



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** New Jersey Student Learning Standards for Health Education (Grades 9-12)

New Jersey Student Learning Standards — Comprehensive Health and Physical Education (2020): <https://www.nj.gov/education/standards/chp/>

**New Jersey Comprehensive Health and Physical Education Standards (by the End of Grade 12):**

2.1 Personal and Mental Health

2.2 Physical Wellness

2.3 Safety

**Health-Education Disciplinary Concepts (Grades 9-12):**

Personal Growth and Development (PGD), Pregnancy and Parenting (PP), Emotional Health (EH), Social and Sexual Health (SSH), Community Health Services and Support (CHSS), Nutrition (N), Personal Safety (PS), Health Conditions Diseases and Medicines (HCDM), Alcohol Tobacco and other Drugs (ATD), Dependency Substance Disorder and Treatment (DSDT). Code pattern 2.1.12.PGD.1 = standard (2.1) . by the end of grade (12) . disciplinary concept (PGD) . performance expectation (1).

*Adopted June 2020 by the New Jersey State Board of Education; implementation began school year 2022-2023. This alignment covers the 63 grade-12 health-education performance expectations (Standard 2.1 complete, Standard 2.2 Nutrition, and Standard 2.3 complete). The Standard 2.2 movement and fitness core ideas — Movement Skills and Concepts (MSC), Physical Fitness (PF), and Lifelong Fitness (LF) — are physical education and fall outside this health-curriculum alignment.*

### 2.1 Personal and Mental Health — Personal Growth and Development (PGD)

<p><b>The decisions one makes can influence an individual's growth and development in all dimensions of wellness.</b></p>	<p><b>2.1.12.PGD.1:</b> Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</p>	<p><b>Begin a Term:</b> Day 1 (Health Mission Statement, Healthy year vision). <b>Mental Health:</b> Day 9-10 (Personal Mental Health Plan, Wellness Plan). <b>Self-Esteem:</b> Day 4 (Self-acceptance plan). <b>Stress:</b> Day 9-10 (Toolkit).</p>
	<p><b>2.1.12.PGD.2:</b> Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</p>	<p><b>Mental Health:</b> Day 1-2 (Biopsychosocial). <b>Body Systems:</b> Day 3 (Hormonal shifts). <b>Sex Education:</b> Day 5-6 (Development/Lifespan literacy, Physical/Social shifts). <b>Tobacco:</b> Day 1 (Prefrontal cortex effects). <b>Drugs:</b> Day 1 (Dopamine interference).</p>

### 2.1 Personal and Mental Health — Pregnancy and Parenting (PP)

<p><b>There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.</b></p>	<p><b>2.1.12.PP.1:</b> Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).</p>	<p><b>Sex Education:</b> Day 7-8 (Contraceptive effectiveness/PrEP, Condom Demo/Steps), Day 9-10 (Abstinence proactive choice).</p>
	<p><b>2.1.12.PP.2:</b> Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.</p>	<p><b>Sex Education:</b> Day 7-8 (Decision Scenario, STI transmission), Day 9-10 (Values check). <b>Body Systems:</b> Day 3 (Reproductive wellness plan).</p>
	<p><b>2.1.12.PP.3:</b> Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.</p>	<p><b>Begin a Term:</b> Day 2 (School counselors/nurses). <b>Mental Health:</b> Day 1-2 (Counselors/Support groups). <b>Sex Education:</b> Day 1-2 (Counselors).</p>

<p><b>There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts.</b></p>	<p><b>2.1.12.PP.4:</b> List the major milestones of each trimester of fetal development utilizing medically accurate information.</p>	<p><b>Sex Education:</b> Day 7-8 (Fertilization). <b>Body Systems:</b> Day 3 (Sperm/Egg production).</p>
	<p><b>2.1.12.PP.5:</b> Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).</p>	<p>Review Required</p>
	<p><b>2.1.12.PP.6:</b> Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</p>	<p><b>Sex Education:</b> Day 7-8 (Parenting/Financial effects), Day 9-10 (Values check). Day 7-8 (Pregnancy options).</p>
	<p><b>2.1.12.PP.7:</b> Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</p>	<p><b>Sex Education:</b> Day 7-8 (Parenting/Financial effects), Day 9-10 (Values check). <b>End a Term:</b> Day 1 (Long-term goal mapping).</p>
	<p><b>2.1.12.PP.8:</b> Assess the skills needed to be an effective parent.</p>	<p>Review Required</p>
	<p><b>2.1.12.PP.9:</b> Evaluate parenting strategies used at various stages of child development based on reliable sources of information.</p>	<p>Review Required</p>

**2.1 Personal and Mental Health — Emotional Health (EH)**

<p><b>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</b></p>	<p><b>2.1.12.EH.1:</b> Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p>	<p><b>Begin a Term:</b> Day 1 (Core Scholar). <b>Empathy:</b> Day 2 (Strength assessment). <b>Self-Esteem:</b> Day 2 (Strength log), Day 5 (Values foundation). <b>Mental Health:</b> Day 9-10 (Wellness Plan).</p>
	<p><b>2.1.12.EH.2:</b> Analyze factors that influence the emotional and social impact of mental health illness on the family.</p>	<p><b>Mental Health:</b> Day 5-6 (Impact on individual/community). <b>Stress:</b> Day 7-8 (Suicide loss impact, Societal acknowledgment). <b>Diseases:</b> Day 4 (Disorders as disease).</p>
<p><b>Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</b></p>	<p><b>2.1.12.EH.3:</b> Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</p>	<p><b>Mental Health:</b> Day 1-2 (Mindful breathing), Day 3-4 (Mental Health Toolbox). <b>Stress:</b> Day 1-2 (Reduction strategy), Day 3-4 (Help-seeking), Day 5-6 (Temperature Reset), Day 7-8 (Processing grief), Day 9-10 (Toolkit). <b>First Aid:</b> Day 4 (Panic attacks/Shock).</p>
	<p><b>2.1.12.EH.4:</b> Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</p>	<p><b>Mental Health:</b> Day 1-2 (Breaking Stigma PSA). <b>Empathy:</b> Day 2 (Equitable communication). <b>Stress:</b> Day 1-2 (Wellness advocacy project). <b>Diversity:</b> Day 2 (Advocating for Equity).</p>

### 2.1 Personal and Mental Health — Social and Sexual Health (SSH)

<p><b>How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</b></p>	<p><b>2.1.12.SSH.1:</b> Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</p>	<p><b>Begin a Term:</b> Day 1 (Intersectionality). <b>Self-Esteem:</b> Day 4 (Internalized beauty). <b>Diversity:</b> Day 3 (LGBTQ+ Affirmation). <b>Body Systems:</b> Day 3 (Gender identity norms). <b>Sex Education:</b> Day 5-6 (Development/Lifespan literacy).</p>
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	<b>2.1.12.SSH.2:</b> Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.	<b>Diversity:</b> Day 1 (Inclusive support), Day 2 (Advocating for Equity), Day 3 (LGBTQ+ Affirmation). <b>Self-Esteem:</b> Day 4 (Advocacy for Authenticity).
	<b>2.1.12.SSH.3:</b> Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.	<b>Empathy:</b> Day 3 (Stereotypes, Implicit Bias). <b>Diversity:</b> Day 2 (Impact of Microaggressions), Day 3 (Narratives, Representation).
<b>Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.</b>	<b>2.1.12.SSH.4:</b> Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).	<b>Begin a Term:</b> Day 2 (Practicing consent). <b>Conflict:</b> Day 1 (Assertiveness/I-statements, Negotiation), Day 2 (Accountability/Repair). <b>Sex Education:</b> Day 3-4 (Clear "No" strategies).
	<b>2.1.12.SSH.5:</b> Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.	<b>Begin a Term:</b> Day 2 (Practicing consent). <b>Sex Education:</b> Day 1-2 (Boundaries), Day 3-4 (Trust/Equality/Boundaries), Day 7-8 (Yes/No/Maybe map).
	<b>2.1.12.SSH.6:</b> Analyze the benefits of abstinence from sexual activity using reliable resources.	<b>Sex Education:</b> Day 9-10 (Abstinence proactive choice, 45% of teens statistic).
	<b>2.1.12.SSH.7:</b> Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.	<b>Sex Education:</b> Day 7-8 (Contraceptive effectiveness/PrEP, Condom Demo/Steps, Decision Scenario).
<b>There are many factors that influence how we feel about ourselves and the decisions that we make.</b>	<b>2.1.12.SSH.8:</b> Describe the human sexual response cycle, including the role of hormones and pleasure.	<b>Body Systems:</b> Day 3 (Testosterone/Estrogen, Hormonal shifts). <b>Sex Education:</b> Day 5-6 (Structures/Functions). Day 5-6 (Sexual response cycle).

	<b>2.1.12.SSH.9:</b> Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.	<b>Mental Health:</b> Day 7-8 (Jealousy/Control). <b>Sex Education:</b> Day 3-4 (Gaslighting vs respect). <b>Violence:</b> Day 5 (Crisis lines, Challenging victim-blaming).
<b>There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.</b>	<b>2.1.12.SSH.10:</b> Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.	<b>Dangerous Decisions:</b> Day 3 (Sexting laws). <b>Sex Education:</b> Day 9-10 (Confidentiality/Minor access laws). <b>End a Term:</b> Day 1 (Digital content legalities).

<b>2.1 Personal and Mental Health — Community Health Services and Support (CHSS)</b>		
<b>Healthy individuals demonstrate the ability to identify who, when where and/or how to seek help for oneself or others.</b>	<b>2.1.12.CHSS.1:</b> Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.	<b>Begin a Term:</b> Day 2 (School counselors/nurses). <b>Mental Health:</b> Day 1-2 (Counselors/Support groups), Day 5-6 (Crisis Text Line), Day 9-10 (Therapists/Peer support). <b>Stress:</b> Day 1-2 (Wellness centers).
	<b>2.1.12.CHSS.2:</b> Develop an advocacy plan for a health issue and share this information with others who can benefit.	<b>Stress:</b> Day 1-2 (Wellness Advocacy Project). <b>Mental Health:</b> Day 5-6 (Planning an initiative), Day 9-10 (Positive culture advocacy). <b>Diversity:</b> Day 2 (Advocating for Equity).
	<b>2.1.12.CHSS.3:</b> Explain the purpose of the Safe Haven Law and identify locations in your community.	Review Required

	<b>2.1.12.CHSS.4:</b> Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).	<b>Sex Education:</b> Day 5-6 (CDC guides), Day 7-8 (Testing bookmarks), Day 9-10 (Planned Parenthood). Day 7-8 (Pregnancy options).
<b>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</b>	<b>2.1.12.CHSS.5:</b> Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).	<b>Mental Health:</b> Day 5-6 (Crisis Text Line). <b>First Aid:</b> Day 2 (AED Locator, Hands-only CPR/AED sequence). <b>Sex Education:</b> Day 5-6 (Self-exam guides/Cancer prevention).
	<b>2.1.12.CHSS.6:</b> Evaluate the validity of health information, resources, services, in school, home and in the community.	<b>Diseases:</b> Day 4 (Media Literacy), Day 5 (Research domains). <b>Nutrition:</b> Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers). <b>Tobacco:</b> Day 1 (Vape ad decoding).
<b>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</b>	<b>2.1.12.CHSS.7:</b> Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).	<b>Nutrition:</b> Day 3-4 (Food Deserts), Day 9-10 (School Lunch Advocacy). <b>Diversity:</b> Day 2 (Advocating for Equity).
	<b>2.1.12.CHSS.8:</b> Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.	<b>Environmental Health:</b> Day 1-3 (Climate change/global health).

<p><b>Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.</b></p>	<p><b>2.1.12.CHSS.9:</b> Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.</p>	<p><b>Mental Health:</b> Day 5-6 (Listening/Thanking them), Day 9-10 (Support Plan). <b>Stress:</b> Day 5-6 (ALGEE, Warning sign response), Day 9-10 (Circle of Support Map). <b>First Aid:</b> Day 4 (ALGEE model).</p>
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<p align="center"><b>2.2 Physical Wellness — Nutrition (N)</b></p>		
<p><b>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</b></p>	<p><b>2.2.12.N.1:</b> Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.</p>	<p><b>Nutrition:</b> Day 1-2 (Diet Culture), Day 5-6 (Healthwashing, Influencer claims), Day 7-8 (Academic pressure), Day 9-10 (Economic access).</p>
	<p><b>2.2.12.N.2:</b> Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.</p>	<p><b>Nutrition:</b> Day 1-2 (Hunger cues), Day 7-8 (Energy check, Fuel-up goal), Day 10 (Food log/MyFitnessPal expenditure tracking).</p>
	<p><b>2.2.12.N.3:</b> Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.</p>	<p><b>Nutrition:</b> Day 1-2 (Macro/Micro functions), Day 3-4 (Omega-3s), Day 5-6 (Sugar/Trans fats), Day 7-8 (Antioxidants/Fiber).</p>
	<p><b>2.2.12.N.4:</b> Implement strategies and monitor progress in achieving a personal nutritional health plan.</p>	<p><b>Nutrition:</b> Day 3-4 (Mindful eating), Day 7-8 (Packing snacks), Day 9-10 (SMART goal plan, SMART Power Plate meal/Plan design).</p>

	<b>2.2.12.N.5:</b> Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.	<b>Nutrition:</b> Day 7-8 (Blood sugar/Heart health), Day 9-10 (Nutrient preservation, Steaming/Grilling vs Frying). <b>Diseases:</b> Day 5 (Lifestyle/Chronic prevention).
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<b>2.3 Safety — Personal Safety (PS)</b>		
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<b>Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</b>	<b>2.3.12.PS.1:</b> Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).	<b>Begin a Term:</b> Day 2 (Vortex of Impact). <b>Dangerous Decisions:</b> Day 1 (STOP-THINK-CHOOSE, Peer Pressure, Risky Choices), Day 3 (Pre-decision challenge).
	<b>2.3.12.PS.2:</b> Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.	<b>Dangerous Decisions:</b> Day 3 (Sexting/Digital footprint leaks, Sexting laws). <b>Mental Health:</b> Day 7-8 (Cyberbullying/Digital footprints). <b>Sex Education:</b> Day 1-2 (Sexting consequences). <b>End a Term:</b> Day 1 (Scenario 11).
	<b>2.3.12.PS.3:</b> Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractors, seatbelt use, the use of hand-held devices).	<b>Dangerous Decisions:</b> Day 1 (Risky driving, Legal outcomes), Day 3 (Distracted driving CDC data). <b>End a Term:</b> Day 1 (Scene Safety Scenario).
	<b>2.3.12.PS.4:</b> Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.	<b>Dangerous Decisions:</b> Day 1 (Risky driving), Day 2 (Substance impact, Alcohol, Nicotine, Cannabis, Opioids). <b>Alcohol:</b> Day 2 (BAC limits).

<p><b>State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.</b></p>	<p><b>2.3.12.PS.5:</b> Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).</p>	<p><b>Violence:</b> Day 4 (Breaking Silence), Day 5 (Bystander/Confidential reporting, Crisis lines). <b>Sex Education:</b> Day 9-10 (Confidentiality/Minor access laws).</p>
	<p><b>2.3.12.PS.6:</b> Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.</p>	<p><b>Mental Health:</b> Day 7-8 (Jealousy/Control). <b>Violence:</b> Day 4 (Toxic masculinity, Ripple effects), Day 5 (Challenging victim-blaming, Bystander culture/Gender roles).</p>
	<p><b>2.3.12.PS.7:</b> Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.</p>	<p>Review Required</p>
<p><b>Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.</b></p>	<p><b>2.3.12.PS.8:</b> Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).</p>	<p><b>Empathy:</b> Day 3 (Cyberbullying). <b>Mental Health:</b> Day 7-8 (Digital Balance, Responding to exclusion). <b>Dangerous Decisions:</b> Day 3 (Digital safety). <b>Sex Education:</b> Day 1-2 (Sexting consequences).</p>
	<p><b>2.3.12.PS.9:</b> Evaluate strategies to use social media safely, legally, and respectfully.</p>	<p><b>Mental Health:</b> Day 7-8 (Online Hygiene Plan, Digital Personas). <b>Dangerous Decisions:</b> Day 3 (Sexting/Digital footprint leaks). <b>End a Term:</b> Day 1 (Online Data Scenario).</p>
	<p><b>2.3.12.PS.10:</b> Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</p>	<p><b>Dangerous Decisions:</b> Day 3 (Sexting/Digital footprint leaks, Sexting laws). <b>Mental Health:</b> Day 7-8 (Cyberbullying/Digital footprints). <b>Sex Education:</b> Day 1-2 (Sexting consequences).</p>

### 2.3 Safety — Health Conditions, Diseases and Medicines (HCDM)

<p><b>Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</b></p>	<p><b>2.3.12.HCDM.1:</b> Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).</p>	<p><b>Diseases:</b> Day 5 (Lifestyle/Chronic prevention). <b>Body Systems:</b> Day 3 (Reproductive wellness plan). <b>Sex Education:</b> Day 5-6 (Self-exam guides/Cancer prevention), Day 7-8 (Confidential testing advocacy, Contraceptive effectiveness/PrEP).</p>
<p><b>Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.</b></p>	<p><b>2.3.12.HCDM.2:</b> Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.</p>	<p><b>Drugs:</b> Day 1 (Dopamine interference, Stimulants/Opioids), Day 3 (Memory/Breathing impact). <b>Alcohol:</b> Day 1 (Ethanol depressant). <b>Dangerous Decisions:</b> Day 2 (Substance impact).</p>
	<p><b>2.3.12.HCDM.3:</b> Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).</p>	<p><b>Sex Education:</b> Day 7-8 (Contraceptive effectiveness/PrEP, STI transmission). <b>Diseases:</b> Day 4 (STI Stigma challenge).</p>
<p><b>Public health policies are created to influence health promotion and disease prevention and can have global impact.</b></p>	<p><b>2.3.12.HCDM.4:</b> Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).</p>	<p><b>Diseases:</b> Day 4 (NCD comparison, Media Literacy), Day 5 (Research domains, Family History).</p>
	<p><b>2.3.12.HCDM.5:</b> Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).</p>	<p><b>Body Systems:</b> Day 2 (Immune/Vaccine stats). <b>Diseases:</b> Day 4 (NCD comparison), Day 5 (Research domains).</p>

<p><b>Mental health conditions affect individuals, family members, and communities.</b></p>	<p><b>2.3.12.HCDM.6:</b> Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, impulse disorders).</p>	<p><b>Mental Health:</b> Day 1-2 (Wellness spectrum), Day 3-4 (Emotional regulation consequences), Day 9-10 (NAMI stats). <b>Stress:</b> Day 3-4 (Sadness vs Clinical Depression), Day 7-8 (Suicide loss impact). <b>Diseases:</b> Day 4 (Disorders as disease), Day 5 (Physiological impact).</p>
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<p><b>2.3 Safety — Alcohol, Tobacco and other Drugs (ATD)</b></p>		
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<p><b>Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.</b></p>	<p><b>2.3.12.ATD.1:</b> Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness.</p>	<p><b>Mental Health:</b> Day 5-6 (Numbing pain). <b>Stress:</b> Day 1-2 (Escape/Numb out). <b>Dangerous Decisions:</b> Day 1 (Risky choice impact), Day 2 (Coping). <b>Drugs:</b> Day 1 (Dopamine interference).</p>
	<p><b>2.3.12.ATD.2:</b> Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).</p>	<p><b>Dangerous Decisions:</b> Day 2 (Alcohol, Nicotine, Cannabis, Opioids, Substance quiz). <b>Alcohol:</b> Day 1 (Depressant). <b>Drugs:</b> Day 1 (Stimulants/Opioids). <b>Tobacco:</b> Day 1 (Stimulant, Vape ad decoding).</p>
	<p><b>2.3.12.ATD.3:</b> Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.</p>	<p><b>Dangerous Decisions:</b> Day 1 (Risky choice impact, Legal outcomes), Day 2 (Tolerance/Dependence). <b>Alcohol:</b> Day 3 (AUD chronic nature). <b>Drugs:</b> Day 2 (Tolerance).</p>

2.3 Safety — Dependency, Substances Disorder and Treatment (DSDT)		
Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.	2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.	<b>Dangerous Decisions:</b> Day 2 (Tolerance/Dependence). <b>Alcohol:</b> Day 3 (AUD chronic nature). <b>Drugs:</b> Day 2 (Tolerance), Day 3 (Memory/Breathing impact). <b>End a Term:</b> Day 1 (Synthetic Opioids MC 4).
	2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.	<b>Dangerous Decisions:</b> Day 1 (STOP-THINK-CHOOSE, Decision fatigue). <b>Alcohol:</b> Day 4 (Future you letter). <b>Drugs:</b> Day 4 (Systemic inequities/Stigma).
	2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).	<b>Dangerous Decisions:</b> Day 1 (Legal outcomes), Day 2 (Good Samaritan laws). <b>Alcohol:</b> Day 2 (BAC limits, Minor in Possession/Treatment access), Day 3 (Criminal records). <b>Drugs:</b> Day 3 (Possession/Misuse consequences).
	2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.	<b>Alcohol:</b> Day 4 (Safe community advocacy). <b>Drugs:</b> Day 3 (Harm reduction leadership). <b>Tobacco:</b> Day 2 (Tobacco-free advocacy). <b>End a Term:</b> Day 1 (Scenario 15).
Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.	2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).	<b>Dangerous Decisions:</b> Day 2 (911/Narcan). <b>Alcohol:</b> Day 3 (Treatment points), Day 4 (Hero/Scapegoat/Mascot roles). <b>Drugs:</b> Day 4 (Medication-Assisted Treatment).