



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** Rhode Island's Health Education Framework and Comprehensive Health
Instructional Outcomes (High School)

Rhode Island Curriculum Framework for Health Education & Comprehensive Health Instructional Outcomes: <https://ride.ri.gov/instruction-assessment/other-subjects>

The Rhode Island Health Education Standards (Curriculum Framework for Health Education K-12, June 2022)::

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Comprehensive Health Instructional Outcomes (Revised 2003; 2012; 2015) — Content Areas, Grades 9-10 and 11-12::

Personal Health; Mental and Emotional Health; Injury Prevention; Nutrition; Sexuality and Family Life; Disease Control and Prevention; Substance Use and Abuse Prevention

RIDE's June 2022 Curriculum Framework for Health Education adopts the National Health Education Standards as the Rhode Island Health Education Standards; the RI Comprehensive Health Instructional Outcomes (revised 2003/2012/2015, current posting March 2024) provide Rhode Island's coded high-school outcomes for Grades 9-10 and 11-12. This document aligns HET to both. HET meets all National Health Education Standards.

Personal Health — Grades 9-10

Standard 1	1.1: analyze how behavior can impact health maintenance and disease prevention. (REQUIRED TOPICS: health as a balance; interpretation of data relating to prevalence of physical activity among youth; relationship of gender, age, socioeconomic status, and other demographics to lifestyle; frequency, duration and intensity and their relationship to conditioning; dietary and nutritional supplements and fitness)	Begin a Term: Day 1 (Health Mission Statement). Mental Health: Day 1-2 (5 Dimensions). Nutrition: Day 5-6 (Influencer claims), Day 10 (Food log/MyFitnessPal expenditure tracking). Diseases: Day 5 (Lifestyle/Chronic prevention).
	1.2: explain the interrelationships of mental, emotional, social and physical health throughout young adulthood. (REQUIRED TOPICS: benefits from physical activity; how rest improves fitness; facts and fallacies regarding exercise and diet; tailoring exercise to individual needs)	Self-Esteem: Day 2 (Nature Walk). Mental Health: Day 1-2 (5 Dimensions), Day 1-2 (Biopsychosocial). Nutrition: Day 7-8 (Energy check). Body Systems: Day 1 (Gut-brain disruption).
	1.3: explain how to delay onset and reduce risks of potential life-long health problems relating to lifestyle. (REQUIRED TOPICS: preparation for engaging in physical activity to avoid injury and maximize benefits; caring for minor ailments associated with physical activity)	Nutrition: Day 7-8 (Blood sugar/Heart health). Diseases: Day 5 (Lifestyle/Chronic prevention). First Aid: Day 3 (R.I.C.E./FAST).
	1.4: analyze how the family, peers, community and environment influence the lifestyle and quality of life of individuals. (REQUIRED TOPICS: activity level, food choices, littering, recycling)	Begin a Term: Day 2 (Social Determinants). Self-Esteem: Day 2 (Peer Influence). Nutrition: Day 3-4 (Food Deserts). Environmental Health: Day 1 (Workplace Hazard reports).
Standard 2	2.5: analyze the cost and availability of physical activity products and services for individuals.	Review Required

	<p>2.6: analyze situations relating to personal health requiring professional health services (REQUIRED TOPICS: reporting injuries; mental and emotional health needs relating to health practices such as eating disorders.)</p>	<p>Nutrition: Day 3-4 (NEDA/Professional medical care), Day 3-4 (ED therapy). First Aid: Day 1 (911 Script).</p>
	<p>2.7: explain requirements for entering and pursuing specific careers related to physical activity, health care and related fields: (REQUIRED TOPICS: health educator; physical educator; worksite health promotion specialist; coach; dance instructor; massage therapist; occupational health; pharmacist; aerobics instructor; exercise physiologist; sports medicine)</p>	<p>Review Required</p>
<p>Standard 3</p>	<p>3.1: analyze the role of individual responsibility for enhancing health. (REQUIRED TOPICS: choices and consequences; tailoring physical activity to individual needs; establishing criteria for selection of fitness equipment)</p>	<p>Begin a Term: Day 1 (Core Scholar). Dangerous Decisions: Day 1 (Risky Choices). Nutrition: Day 3-4 (Intentional choice).</p>
	<p>3.2: evaluate personal health behaviors to determine strategies for health enhancement and risk reduction (REQUIRED TOPICS: appraising personal health behaviors; use of safety equipment in recreational, sport or leisure activities; selecting activities and exercise according to potential fitness benefits)</p>	<p>Stress: Day 1-2 (Survey). Nutrition: Day 5-6 (Balance survey), Day 10 (Food log/MyFitnessPal expenditure tracking).</p>
<p>Standard 4</p>	<p>4.2: evaluate the effect of media and other factors on personal, family, community health and environmental. (REQUIRED TOPICS: impact of age, gender, race, ethnicity, socioeconomic status and culture on type and level of physical activity; use of dietary supplements and fitness; conditions which produce environmental pollution)</p>	<p>Self-Esteem: Day 4 (Instagram/TikTok). Nutrition: Day 5-6 (Influencer claims). Environmental Health: Day 1 (Workplace Hazard reports).</p>

	<p>4.2: evaluate media influences on the selection of information and products impacting the environment. (REQUIRED TOPICS: worksite health issues. e.g. safety, exposure to environmental toxins, etc.; ozone depletion; global warming; technology which reduces pollution; preserves various species; improved agricultural practices)</p>	<p>Nutrition: Day 5-6 (Healthwashing). Environmental Health: Day 1 (Workplace Hazard reports).</p>
Standard 5	<p>5.1: apply effective skills for communicating effectively with the family, peers and others about personal, family, community and environmental health.</p>	<p>Empathy: Day 2 (Active Listening). Stress: Day 3-4 ("I" statements), Day 7-8 (Parent-Teen Communicator).</p>
Standard 6	<p>6.1: analyze the ability to use different strategies when making decisions related to lifestyle for young adults (REQUIRED TOPICS: selection and use of fitness equipment, clubs and programs; fad diets; risk reduction as a combination of factors)</p>	<p>Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE). Nutrition: Day 1-2 (Diet Culture), Day 3-4 (Evaluating resources).</p>
	<p>6.2: analyze lifestyle concerns that require individuals to work together. (REQUIRED TOPICS: reducing risks for CV disease, CA, and other disease and disability in a community or population group.)</p>	<p>Nutrition: Day 9-10 (School Lunch Advocacy). Diseases: Day 5 (Lifestyle/Chronic prevention), Day 5 (ZIP code).</p>
	<p>6.3: predict immediate and long-term impact of lifestyle decisions on the individual, family and community and environment. (REQUIRED TOPICS: factors and steps in decision-making; on-going nature of decision making throughout life; benefits of engaging in healthy lifestyle - social, emotional, physical, economic.)</p>	<p>Begin a Term: Day 2 (Vortex of Impact). Dangerous Decisions: Day 1 (Risky choice impact). End a Term: Day 2 (Waves of impact).</p>

	<p>6.5: compare and contrast a variety of plans that address personal strengths, needs and risks related to lifestyle change, health behaviors and the environment. (REQUIRED TOPICS: setting personal goals; self-contracts; commitment to personal goals; calculating risks; pros and cons of individual vs. group activities to enhance wellness.)</p>	<p>Begin a Term: Day 1 (Health Mission Statement), Day 1 (Future letter 1/5/10yr). Mental Health: Day 9-10 (Wellness Plan). Nutrition: Day 9-10 (SMART goal plan).</p>
Standard 7	<p>7.1: evaluate information and express opinions about lifestyle and wellness.</p>	<p>Stress: Day 1-2 (Wellness Advocacy Project). Nutrition: Day 3-4 (PSA Project).</p>
	<p>7.2: design methods for accurately expressing information and ideas about wellness.</p>	<p>Mental Health: Day 1-2 (Breaking Stigma PSA). Stress: Day 1-2 (Wellness Advocacy Project). Nutrition: Day 3-4 (PSA Project).</p>
	<p>7.4: influence and support others in making choices about positive health behaviors.</p>	<p>Empathy: Day 5 (Kindness project). Nutrition: Day 3-4 (Supporting Diego). Tobacco: Day 2 (Tobacco-free advocacy).</p>
	<p>7.5: work cooperatively when advocating for healthy communities. (REQUIRED TOPICS: identifying community resources; supporting positive changes in communities which enhance wellness; identifying community resources; how to work with community groups and governmental agencies.)</p>	<p>Mental Health: Day 9-10 (Positive culture advocacy). Stress: Day 1-2 (Wellness centers). Nutrition: Day 9-10 (School Lunch Advocacy).</p>

Personal Health — Grades 11-12		
Standard 1	<p>1.1: analyze the interrelationships of mental, emotional, social and physical health throughout life. (REQUIRED TOPICS: impact of lifestyle on life span, quality of life; models for understanding and planning behavior change; Stages of Change Model - pre-contemplation, contemplation, preparation, action, maintenance, relapse and re-entry.)</p>	<p>Mental Health: Day 1-2 (5 Dimensions), Day 1-2 (Biopsychosocial). Stress: Day 9-10 (Habit building). End a Term: Day 1 (Homeostasis).</p>

	<p>1.2: analyze how the family, peers, community and environment influence public health. (REQUIRED TOPICS: magnitude of physical activity among various age groups; risk reduction; prevention)</p>	<p>Begin a Term: Day 2 (Social Determinants). Nutrition: Day 9-10 (Economic access). Diseases: Day 5 (ZIP code).</p>
	<p>1.4: analyze how public health policies and government regulations influence health promotion. (REQUIRED TOPICS: health education and health promotion; regulations, laws and policies regarding physical activity in schools)</p>	<p>Dangerous Decisions: Day 2 (Good Samaritan laws). Nutrition: Day 9-10 (School food rules/Federal law analysis). Alcohol: Day 2 (BAC limits).</p>
Standard 3	<p>3.1: evaluate the effect of responsible behaviors on self, others and the community. (REQUIRED TOPICS: personal physical activity levels; short and long-term effects of personal health choices.)</p>	<p>Begin a Term: Day 1 (Core Scholar). Dangerous Decisions: Day 1 (Risky choice impact). Nutrition: Day 10 (Food log/MyFitnessPal expenditure tracking).</p>
Standard 4	<p>4.1: research a school or community issue relating to health promotion and wellness, resulting from the influence of culture, media, technology or other factors.</p>	<p>Mental Health: Day 9-10 (School climate). Stress: Day 1-2 (Wellness Advocacy Project). Nutrition: Day 9-10 (School Lunch Advocacy).</p>
	<p>4.2: develop alternative solutions to a researched wellness issue.</p>	<p>Mental Health: Day 5-6 (Planning an initiative). Stress: Day 9-10 (Problem-solving). Nutrition: Day 9-10 (School Lunch Advocacy).</p>
Standard 5	<p>5.1: evaluate the effectiveness of communication methods for accurately expressing safety and injury prevention issues. (REQUIRED TOPICS: pro-social, communication and cooperation skills; dealing with diversity; resolving conflict.) Overlap: INJ</p>	<p>Empathy: Day 2 (Equitable communication). Conflict: Day 1 (Assertiveness/I-statements). Violence: Day 5 (NVC - Nonviolent Communication).</p>
Standard 6	<p>6.2: design, implement and evaluate a plan for attaining a personal health goal.</p>	<p>Begin a Term: Day 1 (Health Mission Statement). Mental Health: Day 9-10 (Personal Mental Health Plan). Stress: Day 9-10 (Habit building). Nutrition: Day 9-10 (SMART goal plan).</p>

Standard 7	7.1: discuss accurate information and express opinions about wellness.	Mental Health: Day 9-10 (NAMI stats). Stress: Day 1-2 (Wellness Advocacy Project).
	7.2: adapt health promotion and wellness messages and techniques to the characteristics of a particular audience.	Empathy: Day 1 (Empathy-driven cause). Mental Health: Day 1-2 (Breaking Stigma PSA). Diversity: Day 3 (Media for Equity).
	7.3: influence and support others in making positive choices regarding their personal health behaviors.	Empathy: Day 5 (Kindness project). Nutrition: Day 3-4 (Supporting Diego). Tobacco: Day 2 (Tobacco-free advocacy).
	7.4: work cooperatively when advocating for wellness, including creating and maintaining a positive family, school and community environment.	Mental Health: Day 9-10 (Positive culture advocacy). Stress: Day 1-2 (Wellness Advocacy Project). Diversity: Day 2 (Advocating for Equity).
	7.5: evaluate community health services and systems addressing wellness and make recommendations for improving those systems and services.	Stress: Day 1-2 (Wellness centers), Day 5-6 (988). Violence: Day 5 (Crisis lines).

Mental and Emotional Health — Grades 9-10

Standard 1	1.1: analyze how mental and emotional health can impact health maintenance and disease prevention. (REQUIRED TOPICS: effect on judgement; anxiety and depression and susceptibility to disease;) Overlaps: PSL, DCP, SFL, INJ	Mental Health: Day 1-2 (Biopsychosocial), Day 1-2 (Wellness spectrum). Stress: Day 3-4 (Foggy brain/Headaches). Dangerous Decisions: Day 1 (Decision fatigue).
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	<p>1.2: describe the interrelationships of mental, emotional, social and physical throughout young adulthood. (REQUIRED TOPICS: self-image- personal, social, ideal; personal qualities and characteristics; personal development over time; capacity and potential for personal growth and change; heredity and environment; fallacies regarding suicide; signs signaling suicide; eating disorders)</p>	<p>Self-Esteem: Day 2 (Early Experiences), Day 2 (Reshaped over time). Stress: Day 5-6 (Warning sign response), Day 5-6 (Sudden calm). Nutrition: Day 3-4 (Clinical complexity of Anorexia/Bulimia).</p>
	<p>1.3: analyze the impact of emotional expression on the functioning of body systems. (REQUIRED TOPICS: anxiety; eustress; effect on performance, concentration, etc.; depression as a common emotional response to distress; positive mental/emotional states and physical health)</p>	<p>Stress: Day 1-2 (Eustress vs Distress), Day 3-4 (Foggy brain/Headaches), Day 3-4 (Sadness vs Clinical Depression). Body Systems: Day 2 (Stress impact).</p>
	<p>1.4: analyze how the family, peers, community and environment are interrelated with mental and emotional health. (REQUIRED TOPICS: peer pressure; violence in society) Overlap: INJ</p>	<p>Self-Esteem: Day 2 (Peer Influence). Stress: Day 1-2 (Racism/Sexism). Violence: Day 4 (Ripple effects).</p>
Standard 2	<p>2.2: analyze resources from home, school and community that provide valid mental health information, e.g. identify adults at school, home, and community to go to for help for yourself or others. (REQUIRED TOPICS: different types of available assistance; elements and rationale of support systems)</p>	<p>Begin a Term: Day 2 (School counselors/nurses). Mental Health: Day 1-2 (Counselors/Support groups). Stress: Day 3-4 (Valid points of help).</p>
	<p>2.4: access school and community resources and services for personal or family problems, and for treating alcohol.</p>	<p>Mental Health: Day 5-6 (Crisis Text Line). Stress: Day 5-6 (988). Alcohol: Day 2 (Minor in Possession/Treatment access).</p>
	<p>2.6: analyze situations requiring professional health services (REQUIRED TOPICS: seeking help in reaction to signs of suicide.)</p>	<p>Mental Health: Day 5-6 (Crisis plan). Stress: Day 3-4 (Sadness vs Clinical Depression), Day 5-6 (Warning sign response).</p>

Standard 3	3.1: analyze the role of individual responsibility for healthy behaviors; maintaining healthy relationships. (REQUIRED TOPICS: choices and consequences; effects of emotions on behavior, judgment, and reason)	Mental Health: Day 3-4 (Emotional regulation consequences), Day 3-4 (Reacting vs Responding). Conflict: Day 2 (Relationship wellness).
	3.2: evaluate personal stress management habits to determine strategies for enhancing health and reducing risk. (REQUIRED TOPICS: sharing and facing a crisis with others and its effect on anxiety.)	Stress: Day 1-2 (Survey), Day 1-2 (Reduction strategy), Day 9-10 (Toolkit).
	3.3: analyze the short-term and long-term consequences of risky and harmful behaviors (REQUIRED TOPICS: personal feelings and attitudes about suicide; dealing with depression and/or anxiety; effects of dating violence and bullying/cyberbullying on victims).	Mental Health: Day 7-8 (Cyberbullying/Digital footprints). Stress: Day 5-6 (Silence impacts). Violence: Day 4 (Ripple effects).
	3.4: outline strategies for dealing with mental and emotional health emergencies and crises, including suicide. (Overlaps: INJ, PSL)	Mental Health: Day 5-6 (Crisis plan). Stress: Day 5-6 (Safety Plan), Day 5-6 (ALGEE). First Aid: Day 4 (ALGEE model).
	3.5: research and evaluate strategies to manage stress in individuals.	Mental Health: Day 3-4 (Adaptive coping). Stress: Day 1-2 (Reduction strategy), Day 9-10 (Toolkit), Day 9-10 (Problem-solving).
Standard 4	4.1: analyze how cultural diversity enriches and challenges appropriate emotional expression. (REQUIRED TOPICS: cultural experiences, attitudes and practices)	Empathy: Day 2 (Culture/Technology), Day 2 (Emotional vocabulary). Diversity: Day 2 (Cultural humility).
	4.2: evaluate the effect of media and other factors on personal, family and community expression of emotions, including sexual violence and dating violence.	Mental Health: Day 1-2 (Social Media Trap). Violence: Day 4 (Toxic masculinity/Media Literacy), Day 4 (Doxxing).

	4.4: analyze how information from the community, peers and others influences behaviors in response to emotions. REQUIRED TOPICS: dealing with conflict; complex emotions)	Mental Health: Day 7-8 (Online validation influence). Conflict: Day 2 (Digital norms). Dangerous Decisions: Day 3 (Groupthink).
Standard 5	5.1: apply skills for communicating effectively with the family, peers and others. (REQUIRED TOPICS: assertive behavior; listening skills; "befriending" skills to prevent suicide)	Empathy: Day 2 (Active Listening). Stress: Day 5-6 (Active listening/Refusing secrets). Conflict: Day 1 (Assertiveness/I-statements).
	5.2: analyze how interpersonal communication effects relationships. (REQUIRED TOPIC: conflict resolution)	Conflict: Day 1 (Conflict styles), Day 2 (Communication Balance), Day 2 (Relationship wellness).
	5.3: use healthy ways to express needs, wants and feelings, e.g. maintaining healthy relationships.	Mental Health: Day 3-4 (Naming it to tame it). Stress: Day 3-4 ("I" statements). Conflict: Day 2 (Clarifying needs).
	5.4: communicate care, consideration and respect of self and others.	Empathy: Day 1 (Respectful dialogue), Day 2 (Active Listening). Mental Health: Day 1-2 (Judgment-free listening).
	5.5: apply strategies for solving interpersonal conflicts without harming self or others. Overlaps: SFL, INJ	Conflict: Day 1 (Negotiation), Day 2 (Accountability/Repair). Violence: Day 5 (NVC - Nonviolent Communication).
	5.6: apply refusal, negotiation; limit setting and collaboration skills needed to avoid potentially harmful situations. Overlap: INJ	Empathy: Day 4 (Saying No), Day 4 (Boundaries). Conflict: Day 1 (Negotiation). Dangerous Decisions: Day 3 (Refusal/Negotiation skills).
	5.7: analyze the possible causes of conflict in schools, families and communities. Overlaps: INJ, COM	Conflict: Day 1 (Background), Day 1 (Uptown upbringing), Day 1 (Defense mechanisms).

	5.8: apply healthy strategies used to prevent conflict.	Conflict: Day 1 (Safe Space Shield), Day 1 (Culture of Peace), Day 2 (Digital norms).
Standard 6	6.1: analyze the ability to use different strategies when making decisions related to mental and emotional health needs, e.g. seeking help for dating violence, sexual violence, sexual harassment, and bullying/harassment. (REQUIRED TOPICS: substance use; coping with stress; relationships; seeking help)	Mental Health: Day 1-2 (Care choices), Day 5-6 (Seeking support). Violence: Day 5 (Bystander/Confidential reporting).
	6.2: analyze mental health concerns that require individuals to work together. (REQUIRED TOPICS: suicide prevention; eating disorders; depression) Overlap: NUT	Mental Health: Day 5-6 (Planning an initiative). Stress: Day 5-6 (Reducing silence). Nutrition: Day 3-4 (NEDA/Professional medical care).
	6.3: predict immediate and long-term impact of emotional expression on the individual, family and community. (REQUIRED TOPICS: factors and steps in decision-making; on-going nature of decision making throughout life.	Begin a Term: Day 2 (Vortex of Impact). Mental Health: Day 3-4 (Emotional regulation consequences). End a Term: Day 2 (Waves of impact).
	6.4: describe how personal health goals are influenced by changes in information, abilities, priorities, and responsibilities.	Self-Esteem: Day 2 (Reshaped over time). Mental Health: Day 9-10 (Wellness Plan). Stress: Day 9-10 (Habit building).
	6.5: compare and contrast a variety of mental health strategies that address personal strengths, needs and risks. (REQUIRED TOPICS: setting personal goals; self-contracts)	Mental Health: Day 3-4 (Mental Health Toolbox), Day 9-10 (Personal Mental Health Plan). Stress: Day 9-10 (Toolkit).

<p>Standard 7</p>	<p>7.1: discuss accurate information about mental and emotional health issues, including suicide prevention and express opinions about them, types of violence warning signs of dating violence/cycle of abuse; safety planning. (REQUIRED TOPICS: effects of Violence, including dating violence, bullying, cyberbullying, self-destructive behaviors, misdirected emotions on individual, family and society)</p>	<p>Mental Health: Day 1-2 (Breaking Stigma PSA). Stress: Day 5-6 (Stigma), Day 5-6 (Warning sign response). Violence: Day 5 (Protective Factors).</p>
	<p>7.2: design methods for accurately expressing information and ideas about mental health promotion and suicide prevention.</p>	<p>Mental Health: Day 1-2 (Breaking Stigma PSA). Stress: Day 5-6 (Reducing silence).</p>
	<p>7.3: utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about mental health issues.</p>	<p>Mental Health: Day 1-2 (Judgment-free listening). Stress: Day 5-6 (Stigma), Day 5-6 (Silence impacts).</p>
	<p>7.4: influence and support others in making positive health choices, e.g. helping friends who are victims of dating violence, bullying, harassment, domestic violence community resources. (REQUIRED TOPICS: avoiding substances; seeking professional help/treatment; managing stress changing unhealthy behaviors) Overlaps: PSL, NUT, DCP</p>	<p>Mental Health: Day 5-6 (Listening/Thanking them), Day 9-10 (Offering empathy). Violence: Day 5 (Bystander/Confidential reporting).</p>
	<p>7.5: work cooperatively when advocating for healthy communities. (REQUIRED TOPICS: identifying community resources; laws addressing violent behaviors.)</p>	<p>Mental Health: Day 9-10 (Positive culture advocacy). Violence: Day 4 (Doxxing prevention), Day 5 (Crisis lines).</p>

Mental and Emotional Health — Grades 11-12

Standard 1	1.1: analyze interrelationships of mental, emotional, social and physical health throughout life. (REQUIRED TOPICS: heredity and environment; depression & mental illness; maturation; key tasks in each stage of human growth and development) Overlaps: SFL, PSL	Mental Health: Day 1-2 (Biopsychosocial). Stress: Day 3-4 (Sadness vs Clinical Depression). Sex Education: Day 5-6 (Development/Lifespan literacy).
	1.2: analyze how the family, peers, community and environment influence mental and emotional health. (REQUIRED TOPICS: victimization and abuse;) Overlaps: SFL, ENV, SAP	Begin a Term: Day 2 (Social Determinants). Stress: Day 9-10 (Poverty/Discrimination). Violence: Day 4 (Ripple effects).
	1.3: describe how to delay onset and reduce risks of potential life-long health problems relating to poor mental and emotional health. (REQUIRED TOPICS: alcoholism, drug dependency and treatment, depression in young adults; appropriate identification and expression of emotions)	Mental Health: Day 3-4 (Naming it to tame it). Stress: Day 3-4 (Sadness vs Clinical Depression). Alcohol: Day 3 (AUD chronic nature). Drugs: Day 4 (Medication-Assisted Treatment).
Standard 2	2.1: evaluate resources from home, school and community that provide valid information about mental health and mental illness treatment for self and others.	Mental Health: Day 1-2 (Counselors/Support groups), Day 9-10 (Therapists/Peer support). Stress: Day 3-4 (Valid points of help).
	2.3: evaluate situations requiring professional health services. (REQUIRED TOPICS: eating disorders, substance use, drug dependency, suicidal tendencies; depression and other mental illness; emotional, sexual, physical abuse; dating violence, sexual harassment, bullying/harassment) Overlaps: PSL, FL	Stress: Day 5-6 (Warning sign response). Violence: Day 5 (Crisis lines). Nutrition: Day 3-4 (NEDA/Professional medical care).
	2.4: evaluate opportunities for career choices in the field of mental health.	Review Required
	2.5: analyze the educational requirements, demands, rewards and benefits of a career in the field of mental health.	Review Required

Standard 3	3.1: evaluate the effect of responsible behaviors on self, others and community. (REQUIRED TOPICS: avoiding ATOD; setting personal goals)	Mental Health: Day 9-10 (Wellness Plan). Dangerous Decisions: Day 2 (Substance impact). Alcohol: Day 4 (Future you letter).
	3.2: design a plan with recommended strategies to address a mental health issue in the local community which presents a threat to individual, family or community health. (REQUIRED TOPICS: violence; dating violence, impact of individual behaviors on family and society; suicide among youth) Overlaps: PSL, SFL	Mental Health: Day 5-6 (Planning an initiative). Stress: Day 5-6 (Reducing silence). Violence: Day 5 (Protective Factors).
	3.4: research and evaluate strategies to manage stress by individual and groups within the family, at school, at work, or in other social situations.	Mental Health: Day 3-4 (Adaptive coping). Stress: Day 1-2 (Reduction strategy), Day 9-10 (Toolkit implementation).
Standard 4	4.1: research a school or community mental health issue resulting from the influence of culture, media, technology and other factors. (REQUIRED TOPICS: violence and aggression on TV; gangs, dating violence, bullying, cyberbullying, harassment) Overlaps: SFL, ENV, INJ	Mental Health: Day 7-8 (Cyberbullying/Digital footprints). Stress: Day 1-2 (Wellness Advocacy Project). Violence: Day 4 (Toxic masculinity/Media Literacy).
	4.2: develop and implement a solution to a researched mental issue.	Mental Health: Day 5-6 (Planning an initiative), Day 7-8 (Online Hygiene Plan). Stress: Day 9-10 (Problem-solving).
Standard 5	5.2: apply strategies to a selected situation that facilitate effective communication among individuals or groups, e.g. effects of sexting and long lasting effects of types of negative shared digital media. (REQUIRED TOPICS: suicide prevention "befriending skills"; negotiation; conflict resolution)	Stress: Day 5-6 (Active listening/Refusing secrets). Conflict: Day 1 (Negotiation). Dangerous Decisions: Day 3 (Sexting/Digital footprint leaks).

Standard 6	6.1: evaluate different strategies when making decisions related to managing stress, and dealing with conflict. (REQUIRED TOPICS: analysis of personal goals; self-contracts for personal growth).	Mental Health: Day 3-4 (Reacting vs Responding). Stress: Day 9-10 (Problem-solving). Conflict: Day 1 (Regulation strategy).
	6.2: design, evaluate and implement a plan for attaining a personal mental health goal.	Mental Health: Day 9-10 (Personal Mental Health Plan), Day 9-10 (Support Plan). Stress: Day 9-10 (Habit building).
	6.3: analyze the essential skills and strategies needed by an individual to enable him/her to develop, modify and implement effective plans to achieve and maintain optimum, lifelong health, e.g. healthy relationship skills; knowledge of safety planning for dating violence. (REQUIRED TOPICS: communication skills; various decision-making models)	Mental Health: Day 9-10 (Wellness Plan). Stress: Day 5-6 (Safety Plan). Sex Education: Day 3-4 (Trust/Equality/Boundaries).
Standard 7	7.1: discuss accurate information and express opinions about mental health issues.	Mental Health: Day 9-10 (NAMI stats). Stress: Day 5-6 (Stigma).
	7.2: adapt messages and techniques about mental and emotional health, including suicide prevention, to the characteristics of a particular audience.	Mental Health: Day 1-2 (Breaking Stigma PSA). Stress: Day 5-6 (Reducing silence).
	7.3: influence and support others in making positive choices regarding their mental and emotional health.	Mental Health: Day 5-6 (Listening/Thanking them), Day 9-10 (Offering empathy).
	7.4: work cooperatively when advocating for mental and emotional health promotion.	Mental Health: Day 9-10 (Positive culture advocacy). Stress: Day 1-2 (Wellness Advocacy Project).
	7.5: evaluate community health services and systems in place relating to mental health, suicide prevention and make recommendations for improving those systems and services.	Mental Health: Day 5-6 (Crisis Text Line). Stress: Day 5-6 (988), Day 1-2 (Wellness centers).

Injury Prevention — Grades 9-10

Standard 1	1.1: analyze how behavior can impact personal safety. (REQUIRED TOPICS: magnitude of the injury problem among various age groups; predictability of injuries; interpretation of data relating to incidence and prevalence of various injuries)	Dangerous Decisions: Day 1 (Risky Choices), Day 1 (Risky driving), Day 3 (Distracted driving CDC data).
	1.3: analyze the impact of risk-taking behaviors and the occurrence of injuries on the functioning of body systems, and the significance of disabling injuries (REQUIRED TOPICS: physical, mental, emotional, social implications of injury; various injuries - e.g. breaks, strains, sprains; burns; falls; motor-vehicle related risks; head and spinal cord injury)	Dangerous Decisions: Day 2 (Substance impact). First Aid: Day 2 (Bleeding/Cardiac), Day 3 (Degree of burns), Day 3 (R.I.C.E./FAST).
	1.4: analyze how the family, peers, community and environment influence the health of individuals. (REQUIRED TOPICS: the consequences of participating in high-risk behaviors)	Self-Esteem: Day 2 (Peer Influence). Dangerous Decisions: Day 1 (Peer Pressure), Day 3 (Groupthink).
Standard 2	2.4: access school and community health services for self and others.	Begin a Term: Day 2 (School counselors/nurses). Violence: Day 5 (Crisis lines). First Aid: Day 2 (AED Locator).
	2.6: analyze situations requiring professional health services (REQUIRED TOPICS: reporting child abuse; when to call for medical help: traffic related injuries; falls resulting in head injury; substance use; burns; water/boating injuries; sports injuries; weapons; poison.)	Dangerous Decisions: Day 2 (911/Narcan). First Aid: Day 1 (911 Script), Day 4 (Poison Control).

	2.7: explain requirements for entering and pursuing specific health careers related to safety: (REQUIRED TOPICS: public safety officer, EMT, nurse, physician, educator, policy maker)	Review Required
Standard 3	3.1: analyze the role of individual responsibility for preventing injuries. (REQUIRED TOPICS: choices and consequences; effects of drugs/alcohol on behavior, reason and judgment)	Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE), Day 2 (Substance impact). First Aid: Day 1 (Willingness to act).
	3.2: evaluate personal risk-taking behaviors to determine strategies for health enhancement and risk reduction (REQUIRED TOPICS: use of safety equipment in recreational, sport or leisure activities; avoiding dangerous situations; occupational injuries, e.g. falls, lifting, repetitive movement; sharp objects, occupational choice; avoiding abusive relationships.)	Dangerous Decisions: Day 1 (Risk Management Plan), Day 2 (Water safety/blackouts). Sex Education: Day 3-4 (Gaslighting vs respect). Environmental Health: Day 1 (Workplace Hazard reports).
	3.5: develop injury prevention and management strategies for personal, family and community health.	Dangerous Decisions: Day 1 (Risk Management Plan). First Aid: Day 1 (3 Ps), Day 5 (Red Cross supplies).
	3.6: identify and demonstrate ways to avoid and reduce threatening situations.	Dangerous Decisions: Day 3 (Refusal/Negotiation skills), Day 3 (Digital safety). Violence: Day 5 (Intervention choice).
Standard 4	4.4: analyze how information from the community influences injury prevention behaviors. (REQUIRED TOPICS: local, state and federal rules, regulations and law regarding safety and prevention of injury)	Dangerous Decisions: Day 2 (Good Samaritan laws), Day 3 (Sexting laws), Day 3 (Distracted driving CDC data).
Standard 5	5.1: use effective communication skills with family, peers and others. (REQUIRED TOPICS: assertive behavior; listening skills; "befriending" skills) Overlaps: SFL, MH	Empathy: Day 2 (Active Listening). Stress: Day 5-6 (Active listening/Refusing secrets). Conflict: Day 1 (Assertiveness/I-statements).

	5.2: analyze how interpersonal communication affects relationships. (REQUIRED TOPICS: conflict resolution) Overlaps: SFL, MH	Conflict: Day 1 (Conflict styles), Day 2 (Communication Balance).
	5.3: use healthy ways to express needs, wants and feelings, without using violence.	Conflict: Day 2 (Clarifying needs). Violence: Day 5 (NVC - Nonviolent Communication).
	5.4: use ways to communicate care, consideration and respect of self and others. (REQUIRED TOPICS: knowledge of and respectful for the diversity of others)	Empathy: Day 1 (Respectful dialogue). Diversity: Day 3 (Affirming language).
	5.5: apply strategies for solving interpersonal conflicts without harming self or others. Overlaps: SFL, MH	Conflict: Day 1 (Negotiation), Day 2 (Accountability/Repair). Violence: Day 5 (NVC - Nonviolent Communication).
	5.6: apply refusal, negotiation and collaboration skills needed to avoid potentially harmful situations. Overlap: MH	Empathy: Day 4 (Saying No). Dangerous Decisions: Day 3 (Refusal/Negotiation skills). Sex Education: Day 3-4 (Clear "No" strategies).
	5.7: analyze the possible causes of conflict in schools, families and communities leading to injury.	Conflict: Day 1 (Background), Day 1 (Uptown upbringing). Violence: Day 4 (Toxic masculinity).
	5.8: use healthy strategies to prevent intentional injury	Conflict: Day 1 (Culture of Peace). Violence: Day 4 (Refusal/Advocacy), Day 5 (Protective Factors).
Standard 6	6.1: analyze the ability to use different strategies when making decisions related to injury prevention. (REQUIRED TOPICS: identifying personal, family and community safety plans)	Stress: Day 5-6 (Safety Plan). Dangerous Decisions: Day 1 (Risk Management Plan).

	6.2: analyze safety concerns that require individuals to work together. (REQUIRED TOPICS: community safety efforts; occupational risks) Overlap: NUT	Conflict: Day 2 (Community accountability). Violence: Day 5 (Bystander/Confidential reporting). First Aid: Day 5 (Emergency leadership).
	6.3: predict immediate and long-term impact of risk-taking decisions on the individual, family and community. (REQUIRED TOPICS: factors and steps in decision-making; on-going nature of decision making throughout life.	Begin a Term: Day 2 (Vortex of Impact). Dangerous Decisions: Day 1 (Risky choice impact). End a Term: Day 2 (Waves of impact).
	6.5: compare and contrast a variety of plans that address personal strengths, needs and risks for injury. (REQUIRED TOPICS: setting personal goals; self-contracts; calculating risks; avoiding assault)	Dangerous Decisions: Day 1 (Risk Management Plan). Violence: Day 5 (Protective Factors).
Standard 7	7.1: discuss accurate information and express opinions about safety and prevention of injuries.	Dangerous Decisions: Day 3 (PSA - challenging "cool" risk). First Aid: Day 1 (Willingness to act).
	7.2: design methods for accurately expressing information and ideas about safety and injury prevention.	Conflict: Day 1-2 (Guidebooks/PSAs). Dangerous Decisions: Day 3 (PSA - challenging "cool" risk).
	7.4: influence and support others in making choices about safety and injury prevention. (REQUIRED TOPICS: avoiding injury; seeking professional help/treatment; avoiding violence) Overlaps: PSL, NUT, DCP)	Dangerous Decisions: Day 2 (911/Narcan). Violence: Day 4 (Refusal/Advocacy). First Aid: Day 2 (Bystander delegation).
	7.5: work cooperatively when advocating for safe, healthy communities. (REQUIRED TOPICS: laws to address safety; identifying community resources.)	Conflict: Day 2 (Community accountability). Dangerous Decisions: Day 2 (Good Samaritan laws). Violence: Day 5 (Crisis lines).

Injury Prevention — Grades 11-12

Standard 1	<p>1.2: analyze how the family peers, community and environment influence public health. (REQUIRED TOPICS: regulations and laws regarding public safety; magnitude of the injury problem among various age groups; predictability of injuries; interpretation of data relating to incidence and prevalence of various injuries) Overlap: SFL</p>	<p>Begin a Term: Day 2 (Social Determinants). Dangerous Decisions: Day 2 (Good Samaritan laws), Day 3 (Distracted driving CDC data).</p>
	<p>1.4: analyze how public health policies and government regulations influence individual and community health and safety.</p>	<p>Dangerous Decisions: Day 2 (Good Samaritan laws), Day 3 (Sexting laws). Alcohol: Day 2 (BAC limits).</p>
	<p>1.3: analyze how the public influences the development of public health policy and government regulations regarding safety and injury prevention.</p>	<p>Stress: Day 1-2 (Wellness Advocacy Project). Alcohol: Day 4 (Safe community advocacy).</p>
Standard 2	<p>2.1: evaluate situations requiring professional health services, (REQUIRED TOPICS: reporting child abuse; when to call for medical help; traffic related injuries; falls resulting in head injury; substance use; burns; water/boating injuries; sports injuries; weapons; poison) Overlaps: PSL,SFL</p>	<p>Dangerous Decisions: Day 2 (911/Narcan). First Aid: Day 1 (911 Script), Day 4 (Poison Control).</p>
	<p>2.4: evaluate opportunities for career choices in the field of injury prevention and safety.</p>	<p>Review Required</p>
	<p>2.5: analyze the educational requirements, demands, rewards and benefits of a career in the field of public health; public safety, injury prevention and/or injury treatment.</p>	<p>Review Required</p>

Standard 3	3.2: evaluate injury prevention and management strategies for personal, family, workplace and community health. (REQUIRED TOPICS: home and occupational safety; correct performance of adult CPR and AED awareness, basic first aid for injury, heart attack and choking)	First Aid: Day 1 (3 Ps), Day 2 (Hands-only CPR/AED sequence), Day 2 (ABCDE), Day 4 (Seizures/Asthma). Environmental Health: Day 1 (Workplace Hazard reports).
Standard 4	4.1: research a school or community safety issue resulting from the influence of culture, media, technology or other factors. (REQUIRED TOPICS: TV/movie violence; sexual assault; recreational safety; interpersonal violence)	Dangerous Decisions: Day 3 (Distracted driving CDC data). Violence: Day 4 (Toxic masculinity/Media Literacy), Day 4 (Doxxing).
Standard 5	5.1: evaluate the effectiveness of communication methods for accurately expressing safety and injury prevention issues. (REQUIRED TOPICS: pro-social, communication and cooperation skills; dealing with diversity; resolving conflict)	Conflict: Day 1 (Assertiveness/I-statements). Violence: Day 5 (NVC - Nonviolent Communication).
Standard 6	6.1: evaluate different strategies to use when making decision about resolving conflict and avoiding injury. (REQUIRED TOPICS: impact of alcohol/drugs on judgment and decision-making; conflict resolution skills; avoiding violence; choices about safety precautions)	Conflict: Day 1 (Conflict styles). Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE), Day 2 (Substance impact).
Standard 7	7.1: discuss accurate information and express opinions about injury prevention and safety.	Dangerous Decisions: Day 3 (PSA - challenging "cool" risk). First Aid: Day 1 (Willingness to act).
	7.2: adapt injury prevention messages and techniques to the characteristics of a particular audience.	Conflict: Day 1-2 (Guidebooks/PSAs). Dangerous Decisions: Day 3 (PSA - challenging "cool" risk).
	7.3: influence and support others in making positive choices regarding avoiding injury.	Dangerous Decisions: Day 2 (911/Narcan). Violence: Day 4 (Refusal/Advocacy). First Aid: Day 2 (Bystander delegation).

	7.4: work cooperatively when advocating for injury prevention, including creating and maintaining a positive family, school and community environment.	Conflict: Day 2 (Community accountability). Violence: Day 5 (Bystander/Confidential reporting).
	7.5: evaluate community health services and systems addressing public safety and make recommendations for improving those systems and services.	Stress: Day 5-6 (988). Violence: Day 5 (Crisis lines). First Aid: Day 2 (AED Locator).

Nutrition Education — Grades 9-10		
Standard 1	1.1: analyze how nutrition behaviors can impact health maintenance and disease prevention. (REQUIRED TOPICS: weight management/fad diets; principal dietary factors associated with heart disease, cancer, diabetes, obesity, osteoporosis)	Nutrition: Day 1-2 (Diet Culture), Day 1-2 (Macro/Micro functions), Day 7-8 (Blood sugar/Heart health). Diseases: Day 5 (Lifestyle/Chronic prevention).
	1.2: describe the interrelationships of mental, emotional, social and physical health through young adulthood. (REQUIRED TOPIC: changing nutritional needs)	Nutrition: Day 1-2 (Hunger cues), Day 7-8 (Academic pressure), Day 7-8 (Energy check).
	1.3: analyze the impact of personal nutrition behaviors on the functioning of body systems. (REQUIRED TOPIC: specific dietary needs of athletes)	Nutrition: Day 7-8 (Blood sugar/Heart health), Day 7-8 (Antioxidants/Fiber). Body Systems: Day 1 (Gut-brain disruption).
	1.4: analyze how the family, peers, community and environment influence the nutritional health of individuals.	Nutrition: Day 3-4 (Food Deserts), Day 3-4 (Cultural honoring), Day 9-10 (Economic access).
Standard 2	2.1: evaluate the validity of nutrition information, products and services (REQUIRED TOPICS: sound sources of nutrition information; safe weight management programs vs. fad diets)	Nutrition: Day 3-4 (Evaluating resources), Day 5-6 (Influencer claims), Day 5-6 (Registered Dietitians vs Influencers).

	2.2: analyze resources from home, school and community that provide valid nutrition information (REQUIRED TOPIC: sound sources of information)	Nutrition: Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers).
	2.3: evaluate media influences on the selection of nutrition information and food products. (REQUIRED TOPIC: nutrition issues published through the media can confuse/overwhelm consumers)	Nutrition: Day 1-2 (Diet Culture), Day 5-6 (Healthwashing), Day 5-6 (Influencer claims).
	2.5: analyze the cost and availability of health care products and services.	Nutrition: Day 3-4 (Food Deserts), Day 9-10 (Economic access).
	2.6: analyze situations requiring professional health services (REQUIRED TOPIC: eating disorders)	Nutrition: Day 3-4 (NEDA/Professional medical care), Day 3-4 (ED therapy).
	2.7: explain requirements for entering and pursuing health careers in nutrition.	Review Required
Standard 3	3.1: analyze the role of individual responsibility for healthy nutrition behaviors.	Nutrition: Day 3-4 (Intentional choice), Day 3-4 (Mindful eating).
	3.2: evaluate personal nutrition/eating habits to determine strategies for enhancing health and reducing risk.	Nutrition: Day 5-6 (Balance survey), Day 10 (Food log/MyFitnessPal expenditure tracking).
	3.3: analyze the short-term and long-term consequences of proper and poor nutrition habits.	Nutrition: Day 5-6 (Sugar/Trans fats), Day 7-8 (Blood sugar/Heart health). Diseases: Day 5 (Lifestyle/Chronic prevention).
	3.4: demonstrate strategies to improve or maintain personal, family and community health with regard to nutrition.	Nutrition: Day 7-8 (Packing snacks), Day 7-8 (Fuel-up goal), Day 9-10 (SMART Power Plate meal/Plan design).
Standard 4	4.1: analyze how cultural diversity enriches and challenges nutrition behaviors.	Nutrition: Day 3-4 (Cultural honoring).

	4.2: evaluate the effect of media and other factors on personal, family and community nutrition practices.	Nutrition: Day 1-2 (Diet Culture), Day 3-4 (Thinness narrative harm), Day 5-6 (Healthwashing).
	4.3: evaluate the impact of technology on personal, family and community nutrition practices.	Nutrition: Day 5-6 (Influencer claims), Day 10 (Food log/MyFitnessPal expenditure tracking).
	4.4: analyze how information from the community influences nutrition behaviors.	Nutrition: Day 9-10 (School food rules/Federal law analysis), Day 9-10 (Economic access).
Standard 5	5.1: use skills for communicating effectively about nutrition issues with the family, peers and others.	Nutrition: Day 3-4 (Supporting Diego), Day 3-4 (PSA Project).
Standard 6	6.1: analyze different strategies when making decision related to nutrition. (REQUIRED TOPICS: dietary analysis; tracking food intake; weight management.)	Nutrition: Day 3-4 (Intentional choice), Day 10 (Food log/MyFitnessPal expenditure tracking).
	6.2: analyze nutrition concerns that require individuals to work together. (REQUIRED TOPICS; nutrition advocacy; eating disorders.)	Nutrition: Day 3-4 (NEDA/Professional medical care), Day 9-10 (School Lunch Advocacy).
	6.3: predict immediate and long-term impact of nutrition-related decision on the individual, family and community.	Nutrition: Day 5-6 (Sugar/Trans fats), Day 7-8 (Blood sugar/Heart health).
	6.4: describe how personal nutrition goals are influenced by changes in information, abilities, priorities, and responsibilities. (REQUIRED TOPIC: application of U.S. Dietary Guidelines.)	Nutrition: Day 5-6 (Recommended serving sizes analysis), Day 9-10 (SMART goal plan).
	6.5: compare and contrast a variety of nutrition plans that address personal strengths, needs and risks.	Nutrition: Day 9-10 (SMART Power Plate meal/Plan design), Day 9-10 (SMART goal plan).
Standard 7	7.1: discuss accurate nutrition information and express opinions about health issues.	Nutrition: Day 3-4 (PSA Project), Day 5-6 (Hidden Sugar Challenge).

	7.2: design methods for accurately expressing nutrition information and ideas.	Nutrition: Day 3-4 (PSA Project).
	7.3: utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about nutrition issues.	Nutrition: Day 3-4 (Supporting Diego), Day 5-6 (Identifying barriers).
	7.4: influence and support others in making positive nutrition choices.	Nutrition: Day 3-4 (Supporting Diego), Day 7-8 (Fuel-up goal).
	7.5: work cooperatively when advocating for healthy communities.	Nutrition: Day 9-10 (School Lunch Advocacy).

Nutrition Education — Grades 11-12

Standard 1	1.1: Analyze interrelationships of proper nutrition on mental, emotional, social and physical health throughout life. (REQUIRED TOPICS: nutrition and daily functioning; nutrient deficiencies, excesses; perinatal nutrition)	Nutrition: Day 1-2 (Macro/Micro functions), Day 7-8 (Academic pressure), Day 7-8 (Blood sugar/Heart health).
	1.2: analyze how the family, peers, community and environment influence availability and accessibility of nutritional foods to various population groups. (REQUIRED TOPICS: US Dietary Guidelines, RDA; how these can be met in a variety of ways)	Nutrition: Day 3-4 (Food Deserts), Day 9-10 (Economic access).
	1.3: describe how to delay onset and reduce risks of potential life-long health problems relating to nutrient excesses and deficiencies.. (REQUIRED TOPICS: fat and CHD; calcium and osteoporosis; facts and myths regarding nutrition and athletic performance)	Nutrition: Day 5-6 (Sugar/Trans fats), Day 7-8 (Antioxidants/Fiber), Day 7-8 (Blood sugar/Heart health). Diseases: Day 5 (Lifestyle/Chronic prevention).

	1.4: analyze how public health policies and government regulations relating to nutrition influence health promotion and disease prevention. (REQUIRED TOPICS: Role of government agencies; FDA; food safety; public health campaigns; food additives)	Nutrition: Day 9-10 (School food rules/Federal law analysis).
	1.4a: Analyze how the public influences the development of public health policies and government regulations regarding nutrition. (REQUIRED TOPICS: consumer activism; food safety; food choice)	Nutrition: Day 9-10 (School Lunch Advocacy).
Standard 2	2.1: evaluate resources from home, school and community that provide valuable nutrition information for self and others. (REQUIRED TOPICS: sound sources of nutrition information)	Nutrition: Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers).
	2.2: evaluate all factors that influence personal selection of food, food products, food and nutrition services (REQUIRED TOPIC: safe weight management vs. fad diets)	Nutrition: Day 1-2 (Diet Culture), Day 5-6 (Healthwashing), Day 5-6 (Influencer claims).
	2.3: evaluate situations requiring professional health services. (REQUIRED TOPIC: eating disorders, weight management, sports medicine)	Nutrition: Day 3-4 (NEDA/Professional medical care), Day 3-4 (ED therapy).
	2.4: evaluate opportunities for career choices in the field of nutrition.	Review Required
	2.5: analyze the educational requirements, demands, rewards and benefits of a career in the field of nutrition.	Review Required

Standard 3	3.1: evaluate the effect of responsible nutrition behaviors on self, others and community. (REQUIRED TOPICS: eating disorders; personal and cultural eating patterns; US Dietary guidelines and RDA)	Nutrition: Day 3-4 (Clinical complexity of Anorexia/Bulimia), Day 3-4 (Cultural honoring), Day 5-6 (Recommended serving sizes analysis).
	3.2: design a plan with recommended strategies to address poor nutritional practices in the local community which present a threat to health. (REQUIRED TOPICS: fast food and other restaurant selections; malnourishment in specific population groups; exercise and nutrition)	Nutrition: Day 9-10 (School Lunch Advocacy), Day 9-10 (SMART Power Plate meal/Plan design), Day 9-10 (Economic access).
Standard 4	4.1: research a school or community nutrition issue resulting from the influence of culture, media, technology and other factors. (REQUIRED TOPICS: dietary myths; nutrition controversies; personal and cultural eating patterns)	Nutrition: Day 3-4 (Evaluating resources), Day 5-6 (Healthwashing), Day 5-6 (Influencer claims).
	4.2: develop and implement a solution to a researched nutrition issue.	Nutrition: Day 9-10 (School Lunch Advocacy).
Standard 6	6.1: analyze different strategies when making decisions related to nutrition. (REQUIRED TOPICS: dietary analysis; tracking food intake).	Nutrition: Day 3-4 (Intentional choice), Day 10 (Food log/MyFitnessPal expenditure tracking).
	6.2: design, implement and evaluate a plan for attaining a personal nutrition goal.	Nutrition: Day 9-10 (SMART goal plan), Day 9-10 (SMART Power Plate meal/Plan design).
	6.3: analyze the essential skills and strategies needed by an individual to enable him/her to develop, modify and implement effect nutrition plans to achieve and maintain optimum, lifelong health.	Nutrition: Day 7-8 (Fuel-up goal), Day 9-10 (SMART goal plan).
Standard 7	7.1: discuss accurate information and express opinions about nutrition.	Nutrition: Day 3-4 (PSA Project), Day 5-6 (Hidden Sugar Challenge).

	7.2: adapt nutrition messages and techniques to the characteristics of a particular audience.	Nutrition: Day 3-4 (PSA Project), Day 3-4 (Thinness narrative harm).
	7.3: influence and support others in making positive nutrition choices.	Nutrition: Day 3-4 (Supporting Diego).
	7.4: work cooperatively when advocating for nutrition issues.	Nutrition: Day 9-10 (School Lunch Advocacy).
	7.5: evaluate community health services and systems relating to nutrition in place and make recommendations for improving those systems and services.	Nutrition: Day 9-10 (School food rules/Federal law analysis), Day 9-10 (School Lunch Advocacy).

Sexuality and Family Life — Grades 9-10

Standard 1	1.1: analyze how behavior can impact reproductive health maintenance. (REQUIRED TOPICS: need for contraception during intercourse unless pregnancy is planned; advantages and disadvantages of various methods of contraception; fetal development; childbirth; role of mother, father, coach during labor and delivery; definition of legal abortion)	Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP), Day 7-8 (Condom Demo/Steps), Day 7-8 (Fertilization).
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	<p>1.2: describe the interrelationships of mental, emotional, social and physical health throughout young adulthood. (REQUIRED TOPICS: function of sexual and reproductive anatomy; facts vs. myths; human sexual response cycle; sexual feelings and desires throughout life; role of hormones in growth and development and reproductive and sexual functioning; people with disabilities have sexual feelings, needs and desires; dating readiness and interest varies among individuals; sexual expression as an important component of individual's sexual identity; homosexuality, heterosexuality, bisexuality and implications for sexual health, sexual activity, gender roles, etc.)</p>	<p>Body Systems: Day 3 (Hormonal shifts), Day 3 (Testosterone/Estrogen), Day 3 (Gender identity norms). Sex Education: Day 5-6 (Structures/Functions), Day 5-6 (Development/Lifespan literacy).</p>
	<p>1.3: analyze the impact of adolescent sexual health behaviors on the individual, families, the community and society. (REQUIRED TOPICS: adolescent pregnancy; STDs; sexual harassment and sexual assault, relationship between sexual behaviors and sexual violence.)</p>	<p>Violence: Day 4 (Breaking Silence). Sex Education: Day 7-8 (STI transmission), Day 7-8 (Parenting/Financial effects).</p>
	<p>1.4: analyze how the family, peers, community, and environment influence the health of individuals. (REQUIRED TOPICS: various reasons people date, such as companionship, to share an experience with someone, friendship and love.; expression of feelings, including love, is a matter of choice and should not go against personal values; parental concerns; compromising feelings; types of families; factors affecting family functioning (e.g. mobility, divorce, death); interaction of heredity, the environment and the family)</p>	<p>Sex Education: Day 1-2 (Boundaries), Day 3-4 (Trust/Equality/Boundaries). End a Term: Day 2 (Generational cycles).</p>
<p>Standard 2</p>	<p>2.1: evaluate the validity of health information products and resources.</p>	<p>Sex Education: Day 5-6 (CDC guides), Day 5-6 (Self-exam guides/Cancer prevention).</p>

	<p>2.2: analyze appropriate resources from home, school, community which can assist an individual and/or couple with issues such as sexuality, family life, feelings and/or relationships (REQUIRED TOPICS: sexual health and sexual identity/orientation; sexual activity, gender role stereotyping; sexual assault and harassment; finding helpful adults such as parents, teachers, guidance counselors, physicians, mental health counselors, religious leaders, gay/lesbian community resources).</p>	<p>Begin a Term: Day 2 (School counselors/nurses). Sex Education: Day 1-2 (Counselors), Day 9-10 (Planned Parenthood).</p>
	<p>2.4: access school and community resources for self and others. (REQUIRED TOPICS: adolescents with an unplanned pregnancy should talk with their parents, religious leaders, health care providers, and/or other trusted adults.)</p>	<p>Sex Education: Day 1-2 (Counselors), Day 9-10 (Planned Parenthood), Day 9-10 (Confidentiality/Minor access laws).</p>
	<p>2.6: analyze situation requiring professional services for teens. (REQUIRED TOPICS: using health professionals (e.g. gynecologist, obstetrician, urologist, community agencies, etc.); dealing with sexual harassment/assault)</p>	<p>Violence: Day 5 (Crisis lines). Sex Education: Day 7-8 (Testing bookmarks), Day 7-8 (Confidential testing advocacy).</p>
Standard 3	<p>3.1: analyze the role of individual responsibility for enhancing health (REQUIRED TOPICS: abstinence from sexual intercourse is the preferred sexual behavior for adolescents; responsible behaviors such as contraceptive use; condom use, etc.)</p>	<p>Sex Education: Day 7-8 (Condom Demo/Steps), Day 7-8 (Contraceptive effectiveness/PrEP), Day 9-10 (Abstinence proactive choice).</p>
	<p>3.2: explain why it is important to talk with one's partner /other trusted adults about contraception prior to deciding to use it.</p>	<p>Sex Education: Day 1-2 (Counselors), Day 7-8 (Yes/No/Maybe map), Day 7-8 (Decision Scenario).</p>

	<p>3.3: analyze the short-term and long-term consequences of safe, risky and harmful behaviors. (REQUIRED TOPICS: sexual intercourse not a way to achieve adulthood; various ways to express affection within a relationship including adolescent dating relationships; factors having an adverse effect on fetal and infant health; methods which promote fetal and infant health (e.g. mother avoiding ATOD during pregnancy, prenatal care; proper nutrition; parental responsibility, etc.)</p>	<p>Sex Education: Day 7-8 (Fertilization), Day 7-8 (STI transmission), Day 7-8 (Parenting/Financial effects).</p>
	<p>3.4: use strategies that improve or maintain sexual health. (REQUIRED TOPICS: importance for adolescents and adults to maintain the health of their reproductive and sexual organs (e.g. pelvic exam, BST, TSE, etc.)</p>	<p>Body Systems: Day 3 (Reproductive wellness plan), Day 3 (UTIs/Hygiene). Sex Education: Day 5-6 (Self-exam guides/Cancer prevention).</p>
	<p>3.5: develop strategies for preventing injury to self and others. (REQUIRED TOPICS: inappropriate expectations and/or behaviors in a relationship; appropriate sexual behaviors for adolescents; coercion and emotional pressure not acceptable in a sexual relationship)</p>	<p>Sex Education: Day 3-4 (Coercion distinction), Day 3-4 (Clear "No" strategies), Day 3-4 (Gaslighting vs respect).</p>
<p>Standard 4</p>	<p>4.1: analyze how cultural diversity may enrich or challenge health behaviors. (REQUIRED TOPICS: why in some cultures some assertive behaviors are considered impolite or inappropriate; beliefs about abortion and contraception are based on religious, cultural, family and societal values;)</p>	<p>Diversity: Day 2 (Cultural humility). Sex Education: Day 9-10 (Values check).</p>

	<p>4.2: evaluate the effect of media, technology and other factors on Relationships, sexuality, and other aspects of personal and community health (REQUIRED TOPICS: media portrayal of sexuality; realistic and unrealistic images of adolescent and adult relationships; role of emotions, peers, gender roles, culture, personal choice, etc. on motivations for sexual expression.)</p>	<p>Self-Esteem: Day 4 (Internalized beauty). Sex Education: Day 1-2 (Body image), Day 5-6 (Comparison culture).</p>
Standard 5	<p>5.1: demonstrate skills for communicating effectively with the family, peers and others (REQUIRED TOPICS: verbal and non-verbal assertiveness techniques; individuals' right to say how they feel even if others disagree, to refuse a request, and to expect to be treated fairly and not be intimidated regarding sexuality issues)</p>	<p>Sex Education: Day 1-2 (Boundaries), Day 3-4 (Clear "No" strategies).</p>
	<p>5.2: analyze how interpersonal communication affects relationships. (REQUIRED TOPICS: value of communication; outcomes of poor communication - confusing messages, unwanted behaviors and emotional stress)</p>	<p>Conflict: Day 2 (Communication Balance), Day 2 (Relationship wellness). Sex Education: Day 3-4 (Trust/Equality/Boundaries).</p>
	<p>5.4: communicate care, consideration and respect of self and others.</p>	<p>Begin a Term: Day 2 (Practicing consent). Sex Education: Day 3-4 (Gaslighting vs respect).</p>
	<p>5.5: use strategies that solve interpersonal conflicts without harming self or others (REQUIRED TOPICS: being assertive in sexual situations may be difficult and help from parents or trusted adults may be beneficial)</p>	<p>Conflict: Day 1 (Assertiveness/I-statements). Sex Education: Day 3-4 (Clear "No" strategies).</p>
	<p>5.6: use strategies that enhance relationships and avoid potentially harmful situations. (REQUIRED TOPICS: negotiation and collaboration skills; refusing pressure from another person to engage in sexual activity)</p>	<p>Sex Education: Day 3-4 (Coercion distinction), Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map).</p>

Standard 6	6.1: use multiple strategies when making decisions related to sexuality and family life issues. (REQUIRED TOPICS: complexity and difficulty of decisions regarding sexual and reproductive health issues such as sexual identity, coming out, abortion, teen pregnancy; dating relationships)	Sex Education: Day 7-8 (Decision Scenario), Day 9-10 (Values check).
	6.3: predict immediate and long term impact of health decisions about sexual health on the individual, family and community. (REQUIRED TOPICS: benefits of postponing childbearing.)	Sex Education: Day 7-8 (Parenting/Financial effects), Day 9-10 (Abstinence proactive choice).
	6.4: describe how sexual decision-making for adolescents and adults is influenced by changes in information, abilities, priorities, responsibility. (REQUIRED TOPICS: role of significant others, culture, media, peers.)	Sex Education: Day 5-6 (Comparison culture), Day 9-10 (45% of teens statistic), Day 9-10 (Values check).
	6.5: compare and contrast a variety of plans for individuals and couples to evaluate their sexual expression taking into consideration personal strengths, needs and health risks.	Sex Education: Day 7-8 (Yes/No/Maybe map), Day 9-10 (Abstinence proactive choice), Day 9-10 (Values check).
Standard 7	7.3: utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about sexual health issues such as contraception, abortion, sexual expression (regardless of sexual orientation, gender identity/expression)	Sex Education: Day 7-8 (Testing bookmarks), Day 7-8 (Confidential testing advocacy).
	7.4: influence and support others when making positive health choices regarding sexuality issues (regardless of sexual orientation, gender identity/expression.)	Diversity: Day 3 (LGBTQ+ Affirmation). Sex Education: Day 9-10 (Ownership/Rights).
	7.5: work cooperatively when advocating for ways that schools, families, and communities can reduce the incidence of sexual harassment.	Violence: Day 4 (Breaking Silence), Day 5 (Challenging victim-blaming), Day 5 (Bystander/Confidential reporting).

Sexuality and Family Life — Grades 11-12

<p>Standard 1</p>	<p>1.1: analyze the interrelationships of mental, emotional, social and physical health throughout life. (REQUIRED TOPICS: multifaceted nature of human sexuality with biological, social, psychological, ethical and cultural dimensions; human sexuality throughout the lifespan; committed relationships vs. "falling in love"; dating as a way for some people to learn about others and relationships; statistics on teen pregnancy and parenting; marriage and lifetime commitments; relationship choices; value of communication, choices, trust and friendships in a relationship; mutual support for continued development as individuals in a relationship; influence of social and cultural environments on the way individuals learn about and express their sexuality; gays and lesbians can establish fulfilling committed relationships)</p>	<p>Diversity: Day 3 (LGBTQ+ Affirmation). Sex Education: Day 3-4 (Trust/Equality/Boundaries), Day 5-6 (Development/Lifespan literacy).</p>
	<p>1.3: describe how to delay onset and reduce risks of potential life-long reproductive health problems. (REQUIRED TOPICS: importance of preventive health behaviors including regular check-ups, breast and testicular self-exams, prevention of unwanted pregnancy and sexually transmitted diseases)</p>	<p>Sex Education: Day 5-6 (Self-exam guides/Cancer prevention), Day 7-8 (Contraceptive effectiveness/PrEP), Day 7-8 (STI transmission).</p>

	<p>1.4: analyze the relationship between public health polices, government regulations, health promotion and disease prevention. (REQUIRED TOPICS: issues such as abortion/contraception; definition of abortion as a medical intervention which terminates pregnancy and not a method of contraception; issues involved in choosing a method of contraception including advantages, disadvantages; motivation, cost, effectiveness, comfort, religious beliefs, parent/family values; prevention of STDs, HIV transmission; laws regarding sexual harassment/sexual assault)</p>	<p>Dangerous Decisions: Day 3 (Sexting laws). Sex Education: Day 9-10 (Confidentiality/Minor access laws), Day 9-10 (Ownership/Rights).</p>
Standard 2	<p>2.1: evaluate resources from home, school and community that provide valid sexuality and family life information for self and others.</p>	<p>Sex Education: Day 5-6 (CDC guides), Day 9-10 (Planned Parenthood).</p>
	<p>2.2: evaluate factors which influence personal selection of health products and services.</p>	<p>Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP), Day 7-8 (Testing bookmarks).</p>
	<p>2.3: evaluate situations requiring professional services and identify appropriate services. (REQUIRED TOPICS: identification of various professional services for human sexuality and family life issues; STDs; sexual decision-making; sexual dysfunction; sexual harassment or assault; victimization; sexual orientation, gender identity/expression; teen pregnancy and parenting; family crises; marriage/partner relationship difficulties)</p>	<p>Violence: Day 5 (Crisis lines). Sex Education: Day 1-2 (Counselors), Day 7-8 (Confidential testing advocacy).</p>

<p>Standard 3</p>	<p>3.1: evaluate the effect of sexual behaviors on self, others and the community. (REQUIRED TOPICS: impact of adolescent alcohol/drug use combined with sexual activity including assault; date rape; STDs, pregnancy, fetal and infant problems or mortality; importance of caring for one's reproductive health to assure health of future offspring; behaviors for perinatal (before, during, after pregnancy) health; factors and skills contributing to positive, consistent parenting; impact of sexual violence on an individual including sexual abuse, rape, and date rape)</p>	<p>Violence: Day 4 (Breaking Silence). Sex Education: Day 7-8 (STI transmission), Day 7-8 (Parenting/Financial effects).</p>
	<p>3.3: design a plan with recommended strategies for individuals, schools and communities to reduce the incidence of sexual abuse, rape, and sexual harassment.</p>	<p>Violence: Day 4 (Breaking Silence), Day 4 (Doxxing prevention), Day 5 (Bystander/Confidential reporting).</p>
	<p>3.3: identify strategies which can aid in the prevention of unplanned pregnancy (REQUIRED TOPICS: role of education, sexual decision making, positive self-esteem, etc.)</p>	<p>Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP), Day 7-8 (Condom Demo/Steps), Day 9-10 (Abstinence proactive choice).</p>
<p>Standard 4</p>	<p>4.1: research a school or community sexuality or family life issue resulting from the influence of media, culture, technology and other factors. (REQUIRED TOPICS: influence on thoughts, Feelings, behaviors related to human sexuality; how relationships are different than those modeled by media; relationship of personal and family values regarding sexuality; American society's diversity of sexual attitudes and behaviors; discrimination related to sexual orientation, gender identity/expression; various cultural beliefs and practices regarding dating, marriage, committed relationships; role of culture on person's decisions regarding sexual relationships and other human sexuality issues; how faith communities address various current human sexuality issues)</p>	<p>Diversity: Day 3 (LGBTQ+ Affirmation), Day 3 (Identity stigma). Sex Education: Day 5-6 (Comparison culture).</p>

	4.1: research how media, culture and technology influences thoughts, feelings and behaviors regarding human sexuality.	Self-Esteem: Day 4 (Internalized beauty), Day 4 (Instagram/TikTok). Sex Education: Day 5-6 (Comparison culture).
	4.2: propose a plan for personal and community response to the media's portrayal of sexual issues.	Self-Esteem: Day 4 (Advocacy for Authenticity). Sex Education: Day 5-6 (Comparison culture).
Standard 5	5.1: evaluate the effectiveness of various communication methods for accurately expressing sexual health information and ideas. (REQUIRED TOPICS: ways to verbalize personal views about sexuality to partners, friends, family; how communication about sexual feelings, desires, and limits improves sexual relationships; negotiating decisions about sexual behaviors and limits; responsibility for quality of a relationship is shared by both dating partners; how teens can express their sexual feelings without engaging in sexual intercourse)	Sex Education: Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map).
	5.2: apply strategies to a selected situation that facilitate effective communication among individuals or groups. (REQUIRED TOPICS: skills to enhance relationships; barriers to communication with parents, friends and significant others regarding human sexuality issues; constructive ways of dealing with sexual harassment)	Conflict: Day 2 (Clarifying needs). Sex Education: Day 3-4 (Trust/Equality/Boundaries).
Standard 6	6.1: evaluate different strategies to use when making decisions related to sexual health, family life and potential risks of young adults.	Sex Education: Day 7-8 (Decision Scenario), Day 9-10 (Values check).
	6.2: design and evaluate a personal plan to promote sexual health.	Body Systems: Day 3 (Reproductive wellness plan). Sex Education: Day 9-10 (Values check).

	<p>6.3: evaluate the essential skills and strategies needed by a young adult to enable him/her to develop, modify and implement effective plans to achieve and maintain optimum sexual health. (REQUIRED TOPICS: making personal choices about appropriate roles for oneself; need for couples contemplating lifetime commitment to be realistic, honest and accepting of their partner prior to making decision to commit)</p>	<p>Sex Education: Day 3-4 (Trust/Equality/Boundaries), Day 9-10 (Values check).</p>
<p>Standard 7</p>	<p>7.1: discuss accurate information and express opinions about human sexuality and family life issues. (REQUIRED TOPICS: people who are still denied equal treatment on the basis of gender even though laws prohibit this; how one can help fight STD/HIV by serving as an accurate source of information, by being a responsible role model and promoting healthy peer norms)</p>	<p>Sex Education: Day 7-8 (STI transmission), Day 7-8 (Confidential testing advocacy).</p>
	<p>7.3: influence and support others in making positive health choices. (REQUIRED TOPICS: responsibility of adults and adolescents to help younger children avoid or deal effectively with negative influences (e.g. in the media) surrounding human sexuality; supporting others' positive choices about dating relationships; how one can be a support system to gay and lesbian individuals when they decide to "come out")</p>	<p>Diversity: Day 1 (Inclusive support), Day 3 (LGBTQ+ Affirmation). Sex Education: Day 9-10 (Ownership/Rights).</p>

	<p>7.4: work cooperatively when advocating for healthy sexuality and advocating for rights of individuals with HIV/AIDS. (REQUIRED TOPICS: proposing solutions to reduce the incidence of homophobic acts such as discrimination and violence against homosexual and bisexual people because of their sexual orientation, gender identity/expression; understanding the impact of rape on the victim, the victim's family and society; long-term effects; portrait of rapists, reporting, investigation, trial, etc.)</p>	<p>Diversity: Day 3 (LGBTQ+ Affirmation). Violence: Day 5 (Challenging victim-blaming). Sex Education: Day 7-8 (Confidential testing advocacy).</p>
	<p>7.5: evaluate community health services and systems currently in place and make recommendations for improving those systems and services with regard to sexual health and family life.</p>	<p>Sex Education: Day 9-10 (Planned Parenthood), Day 9-10 (Confidentiality/Minor access laws).</p>

Disease Control and Prevention — Grades 9-10		
<p>Standard 1</p>	<p>1.1: analyze how behavior can impact disease prevention. Communicable: (REQUIRED TOPICS: transmission of STD/STI; impact of ATOD use on risk-taking behavior.) Non-Communicable: risk factors associated with heart disease; relationship of lifestyle with cardiovascular disease and stroke, cancer; exposure to environmental hazards, etc. smoking, environmental tobacco smoke, industrial substances, occupational hazards) Overlaps: PSL, SFL, INJ</p>	<p>Diseases: Day 4 (NCD comparison), Day 4 (Risk assessment). Sex Education: Day 7-8 (STI transmission).</p>

	<p>1.3: analyze the impact of communicable and non-communicable (infectious and chronic) diseases on the functioning of body systems. (REQUIRED TOPICS: Communicable: signs, symptoms and course of infection of HIV/AIDS, STD/STI and other communicable diseases REQUIRED TOPICS: transmission, prevention; course of HIV infection leading to AIDS; opportunistic infections; risk of infection via blood products before and after 1985; testing and treatment non-communicable: signs and symptoms of heart attack; stroke; 7 warning signs of cancer; different types of cancer; diagnosis and treatment of chronic diseases, e.g. diabetes, physically challenged individuals)</p>	<p>Body Systems: Day 2 (Immune/Vaccine stats). Diseases: Day 4 (Disorders as disease), Day 5 (Physiological impact). Sex Education: Day 7-8 (STI transmission).</p>
	<p>1.4: Analyze how the family, peers, community and environment are interrelated with disease prevention and control. (REQUIRED TOPICS: nature and distribution of specific diseases can be associated with countries, occupations and lifestyles; the incidence of various diseases changes over time; effect of chronic disorders upon family and society; impact of disease and diagnosis of disease on the individual, family and society)</p>	<p>Diseases: Day 4 (Social conditions), Day 5 (ZIP code), Day 5 (Family History).</p>
Standard 2	<p>2.1: evaluate the validity of health information, products and services (REQUIRED TOPICS: treatment "quackery"; reliable sources)</p>	<p>Nutrition: Day 5-6 (Influencer claims). Diseases: Day 4 (Media Literacy).</p>
	<p>2.2: analyze resources from home, school and community that provide valid disease prevention and control information (REQUIRED TOPICS: community agencies with missions to address certain diseases and disorders; teachers; school nurse; family physician)</p>	<p>Begin a Term: Day 2 (School counselors/nurses). Diseases: Day 5 (Research domains). Sex Education: Day 5-6 (CDC guides).</p>

	2.4: demonstrate the ability to access school and community resources and services for self and others. (REQUIRED TOPICS: risk for STD/HIV of victim who has been sexually assaulted.)	Violence: Day 5 (Crisis lines). Sex Education: Day 7-8 (Testing bookmarks), Day 7-8 (Confidential testing advocacy).
	2.5: analyze the cost and availability of products and services which prevent and/or control disease. (REQUIRED TOPICS: antiseptics, disinfectants; universal precautions; cost comparison of preventing disease vs. treating disease.)	Diseases: Day 5 (Lifestyle/Chronic prevention). First Aid: Day 3 (Kit research).
	2.6: analyze situations requiring professional health services (REQUIRED TOPICS: diagnosis and treatment of symptoms and diseases.)	First Aid: Day 1 (911 Script). Sex Education: Day 7-8 (Testing bookmarks).
	2.7: identify career opportunities related to disease control and prevention.	Review Required
Standard 3	3.1: analyze the role of individual responsibility for preventing disease. Communicable: (REQUIRED TOPICS: choices and consequences; behaviors leading to increased risk for STDs - numerous sexual partners; males who have had sex with other males; use of injected illegal drugs; infants born to infected mothers; unsafe sex; effect of substance use on judgment and exposure to risk. Non-communicable: lifestyle choices regarding exercise, nutrition, smoking, etc.) Overlaps: PSL, SFL, INJ, SAP, NUT — Environmental: Conditions which produce environmental pollution	Diseases: Day 5 (Lifestyle/Chronic prevention). Sex Education: Day 7-8 (STI transmission), Day 9-10 (Abstinence proactive choice).
	3.2: evaluate personal risk for communicable disease transmission.	Diseases: Day 4 (Risk assessment). Sex Education: Day 7-8 (STI transmission).
	3.3: analyze the short-term and long-term consequences of safe, risky and harmful behaviors.	Dangerous Decisions: Day 1 (Risky choice impact). Diseases: Day 5 (Lifestyle/Chronic prevention).

	<p>3.4: outline strategies for dealing with personal, family, community and environmental disease prevention and control. (REQUIRED TOPICS: primary and secondary prevention - early detection methods, e.g. mammograms, BSE, TSE, skin cancer screening; cholesterol screening; nutrition and exercise; testing for STD/STI, use of latex barrier e.g. condoms, what individuals, families, groups, industry, organizations and others in the community can do to positively impact the environment.) Overlaps: INJ, PSL, SFL</p>	<p>Diseases: Day 5 (Lifestyle/Chronic prevention). Sex Education: Day 5-6 (Self-exam guides/Cancer prevention), Day 7-8 (Condom Demo/Steps). Environmental Health: Day 1 (Workplace Hazard reports).</p>
Standard 4	<p>4.1: analyze how cultural diversity enriches and challenges health behaviors related to disease control and prevention. (REQUIRED TOPICS: use of medical care; attitudes regarding prevention, early detection and screening; sexual behavior choices; how religion and other cultural practices influence health behaviors.)</p>	<p>Diversity: Day 2 (Cultural humility). Diseases: Day 4 (Social conditions).</p>
	<p>4.2: evaluate the effect of media, peers and other factors on personal, family and community health. (REQUIRED TOPICS promotion of high risk behaviors through TV, music and other media)</p>	<p>Diseases: Day 4 (Media Literacy), Day 4 (STI Stigma challenge).</p>
	<p>4.4: analyze how information from the community influences health. (REQUIRED TOPICS: understanding and using public health data to make personal lifestyle changes)</p>	<p>Body Systems: Day 2 (Immune/Vaccine stats). Diseases: Day 5 (ZIP code).</p>
Standard 5	<p>5.1: effective verbal and non-verbal communication skills to prevent transmission of disease. (REQUIRED TOPICS listening skills; assertiveness; "I" statements; setting limits; refusal, negotiation and collaboration skills) Overlaps: MH, SFL</p>	<p>Sex Education: Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map).</p>

	5.4: to communicate care, consideration and respect of self and others. (REQUIRED TOPICS compassion, friendship and support of individuals with HIV, AIDS, other diseases and disabilities)	Empathy: Day 5 (Kindness conversations). Diseases: Day 4 (STI Stigma challenge).
Standard 6	6.2: analyze disease prevention and control issues that require individuals to work together. (REQUIRED TOPICS epidemics)	Body Systems: Day 2 (Immune/Vaccine stats). Diseases: Day 4 (Social conditions).
	6.3: predict immediate and long-term impact of behaviors leading to risks for communicable and non-communicable disease on the individual, family and community. (REQUIRED TOPICS factors and steps in decision-making; on-going nature of decision making throughout life) Overlap: MH	Diseases: Day 5 (Lifestyle/Chronic prevention). End a Term: Day 2 (Waves of impact).
	6.5: integrate information about disease prevention and control into an effective personal plan for a healthy lifestyle. Overlaps: PSL, NUT, INJ	Mental Health: Day 9-10 (Wellness Plan). Body Systems: Day 3 (Reproductive wellness plan). Diseases: Day 5 (Lifestyle/Chronic prevention).
Standard 7	7.1: discuss accurate information about communicable and non-communicable disease prevention and control issues and express opinions about them. (REQUIRED TOPICS lifestyle choices)	Diseases: Day 4 (NCD comparison), Day 4 (STI Stigma challenge).
	7.2: design methods for accurately expressing information and ideas about preventing disease.	Diseases: Day 4 (STI Stigma challenge). Sex Education: Day 7-8 (Testing bookmarks).
	7.3: utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about STDs, HIV/AIDS and other communicable and non-communicable diseases.	Diseases: Day 4 (STI Stigma challenge). Sex Education: Day 7-8 (Confidential testing advocacy).

	<p>7.4: influence and support others in making positive health choices. (REQUIRED TOPICS avoiding substances; seeking professional help/treatment; early diagnosis and treatment; changing unhealthy behaviors; reducing others' risk for exposure to an infectious disease) Overlaps: PSL, NUT</p>	<p>Body Systems: Day 2 (Immune/Vaccine stats). Diseases: Day 4 (STI Stigma challenge). Sex Education: Day 7-8 (Testing bookmarks).</p>
	<p>7.5: to work cooperatively when advocating for healthy communities. (REQUIRED TOPICS: identifying community resources; community education) Overlaps: MH, INJ, PSL</p>	<p>Stress: Day 1-2 (Wellness centers). Diseases: Day 4 (STI Stigma challenge).</p>

Disease Control and Prevention — Grades 11-12		
Standard 1	<p>1.1: analyze interrelationships of mental, emotional, social and physical health (REQUIRED TOPICS: Communicable: impact of being diagnosed with HIV infection/AIDS on the individual, family and one's life; impact of HIV on the immune system). Overlaps: SFL, PSL — Non-communicable: impact of heredity and environment on the development of disease; maturation.</p>	<p>Body Systems: Day 2 (Immune/Vaccine stats). Diseases: Day 4 (Disorders as disease), Day 5 (Family History).</p>
	<p>1.2: analyze how the family, peers, community and environment influence public health. REQUIRED TOPICS: incidence, prevalence and distribution of various diseases and disorders; environmental problems which directly and indirectly impact the health of individuals, communities and society; economic burden of poor environmental health; nuclear waste; toxic waste dumping; "Love Canal" historical issues) Overlaps: SFL, ENV, SAP2</p>	<p>Diseases: Day 5 (ZIP code). Environmental Health: Day 1 (Workplace Hazard reports).</p>

	<p>1.3: describe how to delay onset and reduce risks of potential life-long health problems. (REQUIRED TOPICS: relationship of lifestyle, exposure to disease agents; risk-taking behaviors leading to disease transmission; need for immediate testing, counseling and treatment; types of tests; current treatments available)</p>	<p>Diseases: Day 5 (Lifestyle/Chronic prevention). Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP), Day 7-8 (Testing bookmarks).</p>
	<p>1.4: analyze how public health policies and government regulations influence disease prevention. (REQUIRED TOPICS: immunizations; reporting laws; environmental health issues; federal, state and local regulations, laws and policies regarding the environment; federal, state and local agencies which address environmental concerns; "superfund sites"; local pollution clean-up issues)</p>	<p>Body Systems: Day 2 (Immune/Vaccine stats). Environmental Health: Day 1 (Workplace Hazard reports).</p>
	<p>1.4: analyze how the public influences the development of public health policy and government regulation (REQUIRED TOPICS: drafting of legislation regarding health issues; public outcry regarding the AIDS epidemic; "Ralph Nader"/history of consumerism movement in US; international issues regarding preservation of rainforests, including economics, politics and diplomacy)</p>	<p>Stress: Day 1-2 (Wellness Advocacy Project). Diseases: Day 4 (STI Stigma challenge).</p>
Standard 2	<p>2.1: evaluate resources from home, school and community that provide valid information for self and others about communicable (including HIV) and non-communicable disease.</p>	<p>Diseases: Day 5 (Research domains). Sex Education: Day 5-6 (CDC guides).</p>

	2.2: evaluate all factors that influence personal selection of health products and services in the community designed to prevent and/or control disease. (REQUIRED TOPICS: health and safety products; OTC treatments for disease symptoms; selection of health care providers)	Nutrition: Day 5-6 (Healthwashing). First Aid: Day 3 (Kit research).
	2.3: evaluate situations requiring professional health services. (REQUIRED TOPICS: abuse; exposure to pathogen; signs, symptoms of illness) Overlaps: PSL, SFL	First Aid: Day 1 (911 Script). Sex Education: Day 7-8 (Testing bookmarks).
	2.5: analyze the educational requirements, demands, rewards benefits and job opportunities of a career in the field of disease control and prevention. (REQUIRED TOPICS: medical care providers, educators; public health/policy makers; health promotion.) Overlap: PSL	Review Required
Standard 3	3.1: evaluate the effect of responsible behaviors on self, others and community. (REQUIRED TOPICS: reducing the spread of disease; universal precautions; use of latex barriers, e.g. condoms, to reduce risk of HIV transmission)	First Aid: Day 2 (Bleeding/Cardiac). Sex Education: Day 7-8 (Condom Demo/Steps), Day 7-8 (STI transmission).
	3.3: design a plan with recommended strategies to address a disease prevention issue in the local community which presents a threat to individual, family or community health. Overlaps: PSL, SFL	Mental Health: Day 5-6 (Planning an initiative). Diseases: Day 4 (Social conditions), Day 5 (ZIP code).
Standard 4	4.1: research a disease control and prevention issue resulting from the influence of culture. e.g. the influence of religion and culture on health behaviors	Diversity: Day 2 (Cultural humility). Diseases: Day 4 (Social conditions).
Standard 5	5.1: evaluate the effectiveness of communication methods for accurately expressing information and ideas about disease control and prevention.	Diseases: Day 4 (STI Stigma challenge). Sex Education: Day 7-8 (Testing bookmarks).

Standard 6	6.1: evaluate different strategies to use when making decisions related to prevention and control of disease. (REQUIRED TOPICS: educational strategies for children, youth and adults; choosing to avoid substances which could affect judgment.)	Dangerous Decisions: Day 2 (Substance impact). Diseases: Day 4 (Risk assessment).
	6.2: design, implement and evaluate a plan maintaining health. (REQUIRED TOPICS: avoiding STD/STI; choosing health promoting behaviors; a wellness plan for HIV infected individuals.)	Mental Health: Day 9-10 (Wellness Plan). Body Systems: Day 3 (Reproductive wellness plan). Sex Education: Day 7-8 (Contraceptive effectiveness/PrEP).
Standard 7	7.1: discuss accurate information and express opinions about disease prevention and control issues.	Diseases: Day 4 (NCD comparison), Day 4 (STI Stigma challenge).
	7.2: adapt disease prevention and control messages and techniques to the characteristics of a particular audience.	Diseases: Day 4 (STI Stigma challenge). Sex Education: Day 7-8 (Testing bookmarks).
	7.3: influence and support others in making positive choices about their health, including avoiding risks for disease transmission; seeking medical care, etc.	Diseases: Day 4 (STI Stigma challenge). Sex Education: Day 7-8 (Confidential testing advocacy).
	7.4: evaluate community health services and systems in place relating to disease prevention and control and make recommendations for improving those systems and services.	Diseases: Day 5 (ZIP code). Sex Education: Day 9-10 (Planned Parenthood).

Substance Use and Abuse Prevention — Grades 9-10

Standard 1	1.1: analyze how substance use can impact health maintenance and disease prevention. (REQUIRED TOPICS: HIV transmission; depression; injuries) Overlaps: PSL, DCP, SFL	Dangerous Decisions: Day 2 (Substance impact). Alcohol: Day 1 (Depressant). Drugs: Day 1 (Stimulants/Opioids).
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	1.2: describe the impact of substance use on the interrelationships of mental, emotional, social and physical health throughout young adulthood.	Mental Health: Day 5-6 (Numbing pain). Alcohol: Day 1 (Ethanol depressant). Tobacco: Day 1 (Prefrontal cortex effects).
	1.3: analyze the impact of substance abuse on the functioning of body systems. (REQUIRED TOPICS: effect on performance, concentration, communication, etc.; depression; effects of chemical substances on brain function; commonly abused drugs; illegal drugs; short- and long-term effects of substances including: tobacco, alcohol and caffeine; habits; dependency; tolerance; addiction; withdrawal)	Dangerous Decisions: Day 2 (Tolerance/Dependence). Alcohol: Day 3 (AUD chronic nature). Drugs: Day 1 (Dopamine interference), Day 3 (Memory/Breathing impact). Tobacco: Day 1 (Stimulant).
	1.4: examine how the family, peers, community and environment influence substance use behaviors of individuals. (REQUIRED TOPICS: patterns of alcohol, tobacco and caffeine use; peer pressure; current social and health problems - cancer, drunk driving, fetal alcohol syndrome, HIV/AIDS)	Dangerous Decisions: Day 1 (Peer Pressure). Alcohol: Day 4 (Family addiction roles). Drugs: Day 2 (Industry marketing impact).
Standard 2	2.2: analyze resources from home, school and community that provide valid substance abuse information (REQUIRED TOPICS: different types of available assistance; elements and rationale of support systems)	Mental Health: Day 1-2 (Counselors/Support groups). Alcohol: Day 2 (Minor in Possession/Treatment access). Drugs: Day 4 (Medication-Assisted Treatment).
	2.4: access school and community resources and services for personal or family problems, and for treating alcohol and other drug dependent persons and their families.	Alcohol: Day 2 (Minor in Possession/Treatment access), Day 3 (Treatment points). Drugs: Day 4 (Medication-Assisted Treatment).
	2.6: analyze situations requiring professional health services (REQUIRED TOPICS: seeking help in reaction to signs of substance abuse.)	Dangerous Decisions: Day 2 (911/Narcan). Alcohol: Day 3 (Treatment points). Drugs: Day 3 (Narcan administration).

	2.7: Explain possible career choices in substance abuse prevention and treatment.	Review Required
Standard 3	3.1: analyze the role of individual responsibility for healthy behaviors. (REQUIRED TOPICS: choices and consequences; effects of drugs on other aspects of behavior, judgment, and reason)	Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE), Day 2 (Substance impact). Alcohol: Day 3 (Criminal records).
	3.2: evaluate personal substance use to determine strategies for enhancing health and reducing risk. (REQUIRED TOPICS: use of caffeine, nicotine, alcohol, medicines and their effects on health; illegal substances.)	Dangerous Decisions: Day 2 (Substance quiz). Tobacco: Day 1 (Stimulant).
	3.3: analyze the short-term and long-term consequences of risky and harmful behaviors (REQUIRED TOPICS: drug laws and their purpose; effects of alcohol and other drugs on judgment, driving, etc.; personal feelings and attitudes about substance use).	Dangerous Decisions: Day 1 (Risky driving), Day 1 (Legal outcomes). Alcohol: Day 2 (BAC limits), Day 3 (Criminal records). Drugs: Day 3 (Possession/Misuse consequences).
	3.4: outline strategies for dealing with drug emergencies and crises. Overlaps: INJ, PSL	Dangerous Decisions: Day 2 (911/Narcan), Day 2 (Good Samaritan laws). Alcohol: Day 1-4 (Overdose/Poisoning response). Drugs: Day 3 (Narcan administration).
	3.7: research and evaluate strategies to address substance use in individuals.	Mental Health: Day 5-6 (Numbing myths). Drugs: Day 4 (Medication-Assisted Treatment), Day 4 (Systemic inequities/Stigma).
Standard 4	4.1: analyze how cultural diversity enriches and challenges substance use behaviors. (REQUIRED TOPICS: drugs and medicines in various cultures; cultural attitudes and practices about drug use; drug use in history; impact of ATOD on family, society.)	Alcohol: Day 4 (Family addiction roles). Drugs: Day 4 (Systemic inequities/Stigma).

	4.2: evaluate the effect of media and other factors on personal, family and community substance use practices. (REQUIRED TOPICS: growing use of tobacco, alcohol in the media)	Drugs: Day 2 (Industry marketing impact). Tobacco: Day 1 (Vape ad decoding).
	4.4: analyze how community and peer norms influence substance use behaviors. (REQUIRED TOPICS: socially accepted/non-accepted uses of various substances)	Dangerous Decisions: Day 3 (Groupthink), Day 3 (PSA - challenging "cool" risk). Drugs: Day 2 (Industry marketing impact).
Standard 5	5.1: use skills for communicating effectively with the family, peers and others. (REQUIRED TOPICS: assertive behavior; listening skills; "befriending" skills)	Empathy: Day 2 (Active Listening). Stress: Day 5-6 (Active listening/Refusing secrets).
	5.2: analyze how interpersonal communication affects relationships. (REQUIRED TOPICS: conflict resolution)	Conflict: Day 1 (Conflict styles), Day 2 (Communication Balance).
	5.3: use healthy ways to express needs, wants and feelings, without abusing substances.	Mental Health: Day 5-6 (Numbing pain). Stress: Day 1-2 (Escape/Numb out). Dangerous Decisions: Day 2 (Coping).
	5.6: apply refusal, negotiation and collaboration skills needed to avoid potentially harmful situations involving substance use. Overlaps: INJ, MH	Dangerous Decisions: Day 3 (Refusal/Negotiation skills), Day 3 (Pre-decision challenge).
	5.4: communicate care, consideration and respect of self and others. (REQUIRED TOPICS: e.g. not using substances; not pressuring others to use)	Empathy: Day 1 (Respectful dialogue). Dangerous Decisions: Day 3 (PSA - challenging "cool" risk).
	5.5: demonstrate strategies for solving interpersonal conflicts without harming self or others. Overlap: MH	Conflict: Day 1 (Negotiation). Violence: Day 5 (NVC - Nonviolent Communication).
Standard 6	6.1: analyze the ability to use multiple strategies when making decisions related to substance use. (REQUIRED TOPICS: coping with stress; relationships)	Mental Health: Day 5-6 (Numbing pain). Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE), Day 2 (Coping).

	6.2: analyze substance use concerns that require individuals to work together. (REQUIRED TOPICS: substance abuse prevention and treatment) Overlap: NUT	Alcohol: Day 4 (Safe community advocacy). Drugs: Day 4 (Medication-Assisted Treatment).
	6.3: predict immediate and long-term impact of substance use decisions on the individual, family and community. (REQUIRED TOPICS: factors and steps in decision-making; on-going nature of decision making throughout life)	Dangerous Decisions: Day 1 (Risky choice impact). Alcohol: Day 4 (Future you letter).
	6.4: describe how use of substances is influenced by changes in information, abilities, priorities, and responsibilities. (REQUIRED TOPICS: e.g. Pregnancy, education, parenting) Overlaps: SFL, INJ	Alcohol: Day 4 (Future you letter). Sex Education: Day 7-8 (Parenting/Financial effects).
	6.5: compare and contrast a variety of substance free strategies that address personal strengths, needs and risks. (REQUIRED TOPICS: setting personal goals; self-contracts)	Dangerous Decisions: Day 1 (Risk Management Plan). Alcohol: Day 4 (Future you letter).
Standard 7	7.1: discuss accurate information and express opinions about substance use and abuse (REQUIRED TOPICS: effects of substance use on individual, family and society)	Dangerous Decisions: Day 2 (Substance quiz). Alcohol: Day 1 (Depressant). Tobacco: Day 1 (Vape ad decoding).
	7.2: design methods for accurately expressing information and ideas about substance abuse prevention.	Dangerous Decisions: Day 3 (PSA - challenging "cool" risk). Tobacco: Day 2 (Tobacco-free advocacy).
	7.3: utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about substance use issues.	Mental Health: Day 5-6 (Numbing myths). Drugs: Day 4 (Systemic inequities/Stigma).

	7.4: influence and support others in making positive health choices. (REQUIRED TOPICS: avoiding substances; seeking professional help/treatment; changing unhealthy behaviors involving substance use) Overlaps: PSL, NUT	Dangerous Decisions: Day 2 (911/Narcan). Drugs: Day 3 (Harm reduction leadership). Tobacco: Day 2 (Tobacco-free advocacy).
	7.5: work cooperatively when advocating for healthy communities. (REQUIRED TOPICS: laws to control access and use of drugs; identifying community resources)	Alcohol: Day 2 (BAC limits), Day 2 (Minor in Possession/Treatment access), Day 4 (Safe community advocacy).

Substance Use and Abuse Prevention — Grades 11-12		
Standard 1	1.1: analyze the impact of substance use on the interrelationships of mental, emotional, social and physical health throughout life. (REQUIRED TOPICS: heredity and environment; maturation; impact of substance use on each stage of human growth and development) Overlaps: SFL, PSL	Dangerous Decisions: Day 2 (Tolerance/Dependence). Alcohol: Day 3 (AUD chronic nature). Tobacco: Day 1 (Prefrontal cortex effects).
	1.2: analyze how the family, peers, community and environment influence the use of chemical substances. (REQUIRED TOPICS: abuse; social practices regarding ATOD; youth access) Overlaps: SFL, ENV	Dangerous Decisions: Day 1 (Peer Pressure). Alcohol: Day 4 (Family addiction roles). Drugs: Day 2 (Industry marketing impact).
	1.3: describe how to delay onset and reduce risks of potential life-long health problems relating to substance use. (REQUIRED TOPICS: alcoholism, drug dependency and treatment, seeking assistance for depression in young adults)	Mental Health: Day 5-6 (Numbing pain). Alcohol: Day 3 (AUD chronic nature), Day 3 (Treatment points). Drugs: Day 4 (Medication-Assisted Treatment).
Standard 2	2.1: evaluate resources from home, school and community that provide valid information about substance abuse prevention and treatment for self and others.	Alcohol: Day 2 (Minor in Possession/Treatment access). Drugs: Day 4 (Medication-Assisted Treatment).

	2.2: evaluate situations requiring professional health services. (REQUIRED TOPICS: drug use and dependency; depression and other mental illness; emotional, sexual, physical abuse;) Overlaps: PSL, SFL	Stress: Day 3-4 (Sadness vs Clinical Depression). Alcohol: Day 3 (Treatment points). Drugs: Day 3 (Narcan administration).
	2.4: evaluate opportunities for career choices in the field of substance abuse prevention and/or treatment.	Review Required
	2.5: analyze the educational requirements, demands, rewards and benefits of a career in the field of counseling and substance abuse prevention and/or treatment.	Review Required
Standard 3	3.1: evaluate the effect of responsible behaviors on self, others and community. (REQUIRED TOPICS: avoiding ATOD; setting personal goals)	Dangerous Decisions: Day 1 (Risk Management Plan). Alcohol: Day 4 (Future you letter).
	3.3: design a plan with recommended strategies to address a substance abuse issue in the local community which presents a threat to health. (REQUIRED TOPICS: impact of individual behaviors on family and society; driving under the influence; Fetal Alcohol Syndrome; youth access to ATOD) Overlap: PSL	Dangerous Decisions: Day 3 (PSA - challenging "cool" risk). Alcohol: Day 4 (Safe community advocacy).
	3.4: research and evaluate strategies to prevent substance abuse by individual and groups within the family, at school, at work, or in other social situations.	Drugs: Day 3 (Harm reduction leadership), Day 4 (Medication-Assisted Treatment). Tobacco: Day 2 (Tobacco-free advocacy).
Standard 4	4.1: research a school or community substance use/abuse issue resulting from the influence of culture, media, technology and other factors. (REQUIRED TOPICS: youth access to ATOD) Overlaps: SFL, ENV	Drugs: Day 2 (Industry marketing impact). Tobacco: Day 1 (Vape ad decoding).
	4.2: propose a solution to a researched substance abuse issue.	Alcohol: Day 4 (Safe community advocacy). Tobacco: Day 2 (Tobacco-free advocacy).

Standard 5	5.2: apply strategies to a selected situation that facilitate effective communication among individuals or groups.	Empathy: Day 2 (Active Listening). Stress: Day 5-6 (Active listening/Refusing secrets).
Standard 6	6.1: evaluate different strategies when making decisions related to managing stress, conflict and use of substances. (REQUIRED TOPICS: analysis of personal goals; self-contracts for personal growth).	Mental Health: Day 3-4 (Adaptive coping). Stress: Day 1-2 (Escape/Numb out). Dangerous Decisions: Day 2 (Coping).
	6.2: analyze the essential skills and strategies needed by an individual to enable him/her to develop, modify and implement effective plans to achieve and maintain optimum, lifelong health. (REQUIRED TOPICS: communication skills; various decision-making models)	Mental Health: Day 9-10 (Wellness Plan). Dangerous Decisions: Day 1 (Risk Management Plan).
Standard 7	7.1: discuss accurate information and express opinions about substance use/abuse issues.	Dangerous Decisions: Day 2 (Substance quiz). Drugs: Day 1 (Stimulants/Opioids).
	7.2: adapt substance abuse prevention messages and techniques to the characteristics of a particular audience.	Dangerous Decisions: Day 3 (PSA - challenging "cool" risk). Tobacco: Day 2 (Tobacco-free advocacy).
	7.3: influence and support others in making positive choices regarding their use of substances.	Drugs: Day 3 (Harm reduction leadership). Tobacco: Day 2 (Tobacco-free advocacy).
	7.4: work cooperatively when advocating for substance abuse prevention issues.	Alcohol: Day 4 (Safe community advocacy). Tobacco: Day 2 (Tobacco-free advocacy).
	7.5: evaluate community health services and systems in place relating to substance abuse prevention and treatment and make recommendations for improving those systems and services.	Alcohol: Day 2 (Minor in Possession/Treatment access). Drugs: Day 4 (Medication-Assisted Treatment).