

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Family Life & Health, SDC/RSP**

Date: April 2004

Subject Area: Health & Safety

Proposed Grade Level(s): 10

Course Length: 1 Semester

Grading: A-F, NM (per IEP)

Number of Credits: 5

Prerequisites: IEP Team determination based on individual performance levels and disability(ies).

In accordance with FCUSD Parents Rights and Responsibilities and California Education Code §51240, parents and guardians have the right to exclude their children from health, family life, and sex education because of religious beliefs. Such requests must be submitted in writing by the parents to the district specifying the portion or portions to be exempted.

BRIEF COURSE DESCRIPTION:

This course includes the following topics 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 the high school. Any aspect of this class is subject to modifications/accommodations based on an individual's Individualized Education Plan.

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, and
- Recognize personal safety issues in relationship to domestic violence, date/acquaintance rape.

STUDENT READING COMPONENT:

Students will be required to:

- Use the Internet and textual material to explore health-related topics,

- Read articles related to health and family life education,
- Read the health/family life text Health by Fearon, and
- 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,
- Respond to prompts and/or scenarios of various teen life experiences. Rewrite situations to correctly indicate what should be appropriate health practices,
- Maintain a notebook that includes all written work and notes presented in class, and
- Prepare written material for oral presentations, as required/appropriate.

STUDENT ORAL COMPONENT:

Students will be required to:

- Participate as a member of a group discussion/presentation of a health-related topic,
- Respond to questions directed to them during class discussion,
- Peer teach a health education or family life topic, and
- Participate in question/answer sessions with guest speakers, as applicable.

DETAILED UNITS OF INSTRUCTION:

The following is a guide only and can be adjusted/modified to allow for student needs based on their IEP.

A. What is Health?

1. Who is Healthy?
2. Wellness: Body, Mind, and Health
3. Health Factors: Heredity and Environment

B. The Reproductive System

1. The Sexes
2. Puberty
3. Menstrual Cycle
4. Conception
5. Prenatal Care
6. Disorders
7. Sexually Transmitted Diseases (STDs)
8. HIV/AIDS and Protection

C. The Mind

1. Behavior, Emotions
2. Mental Illness
3. Abusive Behaviors

D. Health Factors

1. Development and Maturity
2. Environment, Appearance, Nutrition

E. Health in Today's World

1. Alcohol and Tobacco
2. More on Drugs: use and abuse of other legal/illicit drugs
3. Sexuality: dating, abstinence, teen pregnancy, safe sex, teen marriage, etc.
4. Stress: What it is, what it does to your body, how to deal with it.

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:

Writing, Reading, Language Arts, and Science

LAB FEE, IF REQUIRED: None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

The following list of state standards is a guide. Depth, breadth, and sequence of coverage are variable and based upon IEP Goals/Objectives and performance levels of a wide variety of SDC and RSP students.

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.

DISTRICT ESLRs TO BE ADDRESSED:

- **Self-Directed Learners:** This course prepares students to be self-directed learners as they pursue major concepts in family life, health, and sexual relationships/issues.
- **Effective Communicators:** Students will become more effective in expressing themselves with respect to healthier attitudes concerning family life, health, and sexual relationships/issues.
- **Quality Producer/Performers:** Students will be better able to investigate, stay current on, and solve Health and Family Life issues/problems.
- **Constructive Thinkers:** Students will be better able to approach a complex Health and Family Life situation in an organized, logical, and systematic manner.
- **Collaborative Workers:** Students will be able to interact cooperatively, effectively, and in a healthier way with their colleagues and society as a whole.
- **Responsible Citizens:** Students will be better able to identify issues that require social action, show a commitment to participate in, and in general, be responsible citizens in our complex world.