

COLUMBUS CITY SCHOOLS HIGH SCHOOL HEALTH SCOPE AND SEQUENCE/TIMELINE



FIRST GRADING PERIOD

TIMELINE (WEEK)	CONTENT	CONTENT STANDARDS – GRADE LEVEL INDICATORS
1-3	Anatomy	<p>___ 1-1 Analyze how behavior can impact health maintenance and prevention</p> <p>___ 1-2 Describe the interrelationship of mental, emotional, social and physical health throughout adulthood.</p> <p>___ 1-3 Explain the impact of personal health behaviors on the functioning of body systems.</p> <p>___ 1-5 Analyze how the prevention and control of health problems are influenced by medical advances.</p> <p>___ 3-5 Develop injury prevention management strategies for personal, family, and community health.</p> <p>___ 6-2 Analyze health concerns that require collaborative decision-making.</p>
4	Consumerism	<p>___ 2-1 Evaluate the validity of health information, products and services.</p> <p>___ 2-2 Demonstrate the ability to evaluate resources from home, school and the community.</p> <p>___ 2-3 Evaluate factors that influence personal selection of health products and services.</p> <p>___ 2-4 Demonstrate the ability to access school and community health services for self and others.</p> <p>___ 4-2 Evaluate the effect of media and other factors on personal, family and community health.</p> <p>___ 4-3 Evaluate the impact of technology on personal, family and community health.</p> <p>___ 7-1 Express information and opinions about health issues accurately.</p> <p>___ 7-3 Demonstrate the ability to work cooperatively when advocating for healthy communities.</p>
5-9	Mental Health	<p>___ 1-1 Analyze how behavior can impact health maintenance and disease prevention</p> <p>___ 1-2 Describe the interrelationships of mental, emotional, social and physical health throughout adulthood.</p> <p>___ 1-4 Analyze how family, peers, community and environment influence the health of individuals.</p> <p>___ 3-1 Analyze the role of individual responsibility for enhancing health.</p> <p>___ 3-2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.</p> <p>___ 3-4 Develop strategies to improve or maintain personal, family and community health.</p> <p>___ 3-6 Demonstrate ways to avoid and reduce threatening situations.</p> <p>___ 3-7 Evaluate strategies to manage stress.</p>

TIMELINE (WEEK)	CONTENT	CONTENT STANDARDS – GRADE LEVEL INDICATORS
		<p>___ 5-1 Demonstrate skills for communication effectively with family, peers and others.</p> <p>___ 5-2 Demonstrate healthy ways to express needs, wants and feelings.</p> <p>___ 5-3 Demonstrate ways to communicate care, consideration and conflicts without harming self or others.</p> <p>___ 5-4 Demonstrate strategies for solving interpersonal conflicts without harming self or others.</p> <p>___ 5-6 Analyze the possible causes of conflict in schools, families and communities.</p> <p>___ 5-7 Demonstrate strategies used to prevent conflict.</p> <p>___ 6-1 Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.</p> <p>___ 6-2 Analyze health concerns that require collaborative decision-making.</p> <p>___ 6-3 Implement a plan for attaining a personal health goal and evaluate progress toward achieving that goal.</p> <p>___ 6-4 Formulate an effective plan for lifelong health.</p> <p>___ 7-2 Demonstrate the ability to influence and support others in making positive health choices.</p>

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SECOND GRADING PERIOD

TIMELINE (WEEK)	CONTENT	CONTENT STANDARDS – GRADE LEVEL INDICATORS
10-11	Reproductive Health	<p>___ 1-3 Explain the impact of personal health behaviors on the functioning of body systems.</p> <p>___ 3-4 Develop strategies to improve or maintain personal, family and community health.</p> <p>___ 3-6 Demonstrate ways to avoid and reduce threatening situations.</p> <p>___ 5-1 Demonstrate skills for communication effectively with family, peers and others.</p> <p>___ 5-2 Demonstrate healthy ways to express needs, wants and feelings.</p> <p>___ 5-3 Demonstrate ways to communicate care, consideration and conflicts without harming self or others.</p> <p>___ 5-5 Demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations.</p> <p>___ 6-4 Formulate an effective plan for lifelong health.</p>
12-15	Nutrition	<p>___ 1-1 Analyze how behavior can impact health maintenance and disease prevention.</p> <p>___ 1-2 Describe the interrelationships of mental, emotional, social and physical health throughout adulthood.</p> <p>___ 1-3 Explain the impact of personal health behaviors on the functioning of body systems.</p> <p>___ 3-1 Analyze the role of individual responsibility for enhancing health.</p> <p>___ 4-1 Analyze how cultural diversity enriches and challenges health behaviors.</p>
16-17	Fitness	<p>___ 1-2 Describe the interrelationships of mental, emotional, social and physical health throughout adulthood.</p> <p>___ 1-3 Explain the impact of personal health behaviors on the functioning body systems.</p> <p>___ 3-1 Analyze the role of individual responsibility for enhancing health.</p> <p>___ 3-5 Develop injury prevention and management strategies for personal, family and community health.</p> <p>___ 6-3 Implement a plan for attaining a personal health goal and evaluate progress toward achieving that goal.</p> <p>___ 6-4 Formulate an effective plan for lifelong health.</p>
17-18	Common Diseases and Infections	<p>___ 1-1 Analyze how behavior can impact health maintenance and disease prevention.</p> <p>___ 1-2 Describe the interrelationships of mental, emotional, social and physical health throughout adulthood.</p> <p>___ 1-3 Explain the impact of personal health behaviors on the functioning of body systems.</p>

TIMELINE (WEEK)	CONTENT	CONTENT STANDARDS – GRADE LEVEL INDICATORS
		<p>___ 1-5 Analyze how the prevention and control of health problems are influenced by medical advances.</p> <p>___ 2-3 Evaluate factors that influence personal selection of health products and services.</p> <p>___ 3-5 Develop injury prevention and management strategies for personal, family and community health.</p> <p>___ 4-4 Analyze how information from the community influences health.</p> <p>___ 6-4 Formulate an effective plan for lifelong health.</p> <p>___ 7-1 Express information and opinions about health issues accurately.</p> <p>___ 7-3 Demonstrate the ability to work cooperatively when advocating for healthy communities.</p> <p>___ 7-4 Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience</p>
1 day per week for at least 10 weeks	Alcohol, Tobacco and Drugs (Keeping it Real Program)	<p>___ 1-1 Analyze how behavior can impact health maintenance and prevention.</p> <p>___ 1-2 Describe the interrelationships of mental, emotional, social and physical health throughout adulthood.</p> <p>___ 1-3 Explain the impact of personal health behaviors on the functioning body systems.</p> <p>___ 1-3 Analyze how the family, peers, community and environment influence the health of individuals.</p> <p>___ 3-3 Analyze the short-term and long-term consequences of safe, risky harmful behaviors.</p> <p>___ 3-4 Develop strategies to improve or maintain personal, family and community health.</p> <p>___ 3-5 Demonstrate ways to avoid and reduce threatening situations.</p> <p>___ 4-2 Evaluate the effect of media and other factors on personal, family and community health.</p> <p>___ 4-4 Analyze how information from the community influences health.</p> <p>___ 5-1 Demonstrate skills for communicating effectively with family, peers and others.</p> <p>___ 5-2 Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>___ 5-3 Demonstrate ways to communicate care, consideration and conflicts without harming self or others.</p> <p>___ 5-5 Demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations.</p> <p>___ 5-6 Analyze the possible causes of conflict in schools, families and communities.</p> <p>___ 6-4 Formulate an effective plan for lifelong health.</p> <p>___ 7-2 Demonstrate the ability to influence and support others in making positive health choices.</p> <p>___ 7-3 Demonstrate the ability to work cooperatively when advocating for healthy communities.</p> <p>___ 7-4 Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.</p>

TIMELINE (WEEK)	CONTENT	CONTENT STANDARDS – GRADE LEVEL INDICATORS
18	Final Review/ Comprehensive Final Exam	All addressed throughout the semester.