

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

Course of Study Information Page

Course Title: Lifetime Health #827Z	
Rationale: This course will offer 9 th – 12 th graders, who are in special education, the opportunity to learn matters related to their physical, mental and emotional well being.	
Course Description: This one semester health class will offer special education students the opportunity to learn skills enabling them to practice good health habits for a lifetime. This class will be taught at a slower pace and at a level that will take into consideration the special needs of specific learning styles as well as individual student disabilities. Students will learn the importance of consciously controlling their own good health so that they may lead long and productive lives in society.	
This course does not address <u>all</u> the standards necessary for a high school diploma (although it has been written to address as many of the standards possible in the special education setting); however, the course may be taken as preparation for the general education health class, or may stand alone as elective credit for a high school certificate of graduation.	
How Does This Course Align With or Meet State and District Content Standards? (Please attach a copy of the standards used) – Using the Health Framework for California Public Schools, this health class will be taught in accordance with the State Standards for Health and will accommodate and fulfill the student’s needs written into his/her Individual Education Plan (IEP). (http://www.cde.ca.gov/ci/he/cf/)	
Length of Course:	1 Semester
Grade Level:	9 – 12
Credit: <input checked="" type="checkbox"/> Number of units: 5 credits per semester <input type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-g" requirements <input type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective – repeatable for credit <input type="checkbox"/> Vocational	Does not meet graduation standards for a high school diploma.
Prerequisites:	None
Department(s):	Special Education
District Sites:	All
Board of Trustees Adoption Date:	February 14, 2006
Textbook(s)/Instructional Materials:	<i>Decisions for Health</i> , Vivian Bernstein, Steck-Vaughn, 1996

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UNIT #1: Personal Health

GOAL: To provide knowledge of characteristics of good physical and mental health; to increase the awareness of health decision-making in their own lives and to help students recognize that health decisions affect and are affected by self, family, friends, workplace, community and the world.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ol style="list-style-type: none"> 1. Demonstrate ways an individual can enhance and maintain a positive commitment to one's physical, mental, emotional and social health. 2. Identify personal characteristics that contribute to self confidence and self esteem. 3. Describe and utilize effective communication skills. 4. Analyze the steps involved in a systematic decision making process. 5. Examine coping strategies and stress management techniques. 6. Identify personal habits influencing physical, mental and emotional health and develop strategies for change to promote positive health. 7. Discuss personal practices related to exercise, hygiene, and over all wellness. 8. Examine protective factors that help foster resiliency when identifying support systems 9. Identify strategies such as refusal skills and assertiveness for resisting negative peer pressure. 10. Describe the common warning signs of suicide and discuss intervention techniques. 11. Understand how feelings motivate behavior. 12. Understand the causes of depression. 13. Learn a variety of coping skills for depression, stress, etc. 14. Define emotion and discuss the influence of love on mental health. 	<p>*Definition of Health</p> <p>* "Taking Control Video" with corresponding worksheet</p> <p>*Students will do self wellness and health assessment</p> <p>*Students will fill out health contract on an area of health they want to work on for the semester</p> <p>*Discuss and practice the STAR model</p> <p style="margin-left: 40px;">a) Stop (is it legal?)</p> <p style="margin-left: 40px;">b) Think (is it safe and healthy?)</p> <p style="margin-left: 40px;">c) Act (is it in my value system?)</p> <p style="margin-left: 40px;">d) Review (is it in my parents' value system?)</p> <p>*Show video "Good Decision Making"</p> <p>*Understand stressors and how they affect the body</p> <p>*Defense mechanism skit</p> <p>*Video on moods, stress and anger</p> <p>*Read and write poems on love and good mental health</p> <p>*View video on suicide prevention</p>

<p>Content Area Standards: Health Framework for California Public Schools (http://www.cde.ca.gov/ci/he/cf/)</p>
<p>The students will achieve the following content standards:</p>
<p>Standard #1: <i>Students will demonstrate ways in which they can enhance and maintain their health and well being.</i></p>

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UNIT #2: Family Living

GOAL: To provide instruction regarding the physical, emotional and social changes which occur during adolescence and life.

OBJECTIVES The student will:	SUGGESTED ACTIVITIES
<ol style="list-style-type: none"> 1. Describe the stages of the lifecycle of childhood, adolescence, adulthood, aging and death 2. Explain how one must deal with changes that take place throughout the stages of the life cycle. 3. Discuss issues dealing with growth and development, adolescents, family planning, aging and death and dying. 4. List the various roles that family members play at different times in their lives. 5. Discuss the various types of family structures. 6. Discuss responsibilities that various members perform within the family unit. 7. Discuss the process needed to understand how changes in family structure affect family members. 8. Discuss and understand the process for resolving conflict and problems within the family unit. 9. Identify sources available, including private and community agencies to help dysfunctional families. 10. Describe the effects of cultural and family norms on family interaction. 11. List ways that a role model influences others throughout life. 12. Demonstrate methods used when helping friends and family progress through the grieving process. 	<ul style="list-style-type: none"> *Identify physical changes of growth and development from infancy to adulthood *Vocabulary on reproductive terms *Create a poster comparing the size of a fetus to the varying stages of life before age 5 *List healthful behavior practices and preventative measures and tests *Invite a speaker from the County Health Dept. *Role playing *Brainstorm ideas for kids dating *Do a family cultural project *List roles and responsibilities for each family member *Prepare a list of community resources that help with family crisis *Create a list of goals and dreams for your own future family *Show video (examples): March of Dimes "Healthy Babies", "Drugs, Alcohol and Smoking During Pregnancy" <p><i>(During the Family Life portion of Lifetime Health, all students will be given a permission slip to be signed by parents for permission to participate in the family life discussion, and activities of the human reproductive lifecycle including sexuality, abstinence, birth control options, etc.)</i></p>

<p>Content Area Standards: Health Framework for California Public Schools (http://www.cde.ca.gov/ci/he/cf/)</p>
<p>The students will achieve the following content standards:</p>
<p>Standard #4: <i>Students will understand and demonstrate how to play a positive active role in promoting the health of their families.</i></p> <p>Standard #6: <i>Students will understand the variety of physical, mental, emotional and social changes that occur throughout life.</i></p>

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UNIT #3: Chronic and Communicable Diseases

GOAL: Students will demonstrate behaviors that prevent disease and speed recovery from illness.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ol style="list-style-type: none"> 1. Describe the symptoms, treatment and prevention of various pathogens. 2. Discuss the need for early diagnosis and treatment in the prevention and control of diseases. 3. Describe the needs and care of the body's defense systems. 4. Identify high-risk behaviors, which contribute to cardio-vascular diseases and cancer; list prevention strategies. 5. Discuss the high-risk behaviors, symptoms, treatment, and prevention, of sexually transmitted diseases. 6. Discuss the high-risk behaviors, transmission, symptoms, treatment, prevention, and complications of HIV/AIDS. 7. Discuss local agencies dealing with specific diseases. 	<ul style="list-style-type: none"> *Write a report on disease and preventative measures *Prepare a power point *Create a brochure describing health risks of a certain behavior *Visit county health facilities *Create a chart and fill in the name of the pathogens and the diseases they cause *Health department speaker *Students give examples of vaccines, health habits and environmental prevention methods *Slide presentation on HIV and lecture on communicable diseases *Discuss health careers

<p>Content Area Standards: Health Framework for California Public Schools (http://www.cde.ca.gov/ci/he/cf/)</p>
The students will achieve the following content standards:
Standards #2: <i>Students will understand ways to prevent disease and speed recovery from illness.</i>

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UNIT #4: Nutrition and Fitness

GOAL: Students will demonstrate ways in which they can enhance and maintain their own health and well-being and recognize some of the factors that influence their eating habits and their physical activities so that they can begin to exercise more control over their decisions.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ol style="list-style-type: none"> 1. Describe how to make smart food choices needed during different life stages. 2. Identify how the factors of age, gender, health status, level of activity, and lifestyle affect the food choices that are necessary for good health. 3. Describe how food choices affect behavior, appearance, physical and mental performance. 4. Create a personal long term, individual eating plan that will promote good health and reduce the chances of disease. 5. Identify the food sources that contain necessary nutrients for good health using recommended daily allowances. 6. Identify the resources available that provide accurate information needed to create a nutritionally balanced diet. 7. Describe skills that would be used to prepare foods in a healthy and safe manner. 8. Identify diseases related to poor eating habits (heart disease, hypertension, diabetes, osteoporosis, etc.) 9. Recognize potentially harmful foods, i.e., purchasing, preparing, and storing. 10. Describe wise consumer practices needed to evaluate nutritional information, and how to work within a budget. 11. List techniques that can be used to reduce fat, sugar, and salt and increase the amount of fiber in the diet. 12. Recognize the symptoms and causes of various eating disorders including: obesity, anorexia nervosa, and bulimia. 	<ul style="list-style-type: none"> *Class discussions *Role Playing *Demonstrations and Teacher Models *Movies / Films / Videos *Learn about the Food Pyramid created by the U.S. Department of Agriculture & U.S. Department of Health and Human Services <ol style="list-style-type: none"> a. Group or Individual project: Creating a Food Pyramid poster b. Understand food groups c. Recommended Daily Allowance d. Serving size e. Calorie content f. Six nutrients that a body needs to grow, repair itself, and give us energy g. Function of water and importance of drinking enough h. Discuss vegetarianism *Evaluate their own diets and lifestyles by: <ol style="list-style-type: none"> a. Keeping an eating log (in a day or week format) and dividing meals into food groups b. Making a personal fitness plan <ol style="list-style-type: none"> i. Getting enough sleep ii. Short term and long-range goals iii. Appropriate practices for maintaining, losing, or gaining weight based on the individuals needs, abilities, lifestyle & decisions *Create nutritional menus *Look up the nutritional content on one complete meal at a fast food restaurant of their choosing

<p>13. Understand fat, carbohydrate and protein percentages and how they relate to our eating.</p> <p>14. Learn the principles, mechanics and concepts of physical fitness and wellness components that relate to personal health.</p> <p>15. Be able to identify a wide variety of physical activities and plan future physical activities based on these experiences.</p> <p>16. Learn techniques for developing and maintaining positive self image through the psychological and physical benefits of exercise.</p> <p>17. Discuss lifestyle changes that promote cardiovascular health.</p>	<p>*Visit local grocery stores</p> <p>*Create a class list of healthy goods and a class list of unhealthy foods. Explain why each healthy food is good for your body and why each unhealthy food is unhealthy for your body.</p> <p>*Collect food labels and compare and contrast nutritional information.</p> <p>*Food Comparison Chart: Compare two or three foods/brands for nutritional value</p> <p>*Calculate personal BMI (Body Mass Index) and compare the BMI of different sexes, age groups and people at varying activity levels</p> <p>*Guest Speakers</p> <p>*Personal Interview</p> <p style="padding-left: 40px;">Ex. Interview an athlete on his/her training & eating lifestyles</p> <p style="padding-left: 40px;">Ex. Interview a person who has had an eating disorder</p> <p>*List and describe illnesses associated with food handling</p> <p style="padding-left: 40px;">Ex. Salmonella, Trichinosis, Hepatitis A</p> <p>*Have individual or small groups do a research paper, presentation or poster</p> <p>*Discuss food allergies</p> <p>*List and describe eating disorders:</p> <p style="padding-left: 40px;">Ex. Bulimia, Anorexia nervosa, Obesity, Binge Eating, and Compulsive Overeating</p> <p>*Discuss Role of Media in creating a person's self image</p> <p>*Create poster exemplifying how the media create images and how those images affect people</p> <p>*Log self exercise pattern</p> <p>*Interview fitness experts</p> <p>*Use a heart rate monitor and/or pedometer</p>
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<p>Content Area Standards: Health Framework for California Public Schools (http://www.cde.ca.gov/ci/he/cf/)</p>
<p>The students will achieve the following content standards:</p>
<p>Standard #1: <i>Students will demonstrate ways in which they can enhance and maintain their health and well-being</i></p> <p>Standard #2: <i>Students will identify information, products, and services that may be helpful or harmful to their health</i></p>

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UNIT #5: Tobacco, Alcohol, and Drug Use

GOAL: 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

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ol style="list-style-type: none"> 1. Distinguish between helpful and harmful drug substances. 2. Explain groups/categories of medicines and drugs. 3. Describe different reactions and effects of drugs. 4. Explain and describe abuse, addiction and effects of drugs 5. Explain the processes of intervention and recovery 6. Develop and use communication skills such as assertiveness, refusal, negotiation and conflict-resolution to avoid use of harmful substances 7. Describe the legal consequences of illegal drug use 8. Describe how drugs and alcohol affect the family and other relationships 9. Identify reasons why people use tobacco products 10. Examine methods to quit using tobacco 11. Describe the effects of tobacco and products on non-users 12. Practice positive peer pressure to help counteract the negative effects of people using tobacco, drugs, or alcohol 	<ul style="list-style-type: none"> *Class discussions *Role-play *Demonstrations and Teacher Models *Movies/Films/Videos *List reasons why people smoke cigarettes and reasons not to smoke cigarettes, marijuana, drink alcohol and do drugs *Poster project focusing on the negative aspects of one controlled substance and consequences of taking or getting caught with the controlled substance *Discuss myths and facts about each category. *Define terms, i.e., drug, substance abuse, etc. *List and describe (short term, after a while, and long term) consequences for smoking cigarettes and cannabis, drinking and other drug use *Describe effects of tobacco usage on non-smokers *Discuss effects of drug usage on family dynamics: i.e., such as relationships, children, creating long-term patterns *Discuss Intervention and Recovery *Have students research community, state, and federal resources *Review federal, state, and local laws concerning teenage use and adult use of controlled substances *Discuss alternatives to smoking, drinking and drug use *Case studies *Make posters that show substance advertising (identify hidden meanings, subliminal messages)

<p>Content Area Standards: Health Framework for California Public Schools (http://www.cde.ca.gov/ci/he/cf/)</p>
<p>The students will achieve the following content standards:</p>
<p><i>Standard #3: Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.</i></p>

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UNIT #6: Injury Prevention and Safety

GOAL: To inform students that most injuries are not due to chance but are preventable; to instruct students in how they can be better prepared to prevent injuries; to provide opportunities for students to understand the emotions that are involved in emergency situations

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ol style="list-style-type: none"> 1. Develop skills to identify, avoid, or cope with potentially dangerous situations 2. Identify hazards found in the home, school, and community and suggest methods of prevention 3. Demonstrate skills of conflict mediation 4. Explain cycles of violence 5. Describe the basic skills of first aid care 6. Identify appropriate use of local emergency services 7. Identify the leading killers of teenagers 8. Learn survival techniques and how to employ them 9. Learn preventative behaviors to thwart personal physical violence 10. Discuss vehicular safety 11. Be able to describe the necessary items needed in an emergency preparedness plan 	<ul style="list-style-type: none"> *View Red Cross Emergency Test and activity *Students learn and practice the R.I.C.E. method *Practice CPR adult training *Be able to describe and apply basic first aid *CPR/First Aid trainer to give course for certification *Create a winter hypothermia report detailing the dangers, cause and effect and measures used to guard against such conditions *Do a self-inventory on first aid knowledge *Invite a fire fighter or person knowledgeable in poison control in as a guest speaker *Create a home evacuation plan *Participate in a blood drive *Create a chart of poisons and their anti-toxins or remedies *List safety equipment for participating in cycling and/or skating *Create a poster on safety tips for operators of cars, motorcycles and bicycles *Role play how to survive an assault *Write a play about surviving a natural disaster

<p>Content Area Standards: Health Framework for California Public Schools (http://www.cde.ca.gov/ci/he/cf/)</p>
<p>The students will achieve the following content standards:</p>
<p><i>Standard #3: Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.</i></p>

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UNIT #7: Community and Environmental Health

GOAL: To emphasize the cause and effects of different types of pollutants on students' lives and ways to reduce the risk of illness caused by those pollutants. To also understand and be aware of the responsibility of the consumer towards personal health care and community involvement in public health.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ol style="list-style-type: none"> 1. Describe the difference between general practitioners and specialists and considerations to be used in their selection. 2. Discuss proper use of prescription drugs and over the counter (OTC) medications including correct interpretation of label instructions 3. Use critical-thinking skills to analyze the cost benefits of health care products, services and information that may be helpful or harmful to personal well-being 4. Demonstrate behaviors that prevent disease and speed recovery from illness 5. Identify ways to promote the health of family members in relation to the environment 6. Describe how environmental conditions, including air, water, noise, climate and land can affect personal health. 7. Describe the finite limits of our environmental resources and ways to protect them. 8. Identify the positive effects of conserving our natural resources. 9. Identify public health and community resources to address environmental issues. 	<ul style="list-style-type: none"> *Write a report on 3 Mile Island, Chernobyl or other nuclear disasters *Make a list of ways individuals can promote a healthy lifestyle *Start a compost pile *Public Health guest speaker *Start a recycling project *Health terms vocabulary *Learn about personal medical history. Keep a record of immunizations, doctor visits, etc. *Research project on medicines most frequently used by teenagers *Participate in a walk-a-thon, or run to support community health services or a particular disease *Check household labels and note substances that may cause risks to humans *Write a news article about the effects of an oil spill on the flora and fauna in an area *List 20 ways to protect the environment *Identify three local community health problems related to the environment and how it impacts human health and the environment itself *Explore various health care options (HMO, Primary care plans, etc.), and present to class

<p>Content Area Standards: Health Framework for California Public Schools (http://www.cde.ca.gov/ci/he/cf/)</p>
<p>The students will achieve the following content standards:</p>
<p>Standard #5: <i>Students will understand and demonstrate how to promote positive health practices within the school and community.</i></p> <p>Standard #9: <i>Students will identify information, products and services that may be helpful or harmful to their health</i></p>