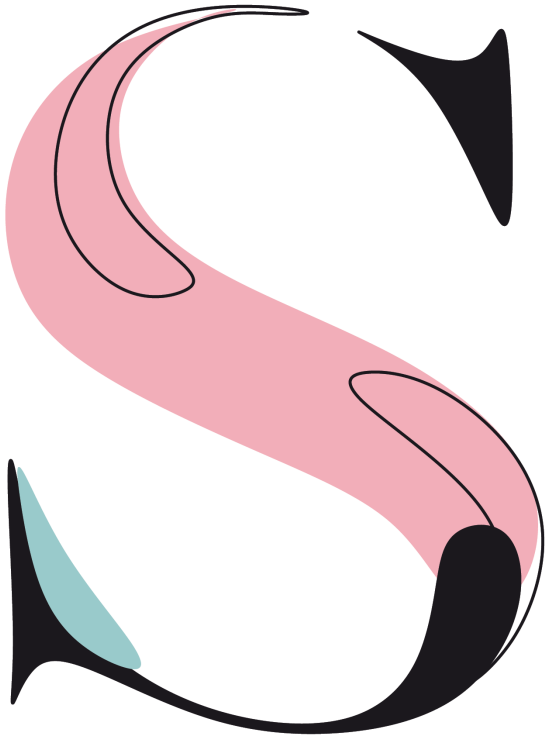
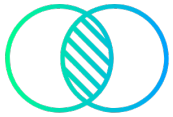


STANDARDS

HEALTH EDUCATION TODAY



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Health Education Today's High School Health Curriculum: Aligned with **all** the Wyoming Health and Safety Content and Performance Standards (High School, 2023)

Wyoming Health and Safety Content and Performance Standards (2023): https://edu.wyoming.gov/wp-content/uploads/2024/01/Health-Ch.-10-WYCPS.pdf

Wyoming Health and Safety Content and Performance Standards — Domains (Grade 9-12 Band, Grade 12 Benchmark)::

1) Health Information, Concepts, Products, and Resources: Students will access, analyze, and evaluate health information, products, and resources.

2) Problem Solving and Decision Making: Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.

3) Effective Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.

4) Personal and Social Responsibility: Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.

Wyoming Suggested Health Topics::

Alcohol, Tobacco, and Other Drugs (ATOD); Community and Environmental Health (CEH); Cardiopulmonary Resuscitation (CPR); First Aid (FA); Family Life (FAM); Growth & Development (G&D); Human Sexuality (HSX); Injury Prevention and Safety (IPS); Mental and Emotional Health (ME); Nutrition (NUT); Physical Activity (PA); Prevention and Control of Disease (PCD); Personal Health (PH); Suicide Prevention (SP); Violence Prevention and Bullying (VPB)

2023 Health and Safety Wyoming Content and Performance Standards (emended February 2025), adopted under Chapter 10 Rules effective July 17, 2024, replacing the 2012 standards, with full district implementation by School Year 2026-27. The 9-12 band is benchmarked at grade 12 (12.HE codes; the official numbering is non-consecutive by design), and each standard includes its Proficient performance-level descriptor.

Health Information, Concepts, Products, and Resources		
1. Evaluating Health Information	**12.HE.1.2:** Use criteria to evaluate the validity of health information from a variety of sources. [Suggested Health Topics: ATOD, HSX, NUT] • The Proficient student is able to use criteria to evaluate the validity of health information from a variety of sources.	**Mental Health:** Day 5-6 (Numbing myths). **Stress:** Day 3-4 (Valid points of help). **Diseases:** Day 4 (Media Literacy), Day 5 (Research domains). **Nutrition:** Day 3-4 (Evaluating resources), Day 5-6 (Registered Dietitians vs Influencers). **Tobacco:** Day 1 (Vape ad decoding). **Sex Education:** Day 5-6 (CDC guides). **End a Term:** Day 1 (Online Data Scenario).

Problem Solving and Decision Making		
1. Systematic Decision-Making	**12.HE.2.2:** Apply a systematic decision-making process that includes evaluation of outcomes to self and others to enhance health. [Suggested Health Topics: HSX, IPS, CEH] • The Proficient student consistently applies a systematic decision-making process that includes evaluation of outcomes to self and others to enhance health.	**Begin a Term:** Day 1 (Healthy year vision), Day 2 (Vortex of Impact). **Mental Health:** Day 1-2 (Care choices), Day 5-6 (Seeking support). **Dangerous Decisions:** Day 1 (STOP-THINK-CHOOSE), Day 2 (Substance quiz), Day 3 (Pre-decision challenge). **Violence:** Day 5 (Intervention choice). **Nutrition:** Day 3-4 (Intentional choice). **First Aid:** Day 2 (Life/Death operations), Day 4 (Crisis decisions). **Sex Education:** Day 7-8 (Decision Scenario), Day 9-10 (Values check). **End a Term:** Day 1 (Scenario 9/26), Day 2 (Waves of impact).

Effective Communication		
1. Verbal & Non-Verbal Communication	**12.HE.3.1:** Evaluate verbal and non-verbal techniques for communicating effectively with family, peers, and others to enhance health and prevent, reduce, or avoid health risks. [Suggested Health Topics: PH, CEH, ME] • The Proficient student consistently evaluates verbal and non-verbal techniques for communicating effectively with family, peers, and others to enhance health and prevent, reduce, or avoid health risks.	**Begin a Term:** Day 2 (Agreements). **Empathy:** Day 1 (Respectful dialogue), Day 2 (Active Listening), Day 2 (Tense posture). **Mental Health:** Day 1-2 (Judgment-free listening), Day 3-4 (Reacting vs Responding). **Stress:** Day 3-4 ("I" statements), Day 7-8 (Parent-Teen Communicator). **Conflict:** Day 1 (Assertiveness/I-statements), Day 2 (Clarifying needs). **Violence:** Day 5 (Nonviolent Communication). **End a Term:** Day 1 (Scenario 7-8).
2. Advocacy Communication	**12.HE.3.2:** Demonstrate the ability to use effective communication techniques to advocate for personal and community health. [Suggested Health Topics: ATOD, HSX, VPB] • The Proficient student consistently demonstrates the ability to use effective communication techniques to advocate for personal and community health.	**Empathy:** Day 5 (Kindness project). **Self-Esteem:** Day 5 (Self-advocacy). **Mental Health:** Day 1-2 (Breaking Stigma PSA), Day 9-10 (Positive culture advocacy). **Stress:** Day 1-2 (Wellness Advocacy Project). **Violence:** Day 4 (Breaking Silence), Day 5 (Challenging victim-blaming). **Nutrition:** Day 3-4 (PSA Project), Day 9-10 (School Lunch Advocacy). **Alcohol:** Day 4 (Safe community advocacy). **Drugs:** Day 3 (Harm reduction leadership). **Tobacco:** Day 2 (Tobacco-free advocacy). **Sex Education:** Day 7-8 (Confidential testing advocacy).

3. Refusal, Negotiation & Collaboration	**12.HE.3.3:** Demonstrate the ability to use refusal, negotiation, and collaboration skills to enhance health and to prevent, reduce, or avoid health risks. [Suggested Health Topics: PH, CEH] • The Proficient student consistently demonstrates the ability to use refusal, negotiation, and collaboration skills to enhance health and to prevent, reduce, or avoid health risks.	**Empathy:** Day 4 (Saying No). **Mental Health:** Day 5-6 (Assertiveness). **Conflict:** Day 1 (Negotiation), Day 2 (Accountability/Repair). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills). **Violence:** Day 4 (Refusal/Advocacy), Day 5 (NVC - Nonviolent Communication). **First Aid:** Day 2 (Bystander delegation), Day 5 (Emergency leadership). **Sex Education:** Day 3-4 (Clear "No" strategies), Day 7-8 (Yes/No/Maybe map).

Personal and Social Responsibility		
1. Managing Health Risks	**12.HE.4.2:** Demonstrate the ability to use a strategic approach to manage health risks and enhance health. [Suggested Health Topics: NUT, PA, ME] • The Proficient student demonstrates the ability to use a strategic approach to manage health risks and enhance health.	**Begin a Term:** Day 1 (Health Mission Statement). **Mental Health:** Day 9-10 (Wellness Plan). **Stress:** Day 5-6 (Safety Plan), Day 9-10 (Toolkit). **Dangerous Decisions:** Day 1 (Risk Management Plan). **Nutrition:** Day 9-10 (SMART Power Plate meal/Plan design). **Body Systems:** Day 3 (Reproductive wellness plan). **Diseases:** Day 5 (Lifestyle/Chronic prevention). **End a Term:** Day 1 (Live it Forward challenge).
2. Stress Management	**12.HE.4.6:** Evaluate the appropriateness of various strategies for managing stress in specific situations. [Suggested Health Topics: PA, NUT, PH] • The Proficient student is able to evaluate the appropriateness of various strategies for managing stress in specific situations.	**Begin a Term:** Day 2 (Check-ins). **Self-Esteem:** Day 1 (Gratitude Rock), Day 2 (Nature Walk), Day 3 (Breathing/Visualization). **Mental Health:** Day 1-2 (Stress-Relief Jar), Day 3-4 (Adaptive coping), Day 3-4 (Mental Health Toolbox). **Stress:** Day 1-2 (5-4-3-2-1), Day 5-6 (Temperature Reset), Day 7-8 (Journaling/Art), Day 9-10 (Toolkit implementation). **Dangerous Decisions:** Day 2 (Texture walk). **End a Term:** Day 1 (MC 38).

3. Long-Term Goal-Setting	**12.HE.4.9:** Monitor progress toward achieving a long-term personal health goal and evaluate the effectiveness of the plan for meeting the goal. [Suggested Health Topics: ME, PA, NUT] • The Proficient student is able to monitor progress toward achieving a long-term personal health goal and evaluate the effectiveness of the plan for meeting the goal.	**Begin a Term:** Day 1 (Future letter 1/5/10yr). **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 3-4 (Action timeline), Day 9-10 (Habit building). **Nutrition:** Day 7-8 (Fuel-up goal), Day 9-10 (SMART goal plan), Day 10 (Food log/MyFitnessPal expenditure tracking). **End a Term:** Day 1 (Long-term goal mapping).
4. Self-Harm & Suicide Prevention	**12.HE.4.11:** Describe the behaviors and warning signs of self-harm and suicidal ideation, explain how to communicate with someone in need, and explain how to seek help. [Suggested Health Topics: VPB, CEH, ME, SP] • The Proficient student consistently describes the risk factors and warning signs of self-harm and suicidal ideation and explains how to communicate with someone in need and assist them in seeking help.	**Mental Health:** Day 5-6 (Hopelessness), Day 5-6 (Listening/Thanking them), Day 5-6 (Crisis Text Line). **Stress:** Day 5-6 (988), Day 5-6 (Warning sign response), Day 5-6 (Sudden calm), Day 5-6 (Active listening/Refusing secrets), Day 7-8 (Help prompts). **First Aid:** Day 4 (ALGEE model). **End a Term:** Day 1 (MC 40).
5. Acceptance of Differences	**12.HE.4.12:** Demonstrate the ability to advocate for acceptance of individual, social, and cultural differences. [Suggested Health Topics: VPB, CEH, ME] • The Proficient student consistently demonstrates the ability to advocate for acceptance of individual, social, and cultural differences.	**Begin a Term:** Day 1 (Intersectionality), Day 2 (Correcting harmful jokes). **Empathy:** Day 3 (Challenging generalizations), Day 4 (Marginalized voices). **Self-Esteem:** Day 4 (Advocacy for Authenticity). **Diversity:** Day 1 (Inclusive support), Day 2 (Advocating for Equity), Day 3 (Affirming language), Day 3 (LGBTQ+ Affirmation).

6. Dimensions of Health	**12.HE.4.14:** Analyze the relationship between physical, mental, emotional, and social health. [Suggested Health Topics: VPB, CEH, ME] • The Proficient student is able to analyze the relationship between physical, mental, emotional, and social health.	**Begin a Term:** Day 1 (Core Scholar). **Empathy:** Day 1 (Survey), Day 2 (Venn Diagram). **Self-Esteem:** Day 1 (Survey). **Mental Health:** Day 1-2 (5 Dimensions), Day 1-2 (Biopsychosocial). **Stress:** Day 1-2 (Survey), Day 3-4 (Foggy brain/Headaches). **Body Systems:** Day 1 (Gut-brain disruption), Day 2 (Stress impact). **Diseases:** Day 5 (Physiological impact). **End a Term:** Day 1 (Homeostasis), Day 2 (Living System).