



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** Vermont's Health Education Standards (2024 NHES, Grades 9-12)

Vermont's Adopted National Health Education Standards (2024) & Education Quality Standards: <https://education.vermont.gov/student-learning/content-areas/health-education>

Vermont Health Education Standards — 2024 National Health Education Standards (Grades 9-12)::

Standard 1: Use functional health information to support health and well-being of self and others.

Standard 2: Analyze influences that affect health and well-being of self and others.

Standard 3: Access valid and reliable resources to support health and well-being of self and others.

Standard 4: Use interpersonal communication skills to support health and well-being of self and others.

Standard 5: Use a decision-making process to support health and well-being of self and others.

Standard 6: Use a goal-setting process to support health and well-being of self and others.

Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.

Standard 8: Advocate to promote health and well-being of self and others.

16 V.S.A. §131 — Comprehensive Health Education Content Areas::

Body Structure and Function, Community Health, Safety (First Aid & CPR/AED), Disease Prevention, Family Health and Mental Health, Personal Health Habits, Consumer Health, Human Growth and Development, Drugs, Nutrition, Sexual Abuse and Sexual Violence Prevention

On December 18, 2024, the Vermont State Board of Education adopted the 2024 SHAPE America National Health Education Standards as Vermont's health education standards (effective in the 2025-26 school year), replacing the 2007 edition. District curricula operate under Education Quality Standards Rule 2000 §2120.6(e) and 16 V.S.A. §131. National Health Education Standards are used under license from SHAPE America. © 2024, SHAPE America, <https://www.shapeamerica.org/>. All rights reserved.

Standard 1: Use functional health information to support health and well-being of self and others.		
1. Functional Health Information	1.12.1: Apply ways to build upon strengths and assets to support individual and collective health and well-being.	Begin a Term: Day 1 (Core Scholar). Empathy: Day 2 (Strength assessment). Self-Esteem: Day 2 (Strength log), Day 5 (Values foundation). Mental Health: Day 9-10 (Personal Mental Health Plan). Stress: Day 5-6 (Risk/Protective Factors). Violence: Day 5 (Protective Factors).
	1.12.2: Analyze the relationships between various dimensions of wellness as related to health outcomes.	Begin a Term: Day 1 (Core Scholar). Mental Health: Day 1-2 (5 Dimensions). Stress: Day 3-4 (Foggy brain/Headaches). Nutrition: Day 7-8 (Academic pressure). Body Systems: Day 1 (Gut-brain disruption). End a Term: Day 2 (Living System).
	1.12.3: Evaluate behaviors that reduce or prevent illnesses and injuries.	Dangerous Decisions: Day 1 (Risk Management Plan), Day 3 (Distracted driving CDC data). 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). First Aid: Day 1 (Immediate measures). End a Term: Day 1 (Scene Safety Scenario).
	1.12.4: Evaluate practices and behaviors that support health and well-being, including how to manage health conditions.	Mental Health: Day 1-2 (Care choices), Day 9-10 (Wellness Plan). Stress: Day 9-10 (Habit building). Nutrition: Day 1-2 (Hydration swap), Day 5-6 (Allergies/EpiPen). Body Systems: Day 2 (Lifestyle efficiency). First Aid: Day 4 (Seizures/Asthma). End a Term: Day 1 (Homeostasis).

	<p>1.12.5: Examine connections between individual health literacy, organizational health literacy, and health outcomes.</p>	<p>Nutrition: Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers). Diseases: Day 4 (Media Literacy). Community Health: Day 4 (Public Health Systems), Day 5 (Health Literacy).</p>
	<p>1.12.6: Analyze how individual, interpersonal, community, societal, and environmental factors are interrelated and impact health outcomes.</p>	<p>Begin a Term: Day 2 (Social Determinants). Stress: Day 9-10 (Poverty/Discrimination). Diversity: Day 2 (Social Determinants/Barriers). Nutrition: Day 3-4 (Food Deserts), Day 9-10 (Economic access). Diseases: Day 5 (ZIP code). Environmental Health: Day 1 (Workplace Hazard reports). End a Term: Day 1 (SDOH Scenario 6).</p>
	<p>1.12.7: Analyze the benefits of and barriers to practicing a variety of health behaviors.</p>	<p>Mental Health: Day 9-10 (Active seeking). Stress: Day 3-4 (Systemic barriers). Nutrition: Day 5-6 (Identifying barriers), Day 7-8 (Packing snacks).</p>
	<p>1.12.8: Examine how self-efficacy, perceived susceptibility, and perceived severity affect health behaviors.</p>	<p>Stress: Day 1-2 (Vulnerability Survey). Dangerous Decisions: Day 3 (Pre-decision challenge). Diseases: Day 4 (Risk assessment). First Aid: Day 1 (Willingness to act). End a Term: Day 1 (MC 1-3).</p>
	<p>1.12.9: Analyze the relationship between access to health care and overall health and well-being.</p>	<p>Mental Health: Day 5-6 (Minor access laws). Stress: Day 3-4 (Systemic barriers). Diseases: Day 4 (Social conditions). Alcohol: Day 2 (Minor in Possession/Treatment access). Drugs: Day 4 (Systemic inequities/Stigma). Sex Education: Day 9-10 (Confidentiality/Minor access laws).</p>

Standard 2: Analyze influences that affect health and well-being of self and others.

<p>2. Analyzing Influences</p>	<p>2.12.1: Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being.</p>	<p>Begin a Term: Day 1 (Belief formation). Empathy: Day 2 (Culture/Technology). Self-Esteem: Day 1 (Media/Family), Day 2 (Peer Influence), Day 4 (Instagram/TikTok). Mental Health: Day 7-8 (Digital validation). Dangerous Decisions: Day 1 (Peer Pressure), Day 3 (Groupthink). Nutrition: Day 1-2 (Diet Culture). End a Term: Day 2 (Generational cycles).</p>
	<p>2.12.2: Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity.</p>	<p>Begin a Term: Day 2 (Social Determinants). Stress: Day 3-4 (Systemic barriers), Day 9-10 (Poverty/Discrimination). Diversity: Day 2 (Social Determinants/Barriers). Diseases: Day 5 (ZIP code). Drugs: Day 4 (Systemic inequities/Stigma). End a Term: Day 2 (Generational cycles).</p>
	<p>2.12.3: Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity.</p>	<p>Diversity: Day 1 (Systemic privilege) , Day 2 (Advocating for Equity, Social Determinants/Barriers).</p>
	<p>2.12.4: Formulate strategies to manage influences that impact health and well-being.</p>	<p>Self-Esteem: Day 4 (Self-acceptance plan). Mental Health: Day 7-8 (Online Hygiene Plan, Digital Balance). Dangerous Decisions: Day 3 (Pre-decision challenge).</p>
	<p>2.12.5: Use resources to manage influences that impact health and well-being.</p>	<p>Begin a Term: Day 2 (School counselors/nurses). Mental Health: Day 1-2 (Counselors/Support groups), Day 7-8 (Digital Balance). Stress: Day 1-2 (Wellness centers). Nutrition: Day 3-4 (NEDA/Professional medical care). Sex Education: Day 1-2 (Counselors).</p>

Standard 3: Access valid and reliable resources to support health and well-being of self and others.

<p>3. Accessing Valid & Reliable Resources</p>	<p>3.12.1: Analyze the accessibility of trusted adults, other individuals, health professionals, and other resources to promote health and well-being.</p>	<p>Begin a Term: Day 2 (School counselors/nurses). Mental Health: Day 1-2 (Counselors/Support groups), Day 9-10 (Therapists/Peer support). Stress: Day 3-4 (Valid points of help), Day 9-10 (Circle of Support Map). Nutrition: Day 3-4 (ED therapy). Sex Education: Day 9-10 (Planned Parenthood).</p>
	<p>3.12.2: Analyze supports and barriers to accessing valid and reliable health information, products, services, and other resources.</p>	<p>Mental Health: Day 5-6 (Minor access laws). Stress: Day 3-4 (Systemic barriers). Nutrition: Day 9-10 (Economic access). Diseases: Day 4 (Social conditions). Alcohol: Day 2 (Minor in Possession/Treatment access). Sex Education: Day 9-10 (Confidentiality/Minor access laws).</p>
	<p>3.12.3: Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources.</p>	<p>Mental Health: Day 5-6 (Numbing myths). 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). End a Term: Day 1 (Online Data Scenario).</p>
	<p>3.12.4: Use valid and reliable sources of health information, products, services, and other resources.</p>	<p>Mental Health: Day 9-10 (NAMI stats). Dangerous Decisions: Day 3 (Distracted driving CDC data). Nutrition: Day 3-4 (NEDA/Professional medical care). Diseases: Day 5 (Research domains). First Aid: Day 5 (Red Cross supplies). Sex Education: Day 5-6 (CDC guides).</p>

	<p>3.12.5: Apply strategies to manage misinformation and disinformation.</p>	<p>Mental Health: Day 5-6 (Numbing myths). Nutrition: Day 5-6 (Healthwashing, Influencer claims). Diseases: Day 4 (Media Literacy). Community Health: Day 5 (Health Literacy).</p>
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Standard 4: Use interpersonal communication skills to support health and well-being of self and others.

<p>4. Interpersonal Communication</p>	<p>4.12.1: Apply effective communication skills across multiple modes of communication and media formats to support health and well-being of self and others.</p>	<p>Empathy: Day 1 (Empathetic writing), Day 2 (Emotional vocabulary). Mental Health: Day 1-2 (Judgment-free listening). Stress: Day 3-4 ("I" statements), Day 7-8 (Parent-Teen Communicator). Conflict: Day 1-2 (Guidebooks/PSAs), Day 2 (Digital norms). Violence: Day 5 (Nonviolent Communication). End a Term: Day 1 (Scenario 7-8).</p>
	<p>4.12.2: Apply communication skills and strategies within a variety of interpersonal contexts.</p>	<p>Empathy: Day 2 (Equitable communication). Stress: Day 7-8 (Parent-Teen Communicator, Skills-lab "I" statements). Conflict: Day 2 (Clarifying needs, Communication Balance). Diversity: Day 2 (Honest dialogue).</p>
	<p>4.12.3: Demonstrate how to ask for and offer assistance to support the health of self and others.</p>	<p>Mental Health: Day 5-6 (Seeking support, Listening/Thanking them). Stress: Day 3-4 (Help-seeking), Day 5-6 (Active listening/Refusing secrets), Day 7-8 (Help prompts). First Aid: Day 2 (Bystander delegation).</p>
	<p>4.12.4: Use communication skills related to communicating boundaries, expressing consent, and removing consent in a variety of situations.</p>	<p>Begin a Term: Day 2 (Practicing consent). Empathy: Day 4 (Boundaries). Self-Esteem: Day 3 (Boundary practice), Day 5 (Boundary setting). Sex Education: Day 1-2 (Boundaries), Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map).</p>

	<p>4.12.5: Apply refusal skills and strategies in a variety of situations.</p>	<p>Empathy: Day 4 (Saying No). Self-Esteem: Day 5 (People-pleasing boundaries). Dangerous Decisions: Day 3 (Refusal/Negotiation skills). Violence: Day 4 (Refusal/Advocacy). Sex Education: Day 3-4 (Clear "No" strategies).</p>
	<p>4.12.6: Apply skills and strategies to prevent, manage, or resolve conflict.</p>	<p>Conflict: Day 1 (Conflict styles, Negotiation), Day 2 (Accountability/Repair, Clarifying needs).</p>
	<p>4.12.7: Demonstrate collaboration skills in a variety of situations.</p>	<p>Empathy: Day 5 (Kindness project). Mental Health: Day 5-6 (Planning an initiative). Nutrition: Day 3-4 (PSA Project), Day 9-10 (School Lunch Advocacy). First Aid: Day 2 (Bystander delegation), Day 5 (Emergency leadership).</p>
	<p>4.12.8: Demonstrate negotiation skills in a variety of situations.</p>	<p>Conflict: Day 1 (Negotiation). Dangerous Decisions: Day 3 (Refusal/Negotiation skills).</p>
	<p>4.12.9: Adapt strategies to communicate with others with different perspectives and values in various contexts.</p>	<p>Empathy: Day 3 (Challenging generalizations). Stress: Day 7-8 (Parent-Teen Communicator). Conflict: Day 1 (Converting accusations). Diversity: Day 2 (Cultural humility), Day 3 (Narratives).</p>
	<p>4.12.10: Communicate with empathy and compassion.</p>	<p>Empathy: Day 4 (Mindful empathy), Day 5 (Kindness conversations). Mental Health: Day 9-10 (Offering empathy). Stress: Day 7-8 (Help prompts). Diversity: Day 3 (Affirming language). Violence: Day 5 (NVC - Nonviolent Communication).</p>

Standard 5: Use a decision-making process to support health and well-being of self and others.		
5. Decision-Making	5.12.1: Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives.	Begin a Term: Day 2 (Vortex of Impact). Diversity: Day 3 (Dismissive decisions). Dangerous Decisions: Day 1 (Risky choice impact). Violence: Day 4 (Ripple effects). End a Term: Day 2 (Waves of impact).
	5.12.2: Determine when and why health-related situations require the application of a thoughtful decision-making process.	Dangerous Decisions: Day 1 (Decision fatigue, STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). First Aid: Day 4 (Crisis decisions). Sex Education: Day 7-8 (Decision Scenario).
	5.12.3: Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.	Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE). Sex Education: Day 7-8 (Decision Scenario).
	5.12.4: Analyze a variety of options based on priorities and potential outcomes when making a health-related decision.	Mental Health: Day 1-2 (Care choices). Stress: Day 1-2 (Pressure outcomes). Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). Nutrition: Day 3-4 (Intentional choice). First Aid: Day 4 (Crisis decisions). Sex Education: Day 7-8 (Decision Scenario), Day 9-10 (Values check). End a Term: Day 1 (Scenario 9/26).
	5.12.5: Analyze the potential impact of a decision on the health and well-being at individual, interpersonal, community, societal, and environmental levels.	Begin a Term: Day 2 (Vortex of Impact). Mental Health: Day 5-6 (Impact on individual/community). Stress: Day 5-6 (Silence impacts). Dangerous Decisions: Day 1 (Risky choice impact), Day 2 (Substance impact). Violence: Day 4 (Ripple effects). End a Term: Day 2 (Waves of impact).

	5.12.6: Develop a plan of action to implement a health-related decision.	Dangerous Decisions: Day 1 (Risk Management Plan). Self-Esteem: Day 4 (Self-acceptance plan).
	5.12.7: Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.	Stress: Day 3-4 (Systemic barriers). Diversity: Day 2 (Social Determinants/Barriers). Dangerous Decisions: Day 1 (Decision fatigue), Day 3 (Groupthink). Nutrition: Day 5-6 (Identifying barriers).
	5.12.8: Evaluate the effectiveness of health-related decisions.	Empathy: Day 5 (Empathy Lab). Mental Health: Day 3-4 (Adaptive coping). Body Systems: Day 2 (Lifestyle efficiency). End a Term: Day 1 (Scenario 24-25).

Standard 6: Use a goal-setting process to support health and well-being of self and others.

6. Goal-Setting	6.12.1: Assess personal health, well-being, and factors for engaging in a goal-setting process.	Empathy: Day 1 (Survey). Self-Esteem: Day 1 (Self-Esteem Survey). Stress: Day 1-2 (Survey). Nutrition: Day 5-6 (Balance survey), Day 7-8 (Energy check).
	6.12.2: Use an individual, supported, or collaborative goal-setting process as appropriate.	Empathy: Day 3 (Active Listening goal), Day 4 (Action Plan). Conflict: Day 2 (Relationship wellness). Diversity: Day 2 (Inclusion strategy). Nutrition: Day 9-10 (SMART goal plan). Body Systems: Day 3 (Reproductive wellness plan).
	6.12.3: Develop a goal and analyze how it supports health and well-being.	Begin a Term: Day 1 (Health Mission Statement). Empathy: Day 5 (Empathy growth goal). Mental Health: Day 5-6 (Support goal). Nutrition: Day 7-8 (Fuel-up goal), Day 9-10 (SMART goal plan). Body Systems: Day 1 (Homeostasis challenge).

	6.12.4: Implement a plan that addresses supports and barriers to attaining a health-related goal.	Self-Esteem: Day 5 (Small steps). Stress: Day 1-2 (Reduction strategy), Day 9-10 (Habit building). Nutrition: Day 5-6 (Identifying barriers), Day 7-8 (Packing snacks).
	6.12.5: Monitor progress and adjust the goal or plan as appropriate.	Self-Esteem: Day 5 (Small steps). Stress: Day 9-10 (Toolkit implementation). Nutrition: Day 10 (Food log/MyFitnessPal expenditure tracking). End a Term: Day 1 (Long-term goal mapping).
	6.12.6: Evaluate the goal-setting process and outcomes on health and well-being.	Begin a Term: Day 1 (Future letter 1/5/10yr). Empathy: Day 5 (Empathy growth goal). Alcohol: Day 4 (Future you letter). End a Term: Day 1 (Live it Forward challenge).

Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.

7. Health Practices & Behaviors	7.12.1: Analyze supports and barriers to engaging in health-related practices and behaviors.	Mental Health: Day 9-10 (School climate). Stress: Day 3-4 (Systemic barriers). Diversity: Day 2 (Social Determinants/Barriers). Nutrition: Day 5-6 (Identifying barriers), Day 7-8 (Academic pressure).
	7.12.2: Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being.	Mental Health: Day 1-2 (Care choices). Stress: Day 9-10 (Toolkit). Nutrition: Day 3-4 (Mindful eating).
	7.12.3: Adapt practices and behaviors to support individual and collective health and well-being.	Mental Health: Day 3-4 (Reacting vs Responding). Stress: Day 9-10 (Habit building). Nutrition: Day 1-2 (Hydration swap), Day 3-4 (Mindful eating). End a Term: Day 2 (Learning stays within you).

	<p>7.12.4: Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being.</p>	<p>Self-Esteem: Day 2 (Nature Walk), Day 3 (Breathing/Visualization). Mental Health: Day 1-2 (Mindful breathing). Stress: Day 1-2 (5-4-3-2-1). Nutrition: Day 3-4 (Mindful eating). First Aid: Day 2 (Hands-only CPR/AED sequence), Day 5 (Bleeding/Simulations).</p>
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Standard 8: Advocate to promote health and well-being of self and others.		
<p>8. Advocacy</p>	<p>8.12.1: Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels.</p>	<p>Empathy: Day 3 (Emotional energy advocacy). Mental Health: Day 9-10 (School climate). Stress: Day 5-6 (Stigma). Diversity: Day 1 (Voice impact). Violence: Day 5 (Bystander culture/Gender roles).</p>
	<p>8.12.2: Advocate for health issues either collaboratively or individually to promote health and well-being.</p>	<p>Empathy: Day 5 (Kindness project). Mental Health: Day 1-2 (Breaking Stigma PSA), Day 5-6 (Planning an initiative). Stress: Day 1-2 (Wellness Advocacy Project). Nutrition: Day 9-10 (School Lunch Advocacy). Alcohol: Day 4 (Safe community advocacy). Tobacco: Day 2 (Tobacco-free advocacy).</p>
	<p>8.12.3: Customize advocacy skills and strategies for varying audiences and contexts.</p>	<p>Empathy: Day 1 (Empathy-driven cause). Diversity: Day 3 (Media for Equity). Dangerous Decisions: Day 3 (PSA - challenging "cool" risk). Nutrition: Day 3-4 (PSA Project). Sex Education: Day 7-8 (Confidential testing advocacy).</p>
	<p>8.12.4: Demonstrate self-advocacy skills and strategies to promote health and well-being.</p>	<p>Self-Esteem: Day 4 (Advocacy for Authenticity), Day 5 (Self-advocacy). Mental Health: Day 5-6 (Assertiveness). Sex Education: Day 9-10 (Ownership/Rights).</p>

	8.12.5: Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal, community, societal, and environmental levels.	Self-Esteem: Day 4 (Advocacy for Authenticity), Day 5 (Self-advocacy). Diversity: Day 2 (Advocating for Equity). Violence: Day 4 (Breaking Silence), Day 5 (Challenging victim-blaming). Drugs: Day 3 (Harm reduction leadership). Environmental Health: Day 1 (Workplace Hazard reports).
	8.12.6: Evaluate the process, outcomes, and impact of advocacy efforts at the individual, interpersonal, community, societal, and environmental levels.	Empathy: Day 5 (40% reduction project). Mental Health: Day 9-10 (Positive culture advocacy). Stress: Day 5-6 (Reducing silence). End a Term: Day 2 (Breaking cycles of silence).
	8.12.7: Analyze the role of collaboration among different people in a community to prevent and solve community health issues.	Mental Health: Day 5-6 (Planning an initiative). Conflict: Day 2 (Community accountability). Nutrition: Day 9-10 (School Lunch Advocacy). Alcohol: Day 4 (Safe community advocacy). Community Health: Day 4 (Public Health Systems).

Vermont Education Quality Standards — Health Education Provisions

EQS Rule 2000 — Curriculum Content Areas: Health Education	EQS Rule 2000 §2120.6(e)(3): provide comprehensive elementary and secondary health and physical education learning experiences, including the effects of tobacco, alcohol, and drugs on the human system for all students in accordance with sections 16 V.S.A. §131 and §906(b)(3).	Dangerous Decisions: Day 2 (Alcohol, Nicotine, Cannabis, Opioids). Alcohol: Day 1 (Ethanol depressant). Drugs: Day 1 (Dopamine interference), Day 3 (Memory/Breathing impact). Tobacco: Day 1 (Prefrontal cortex effects). End a Term: Day 1 (MC 1-3).
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<p>16 V.S.A. §131 — Comprehensive Health Education: Definition</p>	<p>16 V.S.A. §131: As used in this title, "comprehensive health education" means a systematic and extensive elementary and secondary educational program designed to provide a variety of learning experiences based upon knowledge of the human organism as it functions within its environment. The term includes the study of:</p>	<p>Begin a Term: Day 1 (Health Mission Statement). Body Systems: Day 1 (Internal Balance). End a Term: Day 2 (Living System).</p>
<p>(1) Body Structure & Function</p>	<p>16 V.S.A. §131(1): Body structure and function, including the physical, psychosocial, and psychological basis of human development, sexuality, and reproduction.</p>	<p>Body Systems: Day 1 (Internal Balance), Day 3 (Sperm/Egg production), Day 3 (Testosterone/Estrogen). Sex Education: Day 5-6 (Structures/Functions), Day 5-6 (Development/Lifespan literacy), Day 7-8 (Fertilization).</p>
<p>(2) Community Health</p>	<p>16 V.S.A. §131(2): Community health to include environmental health, pollution, public health, and world health.</p>	<p>Environmental Health: Day 1 (Workplace Hazard reports). Community Health: Day 4 (Public Health Systems), Day 5 (Health Literacy).</p>
<p>(3) Safety, First Aid & CPR/AED</p>	<p>16 V.S.A. §131(3): Safety, including: (A) first aid, disaster prevention, and accident prevention; and (B) information regarding and practice of compression-only cardiopulmonary resuscitation and the use of automated external defibrillators.</p>	<p>First Aid: Day 1 (3 Ps), Day 2 (Hands-only CPR/AED sequence), Day 2 (AED Locator), Day 3 (R.I.C.E./FAST), Day 4 (Seizures/Asthma), Day 5 (Bleeding/Simulations). Dangerous Decisions: Day 1 (Risky driving), Day 3 (Distracted driving CDC data). End a Term: Day 1 (Scene Safety Scenario).</p>
<p>(4) Disease Prevention</p>	<p>16 V.S.A. §131(4): Disease, such as HIV infection, other sexually transmitted diseases, as well as other communicable diseases, and the prevention of disease.</p>	<p>Diseases: Day 4 (NCD comparison), Day 4 (STI Stigma challenge), Day 5 (Lifestyle/Chronic prevention). Body Systems: Day 2 (Immune/Vaccine stats). Sex Education: Day 7-8 (STI transmission), Day 7-8 (Contraceptive effectiveness/PrEP).</p>

<p>(5) Family Health & Mental Health</p>	<p>16 V.S.A. §131(5): Family health and mental health, including instruction that promotes the development of responsible personal behavior involving decision making about sexual activity, including abstinence; skills that strengthen existing family ties involving communication, cooperation, and interaction between parents and students; and instruction to aid in the establishment of strong family life in the future, thereby contributing to the enrichment of the community; and that promotes an understanding of depression and the signs of suicide risk in a family member or fellow student that includes how to respond appropriately and seek help and provides an awareness of the available school and community resources such as the local suicide crisis hotline.</p>	<p>Mental Health: Day 5-6 (Crisis Text Line), Day 5-6 (Listening/Thanking them). Stress: Day 3-4 (Sadness vs Clinical Depression), Day 5-6 (988), Day 5-6 (Warning sign response), Day 7-8 (Parent-Teen Communicator). Sex Education: Day 7-8 (Decision Scenario), Day 9-10 (Abstinence proactive choice).</p>
<p>(6) Personal Health Habits</p>	<p>16 V.S.A. §131(6): Personal health habits, including dental health.</p>	<p>Mental Health: Day 9-10 (Wellness Plan). Nutrition: Day 1-2 (Hydration swap), Day 5-6 (Hidden Sugar Challenge). Body Systems: Day 3 (UTIs/Hygiene).</p>
<p>(7) Consumer Health</p>	<p>16 V.S.A. §131(7): Consumer health, including health careers, health costs, and utilizing health services.</p>	<p>Mental Health: Day 5-6 (Minor access laws), Day 9-10 (Therapists/Peer support). Nutrition: Day 5-6 (Registered Dietitians vs Influencers). Sex Education: Day 9-10 (Planned Parenthood). Community Health: Day 5 (Health Literacy).</p>
<p>(8) Human Growth & Development</p>	<p>16 V.S.A. §131(8): Human growth and development, including understanding the physical, emotional, and social elements of individual development and interpersonal relationships, including instruction in parenting methods and styles. This shall include information regarding the possible outcomes of premature sexual activity, contraceptives, adolescent pregnancy, childbirth, adoption, and abortion.</p>	<p>Body Systems: Day 3 (Hormonal shifts). Sex Education: Day 5-6 (Physical/Social shifts), Day 7-8 (Fertilization), Day 7-8 (Parenting/Financial effects), Day 7-8 (Contraceptive effectiveness/PrEP).</p>

(9) Drugs	16 V.S.A. §131(9): Drugs, including education about alcohol, caffeine, nicotine, and prescribed drugs.	Dangerous Decisions: Day 2 (Alcohol, Nicotine, Cannabis, Opioids), Day 2 (Tolerance/Dependence). Alcohol: Day 1 (Depressant). Drugs: Day 1 (Stimulants/Opioids). Tobacco: Day 1 (Stimulant).
(10) Nutrition	16 V.S.A. §131(10): Nutrition.	Nutrition: Day 1-2 (Macro/Micro functions), Day 5-6 (Sugar/Trans fats), Day 7-8 (Antioxidants/Fiber), Day 9-10 (SMART goal plan).
(11) Sexual Abuse & Sexual Violence Prevention	16 V.S.A. §131(11): How to recognize and prevent sexual abuse and sexual violence, including developmentally appropriate instruction about promoting healthy and respectful relationships, developing and maintaining effective communication with trusted adults, recognizing sexually offending behaviors, and gaining awareness of available school and community resources. An employee of the school shall be in the room during the provision of all instruction or information presented under this subdivision.	Violence: Day 4 (Breaking Silence), Day 5 (Bystander/Confidential reporting), Day 5 (Crisis lines). Sex Education: Day 3-4 (Trust/Equality/Boundaries), Day 3-4 (Coercion distinction), Day 3-4 (Clear "No" strategies).