

Health 2 Scope & Sequence

Days	Unit	Standard(s)/Outcome(s)	Essential/Guiding Questions
1	<p><u>National Health Education Standards</u></p>	<p>Introduce the National Health Education Standards and break them down so students understand both the skills and content standards that they will be learning about</p>	<p>What are the National Health Education Standards?</p> <p>How do the National Health Education Standards impact learning?</p>
2-14	<p><u>Disease Prevention and Control:</u></p> <ul style="list-style-type: none"> ● Inside the Living Body ● Body systems Presentations ● Reproductive Systems ● Disease Projects 	<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 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>Evaluate important health screenings and assessments, immunizations,</p>	<p><u>Disease Prevention and Control Essential Questions:</u></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>checkups, and examinations to maintain good health. 1f.HS2.1</p> <p>Evaluate the roles of the individual and society in disease prevention. 1f.HS2.3</p> <p>Summarize the potential health and social consequences of popular fads or trends such as tanning beds, body piercing, and tattooing. 1f.HS2.4</p> <p>Analyze choices related to organ donation. 1f.HS2.5</p> <p>Examine the impact of human-induced environmental change on health and wellbeing. 1f.HS2.6</p> <p>Explain why it is important to know the STI/HIV status of oneself and of a potential sexual partner. 1f.HS2.2</p> <p>Summarize common symptoms, or lack thereof, of and treatments for STIs, including HIV. 1c.HS2.10</p> <p>Identify the efficacy of biomedical approaches to prevent STIs, including HIV (e.g., hepatitis B vaccine, HPV</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>
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1	<u>Mental and Emotional Health:</u>	<p><u>Wellness:</u></p> <p>Evaluate the interrelationship of physical, mental, emotional, social, environmental, and spiritual health. 1a.HS2.2</p> <p>Evaluate a variety of strategies to improve personal wellness. 1a.HS2.3</p> <p>Apply strategies to improve personal wellness. 1a.HS2.4</p> <p>Self and Social Awareness:</p> <p>Explore the impact of empathy on mental and emotional health. 1a.HS2.5</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</p>

		<p>Describe how reflecting on personal interests, qualities, strengths, and beliefs can increase self-awareness, satisfaction, and empathy. 1a.HS2.6</p> <p>Develop strategies to promote personal growth, increased self-awareness, and persistence through challenges. 1a.HS2.7</p> <p>Stress and Anxiety: 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>Evaluate effective strategies for dealing with stress, anxiety, and anger. 1a.HS2.11</p> <p>Evaluate impulsive behaviors and strategies for managing them. 1a.HS2.12</p> <p>Depression and Suicide Prevention</p> <p>Evaluate causes, symptoms, and effects of depression. 1a.HS2.13</p> <p>Summarize the signs and symptoms</p>	<p>information, products, and services to enhance personal health?</p> <p>How can interpersonal communication skills enhance 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>
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		<p>of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1a.HS2.14</p> <p>Identify local and community resources and services to help someone who is self harming. 1a.HS2.23</p> <p>Summarize local and community facilities and services for assistance with mental and emotional health challenges. 1a.HS2.24</p>	
Days	<u>Substance Abuse</u>	Evaluate situations that could lead to	

15-20	<p><u>Prevention</u></p> <ul style="list-style-type: none"> ● Opioids ● Marijuana ● Alcohol ● Vaping 	<p>the use of alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances. 1b.HS2.1</p> <p>Analyze the risks associated with and dangers of driving while under the influence of alcohol, opioids, marijuana products, performance-enhancing substances, and other trending drugs or substances. 1b.HS2.2</p> <p>Explain the risks associated with using alcohol, opioids, marijuana products, performance-enhancing substances, or other trending drugs or substance while driving a motor vehicle. 1b.HS2.3</p> <p>Analyze the dangers of using drugs or substances in combination. 1b.HS2.4</p> <p>Analyze 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</p>	
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		<p>medicines, nicotine products, and other drugs. 1b.HS2.10</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> <p>Evaluate the effects of addiction on self and others. 1a.HS2.20</p> <p>Evaluate sources of support for people who suffer from addiction. 1a.HS2.21</p> <p>Evaluate community services for</p>	
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		addiction treatment 1a.HS2.23	
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> <p>Determine when professional health services may be required. 3.HS.d</p>	
1	Speaker from Health Department on the topic of Substance Abuse Prevention	<p>Identify community resources for substance use/abuse and how to 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>	
	<p><u>Healthy Eating:</u></p> <ul style="list-style-type: none"> ● How Eating Habits Affect Your Health ● Dietary Guidelines/Balanced Eating ● Impact of Food Production and preparation methods on food value ● Evaluate food choices 	<p>Utilize the U.S. Dietary Guidelines for Americans to plan a balanced eating routine. 1e.HS2.1</p> <p>Summarize the importance of balanced eating and physical activity in optimizing personal health. 1e.HS2.2</p> <p>Describe the impact of food production and preparation methods on food nutrient value. 1e.HS2.3</p> <p>Explain how to incorporate eating a variety of nutrient-dense foods to meet daily nutrient requirements. 1e.HS2.4</p> <p>Evaluate similar food choices using nutrition facts labels. 1e.HS2.5</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</p>

		<p>Analyze how food choices impact the environment. 1e.HS2.6</p>	<p>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><u>Safety and Violence Prevention:</u></p> <ul style="list-style-type: none"> ● Heart Attack vs. SCA ● CPR, AED, Choking ● First Aid ● Emotional First Aid ● Healthy Relationships ● Sexual Violence Prevention ● Communication and Boundary Setting ● Reason for Hope, Reasons to Live 	<p>Explain accepted procedures for basic first aid and emergency care. 1d.HS2.1</p> <p>Practice cardiopulmonary resuscitation and the use of automated external defibrillators. 1d.HS2.2</p> <p>Analyze the impact of media influences on discrimination, intimidating behaviors, and violence. 1d.HS2.1</p> <p>Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes. 1d.HS2.2</p> <p>Analyze how involvement in gangs and hate crimes contribute to</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</p>

		<p>violence. 1d.HS2.3</p> <p>Advocate for safe environments that encourage dignified, respectful, and appropriate behavior. 1d.HS2.4</p> <p>Identify the influence of power and cultural differences on interpersonal relationships. 1d.HS2.5</p> <p>Analyze laws, policies, and consequences related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, child sexual abuse images (child pornography), and human sex trafficking that are designed to protect young people. 1d.HS2.6</p> <p>Identify multiple ways to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and human sex trafficking. 1d.HS2.7</p> <p>Investigate community resources for victims of sexual violence. 1d.HS2.8</p> <p>Advocate for the innocence of a person who has been sexually</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>
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		<p>mistreated, groomed, harassed, abused, assaulted, or exploited. 1d.HS2.9</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 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,</p>	

		<p>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>	
	<p>Family Life and Human Sexuality</p> <ul style="list-style-type: none"> ● Healthy Relationships ● Affirmative Consent ● Sexually Transmitted Diseases 	<p><u>Healthy Relationships:</u></p> <p>Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem. 1c.HS2.1</p> <p>Describe effective ways to communicate consent, personal</p>	<p><u>Family Life and Human Sexuality Unit Essential Questions:</u></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>

	<ul style="list-style-type: none"> • Friendship, Love, Intimacy 	<p>boundaries, and preferences as they relate to sexual behavior. 1c.HS2.2</p> <p>Evaluate the potentially positive and negative roles of technology and social media in relationships. 1c.HS2.3</p> <p>Describe effective ways to communicate consent, personal boundaries, intimacy, and sexual limits. 1c.HS2.4</p> <p>Analyze factors that can influence the ability to give and receive sexual consent. 1c.HS2.5</p> <p><u>Anatomy and physiology:</u></p> <p>Summarize human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.HS2.8</p> <p>Sexual Health: Summarize common symptoms, or lack thereof, of and treatments for STIs, including HIV. 1c.HS2.10</p> <p>Demonstrate the steps to using barrier methods correctly (e.g. external and internal condoms and</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>
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		<p>dental dams). 1c.HS2.11</p> <p>Identify the efficacy of biomedical approaches to prevent STIs, including HIV (e.g., hepatitis B vaccine, HPV vaccine, and PrEP, PEP). 1c.HS2.12</p> <p>Summarize community services and resources related to sexual and reproductive health. 1c.HS2.13</p> <p>Explain the laws related to reproductive and sexual health care services (e.g. contraception, pregnancy options, safe surrender policies, prenatal care). 1c.HS2.14</p> <p>Sexually explicit media: Evaluate the impact sexually explicit media can have on one's perceptions of, and expectations for, a healthy relationship. 1c.HS2.15</p> <p>Analyze the federal and state laws that impact young people's sexual health rights, ability to give and receive sexual consent, and engagement with sexually explicit media. 1c.HS2.16</p> <p>Note: The following section on sexual</p>	
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1	Health Final Review		
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