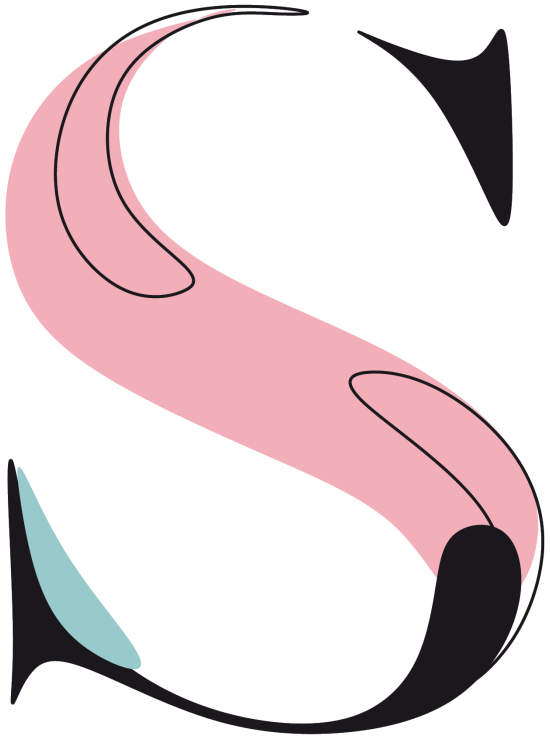
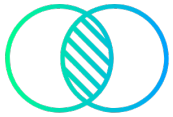


STANDARDS

HEALTH EDUCATION TODAY



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Health Education Today's High School Health Curriculum: Aligned with **all** South Carolina's Standards for High School Health and Safety Education

South Carolina Standards for Health and Safety Education (2017): https://ed.sc.gov/instruction/standards/health-education/standards/

2017 South Carolina Academic Standards for Health and Safety Education — High School (end of grade 12)::

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.

Key Concepts::

Alcohol, Tobacco, and Other Drugs; Growth, Development, and Sexual Health and Responsibility; Injury Prevention and Safety; Mental, Emotional, and Social Health; Nutrition and Physical Activity; Personal and Community Health

*The 2017 South Carolina Academic Standards for Health and Safety Education were approved by the South Carolina State Board of Education on August 8, 2017 (second/final reading), and remain the current adopted standards. They are built on the 2007 National Health Education Standards (NHES). High School performance indicators are coded [Key Concept]-HS.[Standard].[Indicator]; symbols preserved from the source: ++ marks content that must be taught separately to male and female students (S.C. Code §59-32-30(F)), and * marks wording drawn verbatim from the National Health and Safety Performance Standards. Indicator code "I-HS.4 1" is printed with a space (not a period) in the official PDF and is reproduced here as printed (logically I-HS.4.1).*

Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007).		
Alcohol, Tobacco, and Other Drugs	**D-HS.1.1:** Discuss the benefits of avoiding alcohol, tobacco, and other drugs (ATOD).	**Dangerous Decisions:** Day 1 (Risky Choices). **Alcohol:** Day 4 (Future you letter). **Tobacco:** Day 2 (Tobacco-free advocacy).
	D-HS.1.2: Examine the impact of ATOD use and abuse on the individual, his or her family, and society as a whole.	**Dangerous Decisions:** Day 1 (Risky choice impact), Day 2 (Substance impact). **Alcohol:** Day 4 (Family addiction roles). **Drugs:** Day 2 (Industry marketing impact), Day 4 (Systemic inequities/Stigma). **End a Term:** Day 1 (MC 1-3).
	D-HS.1.3: Describe the cycle of ATOD addiction as it relates to individuals and families.	**Dangerous Decisions:** Day 2 (Tolerance/Dependence). **Alcohol:** Day 3 (AUD chronic nature), Day 4 (Hero/Scapegoat/Mascot roles). **Drugs:** Day 2 (Tolerance).
	D-HS.1.4: Examine the effects of ATOD on fetal development.	Review Required
Growth, Development, and Sexual Health and Responsibility	**G-HS.1.1:** Describe physical, social, and emotional changes that occur during adolescence.	**Body Systems:** Day 3 (Hormonal shifts). **Sex Education:** Day 5-6 (Physical/Social shifts, Development/Lifespan literacy).
	G-HS.1.2: Examine health behaviors that are specifically related to the male and female reproductive systems (e.g., self-examination).	**Body Systems:** Day 3 (Reproductive wellness plan, UTIs/Hygiene). **Sex Education:** Day 5-6 (Self-exam guides/Cancer prevention).
	G-HS.1.3: Describe the benefits of abstinence.++	**Sex Education:** Day 9-10 (Abstinence proactive choice, 45% of teens statistic).
	G-HS.1.4: Identify the benefits, effectiveness, risks, and methods of pregnancy-prevention.++	**Sex Education:** Day 7-8 (Contraceptive effectiveness/PrEP, Condom Demo/Steps).

	G-HS.1.5: Explain signs, symptoms, methods of treatment, and prevention of sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS).	**Diseases:** Day 4 (STI Stigma challenge). **Sex Education:** Day 5-6 (CDC guides), Day 7-8 (STI transmission, Contraceptive effectiveness/PrEP).
	G-HS.1.6: Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.	**Body Systems:** Day 3 (Sperm/Egg production). **Sex Education:** Day 7-8 (Fertilization).
	G-HS.1.7: Discuss responsible prenatal, perinatal, and postnatal care.	**Sex Education:** Day 7-8 (Postpartum care).
	G-HS.1.8: Identify the benefits of adoption.	**Sex Education:** Day 7-8 (Adoption option).
Injury Prevention and Safety	**I-HS.1.1:** List common first aid procedures for a given scenario (e.g., cardiopulmonary resuscitation (CPR), automated external defibrillator (AED).	**First Aid:** Day 1 (3 Ps), Day 2 (Hands-only CPR/AED sequence), Day 5 (Bleeding/Simulations).
	I-HS.1.2: Describe laws and regulations related to safety and personal injury (e.g., bullying, cyberbullying, dating violence, gang activity, distracted driving, social media, sexting).	**Dangerous Decisions:** Day 1 (Law Table Item 7), Day 3 (Sexting laws). **Mental Health:** Day 7-8 (Cyberbullying/Digital footprints). **Violence:** Day 4 (Doxxing). **End a Term:** Day 1 (Digital content legalities).
	I-HS.1.3: Discuss South Carolina laws relating to the sexual conduct of minors, including consent, criminal sexual conduct, and human trafficking.	**Begin a Term:** Day 2 (Practicing consent). **Sex Education:** Day 3-4 (Coercion distinction), Day 9-10 (Confidentiality/Minor access laws).
	I-HS.1.4: Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways (e.g., distracted driving).	**Dangerous Decisions:** Day 1 (Risky driving), Day 3 (Distracted driving CDC data). **Environmental Health:** Day 1 (Workplace Hazard reports). **First Aid:** Day 1 (Immediate measures). **End a Term:** Day 1 (Scene Safety Scenario).

Mental, Emotional, and Social Health	**M-HS.1.1:** Define the term crisis, including the stages of loss and grief, signs and risks of depression and anxiety, self-destructive behaviors, and suicide.	**Mental Health:** Day 5-6 (Hopelessness, Crisis plan). **Stress:** Day 3-4 (Sadness vs Clinical Depression), Day 5-6 (Risk/Protective Factors), Day 7-8 (Grief Map, Processing grief). **End a Term:** Day 1 (MC 38).
	M-HS.1.2: Identify resiliency, including stress-reduction skills and positive coping strategies.	**Mental Health:** Day 3-4 (Mental Health Toolbox), Day 9-10 (Post-traumatic growth). **Stress:** Day 1-2 (Reduction strategy), Day 9-10 (Toolkit). **Self-Esteem:** Day 5 (Small steps).
Nutrition and Physical Activity	**N-HS.1.1:** Explain how the current federal Dietary Guidelines for Americans are useful in planning a menu of healthy foods and beverages.	**Nutrition:** Day 1-2 (Macro/Micro functions), Day 9-10 (SMART Power Plate meal/Plan design).
	N-HS.1.2: Explain the benefits of practicing a moderate to active lifestyle.	**Nutrition:** Day 7-8 (Blood sugar/Heart health), Day 10 (Food log/MyFitnessPal expenditure tracking).
	N-HS.1.3: Describe the importance of healthy eating and physical activity in maintaining good health, including oral health.	**Nutrition:** Day 3-4 (Thinness narrative harm), Day 7-8 (Antioxidants/Fiber), Day 9-10 (Nutrient preservation).
Personal and Community Health	**P-HS.1.1:** Differentiate between health promotion and risk behaviors.	**Begin a Term:** Day 1 (Healthy year vision). **Mental Health:** Day 1-2 (Wellness spectrum). **Dangerous Decisions:** Day 1 (Risky choice impact).
	P-HS.1.2: Interpret personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors.	**Begin a Term:** Day 1 (Personal Timeline/Future Letter). **Stress:** Day 1-2 (Vulnerability Survey). **Diseases:** Day 4 (Risk assessment), Day 5 (Family History). **End a Term:** Day 1 (Scenario 24-25).

	P-HS.1.3: Examine strategies for the prevention and treatment of chronic and communicable diseases.	**Diseases:** Day 4 (NCD comparison), Day 5 (Lifestyle/Chronic prevention). **Body Systems:** Day 2 (Immune/Vaccine stats). **End a Term:** Day 1 (MC Questions 11-12).
	P-HS.1.4: Explain ways that the environment and personal health are interrelated.	**Self-Esteem:** Day 1 (Environment changes). **Stress:** Day 9-10 (Poverty/Discrimination). **Diversity:** Day 2 (Social Determinants/Barriers). **Nutrition:** Day 3-4 (Food Deserts). **Diseases:** Day 5 (ZIP code). **Environmental Health:** Day 1 (Workplace Hazard reports). **End a Term:** Day 1 (SDOH Scenario 6).

Standard 2: "Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors" (NHES, 2007).		
Alcohol, Tobacco, and Other Drugs	**D-HS.2.1:** Discuss the laws related to ATOD that can affect the ability to give or perceive the provision of consent to sexual activities.	**Alcohol:** Day 2 (Minor in Possession/Treatment access). **Sex Education:** Day 3-4 (Coercion distinction), Day 9-10 (Confidentiality/Minor access laws).
	D-HS.2.2: Evaluate personal, family, economic, legal, and societal issues that influence ATOD use, including motor vehicle accidents.	**Dangerous Decisions:** Day 1 (Legal outcomes, Peer Pressure), Day 2 (Inequality). **Alcohol:** Day 2 (BAC limits), Day 3 (Criminal records). **Drugs:** Day 4 (Systemic inequities/Stigma).
	D-HS.2.3: Examine ways that media messages and marketing techniques influence the use of ATOD, including e-cigarettes.	**Dangerous Decisions:** Day 3 (PSA - challenging "cool" risk). **Drugs:** Day 2 (Industry marketing impact). **Tobacco:** Day 1 (Vape ad decoding).
Growth, Development, and Sexual Health and Responsibility	**G-HS.2.1:** Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.	**Self-Esteem:** Day 1 (Media/Family). **Mental Health:** Day 7-8 (Digital influence). **Sex Education:** Day 1-2 (Body image), Day 3-4 (Trust/Equality/Boundaries).

	G-HS.2.2: Compare and contrast the potentially positive and negative roles of technology and social media in relationships.	**Mental Health:** Day 7-8 (Digital Personas, Digital influence). **Conflict:** Day 2 (Digital norms). **Sex Education:** Day 1-2 (Sexting consequences).
	G-HS.2.3: Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.	**Begin a Term:** Day 1 (Intersectionality). **Empathy:** Day 3 (Implicit Bias). **Self-Esteem:** Day 4 (Internalized beauty, Instagram/TikTok). **Diversity:** Day 3 (LGBTQ+ Affirmation). **Body Systems:** Day 3 (Gender identity norms). **Sex Education:** Day 5-6 (Comparison culture).
	G-HS.2.4: Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society.	**Diseases:** Day 4 (STI Stigma challenge). **Sex Education:** Day 7-8 (STI transmission).
	G-HS.2.5: Describe the impact of adolescent pregnancy on individuals, families, and communities.	**Sex Education:** Day 7-8 (Parenting/Financial effects).
	G-HS.2.6: Examine the laws related to sexting.	**Dangerous Decisions:** Day 3 (Sexting laws, Sexting/Digital footprint leaks). **Mental Health:** Day 7-8 (Cyberbullying/Digital footprints). **End a Term:** Day 1 (Digital content legalities).
	G-HS.2.7: Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence.	**Dangerous Decisions:** Day 1 (Law Table Item 7). **Mental Health:** Day 7-8 (Cyberbullying/Digital footprints). **Violence:** Day 4 (Technology influences, Doxxing prevention).
Injury Prevention and Safety	**I-HS.2.1:** Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).	**Empathy:** Day 1 (Technology desensitization). **Mental Health:** Day 7-8 (Online validation influence). **Violence:** Day 4 (Technology influences, Toxic masculinity). **Dangerous Decisions:** Day 3 (Sexting/Digital footprint leaks).

	I-HS.2.2: Analyze the influence of peers and the media on the way an individual operates a motor vehicle and observes safety precautions, including distracted driving.	**Dangerous Decisions:** Day 1 (Peer Pressure, Risky driving), Day 3 (Distracted driving CDC data).
Mental, Emotional, and Social Health	**M-HS.2.1:** Categorize ways that family, peers, culture, and the media influence the mental, emotional, and social health of individuals (e.g., anxiety, depression, and suicidal behavior).	**Self-Esteem:** Day 2 (Peer Influence). **Mental Health:** Day 1-2 (Biopsychosocial, Social Media Trap), Day 3-4 (Gender/Race), Day 7-8 (Digital validation). **Stress:** Day 1-2 (Racism/Sexism).
	M-HS.2.2: Analyze how resiliency impacts depression, anxiety, suicidal behavior, and crises.	**Mental Health:** Day 9-10 (Post-traumatic growth). **Stress:** Day 5-6 (Risk/Protective Factors), Day 9-10 (Vicarious trauma). **Self-Esteem:** Day 5 (Anchor).
	M-HS.2.3: Examine characteristics of healthy and unhealthy relationships and the impact of external influences.	**Mental Health:** Day 7-8 (Jealousy/Control). **Conflict:** Day 2 (Relationship wellness). **Sex Education:** Day 3-4 (Gaslighting vs respect, Trust/Equality/Boundaries).
Nutrition and Physical Activity	**N-HS.2.1:** Analyze ways that emotions and feelings influence food choices, eating behaviors, and physical activities of individuals.	**Nutrition:** Day 1-2 (Hunger cues), Day 3-4 (Mindful eating), Day 7-8 (Energy check).
	N-HS.2.2: Examine ways that the media, and advertising and marketing practices affect food choices, eating behaviors, and physical activity levels of individuals.	**Nutrition:** Day 1-2 (Diet Culture), Day 5-6 (Healthwashing, Influencer claims, Registered Dietitians vs Influencers).
	N-HS.2.3: Debate the influence of school policies on food choices, eating behaviors and physical activities.	**Nutrition:** Day 9-10 (School food rules/Federal law analysis, School Lunch Advocacy).
	N-HS.2.4: Investigate ways that unhealthy eating behaviors and an inactive lifestyle contribute to chronic disease.	**Nutrition:** Day 3-4 (Thinness narrative harm), Day 7-8 (Blood sugar/Heart health). **Diseases:** Day 5 (Lifestyle/Chronic prevention).

Personal and Community Health	**P-HS.2.1:** Analyze the influence of family, peers, culture, the media and technology on health behaviors.	**Begin a Term:** Day 1 (Belief formation). **Self-Esteem:** Day 1 (Media/Family), Day 2 (Peer Influence). **Mental Health:** Day 1-2 (Biopsychosocial). **Dangerous Decisions:** Day 1 (Peer Pressure).
	P-HS.2.2: Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.	**Begin a Term:** Day 2 (Social Determinants). **Mental Health:** Day 9-10 (School climate). **Diversity:** Day 1 (Systemic privilege), Day 2 (Advocating for Equity).
	P-HS.2.3: Explore ways that environmental factors can affect the health of the community.	**Diversity:** Day 2 (Social Determinants/Barriers). **Nutrition:** Day 3-4 (Food Deserts), Day 9-10 (Economic access). **Diseases:** Day 5 (ZIP code). **Environmental Health:** Day 1 (Workplace Hazard reports).
	P-HS.2.4: Investigate ways that research and medical care influence the prevention and treatment of health problems.	**Diseases:** Day 4 (Media Literacy), Day 5 (Research domains). **Body Systems:** Day 2 (Immune/Vaccine stats). **Drugs:** Day 4 (Medication-Assisted Treatment).
	P-HS.2.5: Compare the connection between personal health and access to healthcare, including oral health care.	**Mental Health:** Day 5-6 (Minor access laws). **Stress:** Day 3-4 (Systemic barriers). **Diseases:** Day 4 (Social conditions). **Sex Education:** Day 9-10 (Confidentiality/Minor access laws).
	P-HS.2.6: Examine ways that public health policies, government regulations, and socioeconomic issues affect health promotion and disease prevention.	**Nutrition:** Day 9-10 (School food rules/Federal law analysis). **Diseases:** Day 4 (Social conditions), Day 5 (ZIP code). **Alcohol:** Day 2 (Minor in Possession/Treatment access).

Standard 3: "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007).		
Alcohol, Tobacco, and Other Drugs	**D-HS.3.1:** Access valid information and resources to assist in dealing with ATOD issues for self and others.	**Dangerous Decisions:** Day 2 (911/Narcan). **Alcohol:** Day 3 (Treatment points). **Drugs:** Day 3 (Harm reduction leadership), Day 4 (Medication-Assisted Treatment).
Growth, Development, and Sexual Health and Responsibility	**G-HS.3.1:** Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments).	**Sex Education:** Day 1-2 (Counselors), Day 5-6 (CDC guides), Day 7-8 (Testing bookmarks), Day 9-10 (Planned Parenthood).
	G-HS.3.2: Research local resources to help a survivor recover from sexual violence or abuse.	**Violence:** Day 5 (Bystander/Confidential reporting, Crisis lines). **Sex Education:** Day 1-2 (Counselors).
	G-HS.3.3: Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.	**Violence:** Day 5 (Crisis lines, Bystander/Confidential reporting). **Mental Health:** Day 5-6 (Crisis Text Line).
Mental, Emotional, and Social Health	**M-HS.3.1:** Access valid mental, emotional, and social health information and services for self and others.	**Mental Health:** Day 1-2 (Counselors/Support groups), Day 5-6 (Crisis Text Line), Day 9-10 (Therapists/Peer support). **Stress:** Day 3-4 (Valid points of help).
	M-HS.3.2: Explore valid resources for crisis-management and resiliency, including suicide intervention and prevention for self and others (e.g., hotlines, therapists).	**Mental Health:** Day 5-6 (Crisis Text Line). **Stress:** Day 5-6 (988), Day 9-10 (Circle of Support Map). **First Aid:** Day 4 (ALGEE model).
Nutrition and Physical Activity	**N-HS.3.1:** Research valid information to explore local access to healthy foods.	**Nutrition:** Day 3-4 (Evaluating resources, Food Deserts), Day 5-6 (Identifying barriers).

	N-HS.3.2: Explain valid information and local options regarding physical activity.	**Nutrition:** Day 9-10 (SMART goal plan), Day 10 (Food log/MyFitnessPal expenditure tracking).
	N-HS.3.3: Access community programs and services that help others gain access to affordable healthy foods.	**Nutrition:** Day 9-10 (School Lunch Advocacy, Economic access).
Personal and Community Health	**P-HS.3.1:** Access local health care services, including oral health.	**Mental Health:** Day 5-6 (Minor access laws). **Stress:** Day 3-4 (Valid points of help). **Sex Education:** Day 9-10 (Confidentiality/Minor access laws).

Standard 4: "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007).		
Growth, Development, and Sexual Health and Responsibility	**G-HS.4.1:** Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship.	**Empathy:** Day 2 (Active Listening). **Conflict:** Day 1 (Assertiveness/I-statements). **Mental Health:** Day 7-8 (Jealousy/Control). **Sex Education:** Day 3-4 (Clear "No" strategies, Gaslighting vs respect).
	G-HS.4.2: Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors.	**Empathy:** Day 4 (Saying No). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills). **Sex Education:** Day 1-2 (Boundaries), Day 9-10 (Abstinence proactive choice).
	G-HS.4.3: Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.	**Stress:** Day 7-8 (Parent-Teen Communicator). **Sex Education:** Day 1-2 (Counselors), Day 7-8 (Yes/No/Maybe map).
Injury Prevention and Safety	**I-HS.4 1:** Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).	**Conflict:** Day 1 (Negotiation), Day 2 (Accountability/Repair). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills). **Violence:** Day 4 (Refusal/Advocacy).

Mental, Emotional, and Social Health	**M-HS.4.1:** Articulate ways to communicate care, consideration, and respect for self and others.	**Empathy:** Day 2 (Emotional vocabulary), Day 5 (Kindness conversations). **Mental Health:** Day 9-10 (Offering empathy). **Self-Esteem:** Day 5 (Self-advocacy).
	M-HS.4.2: Model skills for assisting someone who is in crisis or is exhibiting suicidal attitudes or behaviors.	**Mental Health:** Day 5-6 (Listening/Thanking them). **Stress:** Day 5-6 (Active listening/Refusing secrets, ALGEE), Day 7-8 (Help prompts). **First Aid:** Day 4 (ALGEE model).
	M-HS.4.3: Discuss scenarios that demonstrate resiliency.	**Mental Health:** Day 9-10 (Post-traumatic growth). **Stress:** Day 9-10 (Toolkit). **Self-Esteem:** Day 5 (Anchor).
Personal and Community Health	**P-HS.4.1:** Consider ways to seek assistance for enhancing personal health and offering assistance to enhance the health of others.	**Begin a Term:** Day 2 (School counselors/nurses). **Mental Health:** Day 5-6 (Seeking support). **Stress:** Day 3-4 (Help-seeking).

Standard 5: "Students will demonstrate the ability to use decision-making skills to enhance health" (NHES, 2007).		
Alcohol, Tobacco, and Other Drugs	**D-HS.5.1:** Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).	**Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE), Day 2 (Substance impact). **Drugs:** Day 1 (Dopamine interference), Day 3 (Memory/Breathing impact).
Growth, Development, and Sexual Health and Responsibility	**G-HS.5.1:** Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment.	**Mental Health:** Day 7-8 (Jealousy/Control). **Self-Esteem:** Day 5 (Boundary setting). **Sex Education:** Day 3-4 (Gaslighting vs respect).
Mental, Emotional, and Social Health	**M-HS.5.1:** Recognize the warning signs of anxiety, depression, and suicidal behavior.	**Mental Health:** Day 5-6 (Hopelessness). **Stress:** Day 3-4 (Sadness vs Clinical Depression), Day 5-6 (Warning sign response). **End a Term:** Day 1 (MC 40).

	M-HS.5.2: Discuss situations that may require professional mental, emotional, and social health services.	**Mental Health:** Day 5-6 (Seeking support), Day 9-10 (Therapists/Peer support). **Stress:** Day 3-4 (Valid points of help).
Nutrition and Physical Activity	**N-HS.5.1:** Utilize the current federal Dietary Guidelines for Americans to compare and contrast food choices on a variety of menus.	**Nutrition:** Day 1-2 (Macro/Micro functions), Day 5-6 (Recommended serving sizes analysis). **End a Term:** Day 1 (MC Question 27).
Personal and Community Health	**P-HS.5.1:** Recognize barriers to healthy decision-making.	**Self-Esteem:** Day 5 (Burnout/Stretched thin). **Nutrition:** Day 5-6 (Identifying barriers). **Dangerous Decisions:** Day 1 (Decision fatigue).
	P-HS.5.2: Justify when individual or collaborative decision-making is appropriate.*	**Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE). **Conflict:** Day 2 (Community accountability). **First Aid:** Day 2 (Bystander delegation).
	P-HS.5.3: Integrate knowledge of body structure and function to make sound decisions related to personal and community health (e.g., disease prevention, injury prevention, oral health, organ and tissue donation).	**Body Systems:** Day 1 (Homeostasis quiz), Day 3 (Reproductive wellness plan). **Diseases:** Day 5 (Lifestyle/Chronic prevention).

Standard 6: "Students will demonstrate the ability to use goal-setting skills to enhance health" (NHES, 2007).		
Alcohol, Tobacco, and Other Drugs	**D-HS.6.1:** Predict ways that short and long-term goals can be affected by ATOD use.	**Alcohol:** Day 4 (Future you letter). **End a Term:** Day 1 (Long-term goal mapping).
Growth, Development, and Sexual Health and Responsibility	**G-HS.6.1:** Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.	**Body Systems:** Day 3 (Reproductive wellness plan). **Sex Education:** Day 5-6 (Self-exam guides/Cancer prevention).

	G-HS.6.2: Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.	**Self-Esteem:** Day 5 (Boundary setting). **Sex Education:** Day 1-2 (Boundaries), Day 7-8 (Yes/No/Maybe map).
Injury Prevention and Safety	**I-HS.6.1:** Develop coping strategies to avoid, manage, and minimize participation in violent activities, including gang involvement.	**Dangerous Decisions:** Day 1 (Risk Management Plan). **Violence:** Day 4 (Breaking Silence), Day 5 (Protective Factors).
Mental, Emotional, and Social Health	**M-HS.6.1:** Review resiliency and develop a personal plan to increase or maintain one's personal resiliency.	**Mental Health:** Day 9-10 (Personal Mental Health Plan). **Stress:** Day 9-10 (Toolkit implementation). **Self-Esteem:** Day 5 (Small steps).
Nutrition and Physical Activity	**N-HS.6.1:** Set a SMART goal to achieve a healthy eating plan by limiting sugar, fat, and salt consumption.	**Nutrition:** Day 5-6 (Hidden Sugar Challenge, Sugar/Trans fats), Day 9-10 (SMART goal plan).
	N-HS.6.2: Set a SMART goal to attain the federally recommended levels of physical activity and physical fitness for Americans.	**Nutrition:** Day 7-8 (Fuel-up goal), Day 10 (Food log/MyFitnessPal expenditure tracking).
Personal and Community Health	**P-HS.6.1:** Create a long-term personal health plan that is adaptable to changing health needs based on genetics, family history, and personal health behaviors.	**Begin a Term:** Day 1 (Personal Timeline/Future Letter). **Mental Health:** Day 9-10 (Wellness Plan). **Diseases:** Day 5 (Family History).

Standard 7: "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks" (NHES, 2007).		
Alcohol, Tobacco, and Other Drugs	**D-HS.7.1:** Practice strategies for dealing with family, peer, and cultural pressure regarding ATOD (e.g., opioid, prescription drugs, heroin).	**Dangerous Decisions:** Day 1 (Peer Pressure), Day 3 (Refusal/Negotiation skills). **Drugs:** Day 1 (Stimulants/Opioids).

Growth, Development, and Sexual Health and Responsibility	**G-HS.7.1:** Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior.	**Begin a Term:** Day 2 (Practicing consent). **Sex Education:** Day 3-4 (Trust/Equality/Boundaries), Day 7-8 (Yes/No/Maybe map).
Injury Prevention and Safety	**I-HS.7.1:** Perform appropriate first aid and other emergency procedures for a given scenario (e.g., CPR, AED).	**First Aid:** Day 1 (3 Ps), Day 2 (Hands-only CPR/AED sequence), Day 3 (R.I.C.E./FAST), Day 5 (Bleeding/Simulations).
Mental, Emotional, and Social Health	**M-HS.7.1:** Implement a plan to increase personal resiliency.	**Mental Health:** Day 9-10 (Personal Mental Health Plan). **Stress:** Day 9-10 (Toolkit implementation). **Self-Esteem:** Day 5 (Small steps).
	M-HS.7.2: Demonstrate strategies to develop and maintain a positive self-image.	**Self-Esteem:** Day 1 (Gratitude Rock), Day 4 (Self-acceptance plan), Day 5 (Anchor). **Empathy:** Day 5 (Self-worth foundation).
	M-HS.7.3: Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).	**Empathy:** Day 2 (Active Listening). **Conflict:** Day 1 (Assertiveness/I-statements), Day 2 (Accountability/Repair). **Mental Health:** Day 7-8 (Jealousy/Control).
	M-HS.7.4: Establish boundaries that promote safety, respect, awareness, and acceptance.	**Empathy:** Day 4 (Boundaries). **Self-Esteem:** Day 3 (Boundary practice), Day 5 (People-pleasing boundaries). **Sex Education:** Day 1-2 (Boundaries).
Nutrition and Physical Activity	**N-HS.7.1:** Implement a wellness plan that meets the current federal Dietary Guidelines for Americans and the federal physical activity guidelines for Americans.	**Nutrition:** Day 9-10 (SMART Power Plate meal/Plan design), Day 10 (Food log/MyFitnessPal expenditure tracking).
	N-HS.7.2: Examine the relationship between personal nutritional intake and overall physical, oral, and mental health.	**Nutrition:** Day 1-2 (Macro/Micro functions), Day 7-8 (Blood sugar/Heart health, Academic pressure).

Personal and Community Health	**P-HS.7.1:** Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.	**Begin a Term:** Day 1 (Health Mission Statement). **Mental Health:** Day 9-10 (Wellness Plan). **Stress:** Day 9-10 (Toolkit implementation).

Standard 8: "Students will demonstrate the ability to advocate for personal, family, and community health" (NHES, 2007).		
Alcohol, Tobacco, and Other Drugs	**D-HS.8.1:** Encourage positive alternatives to ATOD use.	**Alcohol:** Day 4 (Safe community advocacy). **Drugs:** Day 3 (Harm reduction leadership). **Tobacco:** Day 2 (Tobacco-free advocacy).
	D-HS.8.2: Promote intervention and outreach for those dealing with ATOD use or abuse (e.g., peers, family members).	**Dangerous Decisions:** Day 2 (911/Narcan). **Alcohol:** Day 4 (Safe community advocacy). **Drugs:** Day 3 (Harm reduction leadership).
Growth, Development, and Sexual Health and Responsibility	**G-HS.8.1:** Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior.	**Sex Education:** Day 7-8 (Confidential testing advocacy), Day 9-10 (Abstinence proactive choice, Planned Parenthood).
Injury Prevention and Safety	**I-HS.8.1:** Advocate for disaster preparedness in the home, school, and community.	**First Aid:** Day 5 (Red Cross supplies, Emergency leadership). **Environmental Health:** Day 1 (Workplace Hazard reports).
	I-HS.8.2: Advocate for safe environments that encourage dignified and respectful treatment of everyone.	**Empathy:** Day 5 (Kindness project). **Diversity:** Day 1 (Inclusive support), Day 2 (Advocating for Equity). **Violence:** Day 5 (Challenging victim-blaming).
Mental, Emotional, and Social Health	**M-HS.8.1:** Promote intervention and outreach for others dealing with unhealthy relationships.	**Mental Health:** Day 7-8 (Responding to exclusion). **Conflict:** Day 2 (Community accountability). **Violence:** Day 5 (Bystander/Confidential reporting).

	M-HS.8.2: Promote intervention and outreach for those dealing with suicidal intentions or behavioral health problems (e.g., peers, family members).	**Mental Health:** Day 5-6 (Planning an initiative, Impact on individual/community), Day 9-10 (Positive culture advocacy). **Stress:** Day 5-6 (Reducing silence).
Nutrition and Physical Activity	**N-HS.8.1:** Encourage others to choose healthy foods.	**Nutrition:** Day 3-4 (PSA Project), Day 9-10 (School Lunch Advocacy).
	N-HS.8.2: Advocate for self and others to increase their level of physical activity.	**Nutrition:** Day 7-8 (Fuel-up goal), Day 9-10 (School Lunch Advocacy).
Personal and Community Health	**P-HS.8.1:** Advocate for the promotion and protection of a healthy and safe environment, including community, personal, and family environments.	**Diversity:** Day 2 (Advocating for Equity). **Environmental Health:** Day 1 (Workplace Hazard reports). **Alcohol:** Day 4 (Safe community advocacy).
	P-HS.8.2: Explain ways that peers, family, and community can participate in organ and tissue donations.	Review Required