

## How “High School Health Education Today” Meets Florida’s Academic State Standards, Health Education

Florida State Standards: <https://www.fldoe.org/core/fileparse.php/20653/urlt/6-5.pdf>

<b>Personal Health Concepts Strand</b>	
<u>Florida’s State Health Education Standards:</u>	<u>How Health Education Today Meets Florida’s Health Education Standards:</u>
<b>Core Concepts</b>	
<b>HE.912.PHC.1.1</b> Evaluate personal health practices and overall health status to include all dimensions of health.	<u>Unit:</u> Mental Health <u>Day:</u> 1 + 2 “The 5 Dimensions of Health Lesson and Doodle Art Project.”
<b>HE.912.PHC.1.2</b> Analyze strategies for prevention, detection, and treatment of communicable and chronic 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.” Also “Non-Communicable Diseases Card Game.”
<b>HE.912.PHC.1.3</b> Analyze the role of individual responsibility in enhancing health.	<u>Unit:</u> Diseases <u>Day:</u> 3 “Understanding Communicable and Non-Communicable Diseases and Personal Risk.”  <u>Unit:</u> Mental Health <u>Day:</u> All lessons: Understanding mental and emotional health and illness, and “Problem-Solving Activity.”
<b>HE912.PHC.1.4</b> Interpret the significance of interrelationships in mental and physical health.	<u>Unit:</u> Mental Health Enhanced Version <u>Day:</u> All “The 5 Dimensions of Health,” “Multiple Intelligences,” “Positive Self-Esteem,” “Values and Character,” “Assertiveness, Empathy, Communication, Physical Health” and more.

<b>Internal and External Influences</b>	
<p><b>HE.912.PHC.2.1</b> Evaluate how the influences of social media affect physical and/or mental health and the ability to make healthy choices.</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> <p><u>Unit:</u> Nutrition <u>Day:</u> 8 “Media Savvy and Grocery Store Product Manipulation.”</p>
<p><b>HE.912.PHC.2.2</b> Evaluate how environment and personal health are interrelated.</p>	<p><u>Unit:</u> Environmental Health. <u>Day:</u> 1 to 4 “Understanding the Top 10 Environmental Issues” and its personal impact.</p>
<p><b>HE.912.PHC.2.3</b> Analyze how friends and peers influence the health of individuals.</p>	<p><u>Unit:</u> Alcohol <u>Day:</u> 6 “Refusal Skills Activity.” (Responding to pressure lines.)</p>
<p><b>HE.912.PHC.2.4</b> Analyze how family and culture influence the health of individuals.</p>	<p><u>Unit:</u> Cultural Diversity <u>Day:</u> 1 to 4 “The Complexity of Identity: ‘Who Am I?’”</p> <p><u>Unit:</u> Self-esteem and self-identity. <u>Day:</u> All lessons.</p> <p><u>Unit:</u> Cultural Diversity <u>Day:</u> 1 to 4 “Identity, Racism, and Social Justice” topics, articles, videos, and art projects.</p>
<p><b>HE.912.PHC.2.5</b> Analyze how heredity and family history can impact personal health.</p>	<p><u>Unit:</u> Nutrition Unit <u>Day:</u> “Family Medical History Homework.”</p>
<p><b>HE.912.PHC.2.6</b> Predict how healthy behaviors can affect health status.</p>	<p><u>Unit:</u> Community Health <u>Day:</u> All 21 “Community Health Projects” including “Creating Healthy Communities” and “Public Service Announcement Posters.”</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 11 “Healthy Relationships Homework.”</p>

<p><b>HE.912.PHC.2.7</b> Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p>	<p><u>Unit:</u> Empathy <u>Day:</u> 14 “Personal Values Survey and Lesson.”</p> <p><u>Several Units include:</u> “Parent-Teen Communicators.” Topics include sexual health, personal values, depression and suicide, and substance use.</p>
<p><b>HE.912.PHC.2.8</b> Design a social media campaign that positively influences physical and/or mental health.</p>	<p><u>Unit:</u> First Aid <u>Day:</u> 8 “First Aid Heroes Advocacy Project.”</p> <p><u>Unit:</u> Environmental Health <u>Day:</u> All “Environmental Protection Agency EPA Project.”</p>
<p><b>HE.912.PHC.2.9</b> Analyze the impacts of technology and social media on popular culture and personal life.</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 12 “Sexual Abuse and Speaking Up and Standing Up for Self and Others.”</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 11 – 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.</p> <p><u>Unit:</u> Drug <u>Day:</u> Optional. “Be Above the Influence Website and Project.”</p>
<p><b>HE.912.PHC.2.10</b> Demonstrate ethical and responsible use of technology.</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 11 to 13 Sexual abuse, assault, harassment, rape, laws, “Traits of Healthy Versus Unhealthy Relationships Activity,” online safety, dating violence, domestic violence and human trafficking information and poster project.</p>
<p><b>Prevention and Decision Making</b></p>	
<p><b>HE.912.PHC.3.1</b> Determine the value of applying a thoughtful decision-making process in health-related situations.</p>	<p><u>Units:</u> Empathy, Violence, Alcohol and Drugs <u>Day:</u> Varies “WWWWH Decision-Making Homework.”</p>

<p><b>HE.912.PHC.3.2</b> Assess whether individual or collaborative decision making is needed to make a healthy decision.</p>	<p><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.</p>
<p><b>HE.912.PHC.3.3</b> Identify protective factors that help to mitigate the risks of suicide and mental health disorders.</p>	<p><u>Unit:</u> Stress <u>Day:</u> 6+ “Online Stress and Depression, and Suicide Interactive Google Slideshow.”</p>
<p><b>HE.912.PHC.3.4</b> Recognize the signs, symptoms and how to seek treatment or support for mental health disorders.</p>	<p><u>Unit:</u> Stress <u>Day:</u> “Parent-Teen Communicators”. Topics include sexual health, personal values, depression and suicide, and substance use.</p>
<p><b>HE.912.PHC.3.5</b> Recognize the signs and symptoms of suicidal ideations.</p>	<p><u>Unit:</u> Stress <u>Day:</u> 5 “10 Signs of Suicide” and videos.</p>
<p><b>HE.912.PHC.3.6</b> Identify when and who can provide assistance with suicidal ideations.</p>	<p><u>Unit:</u> Stress <u>Day:</u> 7 “Show You Care” activity.</p>
<p><b>HE.912.PHC.3.7</b> Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p>	<p><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.”</p> <p><u>Unit:</u> Drug <u>Day:</u> 1 + 2 “Risk Factors for Addiction Quiz” and “Intervention Activity.”</p>
<p><b>HE.912.PHC.3.8</b> Formulate a plan to attain a personal health goal that addresses strengths, needs, barriers, and risks.</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 18 “Personal Health Survey” and goal-setting.</p> <p><u>Unit:</u> Stress <u>Day:</u> 1 + 2 “Stress Vulnerability Quiz,” goal-setting, and “Being Above the Stress Project.”</p>
<p><b>HE.912.PHC.3.9</b> Implement strategies and monitor progress in achieving a personal health goal.</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 13 Taking “Eating Healthy for Life Survey” and the “Doodle Notes Goal Setting Progress Activity.”</p>

<p><b>HE.912.PHC.3.10</b> Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks, including reproductive health.</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 9 “What is Love?” Worksheet,” and “What is Romance?” Art Project.”</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 11 “Healthy Relationships Homework.”</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 9 “Dating Article,” “What is Love?” Song Lyrics Homework.”</p>
<p><b>Advocacy</b></p>	
<p><b>HE.912.PHC.4.1</b> Justify when professional health services or providers may be required.</p>	<p><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>
<p><b>HE.912.PHC.4.2</b> Propose strategies to reduce or prevent injuries and health problems.</p>	<p><u>Unit:</u> First Aid <u>Day:</u> 1 to 4, and C.P.R., and AED lessons.</p>
<p><b>HE.912.PHC.4.3</b> Develop strategies to combat cyberbullying and online harassment.</p>	<p><u>Unit:</u> Empathy/Violence <u>Day:</u> 15 “Bullying and Empathy Digital Escape Room.”</p>
<p><b>Community and Environmental Health Concepts Strand</b></p>	
<p><u>Florida’s State Health Education Standards:</u></p>	<p><u>How Health Education Today Meets Florida’s State Health Education Standards:</u></p>
<p><b>Core Concepts</b></p>	
<p><b>HE.912.CEH.1.1</b> Interpret the significance of relationships in community health.</p>	<p><u>Unit:</u> Community Health <u>Day:</u> All 21 “Community Health Projects” including “Key Ingredients to</p>

	a Healthy Community.”
<b>HE.912.CEH.1.2</b> Utilize current, accurate data/information to formulate a health-enhancing message.	<u>Unit:</u> Community Health <u>Day:</u> All 21 “Community Health Projects” including “Public Service Announcement Posters.”
<b>HE.912.CEH.1.3</b> Investigate the social determinants of health in a community.	<u>Unit:</u> Community Health <u>Day:</u> All 21 “Community Health Projects” including “Creating Healthy Communities.”
<b>Internal and External Influences</b>	
<b>HE.912.CEH.2.1</b> Assess how the school and community can affect personal health practices and behaviors.	<u>Unit:</u> Nutrition <u>Day:</u> 18 “Personal Health Survey” and goal-setting.*Add school and community focus for goals.
<b>HE.912.CEH.2.2</b> Evaluate how public health policies and government regulations can influence health promotion and disease prevention.	<u>Unit:</u> Community Health <u>Day:</u> 1 to 4 “The Ideal City Project” and students research health topics that affect community health.
<b>HE.912.CEH.2.3</b> Propose strategies to avoid risks on social media and the internet.	<u>Unit:</u> Tobacco <u>Day:</u> 8 and 9 “Ad Appeals Project” and how media manipulates potential buyers.  <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.”
<b>HE.912.CEH.2.4</b> Evaluate how environment and community health are related.	<u>Unit:</u> Environmental Health. <u>Day:</u> 1 to 4 Understanding “The Top 10 Environmental Issues” and their personal impact. *Determine how these 10 issues impact communities.
<b>HE.912.CEH.2.5</b> Predict how healthy behaviors can affect community health status.	<u>Unit:</u> Environmental Health. <u>Day:</u> 4 “Advocacy Skills-Based Activity” where students choose an environmental/community health problem, suggest a solution, and

	create a community flyer to help address the problem.
<b>HE.912.CEH.2.6</b> Analyze how culture supports and challenges health beliefs, practices and behaviors.	<u>Unit:</u> Cultural Diversity <u>Day:</u> 1 to 4 “Identity, Racism, and Social Justice” topics, articles, videos, and art projects.  <u>Unit:</u> Celebrating Cultural Identity <u>Day:</u> 1 to 4 Includes personal heritage research and poster project.
<b>HE.912.CEH.2.7</b> Analyze how the perceptions of norms influence healthy and unhealthy behaviors.	<u>Unit:</u> Sex Ed. <u>Day:</u> 3 “Sexual Pressures Flip Chart Project.”  <u>Unit:</u> Alcohol *Use same survey in Nutrition Unit. <u>Day:</u> 6 “Refusal Skills Activity.” (Responding to pressure lines.)
<b>HE.912.CEH.2.8</b> Evaluate how the social determinants of health impact a community’s health wellbeing and quality of life.	<u>Unit:</u> Cultural Diversity <u>Day:</u> 1 to 4 “Identity, Racism, and Social Justice” topics, articles, videos, and art projects.  <u>Unit:</u> Mental Health <u>Day:</u> Whole Unit “Understanding Mental and Emotional Health and Illness,” and “Problem-Solving Activity.”
<b>HE.912.CEH.2.9</b> Identify computer related laws and analyze their impact on internet safety.	<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. Some laws are given.
<b>Prevention and Decision Making</b>	
<b>HE.912.CEH.3.1</b> Analyze community strategies for prevention, detection, and treatment of communicable and chronic 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.” Also “Non-Communicable Diseases Card Game.”
<b>HE.912.CEH.3.2</b>	<u>Unit:</u> First Aid

Propose community strategies to reduce or prevent injuries and health problems.	<u>Day:</u> 1 to 4, and C.P.R., and AED lessons.
<b>HE.912.CEH.3.3</b> Formulate alternatives to community health-related issues or problems.	<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.
<b>HE.912.CEH.3.4</b> Appraise the potential short-term and long-term outcomes of alternative solutions to community health-related issues or problems.	<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.  <u>Unit:</u> Community Health <u>Day:</u> 1 to 4 “The Ideal City Project” and students research health topics that affect community health.
<b>HE.912.CEH.3.5</b> Examine barriers that can hinder healthy decision making.	<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. Worksheet examines pressures that hinder decision making.
<b>HE.912.CEH.3.6</b> Design a campaign promoting health literacy that would result in a variety of positive health and quality of life outcomes.	<u>Unit:</u> Nutrition <u>Day:</u> 12 Includes “The Benefits of Exercise” and “MyFitnessPal” activities.  <u>Unit:</u> Nutrition <u>Day:</u> 13: “Eating Healthy for Life Survey” and goal-setting “Doodle Notes Activity.”
<b>Advocacy</b>	
<b>HE.912.CEH.4.1</b> Develop a resource that influences and supports others in making positive health choices.	<u>Unit:</u> First Aid <u>Day:</u> 8 “First Aid Heroes Advocacy Project.”

<p><b>HE.912.CEH.4.2</b> Demonstrate leadership skills by advocating for personal, family and community health.</p>	<p><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.</p> <p><u>Unit:</u> Tobacco <u>Day:</u> Optional Day 10+ “Vaping Dangers Newsletter” and “Anti-Tobacco Advocacy Group Video.”</p>
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**Consumer Health Concepts Strand**

<u>Florida’s State Health Education Standards:</u>	<u>How Health Education Today Meets Florida’s State Health Education Standards:</u>
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**Core Concepts**

<p><b>HE.912.CH.1.1</b> Evaluate the relationship between access to health care and health status.</p>	<p><u>Unit:</u> Community Health <u>Day:</u> Varies Activities include “Family Health,” and “Health and Fitness Career Assignment.” *Add health status to these assignments.</p>
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<p><b>HE.912.CH.1.2</b> Describe resources or services that facilitate achieving a personal health goal.</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. *Add a personal goal.</p>
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**Internal and External Influences**

<p><b>HE.912.CH2.1</b> Adapt health messages and communication techniques to a specific target audience using various media.</p>	<p><u>Unit:</u> Conflict Resolution Unit: <u>Day:</u> 6 + 7 “Communication Survey” and “Good Communication Fortune Cookie Project.”</p> <p><u>Unit:</u> Tobacco <u>Optional Day:</u> 10+ “Vaping Dangers Newsletter” or “Anti-Tobacco Advocacy Group Video Project.”</p>
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<p><b>HE.912.CH.2.2</b></p>	<p><u>Unit:</u> Sex Ed.</p>
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Evaluate the effect of media/social media on personal and family health.	<p><u>Day:</u> 12 “Sexual Abuse and “Speaking up and standing up for self and Others,” and domestic violence information.</p> <p><u>Unit:</u> Sex Ed.  <u>Day:</u> 11 – 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.</p>
<b>Prevention and Decision Making</b>	
<p><b>HE.912.CH.3.1</b>  Authenticate the validity of health information and resources.</p>	<p><u>Unit:</u> Drug  <u>Day:</u> 7 “Marijuana True False Quiz” with information on choosing reliable sources.</p>
<p><b>HE.912.CH.3.2</b>  Verify the validity of health information, products, and services.</p>	<p><u>Unit:</u> Body Systems  <u>Day:</u> 1 to 3 ”QR CODES to body systems information from reliable sources.</p>
<b>Advocacy</b>	
<p><b>HE.912.CH.4.1</b>  Justify the use of valid technologies to gather health information.</p>	<p><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 the dangers of giving out personal info online.</p>
<b>Resiliency Education Strand</b>	
<u>Florida’s State Health Education Standards:</u>	<u>How Health Education Today Meets Florida’s State Health Education Standards:</u>
<b>Character</b>	
<b>HE.912.R.1.1</b>	<u>Unit:</u> Conflict Resolution

Demonstrate effective and respectful communication skills and strategies	<u>Day:</u> All “I Statements,” “Conflict ‘SO-QUIC’ Resolution Model.” <u>Unit:</u> Beginning a Term <u>Day:</u> 2 Communication skill building.
<b>HE.912.R.1.2</b> Demonstrate empathy in a variety of contexts and situations.	<u>Unit:</u> Empathy <u>Day:</u> All Days “Empathy Homework,” “Labels, Stereotypes, Prejudisms, Bullying, and Forgiveness.”
<b>HE.912.R.1.1</b> Adjust behavior to respect the needs of others.	<u>Unit:</u> Empathy <u>Day:</u> 1 “Empathy Survey” and homework assignment follow-up.  <u>Unit:</u> Empathy <u>Day:</u> 7 and 15 “Self-Esteem Survey” and bullying activities.
<b>Personal Responsibility</b>	
<b>HE.912.R.2.1</b> Describe the importance of leadership skills in the school and the community.	<u>Unit:</u> Stress <u>Day:</u> 1 + 2 “Being Above the Stress Project.” *Include leadership skills as part of poster.
<b>HE.912.R.2.2</b> Analyze different perspectives to inform responsible decision-making.	<u>Unit:</u> Alcohol, Drugs, and Empathy/Violence <u>Day:</u> Varies “WWWWH Decision-Making Homework.”
<b>HE.912.R.2.3</b> Formulate a plan to attain a personal goal that addresses strengths, needs, and risks.	<u>Unit:</u> Mental Health <u>Day:</u> All lessons: Understanding mental and emotional health and illness, and “Problem-Solving Activity.”
<b>HE.912.R.2.4</b> Implement strategies and monitor progress in achieving a personal goal.	<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,” and goal-setting.
<b>HE.912.R.2.5</b> Formulate an effective long-term plan to include all dimensions	<u>Unit:</u> Mental Health <u>Day:</u> Whole Unit “Understanding Mental and Emotional Health and

of wellness.	Illness,” and “Problem-Solving Activity.”
<b>HE.912.R.2.6</b> Analyze how actions and reactions can influence one to respond in different situations.	<u>Unit:</u> Dangerous Decisions <u>Day:</u> All Reading true story articles about dangerous teen decisions and sharing with group or whole class.
<b>HE.912.R.2.7</b> Evaluate strategies that assist with managing challenges or setbacks.	<u>Unit:</u> Nutrition <u>Day:</u> 13 “Eating Healthy for Life Survey” (Includes healthy strategies.)
<b>Mentorship and Citizenship</b>	
<b>HE.912.R.3.1</b> Identify benefits of voting, volunteering, mentoring, and seeking leadership positions.	<u>Unit:</u> Environmental Health <u>Day:</u> All “Environmental Protection Agency EPA Project.”  <u>Unit:</u> Community Health <u>Day:</u> All 21 “Community Health Projects” including “Creating Healthy Communities” and “Public Service Announcement Posters.” *Poster requirement could include voting or leadership positions.
<b>HE.912.R.3.2</b> Analyze ways a leader can inspire confidence and motivate others.	<u>Unit:</u> Empathy/Violence <u>Day:</u> “Assertiveness Survey,” being assertive and not aggressive, and more. *Include examples of how successful leaders are assertive, but not aggressive.
<b>HE.912.R.3.3</b> Analyze situations and demonstrate strategies to engage in respectful debate.	<u>Unit:</u> Conflict Resolution <u>Day:</u> 3 “Questioning Skills” activity.  <u>Unit:</u> Alcohol <u>Day:</u> 6 “Refusal Skills Lesson.” (Includes respectful ways to say “No.”)  <u>Unit:</u> Empathy/Violence <u>Day:</u> “Assertiveness Survey,” being assertive and not aggressive, and more.
<b>Critical Thinking and Problem-Solving.</b>	

<p><b>HE.912.R.4.1</b> Analyze the importance of character and grit to achieve successful outcomes.</p>	<p><u>Unit:</u> Empathy <u>Day:</u> 14 “Personal Values Survey and Lesson.”</p>
<p><b>HE.912.R.4.2</b> Generate and apply alternative solutions when solving problems or resolving conflict.</p>	<p><u>Unit:</u> Conflict Resolution <u>Day:</u> 3 to 5 “I” Statements,” “Conflict ‘SO-QUIC’ Resolution Model.”</p>
<p><b>HE.912.R.4.3</b> Describe ways to anticipate, avoid or de-escalate conflicts.</p>	<p><u>Unit:</u> Conflict Resolution <u>Day:</u> 5 “Conflict Escalators and De-Escalators” from reality show examples.</p>
<p><b>HE.912.R.4.4</b> Identify the importance of perseverance when facing difficulty solving a problem.</p>	<p><u>Unit:</u> Empathy <u>Day:</u> Alternate “Confidence in the Face of Bullies” lesson and art project.</p>
<p><b>Substance Use and Abuse Strand</b></p>	
<p><u>Florida’s State Health Education Standards:</u></p>	<p><u>How Health Education Today Meets Florida’s State Health Education Standards:</u></p>
<p><b>Health Promotion and Disease Prevention Concepts</b></p>	
<p><b>HE.912.SUA.1.1</b> Differentiate between various levels of alcohol consumption and its effects on the body.</p>	<p><u>Unit:</u> Alcohol <u>Day:</u> 1 to 6 “How Alcohol Affects all Body Organs Activity,” and “Refusal Skills Lesson.”</p>
<p><b>HE.912.SUA.1.2</b> Analyze how moderate and excessive alcohol consumption can contribute to risky, unsafe behaviors and consequences.</p>	<p><u>Unit:</u> Alcohol <u>Day:</u> 1 to 6 “Alcoholism Video and Lesson” and “Drinking and Driving Laws Quiz.”</p>
<p><b>HE.912.SUA.1.2</b> Analyze the long-term health risks associated with alcohol misuse including physical and neurological damage.</p>	<p><u>Unit:</u> Alcohol <u>Day:</u> 1 to 6 “Alcoholism Video and Lesson” and “Fetal Alcohol Syndrome.”</p>

<p><b>HE.912.SUA.1.4</b> Analyze how alcohol, marijuana/THC, tobacco, nicotine, and/or drug use can impede goals, activities, achievements, and college and career readiness.</p>	<p><u>Unit:</u> Drug <u>Day:</u> 5 “The Truth About Marijuana Video and Review Sheet” and “Why Teens Us Drugs” activity.</p>
<p><b>HE.912.SUA.1.5</b> Analyze the physical, mental, social and legal consequences of marijuana/THC use.</p>	<p><u>Unit:</u> Drug <u>Day:</u> 5 “The Truth About Marijuana Video and Review Sheet,” and videos on the dangers of THC for teens.</p>
<p><b>HE.912.SUA.1.6</b> Examine the effects of marijuana/THC and vaping on brain function and development.</p>	<p><u>Unit:</u> Tobacco <u>Optional Day:</u> 10+ “Vaping Dangers Newsletter” or “Anti-Tobacco Advocacy Group Video Project.”</p>
<p><b>HE.912.SUA.1.7</b> Differentiate between the three major categories of prescription drugs and describe the purposes and side effects.</p>	<p><u>Unit:</u> Drug <u>Day:</u> All drug categories are covered with information, videos, and various activities.</p> <p><u>Unit:</u> Drug <u>Day:</u> 8 “Narcotics Pharm Party” activity.</p>
<p><b>HE.912.SUA.1.8</b> Analyze signs and symptoms of prescription drug and/or illicit drug misuse and overdose.</p>	<p><u>Unit:</u> Drug <u>Day:</u> 9 “Synthetic Drugs” activity and art project.</p> <p><u>Unit:</u> Drug <u>Day:</u> Optional “Over the Counter Medications Activity.”</p>
<p><b>HE.912.SUA.1.9</b> Summarize the risks and consequences of misusing and sharing prescription drugs and/or illicit drugs.</p>	<p><u>Unit:</u> Drug <u>Day:</u> 4 “Drugs Are Bad” slideshow and true stories of the negative consequences of teen drug use.</p> <p><u>Unit:</u> Drug <u>Day:</u> 7 “How Marijuana Affects Motivation” activity.</p>
<p><b>HE.912.SUA.1.10</b> Analyze the short- and long-term physical, psychological, financial, and social consequences of tobacco, nicotine use, and/or vaping.</p>	<p><u>Unit:</u> Tobacco <u>Day:</u> 3 to 5 “Tobacco Brochures” (Includes tobacco and vaping dangers information.)</p> <p><u>Unit:</u> Tobacco</p>

Optional Day 10+ "Vaping Dangers Newsletter."

**Internal and External Influences**

**HE.912.SUA.2.1**

Analyze the legal, mental and social consequences of underage consumption of alcohol.

Unit: Alcohol

Day: 1 to 7 "How Alcohol Affects all Body Organs Activity," refusal skills lessons, alcoholism, and "Drinking and Driving Laws Quiz."

**HE.912.SUA.2.2**

Distinguish how external factors, including industry practices, can influence behaviors related to tobacco, nicotine use, and/or vaping.

Unit: Tobacco

Optional Day 10+ "Anti-Tobacco Advocacy Group Video"

**Access to Valid Information, Products and Services**

**HE.912.SUA.3.1**

Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse and/or abuse.

Unit: Drug

Day: Optional "Guest speaker" activity. (School resource officers, or outside agencies come speak to classes.)

**HE.912.SUA.3.2**

Assess and examine the misconceptions and perceived norms that surround marijuana/THC and factors that contribute and influence decisions regarding usage.

Unit: Drug

Day: 7 "Marijuana True False Quiz" and "Marijuana Card Game" (Compares teens using Marijuana and not using.)

Unit: Tobacco

Day: 8 + 9 "Ad Appeals Project."

**HE.912.SUA.3.3**

Evaluate the accessibility of effective nicotine cessation products and services.

Unit: Tobacco

Day: 3 to 5 The truth about tobacco companies, including websites and videos. (Stanford University vaping info is included.)

**Communication Skills and Resilient Behaviors to Reduce Health Risks**

**HE.912.SUA.4.1**

Unit: Conflict Resolution

<p>Propose strategies that can reduce health risks for self and others for potential pressures at the college or career level.</p>	<p><u>Day:</u> 6 “Communications Survey.”  <u>Unit:</u> Alcohol  <u>Day:</u> 6 “Refusal Skills Activity.”</p> <p><u>Unit:</u> Empathy/Violence  <u>Day:</u> “Assertiveness Survey” and being assertive and not aggressive.</p>
<p><b>Advocacy for Personal, Family and Community Health</b></p>	
<p><b>HE.912.SUA.5.1</b>  Plan how to effectively ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs.</p>	<p><u>Several Units include:</u> “Parent-Teen Communicators.” Topics include sexual health, personal values, depression and suicide, substance use.</p> <p><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>
<p><b>HE.912.SUA.5.2</b>  Utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.</p>	<p><u>Unit:</u> Drug  <u>Day:</u> Optional “Drug Research Project,” and “Drug Posters.”</p> <p><u>Unit:</u> Drug  <u>Day:</u> Optional. “Be Above the Influence Website and Art Project.”</p>
<p><b>HE.912.SUA.5.3</b>  Propose strategies for prevention, detection and treatment options for youth who misuse, are dependent on or are addicted to alcohol, marijuana/THC, nicotine, tobacco, vaping, and other drugs.</p>	<p><u>Several Units include:</u> “Parent-Teen Communicators”. Topics include sexual health, personal values, depression and suicide, and substance use. (These include resource suggestions and links.)</p> <p><u>Unit:</u> Tobacco  <u>Day:</u> 1 to 5 Tobacco dangers, e-Cigarette risks, money spent on tobacco, habits, and addictions.</p> <p><u>Unit:</u> Alcohol  <u>Day:</u> 5 “ACE’s Adverse Childhood Experiences Lesson.”</p> <p><u>Unit:</u> Drug  <u>Day:</u> 1 + 2 “Risk Factors for Addiction Quiz and Help Resources.”</p>