

"THE DISTRICT"

DONNA ISD

Health Education

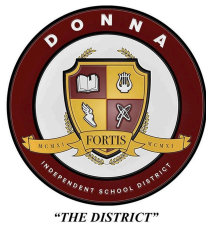
Scope and Sequence

High School

Created June 2022
Updated May 2025

**Health Education
High School 9-12
Scope and Sequence**

Six Weeks	TEKS	Health
1st SW/4th SW Aug. 11-15 Week 1 Jan.6-Jan. 9	1A, 1E, 1F, 2A, 9A, 13G	Rules and Expectations (Routines & Procedures) Chapter 1 Health & Wellness Fundamentals Lesson 1.1 www.quizizz.com
Aug. 18-Aug. 22 Week 2 Jan. 12-16	1A, 1E, 1F, 2A, 9A, 13G	Lessons 1.1, 1.2, 1.3 Page 28 Review & Assessment Page 30 Critical Thinking Skills Assessment Chapter 1 www.quizizz.com
Aug. 25-Aug. 29 Week 3 Jan 19-23	1A, 1B, 1C, 1I, 2D, 4B, 11A	Chapter 2 Health & Wellness Skills Lessons 2.1, 2.2 Pages 41-49 www.quizizz.com
Sept. 2-5 Week 4 Jan. 26-30	5A, 5B, 5D, 6A, 6B, 8B, 9B, 10B, 10C	Chapter 2 Health & Wellness Skills Lessons 2.3, 2.4 Review & Assessment pg. 64 Critical Thinking pg. 65 Assessment Chapter 2 www.quizizz.com
Sept.8-12 Week 5 Feb.2-5	4A, 7G, 8A, 8B, 9A, 9B, 13A, 15A, 16C,	Chapter 3 Interpersonal Skills Lessons 3.1, 3.2, Assessment Chapter 3 1st SW EXAM-Chapters 1,2,3 www.quizizz.com
Sept. 15-19 Week 6 Feb. 10-13	4A, 7G, 8A, 8B, 9A, 9B, 13A, 15A, 16C,	Chapter 3 Interpersonal Skills Lessons 3.2, 3.3 Assessment Chapter 3 1st SW EXAM-Chapters 1,2,3



**Health Education
High Schools
9-12
Scope and Sequence**

Six Weeks	TEKS	Health
2nd SW/5th SW Sept. 22-26 Week 1 Feb. 16-20	2C, 2D, 7F, 10B, 10C, 11B, 12A, 12B	American Heart Association Workbook, Video Part 1 First Aid Basics Pgs. 7-17 Part 2 Medical Emergencies Pgs. 21-37 Quiz 1-pgs. 18-19 www.quizizz.com Quiz 2-pg. 38
Sept. 29-Oct. 3 Week 2 Feb. 23-27	2C, 2D, 7F, 10B, 10C, 11B, 12A, 12B	AHA Workbook Part 3 Injury Emergencies Pgs. 39-58 Quiz 3-pgs. 58-59 www.quizizz.com
Oct. 6-9 Week 3 Mar. 2-6	2C, 2D, 7F, 10B, 10C, 11B, 12A, 12B	AHA Workbook Part 4 Environmental Emergencies Pgs. 61-74 Part 5 Preventing Illness & Injury Pg. 75 Quiz 4-pg. 74 www.quizizz.com
Oct. 14-17 Week 4 Mar. 9-13	2C, 2D, 7F, 10B, 10C, 11B, 12A, 12B	AHA Workbook CPR, & AED Pgs. 79-130
Oct. 20-24 Week 5 Mar. 23-27	4A, 4B, 8A, 8B, 9A, 9B, 13A, 13B, 13C	Chapter 14 Maintaining Healthy Relationships Lessons 14.1, 14.2, 14.3, 14.4 Assessment Chapter 14 www.quizizz.com
Oct. 27- Oct. 31 Week 6 Mar. 30-Apr. 2	2C, 2D, 7F, 10B, 10C, 11B, 12A, 12B	Con't AHA Workbook Skills CPR, AED, First Aid 2nd SW EXAM www.quizizz.com
Week 7 April 6-Apr. 10		Con't AHA Workbook Skills First Aid 2nd SW EXAM www.quizizz.com

**Health
High Schools
9-12 Scope and Sequence**

Six Weeks	TEKS	Health
3rd SW/6th SW Nov. 3-7 Week 1	2C, 2D, 7F, 10B, 10C, 11B, 12A, 12B	Con't AHA Workbook Skills First Aid 2nd SW EXAM www.quizizz.com
3rd SW/6th SW Nov. 10-14 Week 1 Apr. 13-17	1C, 6A, 7A, 7B, 7C, 7D, 7E	Chapter 11 Vaping and Tobacco Lessons 11.1, 11.2 Pgs.362-393 Assessment Chapter 11 www.quizizz.com
Nov. 17-21 Week 2 Apr. 20-24	1C, 6A, 7A, 7B, 7C, 7D, 7E	Chapter 12 Alcohol Lessons 12.1, 12.2 Pgs. 396-409 www.quizizz.com
Dec. 1-5 Week 3 Apr. 27-May 1	1C, 6A, 7A, 7B, 7C, 7D, 7E	Chapter 13 Medications & Drugs Lessons 13.1, 13.2 Lessons 13.3, 13.4 Pages 422-465 Assessment Chapter 13 www.quizizz.com
Dec. 8-12 Week 4 May 4-8	7G, 7H, 7I, 7K, 7L, 8A	Chapter 21 Relationships and Sexual Abstinence Lesson 21.1 Pgs. 724-734 www.quizizz.com
Dec. 15-19 Week 5 May 11-15	7G, 7H, 7I, 7K, 7L, 8A	Chapter 21 Relationships and Sexual Abstinence Lesson 21.2 Pgs. 735-741 Assessment Chapter 21 www.quizizz.com
Week 6 May 18-22	1C, 6A, 7A, 7B, 7C, 7D, 7E 7G, 7H, 7I, 7K, 8A	Assessment SW & SEMEX EXAMS www.quizizz.com

Donna Independent School District

DISD graduates all students ready for College, Career or the Military

High School Curriculum HEALTH EDUCATION

9-12 Grade	Health Skills for High School
Time Frame	Fall/Spring Semester
Intent	Skills Based Health Education or SBHE focuses on practicing, developing, and applying the eight skills outlined in the National Health Education Standards. SBHE's approach is different from the content-based instruction approach. SBHE encourages trial and error. It encourages students to make mistakes and learn from them, in the safety of the classroom in preparation for the real world. The focus is teaching students to use feedback from themselves, peers, and teachers. The focus is not to tell students whether they are right or wrong.
8 Skills Based Health Education	Comprehend Concepts, Analyze Influences, Access Information, Communicate With Others, Make Decisions, Set Goals, Practice Health-Enhancing Behaviors, Advocate For Health

9-12 Grade	Chapter 1 Health and Wellness Fundamentals
Time Frame Weeks 1 & 2	
Intent	Chapter 1 Health and Wellness Fundamentals Lessons 1.1, 1.2 <ul style="list-style-type: none">• define health, wellness, and well being• analyze how the physical, mental, emotional, and social dimensions of health are interrelated• explain the status of health as it relates to a continuum<ul style="list-style-type: none">○• explain how risk and protective factors impact health• identify genetic factors• describe the impact that behavioral choices and lifestyle have on health and wellness

Prior Knowledge	What are health, protective factors?
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TEKS / Student Expectations 9-12	
<p>1A-relate the nation's health goals and objectives to individual, family, and community health</p> <p>1E-examine issues related to death and grieving</p> <p>1F-discuss health-related social issues such as organ donation and homelessness</p> <p>2A-analyze the relationship between health promotion and disease prevention</p> <p>9A-describe the roles of parents, grandparents, and other family members in promoting a healthy family</p> <p>13G-evaluate the dynamics of social groups</p>	<p>Chapter 1 Health and Wellness Fundamentals</p> <p>Lessons 1.1, 1.2, 1.3</p> <ul style="list-style-type: none"> • define health,wellness, and well being • analyze how the physical, mental, and emotional, and social dimensions of health are interrelated • explain the status of health as it relates to a continuum • explain how risk and protective factors impact health • identify genetic factors • describe the impact that behavioral choices and lifestyle have on health and wellness
Vocabulary	
<p><input type="checkbox"/> emotional health, health, illness, life expectancy, life span, social health</p> <p><input type="checkbox"/> mental health, optimal health, physical health, quality of life, risk factors,</p> <p><input type="checkbox"/> well-being, wellness, behavioral factors, DNA, genes, genetic disorders,</p> <p><input type="checkbox"/> protective factors</p>	
Instructional Strategies	
<p>Differentiate for various abilities such as Learning Disabilities,Cognitive Disabilities, Behavioral and Emotional Disabilities-assist students in getting organized, give short oral directions, use drill exercises, give prompt cues during student performance, provide computers, break assignments into small segments and assign only one segment at a time, demonstrate skills, give prompt feedback, shorten the number of items on exercises or activities, etc.</p>	
Assessments: Journal Writing, Notes, Quizzes, Tests, Presentations, Classroom Participation, etc.,,,	

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High School Scope & Sequence HEALTH EDUCATION

9-12 Grade	Chapter 2 Health and Wellness Skills
Time Frame Weeks 3 & 4	
Intent	<ul style="list-style-type: none">• Explain the importance of taking responsibility for their health and wellness• Use the decision-making process to solve problems and make healthy choices• Develop a plan to achieve short-and long-term SMART goals• summarize how people access health services in the United States;• explain the rights of minors to seek health services;• analyze the importance of getting regular checkups and screenings;• identify when health services are needed to treat a health condition; and• list the steps in seeking treatment for a health condition.• define community health;• analyze the influences affecting community health;• advocate for community health by identifying community resources, participating in community service, considering organ donation, and understanding environmental justice;• identify public health goals and organizations; and• describe health organizations that promote world health.
Prior Knowledge	<ul style="list-style-type: none">• How do I make great decisions? How do I achieve my goals?

TEKS / Student Expectations 9-12	
1B-examine the relationship among body composition, diet, and fitness 1C-explain the relationship between nutrition, quality of life, and disease 1I-describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages	Chapter 2 Health and Wellness Skills Lessons 2.1, 2.2, 2.3, 2.4 <ul style="list-style-type: none">• Explain how to locate reliable sources of health information• Use criteria to evaluate whether a source of health information is reliable• Apply reliable health information to make healthy decisions

<p>2D-develop and analyze strategies related to the prevention of communicable and non-communicable diseases relate the nation's health goals and objectives to individual, family, and community health;[1A]</p> <p>examine the relationship among body composition, diet, and fitness;[1B]</p> <p>explain the relationship between nutrition, quality of life, and disease;[1C]</p> <p>describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages.[1I]</p> <p>develop and analyze strategies related to the prevention of communicable and non-communicable diseases.[2D]</p> <p>explain how technology has impacted the health status of individuals, families, communities, and the world.[4B]</p> <p>develop evaluation criteria for health information;[5A]</p> <p>demonstrate ways to utilize criteria to evaluate health information for appropriateness;[5B]</p> <p>demonstrate decision-making skills based on health information.[5D]</p> <p>relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care[6B]</p> <p>explain the benefits of positive relationships among community health professionals in promoting a healthy community.[8B]</p>	<ul style="list-style-type: none"> • Communicate health information with your family and the community • Summarize how people access health services in the United States • Explain the rights of minors to seek health services • Analyze the importance of getting regular checkups and screenings • Identify when health services are needed to treat a health condition • List the steps in seeking treatment for a health condition • define community health; • analyze the influences affecting community health; • advocate for community health by identifying community resources, participating in community service, considering organ donation, and understanding environmental justice; • identify public health goals and organizations; and • describe health organizations that promote world health.
Vocabulary	
<input type="checkbox"/> alternatives, collaborative decision-making, decision-making process, goal, SMART goal, <input type="checkbox"/> values, advocate, consumer, FDA, health fraud, health literacy, health promotion, lifelong <input type="checkbox"/> learning, pseudoscience, science, organ donation, public health, world health	
Instructional Strategies	
<p>Differentiate for various abilities such as Learning Disabilities, Cognitive Disabilities, Behavioral and Emotional Disabilities-assist students in getting organized, give short oral directions, use drill exercises, give prompt cues during student performance, provide computers, break assignments into small segments and assign only one segment at a time, demonstrate skills, give prompt feedback, shorten the number of items on exercises or activities, etc</p>	
Assessments: Journal Notes, Quizzes, Tests, Presentations, etc,,,	

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High School Scope & Sequence

HEALTH EDUCATION

9-12 Grade	Chapter 3 Interpersonal Skills
Time Frame Week 5	
Intent	<ul style="list-style-type: none">• Differentiate between verbal and nonverbal communication• Analyze how active listening improves communication• Explain the importance of clearly expressing needs and being assertive• Give examples of effective I-statements• Explain the importance of matching verbal and nonverbal communication• Identify strategies for communicating effectively online• Describe factors that cause conflict• Analyze the importance of addressing and resolving conflicts• Explain the steps in effectively resolving a conflict• Assess how mediation aids in conflict resolution• Define pressure• Explain the difference between positive negative peer pressure• Identify effective strategies for resisting negative peer pressure• Use refusal skills to protect your health and stand up to pressure
Prior Knowledge	How do I speak to people I don't know? When do I speak up if I am offended?

TEKS / Student Expectations 9-12	
4A-Analyze the health message delivered through media and technology 7G-Analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence 8A-Evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family and friends	6 Weeks EXAM-Chapters 1,2,3 Chapter 3 Interpersonal Skills Lessons 3.1, 3.2, 3.3 <ul style="list-style-type: none">• Describe factors that cause conflict

<p>9B-Analyze the dynamics of family roles and responsibilities relating to health behavior</p> <p>13A-Demonstrate communication skills in building and maintaining healthy relationships</p> <p>13D-Evaluate the effectiveness of conflict resolution techniques in various situations</p> <p>15A-Apply communication skills that demonstrate consideration and respect for self, family, and others</p> <p>16C-Classify forms of communication such as passive, aggressive, or assertive</p>	<ul style="list-style-type: none"> • Analyze the importance of addressing and resolving conflicts • Explain the steps in effectively resolving a conflict • Assess how mediation aids in conflict resolution • Explain the difference between positive and negative peer pressure • Identify effective strategies for resisting negative peer pressure • Use refusal skills to protect your health and stand up to pressure
Vocabulary	
<p><input type="checkbox"/> active listening, aggressive, assertive, passive, compromise, conflict resolution,</p> <p><input type="checkbox"/> mediation, negative peer pressure, nonverbal communication, negotiation, peer pressure,</p> <p><input type="checkbox"/> positive peer pressure, refusal skills, verbal communication</p>	
Instructional Strategies	
<p>Differentiate for various abilities such as Learning Disabilities,Cognitive Disabilities, Behavioral and Emotional Disabilities-assist students in getting organized, give short oral directions, use drill exercises, give prompt cues during student performance, provide computers, break assignments into small segments and assign only one segment at a time, demonstrate skills, give prompt feedback, shorten the number of items on exercises or activities, etc.</p>	
Assessments: Journals, Notes, Quizzes, Tests, Presentations, Projects, etc,,,	

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High School Scope & Sequence HEALTH EDUCATION

9-12 Grade	American Heart Association, First Aid, CPR, AED
Time Frame 4 Weeks	
Intent	<ul style="list-style-type: none">• List the priorities, roles, and responsibilities of first aid responders• Describe the key steps if first aid• Remove protective gloves• Find the problem• Describe when and how to help a choking victim• Use an epinephrine pen• Control bleeding and bandaging• Recognize elements of common injuries• Describe how high-quality CPR improves survival• Explain the concepts of chain of survival• Recognize when someone needs CPR• Perform high-quality CPR for an adult• Give effective breaths by using mouth-to-mouth (mask included)• Demonstrate how to use an AED
Prior Knowledge	Why do people hesitate to help? Why would I want to help someone in an emergency?

TEKS / Student Expectations 9-12

2C-identify, describe and assess available health-related services in the community that relate to disease prevention and health promotion

7F-Analyze strategies for preventing and responding to deliberate and accidental injuries

10B-Analyze the impact of the availability of health services in the community and the world

10C-describe a variety of community and world environmental protection programs

11B-Compare and analyze the cost, availability and accessibility of health services for people of all ages

12A-Identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care

12B-Explain how to access health services for people of all ages

13F-Explore methods for addressing critical-health issues

American Heart Association Workbook (Pages 1-130), AHA Heartsaver Video

- List the priorities, roles, and responsibilities of first aid responders
- Describe the key steps if first aid
- Remove protective gloves
- Find the problem
- Describe when and how to help a choking victim
- Use an epinephrine pen
- Control bleeding and bandaging
- Recognize elements of common injuries
- Describe how high-quality CPR improves survival
- Explain the concepts of chain of survival
- Recognize when someone needs CPR
- Perform high-quality CPR for an adult
- Give effective breaths by using mouth-to-mouth (mask included)
- Demonstrate how to use an AED
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Vocabulary

- ☐ First Aid, Cardiopulmonary Resuscitation, Epinephrine, Automated External Defibrillator,
- ☐ Poisonous, Chain Of Survival, Compressions, Open the Airway, Emergency Action Steps,
- ☐ FAST, Splinting, Controlling Bleeding, Responsive, Unresponsive, Diabetic, Cardiac Arrest,
- ☐ Apply Direct Pressure, Stroke, Heat Stroke, Heat Exhaustion, Heat Cramps, Good Samaritan Law, Assessing The Scene, Personal Protective Equipment

Instructional Strategies

Differentiate for various abilities such as Learning Disabilities, Cognitive Disabilities, Behavioral and Emotional Disabilities-assist students in getting organized, give short oral directions, use drill exercises, give prompt cues during student performance, provide computers, break assignments into small segments and assign only one segment at a time, demonstrate skills, give prompt feedback, shorten the number of items on exercises or activities, etc.

Assessments: Journal Notes, AHA Quizzes, AHA EXAM, Skills, Presentations, etc.,,,

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High School Scope & Sequence HEALTH EDUCATION

9-12 Grade	Chapter 14 Maintaining Healthy Relationships
Time Frame Week 5	
Intent	<ul style="list-style-type: none"> Analyze the impact of relationships on social health Identify the characteristics of a healthy relationship Explain what signs point to an unhealthy relationship Analyze the functions of the family Utilize strategies to promote healthy relationships with parents, guardians, siblings, and grandparents Explain ways to cope with various changes that occur within families Demonstrate skills for maintaining healthy community relationships Assess the value of friendships Describe skills for building and maintaining healthy friendships Evaluate the impact of common issues in friendships, such as cliques, jealousy, and changes over time Define violent behavior Explain how bullying affects the health of people and their community Describe ways to respond to bullying and be an upstander and ally Give examples of cyberbullying List steps for responding to cyberbullying Assess strategies for preventing bullying and cyberbullying
Prior Knowledge	When do I speak out if I see someone being bullied? How does the crime stoppers program work?

TEKS / Student Expectations 9-12	
<p>4A-Analyze the health messages delivered through media and technology</p> <p>4B-Explain how technology has impacted the health status of individuals, families, communities and the world</p> <p>9A-Describe the roles of parents, grandparents, and other family members in promoting a healthy family</p>	<p>Chapter 14 Maintaining Healthy Relationships</p> <p>Lessons 14.1, 14.2, 14.3 14.4</p> <ul style="list-style-type: none"> Analyze the impact of relationships on social health Identify the characteristics of a healthy relationship Explain what signs point to an unhealthy relationship Analyze the functions of the family

<p>9B-Analyze the dynamics of family roles and responsibilities relating to health behavior</p> <p>13A-Demonstrate communication skills in building and maintaining healthy relationships</p> <p>13B-Distinguish between a dating relationship and a marriage</p> <p>13C-Analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage</p>	<ul style="list-style-type: none"> • Utilize strategies to promote healthy relationships with parents, guardians, siblings, and grandparents • Explain ways to cope with various changes that occur within families • Demonstrate skills for maintaining healthy community relationships • Assess the value of friendships • Describe skills for building and maintaining healthy friendships • Evaluate the impact of common issues in friendships, such as cliques, jealousy, and changes over time • Define violent behavior • Explain how bullying affects the health of people and their community • Describe ways to respond to bullying and be an upstander and ally • Give examples of cyberbullying • List steps for responding to cyberbullying • Assess strategies for preventing bullying and cyberbullying
Vocabulary	
<p><input type="checkbox"/> Boundaries, Bullying, Catfishing, Clique, Cyberbullying, Extended Family, Friendship, Gossip, Harassment, Hazing, Honesty, Immediate Family, Jealousy, Mentors, Relationships, Respect, Safe Zones, Sibling Rivalry, Socialize, Stalking, Traditions, Trust, Violent Behavior</p>	
Instructional Strategies	
<p>Differentiate for various abilities such as Learning Disabilities, Cognitive Disabilities, Behavioral and Emotional Disabilities-assist students in getting organized, give short oral directions, use drill exercises, give prompt cues during student performance, provide computers, break assignments into small segments and assign only one segment at a time, demonstrate skills, give prompt feedback, shorten the number of items on exercises or activities, etc.</p>	
Assessments: Journal Notes, Quizzes, Test, Presentations, etc.,,,	

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High School Scope & Sequence HEALTH EDUCATION

9-12 Grade	Chapter 14/First Aid, CPR, AED
Time Frame Week 6	
Intent	<ul style="list-style-type: none">• Analyze the impact of relationships on social health• Identify the characteristics of a healthy relationship• Explain what signs point to an unhealthy relationship• Analyze the functions of the family• Utilize strategies to promote healthy relationships with parents, guardians, siblings, and grandparents• Explain ways to cope with various changes that occur within families• Recognize elements of common injuries• Describe how high-quality CPR improves survival• Explain the concepts of chain of survival• Recognize when someone needs CPR• Perform high-quality CPR for an adult• Give effective breaths by using mouth-to-mouth (mask included)• Demonstrate how to use an AED
Prior Knowledge	How do I keep my friends? What are the Emergency Action Steps in an Emergency?

TEKS / Student Expectations 9-12

2C-identify, describe and assess available health-related services in the community that relate to disease prevention and health promotion

7F-Analyze strategies for preventing and responding to deliberate and accidental injuries

10B-Analyze the impact of the availability of health services in the community and the world

4A-Analyze the health messages delivered through media and technology

4B-Explain how technology has impacted the health status of individuals, families, communities and the world

9A-Describe the roles of parents, grandparents, and other family members in promoting a healthy family

9B-Analyze the dynamics of family roles and responsibilities relating to health behavior

13A-Demonstrate communication skills in building and maintaining healthy relationships

6 Weeks Exam- Chapter 14, AHA

- Analyze the impact of relationships on social health
- Identify the characteristics of a healthy relationship
- Explain what signs point to an unhealthy relationship
- Utilize strategies to promote healthy relationships with parents, guardians, siblings, and grandparents
- Recognize elements of common injuries
- Describe how high-quality CPR improves survival
- Explain the concepts of chain of survival
- Recognize when someone needs CPR
- Perform high-quality CPR for an adult
- Give effective breaths by using mouth-to-mouth (mask included)
- Demonstrate how to use an AED
- Describe how high-quality CPR improves survival
- Explain the concepts of chain of survival
- Perform high-quality CPR for an adult

Vocabulary

- ☐ Boundaries, Bullying, Catfishing, Clique, Cyberbullying, Extended Family, Friendship, Gossip,
- ☐ Harassment, Hazing, Honesty, Immediate Family, Jealousy, Mentors, Relationships, Respect,
- ☐ Safe Zones, Sibling Rivalry, Socialize, Stalking, Traditions, Trust, Violent Behavior

Instructional Strategies

Differentiate for various abilities such as Learning Disabilities, Cognitive Disabilities, Behavioral and Emotional Disabilities-assist students in getting organized, give short oral directions, use drill exercises, give prompt cues during student performance, provide computers, break assignments into small segments and assign only one segment at a time, demonstrate skills, give prompt feedback, shorten the number of items on exercises or activities, etc.

Assessments: Journal Notes, AHA Quizzes, AHA Test, Presentations, etc.,,,

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High School Scope & Sequence HEALTH EDUCATION

9-12 Grade	Chapter 11 Vaping and Tobacco
Time Frame Week 1	
Intent	<ul style="list-style-type: none">● Identify different tobacco products and explain why they are addictive● Assess the hazardous effects of nicotine● Describe harmful substances in cigarette smoke that result in serious illnesses and diseases● Distinguish between myths and facts about vaping● Analyze the dangerous effects of vaping on the body's systems● Summarize the risks of smokeless tobacco● Identify mental, social and legal consequences of using tobacco products● Analyze the impact of secondhand and thirdhand smoke and aerosol● analyze the influences that affect whether or not a person uses tobacco;● analyze the government's role in preventing tobacco use and encouraging quitting;● practice skills for resisting tobacco and preventing tobacco use;● assess the difficulty of quitting tobacco use; and● summarize strategies used to quit tobacco use
Prior Knowledge	How is tobacco dangerous to me? Why does the government sell it to us if it's dangerous?

TEKS / Student Expectations 9-12

6A-examine the effects of health behaviors on body systems

7A-analyze the harmful effects of tobacco and other substances such as physical, mental, social and legal consequences

7B-explain the relationship between tobacco and other drugs and other substances used by adolescents and the role these substances play in unsafe situations

7C-develop strategies for preventing use of tobacco and other addictive substances

7D-analyze the importance of alternatives to drug and substance use

7E-analyze and apply strategies for avoiding violence, gangs, weapons and drugs

Lessons 11.1, 11.2

- Identify different tobacco products and explain why they are addictive
- Assess the hazardous effects of nicotine
- Describe harmful substances in cigarette smoke that result in serious illnesses and diseases
- Distinguish between myths and facts about vaping
- Analyze the dangerous effects of vaping on the body's systems
- Summarize the risks of smokeless tobacco
- Identify mental, social and legal consequences of using tobacco products
- Analyze the impact of secondhand and thirdhand smoke and aerosol

Vocabulary

- ☐ Aerosol, Asthma, Carbon Monoxide, Carcinogens, COPD, Emphysema,
- ☐ Nicotine, Nicotine Replacement, PSA, Secondhand Aerosol, Secondhand
- ☐ Smoke, Smokeless Tobacco, Tar, Tobacco, Vaping Devices

Instructional Strategies

Differentiate for various abilities such as Learning Disabilities, Cognitive Disabilities, Behavioral and Emotional Disabilities-assist students in getting organized, give short oral directions, use drill exercises, give prompt cues during student performance, provide computers, break assignments into small segments and assign only one segment at a time, demonstrate skills, give prompt feedback, shorten the number of items on exercises or activities, etc.

Assessments: Journal Notes, Quizzes, Test, Research Online, Develop Charts, Insert Graphics, Presentations, etc.,,,

Donna Independent School District

Aspire to Be, Aspire to Lead, Aspire to Succeed

High School Scope & Sequence HEALTH EDUCATION

9-12 Grade	Chapter 12 Alcohol
Time Frame Week 2	
Intent	<ul style="list-style-type: none">● explain the characteristics of alcohol;● describe the concept of blood alcohol concentration (BAC);● identify different patterns of alcohol consumption;● assess how alcohol affects the brain and leads to addiction;● describe hangover, alcohol poisoning, and chronic health conditions associated with alcohol use; and● analyze the mental, social, and legal consequences of alcohol use● analyze influences on alcohol use, including genetic makeup, mental health conditions, and environment;● list government approaches to reducing alcohol use;● describe strategies for preventing alcohol use and refusing offers of alcohol;● explain the treatment options available to people with an alcohol use disorder (AUD); and● assess how you can help someone with an AUD
Prior Knowledge	Why is Alcohol a problem? What health effects do I need to worry about? Will I get addicted to Alcohol?

TEKS / Student Expectations 9-12

examine the effects of health behaviors on body systems;[6A]

analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences;[7A]

explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as Human Immunodeficiency Virus (HIV) / Sexually Transmitted Disease (STD), unplanned pregnancies, and motor vehicle accidents;[7B]

develop strategies for preventing use of tobacco, alcohol, and other addictive substances;[7C]

analyze the importance of alternatives to drug and substance use;[7D]

analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;[7E]

Chapter 12 Alcohol

Lessons 12.1, 12.2

- explain the characteristics of alcohol;
- describe the concept of blood alcohol concentration (BAC);
- identify different patterns of alcohol consumption;
- assess how alcohol affects the brain and leads to addiction;
- describe hangover, alcohol poisoning, and chronic health conditions associated with alcohol use; and
- analyze the mental, social, and legal consequences of alcohol use
- analyze influences on alcohol use, including genetic
- makeup, mental health conditions, and environment;
- list government approaches to reducing alcohol use;
- describe strategies for preventing alcohol use and refusing offers of alcohol;
- explain the treatment options available to people with an alcohol use disorder (AUD); and
- assess how you can help someone with an AUD

Vocabulary

- ☐ alcohol poisoning, alcohol use disorder, blood alcohol concentration, cirrhosis,
- ☐ depressant, driving under the influence, fetal alcohol spectrum disorders, hangover,
- ☐ inhibition

Instructional Strategies

Differentiate for various abilities such as Learning Disabilities, Cognitive Disabilities, Behavioral and Emotional Disabilities-assist students in getting organized, give short oral directions, use drill exercises, give prompt cues during student performance, provide computers, break assignments into small segments and assign only one segment at a time, demonstrate skills, give prompt feedback, shorten the number of items on exercises or activities, etc.

Assessments: Journal Notes, Quizzes, Test, Presentations, Research Topic Online, Create Pamphlet, Insert Graphics, etc.,,,

Donna Independent School District

DISD graduates all students ready for College, Career or the Military

High School Scope & Sequence

HEALTH EDUCATION

9-12 Grade	Chapter 13 Medications and Drugs
Time Frame Week 3	
Intent	<ul style="list-style-type: none">• differentiate between over-the-counter and prescription medications;• list safe strategies for choosing and using medications; and• explain the health consequences of abusing depressants;• identify the life-threatening effects of opioid abuse;• assess the consequences of abusing stimulants; analyze the• role of physical and psychological addiction in drug abuse;• describe the impact of drugs on the brain and other body systems;• explain the mental, social, and legal consequences of drug abuse;• summarize how drug abuse impacts families, friends, and society; and• describe risk factors for medication and drug misuse, abuse, and addiction;• assess methods of preventing medication and drug misuse and abuse;• identify strategies for refusing medication misuse and drugs;• describe ways to treat medication and drug misuse, abuse, and addiction; and• determine how to help someone with an addiction to medications or drugs.
Prior Knowledge	How are drugs dangerous? Is Marijuana really addictive?

TEKS / Student Expectations 9-12

examine the effects of health behaviors on body systems;[6A]

analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences;[7A]

explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as Human Immunodeficiency Virus (HIV) / Sexually Transmitted Disease (STD), unplanned pregnancies, and motor vehicle accidents;[7B]

develop strategies for preventing use of tobacco, alcohol, and other addictive substances;[7C]

analyze the importance of alternatives to drug and substance use;[7D]

analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;[7E]

Chapter 13 Medications & Drugs

Lessons 13.1, 13.2, 13.3, 13.4

- **assess the consequences of abusing stimulants**
- **analyze the role of physical and psychological addiction in drug abuse;**
- **describe the impact of drugs on the brain and other body systems;**
- **explain the mental, social, and legal consequences of drug abuse;**
- **summarize how drug abuse impacts families, friends, and society; and**
- **describe risk factors for medication and drug misuse, abuse, and addiction;**
- **assess methods of preventing medication and drug misuse and abuse;**
- **identify strategies for refusing medication misuse and drugs;**
- **describe ways to treat medication and drug misuse, abuse, and addiction; and**
- **determine how to help someone with an addiction to medications or drugs.**

Vocabulary

- ☐ analgesics, bath salts, cocaine, crystal meth, drug abuse, drugs, edible, hallucinogen
- ☐ heroin, hypoxia, inhalants, marijuana, MDMA, methamphetamine, roofies, drug allergy
- ☐ drug sensitivity, medication, over-the-counter (OTC), medications, prescription medications
- ☐ side effects, dextromethorphan (DXM or DM), diet pills, dopamine, euphoria, fentanyl
- ☐ medication abuse, medication misuse, opioids, overdose, performance-enhancing drugs (PEDs)
- ☐ stimulants, medication-assisted treatment (MAT), rehabilitation program, relapse
- ☐ self-medicated, strategies

Instructional Strategies

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Assessments: Journal Notes, Quizzes, Test, Presentations, Online Research, Create Pamphlet, Insert Graphics, etc.,,,

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High School Scope & Sequence HEALTH EDUCATION

9-12 Grade	Chapter 21 Relationships and Sexual Abstinence
Time Frame Week 4	
Intent	<ul style="list-style-type: none"> • analyze how attraction, closeness, and commitment impact a relationship; • assess the importance of maintaining individuality and balance in a romantic relationship; • compare and contrast love, infatuation, and passion; • describe how to set boundaries regarding physical intimacy; • recognize the signs of an unhealthy romantic relationship; • develop strategies for forming healthy romantic relationships; and • identify healthy ways to handle a breakup • discuss why abstinence is the healthiest choice for teens; • list factors that can challenge a person's commitment to abstinence • employ strategies for practicing abstinence.
Prior Knowledge	How do I handle the pressure of sexual relationships? Is there something else to consider besides pregnancy?

TEKS / Student Expectations 9-12	
<p>analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence;[7G]</p> <p>analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases;[7H]</p> <p>analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods including the prevention of Sexually Transmitted Diseases (STDs), keeping in mind the effectiveness of remaining abstinent until marriage;[7I]</p>	<p>Chapter 21 Relationships and Sexual Abstinence</p> <p>Lessons 21.1, 21.2</p> <ul style="list-style-type: none"> • analyze how attraction, closeness, and commitment impact a relationship; • assess the importance of maintaining individuality and balance in a romantic relationship; • compare and contrast love, infatuation, and passion;

<p>analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age[7K]</p> <p>evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends[8A]</p> <p>discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity.[7L]</p>	<ul style="list-style-type: none"> • describe how to set boundaries regarding physical intimacy; • recognize the signs of an unhealthy romantic relationship; • develop strategies for forming healthy romantic relationships; and • identify healthy ways to handle a breakup. • discuss why abstinence is the healthiest choice for teens; • list factors that can challenge a person's commitment to abstinence; and • employ strategies for practicing abstinence.
Vocabulary	
<p><input type="checkbox"/> attraction, breakup, dating, exclusive, group dating, infatuation, love</p> <p><input type="checkbox"/> passion, sexting, oxytocin, sexual abstinence, sexual activity</p>	
Instructional Strategies	
<p>Differentiate for various abilities such as Learning Disabilities, Cognitive Disabilities, Behavioral and Emotional Disabilities-assist students in getting organized, give short oral directions, use drill exercises, give prompt cues during student performance, provide computers, break assignments into small segments and assign only one segment at a time, demonstrate skills, give prompt feedback, shorten the number of items on exercises or activities, etc.</p>	
Assessments: Journal Notes, Quizzes, Test, Presentations, etc,,,,	

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High School Scope & Sequence

HEALTH EDUCATION

9-12 Grade	Six Weeks/SEMESTER EXAM
Time Frame Week 5	
Intent	ALL Previously Covered Outcomes/Objectives
Prior Knowledge	Suggestion Box for any unanswered questions

TEKS / Student Expectations 9-12	
T.E.A. Texas Essential Knowledge of Skills relate the nation's health goals and objectives to individual, family, and community health;[1A] identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion[2C] analyze the harmful effects of certain substances on the fetus such as alcohol, tobacco, other drugs, and environmental hazards such as lead[3C] explain how technology has impacted the health status of individuals, families, communities, and the world.[4B] demonstrate decision-making skills based on health information.[5D] examine the effects of health behaviors on body systems;[6A] develop strategies for preventing use of tobacco, alcohol, and other addictive substances;[7C] evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends[8A]	Learning Outcomes/Objectives Fall Semester & Spring Semester <ul style="list-style-type: none">• define health, wellness, and well-being;• explain how to locate reliable sources of health information;• use refusal skills to protect your health and stand up to pressure• List the priorities, roles, and responsibilities of first aid responders• assess strategies for preventing bullying and cyberbullying• distinguish between myths and facts about vaping;

<p>analyze the dynamics of family roles and responsibilities relating to health behavior.[9B]</p> <p>analyze the impact of the availability of health services in the community and the world[10B]</p> <p>compare and analyze the cost, availability, and accessibility of health services for people of all ages.[11B]</p> <p>identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care[12A]</p> <p>demonstrate communication skills in building and maintaining healthy relationships;[13A]</p>	<ul style="list-style-type: none"> • assess how alcohol affects the brain and leads to addiction; • explain the mental, social, and legal consequences of drug abuse; • describe how to set boundaries regarding physical intimacy; • discuss why abstinence is the healthiest choice for teens;
Vocabulary	
See previous list.	
Instructional Strategies	
Differentiate for various abilities such as Learning Disabilities, Cognitive Disabilities, Behavioral and Emotional Disabilities-assist students in getting organized, give short oral directions, use drill exercises, give prompt cues during student performance, provide computers, break assignments into small segments and assign only one segment at a time, demonstrate skills, give prompt feedback, shorten the number of items on exercises or activities, etc.	
Assessments: Journal Notes, Quizzes, Tests, Presentations, Online Research, Graphs, Graphics, Pamphlets, and or any other assessment style individuals wish to utilize at their discretion.	