

YOSEMITE HIGH SCHOOL
50200 ROAD 427 - OAKHURST, CA 93644
(559) 683-4667

COURSE TITLE: HEALTH
DEPARTMENT: SOCIAL SCIENCE

REQUIREMENT SATISFIED:

High School:	X	Model Curriculum Standards:
State College:		Frameworks:
UC Approved:		

GRADE LEVEL: 9 LENGTH OF COURSE: 1 Semester CREDITS: 5

PREREQUISITE: None Required

TEXTBOOKS: Health; A Guide to Wellness, Merki & Merki

COURSE DESCRIPTION:

Healthy individuals are essential for an effective society. To achieve optimal health, an individual needs to know what constitutes good health and, more important, they need the motivation necessary to apply that knowledge to daily living. Individuals in today's society should realize that it is important to assume responsibility for their own health as well as for the health of their family and community. Topics to be covered in this course are personal health, family health, mental and emotional health including the study of self-concept, stress, and suicide prevention. It also covers the use and misuse of substances, sexually transmitted diseases including AIDS and sex education.

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS:

<u>Assignment</u>	<u>Standards</u>	<u>ESLRS:</u>
<u>Course Content/Objectives:</u>	<u>Addressed:</u>	

Your Health & Wellness (Chapter 1)

- a) What is health
- b) Influences on your health
- c) Taking charge of your health

Making Healthful Choices (Chapter 2)

- a) Building health skills
- b) Making decisions and setting goals

Your Mental & Emotional Health (Chapter 8)

- a) What is mental health
- b) Your needs, your personality
- c) Understanding your emotions
- d) Handling emotions in healthful ways

Managing Stress in Your Life (Chapter 9)

- a) What is stress
- b) Stress in your life
- c) Managing stress
- d) Coping with loss

Mental & Emotional Problems (Chapter 10)

- a) What are mental disorders
- b) Suicide prevention
- c) Getting help

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS: (Continued)

<u>Assignment</u> <u>Course Content/Objectives:</u>	<u>Standards</u> <u>Addressed:</u>	<u>ESLRS:</u>
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Healthy Relationships
(Chapter 11)

- a) *Getting along with others*
- b) *Communicating effectively*

Resolving Conflict and Preventing Violence
(Chapter 14)

- a) *The nature of conflict*
- b) *Conflict resolution skills*
- c) *Strategies for avoiding violence*
- d) *Preventing abuse*

Tobacco

(Chapter 24)

- a) *Tobacco use - a high-risk behavior*
- b) *What tobacco does to the body*
- c) *Choosing to be tobacco-free*

Your Body's Reproductive System
(Chapter 19)

- a) *The male reproductive system*
- b) *The female reproductive system*

The Beginning of the Life Cycle
(Chapter 20)

- a) *Prenatal development and care*
- b) *From generation to generation*

Sexually Transmitted Diseases
(Chapter 29)

- a) *Preventing STDs*
- b) *Common STDs and their treatments*

HIV/AIDS

(Chapter 30)

- a) *HIV infection*
- b) *Treatment for HIV-related illnesses and AIDS*

DISTRICT/STATE CONTENT STANDARDS ADDRESSED:

Health (Grades 9-12):

The Human Body and Food Choices

1. *Students will demonstrate ways in which they can enhance and maintain their own health and wellbeing.*
 - 1.1 *Students will recognize and accept differences in body types and maturation levels.*
 - 1.2 *Students will recognize the seven health habits for longer life and take steps to work towards utilizing them daily.*

- 1.3 *Students will use critical thinking skills to analyze marketing and advertising techniques and their influence on decision making.*
2. *Students will demonstrate behaviors that prevent disease and speed recovery from illness.*
 - 2.1 *Students will demonstrate an understanding of good personal hygiene to prevent the spread of disease.*
 - 2.2 *Students will demonstrate an understanding of positive health behaviors to reduce the risk of disease.*
 - 2.3 *Students will demonstrate an understanding of the importance of abstaining from sexual activity.*
 - 2.4 *Students will demonstrate an understanding of effective self-examination procedures.*
 - 2.5 *Students will recognize the importance of prenatal and perinatal care.*
 - 2.6 *Students will analyze personal behaviors to determine how these behaviors relate to their own health and wellbeing and the fulfillment of personal goals and how those behaviors can be modified if necessary to promote achievement of those goals.*

Potentially Dangerous Situations

3. *Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and will react to such situations in ways that help to protect their health.*
 - 3.1 *Students will demonstrate an understanding of appropriate skills to identify, avoid when possible, or cope with potentially dangerous situations.*
 - 3.2 *Students will demonstrate an understanding of appropriate skills to avoid resolve, and cope with conflicts.*
 - 3.3 *Students will identify environmental factors that affect health and safety.*
 - 3.4 *Students will recognize that the use of alcohol, tobacco, and other drugs plays a role in many dangerous situations.*
 - 3.5 *Students will demonstrate how peers can help each other avoid or cope with potentially dangerous situations in healthy ways.*
 - 3.6 *Students will demonstrate an understanding of interpersonal and other communication skills such as assertiveness, refusal, negotiation, and conflict resolution skills to avoid use of alcohol, tobacco, and other drugs.*
 - 3.7 *Students will distinguish between helpful and harmful substances.*
 - 3.8 *Students will distinguish between the use and misuse of prescription and nonprescription drugs.*
 - 3.9 *Students will demonstrate an understanding of how to avoid, recognize, and respond to negative social influences and pressure to use alcohol, tobacco, and other drugs.*

- 3.10 Students will demonstrate an understanding of how to use positive peer pressure to help counteract the negative effects of living in an environment in which abuse of or dependence on alcohol, tobacco, or other drugs is present.
- 3.11 Students will identify ways to obtain help to resist pressures to use alcohol, tobacco, or other drugs.
- 3.12 Students will demonstrate an understanding of how to identify and participate in positive alternatives such as alcohol-, tobacco-, and drug-free events.
- 3.13 Students will identify ways to seek assistance if concerned, abused, or threatened.
- 3.14 Students will demonstrate how to recognize and avoid situations that can increase risk of abuse, including avoiding the use of alcohol and other drugs.
- 3.15 Students will demonstrate how to recognize, avoid, and respond to negative social influences and pressure to become sexually active, including applying refusal skills when appropriate.
- 3.16 Students will demonstrate how to use assertiveness skills.

Roles of Family Members

- 4. Students will play a positive, active role in promoting the health of their families.
 - 4.1 Students will demonstrate an understanding of how to support and value all family members.
 - 4.2 Students will demonstrate an understanding of ways in which adolescents can help support positive family interactions.
 - 4.3 Students will demonstrate how to use effective communication techniques.
 - 4.4 Students will demonstrate an understanding of health-promoting behaviors with the family; recognizing their role in supporting positive health practices of others, especially younger children; and encouraging other family members to practice those positive behaviors.
 - 4.5 Students will demonstrate an understanding of how to seek assistance if living in a family where abuse of alcohol or other drugs exists (e.g., participating in a support group for teens who are the children of alcoholics).
 - 4.6 Students will demonstrate an understanding of effective strategies to cope with change in the family.

Friendship and Peer Relationships

- 5. Students will promote positive health practices within the school and the community, including positive relationships with peers.
 - 5.1 Students will demonstrate positive actions toward others.
 - 5.2 Students will demonstrate how to resolve conflicts in a positive, constructive way.

- 5.3 *Students will demonstrate how to resist negative peer pressure.*
- 5.4 *Students will demonstrate how to interact effectively with many different people, including both males and females and members of different ethnic and cultural groups.*
- 5.5 *Students will participate in group activities as a means of getting to know other people.*
- 5.6 *Students will demonstrate how to respect the dignity of the persons with whom they interact, including dates, and expecting that their own dignity will be treated with respect.*
- 5.7 *Students will demonstrate an understanding of the need to respect monogamous, heterosexual marriage.*

Life Cycle

- 6. *Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.*
 - 6.1 *Students will demonstrate how to use effective communication skills to discuss with parents or other trusted adults the changes that occur during adolescence.*
 - 6.2 *Students will demonstrate how to practice behaviors that will provide for healthy parenting later in life, such as avoidance of substance abuse.*
 - 6.3 *Students will recognize and acknowledge that different people progress through different stages of the life cycle at different rates.*
 - 6.4 *Students will demonstrate how to express support and compassion for others who are grieving, including allowing their friends to be sad and to express their feelings.*

Growth and Development

- 7. *Students will understand and accept individual differences in growth and development.*
 - 7.1 *Students will demonstrate an understanding of individual differences.*
 - 7.2 *Students will adapt group activities to include a variety of individuals.*
 - 7.3 *Students will demonstrate an understanding for developing a realistic body image.*
 - 7.4 *Students will recognize health, nutrition, and psychological problems associated with not having a realistic body image, including dieting and eating disorders, and seeking appropriate help.*
 - 7.5 *Students will recognize the effects of performance-altering substances and avoiding the use of those substances.*
 - 7.6 *Students will demonstrate how to use effective communication skills.*
 - 7.7 *Students will demonstrate how to use effective coping strategies.*
 - 7.8 *Students will practice strategies for resisting negative peer pressure.*

- 7.9 Students will identify the strongest risk factors for negative behaviors in their own lives and develop effective strategies for counteracting the effect of those risk factors.
- 7.10 Students will identify personal habits influencing mental and emotional health and developing strategies for changing behaviors as needed to promote positive mental and emotional health.
- 7.11 Students will demonstrate how to relate in positive ways to peers and adults in and out of school.
- 7.12 Students will demonstrate how to identify, express, and manage feelings appropriately.
- 7.13 Students will demonstrate how to use effective communication skills.
- 7.14 Students will recognize one's own strengths and limitations.
- 7.15 Students will demonstrate how to use coping strategies, including time-management skills.
- 7.16 Students will develop a focus on the future.

Sexuality

- 8. Students will understand their developing sexuality, will choose to abstain from sexual activity, and will treat the sexuality of others with respect.
 - 8.1 Students will demonstrate how to use effective communication skills, including the ability to discuss with parents questions regarding sexuality.
 - 8.2 Students will demonstrate how to recognize and avoid situations that place one at risk of participating in sexual activity.
 - 8.3 Students will demonstrate how to avoid, recognize, and respond to negative social influences and pressure to become sexually active.
 - 8.4 Students will demonstrate assertive and refusal skills and applying those skills to situations involving pressure to be sexually active.
 - 8.5 Students will identify ways to seek assistance if abused.
 - 8.6 Students will practice behaviors that support the decision to abstain from sexual activity, including self-control, use of reason as a basis for action, self-discipline, a sense of responsibility, religious convictions, or ethical considerations.
 - 8.7 Students will analyze messages about sexuality from society, including the media, identifying how those messages affect behavior.
 - 8.8 Students will evaluate what students can do to counteract the false norms portrayed in the media.

OUTCOMES:

Students will demonstrate ...

INSTRUCTIONAL STRATEGIES:

(i.e., Lectures, discussions, class projects, etc.)

ASSESSMENT:

(i.e., Exams, Standards Master, Portfolios, etc.)

1/86

Revised: 11/87; 3/91; 4/98; 9/99

NOTE: THIS COURSE ALTERNATES AT SEMESTER WITH WORLD GEOGRAPHY.