



High School (9th through 12th Grade) Scope and Sequence

Emily's Hope Substance Use Prevention Curriculum has been carefully designed to address growing concerns surrounding substance use and overdose in our communities. Our curriculum focuses on age-appropriate and evidence-based content that educates children about the risks of substance use while empowering them to make healthy choices. We aim to create a supportive environment that promotes well-being and resilience by fostering open communication between children, parents, and educators.

Emily's Hope Substance Use Prevention Curriculum seeks to support educators in the classroom with an age-appropriate substance use prevention curriculum. Educating on both legal and illegal substances, their effects on the brain, body, and a person's life, to promote healthy lifestyle choices.

| 9th - 12th Grade Lessons | | Number of Lessons per topic |
|--------------------------|---|-----------------------------|
| My Body | X | 2 |
| My Brain | X | 2 |
| Emotions | X | 4 |
| Pressures | X | 3 |
| Your Health / My Health | X | 3 |
| Medication Safety | X | 3 |
| My Brain on Substances | X | 4 |
| Substance Use Disorder | X | 3 |

- Each lesson is aligned with the National Health Education Standards that are identified on the lesson plan.

[National Consensus for School Health Education](#)

- Each lesson is aligned with the American School Counselor Association (ASCA) Mindsets and Behaviors

[ASCA Student Standards: Mindsets & Behaviors for Student Success](#)

- "I Can... Statements" support student goals for learning.
- Lesson vocabulary is provided to support comprehension of lesson content.
- Lesson plans are age-appropriate and designed to build knowledge from 9th - 12th grade, building on the foundational knowledge learned in elementary through 8th grade lessons.
- Lesson activities are engaging and promote discussion of lesson content.
- Optional review lessons for curriculum topics are provided to support prior learning and content knowledge.

References:

- American School Counselor Association (2021). *ASCA Content Standards; Mindsets and Behaviors for Student Success*. Alexandria, VA: Author.
- National Consensus for School Health Education. (2022). *National Health Education Standards: Model Guidance for Curriculum and Instruction (3rd Edition)* www.schoolhealtheducation.org
- Emily's Hope - <https://emilyshope.charity/>

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The Emily's Hope Substance Use Prevention Curriculum for High School focuses on the foundation of content built in the Elementary and Middle School lessons. It is developed for the flexibility of instruction (who, how, and when) to meet the varied high school schedule structures. The lessons allow for grade level or multigrade instruction. The lesson content is engaging with activities that support opportunities for student learners to research, make choices about learning activities, practice advocacy and messaging skills.

| 9th-12th Grade Lessons | My Body | My Brain | Emotions | Pressures | Your Health/My Health | Medication Safety | My Brain on Substances | Substance Use Disorder |
|--|--|--|--|---|---|--|--|--|
| Content focus Student “I can...” statements | <p><i>I can...</i></p> <ul style="list-style-type: none"> ...name and describe the functions of each body system. (central nervous system - brain; respiratory system - lungs; circulatory system - blood vessels/heart /heart rate; muscular system - movement; digestive system - absorption) ...describe the visible and invisible changes during adolescence. (hormonal changes; physical changes; emotional changes). | <p><i>I can...</i></p> <ul style="list-style-type: none"> ...identify the parts and functions of my brain (frontal lobe; cerebellum; occipital lobe; parietal lobe; temporal lobe; brain stem; prefrontal cortex; amygdala; hypothalamus gland; pituitary gland). ...identify what is happening to my brain as I develop. ...identify the impact that substances can have on my developing brain. | <p><i>I can...</i></p> <ul style="list-style-type: none"> ...identify emotions and events that contribute to my emotions. ...identify healthy vs unhealthy coping mechanisms. ... understand how outside influences can impact my emotions. ...develop positive and realistic goals. | <p><i>I can...</i></p> <ul style="list-style-type: none"> ...identify ways to say “No” when I am feeling pressured to do something I am not comfortable with. ...describe the influences (positive and negative) my family and friends have on me. ...use Pause - Think - Act (P-T-A) to help me make decisions. ...show confidence when using my personal mantra and encourage others to make healthy choices. ...advocate for myself and others to make safe and healthy | <p><i>I can...</i></p> <ul style="list-style-type: none"> ...identify healthy habits and safe practices. ...understand how to identify an emergency and when and how to get help. ...explain how an unhealthy or risky choice can affect the safety of my brain and body. ...advocate for myself and others to support safe and healthy decisions. ...understand the use of medications (Naloxone) for use in an overdose situation. ...identify ways to support my mental health | <p><i>I can...</i></p> <ul style="list-style-type: none"> ...describe the difference between over-the-counter (OTC) and prescription medication. ...define misuse vs proper use of medication (OTC and prescription). ...navigate social media safely and understand the possible dangers of social media. ...understand the use of medications (Naloxone) for use in an overdose situation. | <p><i>I can...</i></p> <ul style="list-style-type: none"> ...identify that the parts of my brain are made up of smaller pieces called cells. ...identify that many of these cells need to be connected in places called synapse. ...describe the synapse as a space between cells that is used for communication ...describe that many drugs interfere with the synapse's ability to sense, send, or receive messages. ...can identify the parts and functions of my brain. ...identify what is happening to my brain as I develop. ...identify the impact that | <p><i>I can...</i></p> <ul style="list-style-type: none"> ...identify how substances affect the brain. ...describe the process and progression of substance use disorder. ...identify personal health and safety habits to protect my brain from substances. ...describe risk factors and protective factors as they relate to substance use disorder. ...learn about treatment for substance use disorder. ... define stigma and understand strategies to remove the stigma of substance use disorder. ...find resources to support help and treatment for substance use disorder. |

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| 9th-12th Grade Lessons | My Body | My Brain | Emotions | Pressures | Your Health/My Health | Medication Safety | My Brain on Substances | Substance Use Disorder |
|------------------------------|--|----------|----------|--|--|----------------------|--|---------------------------|
| | <ul style="list-style-type: none"> • ...describe the effects of substances, both legal and illegal on my body systems. • ...describe the importance of healthy goals to keep my body healthy and safe. | | | <p>decisions.</p> <ul style="list-style-type: none"> • ...identify the factors that impact peer pressure (positive or negative). • ...identify internal pressures. • ...identify external pressures. • ...can communicate in an assertive and respectful manner. | <p>and support peers/family.</p> <ul style="list-style-type: none"> • ...explore options in my own community and the significance of promoting mental health. | | <p>substances can have on my developing brain.</p> <ul style="list-style-type: none"> •describe the difference between over-the-counter (OTC) and prescription medication. •define misuse vs proper use of medication (OTC and prescription). • ...describe the difference between legal and illegal use of medication and substances. • ...understand both the legal and health-related consequences of using substances. • ...explain how high-potency THC products affect the adolescent brain's | |

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| | | | | | | | development and long term function. <ul style="list-style-type: none"> • ...identify the severe mental health risks associated with cannabis use, including psychosis and anxiety. • ...recognize the signs and reality of Cannabis Use Disorder (CUD). • ...articulate the dangers and lethal risks of fentanyl and other contaminants in the unregulated cannabis market. | |
| National Health Education Standards National Consensus for School Health Education | Standard 1 1.12.1; 1.12.2; 1.12.3; 1.12.4; 1.12.5; 1.12.6; 1.12.7 1.12.8; 1.12.9; 1.12.10 Standard 4 4.12.1; 4.12.2; 4.12.3; 4.12.4; 4.12.5; 4.12.6; | Standard 1 1.12.1; 1.12.2; 1.12.3; 1.12.4; 1.12.5; 1.12.6; 1.12.7 1.12.8; 1.12.9; 1.12.10 Standard 2 2.12.1; 2.12.2; 2.12.3; 2.12.4; 2.12.5; 2.12.6; | Standard 1 1.12.1; 1.12.2; 1.12.3; 1.12.4; 1.12.5; 1.12.6; 1.12.7 1.12.8; 1.12.9; 1.12.10 Standard 4 4.12.1; 4.12.2; 4.12.3; 4.12.4; 4.12.5; 4.12.6; | Standard 1 1.12.1; 1.12.2; 1.12.3; 1.12.4; 1.12.5; 1.12.6; 1.12.7 1.12.8; 1.12.9; 1.12.10 Standard 4 4.12.1; 4.12.2; 4.12.3; 4.12.4; 4.12.5; 4.12.6; | Standard 1 1.12.1; 1.12.2; 1.12.3; 1.12.4; 1.12.5; 1.12.6; 1.12.7 1.12.8; 1.12.9; 1.12.10 Standard 4 4.12.1; 4.12.2; 4.12.3; 4.12.4; 4.12.5; 4.12.6; | Standard 1 1.12.1; 1.12.2; 1.12.3; 1.12.4; 1.12.5; 1.12.6; 1.12.7 1.12.8; 1.12.9; 1.12.10 Standard 3 3.12.1; 3.12.2; 3.12.3; 3.12.4; 3.12.5; 3.12.6; | Standard 1 1.12.1; 1.12.2; 1.12.3; 1.12.4; 1.12.5; 1.12.6; 1.12.7 1.12.8; 1.12.9; 1.12.10 Standard 5 5.12.1; 5.12.2; 5.12.3; 5.12.4; 5.12.5; 5.12.6; | Standard 1 1.12.1; 1.12.2; 1.12.3; 1.12.4; 1.12.5; 1.12.6; 1.12.7 1.12.8; 1.12.9; 1.12.10 Standard 5 5.12.1; 5.12.2; 5.12.3; 5.12.4; |

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| | 4.12.7; 4.12.8; 4.12.9 | 2.12.7; 2.12.8; 2.12.9 Standard 7 7.12.1; 7.12.2; 7.12.3; 7.12.4 | 4.12.7; 4.12.8; 4.12.9 | 4.12.7; 4.12.8; 4.12.9 Standard 6 6.12.1; 6.12.2; 6.12.3; 6.12.4; 6.12.5; 6.12.6; 6.12.7; 6.12.8; 6.12.9 Standard 8 8.12.1; 8.12.2; 8.12.3; 8.12.4; 8.12.5; 8.12.6 | 4.12.7; 4.12.8; 4.12.9 Standard 7 7.12.1; 7.12.2; 7.12.3; 7.12.4 Standard 8 8.12.1; 8.12.2; 8.12.3; 8.12.4; 8.12.5; 8.12.6 | 3.12.7; 3.12.8; 3.12.9; 3.12.10; 3.12.11 Standard 5 5.12.1; 5.12.2; 5.12.3; 5.12.4; 5.12.5; 5.12.6; 5.12.7; 5.12.8; 5.12.9 Standard 7 7.12.1; 7.12.2; 7.12.3; 7.12.4 | 5.12.7; 5.12.8; 5.12.9 Standard 7 7.12.1; 7.12.2; 7.12.3; 7.12.4 | 5.12.5; 5.12.6; 5.12.7; 5.12.8; 5.12.9 Standard 6 6.12.1; 6.12.2; 6.12.3; 6.12.4; 6.12.5; 6.12.6; 6.12.7; 6.12.8; 6.12.9 Standard 7 7.12.1; 7.12.2; 7.12.3; 7.12.4 |
| ASCA Mindsets & Behaviors M - Mindset Standard Behavioral Standards: B-LS - Learning Strategies B-SMS - Self-Management Skills B-SS - Social Skills ASCA Student Standards: Mindsets & Behaviors for Student Success | M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5; B-SS 9 | M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5 | M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 4; B-SS 5; B-SS 9 | M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 4; B-SS 5; B-SS 8; B-SS 9 | M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5; B-SS 9 | M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 5; B-SS 9 | M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 4; B-SS 5; B-SS 8; B-SS 9 | M 1 B-LS 1; B-LS 2; B-LS 9 B-SMS 1; B-SMS 2; B-SMS 6; B-SMS 7; B-SMS 9 B-SS 1; B-SS 4; B-SS 5; B-SS 8; B-SS 9 |