

Unit 1			
Social/Emotional			
Duration			Assessed
Priority Standard(s)	FS2A9b	Describe patterns of physical, social, and mental/emotional health that promote healthy long-term relationships (e.g., dating, work environment, friendship, and marriage)	
Supporting Standard(s)	FS2A9a	Cite evidence that supports the rights both individuals and the communities have when making social health decisions	
	FS2B9a	Develop a list of attributes needed to live effectively with others	
	FS2C9b	Predict how the dynamics of relationships with family, groups, and community change as the individual matures	
	ME3A9a	Evaluate the role the media can play in influencing young adults' self concept by idealizing body image and elite performance levels of famous people	
	ME3A9b	Analyze the health claims that the media make and their impact on physical, mental/emotional, and social health.	
	ME4A9a	Apply practices that preserve and enhance the safety and health of others (e.g., conflict resolution, peer mediation, seeking adult or professional consultation, stress management, goal setting, decision-making, assertive behavior, resisting peer pressure, asset development)	
	ME4D9a	Create a plan using life management skills to address personal and social concerns that are a part of daily living (e.g., learning to manage time and stress, setting goals, dealing with conflicts, working collaboratively)	
	RA1A9a	Describe the effects of positive lifestyles behaviors on the occurrence of disease (e.g., sunscreen, physical activity, diet, sleep, stress management)	

Unit 2			
Nutrition			
Duration			Assessed
Priority Standard(s)	ME2A9a	Assess key nutrients and their specific functions and influences on body processes (e.g., disease prevention)	
	ME2B9c	Analyze food choices and discuss how it should be used to develop a proper diet	
		Design a nutritional plan and fitness program based on the relationship between food intake and activity level with regard to weight management and healthy living (e.g., caloric intake, calorie expenditure, weight gain, weight maintenance, and safe weight loss)	
	ME2E9a		
Supporting Standard(s)	ME1B9a	Discuss the concept of preventive care and its importance in maintaining and improving health	
	ME2A9b	Assess how nutritional needs change throughout the life cycle	
	ME2B9a	Prove how a well-balanced diet that is low in fat, high in fiber, vitamins and minerals can reduce the risk of certain disease	
	ME2B9b	Investigate and analyze the factors that influence dietary choices (e.g., lifestyle, ethnicity, family, media, and advertising)	
	ME2C9a	Apply concepts using food labels to meet the dietary needs of individuals for a healthy lifestyle (e.g., diabetes, lactose intolerance, food allergies)	
	ME2D9a	Discuss the cause and effect relationships that influence a safe food supply (e.g., regulatory agencies, food handling and production, food storage techniques, pesticides, additives, bioterrorism)	
	ME3B9a	Analyze the reliability of health care information, services and products that could affect consumer decision-making (e.g., finding specialists such as CDC, county health departments, extension centers; insurance carriers, clinics, hospitals, OB/GYN, and emergency rooms)	
	RA1A9a	Describe the effects of positive lifestyles behaviors on the occurrence of disease (e.g., sunscreen, physical activity, diet, sleep, stress management)	

Unit 3			
Fitness			
Duration			Assessed
Priority Standard(s)	ME1D9a	Analyze factors (e.g., time, cost, accessibility) and benefits (physical and psychological) related to regular participation in physical activity	
	ME1D9b	Analyze present fitness levels to create a personal fitness plan which meets current and future needs necessary for the maintenance of total fitness	
Supporting Standard(s)	ME4E9a	Develop a list of intervention skills that can be used to prevent violence and describe when and how to use these skills	
	RA3A9a	Assess the short and long-term effects that performance enhancing aids have on the body processes (e.g., liver damage, heart failure, brain aneurysm, anger, "road rage," acne, violence, memory loss, hepatitis, HIV) and on individuals and society (e.g., body image, obsession with winning, violent behavior, black market/illegal purchases)	

Unit 4			
Mental Disorder			
Duration			Assessed
Priority Standard(s)	FS2C9a	Compare and contrast constructive versus destructive defense mechanisms as a means for handling one's emotions	
Supporting Standard(s)			

Unit 5			
Violence			
Duration			Assessed
Priority Standard(s)	ME4E9a	Develop a list of intervention skills that can be used to prevent violence and describe when and how to use these skills	
	RA2A9a	Describe and analyze methods that can be effective in preventing societal problems affecting teens (e.g., rape, assault, homicide, and other personal safety risks, gangs)	
Supporting Standard(s)	ME3C9a	Develop a list of individual and/or governmental agencies and explain their responsibility for providing assistance to people for their health needs (e.g., Al-anon for drug abuse or dermatologist for acne)	

Unit 6			
Drugs/Alcohol			
Duration			Assessed
Priority Standard(s)	RA3C9a	Evaluate the short and long term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society	
	RA3C9c	Assess the risk of chemical dependency and locate available help if alcohol, tobacco, and other substance use becomes a problem	
	RA3C9d	Evaluate personal risks for chemical dependency based upon personal, family, and environmental factors	
Supporting Standard(s)	RA3B9a	Explain why individuals need to follow label guidelines for all substances (e.g., compatibility of ingested substances)	
	RA3C9b	Review healthy alternatives to substance use and investigate effective strategies to promote individual, family, and community health	

Unit 7			
STIs/Reproduction			
Duration			Assessed
Priority Standard(s)	RA1C9a	Formulate and support an interpretation regarding the reoccurrence of resistant strains of pathogens (e.g., strep, herpes, mononucleosis, gonorrhea, Chlamydia, HIV, Staff Infection)	
Supporting Standard(s)	RA1A9b	Conduct research to answer questions regarding epidemiological studies and cite evidence about the management and prevention of communicable and non-communicable diseases (e.g., local health department statistics, youth risk behavior survey (YRBS), Centers for Disease Control (CDC), National Institute of Health (NIH))	
	RA1A9c	Analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (e.g., ethnic, cultural and family histories)	
	RA1B9a	Describe the primary and secondary defenses for prevention of disease and discuss how they help to maintain or improve them	
	RA1C9b	Use the scientific process of laboratory investigation to test hypotheses on pathogen transmission (e.g., hand sanitizers, Germglow, disinfectants)	
	RA1D9a	Compare signs and symptoms of common sexually transmitted infections	
	RA1D9b	Explain how sexually transmitted infections can affect an individual's physical, social, mental/emotional, intellectual, professional, and economic well-being (e.g., HIV/AIDS sterility, Kaposi Sarcoma, pneumonia, PCP, stress, oral thrush, yeast infections)	
	RA1F9a	Analyze and evaluate how teen pregnancy and parenting can impact personal, family and societal perspectives (e.g., dropout, low self-esteem, abandonment, and economics)	
	RA1F9b	Investigate and analyze the cause and effect relationship between obtaining prenatal care and the health of the mother and baby. (e.g., nutrition, alcohol and tobacco consumption, physical activity, age, other drug use) and its effects on the unborn child (e.g., leg deformities, retardation, learning disabilities, addiction, low birth weight)	
	RA1F9c	Evaluate the progression of reliability of various contraceptive methods from most reliable to least reliable (e.g., abstinence, barrier methods, oral methods, surgical methods, injectable methods, implants)	
	RA1F9d	(*Follow district curriculum policy when addressing methods of contraception)	

Unit 8			
CPR/First Aid			
Duration			Assessed
Priority Standard(s)	RA2B9a	Identify, from a given list, those situations that are life threatening and perform basic life saving maneuvers (e.g., CPR, abdominal thrust, bleeding control, shock, burns, asthma, bee stings, snake bites, poisoning)	
Supporting Standard(s)	RA2C9a	Recognize activity-related conditions (e.g., bleeding, shock, asthma, low blood sugar, diabetes, dehydration) and perform appropriate first aid procedures and practices for each	
	RA2C9b	Recognize weather-related emergencies (e.g., dehydration, asthma, heat exhaustion, heat stroke, hypothermia, frostbite) and perform appropriate first aid procedures and practices	
	RA2D9a	List the common water-related emergencies and describe prevention and treatment techniques	