

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Enriched Health Education

Board Approval Date: March 23, 2023	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: Elective Elective Area (if applicable): Health/Family Life
Prerequisite(s): None	Corequisite(s): None
CTE Sector/Pathway: None	
Intent to Pursue 'A-G' College Prep Status: No	
A-G Course Identifier:	
Graduation Requirement: Yes	
Course Intent: Program (if applicable):	
<p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the Title IX Coordinator(s), Equity Compliance Officer(s) and Section 504 Coordinator(s) :</p> <p>Donald Ogden, Associate Superintendent – Human Resources kmorales@fcusd.org 916-294-9000 ext. 104410</p> <p>Jim Huber, ED. D., Assistant Superintendent – Educational Services jhuber@fcusd.org 916-294-9000 ext. 104625</p> <p>Shannon Diaz, Director of Compliance (Investigator) sdiaz@fcusd.org 916-294-9000 ext. 104620 1965 Birkmont Drive, Rancho Cordova, CA 95742</p>	

COURSE DESCRIPTION:

The State Board of Education provides in pertinent part, that “good health and academic success go hand in hand. Healthy children make better students, and better students become healthy, successful adults who are productive members of their communities. Comprehensive health education that addresses the physical, mental, emotional, and social aspects of health teaches students how to maintain and improve their health; prevent disease; reduce health-related risk behaviors; and develop health knowledge, attitudes, and skills that foster academic achievement, increase attendance rates, and improve behavior at school.” A year-long study of health education (Mitchell, O’Connel Health Education Content Standards for Public Schools K-12) provides time for students to study all six areas of health education, in depth. This course includes the following topics: wellness; nutrition and fitness; mental and emotional health including depression and suicide prevention; media safety; technology awareness; substance abuse including alcohol, tobacco, and other drugs; chronic and disabling diseases; first aid; CPR; and emergency preparedness. The Family Life units include pregnancy prevention including abstinence and contraceptives; pregnancy options; prenatal growth development; gender identity; STI/HIV education; safe dating practices and healthy relationships.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Promoting a Lifetime of Health and Wellness	What are the components of health and wellness? What factors affect health and wellness? (individual, environmental, cultural, etc.) How do you communicate effectively, resolve conflict, and resist peer pressure? What school, community and online resources are available to support health behaviors?	*Students complete a personal wellness wheel assessing their 7 components of health and set goals for improvements *Students role play conflict resolution scenarios using skills learned in class	*Students complete a self-assessment health questionnaire and write 2 SMART goals for improvements *Unit Test
2. Being Mentally and Emotionally Healthy	What are the components of mental and emotional well-being? How do you build self-esteem and embrace your identity? What are constructive ways to express your emotions? How does one establish a	*A-Z poster of signs/symptoms of mental health illnesses *Role play in small groups how to offer mental health support to others *Guided practice writing positive mind-set phrases *Kahoot vocabulary review	*Mental/Emotional Health Skills Bingo (Take-home activity where students have two weeks to try skills of their choice and complete a written reflection on how well the skills they tried worked for them)

	<p>positive mind-set while developing empathy and resilience?</p> <p>What is stress?</p> <p>What are the effects of stress?</p> <p>What are constructive ways to manage stress?</p> <p>What are mental illnesses?</p> <p>How can you get help for mental illness?</p> <p>What are school, community and online resources?</p> <p>How can one help prevent and cope with suicide?</p>		*Unit Test
3. Developing a Healthy Lifestyle	<p>What is nutrition and how does one establish a healthy eating pattern?</p> <p>How can a person choose and prepare nutritious foods?</p> <p>What are weight management strategies?</p> <p>What are factors that influence body image and eating disorders?</p> <p>What are the benefits of physical activity, how much is needed for optimal health, and how does exercise benefit other components of health?</p>	<p>*One week of meal prepping with prices of 20 grocery items summarized with current prices and compared to minimum wage</p> <p>*Students plan 3 dinners using the components of the Harvard Healthy Eating Plate and try to create one of those meals at home with photo documentation</p> <p>*Students create a project using 4 real food labels and either Yuka app or Fooducate app</p>	<p>*Unit Test</p> <p>*Revise a fictional 1-week meal and exercise plan demonstrating knowledge of the Harvard Healthy Plate, exercise recommendations for teens, micro and macronutrient knowledge, etc.</p> <p>*“Let’s Talk” take-home assignment where students choose which of the options they want to complete at home and provide evidence and written reflections to demonstrate completion</p>
4. Avoiding Hazardous Substances	<p>What are the health effects of tobacco use and vaping?</p> <p>How can a person prevent and treat tobacco use?</p> <p>What are the health effects of alcohol, and how can one prevent and treat alcohol abuse?</p>	<p>*End of lesson Kahoots from the Stanford Tobacco Toolkit</p> <p>*Students create a pictorial of a fictitious individual that goes down a pathway of drug use/abuse/addiction with potential consequences that match the components of</p>	<p>*Create a flier on the effects of tobacco, alcohol, vaping devices, and/or other hazardous substances</p>

	<p>How does a person use medications safely?</p> <p>What are school, community, and online resources to treat drug abuse?</p>	<p>health</p> <p>*Students role-play helping a classmate access resources and come up with a plan to quit an addiction</p>	
5. Establishing Healthy Relationships	<p>What are the qualities of healthy relationships?</p> <p>How does a person establish and support peer, family and community relationships?</p> <p>What are signs of an unhealthy relationship and how can one establish healthy boundaries and independence within a romantic relationship?</p>	<p>*Compare the differences between the qualities of a healthy relationship versus an unhealthy relationship</p> <p>*In small groups students read fictitious scenarios and/or conversations with the goal of identifying warning signs of different types of abuse</p>	<p>*Create a flier on how to establish healthy relationships with friends, family, and other members of society</p> <p>*Create a personal list of relationship goals, values and boundaries along with local and online resources for information and support services</p>
6. Protecting Your Health	<p>How do you protect/ care for yourself from injuries you may experience?</p> <p>What affects your environmental health?</p>	<p>*Create a comic strip on how to protect oneself from injuries</p>	<p>*Injury Prevention slide presentation</p> <p>*Unit Test</p> <p>*CPR / First Aid certification</p>
7. Understanding Diseases & Disorders	<p>How do you prevent the exposure to the various diseases you are exposed to, be it communicable or noncommunicable?</p>	<p>*Exit tickets on the difference between communicable diseases versus non-communicable diseases</p>	<p>*Disease slide presentation</p> <p>*Unit Test</p>
8. Human Development and Sexuality	<p>What skills can you use to make healthy decisions about your sexuality?</p> <p>How do people develop and change over the course of their life?</p> <p>What role does the female and male reproductive</p>	<p>*Group “relay race” review game</p> <p>STD student panel (STD review)</p>	<p>*Biweekly quiz over material</p> <p>*Unit Test</p> <p>*Student created Infographic on a human sexuality topic</p>

	<p>system play in creating life and how to properly care for each reproductive system?</p> <p>What is the purpose of contraception, and what is the most effective method?</p> <p>What happens during pregnancy/birth and how is this different for a teen?</p>		
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ESSENTIAL STANDARDS:

Nutrition and Physical Development

- 1.4.N Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.
- 3.3.N Describe how to use nutrition information on food labels to compare products.
- 6.3.N Create a personal nutrition and physical activity plan based on current guidelines.

Growth, Development and Sexual Health

- 1.2.G Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting.
- 1.3.G Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.
- 1.4.G Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy.
- 2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.
- 3.1.G Analyze the validity of health information, products, and services related to reproductive and sexual health.
- 4.1.G Analyze how interpersonal communication affects relationships.
- 5.2.G Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.
- 6.1.G Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.

Alcohol, Tobacco, and Other Drugs

- 1.2.A Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.
- 1.5.A Describe the use and abuse of prescription and nonprescription medicines and illegal substances.
- 1.7.A Analyze the consequences of binge drinking and its relationship to cancer; to liver, pancreatic, and cardiovascular diseases; and to a variety of gastrointestinal problems, neurological disorders, and reproductive system disorders.
- 1.9.A Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.

Injury Prevention and Safety

- 1.1.S Discuss ways to reduce the risk of injuries that can occur during athletic and social activities.
- 1.2.S Recognize potentially harmful or abusive relationships, including dangerous dating situations.

1.10.S Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.

7.1.S Practice injury prevention during athletic, social, and motor vehicle-related activities.

Mental, Emotional, and Social Health

1.2.M Analyze the qualities of healthy peer and family relationships

1.6.M Describe the importance of recognizing signs of disordered eating and other common mental health conditions.

1.7.M Analyze signs of depression, potential suicide, and other self-destructive behaviors.

1.9.M Classify personal stressors at home, in school, and with peers.

3.2.M Evaluate the benefits of professional services for people with mental, emotional, or social health conditions

Personal and Community Health

1.1.P Discuss the value of actively managing personal health behaviors (e.g., getting adequate sleep, practicing ergonomics, and performing self-examinations)

1.3.P Identify symptoms that should prompt individuals to seek health care.

1.4.P Identify types of pathogens that cause disease.

1.5.P Investigate the causes and symptoms of communicable and noncommunicable diseases.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/he/cf/>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

<https://www.cde.ca.gov/ci/he/cf/cahealthfaq.asp>

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>This book is aligned with the updated Health Education requirements. With the approval of this outline, this text will be board approved.</i>		<i>Comprehensive Health Skills</i>	Sanderson, Zelman, Farthing, Lynch, Munsell	Goodheart-Willcox Company, Inc.	4th Edition	1/1/2023

Other Resource Materials

N/A

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

HSI Medic First Aid: First Aid/CPR curriculum,

<https://login.base.education/#/https://med.stanford.edu/tobaccopreventiontoolkit.html>,