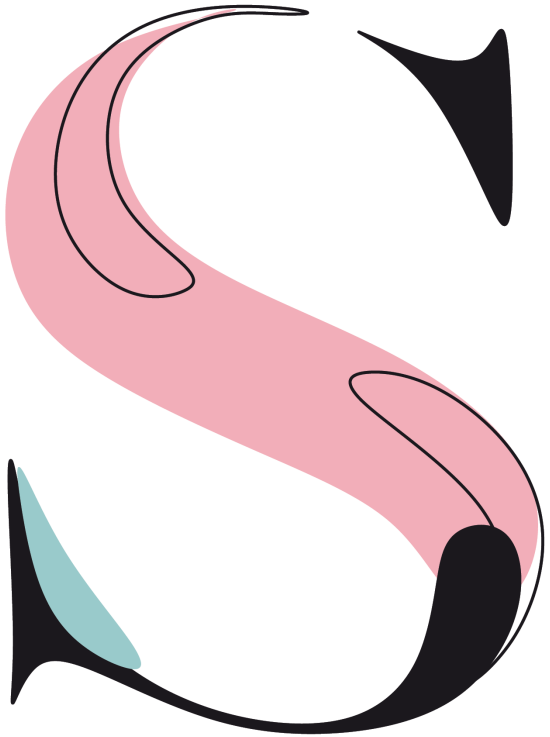
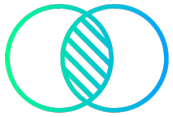


STANDARDS

HEALTH EDUCATION TODAY



© 2026 [HET] Health Education Today, Inc.

All rights reserved.
This product is intended solely for use by the original purchaser and is not transferable to any other person(s); redistribution, editing, or selling is strictly prohibited. Copying for anyone other than the purchaser, or for use in another classroom, department, school, or school system, is also prohibited. This resource may not be shared with colleagues or used across an entire grade level, school, or district without purchasing the appropriate number of licenses. Coaches, principals, or districts interested in a Site/Transferable License should contact us. Additionally, this product, or any part of it, may not be distributed or displayed digitally for public access and cannot be used on commercial websites. Any online student resource postings (Google Drive, Microsoft 360, etc.) must be restricted to password protected student websites only. Failure to comply constitutes copyright infringement and violates the Digital Millennium Copyright Act (DMCA).

hello@healtheducationtoday.com
healtheducationtoday.com

Health Education Today's High School Health Curriculum: Aligned with **all** the South Dakota Health Education Standards (Grades 9-12, 2026)

South Dakota Health Education Standards (2026): https://doe.sd.gov/contentstandards/documents/26-HealthEdStandards.pdf

South Dakota Health Education Standards (2026) — Grades 9-12::

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 health information about products and services that enhance health.

Standard 4: Students will demonstrate interpersonal-communication skills to enhance health and avoid or reduce health risk.

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

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

Standard 7: Students will demonstrate health-enhancing behaviors and avoid or reduce health risk.

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

The South Dakota Health Education Standards were adopted May 4, 2026 by the South Dakota Board of Education Standards, superseding the 2018 standards. The 2026 standards are a skills-based framework modeled on the National Health Education Standards; health content-area selection is left to local education agencies. Alignment below covers the complete Grades 9-12 performance indicators (44 indicators across the eight standards).

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
Core Concepts	**1.12.1:** Predict how healthy behaviors can affect health status.	**Begin a Term:** Day 1 (Personal Timeline/Future Letter). **Dangerous Decisions:** Day 1 (Risky choice impact). **Nutrition:** Day 7-8 (Blood sugar/Heart health). **Body Systems:** Day 2 (Lifestyle efficiency). **Diseases:** Day 5 (Lifestyle/Chronic prevention).
	1.12.2: Describe the interrelationships of emotional, cognitive, physical, and social health in adolescence.	**Mental Health:** Day 1-2 (5 Dimensions), Day 1-2 (Biopsychosocial). **Stress:** Day 3-4 (Foggy brain/Headaches). **Body Systems:** Day 1 (Gut-brain disruption). **End a Term:** Day 1 (Homeostasis).
	1.12.3: Analyze how social and physical environments affect personal health.	**Begin a Term:** Day 2 (Social Determinants). **Self-Esteem:** Day 1 (Environment changes). **Nutrition:** Day 3-4 (Food Deserts). **Diseases:** Day 5 (ZIP code). **Environmental Health:** Day 1 (Workplace Hazard reports).
	1.12.4: Research how genetics and family history can affect personal health.	**Mental Health:** Day 1-2 (Biopsychosocial). **Diseases:** Day 5 (Family History).
	1.12.5: Propose ways to reduce or prevent injuries and health problems.	**Dangerous Decisions:** Day 1 (Risk Management Plan), Day 2 (Water safety/blackouts), Day 3 (Distracted driving CDC data). **First Aid:** Day 1 (3 Ps). **End a Term:** Day 1 (Scene Safety Scenario).

	1.12.6: Investigate the relationship between access to health care and health status.	**Mental Health:** Day 5-6 (Minor access laws). **Diversity:** Day 2 (Social Determinants/Barriers). **Nutrition:** Day 9-10 (Economic access). **Diseases:** Day 5 (ZIP code). **Alcohol:** Day 2 (Minor in Possession/Treatment access).
	1.12.7: Propose strategies for promoting the benefits of and overcoming barriers to practicing a variety of health-enhancing behaviors.	**Stress:** Day 3-4 (Systemic barriers), Day 5-6 (Stigma). **Nutrition:** Day 5-6 (Identifying barriers), Day 7-8 (Packing snacks). **Sex Education:** Day 9-10 (Abstinence proactive choice).
	1.12.8: Evaluate personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.	**Stress:** Day 1-2 (Vulnerability Survey). **Dangerous Decisions:** Day 2 (Substance impact). **Diseases:** Day 4 (Risk assessment). **Drugs:** Day 3 (Memory/Breathing impact).
	1.12.9: Analyze the potential seriousness of injury or illness if engaging in unhealthy behaviors.	**Diseases:** Day 5 (Physiological impact). **First Aid:** Day 2 (Bleeding/Cardiac), Day 3 (Degree of burns). **End a Term:** Day 1 (Synthetic Opioids MC 4).

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.		
Analyzing Influences	**2.12.1:** Analyze health factors in the family that influence the health and wellness of individuals.	**Self-Esteem:** Day 1 (Media/Family). **Stress:** Day 7-8 (Parent-Teen Communicator). **Alcohol:** Day 4 (Family addiction roles). **End a Term:** Day 2 (Generational cycles).
	2.12.2: Analyze how culture supports and challenges health beliefs, practices, and behaviors.	**Empathy:** Day 2 (Culture/Technology). **Conflict:** Day 1 (Uptown upbringing). **Diversity:** Day 2 (Cultural humility). **Nutrition:** Day 3-4 (Cultural honoring).

	2.12.3: Demonstrate how peers influence healthy and unhealthy behaviors	**Self-Esteem:** Day 2 (Peer Influence). **Dangerous Decisions:** Day 1 (Peer Pressure), Day 3 (Groupthink). **Sex Education:** Day 3-4 (Coercion distinction).
	2.12.4: Compare and contrast how the school and community can influence personal health practice and behaviors.	**Mental Health:** Day 9-10 (School climate). **Stress:** Day 1-2 (Wellness centers). **Nutrition:** Day 9-10 (School food rules/Federal law analysis).
	2.12.5: Critique the influence of media on personal and family health.	**Self-Esteem:** Day 4 (Instagram/TikTok). **Mental Health:** Day 1-2 (Social Media Trap). **Nutrition:** Day 1-2 (Diet Culture). **Tobacco:** Day 1 (Vape ad decoding).
	2.12.6: Evaluate the impact of technology on personal, family, and community health.	**Empathy:** Day 1 (Technology desensitization). **Mental Health:** Day 7-8 (Digital Personas), Day 7-8 (Digital Balance). **Violence:** Day 4 (Technology influences).
	2.12.7: Describe how personal perceptions of norms influence healthy and unhealthy behaviors.	**Mental Health:** Day 7-8 (Online validation influence). **Conflict:** Day 2 (Digital norms). **Dangerous Decisions:** Day 3 (PSA - challenging "cool" risk). **Sex Education:** Day 9-10 (45% of teens statistic).
	2.12.8: Analyze the influence of personal values and beliefs on individual health practices and behaviors.	**Begin a Term:** Day 1 (Belief formation). **Self-Esteem:** Day 5 (Values foundation). **Sex Education:** Day 9-10 (Values check).
	2.12.9: Articulate how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	**Mental Health:** Day 5-6 (Numbing pain). **Stress:** Day 1-2 (Escape/Numb out). **Dangerous Decisions:** Day 2 (Tolerance/Dependence). **Drugs:** Day 2 (Tolerance).

	2.12.10: Investigate how public health policies and government regulations can influence health promotion and disease prevention.	**Dangerous Decisions:** Day 2 (Good Samaritan laws). **Nutrition:** Day 9-10 (School food rules/Federal law analysis). **Alcohol:** Day 2 (BAC limits). **Sex Education:** Day 9-10 (Confidentiality/Minor access laws).

Standard 3: Students will demonstrate the ability to access valid health information about products and services that enhance health.		
Accessing Information	**3.12.1:** Compare and contrast health information, products, and services.	**Mental Health:** Day 5-6 (Numbing myths). **Nutrition:** Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers), Day 5-6 (Influencer claims). **Diseases:** Day 4 (Media Literacy). **Tobacco:** Day 1 (Vape ad decoding).
	3.12.2: Utilize resources from home, school, and community that provide valid health information.	**Begin a Term:** Day 2 (School counselors/nurses). **Mental Health:** Day 1-2 (Counselors/Support groups), Day 5-6 (Crisis Text Line). **Stress:** Day 3-4 (Valid points of help). **Violence:** Day 5 (Crisis lines). **Sex Education:** Day 5-6 (CDC guides).
	3.12.3: Evaluate the accessibility of products and services that enhance health.	**Mental Health:** Day 5-6 (Minor access laws). **Nutrition:** Day 9-10 (Economic access). **Diseases:** Day 5 (ZIP code). **Alcohol:** Day 2 (Minor in Possession/Treatment access). **Sex Education:** Day 7-8 (Testing bookmarks).
	3.12.4: Identify barriers to accessing health services and professionals.	**Mental Health:** Day 5-6 (Minor access laws). **Stress:** Day 3-4 (Systemic barriers), Day 5-6 (Stigma). **Diversity:** Day 2 (Social Determinants/Barriers). **Nutrition:** Day 9-10 (Economic access). **Diseases:** Day 4 (Social conditions).

Standard 4: Students will demonstrate interpersonal communication skills to enhance health and avoid or reduce health risk.		
Interpersonal Communication	**4.12.1:** Evaluate the application of skills for communicating effectively with family, peers, and others to enhance health.	**Empathy:** Day 2 (Active Listening), Day 2 (Emotional vocabulary). **Mental Health:** Day 3-4 (Reacting vs Responding). **Stress:** Day 3-4 ("I" statements), Day 7-8 (Parent-Teen Communicator). **Conflict:** Day 2 (Clarifying needs).
	4.12.2: Demonstrate and reflect on refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	**Empathy:** Day 4 (Saying No). **Conflict:** Day 1 (Negotiation). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills). **Violence:** Day 4 (Refusal/Advocacy). **Sex Education:** Day 3-4 (Clear "No" strategies).
	4.12.3: Develop strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.	**Begin a Term:** Day 2 (Agreements). **Conflict:** Day 1 (Conflict styles), Day 1 (Assertiveness/I-statements), Day 2 (Accountability/Repair). **Violence:** Day 5 (NVC - Nonviolent Communication).
	4.12.4: Demonstrate how to ask for and offer assistance to enhance the health of self and others.	**Mental Health:** Day 5-6 (Seeking support), Day 5-6 (Listening/Thanking them), Day 9-10 (Offering empathy). **Stress:** Day 3-4 (Help-seeking), Day 7-8 (Help prompts). **First Aid:** Day 4 (ALGEE model).

Standard 5: Students will demonstrate decision-making skills to enhance health.		
Decision Making	**5.12.1:** Examine circumstances that can help or hinder healthy decision making.	**Stress:** Day 5-6 (Risk/Protective Factors), Day 5-6 (Stigma). **Dangerous Decisions:** Day 1 (Decision fatigue), Day 3 (Groupthink). **Nutrition:** Day 5-6 (Identifying barriers).

	5.12.2: Reflect on the value of applying a decision-making process in health-related situations.	**Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). **Sex Education:** Day 7-8 (Decision Scenario). **End a Term:** Day 1 (Scenario 9/26).
	5.12.3: Justify when individual or collaborative decision making is appropriate.	**Stress:** Day 3-4 (Help-seeking). **Violence:** Day 5 (Intervention choice). **First Aid:** Day 2 (Bystander delegation), Day 5 (Emergency leadership).
	5.12.4: Generate alternatives to health-related issues or problems.	**Mental Health:** Day 3-4 (Adaptive coping). **Stress:** Day 9-10 (Problem-solving). **Dangerous Decisions:** Day 2 (Coping). **Nutrition:** Day 1-2 (Hydration swap).
	5.12.5: Predict the potential short-term and long-term impact of each alternative on self and others.	**Begin a Term:** Day 2 (Vortex of Impact). **Dangerous Decisions:** Day 1 (Risky choice impact). **Alcohol:** Day 4 (Future you letter). **Sex Education:** Day 7-8 (Parenting/Financial effects). **End a Term:** Day 2 (Waves of impact).
	5.12.6: Defend the healthy choice when making decisions.	**Self-Esteem:** Day 3 (Voice choice). **Dangerous Decisions:** Day 3 (PSA - challenging "cool" risk). **Sex Education:** Day 9-10 (Abstinence proactive choice), Day 9-10 (Values check).
	5.12.7: Evaluate the effectiveness of health-related decisions.	**Mental Health:** Day 1-2 (Care choices). **Conflict:** Day 2 (Assertive outcomes). **Diversity:** Day 1 (Identity outcomes). **Nutrition:** Day 7-8 (Energy check).

Standard 6: Students will demonstrate goal-setting skills to enhance health.		
Goal Setting	**6.12.1:** Assess personal health practices and overall health status.	**Empathy:** Day 1 (Survey). **Self-Esteem:** Day 1 (Self-Esteem Survey). **Mental Health:** Day 9-10 (Identifying burnout). **Stress:** Day 1-2 (Survey). **Nutrition:** Day 5-6 (Balance survey).
	6.12.2: Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.	**Self-Esteem:** Day 4 (Self-acceptance plan). **Mental Health:** Day 9-10 (Personal Mental Health Plan). **Dangerous Decisions:** Day 1 (Risk Management Plan). **Nutrition:** Day 9-10 (SMART goal plan).
	6.12.3: Implement strategies and monitor progress in achieving a personal health goal.	**Empathy:** Day 3 (Active Listening goal). **Self-Esteem:** Day 2 (Strength log). **Stress:** Day 9-10 (Toolkit implementation), Day 9-10 (Habit building). **Nutrition:** Day 10 (Food log/MyFitnessPal expenditure tracking).
	6.12.4: Formulate an effective long-term personal health plan.	**Begin a Term:** Day 1 (Future letter 1/5/10yr), Day 1 (Health Mission Statement). **Body Systems:** Day 3 (Reproductive wellness plan). **End a Term:** Day 1 (Long-term goal mapping), Day 1 (Live it Forward challenge).

Standard 7: Students will demonstrate health-enhancing behaviors and avoid or reduce health risk.		
Self-Management	**7.12.1:** Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.	**Self-Esteem:** Day 2 (Nature Walk). **Mental Health:** Day 1-2 (Mindful breathing), Day 3-4 (Mental Health Toolbox). **Stress:** Day 1-2 (5-4-3-2-1), Day 5-6 (Temperature Reset). **Nutrition:** Day 7-8 (Packing snacks).

	7.12.2: Recommend a variety of behaviors that avoid or reduce health risks to self and others.	**Dangerous Decisions:** Day 1 (Risky driving), Day 2 (Water safety/blackouts), Day 3 (Digital safety). **First Aid:** Day 2 (Hands-only CPR/AED sequence). **Sex Education:** Day 7-8 (Contraceptive effectiveness/PrEP).

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.		
Advocacy	**8.12.1:** Advocate the role of individual responsibility in enhancing health.	**Begin a Term:** Day 1 (Core Scholar). **Nutrition:** Day 3-4 (Intentional choice). **First Aid:** Day 1 (Willingness to act). **Sex Education:** Day 9-10 (Ownership/Rights). **End a Term:** Day 1 (Live it Forward challenge).
	8.12.2: Persuade and support others to make positive health choices.	**Empathy:** Day 5 (Kindness project). **Mental Health:** Day 9-10 (Positive culture advocacy). **Violence:** Day 5 (Challenging victim-blaming). **Nutrition:** Day 3-4 (Supporting Diego). **Tobacco:** Day 2 (Tobacco-free advocacy).
	8.12.3: Collaborate to advocate for improving personal, family, and/or community health.	**Stress:** Day 1-2 (Wellness Advocacy Project). **Conflict:** Day 1-2 (Guidebooks/PSAs). **Nutrition:** Day 3-4 (PSA Project), Day 9-10 (School Lunch Advocacy). **Alcohol:** Day 4 (Safe community advocacy).
	8.12.4: Modify health messages and communication techniques to a specific target audience.	**Empathy:** Day 1 (Empathy-driven cause). **Mental Health:** Day 1-2 (Breaking Stigma PSA). **Diversity:** Day 3 (Media for Equity). **Drugs:** Day 3 (Harm reduction leadership).