

Health 1 Scope & Sequence

Days	Unit	Standard(s)/Outcome(s)	Essential/Guiding Questions
1	<p><u>Mental and Emotional Health:</u> Wellness Inventory</p>	<p>Evaluate the interrelationship of physical, mental, emotional, social, environmental, and spiritual health. 1a.HS2.2</p> <p>Describe how reflecting on personal interests, qualities, strengths, and beliefs can increase self-awareness, satisfaction, and empathy. 1a.HS2.6</p> <p>Identify strategies for supporting another person in seeking professional guidance or help from a trusted adult. 1a.HS2.8</p> <p>Develop strategies to promote personal growth, increased self-awareness, and persistence through challenges. 1a.HS2.7</p> <p>Assess personal health practices and overall health status. 6.HS.a</p> <p>Develop a plan to attain a personal health goal that addresses strengths,</p>	<p><u>Mental and Emotional Health Unit Essential Questions:</u></p> <p>What factors may influence wellness?</p> <p>What skills will help me maintain wellness?</p> <p>How can I make good decisions concerning health and wellness?</p> <p>How can I set personal goals to improve my overall wellness?</p> <p>How do family, peers, culture, media, and technology influence wellness?</p> <p>How can I access valid information, products, and services to enhance personal health?</p> <p>How can interpersonal communication skills enhance</p>

		<p>needs, and risks. 6.HS.b</p> <p>Implement strategies and monitor progress in achieving a personal health goal. 6.HS.c</p> <p>Determine when professional health services may be required. 3.HS.d</p> <p>Analyze how peers influence healthy and unhealthy behaviors. 2.HS.c</p> <p>Analyze personal stressors at home, in school, and with friends. 1a.HS2.9</p>	<p>health and reduce health risks?</p> <p>How can I use goal-setting to enhance health?</p> <p>How can I practice health enhancing behaviors and avoid or reduce risks to my health?</p> <p>How can I advocate for personal, family, and community health?</p>
1	Stress Management	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 4.HS.c</p> <p>Determine when professional health services may be required. 3.HS.d</p> <p>Analyze how peers influence healthy and unhealthy behaviors. 2.HS.c</p> <p>Analyze personal stressors at home, in school, and with friends. 1a.HS2.9</p>	
1	Anxiety and Depression	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or</p>	

		<p>others. 4.HS.c</p> <p>Determine when professional health services may be required. 3.HS.d</p> <p>Analyze how peers influence healthy and unhealthy behaviors. 2.HS.c</p> <p>Identify strategies for supporting another person in seeking professional guidance or help from a trusted adult. 1a.HS2.8</p> <p>Evaluate personal stressors at home, in school, and with friends. 1a.HS2.9</p> <p>Analyze the causes, symptoms, and effects of anxiety. 1a.HS2.10</p> <p>Analyze effective strategies for dealing with stress, anxiety, and anger. 1a.HS2.11</p> <p>Analyze impulsive behaviors and strategies for managing them. 1a.HS2.12</p> <p>Analyze the causes, symptoms, and effects of depression. 1aHS1.13</p>	
1	Suicide	Demonstrate strategies to prevent,	

	Prevention	<p>manage, or resolve interpersonal conflicts without harming self or others. 4.HS.c</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p> <p>Determine when professional health services may be required. 3.HS.d</p> <p>Analyze how peers influence healthy and unhealthy behaviors. 2.HS.c</p> <p>Identify strategies for supporting another person in seeking professional guidance or help from a trusted adult. 1a.HS2.8</p> <p>Summarize the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1a.HS2.14</p>	
1	Body Image	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 4.HS.c</p> <p>Determine when professional health</p>	

		<p>services may be required. 3.HS.d</p> <p>Summarize the importance of a positive body image and its implications on mental and physical wellness. 1aHS1.17</p> <p>Analyze how peers influence healthy and unhealthy behaviors. 2.HS.c</p> <p>Identify strategies for supporting another person in seeking professional guidance or help from a trusted adult. 1a.HS2.8</p>	
2	Billboard and Writing Assessment	<p>Utilize accurate peer and societal norms to formulate a health enhancing message. 8.HS.a</p> <p>Work cooperatively as an advocate for improving personal, family, and community health. 8.HS.c</p> <p>Adapt health messages and communication techniques to a specific target audience. 8.HS.d</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p>	

		Access valid and reliable health products and services. 3.HS.e	
1	Mental and Emotional Test Review		
1	Mental and Emotional/Wellness Test or Project for Wellness	<p>Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. 6.HS.b</p> <p>Examine barriers that can hinder healthy decision-making. 5.HS.a</p> <p>Utilize skills for communicating effectively with family, peers, and others to enhance health. 4.HS.a</p> <p>Evaluate the effectiveness of health related decisions. 5.HS.g</p> <p>Defend the healthy choice when making decisions. 5.HS.f</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p> <p>Access valid and reliable health products and services. 3.HS.e</p>	
1	<u>Substance Abuse</u>	Differentiate between proper use and	<u>Substance Abuse Prevention</u>

	<p><u>Prevention Medication</u></p>	<p>abuse of over-the-counter and prescription medicines. 1b.HS1.1</p> <p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.HS.b</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p> <p>Analyze how peers influence healthy and unhealthy behaviors. 2.HS.c</p>	<p><u>Unit Essential Questions:</u></p> <p>How can I make good decisions concerning substance abuse prevention?</p> <p>How can I set personal goals to maintain a healthy lifestyle?</p> <p>How do family, peers, culture, media, and technology influence my choices?</p> <p>How can I access valid information, products, and services to enhance personal health and avoid substance use?</p> <p>How can interpersonal communication skills enhance health and reduce the risk of using substances?</p> <p>How can I use goal-setting to enhance health and avoid substances?</p> <p>How can I practice health enhancing behaviors and avoid or reduce risks to my health?</p>
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			How can I advocate for personal, family, and community health?
1	Tobacco, Alcohol, Drug Flipbook	<p>Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol, nicotine products, marijuana products, performance-enhancing substances, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. 1b.HS1.5</p> <p>Identify community resources for substance use/abuse and how to help a person who is addicted. 1b.HS1.7</p>	
2	Nicotine	<p>Analyze situations that could lead to the use of alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances. 1b.HS1.2</p> <p>Recognize the dangers of riding with a driver who has been using alcohol, opioids, nicotine products, marijuana products, performance enhancing substances, and other trending drugs or substances. 1b.HS1.3</p>	

		<p>Describe the dangers of using drugs or substances in combination. 1b.HS1.4</p> <p>Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol, nicotine products, marijuana products, performance-enhancing substances, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. 1b.HS1.5</p> <p>Describe the effects of using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances on school performance, job performance, job absenteeism, and job loss. 1b.HS1.6</p> <p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.HS.b</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p> <p>Analyze how peers influence healthy</p>	
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		and unhealthy behaviors. 2.HS.c	
3	Opioids	<p>Analyze situations that could lead to the use of alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances. 1b.HS1.2</p> <p>Recognize the dangers of riding with a driver who has been using alcohol, opioids, nicotine products, marijuana products, performance enhancing substances, and other trending drugs or substances. 1b.HS1.3</p> <p>Describe the dangers of using drugs or substances in combination. 1b.HS1.4</p> <p>Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol, nicotine products, marijuana products, performance-enhancing substances, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. 1b.HS1.5</p>	

		<p>Describe the effects of using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances on school performance, job performance, job absenteeism, and job loss. 1b.HS1.6</p> <p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.HS.b</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p> <p>Analyze how peers influence healthy and unhealthy behaviors. 2.HS.c</p>	
1	First Responder and Naloxone	<p>Identify community resources for substance use/abuse and how to help a person who is addicted. 1b.HS1.7</p> <p>Demonstrate how to ask for and offer assistance to enhance the health of self and others. 4.HS.d</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p>	

		Determine when professional health services may be required. 3.HS.d	
2	Alcohol	<p>Analyze situations that could lead to the use of alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances. 1b.HS1.2</p> <p>Recognize the dangers of riding with a driver who has been using alcohol, opioids, nicotine products, marijuana products, performance enhancing substances, and other trending drugs or substances. 1b.HS1.3</p> <p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.HS.b</p> <p>Describe the dangers of using drugs or substances in combination. 1b.HS1.4</p> <p>Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol, nicotine products, marijuana</p>	

		<p>products, performance-enhancing substances, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. 1b.HS1.5</p> <p>Describe the effects of using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances on school performance, job performance, job absenteeism, and job loss. 1b.HS1.6</p> <p>Identify community resources for substance use/abuse and how to help a person who is addicted. 1b.HS1.7</p> <p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.HS.b</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p> <p>Analyze how peers influence healthy and unhealthy behaviors. 2.HS.c</p>	
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1	Marijuana	<p>Analyze situations that could lead to the use of alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances. 1b.HS1.2</p> <p>Recognize the dangers of riding with a driver who has been using alcohol, opioids, nicotine products, marijuana products, performance enhancing substances, and other trending drugs or substances. 1b.HS1.3</p> <p>Describe the dangers of using drugs or substances in combination. 1b.HS1.4</p> <p>Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol, nicotine products, marijuana products, performance-enhancing substances, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. 1b.HS1.5</p> <p>Describe the effects of using alcohol, opioids, nicotine products, marijuana products, and other trending drugs</p>	
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		<p>or substances on school performance, job performance, job absenteeism, and job loss. 1b.HS1.6</p> <p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.HS.b</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p> <p>Analyze how peers influence healthy and unhealthy behaviors. 2.HS.c</p>	
1	Steroids	<p>Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol, nicotine products, marijuana products, performance-enhancing substances, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. 1b.HS1.5</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p>	
1	Speaker from Health	<p>Identify community resources for substance use/abuse and how to</p>	

	<p>Department on the topic of Substance Abuse Prevention</p>	<p>help a person who is addicted. 1b.HS1.7</p> <p>Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol, nicotine products, marijuana products, performance-enhancing substances, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. 1b.HS1.5</p> <p>Describe the effects of using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances on school performance, job performance, job absenteeism, and job loss. 1b.HS1.6</p>	
1	<p>Substance Abuse Prevention Test or project</p>	<p>Examine barriers that can hinder healthy decision-making. 5.HS.a</p> <p>Defend the healthy choice when making decisions. 5.HS.f</p> <p>Evaluate the effectiveness of health related decisions. 5.HS.g</p>	

		<p>Access valid and reliable health products and services. 3.HS.e</p> <p>Utilize skills for communicating effectively with family, peers, and others to enhance health. 4.HS.a</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p>	
1	<p><u>Healthy Eating:</u> My Plate/Nutrients</p>	<p>Distinguish between foods and beverages that provide key nutrients versus those that contain few essential nutrients. 1e.HS1.1</p> <p>Summarize how to make balanced food selections when dining out. 1e.HS1.4</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p>	<p><u>Healthy Eating Unit Essential Questions:</u></p> <p>How can I make good decisions concerning nutrition?</p> <p>How can I set personal goals to maintain a healthy lifestyle?</p> <p>How do family, peers, culture, media, and technology influence my choices?</p> <p>How can I access valid information, products, and services to enhance personal health and make healthy nutrition choices?</p>

			<p>How can I use goal-setting to enhance health and make healthy choices?</p> <p>How can I practice health enhancing behaviors and avoid or reduce risks to my health?</p> <p>How can I advocate for personal, family, and community health?</p>
2	Food Choices	<p>Describe the relationship between personal eating behaviors and overall personal health. 1e.HS1.3</p> <p>Summarize how to make balanced food selections when dining out. 1e.HS1.4</p> <p>Analyze various eating patterns and their impact on personal health. 1e.HS1.5</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p> <p>Examine the harmful effects of using certain weight-loss measures. 1e.HS1.6</p>	
1	Nutrition Facts	Demonstrate the ability to read and	

	Labels	<p>compare nutrition facts labels. 1e.HS1.7</p> <p>Analyze various eating patterns and their impact on personal health. 1e.HS1.5</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p>	
1	Beverage Choices	<p>Describe the benefits of limiting the consumption of sugar-sweetened beverages. 1e.HS1.2</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p>	
1	Food Borne Illness	<p>Summarize ways that common infectious diseases are transmitted and prevented . 1f.6.2, 1f.HS1.5</p> <p>Explain ways to prevent the spread of germs that cause infectious diseases. 1f.6.3</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p>	
1	Healthy Eating	Demonstrate a variety of healthy	

	Test or Project	<p>practices and behaviors that will maintain or improve the health of self and others. 7.HS.b</p> <p>Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. 6.HS.b</p> <p>Examine barriers that can hinder healthy decision-making. 5.HS.a</p> <p>Defend the healthy choice when making decisions. 5.HS.f</p> <p>Evaluate the effectiveness of health related decisions. 5.HS.g</p> <p>Examine the harmful effects of using certain weight-loss measures. 1e.HS1.6</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p> <p>Access valid and reliable health products and services. 3.HS.e</p>	
1	<u>Disease Prevention and Control:</u>	Use resources from home, school, and community that provide valid health information. 3.HS.b	<u>Disease Prevention and Control Unit Essential Questions:</u>

	<p>Chronic Disease</p>	<p>Determine when professional health services may be required. 3.HS.d</p> <p>Analyze the factors that contribute to the major chronic diseases such as heart disease, cancer, diabetes, hypertension, osteoporosis, and skin cancer. 1f.HS1.1</p> <p>Summarize personal strategies for reducing diseases that affect the health of adolescents. 1f.HS1.2</p>	<p>How can I make good decisions concerning disease prevention and control?</p> <p>How can I set personal goals to maintain a healthy lifestyle?</p> <p>How do family, peers, culture, media, and technology influence my choices?</p> <p>How can I access valid information, products, and services to enhance personal health and make healthy choices?</p> <p>How can I use goal-setting to enhance health and make healthy choices?</p> <p>How can I practice health enhancing behaviors and avoid or reduce risks to my health?</p> <p>How can I advocate for personal, family, and community health?</p>
<p>1</p>	<p>First Aid</p>	<p>Explain accepted procedures for basic first aid and emergency care. 1d.HS1.1</p>	

		<p>Practice hands-only cardiopulmonary resuscitation and the use of automated external defibrillators. 1d.HS1.2</p> <p>Demonstrate how to ask for and offer assistance to enhance the health of self and others. 4.HS.d</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p> <p>Determine when professional health services may be required. 3.HS.d</p>	
1	Compression Only CPR	<p>Explain accepted procedures for basic first aid and emergency care. 1d.HS1.1</p> <p>Practice hands-only cardiopulmonary resuscitation and the use of automated external defibrillators. 1d.HS1.2</p> <p>Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of</p>	

		<p>self and others. 7.HS.b</p> <p>Demonstrate how to ask for and offer assistance to enhance the health of self and others. 4.HS.d</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p> <p>Determine when professional health services may be required. 3.HS.d</p>	
1	STI/STD basic disease related	<p>Explain the importance of STI and HIV testing and counseling if one is sexually active. 1f.HS1.3</p> <p>Summarize common symptoms (or lack thereof) of STIs, including HIV, as well as treatments for these infections. 1f.HS1.4</p> <p>Summarize how infectious diseases, including HIV, STIs, foodborne illnesses, and common illnesses, are transmitted and prevented. 1f.HS1.5</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p>	

		Determine when professional health services may be required. 3.HS.d	
Optional if time allows	Sun and fads	Summarize the symptoms and prevention of skin cancer. 1f.HS1.7	
1	<u>Safety and Violence Prevention:</u> Healthy and Unhealthy Relationships	<p>Describe strategies to use social media and technology safely and respectfully. 1d.HS1.3</p> <p>Define and identify affirmative consent, sexual coercion, boundary violations, and situations when an individual can and cannot give consent. 1d.HS1.10</p> <p>Summarize situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking. 1d.HS1.11</p> <p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 4.HS.c</p> <p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.HS.b</p>	<p><u>Safety and Violence Prevention Unit Essential Questions:</u></p> <p>How can I make good decisions concerning personal safety and violence prevention?</p> <p>How can I set personal goals to maintain a healthy lifestyle?</p> <p>How do family, peers, culture, media, and technology influence my choices?</p> <p>How can I access valid information, products, and services to enhance personal health and make healthy choices?</p> <p>How can I use goal-setting to enhance health and make healthy choices?</p> <p>How can I practice health</p>

		<p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p> <p>Determine when professional health services may be required. 3.HS.d</p> <p>Analyze how peers influence healthy and unhealthy behaviors. 2.HS.c</p>	<p>enhancing behaviors and avoid or reduce risks to my health?</p> <p>How can I advocate for personal, family, and community health?</p>
1	Boundary Setting	<p>Define and identify affirmative consent, sexual coercion, boundary violations, and situations when an individual can and cannot give consent. 1d.HS1.10</p> <p>Describe strategies to use social media and technology safely and respectfully. 1d.HS1.3</p> <p>Summarize situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking. 1d.HS1.11</p> <p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 4.HS.c</p>	

		<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.HS.b</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p> <p>Determine when professional health services may be required. 3.HS.d</p> <p>Analyze how peers influence healthy and unhealthy behaviors. 2.HS.c</p>	
1-2	<p>Guest Speakers from RCIS and Amatus on healthy relationships/rape /domestic violence prevention with introduction and follow-up by classroom health teacher</p>	<p>Describe strategies to use social media and technology safely and respectfully. 1d.HS1.3</p> <p>Describe examples of discrimination, intimidating behaviors, and harassment in media. 1d.HS1.4</p> <p>Differentiate between healthy and unhealthy use of technology including social media, messaging and phones as it relates to harassment and intimidating behaviors. 1d.HS1.5</p> <p>Practice effective communication to</p>	

		<p>request that bullying, sexual harassment, and racism stop. 1d.HS1.8</p> <p>Define and identify affirmative consent, sexual coercion, boundary violations, and situations when an individual can and cannot give consent. 1d.HS1.10</p> <p>Summarize situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking. 1d.HS1.11</p> <p>Assess ways to deter bullying, sexual harassment, and racism. 1d.HS1.6</p> <p>Analyze how physical, social, cultural, and emotional environments may contribute to violence. 1d.HS1.7</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p> <p>Determine when professional health services may be required. 3.HS.d</p> <p>Analyze how peers influence healthy and unhealthy behaviors. 2.HS.c</p>	
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1	Abuse and assault	<p>Identify multiple ways to report bullying, sexual harassment, racism, and other violent behaviors. 1d.HS1.12</p> <p>Demonstrate ways in which a positive bystander could respond to a situation when they or someone else is being sexually mistreated, groomed, harassed, abused, assaulted and/or exploited. 1d.HS1.13</p> <p>Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. 1d.HS1.14</p>	
1	Safety and Violence Prevention Test or Project	<p>Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. 7.HS.b</p> <p>Defend the healthy choice when making decisions. 5.HS.f</p> <p>Evaluate the effectiveness of health related decisions. 5.HS.g</p> <p>Utilize skills for communicating effectively with family, peers, and others to enhance health. 4.HS.a</p>	

		<p>Access valid and reliable health products and services. 3.HS.e</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p> <p>Determine when professional health services may be required. 3.HS.d</p>	
2	<p>Family Life and Human Sexuality:</p> <p>Abstinence, Conception, Contraception, Reproduction, Pregnancy</p>	<p>Describe common symptoms, or lack thereof, of and treatments for STIs, including HIV. 1c.HS1.13</p> <p>Explain the steps to using barrier methods correctly 1c.HS1.14</p> <p>Compare and contrast types of contraceptive and disease-prevention methods. 1c.HS1.15</p> <p>Identify the laws related to reproductive and sexual health care services 1c.HS1.17</p> <p>Summarize the relationship between the menstrual cycle and conception. 1c.HS1.10</p> <p>Identify sexual behaviors vaginal, oral,</p>	<p>Family Life and Human Sexuality Unit Essential Questions:</p> <p>How can I make good decisions concerning family life and human sexuality?</p> <p>How can I set personal goals to maintain a healthy lifestyle?</p> <p>How do family, peers, culture, media, and technology influence my choices?</p> <p>How can I access valid information, products, and services to enhance personal health and make healthy choices?</p> <p>How can I use goal-setting to</p>

		<p>and anal sex, that impact the risk of unintended pregnancy and potential transmission of STIs, including HIV.1c.HS1.11</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p> <p>Determine when professional health services may be required. 3.HS.d</p> <p>Analyze how peers influence healthy and unhealthy behaviors. 2.HS.c</p>	<p>enhance health and make healthy choices?</p> <p>How can I practice health enhancing behaviors and avoid or reduce risks to my health?</p> <p>How can I advocate for personal, family, and community health?</p>
1	Family Life Test or Project	<p>Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. 7.HS.b</p> <p>Examine barriers that can hinder healthy decision-making. 5.HS.a</p> <p>Defend the healthy choice when making decisions. 5.HS.f</p> <p>Evaluate the effectiveness of health related decisions. 5.HS.g</p> <p>Utilize skills for communicating</p>	

		<p>effectively with family, peers, and others to enhance health. 4.HS.a</p> <p>Use resources from home, school, and community that provide valid health information. 3.HS.b</p> <p>Access valid and reliable health products and services. 3.HS.e</p>	
1	Health Final Review		
1	Health Final		