



PORTLAND  
Public Schools

# Health Education Scope & Sequence

Grades 9-12

2025-2026 School Year





## **HEALTH EDUCATION SCOPE & SEQUENCE**

**HIGH SCHOOL | 2025-26**

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### **Introduction**

The Portland Public Schools (PPS) 9-12 Health Education Scope and Sequence is a comprehensive curricular planning resource for educators to use in their work of realizing PPS' vision of providing skills-based comprehensive health education to all students in Grades K-12, through a program that integrates medically accurate information with a range of health-related topics at developmentally appropriate ages.

High-quality, comprehensive health education enables students to develop the competence and confidence to apply health skills effectively in a variety of situations now and throughout their lives. Students need to learn, practice, and apply skills successfully, numerous times, with positive reinforcement and social support, in order to enhance and maintain their own and others' personal health and safety. As schools, families, and community partners collaborate to



encourage and support students to become lifelong learners, health education remains an academic subject critical to ensuring that all students are healthy, safe, engaged, supported, and challenged.

The PPS 9-12 Health Education Scope and Sequence draws upon three different sets of standards and guidelines:

1. [The Oregon Health Education Standards](#)
2. [The National Health Education Standards](#)
3. [The National Sexuality Education Standards](#)

## Key Definitions

*Unit Skill Development Focus* - Each unit focuses on two skills that are developed throughout the unit. It is recommended that teachers pre-assess students to determine prior skill development. The results of this pre-assessment may be used to inform the instructional plan, thus ensuring that all students have the foundation needed to practice and apply the skills in the context of the health unit concepts.

*Essential Health Concepts* - The Essential Health Concepts are from the Oregon Health Education Standards. Key health concepts in the Oregon Standards were adapted from the Health Education Curriculum Analysis Tool (HECAT), an assessment tool developed by the Centers for Disease Control and Prevention in partnership with health education experts.

*Healthy Behavior Outcomes* - When students engage in learning experiences that focus on developing the functional knowledge and skills outlined in the unit summaries, the desired outcome is to have them adopt or maintain the highlighted healthy behaviors. The Healthy Behavioral Outcomes are from the Center for Disease Control and Prevention.

## Health Skills

Research on positive behavior change has shown that a skills-based approach is more effective than traditional content-only pedagogy. When students can



learn, practice, and demonstrate skills in health class, they are much more likely to adopt and maintain healthy behaviors. This [skills-based approach](#) enables students to effectively apply what they learn in health class to a variety of real-life situations. The following steps represent the research-based, sequential methodology needed to teach skills effectively:

- Introduce the Skill
  - Provide students with a definition.
  - Discuss the relevance of the skill to their health & their lives.
  - Explain the educational outcomes of the skill.
- Present the Steps of the Skill
  - Explain the critical elements of the skill.
- Model the Skill
  - Demonstrate the skill.
  - Use examples that connect to students' lives & the educational outcomes described in Step 1.
- Practice the Skill
  - Provide students with many opportunities to practice the skill.
  - Keep practice opportunities relevant & connected to educational outcomes.
- Reinforce & Provide Feedback
  - Include opportunities for students to apply the skill to their lives outside of school.
  - Provide summative feedback on performance assessments.

The [National Health Education Standards](#) delineate the following health skills:

- *Analyze Influences* focuses on identifying & understanding the internal & external factors that affect health practices & behaviors.
- *Access Valid & Reliable Resources* prepares students to critically evaluate the health information around them, from research articles, advertisements, people, or other print materials.
- *Interpersonal Communication* guides students to understand, practice, and reflect on their interactions with others, developing effective speaking & listening strategies, boundary setting/refusal, conflict resolution, and collaboration skills.
- *Decision-Making* provides students with a process to approach important decisions.



- *Health Behaviors* promote individual & collective responsibility, encouraging skills & processes that support health & well-being in individual, communal, and environmental contexts.
- *Advocacy* for self & others helps students build the capacity to promote & encourage healthy behaviors in themselves & others.

## Topic Areas

*Wellness & Health Promotion* - Defines and uses the concept of social determinants of health in discussions around community health, including instruction around access to health services, health outcomes, and health behavior. Reinforces that health is multidimensional and includes physical, emotional, social, mental, and environmental well-being.

*Safety & First Aid* - Assists students in identifying trusted adults to talk to when feeling unsafe, scared, or uncomfortable. Recognizes that safety includes in person situations as well as online safety. Defines and promotes the importance of inclusive and accessible spaces.

*Substance Use, Misuse, and Abuse Prevention* - Provides information and resources on the adverse effects that substances can have on young people without using fear- or shame-based approaches. Substances refer to all types of legal and illicit drugs including alcohol, tobacco, marijuana/ cannabis, prescription, and over-the-counter medications.

*Food, Nutrition, & Physical Activity* - Promotes well-rounded understanding of food and nutrition that encourages students to have a healthy relationship with food, stressing the importance of eating enough food, eating food on a regular basis, and acknowledging the pleasure that eating food can bring.

*Social, Emotional, & Mental Health* - Refers to emotions and feelings as part of the developmental and learning process. Emphasizes that mental health is an important part of overall health. Explains the importance of talking with trusted adults about feelings and where to access resources in the school and community.



*Healthy Relationships and Violence/Abuse Prevention* - Promotes positive social norms that encourage healthy and safe interactions, relationships, and sexuality and help young people thrive to prevent violence and abuse before they even occur. Uses language, messages, and instructional approaches that do not focus on fear- or shamebased messaging.

*Growth & Development* - Refers to internal and external sexual and reproductive body parts with medical accuracy, to normalize and promote effective communication with trusted adults when questions or concerns arise. Provides instruction that treats all aspects of puberty with dignity.

*Sexual & Reproductive Health* - Refers to sexuality as a normal part of human development and does not use shame- or fearbased language or messaging. Defines sexuality concepts broadly as thoughts, feelings, and behaviors related to: being attracted to someone, emotional closeness, relationships, bodily safety, human reproduction, sexual and reproductive body parts, and more.

## Division 22

Division 22 contains the standards public elementary and secondary schools are held accountable for in the state of Oregon. Each school year, PPS departments go before the board and report whether or not they are in compliance within that department's area of expertise. Health & Physical Education reports on district adopted Health Education curricula, specifics around comprehensive sexuality education, substance use and abuse prevention education, and much more.

To review the district, state, and federal requirements and guidelines (including Division 22) which govern our work throughout Portland Public Schools, please [visit our website](#). Required and recommended aspects of Health Education are outlined there, along with what we are doing to meet and exceed those expectations.





## SOCIAL-EMOTIONAL LEARNING

### HIGH SCHOOL | UNIT 1

#### Unit Essential Questions

- How can I develop and deepen relationships with my peers to build community?
- What is my purpose?

#### Unit Skills Focus

- Goal-Setting
- Interpersonal Communication

#### Unit Vocabulary

- Community
- Values
- Purpose

#### Unit Priority Standards

##### Social, Emotional, & Mental Health (SEM)

HS.SEM.1 *TSEL Practices 2C* Plan, evaluate, and achieve personal and collective goals and aspirations.

HS.SEM.2 *TSEL Practice 5A* Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.

HS.SEM.4 Identify activities that promote social, emotional, and mental health.

HS.SEM.7 Analyze the impact of media, marketing, social media, internet use, and other technologies on social, mental, and emotional health.

##### Safety & First Aid (SFA)

HS.SFA.7 Evaluate strategies for using social media safely, legally, and respectfully.

##### Violence Prevention (HRVP)

HS.HRVP.1 *TSEL Practices 2A* Manage and express thoughts, emotions, impulses,



and stressors in ways that affirm one's identity.

HS.HRVP.9 Model how to be an upstander by addressing hurtful comments, addressing concepts of intent, impact, and repair.

Lesson	Name	Additional Resources
1	Building Our Community	<a href="#">Full unit</a> created by PPS.
2	Mapping Your Story	
3	Living Your Values	
4	Habits + Strengths	
5	Habits + Mindset	
6	Digital Habits	
7	Rituals & Empathy	
8	Self-Advocacy	
9	Understanding Conflict	
10	Leadership & Decision-Making	
11	<a href="#">Unit Assessment</a>	Goal-Setting assessment adapted from <a href="#">RMC Health</a> .

\* McDaniel, Alliance, & MLC will be teaching [Wayfinder](#).





## WELLNESS & HEALTH PROMOTION

### HIGH SCHOOL | UNIT 2

#### Unit Essential Questions

- How do our choices and environments shape our health risks?
- What are daily behaviors that promote health?
- Why is sleep important for holistic health?

#### Unit Skills Focus

- Self-Management
- Goal-Setting

#### Unit Vocabulary

- Holistic health
- Influences
- Immune system

#### Unit Priority Standards

##### Wellness & Health Promotion (WHP)

HS.WHP.1 Identify and describe personal activities and behaviors within the five dimensions of health (physical, social, emotional, mental, and environmental) and how they affect health-related behaviors and impact holistic well-being.

HS.WHP.2 Discuss personal and family values and behaviors that impact individual, interpersonal, and community health.

HS.WHP.3 Analyze health promotion and disease prevention guidelines and recommendations, including those for infectious diseases, from credible federal, professional, and voluntary health organizations.

HS.WHP.4 Identify individual practices that protect vision, hearing, skin, and teeth.

HS.WHP.5 Identify at least two strategies to promote health and wellness for individuals, families, and communities.

HS.WHP.6 Identify and discuss the life-saving benefits of organ and tissue



donation, and analyze how personal, familial, media, and cultural factors influence decisions about donation.

HS.WHP.7 Demonstrate how to access medically accurate, comprehensive, and inclusive health-related resources online and in the community or at school.

HS.WHP.8 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

HS.WHP.9 Analyze how the history of health and social policy impacts individual and community health status.

HS.WHP.10 Discuss the intersections between built environment, green spaces, climate change, and the five dimensions of health.

HS.WHP.11 Advocate for everyone, regardless of physical ability or location, to have access to nutritious food, clean water, clean air, and accessible places.

Lesson	Name	Additional Resources
1	<a href="#">Exploring Health &amp; Wellness</a>	Created by PPS.
2	<a href="#">Developing Skills for Healthy Living</a>	
2a	<a href="#">Identity &amp; Survivance</a>	<a href="#">Oregon Department of Education</a> (ODE) Lesson "Identity & Survivance", in accordance with <a href="#">SB13</a> .
3	<a href="#">My Immune System</a>	Created by PPS.
4	<a href="#">Communicable and Non-Communicable Diseases</a>	
5	<a href="#">Personal Health Habits</a>	
6	<a href="#">Sleep, Rest and Sensory Health</a>	



<b>7</b>	<a href="#"><u>Being a Healthy Consumer</u></a>	
<b>8</b>	<a href="#"><u>Understanding Health Equity</u></a>	
<b>9</b>	<a href="#"><u>Healthy Environments &amp; Climate</u></a>	
<b>10</b>	<a href="#"><u>Unit Assessment</u></a>	Self-Management assessment adapted from <a href="#"><u>RMC Health</u></a> .



## SAFETY & FIRST AID

### HIGH SCHOOL | UNIT 3

#### Unit Essential Questions

- How can I use my personal responsibility to stay safe?
- How does my community help to keep me safe?
- How should I respond in a crisis or disaster?

Unit Skills Focus	Unit Vocabulary
<ul style="list-style-type: none"><li>• Self-Management</li><li>• Goal-Setting</li></ul>	<ul style="list-style-type: none"><li>• Responsibility</li><li>• Community</li><li>• Disaster</li></ul>

#### Unit Priority Standards

##### Safety & First Aid (SFA)

HS.SFA.1 Analyze current data on unintentional injury among adolescents.

HS.SFA.2 Formulate a plan to recognize and respond to situations that may lead to injury between individuals, in groups, and in communities.

HS.SFA.3 Demonstrate how to administer basic first aid, hands-only cardiopulmonary resuscitation (CPR), use of an automated external defibrillator (AED), and treatment of an opioid overdose emergency.

HS.SFA.4 Access a variety of resources in the home, school, and community that prevent injury.

HS.SFA.5 Examine laws and practices related to increasing accessibility for people with disabilities and identify why they are important for individual, interpersonal, community, and environmental health.

HS.SFA.6 Analyze community and individual preparation and emergency response in case of natural disasters, including wildfires and earthquakes, and



acts of violence.

HS.SFA.7 Evaluate strategies for using social media safely, legally, and respectfully.

Lesson	Name	Additional Resources
1	<a href="#">Accessibility &amp; Inclusive Safety</a>	PPS created lessons.
2	<a href="#">Teens, Risk and Public Health</a>	
3	<a href="#">Disaster Preparedness &amp; Personal Plans</a>	PPS created lessons.
4	<a href="#">Safety in the Community</a>	
5	<a href="#">Safety Online</a>	Plus, the option to use <a href="#">Common Sense Media</a> .
6	<a href="#">First Aid and Emergency Procedures</a>	Created by PPS in accordance with <a href="#">SB79</a> . Includes CPR.
7	<a href="#">Unit Assessment</a>	Self-Management assessment adapted from <a href="#">RMC Health</a> .



## SUBSTANCE USE & ABUSE PREVENTION

### HIGH SCHOOL | UNIT 4

#### Unit Essential Questions

- How do drugs affect the brain and body?
- How do I recognize problem use, signs of an overdose, and respond in an emergency?

Unit Skills Focus	Unit Vocabulary
<ul style="list-style-type: none"><li>• Analyze Influences</li><li>• Decision-Making</li></ul>	<ul style="list-style-type: none"><li>• Stress</li><li>• Coping</li><li>• Wellness</li><li>• Stimulants</li><li>• Depressants</li><li>• Hallucinogens</li></ul>

#### Unit Priority Standards

##### Substance Use & Abuse Prevention (SUB)

HS.SUB.1 Identify and promote protective factors related to substance use, misuse, and abuse, including harm reduction and emergency action.

HS.SUB.2 Identify how to recognize and respond to overdose emergencies, including how to access, administer, and use naloxone for opioid overdose prevention and reversal.

HS.SUB.3 Access valid and reliable health information on short- and long-term effects of substance use from print and electronic materials that are available from credible health organizations.

HS.SUB.4 Analyze how laws, rules, policies, and regulations influence health promotion and disease prevention related to tobacco, marijuana, and other drugs.



HS.SUB.5 Analyze the data on overdose and fentanyl laced over-the-counter and prescription medications.

HS.SUB.6 Analyze the relationship between substance use, misuse, abuse and other health risks, including unintentional injuries, violence, self-harm, suicide, and sexual risk behaviors.

HS.SUB.7 Analyze reasons why individuals use or do not use alcohol, marijuana/cannabis, tobacco, and other drugs, including the influence of family, peers, school, community, culture, and social norms on personal values, beliefs, and behaviors.

HS.SUB.8 Identify potential barriers to making healthy decisions regarding substance use and identify personal strategies and community support to overcome those barriers.

HS.SUB.9 Demonstrate decision-making skills in regards to substance use, misuse, and abuse in varying situations.

HS.SUB.10 Evaluate communication skills to manage social pressure to avoid or reduce health risks around substance use.

HS.SUB.11 Describe how to access support services needed for substance misuse and abuse, harm reduction services, including needle exchanges, test strips, and prescription disposal sites, and community resources to help someone stop using.

Lesson	Name	Additional Resources
1	<a href="#">What is a Drug</a>	<a href="#">Safety First</a> "Lesson 1 - Introduction to Safety First Drug Education". Teachers to administer <a href="#">pre-survey</a> .
2	<a href="#">Keeping You Safe, Reducing Your Harm</a>	<a href="#">Safety First</a> "Lesson 2 - Keeping You Safe, Reducing Your Harm: An Overview".
3	<a href="#">Drugs &amp; the YOU-th Brain</a>	<a href="#">Safety First</a> "Lesson 3 - Drugs and the YOU-th Brain".





4	<a href="#">Stress, Coping, and Wellness</a>	<a href="#">Safety First</a> "Lesson 4 - Stress, Coping, and Wellness".
5	<a href="#">Stimulants</a>	<a href="#">Safety First</a> "Lesson 5 - Stimulants".
6	<a href="#">E-Cigarettes/ Vaping</a>	<a href="#">Safety First</a> "Lesson 6 - E-Cigarettes/ Vaping".
7	<a href="#">Cannabis</a>	<a href="#">Safety First</a> "Lesson 7 - Cannabis".
8	<a href="#">Alcohol &amp; Other Depressants</a>	<a href="#">Safety First</a> "Lesson 8 - Alcohol & Other Depressants".
9a	<a href="#">Fentanyl &amp; Opioid Awareness &amp; Overdose Prevention</a>	<a href="#">Safety First</a> "Lesson 9 - Fentanyl & Opioid Awareness & Overdose Prevention".
9b	<a href="#">The New Drug Talk</a>	The <a href="#">Oregon Department of Education</a> required <a href="#">Fentanyl Lesson</a> & <a href="#">Slide Deck</a> .
10	<a href="#">Hallucinogens</a>	<a href="#">Safety First</a> "Lesson 10 - Hallucinogens".
11	<a href="#">Media Literacy: Understanding the Portrayal of Drugs</a>	<a href="#">Safety First</a> "Lesson 11 - Media Literacy: Understanding the Portrayal of Drugs".
12	<a href="#">Zero-Tolerance: Understanding School Drug Policy</a>	<a href="#">Safety First</a> "Lesson 12 - Zero-Tolerance: Understanding School Drug Policy".
13	<a href="#">Looking Back &amp; Looking Forward</a>	<a href="#">Safety First</a> "Lesson 13 - Looking Back, Looking Forward". Teachers to administer <a href="#">post-survey</a> .
14	Unit Assessment	Decision-Making assessment adapted from <a href="#">RMC Health</a> .



## SOCIAL, EMOTIONAL, & MENTAL HEALTH

### HIGH SCHOOL | UNIT 5

#### Unit Essential Questions

- How do I know this mental health resource is valid and reliable?
- How do I get mental health support for myself or someone I know?
- How can I prevent suicide in my community?

Unit Skills Focus	Unit Vocabulary
<ul style="list-style-type: none"><li>● Access Valid &amp; Reliable Resources</li><li>● Advocacy</li></ul>	<ul style="list-style-type: none"><li>● Valid</li><li>● Reliable</li><li>● Influence</li><li>● Protective Factor/Risk Factor</li><li>● Stigma</li><li>● Stereotype</li></ul>

#### Unit Priority Standards

##### Social, Emotional, & Mental Health (SEM)

HS.SEM.1 *TSEL Practices 2C* Plan, evaluate, and achieve personal and collective goals and aspirations.

HS.SEM.2 *TSEL Practice 5A* Demonstrate curiosity and open- mindedness while using critical thinking skills across various situations and environments.

HS.SEM.3 Analyze physical and psychological effects of stress, anxiety, depression, social isolation, and individual and collective trauma.

HS.SEM.4 Identify activities that promote social, emotional, and mental health.

HS.SEM.5 Compare the validity, reliability, and accessibility of mental, social, and emotional health information, products, and services in the home, at school, and in the community.



HS.SEM.6 Describe the signs and symptoms of mental health challenges, including the warning signs of suicide, self-harm, eating disorders and disordered eating, and other unsafe behaviors.

HS.SEM.7 Analyze the impact of media, marketing, social media, internet use, and other technologies on social, mental, and emotional health.

HS.SEM.8 Advocate for safer school communities to prevent bullying and violence and improve mental health.

HS.SEM.9 Analyze laws related to minors accessing mental health care.

Lesson	Name	Additional Resources
ANY	Signs of Suicide*	<a href="#">MindWise Innovations Unit Overview</a>
1	<a href="#">The Impact of Mental Health</a>	<a href="#">Cairn Guidance</a> curriculum made for PPS.
2	<a href="#">How Feelings &amp; Emotions Influence Behavior</a>	
3	<a href="#">Eustress &amp; Distress</a>	
4	<a href="#">When You Need Help or Additional Information</a>	
5	<a href="#">The Impacts of Oppression &amp; Seeking Out Support</a>	
6	<a href="#">Mental Health, Mental Disorders, &amp; Mental Illness</a>	
7	<a href="#">Anxiety &amp; Anxiety</a>	



	<a href="#">Disorders</a>	
<b>8</b>	<a href="#">Finding Valid &amp; Reliable Resources for Mental Health</a>	
<b>9</b>	<a href="#">Understanding Your Rights &amp; Expressing Your Feelings</a>	
<b>10</b>	<a href="#">Striving for Mental Wellness</a>	
<b>11</b>	<a href="#">Unit Assessment</a>	

\* This lesson is under copyright. Contact the teacher to review materials.



## SEXUAL & REPRODUCTIVE HEALTH

### HIGH SCHOOL | UNIT 6

#### Unit Essential Questions

- What are the differences between sex, gender identity, gender expression, and sexual orientation/attraction?
- Why do teens choose to engage or not engage in sexual behaviors?

Unit Skills Focus	Unit Vocabulary
<ul style="list-style-type: none"><li>• Analyze Influences</li><li>• Interpersonal Communication</li></ul>	<ul style="list-style-type: none"><li>• Sex</li><li>• Gender identity</li><li>• Gender expression</li><li>• Sexual orientation</li><li>• Consent</li><li>• Coercion</li><li>• Birth control</li></ul>

#### Unit Priority Standards

##### Growth & Development (GD)

HS.GD.2 Explain the human reproductive and sexual response systems, including differentiating between internal and external body parts and their functions, and that there are variations in human bodies, including different shapes of vulvas, circumcised and uncircumcised penises, and intersex conditions.

HS.GD.3 Describe the cognitive, social, and emotional changes of adolescence and throughout adulthood.

HS.GD.5 Explain how identity-affirming support from peers, families, schools, communities, and health care providers improve a person's health & well-being.

HS.GD.6 Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual and romantic orientation.



## Sexual & Reproductive Health (SRH)

HS.SRH.2 Demonstrate the ability to effectively communicate with a partner to make decisions around abstinence and consensual sexual intimacy.

HS.SRH.3 Describe how to make a decision about sexual behaviors, including virtual and in-person, that takes into consideration personal values and health and safety of self and others.

HS.SRH.4 Summarize fertilization, fetal development, and childbirth.

HS.SRH.7 Compare and contrast methods to prevent unintended pregnancy, considering effectiveness, access, and personal impact on health.

HS.SRH.8 Practice demonstrating the correct usage of barrier methods, including external and internal condoms and dental dams.

HS.SRH.9 Identify medically accurate sources of information for pregnancy, prenatal care, and pregnancy options, including parenting, surrogacy, adoption, abortion, and safe surrender, including community resources.

HS.SRH.11 Discuss responsibilities around sexually transmitted infection (STI) prevention, testing, treatment, and disclosure to sexual partners.

HS.SRH.12 Assess the validity, reliability, and accessibility of comprehensive sexual and reproductive health information, products, and services offered online and in the local community.

Lesson	Name	Additional Resources
<b>ALL</b>	<a href="#">Opt Out Letters</a>	Don't forget to send Sexual & Reproductive Health Opt-Out Letters two weeks BEFORE the start of this unit!
<b>0</b>	Everybody's Got Body Parts	Adapted from <a href="#">Rights, Respect, Responsibility</a> (3Rs) lessons "Everybody's Got Body Parts", Parts <a href="#">1</a> & <a href="#">2</a> .
<b>1</b>	Sexual Orientation & Understanding	Adapted from <a href="#">3Rs</a> lesson " <a href="#">Sexual Orientation, Behavior, &amp; Identity</a> ".



	Gender, Part 1	
<b>2</b>	Sexual Orientation & Understanding Gender, Part 2	Adapted from <a href="#">3Rs</a> lesson " <a href="#">Gender &amp; Sexual Orientation: Understanding the Difference</a> ".
<b>3</b>	They Love Me, They Love Me Not	Adapted from <a href="#">3Rs</a> lesson " <a href="#">They Love Me, They Love Me Not</a> ".
<b>4</b>	Sexual Decision Making	Adapted from <a href="#">3Rs</a> lesson " <a href="#">Sexual Decision Making</a> ".
<b>5</b>	Rights, Respect, Responsibility	Adapted from <a href="#">3Rs</a> lesson " <a href="#">Rights, Respect, Responsibility</a> ".
<b>6</b>	What if...?	Adapted from <a href="#">3Rs</a> lesson " <a href="#">What if...?</a> "
<b>7</b>	Know Your Options	Adapted from <a href="#">3Rs</a> lesson " <a href="#">Know Your Options</a> ".
<b>8</b>	Planning & Protection	Adapted from <a href="#">3Rs</a> lesson " <a href="#">Planning &amp; Protection - Avoiding or Managing STDs</a> ".
<b>9</b>	HIV/AIDs	Adapted from archived <a href="#">3Rs</a> lesson.
<b>10</b>	Creating Condom Confidence	Adapted from <a href="#">3Rs</a> lesson " <a href="#">Creating Condom Confidence</a> ".
<b>11</b>	STI Smarts	Adapted from <a href="#">3Rs</a> lesson " <a href="#">STD Smarts</a> ".
<b>12</b>	About Student Health Centers	Created by PPS.
<b>13</b>	Unit Assessment	Analyzing Influences & Interpersonal Communication assessment adapted from <a href="#">RMC Health</a> materials.





## VIOLENCE PREVENTION\*

### HIGH SCHOOL | UNIT 7

#### Unit Essential Questions

- How does consent help to build healthy relationships?
- How do power imbalances impact relationships?

Unit Skills Focus	Unit Vocabulary
<ul style="list-style-type: none"><li>• Interpersonal Communication</li><li>• Advocacy</li></ul>	<ul style="list-style-type: none"><li>• Consent</li><li>• Sex trafficking</li><li>• Sexting</li></ul>

#### Unit Priority Standards

##### Violence Prevention (HRVP)

HS.HRVP.3 Analyze how culture and society can perpetuate stereotypes and expectations of people with different genders in relationships.

HS.HRVP.4 Examine the impact of power differences within relationships and other factors that can affect the ability to give or perceive consent, including in sexual activity.

HS.HRVP.7 Demonstrate ways to support a fellow student who is being sexually harassed or abused.

HS.HRVP.8 Explain the impact media, including sexually explicit media, social media, and artificial intelligence (AI) can have on one's perceptions of, and expectations for, a healthy relationship.

HS.HRVP.9 Model how to be an upstander by addressing hurtful comments, addressing concepts of intent, impact, and repair.

HS.HRVP.10 Describe the types of abuse, including physical, emotional, psychological, financial, and sexual, and the cycle of violence as it relates to



sexual abuse, domestic violence, dating violence, trafficking, and gender-based violence.

## Growth & Development (GD)

HS.GD.1 Analyze how peers, media, family, society, history, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem.

Lesson	Name	Additional Resources
1	Laying the Foundation	<a href="#"><u>NEST</u></a> "Lesson 1: Laying the Foundation".
2	The Danger of Silence	<a href="#"><u>NEST</u></a> "Lesson 2: The Danger of Silence".
3	Consent & Healthy Relationships	<a href="#"><u>NEST</u></a> "Lesson 3: Consent & Healthy Relationships".
4	When Consent is Lacking	<a href="#"><u>NEST</u></a> "Lesson 4: When Consent is Lacking".
5	Get the Facts - Child Sex Trafficking	<a href="#"><u>NEST</u></a> "Lesson 5: Get the Facts - Child Sex Trafficking".
6	Becoming Critical Consumers	<a href="#"><u>NEST</u></a> "Lesson 6: Becoming Critical Consumers".
7	Promoting Positivity	<a href="#"><u>NEST</u></a> "Lesson 7: Promoting Positivity".
8	Capstone Project, Part 1	<a href="#"><u>NEST</u></a> "Capstone Project".
9	Capstone Project, Part 2	<a href="#"><u>NEST</u></a> "Capstone Project".

*continued on next page*

If teachers are NOT trained in NEST, please teach the following:



<b>A</b>	<a href="#"><u>Power &amp; Privilege</u></a>	<a href="#"><u>Rights, Respect, Responsibility</u></a> (3Rs) supplemental lesson "Power & Privilege".
<b>B</b>	<a href="#"><u>Not Made for TV</u></a>	<a href="#"><u>Rights, Respect, Responsibility</u></a> (3Rs) supplemental lesson "Not Made for TV".
<b>C</b>	<a href="#"><u>Consent, Sexting, &amp; the Law</u></a>	<a href="#"><u>Rights, Respect, Responsibility</u></a> (3Rs) supplemental lesson "Consent, Sexting, & the Law".
<b>D</b>	<a href="#"><u>Sex Trafficking</u></a>	<a href="#"><u>Rights, Respect, Responsibility</u></a> (3Rs) supplemental lesson "Sex Trafficking".
<b>E</b>	<a href="#"><u>Unhealthy Relationships</u></a>	<a href="#"><u>Rights, Respect, Responsibility</u></a> (3Rs) supplemental lesson "Unhealthy Relationships - Plan for Safety".
<b>F</b>	<a href="#"><u>Sexual Agency</u></a>	<a href="#"><u>Rights, Respect, Responsibility</u></a> (3Rs) supplemental lesson "Sexual Agency, Represent!".
<b>Last</b>	Unit Assessment	Analyzing Influences & Interpersonal Communication assessment adapted from <a href="#"><u>RMC Health</u></a> materials.

\* This unit is under copyright. Contact the teacher to review materials.



## FOOD, NUTRITION, & PHYSICAL ACTIVITY

### HIGH SCHOOL | UNIT 8

#### Unit Essential Questions

- How do internal and external influences affect choices I make related to my diet?
- How can I advocate for safe, accessible, equitable, and affordable nutrition services in my community?

Unit Skills Focus	Unit Vocabulary
<ul style="list-style-type: none"><li>• Analyze Influences</li><li>• Decision-Making</li><li>• Advocacy</li></ul>	<ul style="list-style-type: none"><li>• Advocate</li><li>• Evidence</li><li>• Calorie</li><li>• Nutrient dense</li><li>• Diet</li><li>• Environmental</li><li>• Organic</li><li>• Natural</li><li>• Processed</li></ul>

#### Unit Priority Standards

##### Food, Nutrition, & Physical Activity (FNP)

HS.FNP.1 Analyze the political, economic, social, and environmental factors that influence our current food system.

HS.FNP.2 Plan or prepare a balanced meal with nutrient-rich basic ingredients.

HS.FNP.4 Explain the importance of drinking water and limiting sugar sweetened beverages and its effect on health.

HS.FNP.6 Describe how to make nutritious food and beverage choices at home, school, and when dining out.



HS.FNP.7 Analyze how people from all cultures and backgrounds are connected by their use of and shared experiences around food.

HS.FNP.8 Analyze the influences of family, peers, school, community, culture, and social norms on personal values and beliefs about food choices and physical activity.

HS.FNP.10 Identify policies, practices, and resources that support access to nutritious food, clean water, and accessible places for physical activity.

Lesson	Name	Additional Resources
i	Appearance Bias*	Move HS Nutrition lessons into current curricula folder (same with HS MH)
ii	Social Media, Comparisons, Self-Compassion*	
iii	Compassion for Others*	
iv	Taking Action*	
1	<a href="#">Analyzing &amp; Identifying Influences</a>	<a href="#">Cairn Guidance</a> curriculum made for PPS.
2	<a href="#">Environmental Factors that Influence our Food Choices</a>	
3	<a href="#">Fill in the Roots</a>	
4	<a href="#">Trends in the American Diet</a>	
5	<a href="#">MyPlate.gov</a>	



<b>6</b>	<a href="#"><u>Closing the Hunger Gap</u></a>	
<b>7</b>	<a href="#"><u>The Benefits of Nutrient Dense Foods</u></a>	
<b>8</b>	<a href="#"><u>Advocating for Wants &amp; Needs</u></a>	
<b>9</b>	<a href="#"><u>Creating Your Questions &amp; Interviewing Experts</u></a>	
<b>10</b>	<a href="#"><u>Developing a Powerful Stance &amp; Creating an Action Plan</u></a>	
<b>11</b>	<a href="#"><u>Putting it all Together</u></a>	
<b>12</b>	<a href="#"><u>Unit Assessment</u></a>	Goal-Setting assessment adapted from <a href="#"><u>RMC Health</u></a> .

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