

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><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>Develop a plan to attain a personal health goal that addresses strengths, 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>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>
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 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>	
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		Analyze the causes, symptoms, and effects of depression. 1a.HS1.13	
1-2	Suicide Prevention	<p>Demonstrate strategies to prevent, 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	Demonstrate strategies to prevent, manage, or resolve interpersonal	

		<p>conflicts without harming self or others. 4.HS.c</p> <p>Determine when professional health 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> <p>Access valid and reliable health products and services. 3.HS.e</p>	
1	Decision Making	<p>Examine barriers that can hinder healthy decision-making 5.HS.a</p> <p>Determine the benefit of applying a thoughtful decision-making process in health-related situations 5. HS.b</p> <p>Generate alternatives to health-related issues or problems 5.HS.d</p> <p>Predict the short and long-term impact of each alternative of a decision on self and others 5.HS.e</p> <p>Defend the healthy choice when making a decision 5.HS.f</p> <p>Evaluate the effectiveness of health-related decisions 5.HS.g</p>	

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 Prevention</u>	Differentiate between proper use and abuse of over-the-counter and prescription medicines. 1b.HS1.1	<u>Substance Abuse Prevention Unit Essential Questions:</u>

	Medication	<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>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> <p>How can I advocate for personal, family, and community health?</p>
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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>	
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		Analyze how peers influence healthy 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> <p>Determine when professional health services may be required. 3.HS.d</p>	
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 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>	
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		Analyze how peers influence healthy and unhealthy behaviors. 2.HS.c	
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</p>	

		<p>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	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>	

		Use resources from home, school, and community that provide valid health information. 3.HS.b	
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>	

1	Substance Abuse Prevention Test or project	<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	Healthy Eating: My Plate/Nutrients	<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>Healthy Eating Unit Essential Questions:</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>Use resources from home, school, and community that provide valid health information. 3.HS.b</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 Labels	<p>Demonstrate the ability to read and 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 (Can be taught here or with disease prevention)	<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 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>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	<p><u>Disease Prevention and Control:</u> Chronic Disease</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 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><u>Disease Prevention and Control Unit 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>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>
1	First Aid	<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</p>	

		services may be required. 3.HS.d	
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 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	Explain the importance of STI and HIV testing and counseling if one is sexually active. 1f.HS1.3	

		<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> <p>Determine when professional health services may be required. 3.HS.d</p>	
Optional if time allows	Sun and fads	Summarize the symptoms and prevention of skin cancer. 1f.HS1.7	
1	<p><u>Safety and Violence Prevention:</u> Healthy and Unhealthy Relationships</p>	<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><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>Summarize situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking. 1d.HS.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>	<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>
1	Boundary Setting	Define and identify affirmative consent, sexual coercion, boundary violations, and situations when an	

		<p>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>	
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<p>1-2</p>	<p>Guest Speakers from RCIS and Change the Conversation 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, grooming, harassment, abuse, assault, exploitation, and trafficking. 1d.HS1.11</p>	
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		<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>	
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,</p>	

		harassed, abused, assaulted, or exploited is not at fault. 1d.HS1.14	
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>	
	Family Life and Human Sexuality	Side-by-Side CCPS and MSDE Family Life and Human Sexuality Indicators	Family Life and Human Sexuality Unit Essential Questions:

	<p>Parents/Guardians will have three options for the unit of Family Life and Human Sexuality through the electronic permission process. The options are: The CCPS Family Life and Human Sexuality Unit, The Maryland State Department of Education (MSDE) Family Life and Human Sexuality Unit, or they can exercise their opt out right of both the CCPS and MSDE Family Life</p>	<p>Health 1 Side-by-Side Comparison Charts for Family Life and Human Sexuality</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 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	Health Final Review		
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