



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 **the** West Virginia College- and Career-Readiness Standards for High School
Wellness Education (2025)

West Virginia College- and Career-Readiness Standards for Wellness Education (Policy 2520.5, 2025): <https://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=58188&Format=PDF>

West Virginia College- and Career-Readiness Standards for Wellness Education (Policy 2520.5) — High School Health Education: the 8 Clusters:

Health Promotion and Disease Prevention

Culture, Media, and Technology

Health Information and Services

Communication

Decision Making

Goal Setting Standards

Health Behaviors

Advocacy

West Virginia Board of Education Policy 2520.5 (Title 126, Series 44E — 126CSR44E), effective July 12, 2025, supersedes the 2018 wellness-education standards, with compliance required for school year 2026-2027. West Virginia wellness education is an integrated structure combining Health Education (HE.1-HE.43, organized under the 8 clusters above) and Physical Education (PE.1-PE.22); PE-specific standards are marked Review Required where a health curriculum does not address them. West Virginia Code requirements printed with the high school health standards (W. Va. Code §18-2-9, §18-2-40(a), and §18-34-1, "Laken's Law") are included as a statutory section.

Health Promotion and Disease Prevention		
Dimensions of Total Wellness	HE.1: Analyze the relationships among the dimensions of total wellness.	Begin a Term: Day 1 (Core Scholar), Day 2 (Reflective Identity). Mental Health: Day 1-2 (5 Dimensions), Day 9-10 (Wellness Plan). Stress: Day 1-2 (Eustress vs Distress). Body Systems: Day 1 (Internal Balance), Day 2 (Stress impact). End a Term: Day 1 (Homeostasis), Day 2 (Living System).
Environmental Factors	HE.2: Analyze how environmental factors impact health outcomes and affect growth and development. (e.g. pollution, food production, public health issues, culture, community.)	Begin a Term: Day 2 (Social Determinants). Nutrition: Day 3-4 (Food Deserts), Day 9-10 (Economic access). Diseases: Day 4 (Social conditions), Day 5 (ZIP code). Environmental Health: Day 1 (Climate change impacts). End a Term: Day 1 (SDOH Scenario 6).
Public Health & Policy	HE.3: Analyze and interpret ways public health and social policies, along with government regulations, influence health promotion and disease prevention (e.g., local, state, federal, and world health organizations).	Dangerous Decisions: Day 2 (Good Samaritan laws). Nutrition: Day 9-10 (School food rules/Federal law analysis). Alcohol: Day 2 (BAC limits). Community Health: Day 4 (Public Health Systems). End a Term: Day 1 (Legal consequences MC 7).
Communicable & Non-Communicable Disease	HE.4: Differentiate between the causes of communicable and non-communicable diseases and identify/apply skills to prevent them (e.g. STDs/STIs, HIV/AIDS, bacteria/viral infections, universal precaution).	Body Systems: Day 2 (Immune/Vaccine stats). Diseases: Day 4 (NCD comparison), Day 5 (Lifestyle/Chronic prevention). Sex Education: Day 7-8 (STI transmission). End a Term: Day 1 (MC Questions 11-12).
Genetics & Family History	HE.5: Analyze the impact of genetics and family history on personal health (e.g. genetic disease/disorders, body composition, mental/emotional health).	Mental Health: Day 1-2 (Biopsychosocial). Diseases: Day 5 (Family History). End a Term: Day 1 (Scenario 24-25).

Risk Factors	HE.6: Explore risk factors that impact total wellness. (e.g. sedentary lifestyle, sexual activity, substance use, dieting).	Stress: Day 1-2 (Vulnerability Survey), Day 5-6 (Risk/Protective Factors). Dangerous Decisions: Day 1 (Risky Choices), Day 2 (Substance impact). Nutrition: Day 1-2 (Diet Culture). Diseases: Day 4 (Risk assessment). Sex Education: Day 7-8 (Decision Scenario).
Behaviors & Body Systems	HE.7: Analyze how personal health behaviors/choices affect the function of body systems in preventing illness, disease, and premature death (e.g. lifestyle choices, chronic disease).	Nutrition: Day 7-8 (Blood sugar/Heart health). Body Systems: Day 1 (Homeostasis quiz), Day 2 (Lifestyle efficiency). Diseases: Day 5 (Physiological impact). End a Term: Day 1 (MC 1-3).

Culture, Media, and Technology

Media Impact	HE.8: Evaluate how media of all forms can impact personal, family, community, and national health (e.g. validation of sources, technology's impact on modern communication).	Self-Esteem: Day 1 (Media/Family), Day 4 (Instagram/TikTok). Mental Health: Day 1-2 (Social Media Trap). Violence: Day 4 (Toxic masculinity/Media Literacy). Nutrition: Day 5-6 (Healthwashing). Diseases: Day 4 (Media Literacy). Tobacco: Day 1 (Vape ad decoding).
Technology Influences	HE.9: Debate the potential influences of technology on personal, family, and community health (e.g. smartphone technology, apps, fitness trackers).	Empathy: Day 1 (Technology desensitization), Day 2 (Culture/Technology). Mental Health: Day 7-8 (Digital Balance). Dangerous Decisions: Day 3 (Digital safety). Violence: Day 4 (Technology influences). Nutrition: Day 10 (Food log/MyFitnessPal expenditure tracking).

Community Factors	HE.10: Identify factors in the community that influence health (e.g. such as schools, resources, socioeconomic factors, geography, values, culture).	Begin a Term: Day 2 (Social Determinants). Mental Health: Day 9-10 (School climate). Stress: Day 3-4 (Systemic barriers), Day 9-10 (Poverty/Discrimination). Diversity: Day 2 (Social Determinants/Barriers). Nutrition: Day 3-4 (Food Deserts). Diseases: Day 5 (ZIP code). End a Term: Day 1 (SDOH Scenario 6).
Peer Influence	HE.11: Analyze the impact peer influences have on healthy and unhealthy behaviors.	Self-Esteem: Day 2 (Peer Influence), Day 4 (Conforming pressures). Mental Health: Day 7-8 (Online validation influence). Dangerous Decisions: Day 1 (Peer Pressure), Day 3 (Groupthink). Violence: Day 5 (Bystander culture/Gender roles).
Identity & Relationships	HE.12: Analyze how friends, family, media, society, and culture influence the expression of identity, relationships, and personal traits.	Begin a Term: Day 1 (Intersectionality). Empathy: Day 3 (Stereotypes). Self-Esteem: Day 4 (Internalized beauty). Diversity: Day 1 (Identity), Day 3 (Representation). Body Systems: Day 3 (Gender identity norms). Sex Education: Day 5-6 (Comparison culture).

Health Information and Services		
Health Information & Misinformation	HE.13: Analyze and interpret health information/data to promote healthy decision making and manage misinformation and disinformation. (e.g. quackery, food labels, websites, media, social media platforms).	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).

Locating Health Care Services	HE.14: Use information systems to locate and utilize health care services that provide optimal health care.	Mental Health: Day 5-6 (Crisis Text Line), Day 9-10 (Therapists/Peer support). Stress: Day 3-4 (Valid points of help). Violence: Day 5 (Crisis lines). First Aid: Day 2 (AED Locator), Day 4 (Poison Control). Sex Education: Day 7-8 (Testing bookmarks), Day 9-10 (Planned Parenthood).
Substance Use Prevention Resources	HE.15: Identify available state and community resources and organizations that work to prevent and reduce youth substance use.	Dangerous Decisions: Day 2 (911/Narcan). Alcohol: Day 2 (Minor in Possession/Treatment access), Day 3 (Treatment points). Drugs: Day 3 (Harm reduction leadership), Day 4 (Medication-Assisted Treatment).

Communication		
Expressing Emotions	HE.16: Describe healthy ways to express emotions, needs, and desires in different situations. (e.g. sportsmanship, relationships, death, dying and grief).	Empathy: Day 1 (Empathetic writing), Day 2 (Emotional vocabulary). Self-Esteem: Day 5 (Self-expression). Mental Health: Day 3-4 (Naming it to tame it). Stress: Day 7-8 (Grief Map). Conflict: Day 1 (Assertiveness/I-statements).
Communication Skills	HE.17: Demonstrate a variety of effective communication skills in a variety of situations. (e.g. verbal, non-verbal, listening, writing, technology).	Empathy: Day 1 (Respectful dialogue), Day 2 (Active Listening). Mental Health: Day 1-2 (Judgment-free listening), Day 5-6 (Assertiveness). Stress: Day 3-4 ("I" statements), Day 7-8 (Parent-Teen Communicator). Conflict: Day 1 (Converting accusations), Day 2 (Clarifying needs). Violence: Day 5 (Nonviolent Communication).

<p>Avoiding Harmful Situations</p>	<p>HE.18: Identify potentially harmful situations, devise strategies, and develop skills to avoid such situations through refusal, negotiation, and collaboration skills (e.g., violence and abuse situations, peer mediation, conflict resolution, support groups, "I" statements).</p>	<p>Empathy: Day 4 (Saying No). Conflict: Day 1 (Negotiation), Day 2 (Accountability/Repair). Dangerous Decisions: Day 3 (Refusal/Negotiation skills). Violence: Day 4 (Refusal/Advocacy), Day 5 (Intervention choice). Sex Education: Day 3-4 (Clear "No" strategies). End a Term: Day 1 (Scenario 7-8).</p>
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<p style="text-align: center;">Decision Making</p>		
<p>Decision-Making Process</p>	<p>HE.19: Apply and practice a decision-making process for various life situations (e.g., DECIDE process, SMART goals, goods and services purchases, relationships).</p>	<p>Mental Health: Day 1-2 (Care choices). Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). Nutrition: Day 9-10 (SMART goal plan). First Aid: Day 4 (Crisis decisions). Sex Education: Day 7-8 (Decision Scenario). End a Term: Day 1 (Scenario 9/26).</p>
<p>Collaborative Decisions</p>	<p>HE.20: Identify and discuss health concerns that require collaborative decision-making (e.g. sex, STDs/STIs, contraception).</p>	<p>Begin a Term: Day 2 (Practicing consent). Sex Education: Day 1-2 (Boundaries), Day 3-4 (Trust/Equality/Boundaries), Day 7-8 (Yes/No/Maybe map), Day 9-10 (Values check).</p>
<p>Harmful Decisions & Their Effects</p>	<p>HE.21: Analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on family, community, and self (e.g., alcohol, drugs, nicotine containing substances, STDs/STIs, teen pregnancy/parenting).</p>	<p>Dangerous Decisions: Day 1 (Risky choice impact), Day 2 (Tolerance/Dependence). Alcohol: Day 4 (Family addiction roles). Tobacco: Day 1 (Prefrontal cortex effects). Sex Education: Day 7-8 (Parenting/Financial effects). End a Term: Day 1 (MC 1-3), Day 2 (Waves of impact).</p>

Alternatives & Coping Mechanisms	HE.22: Evaluate mechanisms and decision-making processes to formulate alternatives to health-related issues or problems (e.g., refusal skills, defense/coping mechanisms).	Mental Health: Day 3-4 (Adaptive coping). Stress: Day 1-2 (Escape/Numb out). Conflict: Day 1 (Defense mechanisms). Dangerous Decisions: Day 2 (Coping), Day 3 (Refusal/Negotiation skills).
Evaluating Health Decisions	HE.23: Evaluate the effectiveness of health-related decisions (e.g., risk behavior inventories, Youth Risk Behavior Survey).	Mental Health: Day 9-10 (NAMI stats). Stress: Day 1-2 (Vulnerability Survey). Dangerous Decisions: Day 3 (Distracted driving CDC data). Diseases: Day 5 (YRBS Real-Life Statistic). Sex Education: Day 9-10 (45% of teens statistic).
Personal Boundaries	HE.24: Construct personal boundaries as related to intimacy and sexual behaviors and effective communication skills concerning boundary invasion.	Begin a Term: Day 2 (Practicing consent). Empathy: Day 4 (Boundaries). Self-Esteem: Day 3 (Boundary practice). Sex Education: Day 1-2 (Boundaries), Day 3-4 (Coercion distinction), Day 7-8 (Yes/No/Maybe map).

Goal Setting Standards

Assess Health Practices	HE.25: Assess personal health practices and overall health status.	Begin a Term: Day 1 (Reflection). 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). First Aid: Day 1 (Skill level assessment).
Health Goal Plan	HE.26: Develop a plan to attain a personal health goal that addresses strengths, needs, and risks (e.g., SMART Goals, F.I.T.T.).	Begin a Term: Day 1 (Health Mission Statement). Self-Esteem: Day 4 (Self-acceptance plan). Mental Health: Day 9-10 (Personal Mental Health Plan). Stress: Day 1-2 (Reduction strategy), Day 3-4 (Action timeline). Dangerous Decisions: Day 1 (Risk Management Plan). Nutrition: Day 9-10 (SMART goal plan).

Implement & Monitor Progress	HE.27: Implement strategies and monitor progress in achieving a personal health goal.	Empathy: Day 3 (Active Listening goal), Day 5 (Empathy growth goal). Self-Esteem: Day 2 (Strength log), Day 5 (Small steps). Mental Health: Day 5-6 (Support goal). Stress: Day 9-10 (Toolkit implementation). Nutrition: Day 7-8 (Fuel-up goal), Day 10 (Food log/MyFitnessPal expenditure tracking).
Personal Health Plan	HE.28: Design a personal health plan.	Mental Health: Day 9-10 (Wellness Plan). Stress: Day 5-6 (Safety Plan). Nutrition: Day 9-10 (SMART Power Plate meal/Plan design). Body Systems: Day 3 (Reproductive wellness plan). End a Term: Day 1 (Live it Forward challenge).

Health Behaviors		
Nutrition & Physical Activity	HE.29: Recognize and demonstrate the positive effects of nutrition and physical activity on health.	Nutrition: Day 1-2 (Eat to Move lab), Day 7-8 (Blood sugar/Heart health). Diseases: Day 5 (Lifestyle/Chronic prevention).
Short- & Long-Term Impacts	HE.30: List examples and explain short- and long-term impacts of health decisions on the individual, family, and community.	Begin a Term: Day 2 (Vortex of Impact). Stress: Day 1-2 (Pressure outcomes). Dangerous Decisions: Day 1 (Risky choice impact). Alcohol: Day 4 (Future you letter). End a Term: Day 2 (Waves of impact).
Stress Management	HE.31: Identify signs of stress and common stressors and develop effective stress management techniques.	Begin a Term: Day 2 (Fight/Flight/Freeze). Self-Esteem: Day 3 (Breathing/Visualization). Mental Health: Day 1-2 (Stress-Relief Jar), Day 3-4 (Mental Health Toolbox). Stress: Day 1-2 (Automatic reactions), Day 3-4 (Foggy brain/Headaches), Day 5-6 (Temperature Reset), Day 9-10 (Toolkit). Conflict: Day 1 (Clenched fists).

<p>Eating Disorders, Depression, Self-Harm & Suicide</p>	<p>HE.32: Identify causes, warning signs, and prevention strategies for eating disorders, depression, self-harm, and suicide.</p>	<p>Self-Esteem: Day 2 (Self-esteem vs Depression). Mental Health: Day 5-6 (Hopelessness). Stress: Day 3-4 (Sadness vs Clinical Depression), Day 5-6 (Warning sign response), Day 7-8 (Suicide loss impact). Nutrition: Day 3-4 (Clinical complexity of Anorexia/Bulimia). First Aid: Day 4 (ALGEE model). End a Term: Day 1 (MC 40).</p>
<p>Injury Prevention & Safety</p>	<p>HE.33: Identify causes, preventions, and treatments for injuries and list responsible actions to create a safe and healthy environment.</p>	<p>Dangerous Decisions: Day 1 (Risky driving), Day 2 (Water safety/blackouts), Day 3 (Distracted driving CDC data). First Aid: Day 1 (Immediate measures), Day 3 (Degree of burns), Day 4 (Heat stroke). Environmental Health: Day 1 (Workplace Hazard reports). End a Term: Day 1 (Scene Safety Scenario).</p>
<p>First Aid Skills</p>	<p>HE.34: Demonstrate basic first aid skills.</p>	<p>Nutrition: Day 5-6 (Allergies/EpiPen). First Aid: Day 1 (3 Ps), Day 2 (ABCDE), Day 3 (R.I.C.E./FAST), Day 4 (Seizures/Asthma), Day 5 (Bleeding/Simulations).</p>
<p>CPR Training</p>	<p>HE.35: Complete training on the proper administration of CPR through hands-on practice that is based on an instructional program established by the American Heart Association, Red Cross, or another program that is nationally recognized and uses the most current national evidence-based CPR guidelines that incorporates psychomotor skills development.</p>	<p>First Aid: Day 2 (Hands-only CPR/AED sequence).</p>
<p>Opioid Reversal Agents</p>	<p>HE.36: Explain how to administer the use of life-saving opioid reversal agents (e.g. Naloxone.)</p>	<p>Dangerous Decisions: Day 2 (911/Narcan). Alcohol: Day 1-4 (Overdose/Poisoning response). Drugs: Day 3 (Narcan administration).</p>

Advocacy		
Opioid & Fentanyl Dangers	HE.37: Present on the dangers of fentanyl, heroin, and other opioid use/abuse, the addictive characteristics of opioids, and explore safer alternatives to treat pain.	Dangerous Decisions: Day 2 (Alcohol, Nicotine, Cannabis, Opioids). Drugs: Day 1 (Stimulants/Opioids), Day 2 (Tolerance), Day 3 (Harm reduction leadership). End a Term: Day 1 (Synthetic Opioids MC 4).
Health Messages	HE.38: Use written, audio/visual, and technological communication methods to express health messages.	Mental Health: Day 1-2 (Breaking Stigma PSA). Stress: Day 1-2 (Wellness Advocacy Project). Conflict: Day 1-2 (Guidebooks/PSAs). Dangerous Decisions: Day 3 (PSA - challenging "cool" risk). Nutrition: Day 3-4 (PSA Project).
Adapting Messages to Audiences	HE.39: Demonstrate the ability to adapt health messages to characteristics of a particular audience (e.g. peer education, projects, role play).	Empathy: Day 5 (Kindness project). Mental Health: Day 5-6 (Planning an initiative). Stress: Day 7-8 (Parent-Teen Communicator). Diversity: Day 3 (Media for Equity). Nutrition: Day 9-10 (School Lunch Advocacy). Sex Education: Day 7-8 (Testing bookmarks).
Health Care Resources	HE.40: Promote the use of personal, family, and community resources in health care situations. (e.g. general practitioners, medical facilities, internet).	Mental Health: Day 1-2 (Counselors/Support groups), Day 9-10 (Therapists/Peer support). Stress: Day 1-2 (Wellness centers). Nutrition: Day 3-4 (NEDA/Professional medical care). First Aid: Day 2 (AED Locator), Day 4 (Poison Control). Sex Education: Day 9-10 (Planned Parenthood).
School & Community Services	HE.41: Identify school support staff, community health services, and describe the impact these services have on individual schools and communities (e.g. school nurse, civic organizations, volunteering opportunities).	Begin a Term: Day 2 (School counselors/nurses). Mental Health: Day 5-6 (Crisis Text Line). Stress: Day 5-6 (Wellness centers), Day 9-10 (Circle of Support Map). Sex Education: Day 1-2 (Counselors). Community Health: Day 4 (Public Health Systems).

Citizenship & Community Health	HE.42: Interpret the relationship between acts of responsible and productive citizenship and the health, safety, and security of a community.	Empathy: Day 5 (40% reduction project). Conflict: Day 2 (Community accountability). Diversity: Day 2 (Advocating for Equity). Violence: Day 5 (Bystander/Confidential reporting). Alcohol: Day 4 (Safe community advocacy). End a Term: Day 1 (Live it Forward challenge).
Youth Risk Behavior Survey	HE.43: Analyze West Virginia's results of the Youth Risk Behavior Survey (YRBS).	Dangerous Decisions: Day 3 (Distracted driving CDC data). Body Systems: Day 1 (YRBS Real-Life Statistic). Diseases: Day 5 (YRBS Real-Life Statistic).

West Virginia Code and Policy Requirements		
W. Va. Code §18-2-9	§18-2-9: The WVDE shall provide a standardized health education assessment to be administered in high school health education class to measure student health knowledge and program effectiveness.	Review Required
	§18-2-9: All public schools must include instruction in any of grades six through twelve in the prevention, transmission and spread of HIV/AIDS and other STDs/STIs.	Diseases: Day 4 (STI Stigma challenge). Sex Education: Day 5-6 (CDC guides), Day 7-8 (STI transmission). End a Term: Day 1 (MC Questions 11-12).
	§18-2-9: An opportunity shall be afforded to the parent or guardian of a child subject to instruction in the prevention, transmission and spread of AIDS and other STDs/STIs to examine the course curriculum requirements and materials to be used in such instruction. The parent or guardian may exempt such child from participation in such instruction by giving notice to that effect in writing to the school principal.	Review Required

	<p>§18-2-9: In the subject of health education in any of the grades six through twelve as considered appropriate by the county board shall include at least sixty minutes of instruction for each student on the dangers of opioid use, the addictive characteristics of opioids, and safer alternatives to treat pain.</p>	<p>Dangerous Decisions: Day 2 (Alcohol, Nicotine, Cannabis, Opioids). Drugs: Day 1 (Stimulants/Opioids), Day 3 (Memory/Breathing impact). End a Term: Day 1 (Synthetic Opioids MC 4).</p>
	<p>§18-2-9: County Boards of Education are required to provide at least thirty minutes of instruction on the proper administration of cardiopulmonary resuscitation (CPR) and the psychomotor skills necessary to perform CPR to all students prior to high school graduation.</p>	<p>First Aid: Day 2 (Hands-only CPR/AED sequence).</p>
<p>W. Va. Code §18-2-40(a)</p>	<p>§18-2-40(a): Children in grades 5-12 shall receive information regarding self-harm and eating disorder signs, prevention and treatment. This education shall occur at least once per academic school year.</p>	<p>Self-Esteem: Day 2 (Self-esteem vs Depression). Mental Health: Day 5-6 (Hopelessness). Stress: Day 5-6 (Warning sign response). Nutrition: Day 3-4 (Clinical complexity of Anorexia/Bulimia).</p>
	<p>§18-2-40(a): Children in grades 5-12 shall receive body age-appropriate safety information at least once per academic school year, with a preference for four times per academic year.</p>	<p>Begin a Term: Day 2 (Practicing consent). Violence: Day 5 (Bystander/Confidential reporting). Sex Education: Day 1-2 (Boundaries), Day 3-4 (Coercion distinction).</p>
<p>W. Va. Code §18-34-1 — Laken’s Law</p>	<p>§18-34-1: The Fentanyl Prevention and Awareness Education Act or "Laken's Law" would help prevent overdose deaths in teens and in young adults due to fentanyl and fentanyl components. This shall be accomplished through education of students in grades 6-12 in all public schools and be mandated annually using the following methods:</p>	<p>Dangerous Decisions: Day 2 (911/Narcan). Drugs: Day 3 (Narcan administration).</p>

	<p>§18-34-1: Students will be taught about fentanyl, heroin, and opioids awareness, prevention, and abuse;</p>	<p>Dangerous Decisions: Day 2 (Alcohol, Nicotine, Cannabis, Opioids). Drugs: Day 1 (Dopamine interference), Day 3 (Memory/Breathing impact). End a Term: Day 1 (Synthetic Opioids MC 4).</p>
	<p>§18-34-1: Students will be instructed in the life-saving use of FDA-approved opioid reversal agents;</p>	<p>Dangerous Decisions: Day 2 (911/Narcan). Alcohol: Day 1-4 (Overdose/Poisoning response). Drugs: Day 3 (Narcan administration).</p>
	<p>§18-34-1: Students will be instructed on the prevention of the abuse of and addiction to fentanyl;</p>	<p>Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE), Day 3 (Refusal/Negotiation skills). Drugs: Day 2 (Tolerance).</p>
	<p>§18-34-1: Students will be instructed on available state and community resources and organizations that work to prevent and reduce youth substance use; and</p>	<p>Alcohol: Day 2 (Minor in Possession/Treatment access), Day 3 (Treatment points). Drugs: Day 3 (Harm reduction leadership), Day 4 (Medication-Assisted Treatment).</p>
	<p>§18-34-1: Students will receive health education covering the issues of substance abuse and youth substance abuse in particular.</p>	<p>Dangerous Decisions: Day 2 (Substance quiz). Alcohol: Day 3 (AUD chronic nature). Drugs: Day 2 (Industry marketing impact). Tobacco: Day 1 (Prefrontal cortex effects).</p>

Physical Education (PE.1–PE.22) — Integrated Wellness Structure		
<p>Development of Movement Forms/Motor Skills, Problem-Solving and Strategies.</p>	<p>PE.1: Identify, practice and apply general skills and activity-specific skills to enhance motor proficiency.</p>	<p>Review Required</p>

	PE.2: Participate in a variety of competitive/non-competitive individual, dual, and team sports/activities.	Review Required
	PE.3: Demonstrate offensive and defensive strategies while participating in individual, dual, and team sports/activities.	Review Required
	PE.4: Perform a variety of dance and rhythmic activities.	Review Required
	PE.5: Solve problems in individual and group physical activity settings.	Review Required
Physical Activity	PE.6: Identify physical activities that increase fitness levels in addition to physical education class.	Review Required
	PE.7: Explain how physical activity participation patterns are likely to change throughout one's life span.	Review Required
	PE.8: Identify a variety of regional outdoor adventure activities.	Review Required
	PE.9: Identify and describe local, state, national and/or international fitness and recreational resources and organizations.	Review Required
	PE.10: Assess the social, economic, cultural and environmental factors that impact physical activity.	Review Required
	PE.11: Select and participate in various forms of physical activity that exhibit personal interests.	Review Required

Physical Fitness	PE.12: Demonstrate proper form when performing the following muscular strength and endurance exercises (e.g., curl-up, sit-up, plank, push-up).	Review Required
	PE.13: Demonstrate proper form when developing flexibility (e.g., trunk lift, sit and reach, shoulder stretch).	Review Required
	PE.14: Demonstrate proper pacing technique when running for various periods of time or distance (e.g., sprint, jog, mile run).	Review Required
	PE.15: Use fitness assessment results to identify personal strengths and weaknesses and plan for personal improvement.	Review Required
	PE.16: Practice principles of training in the design and implementation of a personal fitness program (e.g. F.I.T.T. principle, progressive overload, muscle recovery).	Review Required
	PE.17: Compare and contrast the fitness values of various physical activities.	Review Required
Responsible Personal and Social Behavior	PE.18: Examine potential risks of physical activity and determine how to minimize those risks.	Dangerous Decisions: Day 2 (Water safety/blackouts). First Aid: Day 3 (R.I.C.E./FAST).
	PE.19: Utilize responsible and considerate personal behaviors in physical activity settings.	Review Required
	PE.20: Practice proper procedures and demonstrate etiquette and fair play in physical activity settings.	Review Required

	PE.21: Explain the influence of peers on physical activity participation and performance.	Review Required
	PE.22: Encourages and provides support to others through interactions in physical activity settings.	Review Required