

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Health

Board Approval Date: June 17, 2021	Course Length: 1 Semester
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 10, 11, 12	Subject Area: Elective Elective Area (if applicable): Health/Family Life
Prerequisite(s): N/A	Corequisite(s): N/A
CTE Sector/Pathway:	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (g) College-preparatory elective	
Graduation Requirement: Yes	
Course Intent: District Course 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) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, Ed. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625</p>	

COURSE DESCRIPTION: (Online Course)

Health skills developed throughout this course include identifying and accessing valid health information, practicing self-management, identifying internal and external influences, communicating effectively, making healthy decisions, setting goals, and advocating. Students who complete Health build the skills they need to protect, enhance, and promote their own health and the health of others. This course is built to state standards.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Mental and Emotional Health	What are the causes and effects of risk-taking and health-promoting behaviors? How is personal health influenced by many different factors? What is the value of exercising self-control, self-discipline, and delayed gratification? What does it mean to be healthy? How can you develop positive coping skills for dealing with stress and anger? How can you apply stress- and anger-management skills for both short-term and long-term well-being? What influences your mental and emotional health? What are the stages of loss and grief? How do you formulate and implement a stress management plan? What are risk factors for and the warning signs of suicide and how do you analyze strategies for the prevention of suicide? What are causes and symptoms of depression and mental disorders? What are methods of avoiding gang-related activity, the use of weapons, and violence? What are the consequences of possessing weapons,	*Quiz: What Is Health? Take a quiz to assess your understanding of the material *Quiz: Suicide Take a quiz to assess your understanding of the material.	*Test: Mental and Emotional Health

	<p>gang involvement, and using acts of violence to settle disputes?</p> <p>How do you develop a plan to improve and maintain your mental health? What are your personal strengths and determine how you can improve your peer relationships?</p> <p>What strategies can you use to communicate effectively with family, peers, and others to enhance health?</p> <p>How do you demonstrate refusal, negotiation, and collaboration skills to prevent, manage, or resolve interpersonal conflicts?</p> <p>How do you demonstrate ways to ask for and offer assistance to enhance the health of self and others?</p>		
<p>2. Fitness and Nutrition</p>	<p>What are healthy and unhealthy nutritional choices?</p> <p>Why is there a need for sleep, rest, physical activity, and a healthy body weight?</p> <p>What factors influence decisions about nutrition?</p> <p>What is the relationship between body composition and healthy body weight?</p> <p>What are the major types of nutrients?</p> <p>What is the prevalence, causes, and long-term consequences of sleep deprivation and a sedentary lifestyle?</p> <p>How do you research and debate information regarding healthy or unhealthy eating and physical activity levels?</p>	<p>*Quiz: Good Nutrition Take a quiz to assess your understanding of the material</p> <p>*Quiz: Eating Disorders Take a quiz to assess your understanding of the material.</p> <p>*Checkup: Threats to Fitness and Good Nutrition</p> <p>*Checkup and apply what you have learned.</p> <p>*Quiz: Setting Goals and Formulating a Plan Take a quiz to assess your understanding of the material.</p>	<p>*Test: Fitness and Nutrition Take a computer-scored test to assess what you have learned in this unit.</p>

	<p>What is an eating disorder and what are the different types of disorders?</p> <p>What are the causes, symptoms, harmful effects, and treatment of eating disorders?</p> <p>How do you evaluate the validity of information about health in general, as well as about nutrition practices, products, physical performance, and services?</p> <p>What are resources for seeking help for people with eating disorders?</p> <p>What are local community programs and services that provide information about health information, products, and services?</p> <p>What is your fitness and nutritional status?</p> <p>What are achievable goals for healthful eating habits, physical fitness, weight management, and protecting your health?</p> <p>What steps are needed to formulate a health plan?</p> <p>How do you set goals and formulate a plan for healthy eating habits, physical fitness, weight management, and protecting your health?</p> <p>How can you carry out your plan for healthy eating habits, physical fitness, weight management, and protecting your health?</p>		
<p>3. Drugs</p>	<p>What is the cycle of drug addiction?</p> <p>What are the effects of alcohol and other drug use on human body systems, brain function, and</p>	<p>*Quiz: Alcohol, Tobacco, and Other Drugs Take a quiz to assess your understanding of the material</p> <p>*Quiz: Influences on Drug Usage Take a quiz to assess</p>	<p>*Test: Drugs</p>

	<p>behavior? How do peers, family, culture, media, and society influence a person's use and abuse of drugs? What is the contrast between prescription medicines, nonprescription medicines, and illegal substances in terms of their use and abuse? How do you deconstruct media messages regarding the use of drugs? How and where can you access resources related to ATOD issues? What are communication strategies to resist pressure to engage in risky behavior and to avoid the use of alcohol, tobacco, and other drugs? When are healthcare providers required to help someone with ATOD issues? What are refusal, negotiation, and collaboration skills to avoid potentially harmful situations with ATOD? How do you develop an action plan to prevent drug abuse? What are advocacy skills that focus on the health benefits of abstaining from alcohol, drug, and tobacco use? What are the specific risks associated with alcohol, drug, and tobacco use and abuse?</p>	<p>your understanding of the material *Journal: AT OD Action Plan Write a reflective response to a journal prompt</p>	
<p>4. Disease</p>	<p>What are controllable and uncontrollable risk factors for contracting a communicable disease?</p>	<p>*Quiz: Public Health Policies Take a quiz to assess your understanding of the material *Quiz: Communicable</p>	<p>*Test: Disease</p>

	<p>What are noncommunicable and chronic diseases? How can communicable diseases impact a community? How can healthful lifestyle choices decrease the risk of noncommunicable and chronic diseases? How are noncommunicable and chronic diseases detected, prevented, and treated? What types of pathogens cause communicable diseases and what are common modes of transmission? How would you design a personal wellness plan for yourself and your What are public health policies and government regulations that pertain to organ donations, mandatory immunizations, food inspection, and chronic and communicable diseases? What are good hygiene practices that are effective in controlling modes of infectious agent transmission and preventing disease? What would a personal health plan include that focuses on good hygiene and is adaptable to changing health needs and personal health behaviors?</p>	<p>Diseases Take a quiz to assess your understanding of the material. *Project: Improving Your Community's Health Apply what you learned this unit to the real world in this project.</p>	
<p>5. Injuries</p>	<p>What are situations that involve risk and risky behaviors? What behaviors may result in intentional and unintentional injury?</p>	<p>*Quiz: Personal Safety Take a quiz to assess your understanding of the material *Quiz: First Aid Take a quiz to assess your understanding of the material</p>	<p>*Test: Injuries</p>

	<p>What are ways to reduce or prevent injuries? What influences risk-taking behaviors? What would a personal plan include to reduce or prevent injury? What rules and laws are intended to prevent intentional and unintentional injuries? When can professional health services be required for an injury? What are first aid procedures for common injuries? What is your personal susceptibility to injury and ways that you can reduce your risk of injury? What are life-threatening situations that may result from natural disasters and the safety steps needed to prevent injury? What community resources exist for natural disaster preparedness? What would an action plan include to prepare for a natural disaster and emergency situations? How can you advocate for disaster preparedness in the home, school, and community?</p>	<p>*Journal: Personal Susceptibility to Injury Write a reflective response to a journal prompt.</p>	
<p>6. Sexual Health</p>	<p>What are the major structures and functions of the male and female human reproductive systems? What are health issues related to the male and female reproductive systems? What are the characteristics of healthy relationships?</p>	<p>*Quiz: Safe and Healthy Relationships Take a quiz to assess your understanding of the material *Quiz: Online Safety Take a quiz to assess your understanding of the material *Quiz: Abusive Relationships and Sexual Assault Take a quiz to assess your</p>	<p>*Test: Sexual Health</p>

	<p>What are the principles of healthy dating?</p> <p>What are your local resources for promoting reproductive health?</p> <p>How do you maintain the health of your reproductive system?</p> <p>What skills and strategies are used to promote abstinence?</p> <p>What are the benefits of abstinence?</p> <p>What are the consequences of early and unprotected sexual behaviors?</p> <p>What are examples of healthy and unhealthy online behaviors?</p> <p>What are short- and long-term consequences of inappropriate behaviors online?</p> <p>How do you plan health-promoting strategies for managing personal technology use?</p> <p>How do you use refusal and negotiation skills to promote abstinence?</p> <p>How can your personal values, attitudes, and beliefs influence your views about dating and sexual behavior?</p> <p>What are strategies for avoiding situations that increase the risk of sexual harassment, violence, and abuse?</p> <p>What are the characteristics of abusive relationships and relationship violence?</p> <p>How can you design safe plans for the prevention of sexual assault and abuse that include appropriate resources and needed skills?</p>	<p>understanding of the material</p>	
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	<p>What are signs, symptoms, and methods of treatment of STDs?</p> <p>What are safe and effective uses of methods to prevent unintended pregnancy and STDs?</p> <p>What are the scientific processes of fertilization, pregnancy, fetal development, and childbirth?</p> <p>What is responsible prenatal, perinatal, and child care?</p>		
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ESSENTIAL STANDARDS:

Standard 1: Essential Health Concepts All students will comprehend essential concepts related to enhancing health.

Standard 2: Analyzing Health Influences All students will demonstrate the ability to analyze internal and external influences that affect health.

Standard 3: Accessing Valid Health Information All students will demonstrate the ability to access and analyze health information, products, and services.

Standard 4: Interpersonal Communication All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Standard 5: Decision Making All students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Goal Setting All students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Practicing Health-Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Standard 8: Health Promotion All students will demonstrate the ability to promote and support personal, family, and community health.

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.

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/cr/cf/allfwks.asp>

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/ci/he/cf/>

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.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Yes</i>		<i>APEX: Health</i>		Apex Online Courses		<i>2019</i>

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.):

N/A