

How “High School Health Education Today” Meets California Health Education Content Standards for Comprehensive Health Education

California Standards: <https://drive.google.com/file/d/1GNsVq8CnPrh9e8-Y10iTLdnt9Ef6OBhs/view>

<u>California Health Education Content Standards for Comprehensive Health Education:</u>		<u>How Health Education Today Meets California Standards:</u>
1. Essential Concepts:		
Alcohol, Tobacco, and Other Drugs	9-12.1.1.A Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.	<p><u>Unit:</u> Tobacco Unit <u>Day:</u> 10 “Vaping Dangers Newsletter” and “Anti-Tobacco Advocacy Group Video.”</p> <p><u>Unit:</u> Alcohol <u>Day:</u> 6 “Refusal Skills Activity.”</p> <p><u>Unit:</u> Drug <u>Day:</u> Optional “Drug Research Project” and “Drug Posters.”</p> <p><u>Unit:</u> Alcohol <u>Day:</u> 1 to 7 “How Alcohol Affects all Body Organs Activity,” and refusal skills lessons, and alcoholism.</p>
	9-12.1.10.A Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.	<p><u>Unit:</u> Drug <u>Day:</u> 5 “The Truth About Marijuana Video” and review sheet.</p>
	9-12.1.2.A Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.	<p><u>Unit:</u> Alcohol <u>Day:</u> 1 “Alcohol Poisoning,” and “Drinking Game Dangers.”</p>
	9-12.1.3.A Explain the connection between alcohol and tobacco use and	<p><u>Unit:</u> Tobacco <u>Day:</u> 1 to 5 Tobacco dangers, e-cigarette</p>

	the risk of oral cancer.	risks, money spent on tobacco, habits, and addictions. <u>Unit:</u> Tobacco <u>Day:</u> 10+ “Vaping Dangers Newsletter” and “Anti-Tobacco Advocacy Group Video Project.”
	9-12.1.4.A Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.	<u>Unit:</u> Tobacco <u>Optional Day:</u> 10+ “Vaping Dangers Newsletter” and “Anti-Tobacco Advocacy Group Video Project.” <u>Unit:</u> Alcohol <u>Day:</u> 1 to 7 “How Alcohol Affects all Body Organs Activity,” “Refusal Skills Lesson,” “Alcoholism,” and “Drinking and Driving Laws Quiz.”
	9-12.1.5.A Describe the use and abuse of prescription and nonprescription medicines and illegal substances.	<u>Unit:</u> Drug <u>Day:</u> Optional “Over the Counter Medications Activity.”
	9-12.1.6.A Analyze the consequences for the mother and child of using alcohol, tobacco, and other drugs during pregnancy-including fetal alcohol spectrum disorders and other birth defects.	<u>Unit:</u> Alcohol <u>Day:</u> 7 “Fetal Alcohol Syndrome Lesson.”
	9-12.1.7.A Analyze the consequences of binge drinking and its relationship to cancer; to liver, pancreatic, and cardiovascular diseases; and to a variety of gastrointestinal problems, neurological disorders, and reproductive system disorders.	<u>Unit:</u> Alcohol <u>Day:</u> 1 “Alcohol Poisoning, and “Drinking Game Dangers.”
	9-12.1.8.A Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.	<u>Unit:</u> Alcohol <u>Day:</u> 4 “Drinking and Driving Laws Quiz.” <u>Unit:</u> Drug

		<u>Day:</u> Any school officer come in to talk about school rules for drugs and alcohol, sports codes, and more.
	9-12.1.9.A Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior	<u>Unit:</u> Alcohol <u>Day:</u> 6 “Refusal Skills Activity.” <u>Unit:</u> Alcohol <u>Day:</u> 1 “Alcohol Poisoning and “Drinking Game Dangers.”
Growth, Development, and Sexual Health	9-12.1.1.G Describe physical, social, and emotional changes associated with being a young adult.	<u>Unit:</u> Mental Health <u>Day:</u> Whole Unit “Understanding Mental and Emotional Health and Illness,” and “Problem-Solving Activity.”
	9-12.1.10.G Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.[5] <i>Footnote:</i> [5] EC Section 51930(b)(2).	<u>Unit:</u> Sex Ed. <u>Day:</u> 2 + 3 “Puberty and Human Anatomy for Teens.”
	9-12.1.11.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.	<u>Unit:</u> Sex Ed. <u>Day:</u> 16 + 17 “The Consequences of Teen Pregnancy Lessons” discussions, activities, and videos.
	9-12.1.12.G Evaluate the safety and effectiveness (including success and failure rates) of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.[6] <i>Footnote:</i> [6] EC Sections 51933(b)(10), 51934(b)(3).	<u>Unit:</u> Sex Ed. <u>Day:</u> 10 “Birth Control Worksheet,” information, videos.
	9-12.1.2.G Explain how conception occurs, the stages of pregnancy, and	<u>Unit:</u> Sex Ed. <u>Day:</u> 16 + 17 “The Consequences of Teen

	the responsibilities of parenting.	Pregnancy Lessons” discussions, activities, and videos.
	9-12.1.3.G Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.[1] <i>Footnote:</i> [1] EC Sections 51933(b)(7), (b)(11), and 51934(b)(6).	<u>Unit:</u> Sex Ed. <u>Day:</u> 17 “Ages and Stages” article.
	9-12.1.4.G Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy.[2] <i>Footnote:</i> [2] EC Sections 51933(b)(8), 51934(b)(3).	<u>Unit:</u> Sex Ed. <u>Day:</u> 1 “Top 10 Reasons for Choosing Abstinence Worksheet.” <u>Unit:</u> Sex Ed. <u>Day:</u> 10 “Birth Control Worksheet,” information, videos.
	9-12.1.5.G Summarize fertilization, fetal development, and childbirth.	<u>Unit:</u> Sex Ed. <u>Day:</u> 2 + 3 “Puberty and Human Anatomy for Teens.” <u>Unit:</u> Sex Ed. <u>Day:</u> Optional Opt. out assignments “Fetal Development Stages.”
	9-12.1.6.G Explain responsible prenatal and perinatal care and parenting, including California's Safely Surrendered Baby Law.[3] <i>Footnote:</i> [3] EC Section 51933(b)(12).	Dangerous Decisions Unit <u>Day:</u> Varies “Shaken Baby Syndrome.” *The “Surrendered Baby Law” could be researched with true stories and articles about the importance of teens understanding this law and their own responsibility.
	9-12.1.7.G Describe the short- and long-term effects of HIV, AIDS, and other STDs.[4] <i>Footnote:</i> [4] EC Section 51934(b)(1), (b)(4).	<u>Unit:</u> Sex Ed. <u>Day:</u> 5 + 6 “Sexually Transmitted Infections Slideshow with Teacher Notes.” “HIV Quiz,” research, true stories, PowerPoint slide notes, and videos

	9-12.1.8.G Analyze STD rates among teens.	<u>Unit:</u> Sex Ed. <u>Day:</u> 5 + 6 “Sexually Transmitted Infections Slideshow with Teacher Notes.”
	9-12.1.9.G Explain laws related to sexual behavior and the involvement of minors.	<u>Unit:</u> Sex Ed. <u>Day:</u> 13 “Sexual Assault Escape Room” includes an assault quiz, answer key, and afterwards are online links to articles and videos with information for teens on safety and bystander information. <u>Day:</u> 11 to 13 Sexual assault information, sexual harassment, and “Sexual Assault Advocacy Project.”
Mental, Emotional, and Social Health	9-12.1.1.M Describe the benefits of having positive relationships with trusted adults.	<u>Several Units include:</u> “Parent-Teen Communicators.” Topics include sexual health, personal values, depression and suicide, and substance use.
	9-12.1.10.M Identify warning signs for suicide.	<u>Unit:</u> Stress <u>Day:</u> 6+ “Online Stress and Depression and Suicide Interactive Google Slideshow.”
	9-12.1.11.M Identify loss and grief.	<u>Also Included in Stress Unit:</u> “Dealing with Grief and Tragedy” supplemental materials. This resource has helped many teachers whose schools have suffered loss.
	9-12.1.2.M Analyze the qualities of healthy peer and family relationships.	<u>Unit:</u> Sex Ed. <u>Day:</u> 11 “Healthy Relationships Homework.”
	9-12.1.3.M Describe healthy ways to express caring, friendship, affection, and love.	<u>Unit:</u> Sex Ed. <u>Day:</u> 11 “Healthy Relationships Lesson” and “Healthy Relationships Homework.”

		<p><u>Unit:</u> Sex Ed. <u>Day:</u> 9 “Dating Article,” and “What is Love?” Song Lyrics Homework.”</p>
	<p>9-12.1.4.M Describe qualities that contribute to a positive self-image.</p>	<p><u>Unit:</u> Self-Esteem <u>Day:</u> All lessons.</p>
	<p>9-12.1.5.M Describe how social environments affect health and well-being.</p>	<p><u>Unit:</u> Environmental Health <u>Day:</u> All “Environmental Protection Agency EPA Project,” “Workplace Hazard Reports,” and more.</p> <p><u>Unit:</u> Community Health <u>Day:</u> All 21 “Community Health Projects” includes reports on a hazardous conditions, disaster evacuation, medical health conditions, and more.</p>
	<p>9-12.1.6.M Describe the importance of recognizing signs of disordered eating and other common mental health conditions.</p>	<p><u>Unit:</u> Mental Health <u>Day:</u> 1 + 2 “The 5 Dimensions of Health Lesson and Doodle Art Project.”</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 14 “Eating Disorders.”</p>
	<p>9-12.1.7.M Analyze signs of depression, potential suicide, and other self-destructive behaviors.</p>	<p><u>Unit:</u> Stress <u>Day:</u> 6+ “Online Stress and Depression, and Suicide Interactive Google Slideshow.”</p>
	<p>9-12.1.8.M Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.</p>	<p><u>Unit:</u> Empathy <u>Day:</u> 7 Information on how to support the victims of bullying, including “Bully Escape Room Google Forms Activity.”</p> <p><u>Several Units include:</u> “Parent-Teen Communicators.” Topics include sexual health, personal values, depression and suicide, and substance use.</p>

	<p>9-12.1.9.M Classify personal stressors at home, in school, and with peers.</p>	<p><u>Unit:</u> Stress <u>Day:</u> 1 + 2 “Stress Vulnerability Quiz,” goal-setting, and “Being Above the Stress Project.”</p>
<p>Nutrition and Physical Activity</p>	<p>9-12.1.1.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 16 “Is This Diet Healthy?’ Activity” to analyze diet claims.</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 12 Includes “The Benefits of Exercise” and “MyFitnessPal” activities.</p>
	<p>9-12.1.10.N Evaluate various approaches to maintaining a healthy weight.</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 12 Includes “The Benefits of Exercise” and “MyFitnessPal” activities.</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 13: “Eating Healthy for Life Survey” and goal-setting “Doodle Notes Activity.”</p>
	<p>9-12.1.11.N Identify the causes, symptoms, and harmful effects of eating disorders.</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 14 “Eating Disorders Lesson and Survey”</p>
	<p>9-12.1.12.N Explain why people with eating disorders need professional help.</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 14 “Eating Disorders” lesson and videos and true stories.</p>
	<p>9-12.1.13.N Describe the amounts and types of physical activity recommended for teenagers' overall health and for the maintenance of a healthy body weight.</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 12 Includes “The Benefits of Exercise” and “MyFitnessPal” activities.</p> <p>An “<u>Exercise</u>” Folder is included in the Nutrition Uni that includes: “Heart Rate Lesson,” and “FITT Plans.”</p>

	<p>9-12.1.14.N Analyze the harmful effects of using diet pills and anabolic steroids.</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 16 “Is This Diet Healthy?’ Activity” which analyzes diet claims.</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 10 Steroids PowerPoint Slides and Discussion.</p>
	<p>9-12.1.15.N Explain the physical, academic, mental, and social benefits of physical activity and the relationship between a sedentary lifestyle and chronic disease.</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 12 Includes “The Benefits of Exercise” and “MyFitnessPal” activities.</p>
	<p>9-12.1.2.N Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 1 to 4 “Intro to Nutrition,” and “The Role of Nutrition and How Nutrition Affects the Body Research and Art Project.”</p>
	<p>9-12.1.3.N Explain the importance of variety and moderation in food selection and consumption.</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 13 “Eating Healthy for Life Survey” (Addresses unhealthy habits) and follow-up “Doodle Notes Goal Setting Activity.</p>
	<p>9-12.1.4.N Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 9 “Food Label Reading Activity.”</p>
	<p>9-12.1.5.N Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.</p>	<p><u>Unit:</u> Nutrition <u>Day 12:</u> “Family Medical History Homework.”</p>
	<p>9-12.1.6.N Explain how to keep food safe through proper food purchasing, preparation, and storage practices.</p>	<p><u>Unit:</u> Nutrition: *<u>Day:</u> This topic would work well if added to Optional Day on “Understanding and Using MyPlate.”</p>

	9-12.1.7.N Describe nutrition practices that are important for the health of a pregnant woman and her baby.	<u>Unit:</u> Nutrition <u>Day:</u> 1 to 4 “Intro to Nutrition,” and “The Role of Nutrition and How Nutrition Affects the Body Research and Art Project.” *This topic would work well to add “Pregnancy” to the “Body Research Handout.”
	9-12.1.8.N Describe the prevalence, causes, and long-term consequences of unhealthy eating.	<u>Unit:</u> Nutrition <u>Day:</u> 13 “Eating Healthy for Life Survey” (Addresses unhealthy habits) and follow-up “Doodle Notes Goal Setting Activity.”
	9-12.1.9.N Analyze the relationship between physical activity and overall health.	<u>Unit:</u> Nutrition <u>Day:</u> 12 Includes “The Benefits of Exercise” and “MyFitnessPal” activities.
Personal and Community Health	9-12.1.1.P Discuss the value of actively managing personal health behaviors (e.g., getting adequate sleep, practicing ergonomics, and performing self-examinations).	<u>Unit:</u> Nutrition <u>Day:</u> 18 “Personal Health Survey” and goal-setting.
	9-12.1.10.P Explain how public health policies and government regulations influence health promotion and disease prevention.	<u>Unit:</u> Diseases <u>Day:</u> All “Cancer Warning Signs,” “Understanding Communicable and Non-Communicable Diseases and Personal Risk,” and “Prevention and Treatment of Diseases.” Also “Non-Communicable Diseases Card Game.” <u>Unit:</u> Community Health <u>Day:</u> 1 to 4 “The Ideal City Project” and students research health topics that affect community health.
	9-12.1.11.P Examine ways to prevent and manage asthma.	<u>Unit:</u> Diseases <u>Day:</u> Your Choice “Non-Communicable

		Diseases Card Game.”
	9-12.1.12.P Identify global environmental issues.	<u>Unit:</u> Environmental Health. <u>Day:</u> 1 to 4 Understanding “The Top 10 Environmental Issues Videos” and their personal impact.
	9-12.1.13.P Describe the impact of air and water pollution on health.	<u>Unit:</u> Environmental Health. <u>Day:</u> 1 to 4 Understanding “The Top 10 Environmental Issues Videos” and their personal impact.
	9-12.1.14.P Identify ways to reduce pollution and harmful health effects (e.g., by using alternative methods of transportation).	<u>Unit:</u> Environmental Health. <u>Day:</u> 1 to 4 Understanding “The Top 10 Environmental Issues Video” and their personal impact. <u>Unit:</u> Environmental Health <u>Day:</u> All “Environmental Protection Agency EPA Project,” “Workplace Hazard Reports,” and more.
	9-12.1.2.P Evaluate the importance of regular medical and dental checkups, vaccinations, and examinations.	<u>Unit:</u> Community Health <u>Day:</u> 5 to 10 “Public Service Announcements” and “Community Health Research Projects.”
	9-12.1.3.P Identify symptoms that should prompt individuals to seek health care.	<u>Unit:</u> Nutrition <u>Day:</u> 12 “How diet affects CANCER,” and cancer warning signs. <u>Unit:</u> Community Health <u>Day:</u> All 21 “Community Health Projects” include a report on a hazardous conditions, disaster evacuation, medical health conditions, and more.
	9-12.1.4.P	<u>Unit:</u> Diseases

	Identify types of pathogens that cause disease.	<u>Day:</u> All “Cancer Warning Signs,” “Understanding Communicable and Non-Communicable Diseases and Personal Risk,” and “Prevention and Treatment of Diseases.”
	9-12.1.5.P Investigate the causes and symptoms of communicable and non-communicable diseases.	<u>Unit:</u> Diseases <u>Day:</u> All cancer warning signs, understanding communicable and non-communicable diseases, and prevention and treatment of diseases.
	9-12.1.6.P Describe the dangers of exposure to ultraviolet (UV) light, lead, asbestos, pesticides, and unclean air and water; and discuss strategies for avoiding exposure.	<u>Unit:</u> Environmental Health. <u>Day:</u> 1 to 4 Understanding “The Top 10 Environmental Issues Videos” and their personal impact.
	9-12.1.7.P Identify symptoms that indicate a need for an ear, eye, or dental examination.	<u>Unit:</u> Community Health <u>Day:</u> 1 to 4 “The Ideal City Project” and students research health topics that affect community health.
	9-12.1.8.P Examine common types and symptoms of cancer.	<u>Unit:</u> Diseases <u>Day:</u> All “Cancer Warning Signs.”
	9-12.1.9.P Identify the importance of medical screenings (including breast, cervical, testicular, and prostate examinations, and other testing) necessary to maintain reproductive health.	<u>Unit:</u> Sex Ed. <u>Day:</u> 1 to 3 Reproduction and female and male human anatomy notes. <u>Unit:</u> Sex Ed. <u>Optional Day:</u> 16 + 17 Teen pregnancies information.
Injury, Prevention, and Safety	9-12.1.1.S Discuss ways to reduce the risk of injuries that can occur during athletic and social activities.	<u>Unit:</u> First Aid <u>Day:</u> 1 to 4, and C.P.R., and AED lessons.

	9-12.1.10.S Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.	<u>Unit:</u> All First Aid, C.P.R., and AED,
	9-12.1.11.S Identify ways to stay safe during natural disasters and emergency situations (e.g., land-slides, floods, earthquakes, wildfires, electrical storms, winter storms, and terrorist attacks).	<u>Unit:</u> All First Aid, C.P.R., AED, and "Evacuation Plan Homework."
	9-12.1.2.S Recognize potentially harmful or abusive relationships, including dangerous dating situations.	<u>Unit:</u> Sex Ed. <u>Day:</u> 1 to 13 Sexual abuse, assault, harassment, rape, laws, "Traits of Healthy Versus Unhealthy Relationships Activity," dating violence, domestic violence and human trafficking information and poster project.
	9-12.1.3.S Analyze emergency preparedness plans for the home, the school, and the community.	<u>Unit:</u> All First Aid, C.P.R., AED, and "Evacuation Plan Homework."
	9-12.1.4.S Examine ways that injuries are caused while traveling to and from school and in the community.	<u>Unit:</u> All First Aid, C.P.R., AED, and "Evacuation Plan Homework." *Add travel to school to this unit.
	9-12.1.5.S Describe rules and laws intended to prevent injuries.	<u>Unit:</u> Alcohol <u>Day:</u> 3 Using a national website to see state alcohol laws, and complete "Alcohol Laws Worksheet." <u>Unit:</u> Dangerous Decisions <u>Day:</u> All articles are taken from online on a variety of teen topics including suicide, substance use, and giving out personal info online.
	9-12.1.6.S	<u>Unit:</u> Alcohol

	Evaluate the risks and responsibilities associated with teen driving and auto accidents.	<p><u>Day:</u> 3 Using a national website to see state alcohol laws, and complete “Alcohol Laws Worksheet.”</p> <p><u>Unit:</u> Dangerous Decisions <u>Day:</u> Articles on teens goofing around on moving vehicles.</p>
	9-12.1.7.S Discuss the characteristics of gang members.	<p><u>Unit:</u> Violence Unit <u>Day:</u> 13 + 14 “Risk Factors for Violence Survey,” “Gangs” PowerPoint Slides, “Anger Survey,” and External “In Prison for Life Assignment.”</p>
	9-12.1.8.S Describe California laws regarding bullying, sexual violence, and sexual harassment.	*Add California laws to “Violence Unit Day 14.”
2: Analyzing Influences		
<u>California Health Education Content Standards for Comprehensive Health Education:</u>		<u>How Health Education Today Meets California Standards:</u>
Alcohol, Tobacco, and Other Drugs	9-12.2.1.A Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.	<p><u>Unit:</u> Tobacco <u>Day:</u> Optional Day 10+ “Vaping Dangers Newsletter” and “Anti-Tobacco Advocacy Group Video.”</p> <p><u>Unit:</u> Alcohol <u>Day:</u> 6 “Refusal Skills Activity.”</p> <p><u>Unit:</u> Drug <u>Day:</u> “Drug Research Project,” “Drug Brochures” and “Drug Posters.”</p>

	<p>9-12.2.2.A Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.</p>	<p><u>Unit:</u> Alcohol <u>Day:</u> 3 Using a national website to see state alcohol laws, and complete “Alcohol Laws Worksheet.”</p> <p><u>Several Units include:</u> “Parent-Teen Communicators.” Topics include personal values, and substance use.</p>
	<p>9-12.2.3.A Describe financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs.</p>	<p><u>Unit:</u> Dangerous Decisions <u>Day:</u> All Reading true story articles about dangerous teen decisions regarding drugs. Researching laws are included. and sharing with group or whole class.</p>
Growth, Development, and Sexual Health	<p>9-12.2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> Homework: “Parent-Teen Communicators” on sexual health and personal values.</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 3 “Sexual Pressures Flip Chart Project.”</p>
	<p>9-12.2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> Varies. Assertiveness and refusal skills, sexual abuse, assault, harassment, and more.</p>
	<p>9-12.2.3.G Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> Varies. Assertiveness and sexual skills, sexual abuse, assault, harassment, and more.</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 13 “Sexual Assault Escape Room.”</p>
	<p>9-12.2.4.G</p>	<p><u>Unit:</u> Sex Ed.</p>

	<p>Assess situations that could lead to pressure for sexual activity and to the risk of HIV, other STDs, and pregnancy.[7] <i>Footnote:</i> [7] EC Sections 51933(b)(11), 51934(b)(6).</p>	<p><u>Day:</u> 13 “Sexual Assault Escape Room.”</p>
	<p>9-12.2.5.G Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.[8] <i>Footnote:</i> [8] EC Section 51930(b)(2).</p>	<p><u>Unit:</u> Cultural Diversity <u>Day:</u> 1 to 4 “The Complexity of Identity: ‘Who Am I?’” <u>Unit:</u> Self-esteem and self-identity <u>Day:</u> All lessons.</p>
Mental, Emotional, and Social Health	<p>9-12.2.1.M Analyze the internal and external issues related to seeking mental health assistance.</p>	<p><u>Unit:</u> Mental Health <u>Day:</u> All lessons: Understanding mental and emotional health and illness, and “Problem-Solving Activity.” <u>Unit:</u> Mental Health <u>Day:</u> “The 5 Dimensions of Health” and “Mental Health Doodles,” and “Recourses for Help.” (No stigma if you need professional help.)</p>
Nutrition and Physical Activity	<p>9-12.2.1.N Evaluate internal and external influences that affect food choices.</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 1 to 4 “Intro to Nutrition,” and “The Role of Nutrition and How Nutrition Affects the Body Research and Art Project.”</p>
	<p>9-12.2.2.N Assess personal barriers to healthy eating and physical activity.</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 1 to 4 “Intro to Nutrition,” and “The Role of Nutrition and How Nutrition Affects the Body Research and Art Project.”</p>
	<p>9-12.2.3.N Distinguish between facts and myths regarding nutrition</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 8 “Media Savvy and Grocery Store</p>

	practices, products, and physical performance.	Product Manipulation.” <u>Unit:</u> Nutrition <u>Day:</u> 5 “Analyzing Fast Food Posters Activity” where student analyze fast food restaurants.
	9-12.2.4.N Analyze the impact of nutritional choices on future reproductive and prenatal health.	<u>Unit:</u> Sex Ed. <u>Day:</u> 1 to 3 Reproduction and female and male human anatomy notes. *Add reproductive nutritional information here. <u>Unit:</u> Sex Ed. <u>Optional Day:</u> 16 + 17 Teen pregnancies information.
	9-12.2.5.N Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.	<u>Unit:</u> Nutrition <u>Day:</u> 13 “Eating Healthy for Life” Survey and “Doodle Art Activity.” <u>Unit:</u> Nutrition Unit <u>Day:</u> 10 “Family Medical History Homework.” *Add weight management topic to this document.
	9-12.2.6.N Analyze internal and external influences that affect physical activity.	<u>Unit:</u> Nutrition <u>Day:</u> 12 Includes “The Benefits of Exercise” and “MyFitnessPal” activities.
Personal and Community Health	9-12.2.1.P Discuss influences that affect positive health practices.	<u>Unit:</u> Nutrition <u>Day:</u> 18 “Personal Health Survey” and goal-setting.
	9-12.2.2.P Evaluate influences on the selection of personal health care products and services.	<u>Unit:</u> Tobacco <u>Day:</u> 8 and 9 “Ad Appeals Project.”
	9-12.2.3.P	<u>Unit:</u> Environmental Health.

	Analyze how environmental conditions affect personal and community health.	<u>Day:</u> 1 to 4 “Understanding the Top 10 Environmental Issues” and its personal impact.
	9-12.2.4.P Discuss ways to stay informed about environmental issues.	<u>Unit:</u> Environmental Health. <u>Day:</u> 4 “Advocacy Skills-Based Activity” where students choose an environmental health problem, suggest a solution, and create a community flyer to help address the problem.
	9-12.2.5.P Analyze the social influences that encourage or discourage sun-safety practices.	<u>Unit:</u> Dangerous Decisions <u>Day:</u> Articles are taken from online on a variety of teen topics including dangers of tanning beds.
	9-12.2.6.P Evaluate the benefits of informed health choices.	<u>Unit:</u> Mental Health <u>Day:</u> All lessons: Understanding mental and emotional health and illness, and “Problem-Solving Activity.”
Injury, Prevention, and Safety	9-12.2.1.S Analyze internal and external influences on personal, family, and community safety.	<u>Unit:</u> Mental Health <u>Day:</u> 1 + 2 “The 5 Dimensions of Health Lesson and Doodle Art Project.”
	9-12.2.2.S Analyze the influence of alcohol and other drug use on personal, family, and community safety.	<u>Unit:</u> Alcohol and Drugs <u>Day:</u> Varies “‘WWWWH’ Decision-Making Homework.”
	9-12.2.3.S Explain how one's behavior when traveling as a passenger in a vehicle influences the behavior of others.	<u>Unit:</u> Dangerous Decisions <u>Day:</u> Articles are taken from online on a variety of teen topics including dangers of riding in moving vehicles.
	9-12.2.4.S Analyze why it is risky to belong to a gang.	<u>Unit:</u> Violence Unit <u>Day:</u> 13 + 14 “Risk Factors for Violence Survey,” “Gangs,” Anger Survey,” and

External "In Prison for Life Assignment."

3: Accessing Valid Health Information

<u>California Health Education Content Standards for Comprehensive Health Education:</u>		<u>How Health Education Today Meets California Standards:</u>
Alcohol, Tobacco, and Other Drugs	9-12.3.1.A Access information, products, and services related to the use of alcohol, tobacco, and other drugs.	<u>Unit:</u> Tobacco <u>Day:</u> Optional Day 10+ -"Vaping Dangers Newsletter" and "Anti-Tobacco Advocacy Group Video." <u>Unit:</u> Alcohol <u>Day:</u> Any "Addiction Escape Room Google Forms Activity." <u>Unit:</u> Alcohol <u>Day:</u> 1 to 7 "How Alcohol Affects all Body Organs Activity," and "Drinking and Driving Laws Quiz." <u>Unit:</u> Drug <u>Day:</u> "Drug Research Project," "Drug Brochures" and "Drug Posters."
	9-12.3.2.A Evaluate prevention, intervention, and treatment resources and programs concerning alcohol, tobacco, and other drugs.	<u>Unit:</u> Alcohol <u>Day:</u> 5 "ACES Lesson" and "Protective Factors/Resilience Skills Posters." <u>Unit:</u> Alcohol <u>Day:</u> 1 "Alcohol Poisoning, and "Drinking Game Dangers."
Growth, Development, and Sexual Health	9-12.3.1.G Analyze the validity of health information, products, and services related to reproductive and sexual health.[9] <i>Footnote:</i>	<u>Unit:</u> Sex Ed. <u>Day:</u> 10 "Birth Control Worksheet and Lesson."

	<i>[9] EC Sections 51931(f), 51933(b)(11), 51934(b).</i>	
	<p>9-12.3.2.G Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.[10] <i>Footnote:</i> <i>[10] EC Sections 51933(b)(10), 51934(b)(3), (b)(5).</i></p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 10 “Birth Control Worksheet and Lesson.”</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 16 + 17 “The Consequences of Teen Pregnancy” discussions, activities, and videos.</p>
	<p>9-12.3.3.G Compare the success and failure rates of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.[11] <i>Footnote:</i> <i>[11] EC Sections 51933(b)(10), 51934(b)(3).</i></p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 10 “Birth Control Worksheet and Lesson.”</p>
	<p>9-12.3.4.G Evaluate laws related to sexual involvement with minors.</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 14 “Sexual Assault True/False Quiz.” “Domestic Violence” information, and “Sexual Assault Escape Room.”</p>
Mental, Emotional, and Social Health	<p>9-12.3.1.M Access school and community resources to help with mental, emotional, and social health concerns.</p> <p>9-12.3.2.M Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.</p>	<p><u>Unit:</u> Mental Health <u>Day:</u> 1 + 2 “The 5 Dimensions of Health Lesson and Doodle Art Project.”</p> <p><u>Unit:</u> Mental Health <u>Day:</u> “Recourses for Help.” (No stigma if you need professional help.)</p>
Nutrition and Physical Activity	<p>9-12.3.1.N Access sources of accurate information about safe and healthy weight management.</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 15 “Improving Body Image,” “Analyzing Media” video, media distortion topics, “You’re Beautiful Video,” and “Love What’s Good Activity.”</p>
	9-12.3.2.N	<u>Unit:</u> Nutrition

	Evaluate the accuracy of claims about food and dietary supplements.	<u>Day:</u> 14 “Is This Diet Healthy?’ Activity.”
	9-12.3.3.N Describe how to use nutrition information on food labels to compare products.	<u>Unit:</u> Nutrition <u>Day:</u> 9 “Food Label Reading Activity.”
	9-12.3.5.N Describe community programs and services that help people gain access to affordable, healthy foods.	<u>Unit:</u> Nutrition <u>Day:</u> 1 to 4 “Intro to Nutrition,” and “The Role of Nutrition and How Nutrition Affects the Body Research and Art Project.”
	9-12.3.6.N Describe internal and external influences that affect physical activity.	<u>Unit:</u> Nutrition <u>Day:</u> 12 Includes “The Benefits of Exercise” and “MyFitnessPal” activities. An “ <u>Exercise</u> ” Folder is included in the Nutrition Uni that includes: “Heart Rate Lesson,” “FITT Plans,” and “Health and Fitness Careers Worksheet.”
Personal and Community Health	9-12.3.1.P Access valid information about personal health products and services available in the community.	<u>Unit:</u> Nutrition <u>Day:</u> 8 “Grocery Store Scavenger Hunt.”
	9-12.3.2.P Access valid information about common diseases.	<u>Unit:</u> Diseases <u>Day:</u> All “Cancer Warning Signs,” “Understanding Communicable and Non-Communicable Diseases and Personal Risk,” and “Prevention and Treatment of Diseases.”
	9-12.3.3.P Evaluate current research about the health consequences of poor environmental conditions.	<u>Unit:</u> Environmental Health. <u>Day:</u> 1 to 4 Understanding “The Top 10 Environmental Issues” and their personal impact.

	<p>9-12.3.4.P Identify government and community agencies that promote health and protect the environment.</p> <p>9-12.3.5.P Assess ways to be a responsible consumer of health products and services.</p>	<p><u>Unit:</u> Community Health <u>Day:</u> 1 to 4 “The Ideal City Project” and students research health topics that affect community health.</p> <p><u>Unit:</u> Community Health <u>Day:</u> 5 to 10 “Public Service Announcements” and “Community Health Research Projects.”</p>
Injury, Prevention, and Safety	<p>9-12.3.1.S Analyze sources of information and services concerning safety and violence prevention.</p> <p>9-12.3.2.S Analyze community resources for disaster preparedness.</p>	<p><u>Unit:</u> Empathy/Violence <u>Day:</u> 11 “Risk and Protective Factors Survey.”</p> <p><u>Unit:</u> First Aid <u>Day:</u> All “First Aid Skills, C.P.R., AED,” and “Evacuation Plan Homework.”</p>
4: Interpersonal Communication		
<u>California Health Education Content Standards for Comprehensive Health Education:</u>		<u>How Health Education Today Meets California Standards:</u>
Alcohol, Tobacco, and Other Drugs	<p>9-12.4.1.A Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.</p>	<p><u>Unit:</u> Alcohol <u>Day:</u> 6 “Refusal Skills Lesson.”</p> <p><u>Unit:</u> Empathy/Violence <u>Day:</u> “Assertiveness Survey,” being assertive and not aggressive, and more.</p>
	<p>9-12.4.2.A Use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using alcohol or other drugs.</p>	<p><u>Unit:</u> Alcohol <u>Day:</u> 6 “Refusal Skills Lesson.”</p>
Growth, Development, and	<p>9-12.4.1.G Analyze how interpersonal communication affects</p>	<p><u>Unit:</u> Conflict Resolution <u>Day:</u> 6 + 7 “Communication Survey” and</p>

Sexual Health	relationships.	“Good Communication Fortune Cookie Project.”
	9-12.4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.	<u>Unit:</u> Sex Ed. <u>Day:</u> 3 “Sexual Pressures Flip Chart Project.”
	9-12.4.3.G Demonstrate effective communication skills within healthy dating relationships.	<u>Unit:</u> Sex Ed. <u>Day:</u> 9 “Dating Article,” “What is Love?” Song Lyrics Homework.”
Mental, Emotional, and Social Health	9-12.4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.	<u>Several Units include:</u> “Parent-Teen Communicators.” Topics include sexual health, personal values, depression and suicide, and substance use.
	9-12.4.2.M Discuss healthy ways to respond when you or someone you know is grieving.	<u>Included in Stress Unit:</u> Dealing with Grief and Tragedy” supplemental materials. This resource has helped many teachers whose schools have suffered loss.
Nutrition and Physical Activity	9-12.4.1.N Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community.	<u>Unit:</u> Nutrition <u>Day:</u> 13: “Eating Healthy for Life Survey” and goal-setting “Doodle Notes Activity.”
	9-12.4.2.N Practice how to refuse less-nutritious foods in social settings.	<u>Unit:</u> Alcohol <u>Day:</u> 6 “Refusal Skills Activity” (Responding to pressure lines.) *Add less nutritious foods to scenarios.
Personal and Community Health	9-12.4.1.P Use effective communication skills to ask for assistance from parents, guardians, and medical or dental health care professionals to enhance health.	<u>Unit:</u> Conflict Resolution <u>Day:</u> Whole Unit “I” Statements,” “Conflict ‘SO-QUIC’ Resolution Model.
Injury, Prevention,	9-12.4.1.S	<u>Unit:</u> Empathy/Violence

and Safety	Demonstrate effective negotiation skills for avoiding dangerous and risky situations.	<u>Day</u> : “Assertiveness Survey,” being assertive.
	9-12.4.2.S Use effective communication skills for preventing and reporting sexual assault and molestation.	<u>Unit</u> : Sex Ed. <u>Day</u> : 11 to 13 “Dangers of Sexual Assault,” and “Rape-How to prevent it and what to do if it happens.”
5: Decision Making		
Alcohol, Tobacco, and Other Drugs	9-12.5.1.A Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.	<u>Unit</u> : Alcohol and Drug <u>Day</u> : Varies “‘WWWWH’ Decision-Making Homework.”
	9-12.5.2.A Explain healthy alternatives to alcohol, tobacco, and other drug use.	<u>Unit</u> : Alcohol and Drug <u>Day</u> : Varies “‘WWWWH’ Decision-Making Homework.” (“Healthy Alternatives” is part of the assignment.)
Growth, Development, and Sexual Health	9-12.5.1.G Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.[12] <i>Footnote:</i> [12] EC Section 51934(b)(3), (b)(6).	<u>Unit</u> : Sex Ed. <u>Day</u> : Varies “‘WWWWH’ Decision-Making Homework.” <u>Unit</u> : Sex Ed. <u>Day</u> : 3 “Sexual Pressures Flip Chart Project.”
	9-12.5.2.G Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.[13] <i>Footnote:</i> [13] EC Section 51933(b)(11).	<u>Unit</u> : Sex Ed. <u>Day</u> : 11 “Healthy Relationships Articles and Art Project.”
	9-12.5.3.G Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.[14]	<u>Unit</u> : Alcohol and Drug Units <u>Day</u> : Varies. “‘WWWWH’ Decision-Making Homework.”

	<p><i>Footnote:</i> [14] EC Sections 51933(b)(11), 51934(b)(6).</p>	
	<p>9-12.5.4.G Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy.[15] <i>Footnote:</i> [15] EC sections 51933(b)(9), (b)(10), 51934(b)(1), (b)(2), (b)(3).</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 14 “Traits of a Healthy Relationship Project” and “Healthy -vs- Unhealthy Relationships Activity with a Partner.”</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 8 “Emotional Consequences of Teenage Sex Suitcase Activity.”</p>
	<p>9-12.5.5.G Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.[16] <i>Footnote:</i> [16] EC Section 51930(b)(2).</p>	<p><u>Unit:</u> Empathy <u>Day:</u> All “Empathy Homework,” Labels, Stereotypes, Prejudisms, Bullying, Forgiveness, and more.</p> <p><u>Unit:</u> Empathy <u>Day:</u> 6 “Positive Self-Talk Activity.”</p> <p><u>Unit:</u> Empathy <u>Day:</u> 15 “Bullying and Empathy Digital Escape Room.”</p>
	<p>9-12.5.6.G Use a decision-making process to evaluate the social, emotional, physical, and economic effects of teen pregnancy on the child, the teen parent, the family, and society.[17] <i>Footnote:</i>[17] EC Sections 51933(b)(11), 51934 (b)(6).</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 16 + 17 “The Consequences of Teen Pregnancy” discussions, activities, and videos.</p>
	<p>9-12.5.7.G Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 10 “Birth Control Worksheet” research and videos.</p>
Mental, Emotional, and Social Health	<p>9-12.5.1.M Monitor personal stressors and assess techniques for managing them.</p>	<p><u>Unit:</u> Stress <u>Day:</u> 1 + 2 “Stress Vulnerability Quiz,” goal-setting, and “Being Above the Stress</p>

		Project.”
	9-12.5.2.M Compare various coping mechanisms for managing stress.	<u>Unit:</u> Stress <u>Day:</u> 6+ “Online Stress and Depression, and Suicide Interactive Google Slideshow.”
	9-12.5.3.M Analyze situations when it is important to seek help with stress, loss, an unrealistic body image, and depression.	<u>Unit:</u> Stress <u>Day:</u> 3 “Black Dog of Depression Video and Art Project.”
Nutrition and Physical Activity	9-12.5.1.N Demonstrate how nutritional needs are affected by age, gender, activity level, pregnancy, and health status.	<u>Unit:</u> Nutrition <u>Day:</u> 1 to 4 “Intro to Nutrition, and the role of nutrition in the “Harvard Healthy Plate Activity.”
	9-12.5.2.N Use a decision-making process to plan nutritionally adequate meals at home and away from home.	<u>Unit:</u> Nutrition <u>Day:</u> 13 “Eating Healthy for Life” Survey and “Doodle Art Activity.” <u>Unit:</u> Nutrition <u>Day:</u> 16 “‘Is This Diet Healthy?’ Activity” which analyzes diet claims.
	9-12.5.3.N Demonstrate how to use safe food handling procedures when preparing meals and snacks.	<u>Unit:</u> Nutrition: <u>Day:</u> *This topic would work well if added to Optional Day on “Understanding and Using MyPlate.”
Personal and Community Health	9-12.5.1.P Apply a decision-making process to a personal health issue or problem.	<u>Unit:</u> Alcohol, Drug, Stress, Sex Ed. <u>Day:</u> Varies. “‘WWWWH’ Decision-Making Homework.”
	9-12.5.2.P Explain how decisions regarding health behaviors have consequences for oneself and others.	<u>Unit:</u> Dangerous Decisions <u>Day:</u> All articles are taken from online on a variety of teen topics including relationships, sexting, suicide, substance use, and giving out personal info online.

	9-12.5.3.P Apply a decision-making process to a community or environmental health issue.	<u>Unit:</u> Environmental Health. <u>Day:</u> 4 “Advocacy Skills-Based Activity.”
	9-12.5.4.P Analyze how using alcohol, tobacco, and other drugs influences health and other behaviors.	<u>Unit:</u> Alcohol <u>Day:</u> 1 to 6 “How Alcohol Affects all Body Organs Activity,” “Refusal Skills Lesson,” “Alcoholism Video and Lesson” and “Drinking and Driving Laws Quiz.”
	9-12.5.5.P Analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, body piercing, sun exposure, and sound volume).	<u>Unit:</u> Dangerous <u>Day:</u> All articles on Unhygienic Tattooing.
Injury, Prevention, and Safety	9-12.5.1.S Apply a decision-making process to avoid potentially dangerous situations.	<u>Unit:</u> Alcohol, Drug, Stress, Sex Ed. <u>Day:</u> Varies “‘WWWWH’ Decision-Making Homework.”
	9-12.5.2.S Analyze the laws regarding and detrimental effects of sexual harassment.	<u>Day:</u> 11 to 13 Sexual abuse, assault, harassment, rape, laws, “Traits of Healthy Versus Unhealthy Relationships Activity,” dating violence, domestic violence
	9-12.5.3.S Analyze the consequences of gang involvement for self, family, and the community.	<u>Unit:</u> Violence Unit <u>Day:</u> 13+14 “Dangers of Gangs.”
	9-12.5.4.S Analyze the consequences of violence for self, family, and the community.	<u>Unit:</u> Violence Unit <u>Day:</u> 13+14 “Risk Factors for Violence Survey,” “Gangs,” Anger Survey,” and External “In Prison for Life Assignment.”
6: Goal Setting		
<u>California Health Education Content Standards for Comprehensive Health Education:</u>		<u>How Health Education Today Meets California Standards:</u>

Alcohol, Tobacco, and Other Drugs	9-12.6.1.A Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.	<u>Unit:</u> Drug <u>Day:</u> 1 + 2 “Risk Factors for Addiction Quiz” and “Intervention Activity.”
Growth, Development, and Sexual Health	9-12.6.1.G Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.[18] <i>Footnote:</i> [18] EC Section 51933(b)(11).	<u>Unit:</u> Sex Ed. <u>Day:</u> 11 “Healthy Relationships Homework.” <u>Unit:</u> Sex Ed. <u>Day:</u> 8 “Emotional Consequences of Teenage Sex Suitcase Activity.”
	9-12.6.2.G Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.[19] <i>Footnote:</i> [19] EC Sections 51933(b)(8), (b)(10), 51934(b)(3).	<u>Unit:</u> Sex Ed. <u>Day:</u> 9 “What is True Love” abstinence discussion. <u>Unit:</u> Sex Ed. <u>Day:</u> 1 “Top 10 Reasons for Choosing Abstinence Worksheet.”
	9-12.7.1.G Describe personal actions that can protect sexual and reproductive health (including one's ability to deliver a healthy baby in adulthood).	<u>Unit:</u> Sex Ed. <u>Day:</u> to 3 Reproduction and female and male human anatomy notes. <u>Unit:</u> Sex Ed. <u>Optional Day:</u> 16+17 Teen pregnancies information.
Mental, Emotional, and Social Health	9-12.6.1.M Evaluate how preventing and managing stress and getting help for mental and social problems can help a person achieve short- and long-term goals.	<u>Unit:</u> Mental Health <u>Day:</u> Whole Unit “Understanding Mental and Emotional Health and Illness,” and “Problem-Solving Activity.”
	9-12.6.2.M Set a goal to reduce life stressors in a health-enhancing way.	<u>Unit:</u> Nutrition <u>Day:</u> 18 “Personal Health Survey” and goal-setting. <u>Unit:</u> Stress <u>Day:</u> 1 + 2 “Stress Vulnerability Quiz,”

		goal-setting, and “Being Above the Stress Project.”
Nutrition and Physical Activity	9-12.6.1.N Assess one's personal nutrition needs and physical activity level.	<u>Unit:</u> Nutrition <u>Day:</u> 6 Healthy and unhealthy carbohydrates, “How much sugar should I have?” and “Sugar and Fat Science Lab Experiment.” <u>Unit:</u> Nutrition <u>Day:</u> 12 The benefits of exercise and “MyFitnessPal” activity.
	9-12.6.2.N Develop practical solutions for removing barriers to healthy eating and physical activity.	<u>Unit:</u> Nutrition <u>Day:</u> 13 Taking “Eating Healthy for Life Survey” (What unhealthy habits do I have?) and the “Doodle Notes Goal Setting Activity.”
	9-12.6.3.N Create a personal nutrition and physical activity plan based on current guidelines.	<u>Unit:</u> Nutrition <u>Day:</u> 1 thru 20 “Harvard MyPlate Fill-In Packet with Nutrient Formulas.”
Personal and Community Health	9-12.6.1.M Evaluate how preventing and managing stress and getting help for mental and social problems can help a person achieve short- and long-term goals.	<u>Unit:</u> Stress <u>Day:</u> 1 + 2 “Stress Vulnerability Quiz,” goal-setting, and “Being Above the Stress Project.” <u>Unit:</u> Alcohol <u>Day:</u> 4 + 5 “Dysfunctional Families” and “Adverse Childhood Experiences.” There are two full lessons on these topics.
	9-12.6.2. Develop a plan of preventive dental health management.	<u>Unit:</u> Diseases <u>Day:</u> *Could add preventative dental health to this unit and dental problems to the non-communicable diseases card game.

Injury, Prevention, and Safety	9-12.6.1.S Develop a plan to prevent injuries during emergencies and natural disasters.	<u>Unit:</u> All First Aid, C.P.R., AED, and “Emergency Evacuation Plan Homework.”
7: Practicing Health-Enhancing Behaviors		
<u>California Health Education Content Standards for Comprehensive Health Education:</u>		<u>How Health Education Today Meets California Standards:</u>
Alcohol, Tobacco, and Other Drugs	9-12.7.1.A Use effective coping strategies when faced with various social situations involving the use of alcohol, tobacco, and other drugs.	<u>Unit:</u> Alcohol <u>Day:</u> 6 “Refusal Skills Activity.” <u>Unit:</u> Drugs <u>Day:</u> 9: “Drug Role-Plays.” <u>Unit:</u> Alcohol <u>Day:</u> Any “Addiction Escape Room Google Forms Activity.”
Growth, Development, and Sexual Health	9-12.7.1.G Describe personal actions that can protect sexual and reproductive health (including one's ability to deliver a healthy baby in adulthood).	<u>Unit:</u> Sex Ed. <u>Day:</u> 1 to 3 Reproduction and female and male human anatomy notes. <u>Unit:</u> Sex Ed. <u>Optional Day:</u> 16 + 17 Teen pregnancies information.
Mental, Emotional, and Social Health	9-12.7.1.M Assess personal patterns of response to stress and use of resources.	<u>Unit:</u> Stress <u>Day:</u> 6+ “Online Stress and Depression, and Suicide Interactive Google Slideshow.”
	9-12.7.2.M Practice effective coping mechanisms and strategies for managing stress.	<u>Unit:</u> Stress <u>Day:</u> 1 + 2: Relieving stress, importance of sleep, and the “Time Out, Work Out and Reach Out Stress Reliever Model.”

	9-12.7.3.M Discuss suicide-prevention strategies.	<u>Unit:</u> Stress <u>Day:</u> 6+ Online Stress and Depression and Suicide Interactive Google Slideshow. <u>Unit:</u> Stress <u>Day:</u> “Parent-Teen Communicators.” Topics include sexual health, personal values, depression and suicide, and substance use.
	9-12.7.4.M Practice respect for individual differences and diverse backgrounds.	<u>Unit:</u> Cultural Diversity <u>Day:</u> 1 to 4 “Identity, Racism, and Social Justice” topics, articles, videos, and art projects.
	9-12.7.5.M Participate in clubs, organizations, and activities in the school and in the community that offer opportunities for student and family involvement.	<u>Unit:</u> Empathy/Violence <u>Day:</u> 11 “Risk and Protective Factors Survey.”
	9-12.7.6.M Practice setting personal boundaries in a variety of situations.	<u>Unit:</u> Sex Ed. <u>Day:</u> 14 “Unhealthy Relationships Quiz.” <u>Unit:</u> Sex Ed. <u>Day:</u> 9 “‘What is Love?’ Worksheet,” and “‘What is Romance?’ Art Project.”
Nutrition and Physical Activity	9-12.7.1.N Select healthy foods and beverages in a variety of settings.	<u>Unit:</u> Nutrition <u>Day:</u> 5 “Analyzing Fast Food Posters Activity” where student analyze fast food restaurants.
	9-12.7.2.N Critique one's personal diet for overall balance of key nutrients.	<u>Unit:</u> Nutrition <u>Day:</u> 13 “Eating Healthy for Life Survey” (Addresses unhealthy habits) and follow-up “Doodle Notes Goal Setting Activity.”
	9-12.7.3.N	<u>Unit:</u> Nutrition

	Identify strategies for eating more fruits and vegetables.	<p><u>Day:</u> 1 to 4 “Intro to Nutrition, and the role of nutrition in the “Harvard Healthy Plate Activity.”</p> <p><u>Unit:</u> Nutrition</p> <p><u>Day:</u> 13 “Eating Healthy for Life Survey” and *make a goal regarding more fruits and vegetables.</p>
	9-12.7.4.N Describe how to take more personal responsibility for eating healthy foods.	<p><u>Unit:</u> Nutrition</p> <p><u>Day:</u> 1 to 4 “Intro to Nutrition, and the role of nutrition in the “Harvard Healthy Plate Activity.” (This includes personal nutrient totals and accountability.</p>
	9-12.7.5.N Participate in school and community activities that promote fitness and health.	<p><u>Unit:</u> Nutrition</p> <p><u>Day:</u> *Assign a group sharing project where students share what activities they are involved in. Goals could also be set for each student to try one new thing. (What barriers will you need to overcome?)</p>
Personal and Community Health	9-12.7.1.P Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming the barriers.	<p><u>Unit:</u> Nutrition</p> <p><u>Day:</u> *Assign a group sharing project where students share what activities they are involved in. Goals could also be set for each student to try one new thing. (What barriers will you need to overcome?)</p>
	9-12.7.2.P Execute a plan for maintaining good personal hygiene (including oral hygiene) and getting adequate rest and sleep.	<p><u>Unit:</u> Sex Ed.</p> <p><u>Day:</u> 1 to 3 Reproduction and female and male human anatomy notes, including puberty. (Addition optional activities for puberty are included.)</p>
	9-12.7.3.P Demonstrate the proper steps for protecting oneself against the harmful effects of the sun.	<p><u>Unit:</u> Nutrition</p> <p><u>Day:</u> 12 “How diet affects CANCER,” Skin cancer warning signs.</p>

	9-12.7.4.P Describe the steps involved in breast or testicular self-exams.	<u>Unit:</u> Sex Ed. <u>Day:</u> 4 Breast and testicular cancer self-exams are included. Printed sheet with breast exams information to hand out.
Injury, Prevention, and Safety	9-12.7.1.S Practice injury prevention during athletic, social, and motor vehicle-related activities.	<u>Unit:</u> Nutrition <u>Day:</u> See “Extra Large Docs” files for exercise injury information.
	9-12.7.2.S Demonstrate conflict resolution skills to avoid potentially violent situations.	<u>Unit:</u> Conflict Resolution <u>Day:</u> Whole Unit “I” Statements,” “Conflict ‘SO-QUIC’ Resolution Model.
	9-12.7.3.S Demonstrate first aid and CPR procedures.	<u>Unit:</u> First Aid <u>Day:</u> 1 to 4, and C.P.R., and AED lessons. <u>Unit:</u> First Aid <u>Day:</u> 8 “First Aid Heroes Advocacy Project.”
	9-12.7.4.S Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.[22] <i>Footnote:</i> <i>[22] See EC Section 49330 and the Glossary for the legal definition of a weapon.</i>	<u>Unit:</u> Dangerous Decisions Unit <u>Day:</u> All.
	9-12.7.5.S Assess characteristics of harmful or abusive relationships.	<u>Unit:</u> Sex Ed. <u>Day:</u> 12 “Sexual Abuse and Speaking Up and Standing Up for Self and Others” <u>Unit:</u> Sex Ed. <u>Day:</u> 11 to 13 “Sexual Assault Escape Room” includes an assault quiz, answer key, and afterwards are online links to articles and videos with information for teens on safety and bystander

		information.
8: Health Promotion		
<u>California Health Education Content Standards for Comprehensive Health Education:</u>		<u>How Health Education Today Meets California Standards:</u>
Alcohol, Tobacco, and Other Drugs	9-12.8.1. Participate in activities in the school and community that help other individuals make positive choices regarding the use of alcohol, tobacco, and other drugs.	<u>Unit:</u> Drug <u>Day:</u> Optional. “Be Above the Influence Website and Project.”
	9-12.8.2.A Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youths.	<u>Unit:</u> Tobacco <u>Day:</u> Optional 10+ “Vaping Dangers Newsletter” or “Anti-Tobacco Advocacy Group Video Project.”
Growth, Development, and Sexual Health	9-12.8.1.G Encourage and support safe, respectful, and responsible relationships.	<u>Unit:</u> Sex Ed. <u>Day:</u> 11 “Healthy Relationships Homework.” <u>Unit:</u> Sex Ed. <u>Day:</u> 9 “Dating Article,” “What is Love?” Song Lyrics Homework.
	9-12.8.2.G Advocate the respect for and the dignity of persons living with HIV or AIDS.[20] <i>Footnote:</i> [20] EC Section 51934(b)(7).	<u>Unit:</u> Empathy <u>Day:</u> All “Empathy Homework,” labels, stereotypes, prejudices, bullying, forgiveness, and “Empathy Survey.”
	9-12.8.3.G Support others in making positive and healthful choices about sexual behavior.[21] <i>Footnote:</i> [21] EC Sections 51933(b)(11), 51934(b)(6).	<u>Unit:</u> Sex Ed. <u>Day:</u> 11 – 13 Sexual assault information, sexual harassment, and “Sexual Assault Advocacy Project.”

Mental, Emotional, and Social Health	9-12.8.1.M Support the needs and rights of others regarding mental and social health.	<u>Unit:</u> Mental Health <u>Day:</u> “The 5 Dimensions of Health” and “Mental Health Doodles,” and “Recourses for Help.” (No stigma if you need professional help.)
	9-12.8.2.M Promote a positive and respectful environment at school and in the community.	<u>Unit:</u> Empathy <u>Day:</u> 14 “Personal Values Survey and Lesson.” <u>Unit:</u> Empathy <u>Day:</u> All “Empathy Homework,” Labels, Stereotypes, Prejudisms, Bullying, Forgiveness, and more.
	9-12.8.3.M Object appropriately to teasing of peers and community members that is based on perceived personal characteristics and sexual orientation.	<u>Unit:</u> Empathy <u>Day:</u> 16 “Stop Bullying: Make Yourself Heard Small Group Activity.”
Nutrition and Physical Activity	9-12.8.1.N Advocate enhanced nutritional options in the school and community.	<u>Unit:</u> Nutrition <u>Day:</u> 6 “School Vending Machines Regulations” and “The National Association of State Boards of Education State School Health Policy Database.”
	9-12.8.2.N Educate family and peers about choosing healthy foods.	<u>Unit:</u> Nutrition Unit <u>Day:</u> “Family Medical History Homework.”
Personal and Community Health	9-12.8.1.P Support personal or consumer health issues that promote community wellness.	<u>Unit:</u> Community Health <u>Day:</u> 5 to 10 “Public Service Announcements” and “Community Health Research Projects.”
	9-12.8.2.P Encourage societal and environmental conditions that benefit health.	<u>Unit:</u> Community Health <u>Day:</u> All 21 “Community Health Projects” including “Key Ingredients to a Healthy

		Community.”
Injury, Prevention, and Safety	9-12.8.1.S Identify and support changes in the home, at school, and in the community that promote safety.	<u>Unit:</u> Environmental Health <u>Day:</u> All “Environmental Protection Agency EPA Project.”
	9-12.8.2.S Encourage peers to use safety equipment during physical activity.	<u>Unit:</u> Community Health <u>Day:</u> All 21 “Community Health Projects” including “Creating Healthy Communities” and “Public Service Announcement Posters.”
	9-12.8.3.S Encourage actions to promote safe driving experiences.	<u>Unit:</u> Alcohol <u>Day:</u> 1 to 7 “How Alcohol Affects all Body Organs Activity,” and “Drinking and Driving Laws Quiz.”