



S T A N D A R D S

# HEALTH EDUCATION TODAY



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hello@healtheducationtoday.com  
healtheducationtoday.com

*Health Education Today's* High School Health Curriculum:  
Aligned with **all** Washington State Health Education Standards (High School)

Washington State Health Education Standards: <https://ospi.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/health-and-pe-learning-standards>

**Washington State Health Education High School Standards::**

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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

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

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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

**Washington State Health Education K-12 Core Ideas::**

Wellness, Safety, Nutrition, Sexual Health, Social Emotional Health, Substance Use and Abuse

*Adopted March 2016 by the Washington Office of Superintendent of Public Instruction (OSPI) as part of the Washington State K-12 Learning Standards for Health and Physical Education. Includes the two high school outcomes added by the July 2024 Washington K-12 Learning Standards for Health Education Addendum: Fentanyl/Opioid Use and Abuse (House Bill 1956). Confirmed current as of July 2026.*

## Wellness

<p><b>1. Dimensions of Health</b></p>	<p><b>H1.W1.HS:</b> Analyze personal dimensions of health and design a plan to balance health.</p>	<p><b>Begin a Term:</b> Day 1 (Core Scholar), Day 2 (Reflective Identity). <b>Empathy:</b> Day 1 (Survey), Day 2 (Venn Diagram), Day 4 (Boundaries), Day 5 (Final Word). <b>Self-Esteem:</b> Day 1 (Survey), Day 2 (Early Experiences), Day 3 (Voice), Day 4 (Mirror/Mask), Day 5 (Anchor). <b>Mental Health:</b> Day 1-2 (5 Dimensions), Day 3-4 (Toolbox), Day 7-8 (Digital Balance), Day 9-10 (Wellness Plan). <b>Stress:</b> Day 1-2 (Survey), Day 3-4 (Reflection), Day 5-6 (Safety Plan), Day 7-8 (Grief Map), Day 9-10 (Support Map). <b>Conflict:</b> Day 1 (Background), Day 2 (Communication Balance). <b>Diversity:</b> Day 1 (Identity), Day 2 (Belonging), Day 3 (Ground/Rise). <b>Dangerous Decisions:</b> Day 1 (Risky Choices), Day 2 (Substance impact), Day 3 (Digital safety). <b>Violence:</b> Day 4 (Ripple effects), Day 5 (Protective Factors). <b>Body Systems:</b> Day 1 (Internal Balance), Day 2 (Stress impact). <b>End a Term:</b> Day 1 (Homeostasis), Day 2 (Living System).</p>
<p><b>2. Disease Prevention</b></p>	<p><b>H2.W2.HSa:</b> Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases.</p>	<p><b>Diseases:</b> Day 4 (NCD comparison), Day 5 (Lifestyle/Chronic prevention). <b>Body Systems:</b> Day 2 (Immune/Vaccine stats). <b>End a Term:</b> Day 1 (MC Questions 11-12).</p>

	<p><b>H2.W2.HSb:</b> Assess personal risk factors and predict future health status.</p>	<p><b>Begin a Term:</b> Day 1 (Personal Timeline/Future Letter). <b>Mental Health:</b> Day 9-10 (Post-traumatic growth). <b>Stress:</b> Day 1-2 (Vulnerability Survey), Day 5-6 (Risk/Protective Factors). <b>Diversity:</b> Day 2 (Social Determinants/Barriers). <b>Diseases:</b> Day 4 (Risk assessment), Day 5 (Family History). <b>End a Term:</b> Day 1 (Scenario 24-25).</p>
<p><b>3. Analyzing Influences</b></p>	<p><b>H2.W3.HS:</b> Analyze how a variety of factors impact personal and community health.</p>	<p><b>Begin a Term:</b> Day 1 (Belief formation), Day 2 (Social Determinants). <b>Empathy:</b> Day 2 (Culture/Technology), Day 3 (Stereotypes). <b>Self-Esteem:</b> Day 1 (Media/Family), Day 2 (Peer Influence), Day 4 (Instagram/TikTok). <b>Mental Health:</b> Day 1-2 (Biopsychosocial), Day 3-4 (Gender/Race), Day 7-8 (Digital validation), Day 9-10 (School climate). <b>Stress:</b> Day 1-2 (Racism/Sexism), Day 3-4 (Systemic barriers), Day 5-6 (Stigma), Day 7-8 (Societal acknowledgment), Day 9-10 (Poverty/Discrimination). <b>Conflict:</b> Day 1 (Uptown upbringing), Day 2 (Digital norms). <b>Diversity:</b> Day 1 (Systemic privilege), Day 2 (Implicit bias), Day 3 (Narratives). <b>Dangerous Decisions:</b> Day 1 (Peer Pressure), Day 2 (Inequality), Day 3 (Groupthink). <b>Violence:</b> Day 4 (Toxic masculinity). <b>Nutrition:</b> Day 1-2 (Diet Culture), Day 3-4 (Food Deserts), Day 5-6 (Healthwashing), Day 7-8 (Academic pressure), Day 9-10 (Economic access). <b>Diseases:</b> Day 4 (Social conditions), Day 5 (ZIP code). <b>Environmental Health:</b> Day 1-3 (Environmental Racism/Systemic Redlining). <b>End a Term:</b> Day 1 (SDOH Scenario 6), Day 2 (Generational cycles).</p>

<p><b>4. Access Valid Information</b></p>	<p><b>H3.W4.HS:</b> Create a resource that outlines where and how students can access valid and reliable health information, products, and services.</p>	<p><b>Stress:</b> Day 1-2 (Wellness Advocacy Project). <b>Conflict:</b> Day 1-2 (Guidebooks/PSAs). <b>Diversity:</b> Day 3 (Media for Equity). <b>Violence:</b> Day 5 (Crisis lines). <b>Diseases:</b> Day 4 (Media Literacy), Day 5 (Research domains). <b>First Aid:</b> Day 1 (911 Script), Day 2 (AED Locator), Day 3 (Kit research), Day 4 (Poison Control), Day 5 (Red Cross supplies). <b>Environmental Health:</b> Day 1-3 (Planet Guide/Scientific Data). <b>Community Health:</b> Day 4 (Public Health Systems), Day 5 (Health Literacy). <b>End a Term:</b> Day 1 (Online Data Scenario).</p>
<p><b>5. Communication</b></p>	<p><b>H4.W5.HS:</b> Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p>	<p><b>Begin a Term:</b> Day 2 (Agreements). <b>Empathy:</b> Day 1 (Respectful dialogue), Day 2 (Active Listening), Day 4 (Saying No), Day 5 (Kindness conversations). <b>Self-Esteem:</b> Day 5 (People-pleasing boundaries). <b>Conflict:</b> Day 1 (Assertiveness/I-statements), Day 2 (Accountability/Repair). <b>Diversity:</b> Day 1 (Ground rules), Day 2 (Honest dialogue), Day 3 (Affirming language). <b>Stress:</b> Day 7-8 (Parent-Teen Communicator). <b>First Aid:</b> Day 2 (Bystander delegation), Day 5 (Emergency leadership). <b>End a Term:</b> Day 1 (Scenario 7-8).</p>

<p><b>6. Decision-Making</b></p>	<p><b>H5.W6.HS:</b> Predict potential short- and long-term outcomes of a personal health-related decision.</p>	<p><b>Begin a Term:</b> Day 1 (Healthy year vision), Day 2 (Vortex of Impact). <b>Empathy:</b> Day 5 (Empathy Lab). <b>Self-Esteem:</b> Day 1 (Internal dialogue), Day 3 (Voice choice), Day 4 (Authenticity shift), Day 5 (Boundary setting). <b>Mental Health:</b> Day 1-2 (Care choices), Day 3-4 (Adaptive coping), Day 5-6 (Seeking support), Day 9-10 (Active seeking). <b>Stress:</b> Day 1-2 (Pressure outcomes), Day 3-4 (Help-seeking), Day 5-6 (Warning sign response), Day 7-8 (Processing grief), Day 9-10 (Habit building). <b>Conflict:</b> Day 1 (Visual Storytelling), Day 2 (Assertive outcomes). <b>Diversity:</b> Day 1 (Identity outcomes), Day 2 (Cultural humility), Day 3 (Dismissive decisions). <b>Dangerous Decisions:</b> Day 1 (STOP-THINK-CHOOSE), Day 2 (Substance quiz), Day 3 (Pre-decision challenge). <b>Violence:</b> Day 5 (Intervention choice). <b>Nutrition:</b> Day 1-2 (Hunger cues), Day 3-4 (Intentional choice), Day 5-6 (Influencer claims), Day 7-8 (Energy check). <b>Body Systems:</b> Day 1 (Homeostasis quiz), Day 2 (Lifestyle efficiency). <b>First Aid:</b> Day 1 (Skill level assessment), Day 2 (Life/Death operations), Day 4 (Crisis decisions). <b>End a Term:</b> Day 1 (Scenario 9/26), Day 2 (Waves of impact).</p>
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<p><b>7. Goal-Setting</b></p>	<p><b>H6.W7.HS:</b> Implement strategies to achieve a personal health goal.</p>	<p><b>Begin a Term:</b> Day 1 (Health Mission Statement). <b>Empathy:</b> Day 3 (Active Listening goal), Day 5 (Empathy growth goal). <b>Self-Esteem:</b> Day 2 (Strength log), Day 3 (Boundary practice), Day 4 (Self-acceptance plan), Day 5 (Small steps). <b>Mental Health:</b> Day 5-6 (Support goal), Day 9-10 (Personal Mental Health Plan). <b>Stress:</b> Day 1-2 (Reduction strategy), Day 3-4 (Action timeline), Day 7-8 (Healing acts), Day 9-10 (Toolkit implementation). <b>Conflict:</b> Day 1 (Regulation strategy), Day 2 (Relationship wellness). <b>Diversity:</b> Day 1 (Voice impact), Day 2 (Inclusion strategy), Day 3 (Listening goal). <b>Dangerous Decisions:</b> Day 1 (Risk Management Plan). <b>Nutrition:</b> Day 1-2 (Hydration swap), Day 3-4 (Mindful eating), Day 5-6 (Balance survey), Day 7-8 (Fuel-up goal), Day 9-10 (SMART goal plan). <b>Body Systems:</b> Day 1 (Homeostasis challenge), Day 3 (Reproductive wellness plan). <b>End a Term:</b> Day 1 (Live it Forward challenge).</p>
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<b>Safety</b>		
<p><b>1. Injury Prevention</b></p>	<p><b>H5.Sa1.HS:</b> Analyze impact of decisions related to bicycle, pedestrian, traffic, water, and recreation safety.</p>	<p><b>Dangerous Decisions:</b> Day 1 (Risky driving), Day 2 (Water safety/blackouts), Day 3 (Distracted driving CDC data). <b>End a Term:</b> Day 1 (Scene Safety Scenario).</p>
	<p><b>H1.Sa1.HS:</b> Describe how to prevent occupational injuries.</p>	<p><b>Environmental Health:</b> Day 1 (Workplace Hazard reports). <b>First Aid:</b> Day 1 (Immediate measures), Day 2 (Bleeding/Cardiac), Day 3 (Degree of burns), Day 4 (Heat stroke).</p>

	<b>H2.Sa1.HS:</b> Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors.	<b>Conflict:</b> Day 1 (Conflict styles), Day 2 (Power imbalances). <b>First Aid:</b> Day 1 (Willingness to act), Day 5 (Bystander identity).
<b>2. First Aid</b>	<b>H7.Sa2.HSa:</b> Apply basic first aid skills.	<b>First Aid:</b> Day 1 (3 Ps), Day 2 (ABCDE), Day 3 (R.I.C.E./FAST), Day 4 (Seizures/Asthma), Day 5 (Bleeding/Simulations). <b>Nutrition:</b> Day 5-6 (Allergies/EpiPen).
	<b>H7.Sa2.HSb:</b> Demonstrate CPR and AED procedures.	<b>First Aid:</b> Day 2 (Hands-only CPR/AED sequence). <b>Alcohol:</b> Day 1-4 (Overdose/Poisoning response). <b>Drugs:</b> Day 3 (Narcan administration).
<b>3. Violence Prevention</b>	<b>H2.Sa3.HS:</b> Evaluate societal influences on violence.	<b>Violence:</b> Day 4 (Toxic masculinity/Media Literacy), Day 5 (Bystander culture/Gender roles).
	<b>H7.Sa3.HS:</b> Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid potentially violent situations.	<b>Conflict:</b> Day 1 (Negotiation), Day 2 (Accountability/Repair). <b>Violence:</b> Day 4 (Refusal/Advocacy), Day 5 (NVC - Nonviolent Communication). <b>Dangerous Decisions:</b> Day 3 (Refusal/Negotiation skills).
	<b>H8.Sa3.HS:</b> Advocate for violence prevention.	<b>Empathy:</b> Day 5 (40% reduction project). <b>Dangerous Decisions:</b> Day 3 (PSA - challenging "cool" risk). <b>Violence:</b> Day 4 (Breaking Silence), Day 5 (Challenging victim-blaming).
	<b>H1.Sa3.HS:</b> Analyze potential dangers of sharing personal information through electronic media.	<b>Empathy:</b> Day 3 (Cyberbullying). <b>Mental Health:</b> Day 1-2 (Social Media Trap), Day 7-8 (Digital Personas). <b>Dangerous Decisions:</b> Day 1 (Law Table Item 7), Day 3 (Sexting/Digital footprint leaks). <b>Violence:</b> Day 4 (Doxxing). <b>Sex Education:</b> Day 1-2 (Sexting consequences). <b>End a Term:</b> Day 1 (Scenario 11).

<b>Nutrition</b>		
<b>1. Food Groups and Nutrients</b>	<b>H1.N1.HS:</b> Predict impact of consuming adequate or inadequate amounts of nutrients.	<b>Nutrition:</b> Day 1-2 (Macro/Micro functions), Day 3-4 (Omega-3s), Day 5-6 (Sugar/Trans fats), Day 7-8 (Antioxidants/Fiber), Day 9-10 (Steaming/Grilling vs Frying).
	<b>H3.N1.HS:</b> Evaluate resources for accessing valid and reliable information, products, and services for healthy eating.	<b>Nutrition:</b> Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers).
	<b>H8.N1.HS:</b> Collaborate with others to advocate for healthy eating at home, in school, or in the community.	<b>Nutrition:</b> Day 3-4 (PSA Project), Day 9-10 (School Lunch Advocacy).
<b>2. Beverages</b>	<b>H2.N2.HS:</b> Analyze the impact of school rules and community and federal laws on beverage availability and choice.	<b>Nutrition:</b> Day 9-10 (School food rules/Federal law analysis).
<b>3. Label Literacy</b>	<b>H5.N3.HS:</b> Cite evidence from Nutrition Facts labels useful for making informed and healthy choices.	<b>Nutrition:</b> Day 5-6 (Hidden Sugar Challenge). <b>End a Term:</b> Day 1 (MC Question 27).
	<b>H3.N3.HS:</b> Analyze trends in portion size as compared to recommended serving sizes.	<b>Nutrition:</b> Day 5-6 (Recommended serving sizes analysis).
<b>4. Caloric Intake and Expenditure</b>	<b>H7.N4.HS:</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>5. Disease Prevention</b>	<b>H1.N5.HS:</b> Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases.	<b>Nutrition:</b> Day 3-4 (Thinness narrative harm), Day 7-8 (Blood sugar/Heart health), Day 9-10 (Nutrient preservation).
<b>6. Nutritional Planning</b>	<b>H7.N6.HS:</b> Design, monitor, and adjust a personal nutrition plan, considering cost, availability, access, nutritional value, balance, freshness, and culture.	<b>Nutrition:</b> Day 9-10 (SMART Power Plate meal/Plan design).

	<b>H6.N6.HS:</b> Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.	<b>Nutrition:</b> Day 3-4 (Cultural honoring), Day 5-6 (Identifying barriers), Day 7-8 (Packing snacks).
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<b>Sexual Health</b>
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<b>1. Anatomy, Reproduction, and Pregnancy</b>	<b>H1.Se1.HSa:</b> Summarize fertilization, fetal development, and childbirth.	<b>Body Systems:</b> Day 3 (Sperm/Egg production). <b>Sex Education:</b> Day 5-6 (Structures/Functions), Day 7-8 (Fertilization).
	<b>H5.Se1.HS:</b> Explain the role hormones play in sexual behavior and decision-making.	<b>Body Systems:</b> Day 3 (Testosterone/Estrogen). <b>End a Term:</b> Day 1 (Scenario 4).
	<b>H1.Se1.HSb:</b> Describe emotional, social, physical, and financial effects of being a teen or young adult parent.	<b>Sex Education:</b> Day 7-8 (Parenting/Financial effects).
	<b>H1.Se1.HSc:</b> Describe behaviors that impact reproductive health.	<b>Body Systems:</b> Day 3 (UTIs/Hygiene). <b>Sex Education:</b> Day 7-8 (STI transmission).
	<b>H7.Se1.HS:</b> Describe steps of testicular self-exam and the importance of breast self-awareness.	<b>Sex Education:</b> Day 5-6 (Self-exam guides/Cancer prevention).
<b>2. Puberty and Development</b>	<b>H1.Se2.HSa:</b> Explain the physical, social, mental, and emotional changes associated with being a young adult.	<b>Body Systems:</b> Day 3 (Hormonal shifts). <b>Sex Education:</b> Day 5-6 (Physical/Social shifts).
	<b>H1.Se2.HSb:</b> Describe how sexuality and sexual expression change throughout the life span.	<b>Sex Education:</b> Day 5-6 (Development/Lifespan literacy).
<b>3. Self-Identity</b>	<b>H2.Se3.HS:</b> Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation.	<b>Begin a Term:</b> Day 1 (Intersectionality). <b>Empathy:</b> Day 3 (Implicit Bias). <b>Self-Esteem:</b> Day 4 (Internalized beauty). <b>Diversity:</b> Day 1 (Media for Equity), Day 3 (LGBTQ+ Affirmation). <b>Body Systems:</b> Day 3 (Gender identity norms).

<b>4. Prevention</b>	<b>H1.Se4.HSa:</b> Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV.	<b>Sex Education:</b> Day 7-8 (Contraceptive effectiveness/PrEP), Day 9-10 (Abstinence proactive choice).
	<b>H7.Se4.HS:</b> Demonstrate steps to using a condom correctly.	<b>Sex Education:</b> Day 7-8 (Condom Demo/Steps).
	<b>H3.Se4.HS:</b> Identify local youth-friendly sexual health services.	<b>Sex Education:</b> Day 1-2 (Counselors), Day 5-6 (CDC guides), Day 7-8 (Testing bookmarks), Day 9-10 (Planned Parenthood).
	<b>H1.Se4.HSb:</b> Understand that people can choose abstinence at different times in their lives.	<b>Sex Education:</b> Day 9-10 (45% of teens statistic).
	<b>H8.Se4.HS:</b> Advocate for STD testing and treatment for sexually active youth.	<b>Diseases:</b> Day 4 (STI Stigma challenge). <b>Sex Education:</b> Day 7-8 (Confidential testing advocacy).
	<b>H5.Se4.HS:</b> Use a decision-making model to make a sexual health-related decision.	<b>Sex Education:</b> Day 7-8 (Decision Scenario), Day 9-10 (Values check).
<b>5. Healthy Relationships</b>	<b>H1.Se5.HSa:</b> Differentiate between affection, love, commitment, and sexual attraction.	<b>Sex Education:</b> Day 3-4 (Trust/Equality/Boundaries).
	<b>H1.Se5.HSb:</b> Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships.	<b>Mental Health:</b> Day 7-8 (Jealousy/Control). <b>Sex Education:</b> Day 3-4 (Gaslighting vs respect).
	<b>H4.Se5.HS:</b> Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent.	<b>Begin a Term:</b> Day 2 (Practicing consent). <b>Sex Education:</b> Day 1-2 (Boundaries), Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map).
	<b>H2.Se5.HS:</b> Analyze factors that can affect the ability to give or recognize consent to sexual activity.	<b>Mental Health:</b> Day 7-8 (Digital influence). <b>Sex Education:</b> Day 3-4 (Coercion distinction).

	<b>H3.Se5.HS:</b> Identify ways to access accurate information and resources for survivors of sexual offenses.	<b>Violence:</b> Day 5 (Bystander/Confidential reporting).
<b>6. Washington State Laws</b>	<b>H3.Se6.HS:</b> Describe laws related to accessing sexual health care services.	<b>Sex Education:</b> Day 9-10 (Confidentiality/Minor access laws).
	<b>H7.Se6.HS:</b> Understand importance of personal and social responsibility for sexual decisions.	<b>Sex Education:</b> Day 9-10 (Ownership/Rights).
	<b>H1.Se6.HSa:</b> Examine laws and consequences related to sexual offenses, including when a minor is involved.	<b>Dangerous Decisions:</b> Day 3 (Sexting laws). <b>End a Term:</b> Day 1 (Digital content legalities).
	<b>H1.Se6.HSb:</b> Identify laws and concerns related to sending or posting sexually explicit pictures or messages.	<b>Mental Health:</b> Day 7-8 (Cyberbullying/Digital footprints).

### Social Emotional Health

<b>1. Self-Esteem</b>	<b>H1.So1.HSa:</b> Assess self-esteem and determine its impact on personal dimensions of health.	<b>Begin a Term:</b> Day 1 (Rewrite your story). <b>Empathy:</b> Day 2 (Strength assessment), Day 5 (Self-worth foundation). <b>Self-Esteem:</b> Day 1 (Self-Esteem Survey), Day 2 (Internal validation), Day 3 (Perfectionism/Shame), Day 4 (Authenticity Survey), Day 5 (Values foundation). <b>Diversity:</b> Day 1 (Circle activity), Day 2 (Impact of Microaggressions), Day 3 (Representation). <b>Sex Education:</b> Day 1-2 (Body image), Day 5-6 (Comparison culture). <b>End a Term:</b> Day 1 (MC 29-30), Day 2 (MBTI Exploration).
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	<b>H1.S01.HSb:</b> Understand changes in self-esteem can occur as people mature.	<b>Begin a Term:</b> Day 1 (Future letter 1/5/10yr). <b>Self-Esteem:</b> Day 1 (Environment changes), Day 2 (Reshaped over time), Day 3 (Society's expectations), Day 4 (Conforming pressures). <b>Stress:</b> Day 3-4 (Letter to Future Self). <b>End a Term:</b> Day 2 (Learning stays within you).
<b>2. Body Image and Eating Disorders</b>	<b>H3.S02.HS:</b> Explain why people with eating disorders need support services.	<b>Nutrition:</b> Day 3-4 (Clinical complexity of Anorexia/Bulimia).
	<b>H1.S02.HS:</b> Identify supportive services for people with eating disorders.	<b>Nutrition:</b> Day 3-4 (NEDA/Professional medical care).
	<b>H8.S02.HS:</b> Describe how to support someone who has symptoms of an eating disorder.	<b>Self-Esteem:</b> Day 4 (Advocacy for Authenticity). <b>Nutrition:</b> Day 3-4 (Supporting Diego).
<b>3. Stress Management</b>	<b>H1.S03.HS:</b> Identify physical and psychological responses to stressors.	<b>Begin a Term:</b> Day 2 (Fight/Flight/Freeze). <b>Empathy:</b> Day 1 (Emotional exhaustion), Day 2 (Tense posture). <b>Self-Esteem:</b> Day 3 (Negativity bias), Day 4 (Tension of performance), Day 5 (Burnout/Stretched thin). <b>Mental Health:</b> Day 1-2 (Concentration issues), Day 3-4 (Fawn/Burnout), Day 5-6 (Hopelessness), Day 7-8 (Motivation loss), Day 9-10 (Identifying burnout). <b>Stress:</b> Day 1-2 (Automatic reactions), Day 3-4 (Foggy brain/Headaches), Day 5-6 (Sudden calm), Day 7-8 (Numbness/Disconnected), Day 9-10 (Vicarious trauma). <b>Conflict:</b> Day 1 (Clenched fists). <b>Dangerous Decisions:</b> Day 1 (Decision fatigue), Day 2 (Numbing), Day 3 (Heartbreak). <b>Body Systems:</b> Day 1 (Gut-brain disruption). <b>First Aid:</b> Day 4 (Panic attacks/Shock). <b>Environmental Health:</b> Day 1-3 (Climate Anxiety/Solastalgia). <b>End a Term:</b> Day 1 (MC 38).

	<b>H7.So3.HS:</b> Develop a personal stress management plan.	<b>Begin a Term:</b> Day 1 (Reflection), Day 2 (Check-ins). <b>Empathy:</b> Day 4 (Action Plan). <b>Self-Esteem:</b> Day 1 (Gratitude Rock), Day 2 (Nature Walk), Day 3 (Breathing/Visualization), Day 5 (Self-expression). <b>Mental Health:</b> Day 1-2 (Stress-Relief Jar), Day 3-4 (Mental Health Toolbox), Day 5-6 (Crisis plan), Day 7-8 (Online Hygiene Plan), Day 9-10 (Support Plan). <b>Stress:</b> Day 1-2 (Mindfulness through Media), Day 5-6 (Temperature Reset), Day 7-8 (Echo Release), Day 9-10 (Toolkit). <b>Conflict:</b> Day 1 (Safe Space Shield). <b>Diversity:</b> Day 3 (Ground/Rise). <b>Dangerous Decisions:</b> Day 2 (Texture walk). <b>Environmental Health:</b> Day 3 (Nature Therapy).
<b>4. Expressing Emotions</b>	<b>H8.So4.HS:</b> Advocate for ways to manage or resolve interpersonal conflict.	<b>Begin a Term:</b> Day 2 (Correcting harmful jokes). <b>Empathy:</b> Day 1 (Project Empathy), Day 2 (Equitable communication), Day 3 (Emotional energy advocacy), Day 4 (Marginalized voices), Day 5 (Kindness project). <b>Conflict:</b> Day 1 (Culture of Peace), Day 2 (Community accountability).
	<b>H1.So4.HS:</b> Summarize strategies for coping with difficult emotions, including defense mechanisms.	<b>Begin a Term:</b> Day 1 (Improve expression intention). <b>Empathy:</b> Day 1 (Contagion), Day 4 (Mindful empathy). <b>Self-Esteem:</b> Day 3 (Honest self-talk). <b>Mental Health:</b> Day 1-2 (Mindful breathing), Day 3-4 (Naming it to tame it). <b>Stress:</b> Day 1-2 (5-4-3-2-1), Day 5-6 (988), Day 7-8 (Journaling/Art), Day 9-10 (Problem-solving). <b>Conflict:</b> Day 1 (Defense mechanisms). <b>End a Term:</b> Day 1 (Signal learning).

	<b>H4.So4.HS:</b> Demonstrate effective communication skills to express emotions.	<b>Empathy:</b> Day 1 (Empathetic writing), Day 2 (Emotional vocabulary). <b>Self-Esteem:</b> Day 5 (Self-advocacy). <b>Mental Health:</b> Day 1-2 (Judgment-free listening), Day 3-4 (Reacting vs Responding), Day 5-6 (Assertiveness), Day 9-10 (Offering empathy). <b>Stress:</b> Day 3-4 ("I" statements), Day 5-6 (ALGEE), Day 7-8 (Skills-lab "I" statements). <b>Conflict:</b> Day 1 (Converting accusations), Day 2 (Clarifying needs). <b>Violence:</b> Day 5 (Nonviolent Communication).
<b>5. Harassment, Intimidation, and Bullying</b>	<b>H1.So5.HS:</b> Analyze strategies to prevent and respond to different types of harassment, intimidation, and bullying.	<b>Begin a Term:</b> Day 2 (Diamonds 3 prompt). <b>Empathy:</b> Day 1 (Scenario 3), Day 3 (Challenging generalizations). <b>Mental Health:</b> Day 7-8 (Responding to exclusion). <b>Violence:</b> Day 4 (Doxxing prevention).
	<b>H2.So5.HS:</b> Compare and contrast the influence of family, peers, culture, media, technology, and other factors on harassment, intimidation, and bullying.	<b>Empathy:</b> Day 1 (Technology desensitization). <b>Mental Health:</b> Day 7-8 (Online validation influence). <b>Violence:</b> Day 4 (Technology influences).
<b>6. Emotional, Mental, and Behavioral Health</b>	<b>H1.So6.HSa:</b> Compare and contrast emotional and mental and behavioral illness, mental well-being, and concurrent disorders.	<b>Empathy:</b> Day 4 (Compassion vs Codependence). <b>Self-Esteem:</b> Day 2 (Self-esteem vs Depression). <b>Mental Health:</b> Day 1-2 (Wellness spectrum), Day 3-4 (Emotional regulation consequences), Day 9-10 (NAMI stats). <b>Stress:</b> Day 1-2 (Eustress vs Distress), Day 3-4 (Sadness vs Clinical Depression). <b>Diseases:</b> Day 4 (Disorders as disease), Day 5 (Physiological impact). <b>End a Term:</b> Day 1 (MC 39).

	<p><b>H1.So6.HSb:</b> Describe how self-harm or suicide impacts other people.</p>	<p><b>Begin a Term:</b> Day 2 (Vortex of Impact). <b>Mental Health:</b> Day 5-6 (Impact on individual/community). <b>Stress:</b> Day 5-6 (Silence impacts), Day 7-8 (Suicide loss impact).</p>
	<p><b>H1.So6.HSc:</b> Explain how to help someone who is thinking about attempting suicide.</p>	<p><b>Mental Health:</b> Day 5-6 (Listening/Thanking them). <b>Stress:</b> Day 5-6 (Active listening/Refusing secrets), 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>H3.So6.HSa:</b> Identify school and community resources that can help a person with emotional and mental and behavioral health concerns.</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 5-6 (Wellness centers), Day 9-10 (Circle of Support Map). <b>Nutrition:</b> Day 3-4 (ED therapy).</p>
	<p><b>H3.So6.HSb:</b> Describe laws related to minors accessing mental health care.</p>	<p><b>Mental Health:</b> Day 5-6 (Minor access laws).</p>
	<p><b>H8.So6.HS:</b> Advocate for reducing stigma associated with emotional and mental and behavioral health.</p>	<p><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 1-2 (Wellness advocacy project), Day 5-6 (Reducing silence). <b>Diversity:</b> Day 1 (Inclusive support), Day 2 (Advocating for Equity), Day 3 (Identity stigma). <b>End a Term:</b> Day 2 (Breaking cycles of silence).</p>

<b>Substance Use and Abuse</b>		
<b>1. Use and Abuse</b>	<b>H1.Su1.HSa:</b> Analyze why individuals choose to use or not use substances.	<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 2 (Coping). <b>Alcohol:</b> Day 1 (Ethanol depressant). <b>Drugs:</b> Day 1 (Dopamine interference).
	<b>H1.Su1.HSb:</b> Differentiate classifications of substances.	<b>Dangerous Decisions:</b> Day 2 (Alcohol, Nicotine, Cannabis, Opioids). <b>Alcohol:</b> Day 1 (Depressant). <b>Drugs:</b> Day 1 (Stimulants/Opioids), Day 3 (Memory/Breathing impact). <b>Tobacco:</b> Day 1 (Stimulant). <b>End a Term:</b> Day 1 (Synthetic Opioids MC 4).
	<b>H3.Su1.HSa:</b> Analyze validity of information on substance use.	<b>Mental Health:</b> Day 5-6 (Numbing myths). <b>Tobacco:</b> Day 1 (Vape ad decoding).
	<b>H3.Su1.5b:</b> Describe laws related to minors accessing substance abuse treatment.	<b>Alcohol:</b> Day 2 (Minor in Possession/Treatment access). <b>End a Term:</b> Day 1 (Legal consequences MC 7).
<b>2. Effects</b>	<b>H1.Su2.HSa:</b> Summarize short- and long-term effects of substance abuse on dimensions of health.	<b>Dangerous Decisions:</b> Day 1 (Risky choice impact), Day 2 (Tolerance/Dependence). <b>Alcohol:</b> Day 3 (AUD chronic nature). <b>Drugs:</b> Day 2 (Tolerance). <b>Tobacco:</b> Day 1 (Prefrontal cortex effects). <b>End a Term:</b> Day 1 (MC 1-3).
	<b>H1.Su2.HSb:</b> Analyze how addiction and dependency impact individuals, families, and society.	<b>Alcohol:</b> Day 4 (Family addiction roles). <b>Drugs:</b> Day 2 (Industry marketing impact), Day 4 (Systemic inequities/Stigma).

	<b>H1.Su2.HSc:</b> Analyze data on overdose and fatalities related to fentanyl and other opioids.	<b>Dangerous Decisions:</b> Day 2 (Alcohol, Nicotine, Cannabis, Opioids). <b>Drugs:</b> Day 1 (Fentanyl overdose statistics), Day 2 (Polysubstance risks). <b>End a Term:</b> Day 1 (Synthetic Opioids MC 4).
	<b>H7.Su2.HS:</b> Demonstrate how to administer naloxone for treatment of an opioid overdose emergency.	<b>Dangerous Decisions:</b> Day 2 (911/Narcan). <b>Drugs:</b> Day 3 (Narcan administration).
<b>3. Prevention</b>	<b>H6.Su3.HS:</b> Predict how a drug-free lifestyle will support achievement of short- and long-term goals.	<b>Alcohol:</b> Day 4 (Future you letter). <b>End a Term:</b> Day 1 (Long-term goal mapping).
	<b>H8.Su3.HS:</b> Design a drug-free message for a community beyond school.	<b>Alcohol:</b> Day 4 (Safe community advocacy). <b>Drugs:</b> Day 3 (Harm reduction leadership). <b>Tobacco:</b> Day 2 (Tobacco-free advocacy). <b>End a Term:</b> Day 1 (Scenario 15).
<b>4. Treatment</b>	<b>H3.Su4.HS:</b> Analyze valid and reliable information to prevent or treat substance dependency and addiction.	<b>Dangerous Decisions:</b> Day 2 (911/Narcan). <b>Alcohol:</b> Day 3 (Treatment points). <b>Drugs:</b> Day 4 (Medication-Assisted Treatment).
	<b>H1.Su4.HS:</b> Understand how codependency relates to substance use and abuse.	<b>Alcohol:</b> Day 4 (Hero/Scapegoat/Mascot roles).
<b>5. Legal Consequences</b>	<b>H1.Su5.HS:</b> Compare and contrast school, local, state, and federal laws related to substance possession and use.	<b>Dangerous Decisions:</b> Day 1 (Legal outcomes), Day 2 (Good Samaritan laws). <b>Alcohol:</b> Day 2 (BAC limits), Day 3 (Criminal records). <b>Drugs:</b> Day 3 (Possession/Misuse consequences).