Oroville Union High School District
Course Description

Course Title:	Life Preparation and Healthy Living
Aeries Course #:	900A
CBEDS #:	9220
Course Length:	Twelve Weeks
Type of Credit(s):	Elective (Variable Credit)
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Includes Hands-on Lab Activities:	No
Grade Level(s):	10-12
Primary Textbook(s):	*Glencoe Health, McGraw Hill Education, Mary H. Bronson, 2015 ISBN: 9780021407071* *Sexual Health Education for America's Youth: for High School and Community Settings, Clark and Ridley, Positive Prevention Plus, 2016*
Supplemental Resources:	*I Want More Pizza, Real World Money Skills for High School, College and Beyond, Steve Burkholder, Overcome Publishing, 2017* *Teen Love, On Relationships: A Book for Teenagers, Kimberly Kirberger, Heath Communications, Inc., 1999* *YOU: The Owner's Manual for Teens: A Guide to a Healthy Body and Happy Life, Roizen and Oz, Free Press, 2011*
Digital Resources:	whytry.org stopbullying.gov khanacademy.org careerzone.org

teenmentalhealth.org
weareimago.com
assets.speakercdn.com
teens.drugabuse.gov

Course Overview

Most units in this course align with high school grades nine through twelve health curriculum. The goal of the course is to provide students the knowledge they need to make educated decisions regarding their psychological, physical and financial well-being. Increasing knowledge and improving decision-making in these three areas will increase the probability of a successful transition into adulthood, and could even have a positive effect on a student's current emotional stability, school attendance, work production, discipline record, and graduation potential.

Please attach a copy of all standards that apply to this course.

Board Approval Date: 2/12/20

Unit One: Social-Emotional Learning: (roughly 4 weeks; 20 class periods)

Standards Focus:

- Describe the benefits of having positive relationships with trusted adults.
- Analyze the qualities of healthy peer and family relationships.
- Describe healthy ways to express caring, friendship, affection, and love.
- Describe qualities that contribute to a positive self-image.
- Describe how social environments affect health and well-being.
- Analyze signs of depression, potential suicide, and other self-destructive behaviors.
- Classify personal stressors at home, in school, and with peers.
- Identify warning signs for suicide.
- Identify loss and grief.
- Analyze the internal and external issues related to seeking mental health assistance.
- Access school and community resources to help with mental, emotional, and social health concerns.
- Seek help from trusted adults for oneself or a friend with an emotional or social health problem.
- Monitor personal stressors and assess techniques for managing them.
- Compare various coping mechanisms for managing stress.
- Analyze situations when it is important to seek help with stress, loss, and unrealistic body image and depression.
- Practice respect for individual differences and diverse backgrounds.
- Support the needs and rights of others regarding mental and social health.
- Promote a positive and respectful environment at school and in the community.
- Object appropriately to teasing of peers and community members that is based on perceived personal characteristics and sexual orientation.

Readings:

- Chapters 3-9 in *Glencoe Health*, 2015.

Unit Two: Physical Well-Being: (roughly 5 weeks; 25 class periods)

Standards Focus:

- Analyze the relationship between physical activity and overall health.
- Evaluate various approaches to maintaining a healthy weight.
- Explain the physical, academic, mental, and social benefits of physical activity, and the relationship between a sedentary lifestyle and chronic disease.
- Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.
- Analyze internal and external influences that affect physical activity.
- Describe internal and external influences that affect physical activity.
- Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community.
- Develop practical solutions for removing barriers to healthy eating and physical activity.
- Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting.
- Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.

- Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy.
- Describe the short and long-term effects of HIV, AIDS, and other STDs.
- Analyze STD rates among teens.
- Recognize that there are individual differences in growth and development, physical appearance, gender roles and sexual orientation.
- Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.
- Evaluate the safety and effectiveness (including success and failure rates) of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.
- Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.
- Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.
- Assess situations that could lead to pressure for sexual activity and to the risk of HIV, other STDs, and pregnancy.
- Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.
- Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.
- Demonstrate effective communication skills within healthy dating relationships.
- Use decision-making process to examine barriers to making healthy decisions about relationships and sexual health.
- Use a decision-making process to evaluate the social, emotional, physical, and economic effects of teen pregnancy on the child, the teen parent, the family, and society.
- Use a decision-making process to evaluate the social, emotional, physical, and economic effect of teen pregnancy on the child, the teen parent, the family, and society.
- Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.
- Encourage and support safe, respectful, and responsible relationships.
- Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.
- Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.
- Explain the connection between alcohol and tobacco use and the risk of oral cancer.
- Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.
- Describe the use and abuse of prescription and nonprescription medicines and illegal substances.
- Analyze the consequences for the mother and child of using alcohol, tobacco, and other drugs during pregnancy--including fetal alcohol spectrum disorders and other birth defects.
- Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.
- Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky behavior.
- Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.
- Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.

- Describe financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs.
- Evaluate prevention, intervention, and treatment resources and programs concerning alcohol, tobacco, and other drugs.
- Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.
- Use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using alcohol or other drugs.
- Use decision making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.
- Explain the healthy alternatives to alcohol, tobacco, and other drug use.
- Predict how a drug free lifestyle will support the achievement of short and long term goals.
- Use effective coping strategies when faced with various social situations involving the use of alcohol, tobacco, and other drugs.

Readings:

- Chapters 10-12; 17-18; 19-22; 23-25 *Glencoe Health*, 2015
- Lessons 1-12 *Sexual Health Education for America's Youth*

Unit Three: Financial Literacy (roughly 3 weeks; 15 class periods)

Standards Focus:

- Understand important aspects of the consumer services industry and the role of the industry in state, local, and global economies.
- Understand essential consumer protection laws and regulations
- Understand consumer rights and responsibilities in the consumer services industry.
- Understand personal financial management and its effects on the economy and career, personal, and family goals.
- Understand the effect of the U.S. economic system on personal income, financial management, individual and family security, and consumer decisions.
- Create and use budgets to guide financial decision making
- Career Planning and Management: Understand how to make effective decisions, use career information, and manage personal career plans.
- Know cash management techniques, including bank reconciliation and cash controls.
- Understand the process of making consumer decisions, including the comparison of goods and services.
- Understand how to manage financial resources to achieve personal and family goals.