

**High School Health Education
Course: Health II**

Introduction to Health Unit		
Lesson Number	Lesson Topic	MSDE Standards
1	Goal-Setting Skill Review & Wellness Day 1	<p>Skill Performance Indicator:</p> <ul style="list-style-type: none"> Assess personal health practices and overall health status. (6.HS.a) <p>Content Performance Indicator:</p> <ul style="list-style-type: none"> Evaluate the interrelationship of physical, mental, emotional, social, environmental, and spiritual health. (1a.HS2.2) Evaluate a variety of strategies to improve personal wellness. (1a.HS2.3)
2	Goal-Setting Skill Review & Wellness Day 2	<p>Skill Performance Indicator:</p> <ul style="list-style-type: none"> Implement strategies and monitor progress in achieving a personal health goal. (6.HS.c) <p>Content Performance Indicator:</p> <ul style="list-style-type: none"> Describe how reflecting on personal interests, qualities, strengths, and beliefs can increase self-awareness, satisfaction, and empathy. (1a.HS2.7) Develop strategies to promote personal growth, increased self-awareness, satisfaction, and empathy. (1a.HS2.8) Apply strategies to improve personal wellness. (1a.HS2.4)

Self-Management for Disease Prevention and Control Unit		
Lesson Number	Lesson Topic	MSDE Standards
1	Health is an Individual and Collective Responsibility Part 1	<p>Skill Performance indicators:</p> <ul style="list-style-type: none"> Analyze how the culture supports and challenges health beliefs, practices, and behaviors. (2.HS.b) Analyze how the perceptions of norms influence healthy and unhealthy behaviors. (2.HS.g) Analyze the influence of personal values and beliefs on individual health practices and behaviors. (2.HS.h) Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. (2.HS.i) Analyze how public health policies and government regulations can influence health promotion and disease prevention. (2.HS.j) <p>Content Performance indicators:</p> <ul style="list-style-type: none"> Evaluate the roles of the individual and society in disease prevention. (1f.HS2.4)
2	What Impacts Health? Exploring Risk and Protective Factors	<p>Skill Performance indicators:</p> <ul style="list-style-type: none"> Analyze the influence of personal values and beliefs on individual health practices and behaviors. (2.HS.h) Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. (2.HS.i) Analyze the role of individual responsibility in enhancing health. (7.HS.a) <p>Content Performance indicators:</p> <ul style="list-style-type: none"> Evaluate factors that contribute to major chronic diseases including, race, economic status, and access to services. (1f.HS2.1)

High School Health Education Course: Health II

3	Avoiding and Reducing Health Risks to Self and Others through Screenings and Immunizations	<p>Skill Performance indicators:</p> <ul style="list-style-type: none"> Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. (7.HS.c) <p>Content Performance indicators:</p> <ul style="list-style-type: none"> Evaluate important health screenings and assessments, immunizations, checkups, and examinations to maintain good health. (1f.HS2.2) Explain why it is important to know the STI/HIV status of oneself and of a potential sexual partner. (1f.HS2.3)
4	Popular Fads and Personal Status	<p>Skill Performance indicators:</p> <ul style="list-style-type: none"> Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. (7.HS.c) <p>Performance indicators:</p> <ul style="list-style-type: none"> Summarize the potential health and social consequences of popular fads or trends such as tanning beds, body piercing, and tattooing. (1f.HS2.7) Analyze choices related to organ donation. (1f.HS2.8)
5	Health is an Individual and Collective Responsibility Part 2	<p>Skill Performance indicators:</p> <ul style="list-style-type: none"> Analyze the role of individual responsibility in enhancing health. (7.HS.a) <p>Performance indicators:</p> <ul style="list-style-type: none"> Examine society's historical impact on investigating the prevalence and treatment of disease in communities based on race, sexual orientation, and culture. (1f.HS2.5) Examine the potential causes for sleep disparities. (1f.HS2.6) Analyze the disproportionate health impact of human-induced environmental change in communities. (1f.HS2.9)

Self-Management for Mental and Emotional Health Unit

Lesson Number	Lesson Topic	MSDE Standards
1	Asking for Help	<p>Skill Performance Indicator:</p> <ul style="list-style-type: none"> Utilize skills for communicating effectively with family, peers, and others to enhance health. (4.HS.a) Demonstrate how to ask for and offer assistance to enhance the health of self and others. (4.HS.d) <p>Content Performance Indicator:</p> <ul style="list-style-type: none"> Identify strategies for supporting another person in seeking professional guidance or help from a trusted adult. (1a.HS2.9) Summarize the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. (1a.HS2.16) Investigate the relationship between health-seeking behaviors and mistrust in communities. (1a.HS2.22)
2	Disordered Eating & Seeking Help	<p>Skill Performance Indicator:</p> <ul style="list-style-type: none"> Demonstrate how to ask for and offer assistance to enhance the health of self and others. (4.HS.d) <p>Content Performance Indicator:</p> <ul style="list-style-type: none"> Explain the effects of eating disorders on health. (1a.HS2.18) Differentiate between a positive and negative body image. (1a.HS2.19) Evaluate the potential mental and physical consequences of disordered eating and why it is important to seek professional help. (1a.HS2.20)

**High School Health Education
Course: Health II**

3	Personal Responsibility for Mental and Emotional Health	<p>Skill Performance Indicator:</p> <ul style="list-style-type: none"> • Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. (7.HS.c) <p>Content Performance Indicator:</p> <ul style="list-style-type: none"> • Evaluate impulsive behaviors and strategies for managing them. (1a.HS2.14)
4	Socio-Cultural & Political Factors: Impact on Health and Well-Being	<p>Skill Performance Indicator: N/A</p> <p>Content Performance Indicator:</p> <ul style="list-style-type: none"> • Analyze how pro-social behaviors can benefit overall health. (1a.HS2.1) • Evaluate the impact of social inequities on emotions and relationships. (1a.HS2.5) • Investigate the relationship between health-seeking behaviors and mistrust in communities. (1a.HS2.22)
5	Technology & Health – Does it Help or Hinder?	<p>Skill Performance Indicator:</p> <ul style="list-style-type: none"> • Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. (7.HS.c) <p>Content Performance Indicator:</p> <ul style="list-style-type: none"> • Analyze the impact of social media on the dimensions of wellness. (1a.HS2.17) • Analyze how pro-social behaviors can benefit overall health. (1a.HS2.1)
6	Mental Health Challenges (Depression, Grief, and Suicide)	<p>Skill Performance Indicator:</p> <ul style="list-style-type: none"> • Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. (7.HS.b) • Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. (7.HS.c) <p>Content Performance Indicator:</p> <ul style="list-style-type: none"> • Explore the impact of empathy on mental and emotional health. (1a.HS2.6) • Evaluate causes, symptoms, and effects of depression. (1a.HS2.15) • Summarize stages of grief and loss and explore coping strategies for self and others. (1a.HS2.21)
7	The Impact of Stress and Anxiety on Health and Well-Being	<p>Skill Performance Indicator:</p> <ul style="list-style-type: none"> • Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. (7.HS.b) • Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. (7.HS.c) <p>Content Performance Indicator:</p> <ul style="list-style-type: none"> • Evaluate internal stressors at home, in school, and with friends. (1a.HS2.10) • Evaluate external stressors at home, in school, and with friends including poverty, violence, and racism. (1a.HS2.11) • Analyze the causes, symptoms, and effects of anxiety. (1a.HS2.12) • Evaluate effective strategies for dealing with stress, anxiety, and anger. (1a.HS2.13)
8	Evaluating Sources of Support	<p>Skill Performance Indicator:</p> <ul style="list-style-type: none"> • Utilize skills for communicating effectively with family, peers, and others to enhance health. (4.HS.a) • Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. (7.HS.b) <p>Content Performance Indicator:</p> <ul style="list-style-type: none"> • Evaluate the effects of addiction on self, community, and others. (1a.HS2.23) • Evaluate sources of support for people who suffer from addiction. (1a.HS2.24) • Evaluate community services for addiction treatment. (1a.HS2.25)

**High School Health Education
Course: Health II**

9	Finding Support and Resources for Self-Harm	<p>Skill Performance Indicator:</p> <ul style="list-style-type: none"> Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. (7.HS.b) <p>Content Performance Indicator:</p> <ul style="list-style-type: none"> Identify local and community resources and services to help someone who is self-harming. (1a.HS2.26) Summarize local and community facilities and services for assistance with mental and emotional health challenges. (1a.HS2.27)
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Advocacy for Safety and Violence Prevention Unit

Lesson Number	Lesson Topic	MSDE Standards
1	Are we Just Talking, or is it Conflict?	<p>Skill Performance Indicator:</p> <ul style="list-style-type: none"> Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. (4.HS.c) <p>Content Performance Indicator:</p> <ul style="list-style-type: none"> Evaluate impulsive behaviors and strategies for managing them. (1a.HS2.14) Analyze how involvement in gangs and hate crimes contribute to violence. (1d.HS2.4)
2	Socio-Cultural & Political Factors: Impact on Health and Well-being	<p>Skill Performance Indicator:</p> <ul style="list-style-type: none"> Adapt health messages and communication techniques to specific target audience. (8.HS.d) Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. (4.HS.c) <p>Content Performance Indicator:</p> <ul style="list-style-type: none"> Examine the ways in which emergency response varies based on socio cultural and socio-political factors. (1d.HS2.1) Analyze the impact and consequences of media influences on socio-cultural and socio-political factors. (1d.HS2.2, 1d.HS2.3)
3	Laws, Policies, Reporting, and Community Resources for Safety & Violence Prevention	<p>Skill Performance Indicator:</p> <ul style="list-style-type: none"> Work cooperatively as an advocate for improving personal, family and community health. (8.HS.c) <p>Content Performance Indicator:</p> <ul style="list-style-type: none"> Analyze laws, policies, and consequences related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, child sexual abuse images (child pornography), and human sex trafficking that are designed to protect young people. (1d.HS2.7) Examine multiple ways to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and human sex trafficking. (1d.HS2.8) Investigate community resources for victims of sexual violence. (1d.HS2.9)
4	Advocating for Policies that Promote Respect, Safety, and Equity for all	<p>Skill Performance Indicator:</p> <ul style="list-style-type: none"> Work cooperatively as an advocate for improving personal, family and community health. (8.HS.c) Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. (4.HS.c) <p>Content Performance Indicator:</p> <ul style="list-style-type: none"> Advocate for safe environments that encourage dignified, respectful, and appropriate behavior. (1d.HS2.5) Advocate for the innocence of a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited. (1d.HS2.10)

**High School Health Education
Course: Health II**

- Investigate the impact that group norms and the shared understandings related to bystander intervention have on health outcomes. (1d.HS2.11)

Advocacy for Substance Abuse Prevention Unit

Lesson Number	Lesson Topic	MSDE Standards
1	Evaluating Sources of Support for Addiction	<p>Skill Performance Indicator:</p> <ul style="list-style-type: none"> Evaluate the validity of health information, products, and services. (3.HS.a) <p>Content Performance Indicators:</p> <ul style="list-style-type: none"> Compare and contrast community resources for substance use/abuse to meet the needs of individuals and families affected by addiction. (1b.HS2.9)
2	Substance Use Situations and Trends	<p>Skill Performance Indicator:</p> <ul style="list-style-type: none"> Demonstrate how to influence and support others to make positive health choices. (8.HS.b) <p>Content Performance Indicators:</p> <ul style="list-style-type: none"> Evaluate situations that could lead to the use of alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances. (1b.HS2.1)
3	Drugs and Risk – Day 1	<p>Skill Performance Indicators:</p> <ul style="list-style-type: none"> Demonstrate how to influence and support others to make positive health choices. (8.HS.b) <p>Content Performance Indicators:</p> <ul style="list-style-type: none"> Analyze the risks associated with and dangers of driving while under the influence of alcohol, opioids, marijuana products, performance-enhancing substances, and other trending drugs or substances. (1b.HS2.2) Explain the risks associated with using alcohol, opioids, marijuana products, performance-enhancing substances, or other trending drugs or substance while driving a motor vehicle. (1b.HS2.3) Analyze the relationship between using alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other drugs and substances with other health risks, such as unintentional injuries, violence, suicide, and sexual risk behaviors. (1b.HS2.8)
4	Drugs and Risk – Day 2	<p>Skill Performance Indicators:</p> <ul style="list-style-type: none"> Utilize accurate peer and societal norms to formulate a health enhancing message. (8.HS.a) Demonstrate how to influence and support others to make positive health choices. (8.HS.b) <p>Content Performance Indicators:</p> <ul style="list-style-type: none"> Analyze the dangers of using drugs or substances in combination. (1b.HS2.4) Analyze 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.HS2.5) Explain the effects of using alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other drugs and substances during pregnancy. (1b.HS2.7) Investigate the safe disposal and negative environmental impact of medicines, nicotine products, and other drugs. (1b.HS2.11)

**High School Health Education
Course: Health II**

5	Socio-Cultural Factors & Substance Use	<p>Skill Performance Indicators:</p> <ul style="list-style-type: none"> Utilize accurate peer and societal norms to formulate a health enhancing message. (8.HS.a) Demonstrate how to influence and support others to make positive health choices. (8.HS.b) <p>Content Performance Indicators:</p> <ul style="list-style-type: none"> Describe the legal issues related to using drugs and substances including the disproportionate rates of incarceration of specific racial and ethnic groups. (1b.HS2.6) Examine historical practices that increase the likelihood of substance use within communities. (1b.HS2.10)
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Advocacy for Healthy Relationships and Sexual Health Unit		
Lesson Number	Lesson Topic	MSDE Standards
1	Healthy Relationships & Consent	<p>Skill Performance Indicators:</p> <ul style="list-style-type: none"> Adapt health messages and communication techniques to a specific target audience. (8.HS.d) <p>Content Performance Indicators:</p> <ul style="list-style-type: none"> Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem. (1c.HS2.1) Describe effective ways to communicate consent, personal boundaries, and preferences as they relate to sexual behavior. (1c.HS2.2) Analyze factors that can influence the ability to give and receive sexual consent. (1c.HS2.4)
2	Healthy Relationships, Consent & Sexually Explicit Media	<p>Skill Performance Indicators:</p> <ul style="list-style-type: none"> Utilize accurate peer and societal norms to formulate a health-enhancing message. (8.HS.a) <p>Content Performance Indicators:</p> <ul style="list-style-type: none"> Evaluate the potentially positive and negative roles of technology and social media in relationships. (1c.HS2.3) Evaluate the impact sexually explicit media can have on one's perceptions of, and expectations for, a healthy relationship. (1c.HS2.15) Analyze the federal and state laws that impact young people's sexual health rights, ability to give and receive sexual consent, and engagement with sexually explicit media. (1c.HS2.16)
3	Gender Identity & Expression, Sexual Orientation & Identity	<p>Skill Performance Indicators:</p> <ul style="list-style-type: none"> Work cooperatively as an advocate for improving personal, family, and community health. (8.HS.c) <p>Content Performance Indicators:</p> <ul style="list-style-type: none"> Examine the impact of gender expression and gender identity on members of marginalized communities and analyze the intersectionality of race, culture, and gender for members of those communities. (1c.HS2.5) Differentiate between sexual orientation, sexual behavior, and sexual identity. (1c.HS2.6) Analyze how school and community programs and policies can promote dignity and respect for people of all sexual orientations and gender identities and expressions. (1c.HS2.7)

**High School Health Education
Course: Health II**

4	Anatomy, Physiology & Sexual Health	<p>Skill Performance Indicators:</p> <ul style="list-style-type: none"> • Work cooperatively as an advocate for improving personal, family, and community health. (8.HS.c) <p>Content Performance Indicators:</p> <ul style="list-style-type: none"> • Summarize human reproductive systems including medically accurate names for internal and external genitalia and their functions. (1c.HS2.8) • Summarize community services and resources related to sexual and reproductive health. (1c.HS2.13) • Explain the laws related to reproductive and sexual health care services (e.g. contraception, pregnancy options, safe surrender policies, prenatal care). (1c.HS2.14)
5	Sexual Health: Contraceptives – Pregnancy & STI Prevention	<p>Skill Performance Indicators:</p> <ul style="list-style-type: none"> • Demonstrate how to influence and support others to make positive health choices. (8.HS.b) <p>Content Performance Indicators:</p> <ul style="list-style-type: none"> • Compare and contrast types of contraceptive and disease-prevention methods. (1c.HS1.15) • Demonstrate the steps to using barrier methods correctly (e.g. external and internal condoms and dental dams). (1c.HS2.11)
6	Sexual Health – STIs & Prevention	<p>Skill Performance Indicators:</p> <ul style="list-style-type: none"> • Demonstrate how to influence and support others to make positive health choices. (8.HS.b) <p>Content Performance Indicators:</p> <ul style="list-style-type: none"> • Summarize common symptoms, or lack thereof, of and treatments for STIs, including HIV. (1c.HS2.10) • Identify the efficacy of biomedical approaches to prevent STIs, including HIV (e.g., hepatitis B vaccine, HPV vaccine, and PrEP, PEP). (1c.HS2.12)

**High School Health Education
Course: Health II**

Advocacy for Healthy Eating Unit		
Lesson Number	Lesson Topic	MSDE Indicators
1	Decision Making & The Impact of Food Choices on the Environment	<p>Skill Performance Indicator:</p> <ul style="list-style-type: none"> Examine barriers that can hinder healthy decision-making. (5.HS.a) <p>Content Performance Indicator:</p> <ul style="list-style-type: none"> Analyze how food choices impact the environment. (1e.HS2.6)
2	Advocates on a Mission	<p>Skill Performance Indicator:</p> <ul style="list-style-type: none"> Utilize accurate peer and societal norms to formulate a health enhancing message. (8.HS.a) Demonstrate how to influence and support others to make positive health choices. (8.HS.b) <p>Content Performance indicator:</p> <ul style="list-style-type: none"> N/A
3	Nutrient-Dense Foods, Balanced Eating, and Physical Activity	<p>Skill Performance Indicator:</p> <ul style="list-style-type: none"> N/A– Functional Knowledge Lesson <p>Content Performance indicator:</p> <ul style="list-style-type: none"> Utilize the U.S. Dietary Guidelines for Americans to plan a balanced eating routine. (1e.HS2.1) Summarize the importance of balanced eating and physical activity in optimizing personal health. (1e.HS2.2) Explain how to incorporate eating a variety of nutrient-dense foods to meet daily nutrient requirements. (1e.HS2.4) Evaluate similar food choices using nutrition facts labels. (1e.HS2.5)
4	Role of Food Production on Health and Well-being and Food Access & Marketing	<p>Skill Performance Indicator:</p> <ul style="list-style-type: none"> Utilize accurate peer and societal norms to formulate a health enhancing message. (8.HS.a) Work cooperatively as an advocate for improving personal, family and community health. (8.HS.c) <p>Content Performance Indicator:</p> <ul style="list-style-type: none"> Describe the impact of food production and preparation methods on food nutrient value. (1e.HS2.3) Evaluate the role of community food access and determine community-level support or action. (1e.HS2.7) Explain the impact of food access and targeted marketing on different communities including the psychological, personal, and economic effects. (1e.HS2.8)