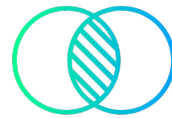




S T A N D A R D S

# HEALTH EDUCATION TODAY



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# *Health Education Today's* High School Health Curriculum: Aligned with **all** Utah's Core Standards for Health Education — Health II (High School)

Utah Core State Standards for Health Education — Health II: [https://www.schools.utah.gov/curr/health/\\_health/healtheducationutahcorestandards/utahcorestandards/CoreStandards1.pdf](https://www.schools.utah.gov/curr/health/_health/healtheducationutahcorestandards/utahcorestandards/CoreStandards1.pdf)

## **Utah Core State Standards for Health Education — Health II Strands::**

Health Foundations and Protective Factors of Healthy Self (HF): intended to be the foundation of the Health Education Core. Students will use goal-setting, decision-making, and communication skills to promote lifelong health. Students will also practice resiliency skills.

Mental and Emotional Health (MEH): teaches students how to advocate for the mental and emotional health of self and others. Students will explore resources for mental health and suicide prevention.

Safety and Disease Prevention (SDP): helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease. Students will practice skills to prevent injury, avoid harmful situations, and save lives. Students will also research disease prevention methods for lifelong wellness.

Substance Abuse Prevention (SAP): improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students will practice resisting peer pressure and investigate the consequences of substance abuse as well as how to manage prescription medications.

Nutrition (N): helps students understand the vital role food preparation and consumption will have on their health throughout their life. Students will learn how proper nutrition contributes to health and wellness throughout their lifespan.

Human Development (HD): teaches students how their body changes throughout their lifespan, how to care for and protect their bodies, and characteristics of a healthy relationship. Students will learn medically accurate and unbiased facts about human reproduction, anatomy, physiology, and disease prevention.

## **Utah Health Education Core Strands::**

Health Foundations and Protective Factors of Healthy Self (HF), Mental and Emotional Health (MEH), Safety and Disease Prevention (SDP), Substance Abuse Prevention (SAP), Nutrition (N), Human Development (HD)

*The Utah Core State Standards for Health Education were adopted April 2019 by the Utah State Board of Education. This alignment reflects the June 2026 edition of the standards, including the Human Development additions approved in April 2026 (HII.HD.10). Health II is Utah's high school health education course; Health I is a middle-school course and is not mapped here.*

**Strand 1: Health Foundations and Protective Factors of Healthy Self (HF)**

<p><b>1. Goal-Setting</b></p>	<p><b>III.HF.1:</b> Use SMART goal criteria to design and implement a plan for positive lifelong healthy habits.</p>	<p><b>Begin a Term:</b> Day 1 (Health Mission Statement). <b>Empathy:</b> Day 5 (Empathy growth goal). <b>Self-Esteem:</b> Day 4 (Self-acceptance plan), Day 5 (Small steps). <b>Mental Health:</b> Day 9-10 (Personal Mental Health Plan). <b>Stress:</b> Day 9-10 (Habit building). <b>Nutrition:</b> Day 1-2 (Hydration swap), Day 9-10 (SMART goal plan). <b>End a Term:</b> Day 1 (Live it Forward challenge).</p>
<p><b>2. Personal Boundaries</b></p>	<p><b>III.HF.2:</b> Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</p>	<p><b>Begin a Term:</b> Day 2 (Practicing consent). <b>Empathy:</b> Day 4 (Boundaries). <b>Self-Esteem:</b> Day 3 (Boundary practice), Day 5 (People-pleasing boundaries). <b>Sex Education:</b> Day 1-2 (Boundaries), Day 3-4 (Clear "No" strategies).</p>
<p><b>3. Decision-Making &amp; Self-Control</b></p>	<p><b>III.HF.3:</b> Apply decision-making strategies to a health-related choice and defend the decision. Discuss practicing self-control, such as delaying immediate gratification, resisting negative peer pressure, and avoiding risks of impulsive behavior.</p>	<p><b>Mental Health:</b> Day 3-4 (Reacting vs Responding). <b>Dangerous Decisions:</b> Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). <b>Nutrition:</b> Day 3-4 (Intentional choice). <b>Sex Education:</b> Day 7-8 (Decision Scenario). <b>End a Term:</b> Day 1 (Scenario 9/26).</p>
<p><b>4. Resiliency</b></p>	<p><b>III.HF.4:</b> Develop resiliency skills. a. Develop skills to cope with common life changes (for example, changing schools, relationship changes, family changes). b. Understand the impact of locus of control, growth mindset, and healthy response to failure on physical, mental, emotional, and social health. c. Develop resilience by connecting to self, family, and community.</p>	<p><b>Begin a Term:</b> Day 1 (Rewrite your story). <b>Self-Esteem:</b> Day 2 (Reshaped over time), Day 3 (Honest self-talk). <b>Mental Health:</b> Day 9-10 (Post-traumatic growth). <b>Stress:</b> Day 7-8 (Processing grief), Day 9-10 (Circle of Support Map). <b>End a Term:</b> Day 2 (Learning stays within you).</p>

<b>5. Conflict Resolution</b>	<b>HII.HF.5:</b> Model strategies to prevent, manage, or resolve interpersonal conflicts in healthy ways.	<b>Begin a Term:</b> Day 2 (Agreements). <b>Empathy:</b> Day 2 (Active Listening). <b>Conflict:</b> Day 1 (Assertiveness/I-statements), Day 2 (Accountability/Repair). <b>Dangerous Decisions:</b> Day 3 (Refusal/Negotiation skills). <b>Violence:</b> Day 5 (Nonviolent Communication). <b>End a Term:</b> Day 1 (Scenario 7-8).
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<b>Strand 2: Mental and Emotional Health (MEH)</b>		
<b>1. Stress Management</b>	<b>HII.MEH.1:</b> Apply stress management techniques to a personal stressor and evaluate their effectiveness.	<b>Self-Esteem:</b> Day 3 (Breathing/Visualization). <b>Mental Health:</b> Day 1-2 (Stress-Relief Jar), Day 3-4 (Mental Health Toolbox). <b>Stress:</b> Day 1-2 (Reduction strategy), Day 5-6 (Temperature Reset), Day 7-8 (Echo Release), Day 9-10 (Toolkit implementation).
<b>2. Technology &amp; Media</b>	<b>HII.MEH.2:</b> Research current modes of technology and media use and how they impact mental and emotional health.	<b>Empathy:</b> Day 1 (Technology desensitization). <b>Self-Esteem:</b> Day 4 (Instagram/TikTok). <b>Mental Health:</b> Day 1-2 (Social Media Trap), Day 7-8 (Digital Balance). <b>Violence:</b> Day 4 (Technology influences). <b>Sex Education:</b> Day 5-6 (Comparison culture).
<b>3. Reducing Stigma</b>	<b>HII.MEH.3:</b> Explore ways individuals, families, and communities can understand, accept, and reduce the stigma of individuals with mental health disorders.	<b>Empathy:</b> Day 1 (Empathy-driven cause). <b>Mental Health:</b> Day 1-2 (Breaking Stigma PSA), Day 5-6 (Planning an initiative), Day 9-10 (Positive culture advocacy). <b>Stress:</b> Day 5-6 (Stigma). <b>Diversity:</b> Day 3 (Identity stigma). <b>End a Term:</b> Day 2 (Breaking cycles of silence).

<p><b>4. Mental Health Resources</b></p>	<p><b>III.MEH.4:</b> Research school and community mental health resources and determine when professional health services may be required.</p>	<p><b>Begin a Term:</b> Day 2 (School counselors/nurses). <b>Mental Health:</b> Day 1-2 (Counselors/Support groups), Day 5-6 (Crisis Text Line), Day 9-10 (Therapists/Peer support). <b>Stress:</b> Day 1-2 (Wellness centers), Day 3-4 (Valid points of help), Day 9-10 (Circle of Support Map). <b>Nutrition:</b> Day 3-4 (ED therapy).</p>
<p><b>5. Suicide Prevention</b></p>	<p><b>III.MEH.5:</b> Research and demonstrate knowledge of risk factors and warning signs of suicide and know how to seek help when needed.</p>	<p><b>Mental Health:</b> Day 5-6 (Crisis plan). <b>Stress:</b> Day 5-6 (Warning sign response), Day 7-8 (Help prompts). <b>First Aid:</b> Day 4 (ALGEE model). <b>End a Term:</b> Day 1 (MC 40).</p>
<p><b>6. Advocacy Message</b></p>	<p><b>III.MEH.6:</b> Use accurate information to formulate a health-enhancing message for mental health and suicide prevention.</p>	<p><b>Mental Health:</b> Day 1-2 (Breaking Stigma PSA), Day 9-10 (NAMI stats). <b>Stress:</b> Day 1-2 (Wellness Advocacy Project), Day 5-6 (Reducing silence).</p>

**Strand 3: Safety and Disease Prevention (SDP)**

<p><b>1. CPR, AED &amp; First Aid</b></p>	<p><b>III.SDP.1:</b> Demonstrate high-quality hands-on CPR, how to operate an AED, and appropriate first aid.</p>	<p><b>First Aid:</b> 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). <b>Alcohol:</b> Day 1-4 (Overdose/Poisoning response). <b>Drugs:</b> Day 3 (Narcan administration).</p>
<p><b>2. Safety &amp; Emergency Situations</b></p>	<p><b>III.SDP.2:</b> Develop strategies for safety-related or emergency situations (for example, vehicle safety, recreation safety, firearm safety, seizure, stroke, cardiac event).</p>	<p><b>Dangerous Decisions:</b> Day 1 (Risky driving), Day 2 (Water safety/blackouts), Day 3 (Distracted driving CDC data). <b>First Aid:</b> Day 2 (Bleeding/Cardiac), Day 4 (Heat stroke). <b>End a Term:</b> Day 1 (Scene Safety Scenario).</p>

<b>3. Online Communication</b>	<b>HII.SDP.3:</b> Practice responsible ways to communicate online, via text, or through other electronic means and how to respond to inappropriate contact or sexual advances online, via text, or through other electronic means.	<b>Mental Health:</b> Day 7-8 (Online Hygiene Plan). <b>Dangerous Decisions:</b> Day 3 (Digital safety). <b>Violence:</b> Day 4 (Doxxing prevention). <b>Sex Education:</b> Day 1-2 (Sexting consequences), Day 3-4 (Clear "No" strategies). <b>End a Term:</b> Day 1 (Online Data Scenario).
<b>4. Pornography</b>	<b>HII.SDP.4:</b> Assess the harmful effects of pornography and recognize that recovery is possible.	<b>Sex Education:</b> Day 1-2 (Hypersexualized media).
<b>5. Valid Health Information</b>	<b>HII.SDP.5:</b> Develop skills to determine the validity of current health resources, information and trends.	<b>Mental Health:</b> Day 5-6 (Numbing myths). <b>Nutrition:</b> Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers). <b>Diseases:</b> Day 4 (Media Literacy), Day 5 (Research domains). <b>Tobacco:</b> Day 1 (Vape ad decoding).
<b>6. Disease Prevention</b>	<b>HII.SDP.6:</b> Research preventive measures for chronic and infectious health conditions, and the physical, mental and emotional, social and economic effects on self and society. a. Research the efficacy of health screenings, immunizations, checkups, and other preventive examinations that are necessary to maintain overall health and wellness. b. Demonstrate effective communication about health concerns with healthcare providers and other trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy).	<b>Stress:</b> Day 7-8 (Parent-Teen Communicator). <b>Body Systems:</b> Day 2 (Immune/Vaccine stats). <b>Diseases:</b> Day 4 (NCD comparison), Day 5 (Lifestyle/Chronic prevention). <b>Sex Education:</b> Day 1-2 (Counselors), Day 5-6 (Self-exam guides/Cancer prevention). <b>End a Term:</b> Day 1 (MC Questions 11-12).
<b>7. Eating, Activity &amp; Chronic Disease</b>	<b>HII.SDP.7:</b> Analyze and describe the relationships among healthy eating, physical activity, and chronic diseases (for example, heart disease, cancer, type-2 diabetes, hypertension, osteoporosis).	<b>Nutrition:</b> Day 3-4 (Thinness narrative harm), Day 7-8 (Blood sugar/Heart health), Day 9-10 (Nutrient preservation). <b>Diseases:</b> Day 5 (Lifestyle/Chronic prevention).

<b>Strand 4: Substance Abuse Prevention (SAP)</b>		
<b>1. Risk &amp; Protective Factors</b>	<b>HII.SAP.1:</b> Explore risk and protective factors for making healthy decisions about substance use.	<b>Mental Health:</b> Day 5-6 (Numbing pain). <b>Stress:</b> Day 1-2 (Escape/Numb out), Day 7-8 (Grief avoidance). <b>Dangerous Decisions:</b> Day 1 (Peer Pressure), Day 2 (Coping). <b>Alcohol:</b> Day 4 (Future you letter). <b>End a Term:</b> Day 1 (Long-term goal mapping).
<b>2. Media &amp; Marketing Tactics</b>	<b>HII.SAP.2:</b> Evaluate media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products.	<b>Drugs:</b> Day 2 (Industry marketing impact). <b>Tobacco:</b> Day 1 (Vape ad decoding).
<b>3. Brain Development &amp; Addiction</b>	<b>HII.SAP.3:</b> Discuss how substance use alters brain development and function and research the link between genetics and addiction.	<b>Dangerous Decisions:</b> Day 2 (Tolerance/Dependence). <b>Alcohol:</b> Day 1 (Ethanol depressant), Day 3 (AUD chronic nature). <b>Drugs:</b> Day 1 (Dopamine interference), Day 3 (Memory/Breathing impact). <b>Tobacco:</b> Day 1 (Prefrontal cortex effects).
<b>4. Impacts &amp; Laws</b>	<b>HII.SAP.4:</b> Evaluate the physical, mental, emotional, social, legal, and financial impacts of the use or abuse of alcohol, tobacco, nicotine and other drugs on self, families, and communities. a. Explain driving under the influence (DUI) and not-a-drop laws. b. Research the legal consequences of driving under the influence of alcohol and other substances.	<b>Dangerous Decisions:</b> Day 1 (Legal outcomes), Day 2 (Substance impact), Day 3 (Distracted driving CDC data). <b>Alcohol:</b> Day 2 (BAC limits), Day 3 (Criminal records), Day 4 (Family addiction roles). <b>Drugs:</b> Day 3 (Possession/Misuse consequences), Day 4 (Systemic inequities/Stigma). <b>End a Term:</b> Day 1 (MC 1-3).
<b>5. Recovery Resources</b>	<b>HII.SAP.5:</b> Identify community resources available to support individuals impacted by substance abuse and addiction, recognizing that recovery from addiction is possible.	<b>Dangerous Decisions:</b> Day 2 (911/Narcan). <b>Alcohol:</b> Day 2 (Minor in Possession/Treatment access), Day 3 (Treatment points), Day 4 (Safe community advocacy). <b>Drugs:</b> Day 3 (Harm reduction leadership), Day 4 (Medication-Assisted Treatment).

<b>6. Prescription Medications</b>	<b>HII.SAP.6:</b> Demonstrate how to talk with a health care provider about prescription options, effectiveness, side effects, and interactions of medications.	Review Required
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<b>Strand 5: Nutrition (N)</b>
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<b>1. Nutrient-Dense Foods &amp; Hydration</b>	<b>HII.N.1:</b> Use accurate nutrition information and current research-based guidelines to describe the importance of drinking water and eating a variety of nutrient dense foods to balance nutritional needs in a variety of settings.	<b>Nutrition:</b> Day 1-2 (Hydration swap), Day 3-4 (Omega-3s), Day 5-6 (Recommended serving sizes analysis), Day 7-8 (Antioxidants/Fiber).
<b>2. Caloric Balance</b>	<b>HII.N.2:</b> Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.	<b>Nutrition:</b> Day 10 (Food log/MyFitnessPal expenditure tracking).
<b>3. Influences on Food Choices</b>	<b>HII.N.3:</b> Describe how family, peers, media, and day-to-day activities influence food choices.	<b>Nutrition:</b> Day 1-2 (Diet Culture), Day 3-4 (Food Deserts), Day 5-6 (Influencer claims), Day 7-8 (Academic pressure), Day 9-10 (Economic access).
<b>4. Lifelong Nutrition &amp; Activity</b>	<b>HII.N.4:</b> Develop lifelong strategies for maintaining nutrition and physical activity behaviors that improve mental, physical, and social health.	<b>Nutrition:</b> Day 1-2 (Hunger cues), Day 3-4 (Mindful eating), Day 5-6 (Balance survey), Day 7-8 (Fuel-up goal), Day 9-10 (SMART Power Plate meal/Plan design).
<b>5. Evaluating Claims</b>	<b>HII.N.5:</b> Assess the accuracy and validity of claims about health information, dietary supplements, products, and services.	<b>Nutrition:</b> Day 3-4 (Evaluating resources), Day 5-6 (Healthwashing). <b>End a Term:</b> Day 1 (MC Question 27).
<b>6. Eating Disorders</b>	<b>HII.N.6:</b> Explain the effects of disordered eating and eating disorders on healthy growth and development.	<b>Nutrition:</b> Day 3-4 (Clinical complexity of Anorexia/Bulimia). <b>Self-Esteem:</b> Day 4 (Internalized beauty). <b>Sex Education:</b> Day 1-2 (Body image).

<b>7. Food &amp; Culture</b>	<b>III.N.7:</b> Assess the relationship between food and culture. Compare and contrast the differences in the dietary guidelines, food choices, and eating habits around the world.	<b>Nutrition:</b> Day 3-4 (Cultural honoring), Day 9-10 (School food rules/Federal law analysis).
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<b>Strand 6: Human Development (HD)</b>
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<b>1. Adolescent Brain Development</b>	<b>III.HD.1:</b> Analyze how brain development has an impact on cognitive, social, and emotional changes of adolescence and early adulthood.	<b>Body Systems:</b> Day 3 (Hormonal shifts). <b>Sex Education:</b> Day 5-6 (Development/Lifespan literacy). <b>Tobacco:</b> Day 1 (Prefrontal cortex effects).
<b>2. Benefits of Abstinence</b>	<b>III.HD.2:</b> Define and describe the mental, emotional, physical, and social health benefits of sexual abstinence.	<b>Sex Education:</b> Day 9-10 (Abstinence proactive choice).
<b>3. Pregnancy &amp; Parenting</b>	<b>III.HD.3:</b> Explain the process of conception, fetal development and birth, practices for a healthy pregnancy, pregnancy prevention, and parenting responsibilities. a. Evaluate the effectiveness of various contraceptives as methods of preventing pregnancy, stressing abstinence. b. Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.	<b>Body Systems:</b> Day 3 (Sperm/Egg production). <b>Sex Education:</b> Day 7-8 (Fertilization), Day 9-10 (Abstinence proactive choice).

<b>4. STD/STI Prevention</b>	<b>III.HD.4:</b> Identify practices for prevention of common sexually transmitted diseases or infections (STD/STI). a. Evaluate the effectiveness of risk-avoiding behaviors, stressing abstinence, as methods of preventing STD/STI including HIV/AIDS. b. Evaluate the effectiveness of risk-reducing behaviors, including condoms, as methods of preventing STD/STI including HIV/AIDS. c. Analyze the impact of STD/STI on self and others (for example, physical, social, emotional, financial), including responsibility for testing and informing partners.	<b>Diseases:</b> Day 4 (STI Stigma challenge). <b>Sex Education:</b> Day 7-8 (Condom Demo/Steps), Day 9-10 (Abstinence proactive choice).
<b>5. Reproductive Anatomy</b>	<b>III.HD.5:</b> Explain the importance of understanding the healthy and unhealthy function of reproductive anatomy.	<b>Body Systems:</b> Day 3 (UTIs/Hygiene). <b>Sex Education:</b> Day 5-6 (Structures/Functions).
<b>6. Reproductive Conditions &amp; Early Detection</b>	<b>III.HD.6:</b> Discuss risk reduction, prevention and early detection methods for common reproductive conditions and diseases, including cancers, and when it may be necessary to seek medical care.	<b>Body Systems:</b> Day 3 (Reproductive wellness plan). <b>Sex Education:</b> Day 5-6 (Self-exam guides/Cancer prevention).
<b>7. Credible Sexual Health Resources</b>	<b>III.HD.7:</b> Identify accurate and credible resources for sexual health, development, and relationships, and identify who and where to turn to for help (for example, parent, clergy, relative, health care provider, teacher, counselor).	<b>Sex Education:</b> Day 1-2 (Counselors), Day 5-6 (CDC guides), Day 7-8 (Testing bookmarks), Day 9-10 (Planned Parenthood).

<p><b>8. Healthy Relationships &amp; Consent</b></p>	<p><b>III.HD.8:</b> Recognize characteristics of healthy relationships, the impact a relationship has on wellness, practice skills to build healthy relationships, and emphasize the responsibility within families and communities to support healthy relationships. a. Recognize and respect differences in attraction. b. Discuss and understand refusal skills, personal boundaries, and affirmative consent as they apply to situations involving pressure to be sexually active and identify strategies that support the decision to abstain from sexual behavior. c. Discuss the reasons why refusal skills and affirmative consent are necessary to show respect for the boundaries of self and others as they relate to healthy relationships, marriage, intimacy, and sexual behavior. d. Evaluate the potentially positive and negative impacts of technology and social media in relationships and strategies to use technology and social media safely emphasizing the value of face-to-face communication. e. Discuss the risks of indiscriminate sexual behavior on overall health.</p>	<p><b>Begin a Term:</b> Day 2 (Practicing consent). <b>Mental Health:</b> Day 7-8 (Jealousy/Control). <b>Diversity:</b> Day 3 (LGBTQ+ Affirmation). <b>Sex Education:</b> Day 1-2 (Boundaries), Day 3-4 (Trust/Equality/Boundaries), Day 7-8 (Yes/No/Maybe map), Day 9-10 (Values check).</p>
<p><b>9. Harassment, Abuse &amp; Violence Prevention</b></p>	<p><b>III.HD.9:</b> Discuss harassment, abuse, discrimination, and relationship violence prevention and reporting strategies. a. Recognize and minimize exposure to potentially dangerous situations. b. Analyze factors, including alcohol and other substances, that can affect the ability to effectively refuse or consent to sexual activity or perceive the refusal of others. c. Discuss unhealthy behaviors and violence in dating and other personal relationships. d. Explain why a person who has been raped or sexually assaulted is not at fault. e. Describe the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position. f. Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.</p>	<p><b>Conflict:</b> Day 2 (Power imbalances). <b>Sex Education:</b> Day 3-4 (Coercion distinction). <b>Violence:</b> Day 4 (Breaking Silence), Day 5 (Challenging victim-blaming).</p>

<p><b>10. Success Sequence</b></p>	<p><b>III.HD.10:</b> Analyze the correlation of the Success Sequence as a data-driven framework (defined in Section 53G-10-402(1)(d) as completing at least a high school education and pursuing further educational opportunities; obtaining full-time employment; and having children within a healthy and stable family and marriage) as a connection to financial stability and personal well-being. a. Research and discuss the correlation between the timing and sequencing of education, employment, and family formation and their role as protective factors associated with financial stability. b. Explain how stable committed families provide emotional, financial, and social support that helps individuals and children succeed in school, work, and life. c. Formulate a personal plan that incorporates educational, career, and relationship goals aligned with the principles of the Success Sequence, planning for potential challenges, supports, changing life circumstances, and individual choices.</p>	<p>Review Required</p>
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