

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**Course Outline  
Health/Family Life**

**Date: November 2001**

**Subject Area: Health/Safety**

**Proposed Grade Level(s): 10**

**Course Length: 1 Semester**

**Grading: A-F or Pass/Fail**

**Number of Credits: 5**

**Prerequisites: Parental permission is required for student to take part in the lessons on AIDS, HIV, STD's and Contraception**

**COURSE DESCRIPTION:**

This course includes the following units of instruction: wellness, nutrition, appearance, stress, emotions, substance abuse, and chronic and disabling diseases. Family Life Education incorporates adolescence, the male and female reproductive systems, sexuality, common concerns of adolescents, pregnancy prevention options/alternatives, parenthood, STD/ AIDS education, birth defects, and prenatal growth and development. Each unit of instruction and the associated student learning activities will include a multicultural perspective representative of the demographic makeup of Cordova High School.

**GENERAL GOALS / PURPOSES:**

By the end of the course, each student will be able to:

- Demonstrate ways they can enhance and maintain their own well-being
- Describe the causes and prevention of heart disease
- Describe how diet and exercise together promote physical and mental well being
- Describe the importance of a realistic body image
- Recognize the risks of any substance abuse
- Differentiate between states of mental health and symptoms of mental disorders
- Understand their developing sexuality and the importance of treating oneself and others with respect
- Differentiate among various contraceptive methods from abstinence to other less effective methods
- Describe the reproductive process and fetal development from conception to birth
- Describe the causes and prevention of communicable and chronic diseases including sexually transmitted diseases
- Recognize personal safety issues in relationship to domestic violence, date/acquaintance rape

**STUDENT READING COMPONENT:**

Students will be required to:

- Use the Internet to research health-related topics
- Develop Power Point presentations on a variety of topics for group presentations
- Read articles related to health and family life education
- Read the health/family life text Health by Gold and Greenberg
- Read and comprehend test questions and answers

## **STUDENT WRITING COMPONENT:**

Students will be required to:

- State their responses to questions, which represent health education and family health.
- Develop a personal health plan
- Analyze and critique several health-related websites from the Internet
- Write stories, case studies and/or scenarios of various teen life experiences. Rewrite a story to correctly indicate what should be appropriate health practices
- Complete a notebook or syllabus that includes note taking from class lectures
- Complete scripts for oral presentations

## **STUDENT ORAL COMPONENT:**

Students will be required to:

- Participate as a member of a group presentation of a health-related topic
- Respond to questions directed to them during class discussion
- Peer teach a health education or family life topic
- Interview someone regarding their health practices
- Participate in question/answer sessions with guest speakers

## **DETAILED UNITS OF INSTRUCTION:**

### **Introduction to Health and Wellness**

#### **A. Health and Wellness: A Quality of Life I**

1. Health and You
2. Health Concerns in the United States

#### **B. Making Responsible Decisions**

1. Why Does Health Involve So Many Decisions
2. How to Make a Responsible Decision

#### **C. Physical Fitness**

1. Why Exercise?
2. How Physically Fit are You?
3. About Exercise
4. Sleep

#### **D. Nutrition Principles**

1. Influences on Food Choices
2. Nutritional Components of Food
3. Analyzing Your Nutritional Choices

#### **E. Managing Stress**

1. What is Stress?
2. How to Manage Stress
3. Managing Stress is a Lifelong Process

#### **F. Alcohol: A Dangerous Drug**

1. Effects of Alcohol on the Body
2. Teenagers and Alcohol
3. Alcohol Abuse and Alcoholism
4. Hope for Recovery

#### **G. Tobacco: Hazardous and Addictive**

1. The Effects of Tobacco on the Body
2. A Tobacco Free Life

## **H. Other Drugs of Abuse**

1. Drug Abuse and Addiction
2. The Effects of Drugs of Abuse
3. Treatment for Dependency

## **Family Life, Sexuality and Social Health**

### **A. Reproduction and the Early Years of Life**

1. The Male Reproductive System
2. The Female Reproductive System
3. Pregnancy, Birth, and Childhood Development

### **B. Adolescence: Relationships and Responsibilities**

1. Changes During Adolescence
2. Communicating Effectively
3. Relationships With Peers
4. Sexuality and Responsibility
5. Skills for Responsible Sexual Behavior

### **C. Adulthood, Marriage, and Parenthood**

1. Adulthood
2. Marriage and Parenthood

### **D. Families**

1. Understanding Family Relationships
2. Coping with Family Problems

### **E. Parenting Abuse and Violence**

1. Abusive Families
2. Sexual Assault
3. Preventing Violent Conflict

### **F. Sexually-Transmitted Diseases**

1. What are Sexually-Transmitted Diseases?
2. Preventing Sexually Transmitted Diseases

### **G. HIV Infection and AIDS**

1. What is HIV infection?
2. Transmission of HIV
3. How to protect yourself from HIV
4. HIV infected society

### **H. Prenatal Growth and Development (PGD)**

1. The stages of PGD
2. Terms associated with PGD

### **I. Birth Defects**

1. Examples
2. Causes
3. Prevention

## **All Units of Instruction will include:**

- Introductory class discussion and teacher presentation
- Appropriate audio-visual media.
- Evaluation of student learning
- Student reading, writing, and oral component

**LAB FEE, IF REQUIRED:** None

**CONTENT STANDARDS/ESLRS TO BE ADDRESSED:**

**Standard 1**

The student understands and demonstrates ways in which his or her health and well-being can be enhanced and maintained.

**Standard 2**

The student understands and demonstrates behaviors that prevent disease and speed recovery from illness.

**Standard 3**

The student will understand and demonstrate behaviors that reduce the risk of becoming involved in potentially dangerous situations and will know to react to situations in ways that help to protect his or her health.

**Standard 4**

The student will understand and demonstrate how to play a positive, active role in promoting the health of his or her family.

**Standard 5**

The student will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.

**Standard 6**

The student will demonstrate the variety of physical, mental, emotional, and social changes that occur throughout life.

**Standard 7**

The student will understand individual differences in growth and development.

**Standard 8**

The student will understand his or her developing sexuality, the benefits of abstinence from sexual activity and how to be respectful of the sexuality of others.

**Standard 9**

The student will know how to identify products, services, and information that may be helpful or harmful to his or her health.