

**High School Health Education
Course: Health I**

Introduction to Health Unit		
Lesson Number	Lesson Topic	MSDE Standards
1	Course Introduction	<ul style="list-style-type: none"> N/A
2	Wellness Components	<p>Content Performance Indicator:</p> <ul style="list-style-type: none"> Analyze the interrelationship of physical, mental, emotional, social, environmental, and spiritual health. 1aHS1.2 Analyze how mental and emotional health can affect health-related behaviors. 1aHS1.1 Analyze the personal physical, emotional, mental, social, educational, and vocational performance benefits of rest and sleep. 1f.HS1.6

Mental and Emotional Health Unit		
Lesson Number	Lesson Topic	MSDE Standards
1	Analyzing Influences Skill Introduction	<ul style="list-style-type: none"> Standard 2: Analyzing Influences – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
2	Emotion Regulation and Relationships	<ul style="list-style-type: none"> Analyze strategies for managing and reducing interpersonal conflicts. 1aHS1.3 Identify how reflecting on personal interests, qualities, strengths, and beliefs can increase self-awareness, satisfaction, and empathy. 1aHS1.6
3	Stress Introduction	<ul style="list-style-type: none"> Analyze personal stressors at home, in school, and with friends. 1aHS1.10 Analyze impulsive behaviors and strategies for managing them. 1aHS1.12
4	Stress Management	<ul style="list-style-type: none"> Determine effective strategies for dealing with stress, anxiety, and anger. 1aHS1.11 Analyze impulsive behaviors and strategies for managing them. 1aHS1.12
5	Social Media	<ul style="list-style-type: none"> Analyze positive and negative effects of social media. 1aHS1.16 Describe strategies to use social media and technology safely and respectfully. 1d.HS1.3 Describe examples of discrimination, intimidating behaviors, and harassment in media. 1d.HS1.4 Differentiate between healthy and unhealthy use of technology including social media, messaging and phones as it relates to harassment and intimidating behaviors. 1d.HS1.5
6	Mental Health Characteristics	<ul style="list-style-type: none"> Demonstrate respect for others who have different views and beliefs. 1aHS1.5 Identify how reflecting on personal interests, qualities, strengths, and beliefs can increase self-awareness, satisfaction, and empathy. 1aHS1.6 Identify strategies which lead to personal growth and persistence through challenges. 1aHS1.7
7	Mental Health Advocacy	<ul style="list-style-type: none"> Identify strategies which lead to personal growth and persistence through challenges. 1aHS1.7 Identify trusted adults and resources specific to a variety of needs. 1aHS1.8 Analyze the causes, symptoms, and effects of depression. 1aHS1.13 Summarize the negative impact of stigma on health-seeking behaviors. 1aHS1.18

High School Health Education Course: Health I

8	Depression Awareness	<ul style="list-style-type: none"> Identify trusted adults and resources specific to a variety of needs. 1aHS1.8 Analyze the causes, symptoms, and effects of depression. 1aHS1.13 Demonstrate how to ask for and offer assistance to enhance the health of self and others. 4.HS.d
9	Suicide Prevention	<ul style="list-style-type: none"> Identify trusted adults and resources specific to a variety of needs. 1aHS1.8 Summarize the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1aHS1.14 Defend the importance of telling an adult if there are people who are in danger of hurting themselves or others. 1aHS1.15 Recognize the indicators of self-harm and identify triggers that may lead to self-harm. 1aHS1.22

Substance Abuse Prevention Unit

Lesson Number	Lesson Topic	MSDE Standards
1	Accessing Information Skill Introduction	<ul style="list-style-type: none"> Standard 3: Access Information (Valid & Reliable Resources, Products, And Services) – Students will demonstrate the ability to access valid information, products, and services to enhance health
2	Addiction and Medication	<ul style="list-style-type: none"> Differentiate between proper use and abuse of over-the-counter and prescription medicines. 1b.HS1.1 Analyze situations that could lead to the use of performance enhancing substances & other trending drugs or substances 1b.HS1.2 Describe the dangers of using drugs or substances in combination. 1b.HS1.4 Identify community resources for substance use/abuse and how to help a person who is addicted. 1b.HS1.7 Identify the effects of addiction on self and others. 1aHS1.19 Identify sources of support for people who suffer from addiction. 1aHS1.20 Identify community services for addiction treatment. 1aHS1.21
3	Alcohol	<ul style="list-style-type: none"> Analyze situations that could lead to the use of alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances. 1b.HS1.2 Recognize the dangers of riding with a driver who has been using alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances. 1b.HS1.3 Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol, nicotine products, marijuana products, performance-enhancing substances, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. 1b.HS1.5 Describe the effects of using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances on school performance, job performance, job absenteeism, and job loss. 1b.HS1.6
4 & 5	Marijuana	<ul style="list-style-type: none"> Analyze situations that could lead to the use of marijuana products 1b.HS1.2 Summarize harmful short- and long-term effects of marijuana products 1b.HS1.5 Summarize harmful short- and long-term effects of nicotine products 1b.HS1.5 Describe the effects of using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances on school performance, job performance, job absenteeism, and job loss. 1b.HS1.6

High School Health Education
Course: Health I

		<ul style="list-style-type: none"> Recognize the dangers of riding with a driver who has been using alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances. 1b.HS1.3
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Safety and Violence Prevention Unit		
Lesson Number	Lesson Topic	MSDE Standards
1	Interpersonal Communication Skill Introduction	<ul style="list-style-type: none"> Standard 4: Interpersonal Communication – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
2	Responding to Emergencies, Including Hands-Only CPR	<ul style="list-style-type: none"> Explain accepted procedures for basic first aid and emergency care. 1d.HS1.1 Practice hands-only cardiopulmonary resuscitation and the use of automated external defibrillators. 1d.HS1.2
3	Discrimination and Violence	<ul style="list-style-type: none"> Assess ways to deter bullying, sexual harassment, and racism. 1d.HS1.6 Analyze how physical, social, cultural, and emotional environments may contribute to violence. 1d.HS1.7 Practice effective communication to request that bullying, sexual harassment, and racism stop. 1d.HS1.8 Examine the influence of peer groups as they relate to harassing and intimidating behaviors. 1d.HS1.9
4	Sexual Assault	<ul style="list-style-type: none"> Summarize situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking. 1d.HS1.11 Identify multiple ways to report bullying, sexual harassment, racism, and other violent behaviors. 1d.HS1.12 Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. 1d.HS1.15 Analyze group norms and shared understandings that impact the role of a bystander. 1d.HS1.14 Identify trusted adults and resources specific to a variety of needs. 1aHS1.8 Demonstrate ways in which a positive bystander could respond to a situation when they or someone else is being sexually mistreated, groomed, harassed, abused, assaulted and/or exploited. 1d.HS1.13

High School Health Education
Course: Health I

Family Life and Human Sexuality Unit

Lesson Number	Lesson Topic	MSDE Standards
1	Decision-Making Skill Introduction & Consent	<ul style="list-style-type: none"> • Standard 5: Decision-Making – Students will demonstrate the ability to use decision-making skills to enhance health • Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent. 1c.HS1.4 • Identify factors that can influence the ability to give and receive sexual consent. 1c.HS1.5 • Explain the impact sexually explicit media can have on one's perceptions of, and expectations for, a healthy relationship. 1c.HS1.18 • Explain federal and state laws that prohibit the creation, sharing, and viewing of sexually explicit media that includes minors. 1c.HS1.19 • Define and identify affirmative consent, sexual coercion, boundary violations, and situations when an individual can and cannot give consent. 1d.HS1.10
2	Healthy Relationships	<ul style="list-style-type: none"> • Compare and contrast characteristics of healthy and unhealthy relationships. 1c.HS1.1 • Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, sexual decision-making, and sexual health. 1c.HS1.2 • Justify the benefits of respecting individual differences in aspects of sexuality, growth and development, and physical appearance. 1c.HS1.3 • Analyze group norms and shared understandings that impact the role of a bystander. 1d.HS1.14
3	Gender Identity and Sexual Orientation	<ul style="list-style-type: none"> • Differentiate between sex assigned at birth, gender identity, and gender expression. 1c.HS1.6 • Define sexual identity and explain a range of identities related to sexual orientation. 1c.HS1.7 • Identify how school and community programs and policies can promote dignity and respect for people of all sexual orientations and gender identities and expressions. 1c.HS1.8
4	Reproductive System Anatomy & Physiology	<ul style="list-style-type: none"> • Summarize human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.HS1.9 • Summarize the relationship between the menstrual cycle and conception. 1c.HS1.10
5	Contraceptives	<ul style="list-style-type: none"> • Explain the steps to using barrier methods correctly (e.g. external and internal condoms and dental dams). 1c.HS1.14 • Compare and contrast types of contraceptive and disease-prevention methods. 1c.HS1.15 • Evaluate community services and resources related to sexual and reproductive health. 1c.HS1.16 • Identify the laws related to reproductive and sexual health care services (e.g. contraception, pregnancy options, safe surrender policies, prenatal care). 1c.HS1.17 • Summarize the benefits of seeking a trusted adult or professional guidance related to one's dimensions of wellness. 1aHS1.9
6	Sexually Transmitted Infections	<ul style="list-style-type: none"> • Identify sexual behaviors, including solo, vaginal, oral, and anal sex, that impact the risk of unintended pregnancy and potential transmission of STIs, including HIV. 1c.HS1.11

**High School Health Education
Course: Health I**

	<ul style="list-style-type: none"> • Describe common symptoms, or lack thereof, of and treatments for STIs, including HIV. 1c.HS1.13 • Evaluate community services and resources related to sexual and reproductive health. 1c.HS1.16 • Summarize common symptoms (or lack thereof) of STIs, including HIV, as well as treatments for these infections. 1f.HS1.4 • Summarize how infectious diseases, including HIV, STIs, foodborne illnesses, and common illnesses, are transmitted and prevented. 1f.HS1.5 • Summarize the benefits of seeking a trusted adult or professional guidance related to one's dimensions of wellness. 1aHS1.9 • Summarize the negative impact of stigma on health-seeking behaviors. 1aHS1.18
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Healthy Eating Unit		
Lesson Number	Lesson Topic	MSDE Standards
1	Decision Making Skill Introduction	<ul style="list-style-type: none"> • Standard 5: Decision-Making – Students will demonstrate the ability to use decision-making skills to enhance health
2	Body Image	<ul style="list-style-type: none"> • Analyze situations that could lead to the use of performance-enhancing substances. 1b.HS1.2 • Analyze positive and negative effects of social media. 1aHS1.16 • Summarize the importance of a positive body image and its implications on mental and physical wellness. 1aHS1.17 • Summarize the negative impact of stigma on health-seeking behaviors. 1aHS1.18
3 & 4	Personal Eating Behaviors and Health	<ul style="list-style-type: none"> • Describe the relationship between personal eating behaviors and overall personal health. 1e.HS1.3 • Analyze various eating patterns and their impact on personal health. 1e.HS1.5 • Examine the harmful effects of using certain weight-loss measures. 1e.HS1.6
5	What is “Healthy Eating”	<ul style="list-style-type: none"> • Distinguish between foods and beverages that provide key nutrients versus those that contain few essential nutrients. 1e.HS1.1 • Describe the benefits of limiting the consumption of sugar-sweetened beverages. 1e.HS1.2 • Demonstrate the ability to read and compare nutrition facts labels. 1e.HS1.7

**High School Health Education
Course: Health I**

Disease Prevention and Control Unit		
Lesson Number	Lesson Topic	MSDE Standards
1	Goal-Setting Skill Introduction	<ul style="list-style-type: none"> • Standard 6: Goal-Setting – Students will demonstrate the ability to use goal-setting skills to enhance health
2	Communicable/Infectious Disease	<ul style="list-style-type: none"> • Summarize personal strategies for reducing diseases that affect the health of adolescents. 1f.HS1.2 • Summarize how infectious diseases, including HIV, STIs, foodborne illnesses, and common illnesses, are transmitted and prevented. 1f.HS1.5
3	Preventative and Non-Preventative Risk Factors for Disease	<ul style="list-style-type: none"> • Analyze the factors that contribute to the major chronic diseases such as heart disease, cancer, diabetes, hypertension, osteoporosis, and skin cancer. 1f.HS1.1 • Explain the importance of STI and HIV testing and counseling if one is sexually active. 1f.HS1.3 • Examine the impact of human-induced environmental change on health and wellbeing. 1f.HS1.8
4	Non-Communicable Chronic Disease	<ul style="list-style-type: none"> • Analyze the factors that contribute to the major chronic diseases such as heart disease, cancer, diabetes, hypertension, osteoporosis, and skin cancer. 1f.HS1.1 • Summarize the symptoms and prevention of skin cancer. 1f.HS1.7