fuel-up goal), Day 10 (Food log/MyFitnessPal expenditure tracking). <b>Body Systems:</b> Day 2 (Lifestyle efficiency).</p>
<p><b>2. Influences on Physical Activity</b></p>	<p><b>PA 2:</b> Students need to know: 2.1 internal influences; 2.2 family influences; 2.3 peer influences; 2.4 media influences; 2.5 environmental influences; 2.6 availability of facilities and equipment</p>	<p>Review Required</p>
<p><b>3. Prevention of Sports and Exercise Injuries</b></p>	<p><b>PA 3:</b> Students need to know: 3.1 benefits of using protective equipment, proper warm-up and cool down; 3.2 techniques to prevent the spread of blood-borne pathogens; 3.3 the importance of sports and exercise rules in preventing injury; 3.4 how to inspect equipment/supplies and report hazards</p>	<p><b>First Aid:</b> Day 1 (3 Ps), Day 3 (R.I.C.E./FAST). <b>Environmental Health:</b> Day 1 (Workplace Hazard reports).</p>
<p><b>4. Effects of Drugs on Fitness</b></p>	<p><b>PA 4:</b> Students need to know: 4.1 effects of tobacco, alcohol and other drugs on performance; 4.2 how to evaluate claims of performance-enhancing drugs and nutritional supplements</p>	<p><b>Alcohol:</b> Day 1 (Depressant). <b>Drugs:</b> Day 1 (Dopamine interference). <b>Tobacco:</b> Day 1 (Prefrontal cortex effects). <b>Nutrition:</b> Day 5-6 (Influencer claims).</p>

<b>5. Products and Services for Physical Activity</b>	<b>PA 5:</b> Students need to know: 5.1 how to select products, services and facilities related to physical activity; 5.2 how to validate fitness claims	<b>Nutrition:</b> Day 5-6 (Registered Dietitians vs Influencers), Day 10 (Food log/MyFitnessPal expenditure tracking).
<b>6. Advocating for Physical Activity</b>	<b>PA 6:</b> Students need to know: 6.1 techniques for funding school, community and workplace physical activity programs; 6.2 strategies to identify facilities and environments for physical activity; 6.3 how to evaluate safety in facilities and physical activity environments	Review Required

<b>Family Life and Sexuality — High School (FLS)</b>		
<b>1. Families and Relationships</b>	<b>FLS 1:</b> Students need to know: 1.1 ways to communicate respect for self and others; 1.2 diversity of relationships, e.g., family, friends, dating, marriage; 1.3 influences of violence, e.g., date rape and other abuse	<b>Begin a Term:</b> Day 2 (Practicing consent). <b>Sex Education:</b> Day 1-2 (Boundaries), Day 3-4 (Trust/Equality/Boundaries). <b>Conflict:</b> Day 2 (Relationship wellness). <b>Violence:</b> Day 4 (Breaking Silence).
<b>2. Sexual Behavior</b>	<b>FLS 2:</b> Students need to know: 2.1 how to make a personal commitment to abstain from sexual intercourse; 2.2 most students are not engaging in sexual intercourse; 2.3 strategies for refusing unwanted or unprotected sex; 2.4 benefits of setting sexual limits, e.g., staying in school, reputation, achieving future goals; 2.5 importance of respecting sexual limits of others; 2.6 strategies for dealing with pressures to cross sexual limits; 2.7 effects of alcohol and other drug use on sexual behavior; 2.8 risks of unintended pregnancy and disease with unprotected sex; 2.9 influences on sexual behavior, e.g., family, peers, religion, media, culture, internal; 2.10 risks of multiple partners; 2.11 situations that may lead to sex; 2.12 how to make a personal commitment to avoid pregnancy, HIV and other STDs	<b>Sex Education:</b> Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map), Day 7-8 (Decision Scenario), Day 9-10 (45% of teens statistic), Day 9-10 (Abstinence proactive choice), Day 9-10 (Values check).

<b>3. HIV and Other STD Prevention</b>	<b>FLS 3:</b> Students need to know: 3.1 risks of HIV and other STDs; 3.2 effective prevention strategies—abstinence is the most effective; 3.3 common signs and symptoms of HIV and other STDs; 3.4 common routes of transmission of HIV and other STDs; 3.5 relative risks of specific behaviors; 3.6 treatment options; 3.7 valid sources of information and help; 3.8 resources for counseling and testing; 3.9 that HIV and other STDs can be asymptomatic	<b>Diseases:</b> Day 4 (STI Stigma challenge). <b>Sex Education:</b> Day 5-6 (CDC guides), Day 7-8 (STI transmission), Day 7-8 (Testing bookmarks), Day 9-10 (Confidentiality/Minor access laws).
<b>4. Pregnancy Prevention</b>	<b>FLS 4:</b> Students need to know: 4.1 abstinence is most effective method; 4.2 relative effectiveness of contraceptive methods; 4.3 importance of consistent use of contraceptives; 4.4 valid sources to get help; 4.5 effective prevention strategies	<b>Sex Education:</b> Day 7-8 (Contraceptive effectiveness/PrEP), Day 7-8 (Condom Demo/Steps), Day 9-10 (Abstinence proactive choice), Day 9-10 (Planned Parenthood).

<b>Tobacco — High School (TOB)</b>		
<b>1. Short-term and Long-term Risks of Tobacco Use</b>	<b>TOB 1:</b> Students need to know: 1.1 addictive effects of nicotine; 1.2 short-term and long-term effects of tobacco use; 1.3 harmful substances in tobacco; 1.4 risks of different types of tobacco products; 1.5 effects of tobacco use on the fetus	<b>Tobacco:</b> Day 1 (Stimulant), Day 1 (Prefrontal cortex effects). <b>Dangerous Decisions:</b> Day 2 (Alcohol, Nicotine, Cannabis, Opioids).
<b>2. Influences on Tobacco Use</b>	<b>TOB 2:</b> Students need to know: 2.1 internal influences; 2.2 family influences; 2.3 peer influences; 2.4 advertising strategies; 2.5 how to identify role models; 2.6 media influences; 2.7 legal factors	<b>Tobacco:</b> Day 1 (Vape ad decoding). <b>Dangerous Decisions:</b> Day 1 (Peer Pressure). <b>Drugs:</b> Day 2 (Industry marketing impact).
<b>3. Choosing to Be Tobacco Free</b>	<b>TOB 3:</b> Students need to know: 3.1 how to make a personal commitment not to use; 3.2 strategies to resist pressure to use; 3.3 techniques to communicate personal attitudes about tobacco use; 3.4 how to advocate for a tobacco-free environment; 3.5 most people don't use tobacco; 3.6 alternatives to tobacco use	<b>Tobacco:</b> Day 2 (Tobacco-free advocacy). <b>Dangerous Decisions:</b> Day 3 (Refusal/Negotiation skills), Day 3 (PSA - challenging "cool" risk).

<b>4. Benefits of Being Tobacco Free</b>	<b>TOB 4:</b> Students need to know: 4.1 long-term and short-term health benefits; 4.2 social benefits; 4.3 financial benefits	<b>Tobacco:</b> Day 1 (Prefrontal cortex effects), Day 2 (Tobacco-free advocacy).
<b>5. Cessation</b>	<b>TOB 5:</b> Students need to know: 5.1 barriers to quitting; 5.2 skills needed for quitting; 5.3 resources for getting help	<b>Tobacco:</b> Day 2 (Tobacco-free advocacy), Day 2 (Quit-support tools).

<b>Mental Health — High School (MH)</b>		
<b>1. Positive Self-Image</b>	<b>MH 1:</b> Students need to know: 1.1 personal assets and strengths; 1.2 characteristics of positive role models; 1.3 how to develop and demonstrate a sense of belonging; 1.4 how to develop and demonstrate a sense of empowerment; 1.5 how to develop and demonstrate a positive body image	<b>Self-Esteem:</b> Day 1 (Internal dialogue), Day 2 (Strength log), Day 4 (Internalized beauty). <b>Diversity:</b> Day 2 (Belonging). <b>Sex Education:</b> Day 1-2 (Body image).
<b>2. Emotional Health</b>	<b>MH 2:</b> Students need to know: 2.1 strategies for expressing needs, wants and feelings appropriately; 2.2 positive ways to handle emotions, e.g., mood swings, loneliness, hurt feelings, sadness; 2.3 strategies for managing and reducing anger and conflict; 2.4 ways of dealing with frustration; 2.5 how the developmental process affects emotions and behaviors; 2.6 strategies to prepare for adulthood	<b>Begin a Term:</b> Day 1 (Improve expression intention). <b>Empathy:</b> Day 2 (Emotional vocabulary). <b>Mental Health:</b> Day 3-4 (Naming it to tame it), Day 3-4 (Reacting vs Responding). <b>Conflict:</b> Day 1 (Assertiveness/I-statements). <b>Body Systems:</b> Day 3 (Hormonal shifts).

<p><b>3. Interpersonal Relationships and Communication</b></p>	<p><b>MH 3:</b> Students need to know: 3.1 how to build and maintain relationships, including appropriate ways to end relationships; 3.2 skills for effective speaking, e.g., I-statements, eye contact, assertiveness; 3.3 skills for effective listening, e.g., reflective listening; 3.4 characteristics of non-verbal communication; 3.5 ways to show respect for diversity, e.g., mental and physical disabilities, culture, race/ethnicity; 3.6 ways to resist peer pressure; 3.7 appropriate ways to end relationships; 3.8 techniques for negotiation and compromise; 3.9 how to advocate for needs and rights of others; 3.10 how to advocate for healthy social environment; 3.11 how to advocate for fairness</p>	<p><b>Empathy:</b> Day 2 (Active Listening). <b>Conflict:</b> Day 1 (Negotiation), Day 2 (Clarifying needs). <b>Diversity:</b> Day 3 (Affirming language). <b>Dangerous Decisions:</b> Day 1 (Peer Pressure). <b>Mental Health:</b> Day 9-10 (Positive culture advocacy).</p>
<p><b>4. Stress Management</b></p>	<p><b>MH 4:</b> Students need to know: 4.1 types of stressors, e.g., death, ending relationships, changing schools, rejection; 4.2 coping strategies to reduce stress, including exercise; 4.3 ways to avoid stress</p>	<p><b>Stress:</b> Day 1-2 (Eustress vs Distress), Day 1-2 (5-4-3-2-1), Day 7-8 (Grief Map), Day 9-10 (Toolkit). <b>Mental Health:</b> Day 1-2 (Stress-Relief Jar).</p>
<p><b>5. Mental Health Problems</b></p>	<p><b>MH 5:</b> Students need to know: 5.1 behaviors and symptoms of depression and other mental illness, e.g., obsessive-compulsive disorder, impulse-control disorders; 5.2 interaction of alcohol and other drugs with mental illness; 5.3 symptoms of eating disorders; 5.4 medication and other treatments for mental illness</p>	<p><b>Stress:</b> Day 3-4 (Sadness vs Clinical Depression). <b>Mental Health:</b> Day 5-6 (Numbing myths). <b>Diseases:</b> Day 4 (Disorders as disease). <b>Nutrition:</b> Day 3-4 (Clinical complexity of Anorexia/Bulimia), Day 3-4 (ED therapy).</p>
<p><b>6. Resources and Support</b></p>	<p><b>MH 6:</b> Students need to know: 6.1 when to get help; 6.2 why to get help; 6.3 where and how to get help; 6.4 how to identify support systems (formal and informal)</p>	<p><b>Begin a Term:</b> Day 2 (School counselors/nurses). <b>Mental Health:</b> Day 5-6 (Crisis Text Line), Day 9-10 (Therapists/Peer support). <b>Stress:</b> Day 5-6 (988), Day 9-10 (Circle of Support Map).</p>

**Personal and Consumer Health — High School (PCH)**

<p><b>1. Personal Health Care</b></p>	<p><b>PCH 1:</b> Students need to know: 1.1 effective brushing and flossing techniques; 1.2 importance of regular dental check-ups and cleaning; 1.3 strategies for effective teeth protection during sports and recreation; 1.4 strategies for effective eye and hearing protection</p>	<p>Review Required</p>
<p><b>2. Preventing Disease and Infection</b></p>	<p><b>PCH 2:</b> Students need to know: 2.1 importance of immunizations; 2.2 risks of antibiotic resistant strains; 2.3 role of genetics in the family history of disease; 2.4 prevention strategies associated with primary health care, e.g., BSE, testicular self-exam, Pap smear; 2.5 effective disease management routines, e.g., diabetes, asthma, allergies</p>	<p><b>Body Systems:</b> Day 2 (Immune/Vaccine stats). <b>Diseases:</b> Day 5 (Family History), Day 5 (Lifestyle/Chronic prevention). <b>Sex Education:</b> Day 5-6 (Self-exam guides/Cancer prevention). <b>Nutrition:</b> Day 5-6 (Allergies/EpiPen). <b>First Aid:</b> Day 4 (Seizures/Asthma).</p>
<p><b>3. Selecting and Using Health Care Products and Services</b></p>	<p><b>PCH 3:</b> Students need to know: 3.1 how to identify effective acne products; 3.2 similarities and differences among a variety of health care products and services; 3.3 options for health care and services for self; 3.4 options for health care and services for others; 3.5 techniques for comparing health care insurance options</p>	<p><b>Mental Health:</b> Day 1-2 (Care choices), Day 9-10 (Therapists/Peer support). <b>Nutrition:</b> Day 3-4 (Evaluating resources). <b>Community Health:</b> Day 4 (Healthcare access).</p>

**Community and Environmental Health — High School (CEH)**

<p><b>1. Community Health Services</b></p>	<p><b>CEH 1:</b> Students need to know: 1.1 how to access environment, school and community health services; 1.2 how to participate in public service activities; 1.3 community health careers; 1.4 how to advocate for health services in the community; 1.5 threats to community health, e.g., tobacco advertising, availability of alcohol and other drugs, unsafe bicycle paths; 1.6 disaster preparedness plans; 1.7 the effects of changing demographics on community services</p>	<p><b>Community Health:</b> Day 4 (Healthcare access), Day 5 (Community health influences). <b>Mental Health:</b> Day 5-6 (Planning an initiative). <b>Nutrition:</b> Day 3-4 (Food Deserts), Day 9-10 (School Lunch Advocacy). <b>Stress:</b> Day 1-2 (Wellness centers).</p>
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<p><b>2. Environmental Health and Resource Conservation</b></p>	<p><b>CEH 2:</b> Students need to know: 2.1 how to identify occupational health hazards; 2.2 community health problems related to the environment; 2.3 that individual behavior affects the environment and the community, e.g., recycling; 2.4 the interrelationship of the health of a community and the global environment; 2.5 global influences on health; 2.6 effects of the environment on the food chain; 2.7 ways to accept social responsibility for the use of natural resources</p>	<p><b>Environmental Health:</b> Day 1 (Workplace Hazard reports), Day 2 (Environmental Justice), Day 3 (Everyday decisions). <b>Diseases:</b> Day 5 (ZIP code).</p>
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