



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** Virginia's Health Education Standards of Learning (Grades 9-10)

Health Education Standards of Learning for Virginia Public Schools (2020): <https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/health-education/standards-of-learning>

Virginia Health Education Standards of Learning, High School (Grades Nine and Ten)::

Essential Health Concepts (x.1): The student will apply health knowledge and skills to achieve and maintain long-term health and wellness. Students focus on the functional knowledge that provides a strong foundation for making healthy decisions.

Healthy Decisions (x.2): The student will explain the impact of health risks and identify strategies and resources to limit risk. Students use the health knowledge and skills that support making decisions to improve, sustain, and promote personal, family, and community health.

Advocacy and Health Promotion (x.3): The student will demonstrate skills to advocate for personal and community health. Students focus on personal responsibility for health by advocating and promoting health and wellness for themselves, their families, and their communities.

Virginia Health Education Content Topics:

Body Systems; Nutrition; Physical Health; Disease Prevention/Health Promotion; Substance Abuse Prevention; Safety/Injury Prevention; Mental Wellness/Social and Emotional Skills; Violence Prevention; Community/Environmental Health

The Health Education Standards of Learning were adopted in January 2020 by the Virginia Board of Education. Each grade level is organized into three strands — Essential Health Concepts (x.1), Healthy Decisions (x.2), and Advocacy and Health Promotion (x.3) — with lettered descriptors that run continuously across topic headings. Because the Health Education SOL span grades K-10 only, grades 9 and 10 constitute Virginia's high school health standards; no grade 11 or 12 health standards exist in this document. The Family Life Education Standards of Learning are a separate program of study and are not included here.

Grade 9 — Essential Health Concepts (9.1)

Body Systems	9.1.a: Identify and describe the major structures and functions of the endocrine system.	Body Systems: Day 1 (Internal Balance), Day 3 (Hormonal shifts, Testosterone/Estrogen).
Nutrition	9.1.b: Explain the differences between and fat-soluble and water-soluble vitamins, food and non-food sources of vitamins, the role of vitamin and mineral supplements, and associated dietary reference intakes (DRIs) to maintain health.	Nutrition: Day 1-2 (Macro/Micro functions), Day 7-8 (Antioxidants/Fiber).
	9.1.c: Explain organic, fresh, farm-raised, “lite,” low-fat, and fat-free foods.	Nutrition: Day 5-6 (Healthwashing, Influencer claims).
Physical Health	9.1.d: Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, extended screen time, and sedentary lifestyle.	Nutrition: Day 1-2 (Diet Culture), Day 7-8 (Blood sugar/Heart health). Body Systems: Day 2 (Lifestyle efficiency). Mental Health: Day 7-8 (Digital Balance).
Disease Prevention/Health Promotion	9.1.e: Identify common types of chronic disease including diabetes, heart disease, cancer, obesity, and stroke.	Diseases: Day 4 (NCD comparison), Day 5 (Lifestyle/Chronic prevention).
	9.1.f: Define herd immunity and explain how immunizations can prevent the spread of diseases.	Body Systems: Day 2 (Immune/Vaccine stats).
	9.1.g: Describe the importance of health habits that promote vision, hearing, and dental health.	Review Required
Substance Abuse Prevention	9.1.h: Explain how alcohol and other drugs increase the risk of injury.	Dangerous Decisions: Day 2 (Substance impact). Alcohol: Day 1 (Ethanol depressant).
	9.1.i: Analyze the consequences of binge drinking.	Alcohol: Day 1-4 (Overdose/Poisoning response), Day 2 (BAC limits). Dangerous Decisions: Day 2 (Water safety/blackouts).

	9.1.j: Explain facts about opioids and why teens are more vulnerable to heroin and prescription opioids.	Dangerous Decisions: Day 2 (Alcohol, Nicotine, Cannabis, Opioids). Drugs: Day 1 (Stimulants/Opioids), Day 3 (Memory/Breathing impact).
Safety/Injury Prevention	9.1.k: Identify behaviors that contribute to injuries and that may result in irreversible consequences.	Dangerous Decisions: Day 1 (Risky Choices, Risky driving), Day 3 (Distracted driving CDC data).
	9.1.l: Define traumatic and non-traumatic brain injury and identify examples of each, including concussion.	Review Required
	9.1.m: Describe actions, behaviors, and signs that may indicate potential threats to individuals or the school.	Violence: Day 4 (Breaking Silence), Day 5 (Bystander/Confidential reporting).
	9.1.n: Identify effective time-management and organizational skills.	Review Required
Mental Wellness/Social and Emotional Skills	9.1.o: Describe the positive and negative effects of social media and of sharing personal information online.	Mental Health: Day 1-2 (Social Media Trap), Day 7-8 (Digital validation, Cyberbullying/Digital footprints).
	9.1.p: Identify signs and symptoms of mental illnesses or challenges (e.g., anxiety, depression, suicide, eating disorders, self-harm behaviors).	Mental Health: Day 1-2 (Wellness spectrum), Day 9-10 (NAMI stats). Stress: Day 3-4 (Sadness vs Clinical Depression). Nutrition: Day 3-4 (Clinical complexity of Anorexia/Bulimia).
	9.1.q: Identify causes of conflict with friends and family and feelings/emotions both sides might experience.	Conflict: Day 1 (Background, Conflict styles), Day 2 (Power imbalances).
	9.1.r: Identify types of gangs, gang-related behaviors, and associated consequences.	Violence: Day 4 (Gangs/Belonging).

Violence Prevention	9.1.s: Identify risky behaviors adolescents engage in, including weapon use and gang involvement.	Dangerous Decisions: Day 1 (Risky Choices). Violence: Day 4 (Ripple effects). Violence: Day 4 (Gangs/Belonging).
Community/Environmental Health	9.1.t: Identify health-related social issues, such as homelessness, underage drinking, and substance abuse.	Begin a Term: Day 2 (Social Determinants). Diversity: Day 2 (Social Determinants/Barriers).
	9.1.u: Identify global environmental health issues.	Environmental Health: Day 1 (Climate change impacts).

Grade 9 — Healthy Decisions (9.2)

Body Systems	9.2.a: Identify health risks and other factors that affect the function of the endocrine system.	Body Systems: Day 1 (Internal Balance), Day 2 (Stress impact), Day 3 (Hormonal shifts).
Nutrition	9.2.b: Analyze personal daily intake to determine if one is meeting daily values for vitamins and minerals.	Nutrition: Day 5-6 (Recommended serving sizes analysis, Balance survey), Day 7-8 (Antioxidants/Fiber).
	9.2.c: Explore community resources for purchasing locally grown/sourced foods, including the concept of farm-to-table/restaurant.	Nutrition: Day 3-4 (Food Deserts), Day 9-10 (Economic access).
Physical Health	9.2.d: Explain the physical, mental, and academic benefits of proper nutrition, sleep and rest, physical activity, maintaining a healthy body weight, and other personal wellness behaviors.	Nutrition: Day 7-8 (Fuel-up goal, Energy check), Day 9-10 (SMART goal plan). Body Systems: Day 2 (Lifestyle efficiency).
Disease Prevention/Health Promotion	9.2.e: Identify behaviors that contribute to heart disease, stroke, diabetes, cancer, obesity, and other chronic diseases and conditions.	Diseases: Day 4 (Risk assessment), Day 5 (Lifestyle/Chronic prevention, Family History).

	9.2.f: Understand the difference between an epidemic and a pandemic and how they impact populations.	Body Systems: Day 2 (Immune/Vaccine stats). Diseases: Day 5 (Research domains).
	9.2.g: Determine strategies to protect vision, hearing, and dental health.	Review Required
Substance Abuse Prevention	9.2.h: Evaluate the effects of alcohol and other drugs on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from alcohol, tobacco, or other drugs.	Dangerous Decisions: Day 2 (Substance impact, Tolerance/Dependence). Alcohol: Day 3 (AUD chronic nature). Drugs: Day 3 (Memory/Breathing impact). Tobacco: Day 1 (Prefrontal cortex effects).
	9.2.i: Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances and behaviors.	Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE, Risk Management Plan), Day 3 (Refusal/Negotiation skills).
	9.2.j: Analyze and draw inferences about behaviors connected to addiction and mental health.	Mental Health: Day 5-6 (Numbing pain). Stress: Day 1-2 (Escape/Numb out). Dangerous Decisions: Day 2 (Coping). Alcohol: Day 3 (AUD chronic nature).
Safety/Injury Prevention	9.2.k: Evaluate the long-term consequences of injury and describe controllable and uncontrollable risk factors.	Dangerous Decisions: Day 1 (Risky choice impact, Risk Management Plan), Day 3 (Distracted driving CDC data).
	9.2.l: Identify common signs/symptoms (e.g., cognitive, emotional, physical, sleep) of a concussion.	Review Required
	9.2.m: Analyze level of risk associated with a variety of behaviors, including weapon use and gang involvement.	Dangerous Decisions: Day 1 (Risky Choices, Legal outcomes). Violence: Day 5 (Protective Factors). Violence: Day 4 (Gangs/Belonging).
	9.2.n: Identify strategies to respond to and report potential threats to individuals or the school.	Violence: Day 4 (Breaking Silence), Day 5 (Bystander/Confidential reporting, Crisis lines).

Mental Wellness/Social and Emotional Skills	9.2.o: Analyze how time management might contribute to stress reduction.	Review Required
	9.2.p: Explain limitations to effective communication online.	Mental Health: Day 7-8 (Digital Personas, Online validation influence). Conflict: Day 2 (Digital norms).
	9.2.q: Identify school and community mental health resources to help and assist with mental illnesses or challenges.	Mental Health: Day 1-2 (Counselors/Support groups), Day 5-6 (Crisis Text Line), Day 9-10 (Therapists/Peer support). Stress: Day 5-6 (988).
	9.2.r: Identify strategies for peaceful resolution of conflict.	Conflict: Day 1 (Negotiation, Assertiveness/I-statements), Day 2 (Accountability/Repair).
Violence Prevention	9.2.s: Examine how the consequences associated with gang involvement could affect oneself, the family, and the community in the present and the future.	Violence: Day 4 (Ripple effects). Violence: Day 4 (Gangs/Belonging).
Community/Environmental Health	9.2.t: Evaluate strategies for improving health-related social issues.	Diversity: Day 2 (Advocating for Equity, Inclusion strategy). Begin a Term: Day 2 (Social Determinants).
	9.2.u: Examine the impact of global environmental health issues on local communities.	Environmental Health: Day 1 (Environmental justice).

Grade 9 — Advocacy and Health Promotion (9.3)

Body Systems	9.3.a: Promote behaviors that protect endocrine system health.	Body Systems: Day 1 (Homeostasis challenge), Day 3 (Reproductive wellness plan).
Nutrition	9.3.b: Create one or more S.M.A.R.T. goals for personal consumption of vitamins and minerals and develop a plan to meet them.	Nutrition: Day 9-10 (SMART goal plan, SMART Power Plate meal/Plan design).

	9.3.c: Explore careers associated with healthy food choices (e.g., dietetics, nutrition, farming, environmental science, food production, food safety, restaurant ownership).	Review Required
Physical Health	9.3.d: Design a wellness plan for physical activity, sleep, rest, and nutrition to meet current health goals.	Nutrition: Day 9-10 (SMART Power Plate meal/Plan design). Body Systems: Day 3 (Reproductive wellness plan). Mental Health: Day 9-10 (Wellness Plan).
Disease Prevention/Health Promotion	9.3.e: Assess personal risk factors for diabetes, heart disease, cancer, obesity, and stroke, and develop personal prevention strategies.	Diseases: Day 4 (Risk assessment), Day 5 (Family History, Lifestyle/Chronic prevention).
	9.3.f: Analyze data on the spread of diseases, and develop personal prevention strategies based on information analyzed.	Body Systems: Day 2 (Immune/Vaccine stats). Diseases: Day 5 (Research domains).
	9.3.g: Promote vision, hearing, and dental health.	Review Required
Substance Abuse Prevention	9.3.h: Promote ways to encourage reporting peer substance use to trusted adults (e.g., parents, teachers, coaches, doctors).	Mental Health: Day 1-2 (Counselors/Support groups). Alcohol: Day 4 (Safe community advocacy). Drugs: Day 3 (Harm reduction leadership).
	9.3.i: Develop a personal plan to prevent substance use.	Alcohol: Day 4 (Future you letter). Dangerous Decisions: Day 1 (Risk Management Plan). Tobacco: Day 2 (Tobacco-free advocacy).
	9.3.j: Research consequences of drug abuse, including stealing to support a drug habit, arrest, prosecution, and jail.	Dangerous Decisions: Day 1 (Legal outcomes), Day 2 (Good Samaritan laws). Alcohol: Day 3 (Criminal records). Drugs: Day 3 (Possession/Misuse consequences).

Safety/Injury Prevention	9.3.k: Demonstrate adult and child cardiopulmonary resuscitation (CPR), use of automated external defibrillator (AED), and first aid skills for choking, bleeding, contusions, fractures, and anaphylactic shock.	First Aid: Day 2 (Hands-only CPR/AED sequence, Bleeding/Cardiac), Day 3 (R.I.C.E./FAST), Day 5 (Bleeding/Simulations). Nutrition: Day 5-6 (Allergies/EpiPen).
	9.3.l: Advocate for reporting signs and symptoms and for safety practices to prevent brain injury.	Review Required
	9.3.m: Demonstrate healthy decision-making strategies related to risky behaviors.	Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge).
	9.3.n: Develop action steps to promote a safe and inclusive school environment.	Violence: Day 4 (Breaking Silence), Day 5 (Bystander culture/Gender roles). Diversity: Day 1 (Inclusive support).
Mental Wellness/Social and Emotional Skills	9.3.o: Create strategies to manage deadlines for a school-related activity (e.g., studying for a test, completing a project).	Review Required
	9.3.p: Create strategies to manage personal information and communicate effectively online, and balance technology use with offline activities.	Mental Health: Day 7-8 (Online Hygiene Plan, Digital Balance).
	9.3.q: Promote access to mental health resources to help oneself and others.	Mental Health: Day 1-2 (Breaking Stigma PSA), Day 5-6 (Planning an initiative), Day 9-10 (Positive culture advocacy). Stress: Day 5-6 (Reducing silence).
	9.3.r: Apply appropriate conflict-resolution skills to prevent, manage, de-escalate, defuse, and/or resolve conflict in a variety of situations.	Conflict: Day 1 (Negotiation, Regulation strategy), Day 2 (Accountability/Repair). Violence: Day 5 (Nonviolent Communication).
Violence Prevention	9.3.s: Create a message about the importance of avoiding gang involvement.	Violence: Day 4 (Refusal/Advocacy). Violence: Day 4 (Gangs/Belonging).

Community/Environmental Health	9.3.t: Develop a long-term plan for oneself and/or the family to positively impact a health-related social issue.	Diversity: Day 2 (Advocating for Equity). Stress: Day 1-2 (Wellness Advocacy Project).
	9.3.u: Promote global environmental health and/or disease prevention projects.	Environmental Health: Day 1 (Environmental advocacy).

Grade 10 — Essential Health Concepts (10.1)

Body Systems	10.1.a: Identify and describe the major structures and functions of the lymphatic system.	Body Systems: Day 2 (Immune/Vaccine stats).
Nutrition	10.1.b: Identify a variety of diets (e.g., typical American, Mediterranean, vegetarian, vegan).	Nutrition: Day 3-4 (Cultural honoring), Day 5-6 (Balance survey).
Physical Health	10.1.c: Explain the physical, mental, social, and academic benefits of sufficient sleep and the relationship between sleep deficiency, chronic disease, and the increased risk for injury and substance use.	Body Systems: Day 1 (Internal Balance), Day 2 (Lifestyle efficiency). Mental Health: Day 7-8 (Digital Balance).
Disease Prevention/Health Promotion	10.1.d: Identify technologies individuals can use to assess, monitor, improve, and maintain health.	Nutrition: Day 10 (Food log/MyFitnessPal expenditure tracking).
	10.1.e: Identify regular screenings, immunizations, vaccines, tests, and other medical examinations needed for different stages of life and their role in reducing health risks.	Body Systems: Day 2 (Immune/Vaccine stats). Sex Education: Day 5-6 (Self-exam guides/Cancer prevention).
	10.1.f: Identify and research a selected personal, community, or global health issue.	Diseases: Day 5 (Research domains). Environmental Health: Day 1 (Climate change impacts).

Substance Abuse Prevention	10.1.g: Research trends and factors that contribute to teen use/abuse and non-substance use of alcohol, tobacco, nicotine products (e.g., e-cigarettes), opioids, and other drugs and their impact on the community.	Dangerous Decisions: Day 2 (Alcohol, Nicotine, Cannabis, Opioids). Tobacco: Day 1 (Vape ad decoding). Drugs: Day 2 (Industry marketing impact).
	10.1.h: Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease.	Alcohol: Day 3 (AUD chronic nature). Tobacco: Day 1 (Prefrontal cortex effects). Drugs: Day 3 (Memory/Breathing impact). Diseases: Day 5 (Lifestyle/Chronic prevention).
	10.1.i: Identify unsafe behaviors that may result in unintentional injury while riding in or operating a vehicle.	Dangerous Decisions: Day 1 (Risky driving), Day 3 (Distracted driving CDC data).
Safety/Injury Prevention	10.1.j: List examples and describe the risks of sharing/posting personal information online.	Mental Health: Day 7-8 (Cyberbullying/Digital footprints, Digital Personas). Dangerous Decisions: Day 3 (Sexting/Digital footprint leaks).
Mental Wellness/Social and Emotional Skills	10.1.k: Identify factors that can influence an individual's mental health, including family, social environment, trauma, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture, and community.	Mental Health: Day 1-2 (Biopsychosocial), Day 3-4 (Gender/Race), Day 9-10 (School climate). Stress: Day 1-2 (Racism/Sexism).
	10.1.l: Identify characteristics of healthy, unhealthy, and abusive peer, family, and dating relationships.	Mental Health: Day 7-8 (Jealousy/Control). Sex Education: Day 3-4 (Trust/Equality/Boundaries, Gaslighting vs respect).
	10.1.m: Identify health professionals and types of services available for mental illnesses and emotional challenges.	Mental Health: Day 1-2 (Counselors/Support groups), Day 9-10 (Therapists/Peer support). Stress: Day 3-4 (Valid points of help).

	10.1.n: Identify different personal relationships teens are involved in and the characteristics of each.	Sex Education: Day 3-4 (Trust/Equality/Boundaries). Mental Health: Day 7-8 (Jealousy/Control).
Violence Prevention	10.1.o: Identify the skills needed to effectively navigate peer pressure situations.	Dangerous Decisions: Day 1 (Peer Pressure), Day 3 (Refusal/Negotiation skills). Violence: Day 5 (Intervention choice).
	10.1.p: Identify the consequences of using acts of violence to settle disputes.	Violence: Day 4 (Ripple effects), Day 5 (Challenging victim-blaming). Conflict: Day 1 (Culture of Peace).
	10.1.q: Compare and contrast assertive and aggressive communication and how they affect conflict resolution.	Conflict: Day 1 (Assertiveness/I-statements), Day 2 (Assertive outcomes). Empathy: Day 2 (Equitable communication).
	10.1.r: Analyze the short- and long-term consequences of gang involvement on personal and community health now and in the future.	Violence: Day 4 (Ripple effects). Violence: Day 4 (Gangs/Belonging).
Community/Environmental Health	10.1.s: Investigate natural disasters and emergency situations that affect the community.	First Aid: Day 4 (Crisis decisions, Heat stroke). First Aid: Day 1 (Emergency preparedness).
	10.1.t: Explain how the quality of the environment (e.g., secondhand smoke, carbon monoxide, allergens, lead, toxic chemicals) directly affects a person's health status and quality and length of life.	Environmental Health: Day 1 (Pollution/Toxins).
	10.1.u: Identify health-related social issues, such as organ donation, homelessness, the spread of infectious diseases, underage drinking, substance abuse, and violence, and their impact on the community.	Diversity: Day 2 (Social Determinants/Barriers). Diseases: Day 4 (Social conditions). Community Health: Day 5 (Homelessness/Housing).
	10.1.v: Analyze how health literacy and health-science skills prepare one to become a productive citizen.	Diseases: Day 4 (Media Literacy). Community Health: Day 5 (Health Literacy).

	10.1.w: Describe attributes, characteristics, and interests of individuals in health-related professions and the core academic skills needed for workplace skills in a health career.	Review Required
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Grade 10 — Healthy Decisions (10.2)		
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Body Systems	10.2.a: Describe the role of the lymphatic system in providing protection against the spread of disease and cancer.	Body Systems: Day 2 (Immune/Vaccine stats).
Nutrition	10.2.b: Compare and contrast diverse diets (e.g., typical American, Mediterranean, vegetarian, vegan).	Nutrition: Day 1-2 (Diet Culture), Day 3-4 (Cultural honoring).
Physical Health	10.2.c: Explain the role of the environment, individual behavior, family history, social norms, legislation, and policies in preventing chronic diseases.	Diseases: Day 4 (Social conditions), Day 5 (Family History, ZIP code).
Disease Prevention/Health Promotion	10.2.d: Research the costs and benefits of various technologies that allow individuals to assess, monitor, improve, and maintain health.	Nutrition: Day 10 (Food log/MyFitnessPal expenditure tracking).
	10.2.e: Explain the purpose of medical screenings, immunizations, vaccines, and tests for different stages of life and the importance of access to health care throughout life.	Body Systems: Day 2 (Immune/Vaccine stats). Sex Education: Day 5-6 (Self-exam guides/Cancer prevention).
	10.2.f: Explain the impact of the social determinants of health on a selected personal, community, or global health issue.	Begin a Term: Day 2 (Social Determinants). Diversity: Day 2 (Social Determinants/Barriers). Diseases: Day 5 (ZIP code).

Substance Abuse Prevention	10.2.g: Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision.	Dangerous Decisions: Day 1 (Peer Pressure), Day 2 (Coping). Mental Health: Day 5-6 (Numbing pain). Alcohol: Day 1 (Ethanol depressant).
	10.2.h: Evaluate the protective factors needed to reduce or prevent risk-taking behaviors, acts of violence, and substance use.	Stress: Day 5-6 (Risk/Protective Factors). Violence: Day 5 (Protective Factors). Dangerous Decisions: Day 1 (Risk Management Plan).
	10.2.i: Explain the role of the environment, individual behavior, social norms, legislation, and polices in preventing motor vehicle-related injuries.	Dangerous Decisions: Day 1 (Risky driving, Legal outcomes), Day 3 (Distracted driving CDC data).
Safety/Injury Prevention	10.2.j: Identify what needs to be considered before posting pictures, videos, and communicating with others online.	Mental Health: Day 7-8 (Online Hygiene Plan, Digital Personas). Dangerous Decisions: Day 3 (Sexting/Digital footprint leaks).
Mental Wellness/Social and Emotional Skills	10.2.k: Describe the stigma surrounding mental illnesses and challenges and the impact of stigma and discrimination on help-seeking behavior.	Mental Health: Day 1-2 (Breaking Stigma PSA), Day 9-10 (NAMI stats). Stress: Day 5-6 (Stigma). Diversity: Day 3 (Identity stigma).
	10.2.l: Explain the role of respecting the experiences of others; accepting differences; and establishing, communicating, and respecting boundaries for healthy relationships.	Empathy: Day 4 (Boundaries). Sex Education: Day 3-4 (Trust/Equality/Boundaries). Diversity: Day 2 (Cultural humility).
	10.2.m: Identify help-seeking strategies and resources and when to seek support for oneself and others with signs of mental illnesses or challenges (e.g., depression, suicide ideation).	Mental Health: Day 5-6 (Seeking support, Crisis Text Line). Stress: Day 3-4 (Help-seeking), Day 5-6 (988, Warning sign response).
	10.2.n: Evaluate potentially harmful and abusive relationships, including dangerous dating situations.	Mental Health: Day 7-8 (Jealousy/Control). Sex Education: Day 3-4 (Coercion distinction, Gaslighting vs respect). Violence: Day 5 (Bystander/Confidential reporting).

Violence Prevention	10.2.o: Examine the influences of peer approval and peer pressure on decision making.	Dangerous Decisions: Day 1 (Peer Pressure), Day 3 (Groupthink). Self-Esteem: Day 2 (Peer Influence).
	10.2.p: Identify protective factors and strategies that may prevent acts of violence.	Violence: Day 5 (Protective Factors, Bystander/Confidential reporting).
	10.2.q: Identify strategies for the peaceful resolution of conflict.	Conflict: Day 1 (Negotiation, Culture of Peace), Day 2 (Accountability/Repair).
	10.2.r: Evaluate protective factors needed to prevent gang involvement.	Violence: Day 5 (Protective Factors). Violence: Day 4 (Gangs/Belonging).
Community/Environmental Health	10.2.s: Identify life-threatening situations that may result from emergencies and natural disasters and community resources for emergency preparedness.	First Aid: Day 4 (Crisis decisions, Panic attacks/Shock). First Aid: Day 1 (Emergency preparedness).
	10.2.t: Explain the role of health, wellness, education, safety, and business professionals in addressing environmental health concerns.	Environmental Health: Day 1 (Workplace Hazard reports). Environmental Health: Day 1 (Environmental advocacy).
	10.2.u: Describe how and where to access community resources related to organ donation, homelessness, underage drinking, and/or substance abuse.	Alcohol: Day 2 (Minor in Possession/Treatment access). Community Health: Day 4 (Public Health Systems).
	10.2.v: Analyze how health literacy reduces health risks and enhances health and wellness of oneself and others throughout life.	Diseases: Day 4 (Media Literacy). Community Health: Day 5 (Health Literacy).
	10.2.w: Research high school health and medical science industry-recognized credentials (e.g., personal trainer, athletic trainer, dietary aide, dental assistant, certified nurse assistant, home health aide, geriatric aide).	Review Required

Grade 10 — Advocacy and Health Promotion (10.3)

Body Systems	10.3.a: Promote strategies for maintaining healthy cardiovascular and lymphatic systems.	Body Systems: Day 1 (Homeostasis challenge), Day 2 (Immune/Vaccine stats, Lifestyle efficiency).
Nutrition	10.3.b: Create or modify a personal wellness plan (i.e., goals and action steps based on current guidelines) for healthy eating to meet current and future needs.	Nutrition: Day 9-10 (SMART Power Plate meal/Plan design, SMART goal plan).
Physical Health	10.3.c: Create or modify a personal wellness plan for physical activity, sleep, personal hygiene, and other health-enhancing behaviors to prevent communicable and chronic disease.	Nutrition: Day 9-10 (SMART goal plan). Mental Health: Day 9-10 (Wellness Plan). Body Systems: Day 3 (Reproductive wellness plan).
Disease Prevention/Health Promotion	10.3.d: Promote strategies to help individuals select technologies to assess, monitor, improve, and maintain health.	Nutrition: Day 10 (Food log/MyFitnessPal expenditure tracking).
	10.3.e: Determine strategies for improving access to health care and medical services for different stages of life.	Sex Education: Day 7-8 (Confidential testing advocacy), Day 9-10 (Planned Parenthood). Community Health: Day 4 (Public Health Systems).
	10.3.f: Design strategies to address and communicate to others about a selected personal, community, or global health issue.	Mental Health: Day 1-2 (Breaking Stigma PSA). Nutrition: Day 3-4 (PSA Project). Environmental Health: Day 1 (Environmental advocacy).
Substance Abuse Prevention	10.3.g: Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.	Dangerous Decisions: Day 3 (Refusal/Negotiation skills). Tobacco: Day 2 (Tobacco-free advocacy). Alcohol: Day 4 (Safe community advocacy).

	10.3.h: Educate others about the dangers of electronic cigarettes through a brochure, social media campaign, or school club.	Tobacco: Day 1 (Vape ad decoding), Day 2 (Tobacco-free advocacy).
	10.3.i: Encourage responsible teen driving behaviors, and practice using refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs.	Dangerous Decisions: Day 1 (Risky driving), Day 3 (Refusal/Negotiation skills). Alcohol: Day 2 (BAC limits).
Safety/Injury Prevention	10.3.j: Promote safe practices related to online communication and in-person interactions with individuals one meets online.	Mental Health: Day 7-8 (Online Hygiene Plan). Dangerous Decisions: Day 3 (Digital safety).
Mental Wellness/Social and Emotional Skills	10.3.k: Explain how demonstrating empathy, compassion, and acceptance can support others who are dealing with mental illnesses and challenges and help reduce stigma.	Empathy: Day 1 (Project Empathy), Day 4 (Compassion vs Codependence). Mental Health: Day 9-10 (Offering empathy, Positive culture advocacy).
	10.3.l: Promote resources and strategies to address unhealthy and abusive peer, family, and dating relationships.	Mental Health: Day 7-8 (Jealousy/Control). Violence: Day 5 (Crisis lines, Bystander/Confidential reporting). Sex Education: Day 3-4 (Clear "No" strategies).
	10.3.m: Advocate for the use of and the additional need for mental health resources at school and in the community.	Mental Health: Day 5-6 (Planning an initiative), Day 9-10 (Positive culture advocacy). Stress: Day 1-2 (Wellness advocacy project).
	10.3.n: Describe strategies to set personal boundaries to reduce and prevent relationship and dating violence.	Sex Education: Day 1-2 (Boundaries), Day 3-4 (Clear "No" strategies). Empathy: Day 4 (Saying No).
Violence Prevention	10.3.o: Demonstrate effective communication in response to situations influenced by peer pressure and/or peer approval.	Dangerous Decisions: Day 3 (Refusal/Negotiation skills). Violence: Day 5 (Intervention choice). Empathy: Day 2 (Active Listening).

	10.3.p: Describe methods to avoid violent acts of aggression and use of weapons.	Violence: Day 4 (Refusal/Advocacy), Day 5 (Nonviolent Communication). Conflict: Day 1 (Negotiation).
	10.3.q: Practice procedures for peaceful resolution of conflict.	Conflict: Day 1 (Culture of Peace, Negotiation), Day 2 (Accountability/Repair). Violence: Day 5 (Nonviolent Communication).
	10.3.r: Describe and demonstrate methods of avoiding gang-related activity and gang involvement.	Violence: Day 4 (Refusal/Advocacy). Violence: Day 4 (Gangs/Belonging).
Community/Environmental Health	10.3.s: Design crisis-management strategies for natural disasters and emergency situations.	First Aid: Day 4 (Crisis decisions), Day 5 (Emergency leadership). First Aid: Day 1 (Emergency preparedness).
	10.3.t: Describe strategies to reduce risk to environmental health, and establish goals for improving environmental health.	Environmental Health: Day 1 (Environmental advocacy).
	10.3.u: Identify and create a plan to address a community health-related social issue, such as organ donation, homelessness, underage drinking, or substance abuse.	Diversity: Day 2 (Advocating for Equity). Community Health: Day 5 (Homelessness/Housing).
	10.3.v: Identify health promotion opportunities to enhance the health and wellness of oneself and others.	Stress: Day 1-2 (Wellness Advocacy Project). Mental Health: Day 9-10 (Positive culture advocacy). Community Health: Day 5 (Health Literacy).
	10.3.w: Identify high school courses that lead to health and medical science industry certifications.	Review Required