

THE FACTS. YOUR FUTURE.

SCOPE & SEQUENCE

LESSON	TOPIC	STANDARD	LEARNING OBJECTIVES
1.1	Introduction	<p>HE.68.SUA.1.1 Demonstrate responsible decision-making about the use of substances. <u>Benchmark Clarifications:</u> <i>Clarification 1:</i> Instruction includes decisions related to underage alcohol consumption, illicit and illegal substance use, fentanyl and opioids, tobacco or vaping.</p> <p>HE.912.SUA.1.4 Analyze how alcohol, marijuana/THC, tobacco, nicotine, and/or drug use can impede goals, activities, achievements, and college and career readiness.</p> <p>HE.912.SUA.4.1 Propose strategies that can reduce health risks for self and others for potential pressures at the college or career level.</p>	Explain what a <i>defining choice</i> is for their life.

LESSON	TOPIC	STANDARD	LEARNING OBJECTIVES
1.2	The Facts	<p>HE.68.SUA.2.2 Discuss the dangers of underage consumption of alcohol and the benefits of abstaining from drinking alcohol.</p> <p>HE.68.SUA.3.3 Differentiate between marijuana/THC myths and facts. <u>Benchmark Clarifications:</u> <i>Clarification 1:</i> Instruction includes comparing perceived norms with actual prevalence of marijuana/THC use.</p> <hr/> <p>HE.68.SUA.1.3 Discuss the health risks associated with alcohol misuse including liver disease, cancer, cardiovascular disease, and neurological/brain damage.</p> <p>HE.68.SUA.1.5 Examine the effects of marijuana/THC and opioids on body systems and behavior.</p> <p>HE.68.SUA.1.6 State the risks of misusing and sharing prescription and/or illicit drugs, including fentanyl and other opioids. <u>Benchmark Clarifications:</u> <i>Clarification 1:</i> Instruction includes physical, mental, social, performance, and legal risks.</p> <p>HE.68.SUA.1.8 Describe the short- and long-term physical and social consequences of tobacco, nicotine use and/or vaping. <u>Benchmark Clarifications:</u> <i>Clarification 1:</i> Instruction includes severity of tobacco-related illnesses and impacts to a person’s social life and relationships.</p> <p>HE.912.SUA.2.1 Analyze the legal, mental and social consequences of underage consumption of alcohol.</p>	<p>Decipher between the facts and myths about substance use.</p> <hr/> <p>Assess and understand the risks and impacts of substance use.</p>

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1.3	Influences	<p>HE.68.SUA.2.1 Discuss family rules, school rules and state laws about the use of alcohol and other drugs.</p> <p>HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping. <u>Benchmark Clarifications:</u> <i>Clarification 1:</i> Instruction includes perceptions of norms, culture, advertising via mainstream or social media, portrayals in mainstream media, and school.</p> <p>HE.68.SUA.2.4 Explain school-based policies and legal consequences related to the sale, promotion, and use of tobacco, nicotine, and/or vaping products on school property. <u>Benchmark Clarifications:</u> <i>Clarification 1:</i> Instruction includes the school district tobacco-free policy and how its consequences impact students.</p> <p>HE.68.SUA.3.1 Discuss ways to identify valid and reliable multi-media information as it pertains to alcohol and other drugs. <u>Benchmark Clarifications:</u> <i>Clarification 1:</i> Instruction includes tobacco, marijuana/THC, prescription drugs, and illicit drugs such as fentanyl, cocaine, heroin, methamphetamines.</p> <p>HE.68.SUA.3.2 Identify how to find and access school and community resources related to alcohol misuse and/or abuse. <u>Benchmark Clarifications:</u> <i>Clarification 1:</i> Instruction includes seeking help for self or others through school and community-based resources.</p> <p>HE.912.SUA.2.2 Distinguish how external factors, including industry practices, can influence behaviors related to tobacco, nicotine use, and/or vaping. <u>Benchmark Clarifications:</u> <i>Clarification 1:</i> Instruction includes perceptions of norms, media advertising, and portrayals in media. <i>Clarification 2:</i> Instruction includes tobacco or vaping industry practices involving efforts to attract youth and counter public health protections.</p>	Identify the influences in their lives and how those impact their decisions.

LESSON	TOPIC	STANDARD	LEARNING OBJECTIVES
1.4	Defining Choices	<p>HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use. <u>Benchmark Clarifications:</u> <i>Clarification 1:</i> Instruction includes not riding in a motor vehicle with a driver who is intoxicated or impaired, peer pressure to vape/smoke or drink prior to the legal age, impact of substance use on academic performance, health risks of substance use.</p> <p>HE.68.SUA.5.1 Work cooperatively with peers to advocate for others to remain alcohol and drug free. <u>Benchmark Clarifications:</u> <i>Clarification 1:</i> Instruction includes tobacco, vaping, marijuana/THC, prescription drugs, and illicit drugs.</p> <p>HE.912.SUA.3.3 Evaluate the accessibility of effective nicotine cessation products and services. <u>Benchmark Clarifications:</u> <i>Clarification 1:</i> Instruction includes available nicotine cessation products/services and barriers to access such as transportation, cost, phone/web access.</p> <p>HE.912.SUA.5.1 Plan how to effectively ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs. <u>Benchmark Clarifications:</u> <i>Clarification 1:</i> Instruction includes asking family, guardians, caregivers, teachers, and school counselors.</p> <p>HE.912.SUA.5.3 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>	Apply the skills learned to defining choices such as the choice to use or not use drugs and alcohol.

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2.2	Resilience	<p>HE.912.SUA.4.1 Propose strategies that can reduce health risks for self and others for potential pressures at the college or career level.</p>	<p>Define resilience and understand how to increase resilience through developing healthy relationships</p>
2.3	Stressors	<p>HE.912.SUA.2.2 Distinguish how external factors, including industry practices, can influence behaviors related to tobacco, nicotine use, and/or vaping.</p>	<p>Identify stressors and be able to differentiate between healthy and unhealthy coping strategies.</p>
2.4	Coping Strategies	<p>HE.912.SUA.4.1 Propose strategies that can reduce health risks for self and others for potential pressures at the college or career level.</p>	<p>Identify stressors and be able to differentiate between healthy and unhealthy coping strategies.</p>
2.5	Boundaries	<p>HE.912.SUA.4.1 Propose strategies that can reduce health risks for self and others for potential pressures at the college or career level.</p>	<p>Know how to define, set, and enforce their personal boundaries.</p>

2.6	Refusal Skills	<p>HE.912.SUA.5.2 Utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.</p>	Understand what refusal skills are and know how they are used.
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3.2	Trust Network	<p>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. <i>Clarification:</i> Immediate and long-term issues related to alcohol and/or other drug misuse and/or abuse.</p> <p>HE.912.SUA.5.1 Plan how to effectively ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs. <i>Clarification:</i> Can ask family, guardians, care givers, teachers, school counselors.</p>	Define a trusted adult and identify three (3) trusted adults in their life.
3.3	Advocating for You	<p>HE.912.SUA.5.1 Plan how to effectively ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs. <i>Clarification:</i> Can ask family, guardians, care givers, teachers, school counselors.</p> <p>HE.912.SUA.5.2 Utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.</p> <p>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.</p>	<p>-Clearly state their personal message.</p> <p>-Understand what it means to advocate for themselves and ask for help.</p>

<p>3.4</p>	<p>Advocating for a Friend</p>	<p>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.</p> <p>HE.912.SUA.5.1 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>HE.912.SUA.5.2 Utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.</p> <p>HE.912.SUA.5.3 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>Know when and how to advocate for a friend.</p>
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