



Health Education

**HS Health Education
Grades 9-12**

**Department of Academic Services
Office of Teaching and Learning
Curriculum Division**

COLUMBUS CITY SCHOOLS

Curriculum Map**Year-at-a-Glance**

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Units;
- Standards/Learning Targets; and
- Timeframes.

**Scope and Sequence**

The Scope and Sequence provides a detailed overview of each grading period, including:

- Units;
- Standards/Learning Targets;
- Timeframes;
- Big Ideas and Essential Questions; and
- Strategies and Activities.

**Curriculum and Instruction Guide**

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets;
- Content Elaborations;
- Sample Assessments;
- Instructional Strategies; and
- Instructional Resources.

Quarter-at-a-Glance

Quarter X

	Unit 1. Personal Health, Injury Prevention and Anatomy	3 Weeks
	<ul style="list-style-type: none"> _____ 1-1 Analyze how behavior can impact health maintenance and prevention. _____ 1-1 Analyze how behavior can impact health maintenance and prevention. _____ 1-2 Describe the interrelationship of mental, emotional, social and physical health throughout adulthood. _____ 1-3 Explain the impact of personal health behaviors on the functioning of body systems. _____ 1-5 Analyze how the prevention and control of health problems are influenced by medical advances. _____ 3-5 Develop injury prevention management strategies for personal, family, and community health. _____ 6-2 Analyze health concerns that require collaborative decision-making. _____ 1-2 Describe the interrelationship of mental, emotional, social and physical health throughout adulthood. _____ 1-3 Explain the impact of personal health behaviors on the functioning of body systems. _____ 1-5 Analyze how the prevention and control of health problems are influenced by medical advances. _____ 3-5 Develop injury prevention management strategies for personal, family, and community health. _____ 6-2 Analyze health concerns that require collaborative decision-making. 	
	Unit 2. Healthy Relationships and Consumerism	3 Weeks
	<ul style="list-style-type: none"> _____ 2-1 Evaluate the validity of health information, products and services. _____ 2-2 Demonstrate the ability to evaluate resources from home, school and the community. _____ 2-3 Evaluate factors that influence personal selection of health products and services. _____ 2-4 Demonstrate the ability to access school and community health services for self and others. _____ 4-2 Evaluate the effect of media and other factors on personal, family and community health. _____ 4-3 Evaluate the impact of technology on personal, family and community health. _____ 7-1 Express information and opinions about health issues accurately. _____ 7-3 Demonstrate the ability to work cooperatively when advocating for healthy communities. 	

Unit 3. Mental Health Awareness**3 Weeks**

- _____ 1-1 Analyze how behavior can impact health maintenance and disease prevention.
- _____ 1-2 Describe the interrelationships of mental, emotional, social and physical health throughout adulthood.
- _____ 1-4 Analyze how family, peers, community and environment influence the health of individuals.
- _____ 3-1 Analyze the role of individual responsibility for enhancing health.
- _____ 3-2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.
- _____ 3-4 Develop strategies to improve or maintain personal, family and community health.
- _____ 3-6 Demonstrate ways to avoid and reduce threatening situations.
- _____ 3-7 Evaluate strategies to manage stress.
- _____ 5-1 Demonstrate skills for communication effectively with family, peers and others.
- _____ 5-2 Demonstrate healthy ways to express needs, wants and feelings.
- _____ 5-3 Demonstrate ways to communicate care, consideration and conflicts without harming self or others.
- _____ 5-4 Demonstrate strategies for solving interpersonal conflicts without harming self or others.
- _____ 5-6 Analyze the possible causes of conflict in schools, families and communities.
- _____ 5-7 Demonstrate strategies used to prevent conflict.
- _____ 6-1 Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
- _____ 6-2 Analyze health concerns that require collaborative decision-making.
- _____ 6-3 Implement a plan for attaining a personal health goal and evaluate progress toward achieving that goal.
- _____ 6-4 Formulate an effective plan for lifelong health.
- _____ 7-2 Demonstrate the ability to influence and support others in making positive health choices.

Quarter Y

Unit 4. Alcohol, Tobacco and Drug Prevention	2 Weeks
<ul style="list-style-type: none">___ 1-1 Analyze how behavior can impact health maintenance and prevention.___ 1-2 Describe the interrelationships of mental, emotional, social and physical health throughout adulthood.___ 1-3 Explain the impact of personal health behaviors on the functioning body systems.___ 1-3 Analyze how the family, peers, community and environment influence the health of individuals.___ 3-3 Analyze the short-term and long-term consequences of safe, risky harmful behaviors.___ 3-4 Develop strategies to improve or maintain personal, family and community health.___ 3-5 Demonstrate ways to avoid and reduce threatening situations.___ 4-2 Evaluate the effect of media and other factors on personal, family and community health.___ 4-4 Analyze how information from the community influences health.___ 5-1 Demonstrate skills for communicating effectively with family, peers and others.___ 5-2 Demonstrate healthy ways to express needs, wants, and feelings.___ 5-3 Demonstrate ways to communicate care, consideration and conflicts without harming self or others.___ 5-5 Demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations.___ 5-6 Analyze the possible causes of conflict in schools, families and communities.___ 6-4 Formulate an effective plan for lifelong health.___ 7-2 Demonstrate the ability to influence and support others in making positive health choices.___ 7-3 Demonstrate the ability to work cooperatively when advocating for healthy communities.___ 7-4 Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.	

Unit 5. Nutrition	1.5 Weeks
<ul style="list-style-type: none">___ 1-1 Analyze how behavior can impact health maintenance and disease prevention.___ 1-2 Describe the interrelationships of mental, emotional, social and physical health throughout adulthood.___ 1-3 Explain the impact of personal health behaviors on the functioning of body systems.___ 3-1 Analyze the role of individual responsibility for enhancing health.	

____ 4-1 Analyze how cultural diversity enriches and challenges health behaviors.

Unit 6. Fitness

1.5 Weeks

- ____ 1-2 Describe the interrelationships of mental, emotional, social and physical health throughout adulthood.
- ____ 1-3 Explain the impact of personal health behaviors on the functioning body systems.
- ____ 3-1 Analyze the role of individual responsibility for enhancing health.
- ____ 3-5 Develop injury prevention and management strategies for personal, family and community health.
- ____ 6-3 Implement a plan for attaining a personal health goal and evaluate progress toward achieving that goal.
- ____ 6-4 Formulate an effective plan for lifelong health.

Unit 7. STI Prevention and Preventing Common Infections and Diseases

2 Weeks

- ____ 1-1 Analyze how behavior can impact health maintenance and disease prevention.
- ____ 1-2 Describe the interrelationships of mental, emotional, social and physical health throughout adulthood.
- ____ 1-3 Explain the impact of personal health behaviors on the functioning of body systems.
- ____ 1-5 Analyze how the prevention and control of health problems are influenced by medical advances.
- ____ 2-3 Evaluate factors that influence personal selection of health products and services.
- ____ 3-5 Develop injury prevention and management strategies for personal, family and community health.
- ____ 4-4 Analyze how information from the community influences health.
- ____ 6-4 Formulate an effective plan for lifelong health.
- ____ 7-1 Express information and opinions about health issues accurately.
- ____ 7-3 Demonstrate the ability to work cooperatively when advocating for healthy communities.
- ____ 7-4 Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.

Unit 8. Reproductive Health (Venereal Disease Education)**2 Weeks**

- ___ 1-3 Explain the impact of personal health behaviors on the functioning of body systems.
- ___ 3-4 Develop strategies to improve or maintain personal, family and community health.
- ___ 3-6 Demonstrate ways to avoid and reduce threatening situations.
- ___ 5-1 Demonstrate skills for communication effectively with family, peers and others.
- ___ 5-2 Demonstrate healthy ways to express needs, wants and feelings.
- ___ 5-3 Demonstrate ways to communicate care, consideration and conflicts without harming self or others.
- ___ 5-5 Demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations.
- ___ 6-4 Formulate an effective plan for lifelong health.

Scope and Sequence

Unit I. Personal Health, Injury Prevention and Anatomy		3 Weeks	
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
<p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>SI.1.SAFE.1.HS. Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle.</p> <p>SI.1.SAFE.2.HS. Analyze the dangers of driving or riding in a car while the driver is distracted (e.g. texting, talking on the phone, friends in the car, use of GPS, etc.).</p> <p>SI.1.SAFE.3.HS. Explain ways to reduce the risk of injuries around water, while playing sports, at home, in the community, or at school.</p> <p>SI.1.SAFE.4.HS. Summarize ways to</p>	<p>Students in high school focus on the functional knowledge that continues the development of skills for accessing valid, reliable resources to build health literacy and effective interpersonal communication skills. Students at this developmental age have higher demands that require additional health knowledge and communication skills. For example, older teens are driving to their own doctors' appointments and must rely on their interpersonal communication skills to express their personal health and wellness needs.</p> <p>Students in high school must also have the confidence to ask health care professionals questions and understand the health</p>	<p>Describe five factors that can help you prevent unintentional injuries</p> <p>Identify unintentional injuries that commonly occur in the home.</p> <p>Describe how occupational injuries and illnesses can be prevented.</p> <p>Summarize the four basic guidelines for recreational safety.</p> <p>Identify the skills you need to be a safe driver.</p>

		<p>reduce the risk of injuries from firearms or injuries due to poisoning.</p> <p>SI.1.SAFE.5.HS. Analyze the benefits of reducing the risks of injury.</p> <p>SI.1.SAFE.6.HS. Explain the life-saving and life enhancing process of organ and tissue donation (anatomical gifts).</p>	<p>information that is given to them. Practicing healthy behaviors is another essential skill that is focused upon for this grade band. They must analyze the role of individual responsibility to enhance personal health, and evaluate personal practices and behaviors to prevent health risks. The supportive skills at the high school level can be addressed with additional time in health education. Standard I is also addressed as a supportive skill because additional functional knowledge would be needed to achieve the supportive skills.</p>	
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Unit 2. Healthy Relationships and Consumerism		3 Weeks	
<u>Lesson</u>	<u>Standards / Learning Targets</u>	<u>Big Ideas / Essential Questions</u>	<u>Strategies / Activities</u>
Students will be able to demonstrate the ability to advocate for personal, family, and community health.	<p>S2.2.HR.1.HS. Analyze how culture supports and challenges sexual health beliefs, practices, behaviors, and relationships.</p> <p>S2.3.HR.2.HS. Analyze how peers and perceptions of norms influence healthy and unhealthy sexual health practices, behaviors, and relationships.</p> <p>S2.4.HR.3.HS. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy sexual health practices, behaviors, and relationships.</p> <p>S2.5.HR.4.HS. Analyze how some health risk behaviors influence the likelihood of</p>	<p>Students in high school focus on the functional knowledge that continues the development of analyzing influences and interpersonal communication skills. Students at this developmental age have higher demands that require additional practice in the analysis of influences and communication skills. Students take a closer look at how the influence of culture supports and challenges violence prevention beliefs, practices, and behaviors.</p> <p>Other influences include, peers and perceptions of norms; personal attitudes, values, and beliefs; alcohol and other drug use; and media and technology. Students also enhance their interpersonal communication skills by practicing strategies to prevent,</p>	<p>Ways to express anger nonviolently.</p> <p>Conflict resolution strategies.</p> <p>Ways to prevent violence.</p> <p>Consequences of prejudice, discrimination, racism, sexism, and hate crimes.</p> <p>The relationship between using alcohol and other drugs and violence.</p> <p>The importance of reporting rape and sexual assault to a trusted adult.</p> <p>Talk to trusted adults if there is a person</p>

		<p>engaging in risky sexual behaviors.</p> <p>S2.8.HR.5.HS. Analyze the effect of media and technology on personal, family, and community sexual health practices, behaviors, and relationships.</p>	<p>manage, or resolve interpersonal conflict to prevent violence. They will also demonstrate how to effectively ask for assistance to prevent violence; and effectively offer assistance to help others prevent violence.</p> <p>The supportive skills at the high school level can be addressed with additional time in health education. Standard I is also addressed as a supportive skill because additional functional knowledge would be needed to achieve the supportive skills.</p>	<p>in danger of hurting themselves or others.</p> <p>Get help for mental health problems that result from and contribute to violence.</p> <p>Warning signs of sex trafficking and resources to prevent sex trafficking.</p> <p>How personal attitudes, values, and beliefs influence healthy and unhealthy violence and violence prevention practices and behaviors.</p> <p>Effective communication to prevent violence. Supportive Understandings</p> <p>How prosocial behaviors can help prevent violence.</p> <p>How power and control differences in relationships can contribute to aggression and violence.</p> <p>Situations that can lead to violence.</p> <p>Emergency procedure practice.</p> <p>Violence as the result of the accumulation of multiple problems rather than just one incident.</p> <p>Valid and reliable resources for violence prevention information and services.</p>
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				<p>Examination of barriers to making a decision that could lead to violence. Personal health plan to achieve a goal to prevent violence.</p> <p>Violence prevention practices and behaviors to improve the health of self and others.</p> <p>Advocacy efforts for violence prevention practices.</p>
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Unit 3. Mental Health Awareness		3 Weeks	
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
Students will be able to demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	<p>SI.1.MEH.1.HS. Analyze the interrelationship of physical, mental, emotional, social, and spiritual health.</p> <p>SI.1.MEH.2.HS. Analyze characteristics of a mentally and emotionally healthy person.</p> <p>SI.1.MEH.3.HS. Analyze how mental and emotional health can affect health-related behaviors.</p> <p>SI.1.MEH.4.HS. Summarize strategies for coping with loss and grief.</p> <p>SI.1.MEH.5.HS. Analyze strategies for managing and reducing interpersonal conflicts.</p>	<p>Students in high school focus on the functional knowledge that continues the development of accessing valid and reliable mental health information and practicing healthy mental emotional health behaviors, but also includes advocacy skills to give students the opportunity to persuade and support others to make positive mental and emotional health choices.</p> <p>Students at this developmental age have higher demands that require additional practice accessing valid, reliable resources, practicing healthy behaviors at home, and advocating for positive mental emotional health choices. Students can use valid and reliable information to support their advocacy efforts that can take place at home, in school, or in the community to enhance the mental emotional health for self</p>	<p>The interrelationship of physical, mental, emotional, social, and spiritual health.</p> <p>Characteristics of a mentally and emotionally healthy person.</p> <p>The impact of mental and emotional health on health-related behaviors.</p> <p>Strategies for coping with loss and grief.</p> <p>Strategies for conflict management.</p> <p>Stress responses and stress management strategies.</p> <p>The benefits of prosocial behaviors. Impulse behaviors and strategies for controlling them.</p>

	<p>SI.1.MEH.6.HS. Evaluate effective strategies for dealing with stress.</p> <p>SI.1.MEH.7.HS. Summarize characteristics of someone who has self-respect and self-control.</p> <p>SI.1.MEH.8.HS. Analyze how pro-social behaviors can benefit overall health.</p> <p>SI.1.MEH.9.HS. Explain the body's physical and psychological responses to stressful situations.</p> <p>SI.1.MEH.10.HS. Summarize impulsive behaviors and strategies for controlling them.</p> <p>SI.1.MEH.11.HS. Recognize the signs and symptoms of a person who may be considering suicide.</p> <p>SI.1.MEH.12.HS. Determine when to seek help for mental and emotional health problems.</p> <p>SI.1.MEH.13.HS. Describe how to connect a person who is experiencing signs and symptoms of suicide to a health professional.</p>	<p>or others.</p> <p>Students who advocate for healthy behaviors are more likely to practice those healthy behaviors. The supportive skills at the high school level can be addressed with additional time in health education. Standard I is also addressed as a supportive skill because additional functional knowledge would be needed to achieve the supportive skills.</p>	<p>Recognizing warning signs of suicide.</p> <p>Seeking help for mental and emotional health problems.</p> <p>Connecting those who need help with mental health professionals.</p> <p>Locating and evaluating valid and reliable mental and emotional health information and services.</p> <p>Practicing healthy mental and emotional health behaviors.</p> <p>Helping others to make positive mental and emotional health choices.</p> <p>Supportive Understandings</p> <p>Causes, symptoms, and the effects of depression and anxiety.</p> <p>Seeking help for eating disorders.</p> <p>Characteristics that make people unique.</p> <p>Building and maintaining healthy family and peer relationships.</p> <p>Effective strategies for dealing with difficult relationships.</p> <p>Effective communication to enhance mental and emotional health.</p> <p>Making thoughtful decisions regarding a</p>
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				<p>mental and emotional health problem. Overcoming barriers to achieve a goal to improve or maintain positive mental and emotional health.</p>
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	Unit 4. Alcohol, Tobacco and Drug Prevention			2 Weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities

<p>Students will be able to demonstrate the ability to use decision-making skills to enhance health.</p>	<p>SI.1.ATOD.1.HS. Differentiate between proper use, misuse, and abuse of over-the-counter and prescription medicines.</p> <p>SI.1.ATOD.2.HS. Describe the dangers of drug use, including touching or ingesting dangerous substances.</p> <p>SI.1.ATOD.3.HS. Describe the harmful effects of binge drinking.</p> <p>SI.1.ATOD.4.HS. Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol, tobacco, and other drugs.</p> <p>SI.1.ATOD.5.HS. Describe the effects of using alcohol, tobacco, and other drugs on school performance, future career goals, and relationships with others.</p> <p>SI.1.ATOD.6.HS. Analyze why individuals choose to use or not to use alcohol, tobacco, marijuana, and other drugs.</p> <p>SI.1.ATOD.7.HS. Analyze short-term and long-term benefits of remaining drug free from alcohol, tobacco, marijuana, and other drugs.</p> <p>SI.1.ATOD.8.HS. Analyze the relationship between using alcohol,</p>	<p>Students in high school focus on the functional knowledge that continues the development of skills around effective communication, decision-making, and advocacy skills. Students at this developmental age have higher demands that require additional practice in communication skills. For example, refusing to ride in a car with a person who is under the influence; or to prevent a friend from driving under the influence.</p> <p>The level of decision-making is also augmented. Students need a variety of scenarios to practice analyzing how influences impact their decisions; generating alternatives; identifying consequences associated with those alternatives; and evaluating the healthiest decision.</p> <p>Lastly, students at the high school level have more opportunities to advocate for healthy choices regarding ATOD. For example, high school students can advocate for staying drug free to junior high and elementary classrooms. Many high school students also drive and have the opportunity to promote drug free messages in their community. Students who advocate for healthy behaviors are more likely to practice those healthy behaviors.</p> <p>The supportive skills at the high school level can be addressed with additional time in health education. Standard I is also addressed as a</p>	<p>Education regarding tobacco products, cigarettes, e-cigarettes, vape, nicotine gum, nicotine patch, pipe, smokeless tobacco, etc. Electronic Nicotine Delivery Systems (ENDS) Products, such as vaporizers, e-cigarettes, hookah pens, vape pens, etc. that deliver nicotine into the bloodstream.</p>
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		<p>marijuana, and other drugs and other health risks such as unintentional injuries, violence, suicide, sexual risk behaviors, and disease transmission.</p> <p>SI.1.ATOD.9.HS. Analyze the dangers of driving or riding with a driver who is under the influence of alcohol, marijuana, and/or other drugs.</p> <p>SI.1.ATOD.10.HS. Evaluate the financial costs of alcohol, tobacco, marijuana, and other drug use on the individual and society.</p> <p>SI.1.ATOD.11.HS. Describe the stages and consequences of addiction.</p> <p>SI.1.ATOD.12.HS. Describe the importance of and identify resources for receiving help for alcohol, tobacco, marijuana, and other drug addiction.</p>	<p>supportive skill because additional functional knowledge would be needed to achieve the supportive skills. The skill of goal setting (Standard 6) is not focused upon in the ATOD unit because goal setting around negative behaviors is not good practice in health education.</p> <p>In addition, practicing healthy behaviors (Standard 7), is not best practice for the ATOD unit because we do not reinforce the skill to students “practice not using alcohol, tobacco and other drugs at home.”</p>	
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Unit 5. Nutrition			1.5 Weeks
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities

<p>Students will be able to demonstrate the ability to access valid information and products and services to enhance health.</p>	<p>SI.1.HE.1.HS. Describe the recommendations of the U.S. Dietary Guidelines for Americans.</p> <p>SI.1.HE.2.HS. Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.</p> <p>SI.1.HE.3.HS. Explain how the U.S. Dietary Guidelines for Americans and MyPlate are useful in planning a healthy diet.</p> <p>SI.1.HE.4.HS. Distinguish food sources that provide key nutrients.</p> <p>SI.1.HE.5.HS. Describe the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs.</p> <p>SI.1.HE.6.HS. Summarize the relationship between access to healthy foods and personal food choices.</p> <p>SI.1.HE.7.HS. Analyze the benefits of healthy eating.</p> <p>SI.1.HE.8.HS. Investigate and summarize how to make healthy food selections when dining out.</p> <p>SI.1.HE.9.HS. Summarize the importance</p>	<p>Students in high school focus on the functional knowledge that enhances their ability to access valid, reliable nutrition resources. The valid and reliable information they access will assist with the setting of personal goals to maintain or improve their nutrition plan. For example, referring to valid and reliable information about key nutrients in foods will assist in setting a goal to consume a variety of foods that contain these key nutrients. The supportive skills at the high school level can be addressed with additional time in health education. Analyzing influences, interpersonal communication skills, decision making, practicing behaviors, and advocacy skills are all possible to achieve with additional health education classes. Examples of how these skills can assist students include the understanding of influences on food choices; how to communicate nutrition needs to care givers by offering healthy food choices on the grocery list; making decisions about vegetarian or vegan food plans; putting food plans into practice at home; and advocating for healthy food choices in their school, community, or at home.</p>	<p>Explain how the U.S. Dietary Guidelines for Americans and MyPlate are useful in planning a healthy diet.</p> <p>Describe the relationship of food choices and chronic diseases.</p> <p>Identify a variety of food sources that provide key nutrients.</p> <p>Discuss the benefits of healthy eating.</p> <p>Discuss appropriate weight management practices.</p> <p>Evaluate and use resources that provide reliable nutrition information.</p> <p>Use strategies to overcome barriers and achieve personal goals to adopt healthy eating behaviors.</p>
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		<p>of healthy eating and physical activity in maintaining a healthy weight.</p> <p>SI.1.HE.10.HS. Analyze healthy and risky approaches to weight management.</p> <p>SI.1.HE.11.HS. Explain the effects of eating disorders on healthy growth and development.</p>		
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	Unit 6. Fitness			1.5 Weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities

	<p>Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>S6.1.HS. Assess personal health practices and behaviors.</p> <p>S6.2.HS. Set a realistic personal health goal.</p> <p>S6.3.HS. Assess the barriers to achieving a personal health goal.</p> <p>S6.4.HS. Develop a plan to attain a personal health goal.</p> <p>S6.5.HS. Implement strategies, including self-monitoring, to achieve a personal health goal.</p> <p>S6.6.HS. Use strategies to overcome barriers to achieving a personal health goal.</p> <p>S6.7.HS. Formulate an effective long-term plan to achieve a health goal.</p>	<p>Knowledge: Demonstrate understanding of fitness concepts, principles, strategies and individual differences needed to participate and maintain a health-enhancing level of fitness.</p> <p>Technique in developing cardiovascular fitness.</p> <p>Technique when developing muscle strength and endurance activities.</p> <p>Technique in developing flexibility.</p> <p>Safety techniques.</p> <p>Benefits of physical activity/dangers of physical inactivity.</p> <p>Basic anatomy & physiology.</p> <p>Physiological responses to physical activity.</p> <p>Components of health-related fitness. Training principles (overload, specificity, progression) & workout elements. Application of FITT principle.</p> <p>Factors that influence physical activity choices. Physical Activity: Participate regularly in fitness-enhancing physical activity.</p> <p>Physical activity participation (e.g., aerobic, muscular strength & endurance, bone strength, flexibility, enjoyment/social/personal meaning).</p>	<p>Value fitness-enhancing physical activity for disease prevention, enjoyment, challenge, self-expression, self-efficacy and/or social interaction; and allocate energies toward the production of healthy environments.</p> <p>Value physical activity. Advocacy. Fitness careers. Occupational fitness needs.</p> <p>Strive to maintain a healthy diet through knowledge, planning and regular monitoring. Basic nutrition and benefits of a healthy diet. Plan and maintain a healthy diet.</p> <p>Access and evaluate fitness information, facilities, products and services. Differentiate between fact and fiction regarding fitness products.</p>
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			<p>Health-Related Fitness: Achieve and maintain a health-enhancing level of health-related fitness.</p> <p>Setting goals & creating a fitness improvement plan.</p> <p>Social interaction/respecting differences.</p>	
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	Unit 7. STI Prevention and Preventing Common Infections and Diseases			2 Weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities

<p>Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>SI.1.PHW.1.HS. Summarize how common infectious diseases are transmitted by indirect contact and person-to-person contact.</p> <p>SI.1.PHW.2.HS. Explain the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis.</p> <p>SI.1.PHW.3.HS. Summarize ways to prevent the spread of germs that cause infectious diseases, such as HIV, by not having sex, not touching blood, and not touching used hypodermic or tattoo needles.</p> <p>SI.1.PHW.4.HS. Summarize ways to prevent the spread of sexually transmitted diseases (STDs) by avoiding behaviors that transmit blood, semen, and vaginal secretions.</p> <p>SI.1.PHW.5.HS. Analyze the relationship between using alcohol and other drugs and sexual risk behaviors.</p> <p>SI.1.PHW.6.HS. Analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of pregnancy, HIV, and STDs, including Human Papillomavirus (HPV).</p>	<p>What are sexually transmitted diseases (STIs)?</p> <p>Identifying various sexually transmitted infections including</p> <ul style="list-style-type: none"> • Chlamydia • Genital herpes • Gonorrhea • HIV/AIDS • HPV • Pubic lice • Syphilis • Trichomoniasis <p>What causes sexually transmitted infections (STIs)?</p> <p>Identifying what STIs can be caused by bacteria, viruses, and parasites.</p> <p>What are the symptoms of sexually transmitted infections(STIs)?</p> <p>How are sexually transmitted infections (STIs) diagnosed?</p>	<p>Transmission of infectious diseases including HIV and STI's.</p> <p>The importance of STI and HIV testing and counseling if sexually active.</p> <p>Risk factors that contribute to chronic diseases.</p> <p>Identify the positive impact of self-examinations.</p> <p>Signs and symptoms of STI's and ways to prevent STI's.</p> <p>Effectiveness of condoms on STI's.</p> <p>Access valid sources to promote personal health and wellness including culture, family, peers and attitudes.</p> <p>The benefits of practicing positive personal health and wellness-related behaviors and the role of personal responsibility.</p>
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	<p>SI.1.PHW.7.HS. Summarize the signs and symptoms of common STD's, including HIV.</p> <p>SI.1.PHW.8.HS. Summarize the problems associated with asymptomatic STDs and HIV.</p> <p>SI.1.PHW.9.HS. Summarize the short- and long-term consequences of common STDs, including HIV.</p> <p>SI.1.PHW.10.HS. Explain the importance of STD and HIV testing and counseling if sexually active.</p> <p>SI.1.PHW.11.HS. Explain the importance of immunizations, checkups, examinations and self examinations such as, breast and testicular self examinations, and health screenings such as mammograms and Pap smears necessary to maintain sexual and reproductive health.</p>	<p>What are the treatments for sexually transmitted infections (STIs)?</p> <p>Explain how sexually transmitted infections (STIs) can be prevented?</p>	
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Unit 8. Reproductive Health (Venereal Disease Education)			2 Weeks
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities

<p>Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>SI.1.PHW.1.HS. Summarize how common infectious diseases are transmitted by indirect contact and person-to-person contact.</p> <p>SI.1.PHW.2.HS. Explain the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis.</p> <p>SI.1.PHW.3.HS. Summarize ways to prevent the spread of germs that cause infectious diseases, such as HIV, by not having sex, not touching blood, and not touching used hypodermic or tattoo needles.</p> <p>SI.1.PHW.4.HS. Summarize ways to prevent the spread of sexually transmitted diseases (STDs) by avoiding behaviors that transmit blood, semen, and vaginal secretions.</p> <p>SI.1.PHW.5.HS. Analyze the relationship between using alcohol and other drugs and sexual risk behaviors.</p> <p>SI.1.PHW.6.HS. Analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of pregnancy, HIV, and STDs, including Human Papillomavirus (HPV).</p>	<p>Consent and Healthy Relationships (CHR)</p> <p>Anatomy and Physiology (AP)</p> <p>Puberty and Adolescent Sexual Development (PD)</p> <p>Gender Identity and Expression (GI)</p> <p>Sexual Orientation and Identity (SI)</p> <p>Sexual Health (SH)</p> <p>Interpersonal Violence (IV)</p>	<p>This section highlights sex education bills that were introduced during the 2020 state legislative session as well as bills that have been introduced thus far in 2021.</p> <p>Related topics such as reproductive health care, LGBTQ rights, and HIV/AIDS.</p> <p>Required sexual education and human immunodeficiency (HIV)/sexually transmitted infection (STI) instruction, stating that the board of education of each school district must establish a health education curriculum for “all schools under their control.” The health education curriculum must include “venereal disease education,” which must emphasize that “abstinence from sexual activity is the only protection that is [100 percent] effective against unwanted pregnancy, sexually transmitted disease [STD], and the sexual transmission of a virus that causes acquired immunodeficiency syndrome [AIDS].” Additionally, it must:</p> <ol style="list-style-type: none"> I. Stress that students should abstain from sexual activity until after marriage;
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		<p>SI.1.PHW.7.HS. Summarize the signs and symptoms of common STD's, including HIV.</p> <p>SI.1.PHW.8.HS. Summarize the problems associated with asymptomatic STDs and HIV.</p> <p>SI.1.PHW.9.HS. Summarize the short- and long-term consequences of common STDs, including HIV.</p> <p>SI.1.PHW.10.HS. Explain the importance of STD and HIV testing and counseling if sexually active.</p> <p>SI.1.PHW.11.HS. Explain the importance of immunizations, checkups, examinations and self examinations such as, breast and testicular self examinations, and health screenings such as mammograms and Pap smears necessary to maintain sexual and reproductive health.</p>		<ol style="list-style-type: none"> 2. Teach the potential physical, psychological, emotional, and social side effects of participating in sexual activity outside of marriage; 3. Teach that conceiving children out of wedlock is likely to have harmful consequences for the child, the child's parents, and society; 4. Stress that STDs are serious possible hazards of sexual activity; 5. Advise students of the laws pertaining to financial responsibility of parents to children born in- and out-of-wedlock; and 6. Advise students of the circumstances under which it is criminal to have sexual contact with a person under the age of 16, pursuant to section 2907.04 of the Revised Code. 7. Emphasize adoption as an option for unintended pregnancies. 8. Per the Ohio Revised Code, this comprehensive sex education curriculum will require an opt-in
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				<p>protocol.</p> <p>Comprehensive Sex Education can be delivered with implementing the Opt-in process with parent permission.</p> <ol style="list-style-type: none"> 1. Emphasizes social and emotional skills as key components of healthy relationships and responsible decision making. 2. Promotes abstinence from sex as a healthy and safe choice and provides a comprehensive understanding of sexual health, sexuality, and protection methods. 3. Supports parents and other caring adults as the primary sexuality educators of their children with take-home family activities. 4. Is developmentally appropriate, inclusive of LGBTQ+ youth, trauma-informed, and aligned to the National
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				<p>Health Education Standards using the CDC's Health Education Curriculum Analysis Tool.</p> <p>CCS will require written permission from a parent or guardian before a student can attend sex education class. This is referred to as an "opt-in" policy.</p> <p>Upon written request of a parent or guardian, a student may be excused from receiving any or all of this instruction. This is used when students receive only abstinence only sex education. This is referred to as an "opt-out" policy.</p>
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Curriculum and Instruction Guide
Unit: Personal Health, Injury Prevention and Anatomy

Unpacked Standards / Clear Learning Targets

<p><u>Learning Target:</u> Design a fitness plan based on the results of the health-related fitness assessment.</p>	<p><u>Essential Understanding</u> -Create a fitness plan based on the results of the health-related fitness assessment.</p> <p><u>Extended Understanding</u> -Design a detailed fitness plan based on the results of the health-related fitness assessment.</p>	<p><u>Academic Vocabulary</u> -Design -Results -Health Related Fitness -Assessment</p>
<p><u>Ultimate Learning Target:</u> Utilizes principles and practices to design a personalized health-related fitness plan.</p>	<p><u>Broad Learning Target:</u></p> <ul style="list-style-type: none"> - The student can design a fitness plan based on the results of the health-related fitness assessment. <p><u>Underpinning Knowledge Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can use the FITT principle to create a fitness plan based on the results of the health-related fitness assessment. <p><u>Underpinning Skills Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can create a fitness plan based on the results of the health-related fitness assessment. <p><u>Underpinning Reasoning Learning Targets:</u></p> <ul style="list-style-type: none"> - The student can select and evaluate appropriate exercises needed to create a fitness plan based on the results of the health-related fitness assessment. 	

Content Elaborations

The student will:

- Provide exercises/activities that would enhance or maintain cardiovascular endurance.
- Applies FITT principles on a consistent basis.
- Understand the difference between muscular strength and muscular endurance.
- Provide some exercises/activities that would enhance muscular strength and endurance in various areas of the body.
- Determine the difference between warm-up and cool-down activities.
- Provide warm-up and cool-down activities and exercises that would enhance flexibility.

Instructional Strategies

1. Review and evaluate your fitness assessment and fill in the chart below (from the ODE Assessment Document).
2. Complete the chart below (from the ODE Assessment Document) to outline your personal fitness plan. Complete the number of exercises that are sufficient for your plan.
 - Cardiovascular Endurance
 - Muscular Strength and Endurance Upper Body
 - Muscle Strength and Endurance Abdominals and Lower Body
 - Flexibility

Unit: Alcohol, Tobacco and Drug Prevention

Unpacked Standards / Clear Learning Targets

Learning Target:

Explain how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors.

Essential Understanding

-Identify how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors.

Extended Understanding

-Analyze how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors.

Academic Vocabulary

- Explain
- Perceptions
- Norms
- Influence

Ultimate Learning Target:

The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco.

Broad Learning Target:

- The student can explain how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors.

Underpinning Knowledge Learning Targets:

- The student can identify how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors.

Underpinning Skills Learning Targets:

- The student can describe how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors.

Underpinning Reasoning Learning Targets:

- The student can analyze, identify and describe how the perceptions of norms influence healthy and unhealthy drug use practices and behaviors.

Sample Assessments and Performance Tasks

[Ohio Department of Education Physical Education Evaluation Rubrics](#) - This site will take you to the Columbus City Schools Evaluation Rubrics where the grade bands are listed in MS Word documents.

[Ohio Department of Education Evaluation Data Sheets](#) - This site will take you to the Columbus City Schools Evaluation Data Sheets where the grade bands are listed in MS Excel spreadsheets.

Instructional Resources

Pruitt, B.E., Allegrante, J., & Prothrow-Stith, D., (2010). Prentice Hall Health, Teacher Edition. Upper Saddle River, NJ: Prentice Hall.

Joint Committee on National Health Education Standards. (2007). National Health Education Standards, Second Edition: Achieving Excellence. Washington, D.C.: The American Cancer Society

CCS HS Health Curriculum on the following link: <https://www.ccssoh.us/cms/lib/OH01913306/Centricity/Domain/218/HSHealthEducationCurriculum2017.pdf>

CCS HS Health Textbook and Resources on the following link: https://drive.google.com/drive/folders/1VWjqrNojFqBRsKc_cXtVpRMYaeU5EjsX?usp=sharing

CCS HS Health Curriculum Website for additional resources: <https://www.ccssoh.us/Page/2278>

SHAPE America COVID-19 for Health and Physical Education on the following link: <https://www.shapeamerica.org/covid19-resources.aspx>

<http://www.cdc.gov/drugoverdose/prescribing/managepain.html>

<http://www.cdc.gov/drugoverdose/epidemic/public.html>

<http://www.fda.gov/Drugs/ResourcesForYou/ucm193918.htm>

<https://odh.ohio.gov/wps/portal/gov/odh/know-our-programs/stop-overdoses/welcome>

<http://www.samhsa.gov/find-help/national-helpline>

<http://www.drugabuse.gov/related-topics/treatment>

<http://starttalking.ohio.gov/>

[Ohio Mental Health and Addiction Services](#)

[CDC Resources for School Health Education](#)