



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Topics Health & Family Education Curriculum

Course Description: This quarter-long course equips students with essential knowledge and life skills to support lifelong health and well-being. Through engaging, age-appropriate instruction, students explore five key areas:

- **Nutrition & Fitness:** Learn healthy eating habits, physical activity basics, and how daily choices impact long-term health.
- **Substance Use:** Understand the risks of tobacco, vaping, alcohol, and drugs, including peer pressure, addiction, and legal consequences.
- **Health & Wellbeing:** Focus on mental, emotional, and social health, including stress management, self-care, and support systems.
- **Sexual Health & Relationships:** Explore human development, consent, healthy relationships, and prevention of STIs and pregnancy with respect and inclusivity.
- **Violence Prevention:** Learn to recognize and prevent bullying, harassment, and abuse, while building assertiveness and safety skills.

This course emphasizes decision-making, communication, and self-advocacy to help students lead safe, healthy lives.

Curriculum Standards: SHAPE America National Health Education Standards recommended by Missouri Department of Elementary and Secondary Education

Scope and Sequence:

Timeframe	Unit	Instructional Topics
9 Blocks	<u>Unit 1: Health & Wellbeing</u>	<u>Topic 1: Communication Skills</u> <u>Topic 2: Goal Setting</u> <u>Topic 3: Manage Health Conditions</u> <u>Topic 4: Analyze Influences & Resources</u> <u>Topic 5: Decision Making</u> <u>Topic 6: Dimensions of Health</u> <u>Topic 7: Stress & Coping Skills</u>
5-9 Blocks	<u>Unit 2: Nutrition & Fitness</u>	<u>Topic 1: Nutrition</u> <u>Topic 2: Fitness</u>
8-10 Blocks	<u>Unit 3: Prevention</u>	<u>Topic 1: Disease</u> <u>Topic 2: First Aid</u> <u>Topic 3: CPR</u>
9-11 Blocks	<u>Unit 4: Substance Education</u>	<u>Topic 1: Refusal Skills</u> <u>Topic 2: Addiction</u> <u>Topic 3: Substances</u>
9 Blocks	<u>Unit 5: Sexual Health & Relationships</u>	<u>Topic 1: Healthy & Unhealthy Relationships</u> <u>Topic 2: Consent</u> <u>Topic 3: Contraception</u> <u>Topic 4: STIs & Testing</u>

**This document contains the entire HS Health and Family Education curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the Topics Health and Family Education class.*

Curriculum Revision Tracking

7th Round of Revisions: Spring 2025

- Changed name of course from Health to Health and Family Education to comply with Missouri’s Department of Elementary and Secondary Education requirements
- Updated to new standards
- Added Learning Targets
- Reorganized Units and Topics

6th Round of Revisions: June 23, 2022

- Unit 6:
 - Modified Topic 1 Engaging Experience 2 to include proper use of automated external defibrillators. Per Revised Missouri Statute 190.1005.

5th Round of Revisions: May 9, 2019

- Unit 5:
 - Modified Experience 3 to comply with BOE Policy IGAEB—Teaching About Human Sexuality, including additional information that defines “consent”.

4th Round of Revisions: September 25, 2018

- Unit 5:
 - Change Topic 2 from “Sexually Transmitted Infections” to “Personal Safety”
 - Experience 3 added to comply with the revised Missouri Statute 170.015.9 requiring that all students be taught about “sexual harassment, sexual violence, and consent.”

3rd Round of Revisions: February 8, 2018

All Units:

- Updated ISTE Standards
- Updated Teaching Tolerance Standards

2nd Round of Revisions: May 25, 2017

- Unit 6:
 - Experiences 2 and 3 have been added to comply with the revised Missouri Statute requiring that all students receive 30 minutes of CPR instruction and Heimlich Maneuver training.

Revisions: November 12, 2015

- Unit 1:
 - Change Topic 2 from “Health Triangle” to “Digital Lifestyle”.
 - Delete Topic 3, “Social Media”, and move “Social Media Influence” Engaging Experience from Topic 3 to Topic 2, “Digital Lifestyle”.
 - Add Essential Experience to Topic 2, “Digital Lifestyle”, called “Sexual Predators and Appropriate Use of Electronic Communication Methods”. (This experience was added to address regulations outlined in HB 501.)
- Unit 2:
 - Change Topic 4 name from “Cardiovascular” to “Cardio-respiratory”.
- All Units:
 - Added 21st Century Assessment icon to experiences and scenarios that aligned with appropriate ISTE standards.
 - Added Professional Studies icon to experiences and scenarios that aligned with Park Hill Professional Studies guidelines.

Unit 1: Health & Wellbeing

Subject: HS Health and Family Education

Grade: 9-12

Name of Unit: Health & Wellbeing

Length of Unit: 9 Blocks

Overview of Unit: This unit explores the essential components of a healthy and fulfilling life. Students will examine how physical and mental well-being, effective communication, goal-setting strategies, and informed decision-making contribute to a balanced lifestyle. This unit will empower students to make informed choices and develop lifelong habits that enhance their overall well-being.

Priority Standards for unit:

- NHES 1: Use functional health information to support health and well-being.
- NHES 2: Analyze influences that affect health and well-being.
- NHES 3: Access valid and reliable resources to support health and well-being.
- NHES 4: Use interpersonal communication skills to support health and well-being.
- NHES 5: Use a decision-making process to support personal and community health and well-being.
- NHES 6: Use a goal-setting process to support health and well-being.
- NHES 8: Advocate to promote health and well-being for self and others.

Priority Standard: NHES 1: Use functional health information to support health and well-being.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define and apply functional health information.	1
	Understanding
Students will focus on how well the body and mind function in real-life situations rather than just the absence of disease.	4
	Evaluating

Students will analyze the relationships between various dimensions of wellness as related to health outcomes.	3
	Analyzing

Priority Standard: NHES 2: Analyze influences that affect health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze how feelings, characteristics and practices of a mentally and emotionally healthy person can influence behavior.	3
	Analyzing
Students will explain and discuss potential positive and negative consequences of the influence of feelings and emotions on behavior, including healthy behavior.	2
	Applying
Students will explain the body's physical and psychological responses to stressful situations and ways to reduce their impact.	1
	Understanding
Students will describe the benefits of healthy family and peer relationships and how to build and maintain.	1
	Understanding
Students will analyze behavioral (e.g. hygiene habits, appropriate sleep) and environmental factors (e.g. exposure to sun, media, and toxins) that contribute to major chronic diseases and mental illness (e.g. allergies, asthma, diabetes, epilepsy, anxiety, depression, etc.)	2
	Applying

Priority Standard: NHES 3: Access valid and reliable resources to support health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will determine when to seek help for mental and emotional health problems (e.g. screening, examinations, etc).	3
	Analyzing
Students will understand and use valid resources that provide mental, emotional, and personal health and wellness information (e.g. differentiate between scientifically or medically accurate content and advertising, including sponsored content).	1
	Understanding

Priority Standard: NHES 4: Use interpersonal communication skills to support health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will determine when to seek help for mental and emotional health problems.	3
	Analyzing
Students will identify and analyze strategies to effectively communicate feelings to peers and to resolve conflict within a group.	2
	Applying

Priority Standard: NHES 5: Use a decision-making process to support personal and community health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will differentiate the characteristics between healthy and unhealthy relationships.	3
	Analyzing
Students will evaluate healthy and unhealthy strategies to manage difficult relationships with family, peers, dating partners or sexual partners.	2
	Applying

Priority Standard: NHES 6: Use a goal-setting process to support health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will assess personal health and wellness-related practices and behaviors as well as barriers to achieving a wellness-related goal.	2
	Applying
Students will develop a realistic goal and plan to improve a personal health and wellness-related practice.	3
	Analyzing

Priority Standard: NHES 8: Advocate to promote health and well-being for self and others.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain and discuss how persons, contexts, and triggers may influence positive and negative ways to express and manage needs, wants, emotions, and feelings.	1
	Understanding
Students will use peer and societal norms, based on accurate health information, to formulate positive personal health and wellness related messages.	2
	Applying

Essential Questions:

1. What does it mean to be healthy?
2. How can individuals effectively identify, manage, and reduce stress in their daily lives to promote mental and physical well-being?
3. How can setting specific, achievable goals enhance an individual's overall health and well-being?
4. In what ways do effective communication skills contribute to improving mental health, building strong relationships, and enhancing overall well-being?

Enduring Understanding/Big Ideas:

1. Understand the definition and impact that the dimensions of wellness have on individuals health and wellbeing.
2. Be able to effectively identify stressors and healthy strategies to cope or reduce stress.
3. Understand how to set and achieve realistic goals.
4. Practice effective communication skills to clearly communicate personal needs and wants.

Unit Vocabulary:

- Health
- Wellbeing
- Wellness
- Dimensions of Health
- Stress
- Stress management
- SMART Goal
- Decision making
- Values
- Conflict resolution
- Active listening
- Interpersonal communication
- Functional Heal

Topic 1: Communication Skills

Engaging Experience 1

Title: Scenario Based Role Play

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- NHES 1: Use functional health information to support health and well-being.
- NHES 2: Analyze influences that affect health and well-being.
- NHES 3: Access valid and reliable resources to support health and well-being.
- NHES 5: Use a decision-making process to support personal and community health and well-being.

Supporting:

- NHES 4: Use interpersonal communication skills to support health and well-being.
- NHES 6: Use a goal-setting process to support health and well-being.
- NHES 8: Advocate to promote health and well-being for self and others.

Detailed Description/Instructions: Students work in small groups to explore health-related communication scenarios, such as expressing feelings about stress, resolving conflicts, resisting peer pressure, and advocating for personal health needs. Each group creates two versions of their scenario: one demonstrating ineffective communication (e.g., avoidance or aggression) and another showcasing effective communication.

ACCOMMODATIONS/MODIFICATIONS:

Students can work individually or in a group

Students can create pamphlets, role plays, google slides, Canva, etc....

Bloom's Levels: Applying

Webb's DOK: 2

Topic 2: Goal Setting

Engaging Experience 1

Title: Goal Setting Activity

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- NHES 5: Use a decision-making process to support personal and community health and well-being.

Supporting:

- NHES 6: Use a goal-setting process to support health and well-being.

Detailed Description/Instructions: Students will create a wish list and a roadmap (timeline) for setting goals. Students will determine a wish list of goals that they want to achieve and then prioritize their goals. They will then create a timeline for accomplishing these goals. Finally they will break the goals into short-term and long-term goals and factors that will help or hinder their achievement.

ACCOMMODATIONS/MODIFICATIONS:

Goals can be related to physical health, mental health or academics.

Bloom's Levels: Applying

Webb's DOK: 2

Topic 3: Manage Health Conditions

Engaging Experience 1

Title: A Day in Their Shoes

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- NHES 1: Use functional health information to support health and well-being.
- NHES 2: Analyze influences that affect health and well-being.
- NHES 3: Access valid and reliable resources to support health and well-being.
- NHES 5: Use a decision-making process to support personal and community health and well-being.

Supporting:

- NHES 4: Use interpersonal communication skills to support health and well-being.
- NHES 6: Use a goal-setting process to support health and well-being.
- NHES 8: Advocate to promote health and well-being for self and others.

Detailed Description/Instructions: Introduce common chronic health conditions (e.g., asthma, diabetes, anxiety, food allergies). Discuss the impact of these conditions on daily life, decision-making, and stress management. Assign each student or group a specific health condition. Provide scenario-based challenges (e.g., managing blood sugar levels for diabetes, handling an asthma attack, or navigating a stressful school day with anxiety). Students must make decisions, adjust their actions, and document how their condition affects their choices.

ACCOMMODATIONS/MODIFICATIONS:

Students will create Canva, google slides, poster boards, pamphlets, etc.

Bloom's Levels: Evaluating

Webb's DOK: 4

Topic 4: Analyze Influences & Resources

Engaging Experience 1

Title: Influences & Resources Scavenger Hunt

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- NHES 1: Use functional health information to support health and well-being.
- NHES 2: Analyze influences that affect health and well-being.
- NHES 3: Access valid and reliable resources to support health and well-being.
- NHES 4: Use interpersonal communication skills to support health and well-being.
- NHES 5: Use a decision-making process to support personal and community health and well-being.
- NHES 6: Use a goal-setting process to support health and well-being.
- NHES 8: Advocate to promote health and well-being for self and others.

Detailed Description/Instructions: Students explore factors that impact health and well-being, including family, media, culture, and healthcare access. In small groups, they complete a scavenger hunt to identify real-world examples of these influences and health resources. They then analyze their findings, distinguishing reliable from unreliable sources, and create a mini-presentation or infographic. The activity concludes with class discussions on making informed health choices.

Bloom's Levels: Analyzing

Webb's DOK: 4

Topic 5: Decision Making

Engaging Experience 1

Title: *Dean Mayer's Party*

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- NHES 2: Analyze influences that affect health and well-being.
- NHES 3: Access valid and reliable resources to support health and well-being.
- NHES 5: Use a decision-making process to support personal and community health and well-being.

Supporting:

- NHES 4: Use interpersonal communication skills to support health and well-being.
- NHES 6: Use a goal-setting process to support health and well-being.
- NHES 8: Advocate to promote health and well-being for self and others.

Detailed Description/Instructions: Students apply the DECIDE model to navigate a hypothetical high school party scenario, exploring unintended outcomes of their choices. They define the problem, explore alternatives, consider consequences, identify values, decide and act, and evaluate results. Additional scenarios, such as peer pressure, sleep vs. screen time, stress management, and social media impact, encourage critical thinking and real-life application of decision-making skills.

DECIDE Model for decision-making:

- **D** – Define the problem
- **E** – Explore the alternatives
- **C** – Consider the consequences
- **I** – Identify your values
- **D** – Decide and act
- **E** – Evaluate the results

ACCOMMODATIONS/MODIFICATIONS:

Students will work in small groups or individually and will present outcomes to the class

Bloom's Levels: Analyzing

Webb's DOK: 3

Topic 6: Dimensions of Health

Engaging Experience 1

Title: Personal Inventory

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- NHES 1: Use functional health information to support health and well-being.
- NHES 2: Analyze influences that affect health and well-being.
- NHES 3: Access valid and reliable resources to support health and well-being.
- NHES 4: Use interpersonal communication skills to support health and well-being.
- NHES 5: Use a decision-making process to support personal and community health and well-being.
- NHES 6: Use a goal-setting process to support health and well-being.
- NHES 8: Advocate to promote health and well-being for self and others.

Detailed Description/Instructions: Students will assess their own wellness by using a personal inventory of the dimensions of health. This activity will help them identify their strengths and areas for improvement across different dimensions of health, promoting self-awareness and goal setting for overall well-being.

Bloom's Levels: Applying

Webb's DOK: 2

Topic 7: Stress & Coping Skills

Engaging Experience 1

Title: Stress and Our Health

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- NHES 1: Use functional health information to support health and well-being.
- NHES 2: Analyze influences that affect health and well-being.
- NHES 3: Access valid and reliable resources to support health and well-being.
- NHES 5: Use a decision-making process to support personal and community health and well-being.

Priority:

- NHES 4: Use interpersonal communication skills to support health and well-being.
- NHES 6: Use a goal-setting process to support health and well-being.
- NHES 8: Advocate to promote health and well-being for self and others.

Detailed Description/Instructions: Teacher will explain and connect key points about mindfulness in relation to our body and stress. Key things that are stressed and connected are breathing, body position, music, and thought process. Imagery or guided imagery is a strategy used within mindfulness. Teacher will set the stage for an intentional 15 minutes mindfulness practice. This can be done multiple times in a week or month to keep students engaged with a healthy stress reducing strategy. It can also be incorporated as a goal setting activity or decision making per student intentions.

Bloom's Levels: Applying

Webb's DOK: 2

Engaging Experience 2

Title: All Stressed Out

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- NHES 1: Use functional health information to support health and well-being.
- NHES 2: Analyze influences that affect health and well-being.
- NHES 3: Access valid and reliable resources to support health and well-being.
- NHES 4: Use interpersonal communication skills to support health and well-being.
- NHES 5: Use a decision-making process to support personal and community health and well-being.
- NHES 6: Use a goal-setting process to support health and well-being.
- NHES 8: Advocate to promote health and well-being for self and others.

Detailed Description/Instructions: Students experience stress firsthand through the game *Come on Six*, where they race to write numbers based on chance. This leads to a class discussion on stress as a normal response, its effects, and the importance of balance. Students then explore stress management through interactive stations featuring activities like mindfulness, journaling, puzzles, and physical exercise, helping them discover healthy coping strategies.

Bloom's Levels: Evaluating

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The Ultimate Wellness Plan – Your Blueprint for a Healthy Life

Students will create a **personalized wellness plan** that integrates all aspects of health and well-being, including communication, health management, goal setting, decision-making, analyzing influences, stress management, and the dimensions of health. This project will encourage self-reflection, problem-solving, and real-world application of skills learned throughout the unit.

Students will complete a **multi-part project** where they assess their current well-being, analyze influences and resources, and develop a **realistic, actionable plan** to improve their health. The final product may be presented in a **creative format** (e.g., digital slideshow, infographic, poster, video, journal entry).

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Communication Skills	Scenario Based Role Play	Students work in small groups to explore health-related communication scenarios, such as expressing feelings about stress, resolving conflicts, resisting peer pressure, and advocating for personal health needs. Each group creates two versions of their scenario: one demonstrating ineffective communication (e.g., avoidance or aggression) and another showcasing effective communication.	1 Block
Goal Setting	Goal Setting Activity	Students will create a wish list of personal goals and prioritize them based on importance and feasibility. They will then develop a timeline for achieving these goals, categorizing them into short-term and long-term objectives. Finally, students will identify factors that may support or hinder their success, helping them develop a clear plan for goal achievement.	1 Block
Manage Health Conditions	A Day in Their Shoes	Students explore chronic conditions like asthma, diabetes, and anxiety by navigating real-life scenarios and decision-making challenges. They reflect on their experiences, research coping strategies, and create a “Health Management Action Plan.” Groups present their plans, fostering discussions on empathy, accessibility, and self-care.	1 Block
Analyze Influences & Resources	Influences & Resources Scavenger Hunt	Students explore factors that impact health and well-being, including family, media, culture, and healthcare access. In small groups, they complete a scavenger hunt to identify real-world examples of these influences and health resources. They then analyze their findings, distinguishing reliable from unreliable sources,	1 Block

		and create a mini-presentation or infographic. The activity concludes with class discussions on making informed health choices.	
Decision Making	Dean Mayer's Party	Students apply the DECIDE model to navigate a hypothetical high school party scenario, exploring unintended outcomes of their choices. They define the problem, explore alternatives, consider consequences, identify values, decide and act, and evaluate results. Additional scenarios, such as peer pressure, sleep vs. screen time, stress management, and social media impact, encourage critical thinking and real-life application of decision-making skills.	1 Block
Dimensions of Health	Personal Inventory	Students assess their wellness across different dimensions of health, identifying strengths and areas for improvement. This self-inventory promotes self-awareness and helps set personal goals for overall well-being.	1 Block
Stress & Coping Skills	Stress and Our Health	Students learn about mindfulness and its connection to stress management through breathing, body position, music, and thought processes. The teacher guides a 15-minute mindfulness practice, which can be repeated regularly to promote well-being. This practice can also support goal setting and decision-making based on student intentions.	1 Block
Stress & Coping Skills	All Stressed Out	Students experience stress firsthand through the game <i>Come on Six</i> , where they race to write numbers based on chance. This leads to a class discussion on stress as a normal response, its effects, and the importance of balance. Students then explore stress management through interactive stations featuring activities like mindfulness, journaling, puzzles, and physical exercise, helping them discover healthy coping strategies.	1 Block

Unit 2: Nutrition & Fitness

Subject: HS Health and Family Education

Grade: 9-12

Name of Unit: Nutrition & Fitness

Length of Unit: 5-9 Blocks

Overview of Unit: Proper nutrition fuels the body for exercise, aids in muscle repair, and ensures overall health, while regular fitness activities enhance the body's strength, endurance, and flexibility. Together, they are essential for leading a long, healthy, and active life.

Priority Standards for unit:

- NHES 1: Use functional health information to support health and well-being.
- NHES 2: Analyze influences that affect health and well-being.
- NHES 5: Use a decision-making process to support personal and community health and well-being.
- NHES 6: Use a goal-setting process to support health and well-being.
- NHES 7: Demonstrate practices and behaviors to support health and well-being.
- NHES 8: Advocate to promote health and well-being for self and others.

Priority Standard: NHES 1: Use functional health information to support health and well-being.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain the effects of eating disorders on healthy growth and development.	1
	Understanding
Students will assess personal physical activity and eating behaviors.	2
	Applying
Students will describe the effects of hydration and dehydration on physical performance.	1
	Understanding

Students will explain how the <i>Dietary Guidelines for Americans</i> are useful in planning a healthy eating pattern and analyze the benefits.	1
	Understanding

Priority Standard: NHES 2: Analyze influences that affect health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will differentiate relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on physical activity, food choices and other eating practices and behavior.	4
	Evaluating
Students will analyze healthy and risky approaches to weight management including supplements and “fad” diets.	4
	Evaluating
Students will evaluate if physical activity and nutrition information, products, and services are valid, reliable, and unbiased. (e.g. Information: differentiate between scientifically or medically accurate content and advertising, including sponsored content. Products: dietary supplements, cleanses, detox, sports performance supplements. Services: credentialed professionals and food assistance programs).	1
	Understanding
Students will read and understand food labels to make healthy and informed choices about the foods they eat.	4
	Evaluating

Priority Standard: NHES 5: Use a decision-making process to support personal and community health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will summarize the relationship between access to food and personal food choices.	1
	Understanding
Students will summarize how to identify nutrient-dense food selections.	2
	Applying
Students will evaluate eating patterns that consider food restrictions (personal choice or medically necessary) such as vegan, gluten free, dairy free, etc.)	4
	Evaluating
Students will identify food sources that provide key nutrients utilizing the <i>Dietary Guidelines for Americans</i> throughout the life cycle.	2
	Applying

Priority Standard: NHES 6: Use a goal-setting process to support health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will create strategies to overcome barriers to achieve personal goals relating to physical activity and eating behaviors.	3
	Analyzing
Students will formulate an effective long-term plan to achieve health goals related to physical activity and eating behaviors.	3
	Analyzing

Priority Standard: NHES 7: Demonstrate practices and behaviors to support health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe the importance of choosing a variety of foods and beverages (including trying new foods) to meet daily nutrient and energy needs.	1
	Understanding
Students will summarize the mental, emotional, and social benefits of physical activity and the importance of selecting appropriate, enjoyable activities.	1
	Understanding
Students will analyze how an inactive lifestyle contributes to chronic disease.	1
	Understanding
Students will describe the social and emotional benefits of eating with friends and family.	1
	Understanding

Priority Standard: NHES 8: Advocate to promote health and well-being for self and others.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.	2
	Applying
Students will describe the benefits of avoiding energy drinks.	1
	Understanding
Students will summarize the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults.	1
	Understanding

Essential Questions:

1. How can proper nutrition and exercise play an important role in an individual's mental and physical health?
2. Why is a healthy lifestyle important in disease prevention and maintenance?
3. How can an understanding of food labels help an individual make healthy choices in their everyday eating and cooking?

Enduring Understanding/Big Ideas:

1. Proper nutrition and exercise can provide an individual with the nutrients and energy they need to keep all body systems healthy. An individual's mental and physical performance is dependent upon the nutrients given to the body through the food eaten.
2. A healthy lifestyle can help prevent temporary and chronic diseases through supplying the body with the necessary nutrients needed to keep each body system healthy; improves mental health; exercising for bone, muscle and heart health; and helps the body function at its best.
3. By understanding how to read and interpret food labels, an individual can compare and contrast different brands and options in order to make the healthiest choices possible at the grocery store or while out to eat.

Unit Vocabulary:

- Lifetime Fitness
- F.I.T.T.(frequency, intensity, time, type)
- Anorexia Nervosa
- Bulimia
- Body Dysmorphia
- Binge Eating
- Orthorexia
- Nutrition
- Muscular Endurance
- Cardiovascular Endurance
- Flexibility
- Muscular Strength
- Carbohydrates
- Proteins
- Fats
- Vitamins
- Minerals
- Water
- Bone Strengthening
- Dehydration
- Food Label
- Amino Acids
- Cholesterol
- Antioxidants
- Anemia
- Osteoporosis
- Diabetes
- Heart Disease
- Cancer
- Hypertension

Topic 1: Nutrition

Engaging Experience 1

Title: Nutrient Analysis

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- NHES 1: Use functional health information to support health and well-being.
- NHES 7: Demonstrate practices and behaviors to support health and well-being.

Supporting:

- NHES 5: Use a decision-making process to support personal and community health and well-being.

Detailed Description/Instructions: Students will record 3 meals (or items they ate) in a day to demonstrate understanding and application of the correct nutrient for each item. (Ex. a banana = minerals, carbohydrates, proteins). Each student will analyze and list what nutrient(s) is missing from that meal. In addition, students will apply how to make that meal more healthy/balanced.

Bloom's Levels: Applying

Webb's DOK: 2

Engaging Experience 2

Title: Fast Food Makeover

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- NHES 1: Use functional health information to support health and well-being.
- NHES 7: Demonstrate practices and behaviors to support health and well-being.
- NHES 8: Advocate to promote health and well-being for self and others.

Supporting:

- NHES 5: Use a decision-making process to support personal and community health and well-being.

Detailed Description/Instructions: You are a nutrition specialist meeting with a new client. Help this client learn to make better decisions when dining at a fast-food restaurant.

Bloom's Levels: Applying

Webb's DOK: 2

Engaging Experience 3

Title: Marketing & Food Label Analysis

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- NHES 1: Use functional health information to support health and well-being.
- NHES 2: Analyze influences that affect health and well-being.
- NHES 8: Advocate to promote health and well-being for self and others.

Detailed Description/Instructions: Many people rely on food labels to help them make healthy meal choices every day. This task, however, is not as easy as you might think. Food marketing can be deceiving if food labels are not accurately read. Watch a video that covers food label education and marketing by food companies. Interpret healthy marketing and if the food label actually is healthy or not (does it match the marketing or not?).

Bloom's Levels: Understanding

Webb's DOK:1

Topic 2: Fitness

Engaging Experience 1

Title: F.I.T.T. Plan

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- NHES 1: Use functional health information to support health and well-being.
- NHES 5: Use a decision-making process to support personal and community health and well-being.
- NHES 6: Use a goal-setting process to support health and well-being.
- NHES 7: Demonstrate practices and behaviors to support health and well-being

Supporting:

- NHES 5: Use a decision-making process to support personal and community health and well-being.

Detailed Description/Instructions: Develop a workout plan that incorporates the F.I.T.T. Principles (frequency, intensity, time, type) and for the components of fitness: muscular endurance, muscular strength, bone strengthening, cardiovascular endurance, and flexibility.

Your plan will include:

- a self-reflection of fitness and health
- brainstorming on activities and fitness
- setting goals
- developing a F.I.T.T. Plan

Bloom's Levels: Applying

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Fit for Life: You're the Expert!

Students take on the role of a Junior Health and Wellness Consultant at the innovative startup *Fit for Life*. Their mission is to design a personalized **2-week nutrition and fitness plan** for a fictional client with specific health goals and lifestyle needs. Drawing on their knowledge of nutrients, food labels, balanced meals, and physical activity, students will:

- **Analyze client profiles** to understand current habits, goals, challenges, and preferences
- **Create daily meal plans** with nutritious, practical food choices tailored to the client's needs
- **Design a realistic fitness routine** that supports the client's goals and fits their lifestyle
- **Include motivation and wellness tips** to help the client build long-term healthy habits
- **Explain their choices** to demonstrate understanding of health and wellness principles

Students will present their plans creatively and professionally using a format that works best for their client—such as a digital journal, slideshow, video, or brochure. Students will choose from diverse client profiles, ranging from a busy student and aspiring athlete to a teen with diabetes or limited mobility, to complete this plan.

ACCOMMODATIONS/MODIFICATIONS:

This activity can be done individually, pairs, or small groups.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Nutrition	Nutrient Analysis	Students will record 3 meals (or items they ate) in a day to demonstrate understanding and application of the correct nutrient for each item. (Ex. a banana = minerals, carbohydrates, proteins). Each student will analyze and list what nutrient(s) is missing from that meal. In addition, students will apply how to make that meal more healthy/balanced. This incorporates MyPLATE content.	1-2 Blocks
Nutrition	Fast Food Makeover	You are a nutrition specialist meeting with a new client. Help this client learn to make better decisions when dining at a fast-food restaurant.	1-2 Blocks
Nutrition	Marketing & Food Label Analysis	Many people rely on food labels to help them make healthy meal choices every day. This task, however, is not as easy as you might think. Food marketing can be deceiving if food labels are not accurately read. Watch a video that covers food label education and marketing by food companies. Interpret healthy marketing and if the food label actually is healthy or not (does it match the marketing or not?).	1-2 Blocks
Fitness	F.I.T.T. Plan	Develop a workout plan that incorporates the F.I.T.T. Principles (frequency, intensity, time, type) and for the components of fitness: muscular endurance, muscular strength, bone strengthening, cardiovascular endurance, and flexibility. The plan will include a self-reflection of fitness and health, brainstorming on activities and fitness, setting goals, and developing a F.I.T.T. Plan.	1-2 Blocks

Unit 3: Prevention

Subject: HS Health and Family Education

Grade: 9-12

Name of Unit: Prevention

Length of Unit: 8-10 Blocks

Overview of Unit: This unit aims to provide students with foundational knowledge and practical skills to understand, prevent, and respond to various health emergencies. The focus will be on the differences between infectious and non-infectious diseases, methods of prevention, and essential first aid techniques, including CPR.

Priority Standards for unit:

- NHES 1: Use functional health information to support health and well-being.
- NHES 4: Use interpersonal communication skills to support health and well-being.
- NHES 5: Use a decision-making process to support personal and community health and well-being.
- NHES 7: Demonstrate practices and behaviors to support health and well-being.
- NHES 8: Advocate to promote health and well-being for self and others.

Priority Standard: NHES 1: Use functional health information to support health and well-being.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain how infectious diseases spread and identify ways to prevent infection through healthy habits and hygiene.	1
	Understanding
Students will describe the common non-infectious diseases (like diabetes, cancer, and heart disease) and explain how lifestyle choices affect risk and management.	1
	Understanding
Students will apply basic first aid skills to respond to common injuries and emergencies such as cuts, burns, and choking.	2
	Applying

Students will summarize important health screenings (e.g. vision, hearing, skin cancer, etc.), immunizations, checkups, and regular examinations necessary to maintain good health.	1
	Understanding

Priority Standard: NHES 4: Use interpersonal communication skills to support health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain how infectious diseases spread and identify ways to prevent infection through healthy habits and hygiene.	1
	Understanding
Students will describe the common non-infectious diseases (like diabetes, cancer, and heart disease) and explain how lifestyle choices affect risk and management.	1
	Understanding
Students will justify why it is important to seek help and treatment for common infectious diseases, chronic diseases, and mental illnesses.	2
	Applying

Priority Standard: NHES 5: Use a decision-making process to support personal and community health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain how infectious diseases spread and identify ways to prevent infection through healthy habits and hygiene.	1
	Understanding

Students will describe the common non-infectious diseases (like diabetes, cancer, and heart disease) and explain how lifestyle choices affect risk and management.	1
	Understanding
Students will demonstrate how to recognize a cardiac emergency and perform hands-only CPR and AED use correctly and confidently.	4
	Evaluating
Students will apply basic first aid skills to respond to common injuries and emergencies such as cuts, burns, and choking.	2
	Applying
Students will evaluate personal health and wellness-related practices and behaviors that reduce or prevent health risks.	3
	Analyzing

Priority Standard: NHES 7: Demonstrate practices and behaviors to support health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain how infectious diseases spread and identify ways to prevent infection through healthy habits and hygiene.	1
	Understanding
Students will describe the common non-infectious diseases (like diabetes, cancer, and heart disease) and explain how lifestyle choices affect risk and management.	1
	Understanding
Students will demonstrate how to recognize a cardiac emergency and perform hands-only CPR and AED use correctly and confidently.	4
	Evaluating

Students will apply basic first aid skills to respond to common injuries and emergencies such as cuts, burns, and choking.	2
	Applying

Priority Standard: NHES 8: Advocate to promote health and well-being for self and others.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain how infectious diseases spread and identify ways to prevent infection through healthy habits and hygiene.	1
	Understanding
Students will describe the common non-infectious diseases (like diabetes, cancer, and heart disease) and explain how lifestyle choices affect risk and management.	1
	Understanding
Students will demonstrate how to recognize a cardiac emergency and perform hands-only CPR and AED use correctly and confidently.	4
	Evaluating
Students will explain how public health policies and laws are designed to protect community health and prevent disease (e.g. vaccines, epidemic protocol, data tracking for diseases)	1
	Understanding

Essential Questions:

1. What are preventative measures for reducing infectious and non-infectious diseases?
2. Why do we need public health policies and laws to protect communities and to help prevent the spread of disease?
3. What are the steps involved in performing hands-only CPR?
4. Why is it important to know basic first aid steps for common injuries and when should you seek professional medical help?

Enduring Understanding/Big Ideas:

1. Infectious diseases (caused by pathogens like bacteria, viruses, etc.) can be prevented through: handwashing, vaccinations, safe practices, avoiding contact when sick, and use of personal protective equipment. The risk of getting non-infectious diseases (often related to lifestyle or genetics, like heart disease or diabetes) can be decreased through healthy eating, exercise, avoiding harmful substances, regular screenings, and managing stress.
2. Public health policies and laws help keep everyone safe by preventing illness and injury on a large scale. Policies guide things like vaccination programs, quarantine rules, sanitation standards, and health education based on science.
3. Hands-only CPR can be performed in simple steps:
 - **Assess the scene and call for help**
 - **Check responsiveness of victim**
 - **Call 911**
 - **Request AED/get AED**
 - **Chest Compressions until signs of life or help arrives**
4. It is important to know basic first aid steps for common injuries because not all emergencies need immediate attention, not all injuries are 911 applicable. Basic first aid varies between injuries (e.g. choking = abdominal thrusts; burns = cool burn immediately under cool water). Call 911 immediately for: loss of consciousness, stroke, trouble breathing, chest pain, serious bleeding, allergic reactions that cause trouble breathing, choking, etc.

Unit Vocabulary:

- | | |
|--|---------------------|
| ● Infectious Disease | ● Hygiene |
| ● Noninfectious Disease | ● Chronic Disease |
| ● Cardiopulmonary Resuscitation (CPR) | ● Acute Disease |
| ● Automated External Defibrillator (AED) | ● Transmission |
| ● Vaccinations/Immunizations | ● Pathogens |
| | ● Abdominal Thrusts |

Topic 1: Disease

Engaging Experience 1

Title: Infectious & Non-infectious diseases

Suggested Length of Time: 2-3 blocks

Standards Addressed

Priority:

- NHES 1: Use functional health information to support health and well-being.

Detailed Description/Instructions: Students will fill out charts about infectious and non-infectious diseases to help students understand the differences between infectious and non-infectious diseases, as well as to explore preventative measures, causes, and treatment methods for each. Additionally, they will examine the importance of public health measures and individual freedoms when addressing health issues.

Bloom's Levels: Understanding

Webb's DOK: 1

Topic 2: First Aid

Engaging Experience 1

Title: First Aid Chart

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- NHES 1: Use functional health information to support health and well-being.

Supporting:

- NHES 5: Use a decision-making process to support personal and community health and well-being.

Detailed Description/Instructions: Students research common emergency situations—like burns, allergic reactions, broken bones, and more—and record the injury type, first aid steps, and when to call 911. They then apply their knowledge to a realistic car accident scenario, explaining how they would assess injuries, provide first aid, and respond until help arrives. This helps students practice staying calm and making smart, safe choices in emergencies.

Bloom's Levels: Understanding

Webb's DOK: 1

Engaging Experience 2

Title: First Aid Quizzes

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- NHES 1: Use functional health information to support health and well-being.

Supporting:

- NHES 5: Use a decision-making process to support personal and community health and well-being.

Detailed Description/Instructions: Students use the American Red Cross First Aid app on their phone or the British First Aid quizzes online to take quizzes that cover common injuries to provide first aid for. This will give them detailed and concise response information plus assess their knowledge.

Bloom's Levels: Understanding

Webb's DOK: 1

Engaging Experience 3 :

Title: Demonstration of first aid skills

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- NHES 1: Use functional health information to support health and well-being.
- NHES 7: Demonstrate practices and behaviors to support health and well-being.
- NHES 8: Advocate to promote health and well-being for self and others.

Supporting:

- NHES 4: Use interpersonal communication skills to support health and well-being.
- NHES 5: Use a decision-making process to support personal and community health and well-being.

Detailed Description/Instructions: Show your understanding of basic first aid by demonstrating how to respond to a common injury or emergency situation. You will work individually or with a partner to prepare a realistic, step-by-step demonstration of proper first aid care.

Bloom's Levels: Applying

Webb's DOK: 2

Topic 3: CPR

Engaging Experience 1

Title: Hands on CPR and AED

Suggested Length of Time: 2-3 blocks

Standards Addressed

Priority:

- NHES 7: Demonstrate practices and behaviors to support health and well-being.

Supporting:

- NHES 4: Use interpersonal communication skills to support health and well-being.
- NHES 5: Use a decision-making process to support personal and community health and well-being.

Detailed Description/Instructions: Cardiopulmonary resuscitation (CPR) is an emergency procedure performed to restore circulation and breathing in a person who has experienced a cardiac arrest, where the heart stops beating, or respiratory arrest, where the person stops breathing. CPR is a critical life-saving technique that can help prevent brain damage and keep the person alive until professional medical help arrives. Students will demonstrate hands-on application steps of CPR and AED use.

Bloom's Levels: Applying

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Medical Emergencies & First Aid

Through five realistic situations—*sports injury, fainting, heat exhaustion, allergic reaction, and seizure*—students practice assessing the scene, identifying symptoms, and applying appropriate first aid techniques. Emphasis is placed on recognizing when to seek professional medical help, maintaining personal safety, and supporting individuals in distress. The unit concludes with a structured reflection and discussion to reinforce key concepts, promote critical thinking, and highlight the importance of prevention, preparedness, and calm decision-making in emergency situations.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Disease	Infectious & Non-infectious Disease	Students will fill out charts about infectious and non-infectious diseases to help students understand the differences between infectious and non-infectious diseases, as well as to explore preventative measures, causes, and treatment methods for each. Additionally, they will examine the importance of public health measures and individual freedoms when addressing health issues.	2-3 Blocks
First Aid	First Aid Chart	Students research common emergency situations—like burns, allergic reactions, broken bones, and more—and record the injury type, first aid steps, and when to call 911. They then apply their knowledge to a realistic car accident scenario, explaining how they would assess injuries, provide first aid, and respond until help arrives. This helps students practice staying calm and making smart, safe choices in emergencies.	1 Block
First Aid	First Aid Quizzes	Students use the American Red Cross First Aid app on their phone or the British First Aid quizzes online to take quizzes that cover common injuries to provide first aid for. This will give them detailed and concise response information plus assess their knowledge.	1 Block
First Aid	Demonstration of First Aid Skills	Show your understanding of basic first aid by demonstrating how to respond to a common injury or emergency situation. You will work individually or with a partner to prepare a realistic, step-by-step demonstration of proper first aid care.	1 Block

CPR	Hands-on CPR and AED	Cardiopulmonary resuscitation (CPR) is an emergency procedure performed to restore circulation and breathing in a person who has experienced a cardiac arrest, where the heart stops beating, or respiratory arrest, where the person stops breathing. CPR is a critical life-saving technique that can help prevent brain damage and keep the person alive until professional medical help arrives. Students will demonstrate hands-on application steps of CPR and AED use.	2-3 Blocks

Unit 4: Substance Education

Subject: HS Health and Family Education

Grade: 9-12

Name of Unit: Substance Education

Length of Unit: 9-11 Blocks

Overview of Unit: This unit explores the physical, emotional, and social effects of substance use and misuse, including drugs, alcohol, tobacco, and vaping. Students will examine the reasons why people use substances, the risks involved, and how to apply refusal skills, boundary-setting, and decision-making strategies to stay safe and support others. Emphasis is placed on real-world application, peer pressure resistance, and developing personal values around health.

Priority Standards for unit:

- NHES 1: Use functional health information to support health and well-being.
- NHES 2: Analyze influences that affect health and well-being.
- NHES 4: Use interpersonal communication skills to support health and well-being.
- NHES 5: Use a decision-making process to support personal and community health and well-being.
- NHES 7: Demonstrate practices and behaviors to support health and well-being.
- NHES 8: Advocate to promote health and well-being for self and others.

Priority Standard: NHES 1: Use functional health information to support health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will evaluate the financial costs of tobacco, e-cigarette, and vaping use to the individual, society, and environment.	2
	Applying
Students will differentiate between over-the-counter medications, prescription medications and illicit drugs.	2
	Applying

Students will describe the effects of using alcohol and other drugs on school performance, absenteeism, job-related performance, and interpersonal relationships.	2
	Applying
Students will describe the effects of tobacco, e-cigarettes, vaping, alcohol, and other drug-use on the fetus during pregnancy.	1
	Understanding
Students will analyze the relationship between tobacco, e-cigarettes, vaping, alcohol, and other drug-use and the major causes of death and disease in the United States.	2
	Applying
Students will describe the harmful effects of binge drinking.	1
	Understanding
Students will summarize the harmful short-and long-term physical, psychological, and social effects of using alcohol and illicit drugs, and misusing prescription medications.	1
	Understanding
Students will summarize why alcohol, other other drug-use, is an unhealthy way to manage weight or stress.	1
	Understanding

Priority Standard: NHES 2: Analyze influences that affect health and well-being	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will summarize the impact of industry marketing on youth and those with health disparities (ie. alcohol, cannabis, tobacco, e-cigarettes, vaping and other drugs).	2
	Applying

Students will analyze how peers and perceptions of norms influence tobacco-related practices, and healthy and unhealthy alcohol- and other drug-related behaviors.	3
	Analyzing
Students will analyze how personal attitudes, values, and beliefs influence tobacco-related practices and healthy and unhealthy alcohol- and other drug-use behaviors.	3
	Analyzing
Students will analyze how some health risk behaviors, like alcohol and other drug use, influence likelihood of engaging in tobacco use and other unhealthy behaviors (e.g., sexual risk behaviors).	3
	Analyzing

Priority Standard: NHES 4: Use interpersonal communication skills to support health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will demonstrate effective communication skills to be tobacco, alcohol and other drug free, and to avoid taking someone else's prescription medication.	2
	Applying
Students will demonstrate safe decision-making by choosing healthy alternatives when faced with risky behaviors (e.g., avoiding driving or riding with someone under the influence).	2
	Applying

Priority Standard: NHES 5: Use a decision-making process to support personal and community health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will differentiate between proper use and misuse of prescription and over-the-counter medications.	1
	Understanding
Students will analyze the relationship among using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, driving, or riding with someone under the influence.	4
	Evaluating
Students will explain the potential consequences of mixing any type of drug with another medication or drug, or with alcohol (sometimes called poly-drug use).	1
	Understanding

Priority Standard: NHES 7: Demonstrate practices and behaviors to support health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Describe how to read and interpret prescription and over-the-counter medication labels and how to store medications safely.	1
	Understanding
Students will demonstrate how to effectively ask for assistance, and effectively offer assistance, for self and others to quit using tobacco, alcohol and/or other drugs.	2
	Applying
Students will demonstrate effective peer resistance, negotiation and collaboration skills to avoid tobacco, alcohol and other drugs.	2
	Applying

Priority Standard: NHES 8: Advocate to promote health and well-being for self and others.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze how tobacco, e-cigarettes, vaping, alcohol, cannabis and drug cessation and treatment programs can be successful.	1
	Understanding
Summarize short and long term health benefits of abstaining from or discontinuing use of alcohol, tobacco, cannabis, and other drugs throughout all stages of development.	2
	Applying
Students will collaborate with others to advocate for individuals, families, and schools to be tobacco, alcohol, and other drug-free, supported with accurate information, to improve the health of others.	3
	Analyzing

Essential Questions:

1. In knowing the short and long-term effects of alcohol, tobacco, vaping, and other substances, how can one use this information to reduce the threats of these substances on their personal, social, and emotional health?
2. What are the risks and consequences of misusing prescription and over-the-counter medications, and how can students recognize and avoid this behavior?
3. How can I recognize pressure from peers or social situations and respond with confidence and respect?

Enduring Understanding/Big Ideas:

1. By understanding the information and risks associated with short and long-term effects of drugs and alcohol, individuals can make the decision to abstain from drug and alcohol consumption in order to protect their personal, social, and emotional health.
2. Misusing prescription or over-the-counter (OTC) medications means taking them in a way that's not intended—like taking someone else's medicine, taking too much, using it to get high, or mixing it with other substances. This can be dangerous and lead to serious health risks, including: overdose, addiction, and legal trouble. Students can avoid this by never sharing or accepting pills, questioning sources of information, and talking to a

trusted adult if they're unsure. It's important to treat prescription drugs with the same caution as illegal substances.

3. Peer pressure can be direct (someone asking you to try something) or indirect (feeling like “everyone else is doing it”). Recognizing it means being aware of situations that make you uncomfortable or challenge your values. You can respond by using refusal skills like saying "no" clearly, suggesting a different activity, or walking away. Practicing responses ahead of time helps build confidence.

Unit Vocabulary:

- | | |
|-------------------------------|---------------------------------|
| ● Alcohol | ● Dependency |
| ● Vaping | ● Intoxication |
| ● Nicotine | ● Alcoholism |
| ● Illegal Drugs | ● Black Out |
| ● Prescription Medication | ● Toxicity |
| ● Over-the Counter Medication | ● Stimulants |
| ● Substance Use | ● Depressants |
| ● Substance Misuse | ● Hallucinogens |
| ● Substance Abuse | ● Protective Factors |
| ● Tolerance | ● Risk Factors - Controlled and |
| ● Addiction | Uncontrolled |
| ● Withdrawal | ● Refusal Skills |

Topic 1: Refusal Skills

Engaging Experience 1

Title: Refusal Skills Strategies

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- NHES 1: Use functional health information to support health and well-being.
- NHES 2: Analyze influences that affect health and well-being.
- NHES 4: Use interpersonal communication skills to support health and well-being.
- NHES 5: Use a decision-making process to support personal and community health and well-being.
- NHES 7: Demonstrate practices and behaviors to support health and well-being.
- NHES 8: Advocate to promote health and well-being for self and others.

Detailed Description/Instructions: After covering peer pressure and refusal skills, students will outline situations where they are tempted to drink, take drugs, smoke, vape or engage in other risky behaviors and then write out their strategy for resisting the temptation.

Bloom's Levels: Applying

Webb's DOK: 2

Topic 2: Addiction

Engaging Experience 1

Title: Stages of Addiction

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- NHES 4: Use interpersonal communication skills to support health and well-being.

Supporting:

- NHES 1: Use functional health information to support health and well-being.
- NHES 8: Advocate to promote health and well-being for self and others.

Detailed Description/Instructions: Students watch a video depicting information on addiction (The Nuggets Addiction Video is recommended). This content builds the understanding of the stakes and framing the issue of drug and alcohol use. Engage the class in a discussion over the stages of addiction. An option: students could take notes over vocabulary. Cover the stages of addiction in relation to the video or a scenario about addiction. Have students look up local resources for addiction and share out. Suggested to have each student write a local resource down on a post-it note to share out with class. Focus on location and what the resource focuses on. To take this discussion further, identify communication skills in helping someone with addiction issues.

Bloom's Levels: Understanding

Webb's DOK: 1

Topic 3: Substances

Engaging Experience 1

Title: Choose Your Path - Is Marijuana a Gateway Drug?

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- NHES 2: Analyze influences that affect health and well-being.
- NHES 4: Use interpersonal communication skills to support health and well-being.
- NHES 5: Use a decision-making process to support personal and community health and well-being.

Supporting:

- NHES 8: Advocate to promote health and well-being for self and others.

Detailed Description/Instructions: In this activity, students will engage in a structured debate on the topic: “*Is marijuana a gateway drug?*” The purpose of this debate is to deepen students’ understanding of marijuana’s potential effects and its role in substance use patterns. This activity supports the development of research, critical thinking, and communication skills, while encouraging students to evaluate scientific evidence and consider multiple perspectives.

Bloom’s Levels: Evaluating

Webb’s DOK: 4

Engaging Experience 2

Title: 13 Facts Inquiry – Know the Substance

Suggested Length of Time: 2-3 blocks

Standards Addressed

Priority:

- NHES 1: Use functional health information to support health and well-being.
- NHES 8: Advocate to promote health and well-being for self and others.

Detailed Description/Instructions: Students will independently investigate a substance of abuse and record 13 key facts using inquiry-based learning methods. This helps them understand the risks, effects, and social impact of various drugs while developing research skills. Suggested topics to “inquiry learn”: opioids, alcohol, nicotine, caffeine, amphetamines, hallucinogens, and cannabinoids. Suggested guidance on aspects to learn for each:

- What is this substance?
- What are its short- and long-term health effects?

- Is it addictive? How?
- What happens in the brain/body when it's used?
- How is it commonly used or accessed?
- What are the legal consequences of using it?
- What are the withdrawal symptoms?
- How does it affect relationships, school, or work?
- What are some myths vs. facts?
- Are there any statistics about its use among teens?
- What support resources are available for users?

Bloom's Levels: Understanding

Webb's DOK: 1

Engaging Experience 3

Title: Through the Smoke - The Truth about Nicotine and Smoking

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- NHES 1: Use functional health information to support health and well-being.
- NHES 2: Analyze influences that affect health and well-being.
- NHES 4: Use interpersonal communication skills to support health and well-being.

Detailed Description/Instructions: Students rotate through interactive stations to explore the health, financial, and chemical impacts of nicotine use. Each station features an engaging task—such as calculating the cost of vaping, separating myths from facts, and identifying harmful chemicals. As they work, students complete a “Nicotine Investigator Sheet” to record their findings, reflect on key takeaways, and build critical thinking around the risks of nicotine, especially for teens.

Bloom's Levels: Analyzing

Webb's DOK: 3

Engaging Experience 4

Title: Escape the Vape

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- NHES 4: Use interpersonal communication skills to support health and well-being.
- NHES 5: Use a decision-making process to support personal and community health and well-being.

Supporting:

- NHES 1: Use functional health information to support health and well-being.

Detailed Description/Instructions: Students work individually, in pairs, or in groups to complete a digital escape room, which consists of challenges about vaping to figure out the combinations to all of the locks on the Lock Sheet and BREAK OUT!

Bloom's Levels: Understanding

Webb's DOK: 1

Engaging Experience 5

Title: Impaired Driving Goggles Challenge - Walk the Line

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- NHES 2: Analyze influences that affect health and well-being.
- NHES 5: Use a decision-making process to support personal and community health and well-being.
- NHES 7: Demonstrate practices and behaviors to support health and well-being.

Supporting:

- NHES 1: Use functional health information to support health and well-being.

Detailed Description/Instructions: Students complete simple tasks like walking a line, tossing a ball, or picking up an object—first without goggles, then while wearing alcohol, THC, or distracted driving simulation goggles. The activity uses cones or tape to create a course and includes partner observation or timing. A debrief encourages students to reflect on how their coordination and focus changed, and to consider real-life implications such as driving or social situations.

Bloom's Levels: Applying

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Real Talk: One Night, Many Choices

Students create a 5–7 minute podcast, 60–90 second PSA, or infographic-style graphic novel exploring realistic teen decisions around substance use. Centered on a character named Jordan navigating peer pressure and choices involving substances like vapes, alcohol, or pills, the project must include factual information, relatable scenarios, and a clear prevention or awareness message. Each format requires engaging storytelling, myth-busting facts, and a positive call to action. A detailed rubric evaluates content accuracy, creativity, message clarity, teamwork, and use of format, with an optional bonus for originality and emotional impact.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Refusal Skills	Refusal Skills Strategies	After covering peer pressure and refusal skills, students will outline situations where they are tempted to drink, take drugs, smoke, vape or engage in other risky behaviors and then write out their strategy for resisting the temptation.	1 Block
Addiction	Stages of Addiction	Students watch a video depicting information on addiction (The Nuggets Addiction Video is recommended). This content builds the understanding of the stakes and framing the issue of drug and alcohol use. Engage the class in a discussion over the stages of addiction. An option: students could take notes over vocabulary. Cover the stages of addiction in relation to the video or a scenario about addiction. Have students look up local resources for addiction and share out. Suggested to have each student write a local resource down on a post-it note to share out with class. Focus on location and what the resource focuses on. To take this discussion further, identify communication skills in helping someone with addiction issues.	1 Block
Substances	Choose Your Path - Is Marijuana a Gateway Drug?	In this activity, students will engage in a structured debate on the topic: "Is marijuana a gateway drug?" The purpose of this debate is to deepen students' understanding of marijuana's potential effects and its role in substance use patterns. This activity supports the development of research, critical thinking, and communication skills, while encouraging students to evaluate scientific evidence and consider multiple perspectives.	1 Block

Substances	13 Facts Inquiry - Know the Substance	Students will independently investigate a substance of abuse and record 13 key facts using inquiry-based learning methods. This helps them understand the risks, effects, and social impact of various drugs while developing research skills. Suggested topics to “inquiry learn”: opioids, alcohol, nicotine, caffeine, amphetamines, hallucinogens, and cannabinoids.	2-3 Blocks
Substances	Through the Smoke - The Truth about Nicotine and Smoking	Students rotate through interactive stations to explore the health, financial, and chemical impacts of nicotine use. Each station features an engaging task—such as calculating the cost of vaping, separating myths from facts, and identifying harmful chemicals. As they work, students complete a “Nicotine Investigator Sheet” to record their findings, reflect on key takeaways, and build critical thinking around the risks of nicotine, especially for teens.	1 Block
Substances	Escape the Vape	Students work individually, in pairs, or in groups to complete a digital escape room, which consists of four challenges about vaping to figure out the combinations to all of the locks on the Lock Sheet and BREAK OUT!	1 Block
Substances	Impaired Driving Goggles Challenge - Walk the Line	Students complete simple tasks like walking a line, tossing a ball, or picking up an object—first without goggles, then while wearing alcohol, THC, or distracted driving simulation goggles. The activity uses cones or tape to create a course and includes partner observation or timing. A debrief encourages students to reflect on how their coordination and focus changed, and to consider real-life implications such as driving or social situations.	1-2 Blocks

Unit 5: Sexual Health & Relationships

Subject: HS Health and Family Education

Grade: 9-12

Name of Unit: Sexual Health & Relationships

Length of Unit: 9 Blocks

Overview of Unit: This unit helps students build knowledge and skills for developing healthy relationships, understanding consent and communication, preventing violence, and making informed decisions about sexual health. Students will explore emotional, physical, and social aspects of relationships and learn how to protect their health and well-being through understanding contraception and sexually transmitted infections (STIs).

Priority Standards for unit:

- NHES 1: Use functional health information to support health and well-being.
- NHES 2: Analyze influences that affect health and well-being.
- NHES 3: Access valid and reliable resources to support health and well-being.
- NHES 4: Use interpersonal communication skills to support health and well-being.
- NHES 5: Use a decision-making process to support personal and community health and well-being.
- NHES 7: Demonstrate practices and behaviors to support health and well-being.
- NHES 8: Advocate to promote health and well-being for self and others.

Priority Standard: NHES 1: Use functional health information to support health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain the importance of disclosing sexual activity to a healthcare provider and accessing preventative care (ie. examinations, checkups, immunizations, and health screenings).	3
	Analyzing
Students will summarize the signs, symptoms, transmission, stereotypes, myths, and stigmas about the most common STIs.	1
	Remembering

Students will analyze how sharing or posting personal information electronically about self or others on media can negatively impact personal safety of self or others.	2
	Applying
Students will summarize situations - including impulsive behaviors - that can lead to violence and strategies for controlling them.	2
	Applying
Students will analyze situations and techniques used to pressure or coerce someone to have sex, as well as the factors to protect one against engaging in sexual risk behaviors.	3
	Analyzing

Priority Standard: NHES 2: Analyze influences that affect health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze characteristics of healthy relationships and how power differences impact relationships.	3
	Analyzing
Students will differentiate relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on sexual and reproductive health practices and behaviors.	2
	Applying
Students will analyze the relationship between one's mental and emotional health and violence-related incidents and how violence-related incidents affect well-being.	3
	Analyzing
Students will analyze the negative consequences of sending and viewing sexually explicit pictures, message, or media (ie. email, texting, chat groups, social media platforms, websites and device applications) and the impact technology has on relationships.	3
	Analyzing

Priority Standard: NHES 3: Access valid and reliable resources to support health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will differentiate relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on sexual and reproductive health practices and behaviors.	2
	Applying
Students will access valid resources for help if the student or someone the student knows is being bullied or harassed or has been sexually abused or assaulted including online and/or electronic communication.	2
	Applying
Students will demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, dating violence and relationships.	2
	Applying

Priority Standard: NHES 4: Use interpersonal communication skills to support health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain the importance of consent, including the right to refuse, communication of consent, the responsibility to obtain consent, acceptance of lack or retraction of consent, and how consent cannot be fully present in an imbalance of power related to any sexual behaviors.	1
	Understanding
Students will demonstrate effective communication skills to promote health relationships and sexual and reproductive health.	2
	Applying

Students will analyze why being able to identify and label emotions, communicate effectively, and understand others' perspectives is important for managing and resolving conflict nonviolently.	3
	Analyzing

Priority Standard: NHES 5: Use a decision-making process to support personal and community health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze characteristics of healthy relationships and how power differences impact relationships.	3
	Analyzing
Students will determine healthy sexual behaviors by analyzing the role of individual responsibility, evaluating personal practices and behaviors, and improving those personal practices and behaviors.	2
	Applying
Students will explain the importance of consent, including the right to refuse, communication of consent, the responsibility to obtain consent, acceptance of lack or retraction of consent, and how consent cannot be fully present in an imbalance of power related to any sexual behaviors.	2
	Applying
Students will analyze how some health risk behaviors influence the likelihood of engaging in risky violent and/or sexual behaviors (e.g., alcohol and other drug use).	3
	Analyzing
Students will analyze methods of contraception and STI prevention including birth control (effectiveness, use, side effects), condoms, and abstinence, which is the safest and most effective choice.	3
	Analyzing

Priority Standard: NHES 7: Demonstrate practices and behaviors to support health and well-being.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze characteristics of healthy relationships and how power differences impact relationships.	3
	Analyzing
Students will explain the importance of consent, including the right to refuse, communication of consent, the responsibility to obtain consent, acceptance of lack or retraction of consent, and how consent cannot be fully present in an imbalance of power related to any sexual behaviors.	4
	Evaluating
Students will demonstrate effective communication skills to promote health relationships and sexual and reproductive health.	2
	Applying
Students will analyze how some health risk behaviors influence the likelihood of engaging in risky violent and/or sexual behaviors (e.g., alcohol and other drug use).	3
	Analyzing

Priority Standard: NHES 8: Advocate to promote health and well-being for self and others.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence including online and electronic communications.	4
	Evaluating

Students will determine the value of applying thoughtful decision-making and when individual or collaborative decision-making is appropriate regarding sexual situations or experiences.	2
	Applying
Students will analyze the negative consequences of sending and viewing sexually explicit pictures, message, or media (ie. email, texting, chat groups, social media platforms, websites and device applications) and the impact technology has on relationships.	3
	Analyzing

Essential Questions:

1. How does the knowledge of contraceptive methods positively impact an individual's reproductive health?
2. How can an understanding of sexually transmitted infections prepare an individual to make healthy decisions regarding sexual activity?
3. How can routine physical examinations and tests reduce future risks and problems associated with reproductive organs and sexual activity?
4. What are the signs of unhealthy relationships, and how can we seek help when we are experiencing or witnessing abuse?
5. How can we develop healthy communication and conflict resolution skills to prevent violence?

Enduring Understanding/Big Ideas:

1. A strong knowledge of contraceptive methods allows individuals to make healthy choices regarding their reproductive health.
2. By understanding the information and risks associated with sexually transmitted infections, individuals can make the decision to abstain from sexual activity or choose a form of contraception.
3. Routine physical examinations and tests can reduce the negative impacts of sexually transmitted infections and proactively monitor reproductive health concerns.
4. Signs of an unhealthy relationship are: not communicating with a partner, disrespectful, not trusting, dishonest, trying to take control, only spending time together, pressured into activities, and unequal economically.
5. Developing healthy communication and conflict resolution skills is essential for preventing violence in personal relationships, schools, workplaces, and communities. Students will build emotional awareness, practice active listening, communicate assertively not aggressively, and develop problem solving skills.

Unit Vocabulary:

- Sexual Transmitted Disease
 - Pathogens: Viral, Bacterial and Parasitic
- Bullying
- Cyberbullying
- Sexting
- Healthy relationships
- Unhealthy relationships
- Abusive relationships
- Power and Control Wheel
- Immunizations
- Health screenings
- Contraception
 - Barrier
 - Hormonal
 - Surgical
- Abstinence
- Consent
- Sexual abuse
- Sexual assault
- Rape
- Sexual harassment

Topic 1: Healthy & Unhealthy Relationships

Engaging Experience 1

Title: Stay or Leave Role Play

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- NHES 5: Use a decision-making process to support personal and community health and well-being.

Supporting:

- NHES 1: Use functional health information to support health and well-being.

Detailed Description/Instructions: Students engage in a reflective decision-making exercise about healthy and unhealthy relationship behaviors. As a story is read aloud in segments, students physically move to designated “STAY” or “LEAVE” sides of the room—or remain in the middle if unsure—based on how they would respond at each turning point in a fictional romantic relationship. The story begins with seemingly positive traits but gradually reveals patterns of jealousy, control, isolation, emotional manipulation, and physical aggression. Through this movement and the accompanying discussion, students examine relationship red flags, the dangers of excusing harmful behavior, and the importance of setting boundaries, maintaining independence, and prioritizing personal well-being.

Bloom’s Levels: Evaluating

Webb’s DOK: 4

Engaging Experience 2

Title: Build a Bae, Build a Boo

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- NHES 2: Analyze influences that affect health and well-being.
- NHES 5: Use a decision-making process to support personal and community health and well-being.

Supporting:

- NHES 1: Use functional health information to support health and well-being.
- NHES 4: Use interpersonal communication skills to support health and well-being.

Detailed Description/Instructions: In this reflective activity, students explore personal values and expectations in relationships by identifying their ideal partner traits and comparing them to randomly assigned characteristics from a list of 162 possibilities. After selecting their top five ideal traits and five random traits, students categorize each into red (deal breakers), yellow (wait and see), or green (desired traits) zones using a provided chart. They then analyze whether they would stay in or leave the hypothetical relationship based on the mix of traits, and consider respectful, safe ways to end a relationship—both for themselves and for friends in unhealthy situations. Following individual reflection, students share and discuss their choices in small groups before completing a final set of questions focused on differing perspectives, relationship influences, and real-life parallels.

Bloom's Levels: Analyzing

Webb's DOK: 3

Topic 2: Consent

Engaging Experience 1

Title: Yes Means Yes: Understanding Consent & the Law

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- NHES 5: Use a decision-making process to support personal and community health and well-being.
- NHES 7: Demonstrate practices and behaviors to support health and well-being.
- NHES 8: Advocate to promote health and well-being for self and others.

Supporting:

- NHES 1: Use functional health information to support health and well-being.
- NHES 4: Use interpersonal communication skills to support health and well-being.

Detailed Description/Instructions: This activity introduces the concept of consent through an icebreaker (“Consent is like ___”) to emphasize that consent must be clear, mutual, ongoing, and revocable. A short video (e.g., Cup of Tea) supports a mini-lesson on what consent is. Students then engage in the “Yes, No, Maybe” interactive game, responding to real-life scenarios that explore consent in different contexts. Each scenario is followed by group discussion and clarification to reinforce key ideas: consent must be explicit, cannot be given under pressure or intoxication, and can be withdrawn at any time.

Bloom’s Levels: Applying

Webb’s DOK: 2

Topic 3: Contraception

Engaging Experience 1

Title: Contraceptive Matrix

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- NHES 5: Use a decision-making process to support personal and community health and well-being.
- NHES 7: Demonstrate practices and behaviors to support health and well-being.

Supporting:

- NHES 1: Use functional health information to support health and well-being.
- NHES 3: Access valid and reliable resources to support health and well-being.

Detailed Description/Instructions: In this activity, students complete a chart on various birth control methods, including the type, image, effectiveness, benefits, and risks of each. After researching and filling in the chart, they answer questions to deepen their understanding of sexual health and contraception. Questions focus on abstinence as a health choice, how hormonal contraceptives prevent pregnancy, the effectiveness duration of the Depo-Provera shot, appropriate lubricants to use with condoms, and alternative materials for latex allergies.

Bloom's Levels: Understanding

Webb's DOK: 1

Engaging Experience 2

Title: Contraception Toolkit

Suggested Length of Time: ½ block

Standards Addressed

Priority:

- NHES 5: Use a decision-making process to support personal and community health and well-being.

Supporting:

- NHES 1: Use functional health information to support health and well-being.

Detailed Description/Instructions: Teachers will show students the examples in real life of contraception, quiz students on which is a barrier or hormonal as shown, and discuss pros/cons of each. Examples include: male condom, female condom, dental dam, diaphragm, IUD, birth control, and plan B.

Bloom's Levels: Remembering

Webb's DOK: 1

Topic 4: STIs & Testing

Engaging Experience 1

Title: STI Matrix

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- NHES 8: Advocate to promote health and well-being for self and others.

Supporting:

- NHES 1: Use functional health information to support health and well-being.
- NHES 3: Access valid and reliable resources to support health and well-being.

Detailed Description/Instructions: In this activity, students complete a matrix for various STIs by identifying whether each is caused by a virus, bacteria, or parasite. They research and record a brief description, how the STI is transmitted, its signs or symptoms, whether it can be cured, and available treatments. After completing the chart, students answer follow-up questions to reinforce key concepts, including the difference between bacterial and viral STIs, the meaning of incubation period, definitions of HIV and AIDS, and which STIs can lead to PID (Pelvic Inflammatory Disease). They also explore the concept of opportunistic diseases, identify incurable STIs, prevention strategies, the most common STI, and the four stages of syphilis.

Bloom's Levels: Understanding

Webb's DOK: 1

Engaging Experience 2

Title: STI Real Talk: Facts, Prevention & Power Moves

Suggested Length of Time: ½ block

Standards Addressed

Priority:

- NHES 1: Use functional health information to support health and well-being.
- NHES 4: Use interpersonal communication skills to support health and well-being.

Detailed Description/Instructions: Students participate in interactive activities to build awareness and understanding of STIs. Use a quiz format (Kahoot, flashcards, etc.) to challenge common misconceptions and spark discussion. Then have students work in teams to answer clue-based questions about different STIs.

Bloom's Levels: Applying

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Who's Responsible? Scenario Sorting Activity

Students will critically examine the concept of responsibility in cases of sexual violence, with a focus on debunking victim-blaming myths. Through a structured series of activities—including a reflective writing prompt, small-group analysis of real-life inspired scenarios, and a whole-class debrief—students will learn that the responsibility for sexual harm always lies with the perpetrator. Using a “Responsibility Spectrum,” students will discuss and place scenarios based on where blame is often (mis)placed, then work to reframe these situations through the lens of consent, respect, and accountability. The lesson promotes empathy, supports safe and respectful dialogue, and encourages students to advocate for survivor-centered responses in their communities.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Healthy & Unhealthy Relationships	Stay or Leave Role Play	Designate a “STAY” and a “LEAVE” side of your room. Have students start in the middle of the classroom, then as you read a story about a relationship and each pause, have students decide if they would “STAY” or “LEAVE” the romantic relationship, or if they are in the middle/or any part of the middle, they are unsure.	1 Block
Healthy & Unhealthy Relationships	Build a Bae, Build a Boo	Students reflect on ideal traits in a partner or friend, then receive five random traits from a list of 162. They categorize these traits as deal breakers (red), maybe (yellow), or desired (green). After analyzing their lists, they consider whether to stay in the hypothetical relationship and how to end one safely and respectfully. Students then discuss their choices in small groups, reflect on what influences relationship expectations, and connect the activity to real-life experiences.	1 Block
Consent	Yes Means Yes: Understanding Consent & the Law	This activity introduces the concept of consent through an icebreaker (“Consent is like ____”) to emphasize that consent must be clear, mutual, ongoing, and revocable. A short video (e.g., Cup of Tea) supports a mini-lesson on what consent is. Students then engage in the “Yes, No, Maybe” interactive game, responding to real-life scenarios that explore consent in different contexts. Each scenario is followed by group discussion and clarification to reinforce key ideas: consent must be explicit, cannot be given under pressure or	1 Block

		intoxication, and can be withdrawn at any time.	
Contraception	Contraceptive Matrix	In this activity, students complete a chart on various birth control methods, including the type, image, effectiveness, benefits, and risks of each. After researching and filling in the chart, they answer questions to deepen their understanding of sexual health and contraception. Questions focus on abstinence as a health choice, how hormonal contraceptives prevent pregnancy, the effectiveness duration of the Depo-Provera shot, appropriate lubricants to use with condoms, and alternative materials for latex allergies.	2 Blocks
Contraception	Contraception Toolkit	Teachers will show students the examples in real life of contraception, quiz students on which is a barrier or hormonal as shown, and discuss pros/cons of each. Examples include: male condom, female condom, dental dam, diaphragm, IUD, birth control, and plan B.	½ Block
STIs & Testing	STI Matrix	In this activity, students complete a matrix for various STIs by identifying whether each is caused by a virus, bacteria, or parasite. They research and record a brief description, how the STI is transmitted, its signs or symptoms, whether it can be cured, and available treatments. After completing the chart, students answer follow-up questions to reinforce key concepts, including the difference between bacterial and viral STIs, the meaning of incubation period, definitions of HIV and AIDS, and which STIs can lead to PID (Pelvic Inflammatory Disease). They also explore the concept of opportunistic diseases, identify incurable STIs, prevention strategies,	2 Blocks

		the most common STI, and the four stages of syphilis.	
STIs & Testing	STI Real Talk: Facts, Prevention, & Power Moves	Students participate in interactive activities to build awareness and understanding of STIs. Use a quiz format (Kahoot, flashcards, etc.) to challenge common misconceptions and spark discussion. Then have students work in teams to answer clue-based questions about different STIs.	½ Block

Unit of Study Terminology

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.