

<p>Approved by BOARD OF TRUSTEES April 29, 2010</p>
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Health Education

I. Course Description

- A. UC/CSU “a-g” Subject Area: None
- B. Rationale for Course: This one semester course is a graduation requirement with a focus on teaching the skills that enable students to make healthy choices and avoid high-risk behaviors.
- C. Grade Level: 9-12
- D. Credits: 10
- E. Pre-Requisites: None
- F. Brief Course Description:

This course has been designed under the philosophy and guidance of the Health Education Framework for California Public Schools and provides a comprehensive, sequentially planned program to positively influence the knowledge, attitude, skills and behaviors of individuals related to health. This comprehensive health education program embraces the vision of health literacy emphasized throughout the health curriculum by establishment of goals in four levels of development. These four levels are personal responsibility, respect for and promotion of health of others, understanding the process of growth and development, and informed use of health-related information.

II. Course Purpose: Goals and Student Outcomes

	Overarching Standard Addressed
ESSENTIAL HEALTH CONCEPTS: All students will comprehend essential concepts related to enhancing health	1.0
ANALYZING HEALTH INFLUENCES: All students will demonstrate the ability to analyze internal and external influences that affect health	2.0
ACCESSING VALID INFORMATION: All students will demonstrate the ability to access and analyze health information, products, and services	3.0
INTERPERSONAL COMMUNICATION: All students will demonstrate the ability to use interpersonal communication to enhance health	4.0
DECISION MAKING: All students will demonstrate the ability to use decision-making skills to enhance health	5.0
GOAL SETTING: All students will demonstrate the ability to use goal-setting skills to enhance health	6.0
PRACTICING HEALTH-ENHANCING BEHAVIORS: All students will demonstrate the ability to practice behaviors that reduce risk and promote health	7.0
HEALTH PROMOTION: All students will demonstrate the ability to promote and support personal, family, and community health	8.0

III. Course Outline

Numbers in parentheses () can be interpreted as follows:

Number before the decimal point indicates the overarching standard.

Number after the decimal point indicates the subsection for each specific content area.

Letter after the decimal point indicates the specific content area as follows:

N-Nutrition and Physical Activity	M-Mental, Emotional & Social Health
P-Physical & Community Health	A-Alcohol, Tobacco & Other Drugs
G-Growth, Development & Sexual Health	S-Injury Prevention & Safety

A. Nutrition and Physical Activity

California Content Standards for Health Education

The student will...

1. Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits and understand the relationship between nutrition and good health. (1.3N, 1.2N, 1.4N, 1.5N, 1.7N, 1.8N, 1.9N, 2.1N, 4.1N, 5.1N, 7.1N)
2. Explain how to keep food safe through proper food purchasing, preparation and storage practices. (1.1N, 1.6N, 3.5N, 5.2N, 5.3N)
3. Describe the relationship between diet and physical activity in order to maintain a healthy body composition and overall health. (1.9N, 1.10N, 1.13N, 1.15N, 2.2N, 2.4N, 2.5N, 2.6N, 3.1N, 6.1N, 6.3N, 7.4N)
4. Describe how to use nutrition information on food labels to compare products. (3.2N, 3.3N, 3.4N)
5. Describe the amounts and types of physical activity recommended for teenagers' overall health and for the maintenance of a healthy body weight. (1.13N)
6. Explain the physical, academic, mental and social benefits of physical activity and the relationship between a sedentary lifestyle and chronic disease. (1.15N)

B. Mental, Emotional, and Social Health

California Content Standards for Health Education

The student will...

1. Describe the benefits of having positive relationships with peers and trusted adults. (1.1M, 1.5M, 1.8M, 4.1M, 7.5M, 8.2M)
2. Analyze qualities of healthy peer and family relationships. (1.2M, 1.3M, 7.4M, 8.1M)
3. Describe qualities that contribute to a positive self-image. (1.4M, 2.1M, 7.6M)
4. Identify the causes, symptoms and harmful effects of eating disorders. (1.12N, 1.14N, 1.5M, 5.3M)
5. Analyze signs of depression, potential suicide, and other self-destructive behaviors. (1.7M)
6. Identify warning signs for suicide; discuss prevention strategies. (1.10M, 7.3M)
7. Identify characteristics of loss and grief. (1.11M, 4.2M)
8. Assess school and community resources to help with mental, social, and emotional health concerns. (3.1M, 3.2M, 7.1M)
9. Classify stressors at home, in school, and with peers, and practice effective coping mechanisms. (1.9M, 5.1M, 5.2M, 7.2M)
10. Describe the benefits of setting goals and exploring the use of time management skills. (6.1M, 6.2M)

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C. Personal and Community Health

California Content Standards for Health Education

The student will...

1. Discuss the values of actively managing personal health behaviors. (1.1P, 1.7P, 2.2P, 2.5P, 2.6P, 2.7P, 3.1P, 3.5P, 5.2P, 5.4P, 5.5P, 7.1P, 7.2P, 7.3P, 8.1P)
2. Evaluate the importance of regular medical and dental checkups, vaccinations and examinations. (1.2P, 1.9P, 2.1P, 6.1P, 6.2P, 7.4P)
3. Identify symptoms that should prompt individuals to seek health care. (1.3P, 4.1P, 5.1P)
4. Identify types of pathogens that cause disease. (1.4P)
5. Investigate the causes and symptoms of communicable and non-communicable disease. (1.5P, 1.11P, 3.2P)
6. Examine common types and symptoms of cancer. (1.8P)
7. Describe the impact of air and water pollution on health. (1.6P, 1.10P, 1.12P, 1.13P, 1.14P, 2.3P, 2.4P, 3.3P, 5.3P, 8.2P)
8. Evaluate the need for rest, sleep and exercise. (2.7P)
9. Execute a plan for maintaining good personal hygiene (including oral hygiene) and getting adequate rest and sleep. (2.7 P)

D. Alcohol, Tobacco and Other Drugs

California Content Standards for Health Education

The student will:

1. Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco and other drugs. (1.1A, 1.10A, 2.1A, 4.1A, 5.2A, 6.1A, 8.1A)
2. Explain the impact of alcohol, tobacco and other drugs use on brain chemistry, brain function and behavior. (1.2A, 1.6A, 5.1A)
3. Explain the connection between alcohol and tobacco use and the risk of oral cancer. (1.3A)
4. Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs. (1.4A, 1.8A, 2.2A, 2.3A, 8.2A)
5. Describe the use and abuse of prescription and non-prescription medicines and illegal substances. (1.5A)
6. Analyze the consequences of binge drinking and its relationship to diseases. (1.7A)
7. Explain the impact of alcohol and other drugs on vehicle crashes, injuries, violence and risky sexual behavior. (1.9A, 4.2A)
8. Assess information, products, and services related to the use of alcohol, tobacco, and other drugs. (3.1A, 3.2A, 7.1A)

E. Growth, Development, and Sexual Health

California Content Standards for Health Education

The student will:

1. Describe physical, social, and emotional changes associated with being a young adult. (1.1G, 1.10G, 2.2G, 2.3G, 2.5G, 5.6G)
2. Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage. (1.3G, 1.9G, 1.11G, 2.1G, 2.4G, 3.4G, 4.1G, 4.3G, 5.5G, 8.1G)
3. Describe the short and long term effects of HIV, AIDS, and other STDs. (1.4G, 1.7G, 1.8G, 5.4G, 6.1G, 8.2G)

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4. Evaluate the safety and effectiveness (including the success and failure rates) of abstinence and contraceptives in preventing HIV, other STDs, and pregnancy. (1.12G, 3.1G, 3.2G, 3.3G, 5.7G, 6.2G)
5. Summarize fertilization, fetal development, and childbirth. (1.2G, 1.5G, 1.6G, 7.1G)
6. Analyze how interpersonal communication and decision-making skills affect relationships and sexual health. (4.2G, 5.1G, 5.2G, 5.3G, 5.4G, 5.5G, 8.3G)

F. Injury Prevention and Safety

California Content Standards for Health Education

The student will:

1. Discuss ways to reduce the risk of injuries that can occur in athletic and social activities. (1.1S, 1.4S, 1.12S, 2.1S, 2.2S, 3.1S, 4.1S, 5.1S, 7.1S, 8.2S)
2. Recognize potentially abusive relationships, including dangerous dating situations; Cycle of Violence. (1.2S, 7.5S)
3. Analyze emergency preparedness plans for home, school, and community. (1.3S, 8.1S)
4. Describe rules and laws intended to prevent injuries. (1.5S, 1.6S, 2.3S, 8.3S)
5. Describe California laws regarding bullying, violence, and harassment. (1.7S, 1.8S, 1.9S, 2.4S, 4.2S, 5.2S, 5.3S, 5.4S, 7.2S, 7.4S)
6. Describe procedures for emergency care and lifesaving. (1.10S, 7.3S)
7. Describe ways to stay safe during natural disasters. (1.11S, 3.2S, 6.1S)

IV. Key Assignments

A. Required:

1. Identify warning signs for suicide and discuss prevention strategies using possible real life scenarios
2. Keep a daily food/activity log and analysis
3. Explore family health history using personal interview/self-reflection
4. Describe the dangers of alcohol, drugs, tobacco using exams, individual or group project
5. Explain why abstinence is the most effective method of prevention of HIV, other STDs, and pregnancy on written exam
6. Health Education Common Assessment
7. Final Exam

B. Other suggested projects include, but are not limited to:

1. Research project relating to the improvement of personal, family, or community health awareness
2. Personal stress assessment
3. Personal time management plan

V. Instructional Methods and/or Strategies

- A. Lectures/Class discussions
- B. Demonstrations/Activities
- C. PowerPoint presentations
- D. Instructional videos/DVDs
- E. Guest speakers
- F. Individual and group projects
- G. Role Play

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VI. Assessment Methods and/or Tools

- A. Common assessment
- B. Homework assignments
- C. Quizzes and tests
- D. Peer reviews
- E. Self-reflections
- F. Group critiques
- G. Course notebook
- H. Oral presentations
- I. Observations
- J. Class Participation
- K. Rubrics

VII. Textbook and Supplemental Instructional Materials

- A. Student Text:
Friedman, Ph.D., David. Lifetime Health. Holt, Rinehart, and Winston, 2004.
- B. Supplemental instructional materials include teachers' selection of resources and other related materials.