



Curriculum and Instruction

9-12 COURSE OF STUDY OUTLINE

Title of Course of Study
Health

Course Number: _____ (Assigned by Curriculum Department)

9-12 Course of Study Adoption Process	
PROCEDURES:	
1	Write/revise course of study
2	Review with Principal and acquire signature
3	Email course of study to all appropriate department staff at all high schools with link to Curriculum Council survey.
4	Attach copy of survey and comments along with sign in sheet from required meeting.
5	Meet with appropriate teachers to discuss responses, review course of study and sign. Attendance sheet of meeting is required
6	Technology Review: Submit via Web Help Ticket for Technology Review. Confirmation of approved Technology Agreement must be attached.
7	Course of study MUST be complete, including required signatures, and submitted to Curriculum Dept. 2 weeks prior to the scheduled Curriculum Council meeting.
8	Assistant Superintendent, Curriculum & Instruction - Review/Sign
9	Assistant Superintendent, Secondary Education - Review/Sign
10	Present course of study to Curriculum Council
11	Curriculum Council Recommends
12	Board of Education Approves

Note: Please complete all sections. Enter "none" or "n/a" as appropriate.

I. Course Title: Health

II. Department/Subject Area:

- | | |
|---|---|
| <input type="checkbox"/> ALG – Algebra | <input type="checkbox"/> USH - US History |
| <input type="checkbox"/> DRV - Driver Education | <input type="checkbox"/> WH - World History |
| <input type="checkbox"/> ECO – Economics | <input type="checkbox"/> ELC – Electives |
| <input type="checkbox"/> ENG – English Language Arts | |
| <input type="checkbox"/> F/G Family Living/World Geography | |
| <input type="checkbox"/> FAL - Fine Arts/Performing Arts/Foreign Language | |
| <input type="checkbox"/> GOV - Government | |
| <input checked="" type="checkbox"/> HLT - Health Safety | |
| <input type="checkbox"/> LIF - Life Science | |
| <input type="checkbox"/> Math - Mathematics | |
| <input type="checkbox"/> PE - Physical Education | |

PHY - Physical Science

III. Length of Course: 1 semester Credit Value: **5 credits**

Meets high school graduation requirement credits

Elective course credit

No credit

IV. Grade:

9th

10th

11th

12th

V. Course Level: General CP Pre-AP AP

VI. Will this course require technology? Yes No
Please describe Technology needs:

VII. Is this an Internet-based course? Yes No

If so, who is the course provider?

VIII. UC/CSU Approved Course: Yes No
Is this course modeled after a UC-approved course from another district?

Yes No If so, which school/district? Pleasanton Unified School District

IX. Recommended pathway: This course has been approved by the UC System, under the "G" category. *Has to be a semester to be taught as the approved A-G course. It is an introductory course to any of the Health/Medical ROP courses offered in Lodi Unified School District.

X. COURSE DESCRIPTION: Use this section to emphasize the core knowledge and skills students are expected to learn in the course, including concepts, theory and texts. There should be clear evidence of the course's level of rigor and the development of essential critical thinking skills. The Course Description is comprised of three sections:

- 1. COURSE OVERVIEW:** *The Course Overview provides a snapshot of the course content for all users browsing courses in the Course Search section. You will be asked to provide a brief summary/snapshot (3-5 sentences) of the course's content.*

This course addresses the physical, mental, emotional, and social aspects of Health by teaching students to identify essential concepts, analyze influences, access valid information, by adopting interpersonal communication skills and decision making skills all with having goal setting in mind. Health focuses on disease prevention, health related risk behaviors, obtaining health literacy, and developing attitudes and skills that foster good health for life. Units that are taught are Introduction to Health and Wellness, Mental/Emotional Health, Nutrition/Fitness, Communicable and Non Communicable Diseases, Drug Awareness, and First Aid/Safety. The curriculum will also include the CHYA units: Climate Setting, Sexual Orientation, Gender Identity, Stereotypes, Male/Female Reproductive Systems, Stages of Pregnancy/Teen Pregnancy, Preventing HIV/STD's, Healthy Relationships, Communication, Decision Making, Coercion and Consent and Online Safety, Abstinence and Birth Control Methods.

- 2. HIGHLY RECOMMENDED PREREQUISITES & CO-REQUISITES:**

- A. Prerequisites provide insight to the foundational coursework and skills expected of students before taking the proposed "a-g" course.*
- B. Co-requisites provide context to the coursework students will be simultaneously completing with the proposed "a-g" course.*

- 3. COURSE CONTENT:** *The Course Content section will request information in a unit-by-unit style. **For each unit of the course, you will be asked to provide:***

- 1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.*

Unit 1-Understanding Health & Wellness teaches students about total health, what affects peoples' health, what are considered health risks and the behaviors associated with them, and how to promote health and wellness.

Unit 2-Mental and Emotional Health teaches students how to develop self-esteem, personal identity/character in a healthful way. It also teaches students to understand stress, manage stress, deal with anxiety and depression, and learn suicide prevention and help resources.

Unit 3-. It also addresses maintaining a healthy weight, body image and identifies eating disorders. This unit covers the role of nutrients in foods, the principles of a healthy diet, dietary recommendations, healthy weight and weight management and the relationship between good nutrition and disease prevention. It also focuses teaching students to access valid information and analyze fitness and nutrition choices. It also addresses eating disorders and body image.

Unit 4-Communicable Diseases teaches understanding communicable diseases, common types, fighting communicable diseases, and emerging diseases.

Unit 5-Non Communicable Diseases and Disabilities teaches about cardiovascular disease, cancer, allergies, asthma, diabetes, and arthritis. It also teaches physical and mental challenges.

Unit 6-Drug Awareness teaches about addiction/chemical dependency, the risks of alcohol, tobacco, nicotine, marijuana, and illegal drug use. It also teaches the impact of drug abuse, and living drug free.

Unit 7-First Aid and Emergencies teaches providing first aid, CPR, first aid for shock and choking, responding to common emergencies, and emergency preparedness.

Unit 8-Climate for Comprehensive Sexual Health Education helps students understand the importance of learning about this area of health and helps create a safe and structured environment for learning.

Unit 9-Male and Female Reproductive Systems students learn to identify anatomy of the reproductive systems, function, and understand how to keep these systems healthy.

Unit 10-Sexual Orientation & Gender Identity & Undoing Gender Stereotypes (* For CHYA-Flash Curriculum see attached descriptions.)

Unit 11-The emphasis of this unit is on Conception, The Stages of Pregnancy, Prenatal Care, Child Labor. It also emphasizes Teen Pregnancy and how it impacts the individuals involved, their families, and society as a whole. Specific areas of Teen Pregnancy includes, physical health of the teen mother, mental and social health of the teen parents, and statistics on education level completed and socio economics.

Unit 12-Preventing STI's/HIV and AIDS Education identifies types of STI's and describes the short- and long-term effects of HIV, AIDS, and other STDs. It analyzes STD rates among teens and evaluates the safety and effectiveness (including success and failure rates) of FDA approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.

Unit 13-Contraceptives explains that birth control is a way of preventing pregnancy and methods of birth control and how they work in terms of their impact on sperm and egg.

Unit 14-Healthy Relationships, Coercion and Consent, Online Safety, and Abstinence unit describes types of relationships: friendships, dating relationships, marriage, and family systems. It also describes healthy verses unhealthy relationships, communication styles, and bystander intervention strategies to help prevent violence. Students learn the benefits of a healthy relationship and the signs and dangers of an unhealthy relationship.

2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

Unit 1- Students will have learn risk factors. One health factor they will specifically focus on is getting adequate sleep by using ergonomics and performing self- evaluation. For one week they will keep a sleep log that is provided. The log will have them chart not just the number of hours of sleep, but factors affecting sleep (food, exercise, naps, electronics, stress, etc.) they will also rate the quality of sleep. Using their finding they will develop goals for adequate sleep.

Unit 2- Using the knowledge they have gained from reading the textbook, articles, media, and technology students will collaborate in small groups to analyze case studies of

teens experiencing mental health conditions. Students will need to be able to identify suicide warning signs and recall applicable prevention and intervention strategies. Each student will write a letter to their case study friend. The letter will highlight warning signs observed and suggest healthful steps to getting help.

Unit 3- Students will get instruction on navigating the choosemyplate.gov website and have a worksheet to fill in as they go. They will enter personal information on weight, height, age, physical activity level into "What's My Plan". The website will calculate their individual recommended calories to obtain per day. They will then take that information to analyze another chart that gives them portion sizes from each food group. Students will use read information on each food group. This assignment helps students understand all foods contain calories, but some calories provide nutrition and many foods do not. It helps them to understand and make their own nutritional goals.

Unit 4- This unit focuses on learning about communicable diseases, including how they spread, how to prevent their spread, and how the body responds to infection. Diseases that are spreading globally are also included. Learning about these topics helps students prevent personal illness, recognize symptoms, take appropriate steps to medical treatment, and reduce the spread of pathogens to others. A special glow powder (representing a pathogen) will be placed on the door knob and hand rails prior to the students' arrival to class. Students have already read and written about types of pathogens and learned about the body's immune response. They will continue to read and discuss how pathogens are spread and prevention strategies. I will then take a moment to lower the lights and shine a black light on each student's hands and face. They will be able to see how the powder (pathogen) was easily transferred from their hands to face. Students will then be given a description of their pathogen and symptoms in which they will identify it and write about treatment and steps to stop the spread of it.

Unit 5- Students will be given a temporary disability for the class period (loss of hearing, loss of sight, the use of only their non-dominant hand). Students will take turns reading out loud the chapter on disabilities and be required to fill in a note-taking worksheet during the class period. They will be given an additional exit ticket question to reflect on what struggles they experienced due to their assigned disability.

Unit 6- Students will research academic sites and text on a drug assigned to them and their small group. They will give a description of the drug, give a brief history of the drug, address its short and long term effects, and its impact on society. Their information will be presented to the class through Google slides.

Unit 7- After learning the steps to approaching an accident and CPR on an adult and a child student will be placed into small groups to rotate stations where an adult or child dummy will be placed with a situation description. The group will record what steps need to be taken and perform those steps.

Unit 8- A situational short story is read to the students about one student asking questions about reproduction and other students making fun of him. Students answer questions and then discuss as a class. Then students and the teacher make a poster for the wall of Ground Rules to refer to throughout the curriculum.

Unit 9- Students are given the mid sagittal and frontal view of the Male Reproductive System. The teacher has the students repeat the proper names of the anatomy after them. The teacher will give instruction and an example of how to label and color each specific part of the anatomy. Students will use their diagrams as a reference when they receive the Google

Slides on the function and health of the system. They will also have the diagram as part of their unit test.

Unit 10-* For CHYA-Flash Curriculum see attached descriptions.

Unit 11- Students will be placed in small groups and assigned a teen pregnancy option: give the baby up for adoption, stay single and raise the baby as a single parent, stay single and raise the baby together, get married and keep the baby, or terminate the pregnancy (abortion). Each group will list pros and cons for the option they are assigned citing evidence and statistics learned previously. They will then present their findings and explanations to their classmates. Students will produce a Teen Pregnancy Charts including each option and it's pros and cons. Students will learn to collaborate as a group, improve their public speaking skills, use facts and statistics to develop a point of view, imagine the realistic changes their life would have if they experienced a teen pregnancy, and have a clear understanding of the options available to teens who are becoming parents.

Unit 12- Student have learned how HIV/AIDS is transmitted in a prior lesson. They will be given a laminated card with a high risk, low risk, or no risk behavior for transmission. They will move to the corner of the room they think is correct. Each person will reveal and the class will decide if they are in the right place and why or why not. Once the activity is done they will mark their findings on their copy of the transmission chart.

Unit 13- Students will be given a chart with contraceptives grouped according to highest to lowest efficiency rates, how they work, availability, and special notes. While following a Google Slides with notes and short video clips students will fill in their charts.

Unit 14- Through reading and lecture students will learn qualities of a healthy relationship and be able to recognize signs of an unhealthy dating relationship. Students will be able to link character traits such as, trust, equal power, and respect to healthy relationships and distinguish the signs of an unhealthy relationship. Students will also be able to describe communication styles such as; passive, manipulative, aggressive, and assertive. They will understand the health benefits of assertive communication. Students will then be placed into small groups and either watch or read a scenario with teen relationship situations. Students will work collaboratively to identify any healthy or unhealthy relationship factors, and if needed intervention strategies. Students will present their situation and findings to the rest of their classmates. Students will write down their findings.

XI. Texts and Supplemental Instructional materials:
(Primary, Supplemental, newspapers, magazines, and software.)
Please supply ISBN #'s for all texts.

Title: Glencoe Health






Author: Mary H. Bronson, Ph.D.

Publisher: Mc Graw Hill Education

Date of Publication: 2015

ISBN # : 978-0-02-145054-1

Board Approval Date: 5/15/18

SIGNATURES for REVIEW		
Outline prepared by	Jennifer Taylor	Site: Lodi High School
Principal	Adam Auerbach	Site: Lodi High School
Technology: Attach approved Ticket		
Teacher Representative:	<i>Signature indicates course is aligned to content standards.</i>	<i>** Please state reason for no signature in the space below.</i>
Bear Creek High School		
Lodi High School		
McNair High School		
Tokay High School		
Liberty High School (if applicable)		
Plaza Robles High School (if applicable)		
Independence High School (if applicable)		
Assistant Superintendent Curriculum & Instruction		
Assistant Superintendent, Secondary Education		

DATE	
3/30/2021	Date sent and/or presented to principals for review
3.30.2021	Course Outline Submitted
4/15/2021	Curriculum Council Recommendation for Approval
	Board of Education Approval

Lori Lott (Curriculum & Instruction)

From: Adam Auerbach (Lodi High)
Sent: Friday, April 09, 2021 8:08 AM
To: Lori Lott (Curriculum & Instruction)
Subject: RE: Health Course of Study

Lodi High approves the following course of study.

Adam Auerbach
Principal, Lodi High School



"Vulnerability is not knowing victory or defeat, it's understanding the necessity of both; it's engaging. It's being all in." - Brené Brown

From: Lori Lott (Curriculum & Instruction)
Sent: Friday, April 09, 2021 7:57 AM
To: Adam Auerbach (Lodi High) <aauerbach@lodiUSD.net>
Cc: Jennifer Taylor (Lodi High) <jtaylor@lodiUSD.net>
Subject: FW: Health Course of Study

Adam, please review the course of study Jennifer Taylor is presenting. Please let us know if you approve. Thanks.

From: Robert Sahli (Curriculum & Instruction)
Sent: Tuesday, March 30, 2021 7:57 PM
To: Erik Sandstrom (Tokay High) <esandstrom@lodiUSD.net>; Adam Auerbach (Lodi High) <aauerbach@lodiUSD.net>; Hillary Harrell (Bear Creek High) <hharrell@lodiUSD.net>; Mark Dawson (Ronald E McNair High) <mdawson@lodiUSD.net>; Jeff Palmquist (Instructional Svcs - Sec) <jpalmquist@lodiUSD.net>
Cc: Lori Lott (Curriculum & Instruction) <llott@lodiUSD.net>
Subject: Health Course of Study

Principals,

A one-semester Health course is being proposed for inclusion in future course catalogs, not 2021-2022. Please review and if you approve, please sign the attached one-page signature form and return, or simply reply to this email with your approval and we will not your confirmation via email on the form.

Thank you,

Robert Sahli, Ed.D.
Assistant Superintendent of Curriculum
Lodi Unified School District
209.331.7028

RE: Health Course of Study

Mark Dawson (Ronald E McNair High) <mdawson@lodiUSD.net>

Wed 3/31/2021 8:28 AM

To: Robert Sahli (Curriculum & Instruction) <rsahli@lodiUSD.net>; Erik Sandstrom (Tokay High) <esandstrom@lodiUSD.net>; Adam Auerbach (Lodi High) <aaauerbach@lodiUSD.net>; Hillary Harrell (Bear Creek High) <hharrell@lodiUSD.net>; Jeff Palmquist (Instructional Svcs - Sec) <jpalmquist@lodiUSD.net>
Cc: Lori Lott (Curriculum & Instruction) <llott@lodiUSD.net>

McNair Approves.

From: Robert Sahli (Curriculum & Instruction)

Sent: Tuesday, March 30, 2021 7:57 PM

To: Erik Sandstrom (Tokay High) <esandstrom@lodiUSD.net>; Adam Auerbach (Lodi High) <aaauerbach@lodiUSD.net>; Hillary Harrell (Bear Creek High) <hharrell@lodiUSD.net>; Mark Dawson (Ronald E McNair High) <mdawson@lodiUSD.net>; Jeff Palmquist (Instructional Svcs - Sec) <jpalmquist@lodiUSD.net>

Cc: Lori Lott (Curriculum & Instruction) <llott@lodiUSD.net>

Subject: Health Course of Study

Principals,

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Thank you,

Robert Sahli, Ed.D.

Assistant Superintendent of Curriculum

Lodi Unified School District

209.331.7028