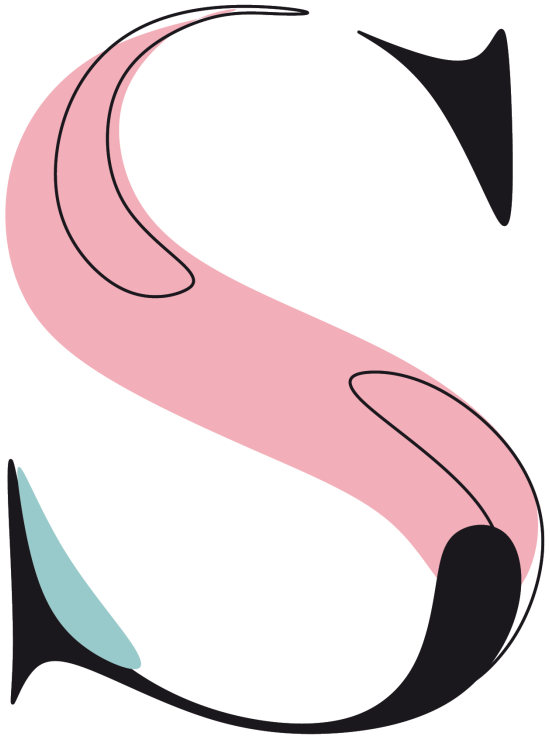
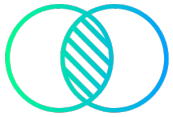


STANDARDS

HEALTH EDUCATION TODAY



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Health Education Today's High School Health Curriculum: Aligned with **all** Texas Essential Knowledge and Skills for High School Health Education

Texas Essential Knowledge and Skills (TEKS), Health Education: https://tea.texas.gov/laws-and-rules/sboe-rules-tac/sboe-tac-currently-effect/ch115c-0.pdf

Texas Essential Knowledge and Skills (TEKS) for Health Education, High School (19 TAC Chapter 115, Subchapter C, Adopted 2020):

Health I (§115.38) and Health II (§115.39) — six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health.

Your Health in the Real World (§115.40) — strands: health literacy (health consumerism, patient advocacy, health applications and technology, navigating the health care system); health care occupations; public health; and prevention.

Courses Covered:

§115.38 Health I (One-Half Credit), §115.39 Health II (One-Half Credit), §115.40 Your Health in the Real World (One-Half Credit)

Health I and Health II are the required-sequence high school health courses; Your Health in the Real World is an additional high school health course. All three courses are covered in this document. TEKS adopted by the SBOE in 2020, effective August 1, 2022 (47 TexReg 4516), implemented beginning with the 2022-2023 school year.

Health I — Physical Health and Hygiene		
1. Personal Health and Hygiene	**§115.38(c)(1)(A):** analyze health information based on health-related standards.	**Nutrition:** Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers). **Diseases:** Day 4 (Media Literacy), Day 5 (Research domains). **Tobacco:** Day 1 (Vape ad decoding).
	§115.38(c)(1)(B): develop and analyze strategies to prevent communicable and non-communicable diseases.	**Nutrition:** Day 7-8 (Blood sugar/Heart health). **Body Systems:** Day 2 (Immune/Vaccine stats). **Diseases:** Day 4 (NCD comparison), Day 5 (Lifestyle/Chronic prevention). **End a Term:** Day 1 (MC Questions 11-12).
	§115.38(c)(1)(C): discuss the importance of early detection and warning signs that prompt individuals of all ages to seek health care.	**Stress:** Day 5-6 (Warning sign response). **Diseases:** Day 5 (Family History). **First Aid:** Day 3 (R.I.C.E./FAST). **Sex Education:** Day 5-6 (Self-exam guides/Cancer prevention).

Health I — Mental Health and Wellness		
2. Social and Emotional Health	**§115.38(c)(2)(A):** discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others.	**Empathy:** Day 1 (Respectful dialogue), Day 2 (Active Listening), Day 4 (Mindful empathy), Day 5 (Kindness conversations). **Mental Health:** Day 9-10 (Offering empathy). **Diversity:** Day 2 (Honest dialogue), Day 3 (Affirming language).
	§115.38(c)(2)(B): analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution.	**Empathy:** Day 4 (Saying No). **Mental Health:** Day 5-6 (Assertiveness). **Stress:** Day 3-4 ("I" statements). **Conflict:** Day 1 (Assertiveness/I-statements), Day 2 (Communication Balance).

3. Developing a Healthy Self-Concept	**§115.38(c)(3):** explain and demonstrate decision-making skills based on health information.	**Begin a Term:** Day 1 (Healthy year vision). **Mental Health:** Day 1-2 (Care choices). **Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). **End a Term:** Day 1 (Scenario 9/26).
4. Risk and Protective Factors	**§115.38(c)(4):** analyze how adverse childhood experiences such as abuse, neglect, and trauma can influence brain development and how to recognize, process, and overcome negative events for overall mental health and wellness.	**Begin a Term:** Day 1 (Rewrite your story). **Self-Esteem:** Day 2 (Early Experiences). **Mental Health:** Day 9-10 (Post-traumatic growth). **Stress:** Day 5-6 (Risk/Protective Factors), Day 9-10 (Vicarious trauma).
5. Identifying and Managing Mental Health and Wellness Concerns	**§115.38(c)(5)(A):** discuss the suicide risk and suicide protective factors identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning signs in self or others.	**Mental Health:** Day 5-6 (Seeking support). **Stress:** Day 5-6 (Risk/Protective Factors), Day 7-8 (Help prompts). **End a Term:** Day 1 (MC 40).
	§115.38(c)(5)(B): discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide.	**Mental Health:** Day 5-6 (Crisis Text Line). **Stress:** Day 5-6 (988). **Violence:** Day 5 (Crisis lines).

Health I — Healthy Eating and Physical Activity		
6. Food and Beverage Daily Recommendations	**§115.38(c)(6)(A):** evaluate food labels and menus to determine the nutritional content and value of foods and make healthy decisions about daily caloric intake.	**Nutrition:** Day 5-6 (Hidden Sugar Challenge), Day 10 (Food log/MyFitnessPal expenditure tracking). **End a Term:** Day 1 (MC Question 27).
	§115.38(c)(6)(B): compare and contrast the impact of healthy and unhealthy dietary practices.	**Nutrition:** Day 1-2 (Diet Culture), Day 3-4 (Mindful eating), Day 5-6 (Sugar/Trans fats), Day 9-10 (Steaming/Grilling vs Frying).
	§115.38(c)(6)(C): describe how a personal dietary plan affects overall health and how a plan might differ over the lifespan.	**Nutrition:** Day 3-4 (Cultural honoring), Day 9-10 (SMART Power Plate meal/Plan design).

7. Physical Activity	**§115.38(c)(7)(A):** analyze the relationships between nutrition, physical activity, and quality of life as they relate to mental, physical, and social health benefits.	**Nutrition:** Day 1-2 (Hunger cues), Day 7-8 (Energy check), Day 10 (Food log/MyFitnessPal expenditure tracking). **Body Systems:** Day 2 (Lifestyle efficiency).
	§115.38(c)(7)(B): analyze the relationships between body composition, diet, and physical activity, including how to balance caloric intake and physical activity.	**Nutrition:** Day 1-2 (Macro/Micro functions), Day 10 (Food log/MyFitnessPal expenditure tracking).
8. Risk and Protective Factors	**§115.38(c)(8)(A):** evaluate the nutritional differences between preparing and serving fresh or minimally processed food versus serving commercially prepared or highly processed foods.	**Nutrition:** Day 5-6 (Healthwashing), Day 9-10 (Nutrient preservation).
	§115.38(c)(8)(B): evaluate the connection between physical activity and dietary choices as they relate to the prevention of chronic conditions.	**Nutrition:** Day 7-8 (Blood sugar/Heart health). **Diseases:** Day 5 (Lifestyle/Chronic prevention).

Health I — Injury and Violence Prevention and Safety		
9. Safety Skills and Unintentional Injury	**§115.38(c)(9):** demonstrate basic first-aid procedures, including how to perform cardiopulmonary resuscitation (CPR) and choking rescue and how to use an automated external defibrillator (AED).	**First Aid:** Day 1 (3 Ps), Day 2 (Hands-only CPR/AED sequence), Day 3 (R.I.C.E./FAST), Day 4 (Seizures/Asthma), Day 5 (Bleeding/Simulations).
10. Healthy Home, School, and Community Climate	**§115.38(c)(10)(A):** formulate strategies for avoiding violence, gangs, weapons, and human trafficking.	**Dangerous Decisions:** Day 3 (Refusal/Negotiation skills). **Violence:** Day 4 (Gang dynamics), Day 5 (Protective Factors).
	§115.38(c)(10)(B): assess the dynamics of gang behaviors.	**Violence:** Day 4 (Gang dynamics).

11. Digital Citizenship and Media	**§115.38(c)(11)(A):** develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography.	**Mental Health:** Day 7-8 (Online Hygiene Plan). **Dangerous Decisions:** Day 3 (Sexting/Digital footprint leaks). **Sex Education:** Day 1-2 (Sexting consequences).
	§115.38(c)(11)(B): identify appropriate responses to situations in which digital and online safety are at risk, including identity protection and recognition of predators.	**Dangerous Decisions:** Day 3 (Digital safety). **Violence:** Day 4 (Doxxing prevention). **End a Term:** Day 1 (Online Data Scenario).
12. Interpersonal Violence	**§115.38(c)(12)(A):** research and analyze how exposure to family violence can influence cyclical behavioral patterns.	**Violence:** Day 4 (Ripple effects). **End a Term:** Day 2 (Generational cycles).
	§115.38(c)(12)(B): create a personal action plan, including identifying areas of support, for use when encountering bullying, cyberbullying, or harassment.	**Empathy:** Day 3 (Cyberbullying), Day 4 (Action Plan). **Mental Health:** Day 7-8 (Responding to exclusion). **Stress:** Day 9-10 (Circle of Support Map).
	§115.38(c)(12)(C): describe the ramifications of bullying behavior.	**Empathy:** Day 1 (Scenario 3). **Mental Health:** Day 7-8 (Cyberbullying/Digital footprints). **Violence:** Day 4 (Doxxing).

Health I — Alcohol, Tobacco, and Other Drugs		
13. Use, Misuse, and Physiological Effects	**§115.38(c)(13)(A):** examine examples of drug labels to determine the drug category and intended use.	**Dangerous Decisions:** Day 2 (Alcohol, Nicotine, Cannabis, Opioids). **Drugs:** Day 1 (Stimulants/Opioids). **Tobacco:** Day 1 (Stimulant).
	§115.38(c)(13)(B): identify and describe the importance of the safe storage and proper disposal of prescription and over-the-counter drugs.	Review Required

	§115.38(c)(13)(C): develop strategies for preventing the misuse of prescription and over-the-counter drugs, including recognizing the negative effects of combining drugs.	**Alcohol:** Day 1 (Depressant). **Drugs:** Day 1 (Stimulants/Opioids), Day 3 (Memory/Breathing impact).
14. Short- and Long-Term Impacts	**§115.38(c)(14):** describe the interrelatedness of alcohol and other drugs to health problems.	**Dangerous Decisions:** Day 2 (Substance impact). **Alcohol:** Day 1 (Ethanol depressant), Day 3 (AUD chronic nature). **Drugs:** Day 3 (Memory/Breathing impact). **Tobacco:** Day 1 (Prefrontal cortex effects). **End a Term:** Day 1 (MC 1-3).
15. Treatment	**§115.38(c)(15)(A):** investigate and identify treatment options for substance abuse and addiction and misuse, including prescription drugs.	**Dangerous Decisions:** Day 2 (911/Narcan). **Alcohol:** Day 3 (Treatment points). **Drugs:** Day 4 (Medication-Assisted Treatment).
	§115.38(c)(15)(B): explain how to report suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult.	**Mental Health:** Day 5-6 (Seeking support). **Dangerous Decisions:** Day 2 (Good Samaritan laws). **Alcohol:** Day 2 (Minor in Possession/Treatment access).
16. Risk and Protective Factors	**§115.38(c)(16)(A):** compare and contrast physical and social influences on alcohol, tobacco, and other drug use behaviors.	**Stress:** Day 1-2 (Escape/Numb out). **Dangerous Decisions:** Day 1 (Peer Pressure), Day 3 (Groupthink). **Drugs:** Day 2 (Industry marketing impact). **Tobacco:** Day 1 (Vape ad decoding).
	§115.38(c)(16)(B): design materials for health advocacy such as promoting a substance-free life.	**Dangerous Decisions:** Day 3 (PSA - challenging "cool" risk). **Alcohol:** Day 4 (Safe community advocacy). **Drugs:** Day 3 (Harm reduction leadership). **Tobacco:** Day 2 (Tobacco-free advocacy).

	§115.38(c)(16)(C): discuss ways to participate in school-related efforts to address health-risk behaviors.	**Mental Health:** Day 5-6 (Planning an initiative), Day 9-10 (Positive culture advocacy). **Dangerous Decisions:** Day 3 (PSA - challenging "cool" risk).
17. Prevention	**§115.38(c)(17)(A):** analyze the relationship between the use of refusal skills and the avoidance of alcohol, tobacco, and other drugs.	**Empathy:** Day 4 (Saying No). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills).
	§115.38(c)(17)(B): analyze the role that alcohol and other drugs play in unsafe situations, including sexual abuse and assault.	**Dangerous Decisions:** Day 2 (Water safety/blackouts). **Sex Education:** Day 3-4 (Coercion distinction).

Health I — Reproductive and Sexual Health		
18. Healthy Relationships	**§115.38(c)(18)(A):** analyze how friendships provide a foundation for healthy dating/romantic relationships.	**Conflict:** Day 2 (Relationship wellness). **Sex Education:** Day 3-4 (Trust/Equality/Boundaries).
	§115.38(c)(18)(B): identify character traits that promote healthy dating/romantic relationships and marriage.	**Sex Education:** Day 3-4 (Gaslighting vs respect).
	§115.38(c)(18)(C): describe how a healthy marriage can provide a supportive environment for the nurturing and development of children.	Review Required
19. Personal Safety, Limits, and Boundaries	**§115.38(c)(19)(A):** describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence.	Review Required
	§115.38(c)(19)(B): analyze the characteristics of harmful relationships that can lead to dating violence.	**Mental Health:** Day 7-8 (Jealousy/Control). **Sex Education:** Day 3-4 (Gaslighting vs respect).

	§115.38(c)(19)(C): analyze healthy strategies for preventing physical, sexual, and emotional abuse.	**Violence:** Day 4 (Breaking Silence), Day 5 (Bystander/Confidential reporting). **Sex Education:** Day 3-4 (Clear "No" strategies).
	§115.38(c)(19)(D): analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships.	**Self-Esteem:** Day 5 (Boundary setting). **Sex Education:** Day 1-2 (Boundaries), Day 3-4 (Trust/Equality/Boundaries).
	§115.38(c)(19)(E): explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships.	**Empathy:** Day 4 (Saying No). **Sex Education:** Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map).
	§115.38(c)(19)(F): examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries.	**Dangerous Decisions:** Day 2 (Water safety/blackouts). **Sex Education:** Day 3-4 (Coercion distinction), Day 7-8 (Decision Scenario).
	§115.38(c)(19)(G): examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity.	**Begin a Term:** Day 2 (Practicing consent). **Sex Education:** Day 5-6 (Comparison culture), Day 9-10 (Values check).
	§115.38(c)(19)(H): explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others.	**Violence:** Day 4 (Breaking Silence), Day 5 (Bystander/Confidential reporting). **Sex Education:** Day 1-2 (Counselors).
20. Anatomy, Puberty, Reproduction, and Pregnancy	**§115.38(c)(20):** analyze the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur.	**Body Systems:** Day 3 (Reproductive wellness plan). **Sex Education:** Day 7-8 (Pregnancy support resources).

21. Sexual Risk	**§115.38(c)(21)(A):** research and analyze the educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society, including considering the effects on one's personal life goals.	**Sex Education:** Day 7-8 (Parenting/Financial effects).
	§115.38(c)(21)(B): describe various modes of transmission of STDs/STIs.	**Sex Education:** Day 7-8 (STI transmission).
	§115.38(c)(21)(C): investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources.	**Sex Education:** Day 5-6 (CDC guides).
	§115.38(c)(21)(D): describe signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and identify that not all STDs/STIs show symptoms.	**Diseases:** Day 4 (STI Stigma challenge). **Sex Education:** Day 7-8 (STI transmission).
	§115.38(c)(21)(E): analyze the importance of STD/STI screening, testing, and early treatment for sexually active people, including during yearly physicals or if there is a concern.	**Sex Education:** Day 7-8 (Confidential testing advocacy), Day 9-10 (Planned Parenthood).
	§115.38(c)(21)(F): analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression.	**Dangerous Decisions:** Day 3 (Heartbreak). **Sex Education:** Day 9-10 (Values check).
	§115.38(c)(21)(G): analyze the importance and benefits of abstinence from sexual activity as it relates to emotional health and the prevention of pregnancy and STDs/STIs.	**Sex Education:** Day 9-10 (Abstinence proactive choice).

	§115.38(c)(21)(H): identify support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active.	**Sex Education:** Day 1-2 (Counselors), Day 9-10 (45% of teens statistic).
	§115.38(c)(21)(I): analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy.	**Sex Education:** Day 7-8 (Contraceptive effectiveness/PrEP).
	§115.38(c)(21)(J): explain the legal responsibilities related to teen pregnancy, including child support and acknowledgement of paternity.	Review Required

Health II — Physical Health and Hygiene		
1. Personal Health and Hygiene	**§115.39(c)(1)(A):** analyze the cost, availability, and accessibility of health care services.	**Stress:** Day 3-4 (Systemic barriers). **Diversity:** Day 2 (Social Determinants/Barriers). **Community Health:** Day 4 (Healthcare access).
	§115.39(c)(1)(B): analyze methods of overcoming barriers related to solving health problems.	**Mental Health:** Day 5-6 (Seeking support). **Stress:** Day 3-4 (Systemic barriers). **Nutrition:** Day 5-6 (Identifying barriers).
	§115.39(c)(1)(C): analyze the influence of laws, policies, and practices, including those related to disease prevention, on health-related issues.	**Nutrition:** Day 9-10 (School food rules/Federal law analysis). **Community Health:** Day 4 (Public Health Systems).

Health II — Mental Health and Wellness		
2. Social and Emotional Health	**§115.39(c)(2)(A):** evaluate positive and negative effects of various relationships on physical, emotional, and social health.	**Empathy:** Day 4 (Compassion vs Codependence). **Mental Health:** Day 7-8 (Jealousy/Control). **Conflict:** Day 2 (Relationship wellness). **Sex Education:** Day 3-4 (Trust/Equality/Boundaries).
	§115.39(c)(2)(B): apply communication skills that demonstrate consideration and respect for individual differences and perspectives.	**Begin a Term:** Day 2 (Correcting harmful jokes). **Empathy:** Day 2 (Equitable communication). **Diversity:** Day 2 (Cultural humility), Day 3 (Affirming language).
	§115.39(c)(2)(C): evaluate the effectiveness of conflict resolution techniques in various situations.	**Conflict:** Day 1 (Negotiation), Day 2 (Accountability/Repair). **Violence:** Day 5 (NVC - Nonviolent Communication).
3. Developing a Healthy Self-Concept	**§115.39(c)(3):** describe how internal and external factors influence self-esteem.	**Self-Esteem:** Day 1 (Media/Family), Day 2 (Internal validation), Day 3 (Society's expectations), Day 4 (Instagram/TikTok).
4. Risk and Protective Factors	**§115.39(c)(4):** formulate strategies for combating environmental factors that have a detrimental effect on mental health.	**Mental Health:** Day 9-10 (School climate). **Stress:** Day 1-2 (Racism/Sexism), Day 9-10 (Poverty/Discrimination). **Diversity:** Day 2 (Social Determinants/Barriers).
5. Identifying and Managing Mental Health and Wellness Concerns	**§115.39(c)(5)(A):** describe the impact of positive stress on building resiliency and promoting mental health and wellness.	**Mental Health:** Day 9-10 (Post-traumatic growth). **Stress:** Day 1-2 (Eustress vs Distress).
	§115.39(c)(5)(B): discuss the impact of choosing healthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief on mental health and wellness.	**Mental Health:** Day 3-4 (Mental Health Toolbox). **Stress:** Day 1-2 (5-4-3-2-1), Day 3-4 (Sadness vs Clinical Depression), Day 7-8 (Grief Map), Day 9-10 (Toolkit).

	§115.39(c)(5)(C): research and explain the behaviors associated with eating disorders and their impact on health.	**Self-Esteem:** Day 4 (Internalized beauty). **Nutrition:** Day 3-4 (Clinical complexity of Anorexia/Bulimia).
	§115.39(c)(5)(D): discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide.	**Mental Health:** Day 5-6 (Crisis Text Line). **Stress:** Day 5-6 (988). **Violence:** Day 5 (Crisis lines).
	§115.39(c)(5)(E): research and discuss data on and prevalence of local, state, and national suicide rates among various groups.	**Mental Health:** Day 9-10 (NAMI stats).

Health II — Healthy Eating and Physical Activity		
6. Food and Beverage Daily Recommendations	**§115.39(c)(6):** design a realistic, long-term personal dietary plan that promotes individual and family health.	**Nutrition:** Day 3-4 (Cultural honoring), Day 9-10 (SMART Power Plate meal/Plan design).
7. Physical Activity	**§115.39(c)(7)(A):** compare and contrast the impact of active and sedentary lifestyles on overall health.	**Body Systems:** Day 2 (Lifestyle efficiency). **Diseases:** Day 5 (Lifestyle/Chronic prevention).
	§115.39(c)(7)(B): develop a physical fitness profile using appropriate technology.	**Nutrition:** Day 10 (Food log/MyFitnessPal expenditure tracking).
8. Nutrition and Physical Activity Literacy	**§115.39(c)(8)(A):** analyze the progress of short- and long-term goals in achieving appropriate levels of physical activity, improving personal physical fitness levels, and making healthy personal food choices.	**Nutrition:** Day 1-2 (Hydration swap), Day 5-6 (Balance survey), Day 7-8 (Fuel-up goal), Day 9-10 (SMART goal plan).
	§115.39(c)(8)(B): analyze marketing and advertising techniques in health product and service promotion.	**Nutrition:** Day 5-6 (Healthwashing). **Drugs:** Day 2 (Industry marketing impact). **Tobacco:** Day 1 (Vape ad decoding).

9. Risk and Protective Factors	**§115.39(c)(9)(A):** research and discuss the social and economic impact of chronic conditions, including obesity, heart disease, and diabetes.	**Nutrition:** Day 9-10 (Economic access). **Diseases:** Day 4 (Social conditions), Day 5 (ZIP code).
	§115.39(c)(9)(B): create a plan for accessing community and digital resources that can assist in developing healthy eating and physical activity behaviors.	**Nutrition:** Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers).

Health II — Injury and Violence Prevention and Safety		
10. Safety Skills and Unintentional Injury	**§115.39(c)(10):** discuss risk-taking behaviors, including driving under the influence and distracted driving, and their associated consequences.	**Dangerous Decisions:** Day 1 (Risky driving), Day 3 (Distracted driving CDC data). **End a Term:** Day 1 (Scene Safety Scenario).
11. Healthy Home, School, and Community Climate	**§115.39(c)(11)(A):** discuss and evaluate ways to respond to harmful situations that involve weapons.	**Violence:** Day 4 (Refusal/Advocacy), Day 5 (Protective Factors).
	§115.39(c)(11)(B): develop educational safety models for children and adults for use at home, school, and in the community.	**Conflict:** Day 1-2 (Guidebooks/PSAs). **Dangerous Decisions:** Day 3 (PSA - challenging "cool" risk).
12. Digital Citizenship and Media	**§115.39(c)(12)(A):** discuss and analyze consequences resulting from inappropriate digital and online communication such as sending and receiving photos, sexting, and pornography.	**Dangerous Decisions:** Day 3 (Sexting/Digital footprint leaks). **Sex Education:** Day 1-2 (Sexting consequences). **End a Term:** Day 1 (Scenario 11).
	§115.39(c)(12)(B): assess the legal and ethical ramifications of unacceptable behaviors in digital and online environments.	**Dangerous Decisions:** Day 1 (Law Table Item 7), Day 3 (Sexting laws). **End a Term:** Day 1 (Digital content legalities).
13. Interpersonal Violence	**§115.39(c)(13)(A):** identify and respond to situations requiring intervention for victims of bullying, cyberbullying, or harassment.	**Empathy:** Day 3 (Cyberbullying). **Mental Health:** Day 7-8 (Responding to exclusion). **Violence:** Day 5 (Intervention choice).

	§115.39(c)(13)(B): promote strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual.	**Empathy:** Day 5 (40% reduction project). **Mental Health:** Day 9-10 (Positive culture advocacy). **Violence:** Day 4 (Doxxing prevention).

Health II — Alcohol, Tobacco, and Other Drugs		
14. Use, Misuse, and Physiological Effects	**§115.39(c)(14)(A):** analyze how substance misuse and addiction to alcohol, tobacco, drugs, and other substances impact family and community health.	**Alcohol:** Day 4 (Family addiction roles). **Drugs:** Day 4 (Systemic inequities/Stigma). **End a Term:** Day 2 (Generational cycles).
	§115.39(c)(14)(B): analyze the importance of alternative activities to drug and substance misuse and abuse.	**Stress:** Day 9-10 (Habit building). **Dangerous Decisions:** Day 2 (Coping).
	§115.39(c)(14)(C): identify individual and community protective factors and skills that prevent substance misuse and substance use disorders.	**Stress:** Day 5-6 (Risk/Protective Factors). **Alcohol:** Day 4 (Safe community advocacy).
15. Short- and Long-Term Impacts	**§115.39(c)(15):** evaluate the impact of laws relating to the use and misuse of prescription and over-the-counter drugs, alcohol, tobacco, and other substances on self and community.	**Dangerous Decisions:** Day 2 (Good Samaritan laws). **Alcohol:** Day 2 (BAC limits), Day 3 (Criminal records). **Drugs:** Day 3 (Possession/Misuse consequences). **End a Term:** Day 1 (Legal consequences MC 7).
16. Treatment	**§115.39(c)(16):** identify ways to support and assist someone who shows signs and symptoms of alcohol, tobacco, or drug use and misuse.	**Dangerous Decisions:** Day 2 (911/Narcan). **Alcohol:** Day 2 (Minor in Possession/Treatment access), Day 3 (Treatment points). **Drugs:** Day 3 (Narcan administration).
17. Risk and Protective Factors	**§115.39(c)(17)(A):** discuss risk-taking behaviors such as drinking and driving with their associated legal, social, and physical consequences.	**Dangerous Decisions:** Day 1 (Risky driving). **Alcohol:** Day 2 (BAC limits), Day 3 (Criminal records).

	§115.39(c)(17)(B): analyze physical and social environmental influences on the misuse and abuse of prescription drugs in places such as school, sports, or entertainment.	**Dangerous Decisions:** Day 3 (Groupthink). **Drugs:** Day 2 (Industry marketing impact).
	§115.39(c)(17)(C): design a public health information campaign related to safe havens, where to go for help, or reporting drug-related behaviors.	**Dangerous Decisions:** Day 2 (Good Samaritan laws). **Alcohol:** Day 4 (Safe community advocacy). **Drugs:** Day 3 (Harm reduction leadership).
18. Prevention	**§115.39(c)(18):** develop strategies for preventing use or misuse of alcohol, tobacco, and other drugs, including opioids.	**Dangerous Decisions:** Day 2 (Alcohol, Nicotine, Cannabis, Opioids), Day 3 (Refusal/Negotiation skills). **Tobacco:** Day 2 (Tobacco-free advocacy). **End a Term:** Day 1 (Synthetic Opioids MC 4).

Health II — Reproductive and Sexual Health		
19. Healthy Relationships	**§115.39(c)(19)(A):** compare and contrast effective and ineffective methods of communicating emotions in healthy dating/romantic relationships and marriage.	**Stress:** Day 3-4 ("I" statements). **Conflict:** Day 2 (Clarifying needs). **Sex Education:** Day 3-4 (Gaslighting vs respect).
	§115.39(c)(19)(B): analyze behaviors in romantic relationships that enhance dignity and respect.	**Begin a Term:** Day 2 (Practicing consent). **Sex Education:** Day 3-4 (Trust/Equality/Boundaries).
	§115.39(c)(19)(C): examine how a healthy marriage can provide a supportive environment for the nurturing and development of children.	Review Required
20. Personal Safety, Limits, and Boundaries	**§115.39(c)(20)(A):** identify community resources to support individuals who have experienced sexual harassment, sexual abuse, sexual assault, dating violence, and sex trafficking.	**Violence:** Day 5 (Crisis lines). **Sex Education:** Day 1-2 (Counselors).

	§115.39(c)(20)(B): evaluate the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others.	**Violence:** Day 4 (Breaking Silence), Day 5 (Bystander/Confidential reporting).
	§115.39(c)(20)(C): discuss how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk.	**Empathy:** Day 4 (Saying No). **Sex Education:** Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map).
	§115.39(c)(20)(D): analyze factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries.	**Dangerous Decisions:** Day 2 (Water safety/blackouts). **Sex Education:** Day 3-4 (Coercion distinction), Day 7-8 (Decision Scenario).
	§115.39(c)(20)(E): evaluate influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity.	**Sex Education:** Day 5-6 (Comparison culture), Day 9-10 (Values check).
21. Anatomy, Puberty, Reproduction, and Pregnancy	**§115.39(c)(21)(A):** analyze the significance of hormonal, physical, emotional, and social changes in males and females and their relationship to sexual health.	**Body Systems:** Day 3 (Hormonal shifts). **Sex Education:** Day 5-6 (Physical/Social shifts).
	§115.39(c)(21)(B): list factors such as heredity, environment, STDs/STIs, and the mother's health and nutrition that can affect fetal development from conception through birth.	Review Required
	§115.39(c)(21)(C): describe the emotional changes that may occur during and after pregnancy, including postpartum depression, and identify resources for support and treatment.	**Sex Education:** Day 7-8 (Postpartum wellness).

22. Sexual Risk	**§115.39(c)(22)(A):** analyze the options available to teenage parents such as parenting or the process of adoption and the legal rights of parties involved.	**Sex Education:** Day 7-8 (Parenting/Financial effects).
	§115.39(c)(22)(B): evaluate long-term or lifetime effects of bacterial and viral STDs/STIs, including infertility and cancer.	**Diseases:** Day 4 (STI Stigma challenge). **Sex Education:** Day 5-6 (Self-exam guides/Cancer prevention), Day 7-8 (STI transmission).
	§115.39(c)(22)(C): identify community resources, minors' right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment.	**Sex Education:** Day 7-8 (Testing bookmarks), Day 9-10 (Confidentiality/Minor access laws).
	§115.39(c)(22)(D): analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy.	**Sex Education:** Day 7-8 (Contraceptive effectiveness/PrEP).
	§115.39(c)(22)(E): identify the effectiveness of vaccines in preventing the transmission of the most common types of HPV, a virus that may cause genital warts and head and neck cancer, cervical cancer, anal cancer, or other cancers that may occur in males and females.	**Body Systems:** Day 2 (Immune/Vaccine stats). **Sex Education:** Day 5-6 (CDC guides).
	§115.39(c)(22)(F): analyze the benefits of abstinence from sexual activity, including focusing on personal development and encouraging individuals to build healthy relationships not complicated by sexual involvement.	**Sex Education:** Day 9-10 (Abstinence proactive choice).
	§115.39(c)(22)(G): assess support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active.	**Sex Education:** Day 1-2 (Counselors), Day 9-10 (45% of teens statistic).

	§115.39(c)(22)(H): investigate and summarize legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, and indecency with a child.	**Dangerous Decisions:** Day 3 (Sexting laws). **Sex Education:** Day 9-10 (Age of consent laws).
	§115.39(c)(22)(I): investigate and summarize current laws relating to sexual offenses such as sexual harassment, abuse, and assault.	**Dangerous Decisions:** Day 3 (Sexting laws). **Sex Education:** Day 9-10 (Age of consent laws). **End a Term:** Day 1 (Digital content legalities).

Your Health in the Real World — Health Literacy		
1. Health Consumerism: Medical Terminology	**§115.40(c)(1)(A):** define medical expressions or terms used by health care professionals; and	Review Required
	§115.40(c)(1)(B): define basic terminology for general use such as reading prescription labels.	Review Required
2. Health Consumerism: Interpreting Medical Information	**§115.40(c)(2)(A):** interpret and explain take-home instructions from a health care professional;	Review Required
	§115.40(c)(2)(B): identify normal vital signs, including temperature, blood pressure, heart rate, body mass index (BMI), oxygen, and blood glucose levels;	Review Required
	§115.40(c)(2)(C): interpret medication labels, including supplements and over-the-counter and prescription drugs; and	Review Required

	§115.40(c)(2)(D): analyze the importance of each component of personal medical history, including immunizations, previous treatments, current medical records, and family history.	**Diseases:** Day 5 (Family History). **Body Systems:** Day 2 (Immune/Vaccine stats).
3. Health Consumerism: Health Insurance	**§115.40(c)(3)(A):** differentiate between types of insurance, including health, vision, and dental insurance;	Review Required
	§115.40(c)(3)(B): evaluate the advantages, disadvantages, and costs of public and private insurance benefits;	Review Required
	§115.40(c)(3)(C): analyze key components of insurance, including copay and deductible;	Review Required
	§115.40(c)(3)(D): describe different ways to pay for health care, including paying cash, health savings accounts, and flexible spending accounts; and	Review Required
	§115.40(c)(3)(E): interpret the components of a medical bill such as the explanation of benefits (EOB).	Review Required
4. Health Consumerism: Proper Use of Medications	**§115.40(c)(4)(A):** compare and contrast the differences between generic and name-brand medications;	Review Required
	§115.40(c)(4)(B): identify cost differentials of similar medications and the rights of the consumer, including the ability to ask a pharmacist for other options;	Review Required
	§115.40(c)(4)(C): explain the limitations of medications, including the differences between symptomatic treatment and treatment for a cure;	Review Required

	§115.40(c)(4)(D): identify different types of improper use of medications, including using expired medications and using, overusing, and misusing non-prescribed medications;	**Drugs:** Day 3 (Possession/Misuse consequences). **Dangerous Decisions:** Day 2 (Tolerance/Dependence).
	§115.40(c)(4)(E): identify ways to properly dispose of medications and equipment and explain the importance of proper disposal; and	Review Required
	§115.40(c)(4)(F): explain what Food and Drug Administration (FDA) approval means and compare with off-label use.	Review Required
5. Patient Advocacy: Alternatives to Insurance Coverage	**§115.40(c)(5)(A):** research and describe available health care sharing plans;	Review Required
	§115.40(c)(5)(B): identify the options of community health care resources, including federally qualified healthcare centers (FQHC) and non-profit community clinics; and	**Community Health:** Day 4 (Community health centers/Sliding-scale clinics).
	§115.40(c)(5)(C): identify available health care community resources such as medical, dental, vision, pharmacy, x-ray, and laboratory services.	**Community Health:** Day 4 (Healthcare access).
6. Patient Advocacy: Patient/Professional Communication	**§115.40(c)(6)(A):** define the Health Information Privacy and Portability Act (HIPPA) and explain how it relates to confidentiality of medical records;	Review Required
	§115.40(c)(6)(B): identify patient rights, including rights to sexually transmitted disease/sexually transmitted infection (STD/STI) testing and pregnancy health care and explain physician privileges;	**Sex Education:** Day 9-10 (Confidentiality/Minor access laws).

	§115.40(c)(6)(C): define the role of a chaperone in a medical setting, including the patient's ability to request or remove one;	Review Required
	§115.40(c)(6)(D): demonstrate how to have a collaborative conversation with a health care professional, including asking questions and advocating for self and others;	**Self-Esteem:** Day 5 (Self-advocacy). **Diseases:** Day 5 (Asking doctors the right questions).
	§115.40(c)(6)(E): analyze the impact of medical bias on health outcomes; and	**Diversity:** Day 2 (Implicit bias). **Diseases:** Day 4 (Social conditions).
	§115.40(c)(6)(F): evaluate resources relevant to patients' legal rights, including the Centers for Medicare and Medicaid Services' Patient's Bill of Rights (2020).	Review Required
7. Health Applications and Technology	**§115.40(c)(7)(A):** compare and contrast remote (telehealth and e-medicine) and in-person health care and treatment;	Review Required
	§115.40(c)(7)(B): research and describe the effects of inequitable distribution of technology in health care, including medical facilities and home environments;	**Community Health:** Day 4 (Health deserts/Rural access).
	§115.40(c)(7)(C): differentiate between credible and false health information on the internet and social media;	**Nutrition:** Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers). **Diseases:** Day 4 (Media Literacy).
	§115.40(c)(7)(D): analyze the risks of sharing private health information; and	**Mental Health:** Day 7-8 (Cyberbullying/Digital footprints). **End a Term:** Day 1 (Online Data Scenario).
	§115.40(c)(7)(E): evaluate the use and effectiveness of a personal fitness device or health application.	**Nutrition:** Day 10 (Food log/MyFitnessPal expenditure tracking).

8. Navigating the Health Care System	**§115.4o(c)(8)(A):** compare and contrast insurance plans, including health maintenance organization (HMO), preferred provider organization (PPO), Medicare, Medicaid, and the Children's Health Insurance Program (CHIP);	Review Required
	§115.4o(c)(8)(B): research and explain current federal, state, and local government guidelines for health insurance; and	Review Required
	§115.4o(c)(8)(C): distinguish between insurable and non-insurable health services, including elective procedures and integrative and non-traditional health care.	Review Required

Your Health in the Real World — Health Care Occupations		
9. Working Within the Health Care System	**§115.4o(c)(9)(A):** explore and describe a variety of careers in the health care industry; and	Review Required
	§115.4o(c)(9)(B): analyze the various roles in the health care delivery system, including health care administration, health care professionals, public health professionals, corporate health care, and research and development.	**Community Health:** Day 4 (Public health professionals/Systems).

Your Health in the Real World — Public Health		
10. Policy Resources	**§115.4o(c)(10)(A):** identify the roles of leading public health organizations such as county health departments, the Centers for Disease Control and Prevention (CDC), and the World Health Organization (WHO);	**Community Health:** Day 4 (Public Health Systems/CDC/WHO).

	§115.40(c)(10)(B): compare and contrast U.S. and global health issues;	**Community Health:** Day 4 (Global institutions to local impact).
	§115.40(c)(10)(C): explain the ways that local, state, national, and international organizations support public health; and	**Community Health:** Day 4 (Agencies at every level).
	§115.40(c)(10)(D): analyze the effects of public policy on the prevention of communicable and noncommunicable diseases.	**Diseases:** Day 4 (Public health tools/Policy). **Nutrition:** Day 9-10 (School food rules/Federal law analysis).
11. Policy Recommendations	**§115.40(c)(11)(A):** research and discuss an emerging health issue or topic such as health equity or a pandemic;	**Community Health:** Day 4 (Health equity). **Diseases:** Day 4 (Pandemics/COVID-19).
	§115.40(c)(11)(B): appraise the impact of leading health organizations on emerging health issues and topics;	**Community Health:** Day 4 (CDC/WHO responses).
	§115.40(c)(11)(C): explore and explain the effects of environmental policy on public health;	**Community Health:** Day 5 (Environmental justice). **Environmental Health:** Day 1 (Workplace Hazard reports).
	§115.40(c)(11)(D): analyze the interconnectedness of different sectors of the health care industry and how they improve public health; and	**Community Health:** Day 4 (Interacting systems).
	§115.40(c)(11)(E): evaluate the impact of public health policy on emergency preparedness.	**First Aid:** Day 5 (Emergency leadership). **Community Health:** Day 4 (Pandemic/Emergency preparedness).
12. Mental Health and Public Health	**§115.40(c)(12)(A):** examine the relationship between mental health and physical health;	**Mental Health:** Day 1-2 (Biopsychosocial). **Diseases:** Day 5 (Mental-physical connection).

	§115.40(c)(12)(B): evaluate the importance of social interaction and its impact on health;	**Mental Health:** Day 1-2 (Counselors/Support groups). **Community Health:** Day 5 (Community bonds/Belonging).
	§115.40(c)(12)(C): describe the connection between mental health and the increase in homelessness and incarceration; and	**Community Health:** Day 4 (Incarceration/Homelessness/Community trauma).
	§115.40(c)(12)(D): analyze the impact of social stigma on accessing mental health services, including barriers to treatment.	**Mental Health:** Day 1-2 (Breaking Stigma PSA). **Stress:** Day 3-4 (Systemic barriers), Day 5-6 (Stigma).

Your Health in the Real World — Prevention		
13. Healthy Living	**§115.40(c)(13)(A):** appraise the effect of biological family medical history (genetics), including maternal and paternal, on health outcomes or risk for illness;	**Diseases:** Day 5 (Family History).
	§115.40(c)(13)(B): evaluate the benefits of regular checkups;	**Diseases:** Day 5 (Screening tests/Early detection).
	§115.40(c)(13)(C): classify primary, secondary, and tertiary preventions;	Review Required
	§115.40(c)(13)(D): define comorbidities and their impact on health;	Review Required
	§115.40(c)(13)(E): examine health risk factors such as sedentary lifestyle and poor diet that can lead to negative health outcomes;	**Diseases:** Day 5 (Lifestyle/Chronic prevention). **Nutrition:** Day 7-8 (Blood sugar/Heart health).
	§115.40(c)(13)(F): research and describe preventative services covered by insurance plans;	Review Required

	§115.40(c)(13)(G): explain the importance of vaccines across the lifespan;	**Body Systems:** Day 2 (Immune/Vaccine stats). **Diseases:** Day 4 (Vaccination/Public health tools).
	§115.40(c)(13)(H): evaluate the effectiveness of a personal health plan that includes nutrition, exercise, healthy weight, and sleep in preventing chronic disease; and	**Nutrition:** Day 9-10 (SMART Power Plate meal/Plan design). **Diseases:** Day 5 (Lifestyle/Chronic prevention). **Body Systems:** Day 2 (Lifestyle efficiency).
	§115.40(c)(13)(I): evaluate the effectiveness of prevention campaigns on health behavior such as substance use, misuse, and abuse.	**Tobacco:** Day 2 (Tobacco-free advocacy). **Alcohol:** Day 4 (Safe community advocacy). **Drugs:** Day 3 (Harm reduction leadership).