



Curriculum and Instruction

9-12 COURSE OF STUDY OUTLINE

Title of Course of Study Essentials of Health and Family Living

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 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 department meeting.
5	Meet with appropriate department teachers to discuss responses, review course of study and sign. Attendance sheet of meeting is required
6	Technology Review/Sign prior to submission, as needed
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:

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"/> CTE |
| <input type="checkbox"/> ELC – Electives | |
| <input type="checkbox"/> ENG – English Language Arts | |
| <input checked="" 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 | |
| <input type="checkbox"/> PHY - Physical Science | |

III. Length of Course: 1 year **Credit Value:** 10 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. Is this an Internet-based course? Yes No

If so, who is the course provider?

VII. 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? _____

VIII. Recommended pathway:

IX. COURSE DESCRIPTION:

A. Health emphasizes the importance of responsible decision making to student's overall wellness. It provides the most up-to-date information about critical health issues such as: Health and Wellness, Personal Hygiene, Mental Health, Nutrition and Fitness, Drugs, Alcohol and Tobacco, Communicable and Noncommunicable Diseases, STDs & HIV/AIDS, Emergency Health and Safety Techniques.

B. Family Living will enable students to understand goals and decision-making; value and function of families; management of conflicts and crises; the establishment and management of relationships; and needs and contributions of exceptional family members. Emphasis is placed on the uniqueness of families and individuals; sexual development and socialization of individuals and family members.

1. Course Overview:

The overall objective of Health is to help students sharpen their judgement as they consider health issues and learn how to apply decision-making skills to their own lives. Students will realize with factual information they will be able to make healthier decisions.

The overall objective of Family Living is to better understand the different aspects of family life and to see these dimensions of life in a family; to identify

how individual values and goals are influenced by self-concept, other family members, peers, cultural and economic backgrounds, society and mass media; and identify the responsibility individuals have for the care and nurturing of each other.

2. HIGHLY RECOMMENDED PREREQUISITES & CO-REQUISITES:

A. IEP team approval. Student must have an active IEP.

- 1. 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:***

Unit One: Healthy Foundation

1. Understanding Health and Wellness:

- Your Total Health
- What Affects Your Health?
- Health Risks and Your Behavior
- Promoting Health and Wellness

2. Taking Charge of Your Health:

- Building Health Skills-
- Making Responsible Decisions and Setting Goal-
- A Health-Literate Consumer-
- Managing Consumer Problems-

Unit Two: Mental and Emotional Health

3. Achieving Mental and Emotional Health:

- Developing your self-esteem-
- Developing Personal Identity and Character-
- Expressing Emotions in Healthful Ways-

4. Managing Stress and Coping with Loss:

- Understanding Stress
- Managing Stress
- Coping With Loss and Grief

5. Mental and Emotional Problems

- Dealing with Anxiety and Depression
- Mental Disorders

- c. Suicide Prevention
- d. Getting Help

Unit 3: Healthy and Safe Relationships

6.Skills for Healthy Relationships

- a. Foundations of a Healthy Relationship
- b. Respecting Yourself and Others
- c. Communicating Effectively

7.Family Relationships

- a. Healthy Family Relationships
- b. Strengthening Family Relationships
- c. Help for Families

8.Peer Relationships

- a. Safe and Healthy Friendships
- b. Peer Pressure and Refusal Skills
- c. Practicing Abstinence

9.Resolving Conflict and Preventing Violence

- a. Causes of Conflict
- b. Resolving Conflicts
- c. Understanding Violence
- d. Preventing and Overcoming Abuse

Unit 4: Nutrition and Physical Activity

10.Nutrition for Health

- a. Importance of Nutrition
- b. Nutrients
- c. Healthy Food Guidelines
- d. Nutrition Labels and Food Safety

11.Managing Weight and Eating Behaviors

- a. Maintaining a healthy Weight
- b. Body image and Eating disorders
- c. Lifelong nutrition

12.Physical Activity and Fitness

- a. Benefits of Physical Activity
- b. Improving Your Fitness
- c. Planning a Personal Activity Program
- d. Fitness, Safety and Avoiding Injuries

Unit 5: Person Care and Body Systems

13. Personal Health Care

- a. Healthy Skin, Hair and Nails
- b. Healthy Teeth and Mouth
- c. Healthy Eyes and Ears

14. Skeletal, Muscular and Nervous Systems

- a. The Skeletal System
- b. The Muscular System
- c. The Nervous System

15. Cardiovascular, Respiratory, and Digestive Systems

- a. The Cardiovascular and Lymphatic Systems
- b. The Respiratory System
- c. The Digestive System
- d. The Excretory System

Unit 6: Growth and Development

16-18 High School Flash (Adopted Reproductive Health Curriculum)

- a. How to protect sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.
- b. Develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage and family.
- c. Sexuality as a normal part of human development.
- d. How to have healthy, positive, and safe relationship and behaviors.

Unit 7: Drugs

19. Medicines and Drugs

- a. The Role of Medicines
- b. Using Medicines Safely

20. Tobacco

- a. The Health Risks of Tobacco Use
- b. Choosing to Live Tobacco-free
- c. Promoting a Smoke-free Environment

21. Alcohol

- a. The Health Risks of Alcohol
- b. Choosing to Live Alcohol-free
- c. The Impact of Alcohol Use

22. Illegal Drugs

- a. The Health Risks of Drug Use
- b. Marijuana, Inhalants and Steroids
- c. Psychoactive Drugs
- d. Living Drug-free

Unit 8: Diseases and Disorders

23 & 24 Communicable and Sexually Transmitted Diseases (Covered in High School Flash)

25. Non-Communicable Diseases and Disabilities

- a. Cardiovascular Disease
- b. Cancer
- c. Allergies, Asthma, Diabetes, and Arthritis
- d. Physical and Mental Challenges

Unit 9: Safety and Environmental Health

26. Safety and Injury Prevention

- a. Personal Safety and Protection
- b. Safety at Home and in Your Community
- c. Outdoor Safety
- d. Safety on the Road

27. First Aid and Emergencies

- a. Providing First Aid
- b. CPR and First Aid for Shock and Choking
- c. Responding to Other Common Emergencies
- d. Emergency Preparedness

28. Community and Environmental Health

- a. Community and Public Health
- b. Air Quality and Health
- c. Protecting Land and Water

X. 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, Phd.

Publisher: McGraw-Hill

Date of Publication: 2015 ISBN # : 978-0-02-140707-1

Board Approval Date: May 2018

Title: High School FLASH

Author: Beth Reis and Jane Stangle

Publisher: The County of King by and for Public Health

Date of Publication: 2015 ISBN # : _____

Board Approval Date: May 2020

Title: Special Education FLASH

Author: Beth Reis and Jane Stangle


Publisher: The County of King by and for Public Health- Seattle and King County

Date of Publication: 2006, 2005, 1991 ISBN # : _____

Board Approval Date: May 2020

SIGNATURES for REVIEW		
Outline prepared by	Debra Sharp	Site: JAESC
Principal	PLW	Site: JAESC
Technology Representative (if applicable)		
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	Kevin G.	
Liberty High School (if applicable)		N/A
Plaza Robles High School (if applicable)		N/A
Independence High School (if applicable)		N/A
Assistant Superintendent Curriculum & Instruction	[Signature]	
Assistant Superintendent, Secondary Education	[Signature]	

DATE	
	Date sent and/or presented to principals for review
1/25/21	Course Outline Submitted
2/4/2021	Curriculum Council Recommendation for Approval
	Board of Education Approval

SIGNATURES for REVIEW			
Outline prepared by		Site: <u>JAESC</u>	
Principal	<u>Debra Sharp</u>	Site: <u>JAESC</u>	
Technology Representative (if applicable)			
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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			

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SIGNATURES for REVIEW		
Outline prepared by	<i>Debra Sharp</i>	Site:
Principal	<i>R. W. ...</i>	Site: JAESC
Technology Representative (if applicable)		
Teacher Representative:	<i>Signature indicates course is aligned to content standards.</i>	** Please state reason for no signature in the space below.
Bear Creek High School		
Lodi High School	<i>Janna ...</i>	
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	<i>R. H. ...</i>	
Assistant Superintendent, Secondary Education		

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Outline prepared by	<i>Debra Sharp</i>	Site: <i>JAESC / JAESC</i>
Principal	<i>R. P. W.</i>	Site: <i>JAESC</i>
Technology Representative (if applicable)		
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Bear Creek High School		
Lodi High School		
McNair High School	<i>SAL</i>	
Tokay High School		
Liberty High School (if applicable)		
Plaza Robles High School (if applicable)		
Independence High School (if applicable)		
Assistant Superintendent Curriculum & Instruction	<i>R. M. Sub</i>	
Assistant Superintendent, Secondary Education		

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