

Relationship and Family Health

Santa Maria Joint Union High School District

Modeled Course
Outside District
Approved



Jun 23, 2020
Erin Pearson

Basic Course Information

School(s) Offering This Course:

| School Name | Course Learning Environment | Transcript Code(s) | |
|----------------------------------|-----------------------------|--------------------|-------------|
| Santa Maria High School (053305) | Classroom Based | Abbreviation | Course Code |
| | | N/A | |

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|--------------------------------------|--|
| Title: | Relationship and Family Health |
| Length of course: | Full Year |
| Subject area: | College-Preparatory Elective (G) / Interdisciplinary |
| UC honors designation? | No |
| Prerequisites: | None |
| Co-requisites: | None |
| Integrated (Academics / CTE)? | Yes |
| Grade levels: | 10th, 11th, 12th |

Course Description

Course Overview:

The State Board of Education provides in pertinent part, that “good health and academic success go hand in hand. Healthy children make better students, and better students become healthy, successful adults who are productive members of their communities. Comprehensive health education that addresses the physical, mental, emotional, and social aspects of health teaches students how to maintain and improve their health; prevent disease; reduce health-related risk behaviors; and develop health knowledge, attitudes, and skills that foster academic achievement, increase attendance rates, and improve behavior at school.”

This year-long course includes the following topics: wellness, nutrition, mental and emotional health including depression and suicide prevention, media safety, technology awareness, substance abuse including alcohol, tobacco, and other drugs, first aid, CPR, and emergency preparedness. The Family Life units include pregnancy prevention including abstinence and contraceptives, pregnancy options, prenatal growth development, STI/HIV education, safe dating practices, and healthy relationships.

Course Content:

Unit 1: Understanding Your Health and Wellness

Throughout this unit students will gain an understanding of the broad components of physical, mental, emotional, social, and environmental health. Areas of study will include influences on health, including genetics and family history, self-evaluation of health skills and decision making, goal setting and implementation of improvement plans, identifying health and safety risks, becoming a health literate consumer, and development of self-care and hygiene skills.

Unit Assignment(s):

1. Completion of a self-assessment questionnaire (approximately 50 questions assessing each broad component of health) with a 1-2 page written reflection that incorporates 2-3 SMART goals for improving health choices and longevity.
2. A life time line that begins at birth and continues for five decades. Students reflect of previous choices and outcomes, and plan for healthy choices incorporating skills taught during this unit. Students will present their time line to the class in a short 3-5 minute presentation. This project will help them reflect on the outcomes of events and choices that have already occurred, and also practice implementing health skills that will potentially improve their health and happiness in the future.

Unit 2: Nutrition

The in-depth areas of study in this unit include:

- The six components of nutrition defined and incorporated throughout the unit: protein, fats, carbohydrates, vitamins, minerals, and water
- Developing healthy eating and exercise habits for lifelong health and disease prevention
- Understanding and using nutrition labels and food safety skills
- Creating and implementing a healthy eating plan
- Body image, body dysmorphia, eating disorders, and risks of fad diets, diet aids, and performance enhancing drugs

☰ Unit Assignment(s):

1. Students will work with a partner for a culminating "Eat This, Not That" activity. First, they will build a splurge meal of their choice and using the nutrition facts they will calculate the nutrient totals. Then, they will revise their meal making it healthier with the goal of reducing calories, sugar, saturated fats, and sodium. Once their meals are calculated, they will measure out the fat in both meals using a butter substitute onto plates. Then, they will measure out the sugar in both meals into cups. Last, they will present their meals and visual aides to the class and will discuss how they revised their meals to make them healthier and they will compare the nutrient amounts in the meals to the recommended daily allowances to show how high restaurant meals are compared to their nutrient needs.
2. Students will complete a nutrition assessment in which they apply the skills they have learned in scenario based short answer questions, using a nutrition facts label, and create a healthy nutrition plan.

Unit 3: Addiction, Alcohol, Tobacco, and Other Drugs

In this in-depth drug unit, students will learn the science of addiction and why their young brains are at a greater risk until their mid-20s. Then they will progress into learning the specifics of major drugs of abuse and potential life-long consequences.

This unit covers:

- Health risks of tobacco use including vape products, cigarettes, cigars, chewing tobacco, hookah, etc.
- Short and long term effects of alcohol on the brain and body
- Alcohol abuse including the dangers of binge drinking, alcohol poisoning, and combining alcohol and drugs
- Risks for alcoholism and resources for treatment
- Health risks of drug use including commonly abused drugs, both legal and illegal
- Marijuana effects on the adolescent brain
- Identifying community resources for substance abuse
- Refusal skills and resisting pressure to use drugs

☰ Unit Assignment(s):

1. In groups of 3-4 students, they will create a video PSA about 1-2 minutes in length on a specific drug or the risk of addiction for young people. They will be required to include research and submit a written script as well as play the video for the class. Each class will vote on the most thorough PSA, and it will be forwarded to our video productions class to play

school-wide on the morning bulletin.

Unit 4: Mental and Emotional Health

In this unit, students will learn in-depth information about mental and emotional help that includes:

- Managing stress and developing healthy coping mechanisms
- Evaluating self-esteem and learning enhancement strategies
- Understanding and managing emotions including dealing with anger, guilt, and grief
- Understanding mental health disorders including depression, anxiety, and bipolar
- Recognizing bullying and importance of intervention and reporting
- Technology, social media, and online safety strategies
- Suicidal risk factors and strategies to prevent suicide
- Signs, symptoms, health risks, and treatment of disorders
- Identifying community resources for help as well as self-help strategies

☐ Unit Assignment(s):

1. Students will collaborate in small groups to analyze case studies to identify suicide warning signs and develop prevention strategies. Students will brainstorm and evaluate intervention strategies.
 2. Each student will write to a hypothetical friend they are concerned about. The letter will highlight what warning signs they have observed and suggest possible next steps and resources they can turn to.
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Unit 5: First Aid, CPR, and Emergency Preparedness

Students will complete the ProTrainings CPR/First Aid certification on-line course. Students must complete the course curriculum and pass the final exam to receive their certification cards. In addition to the on-line certification course students will also learn the following:

- First steps in an emergency, and universal precautions
- First aid for cuts, burns, and other common injuries
- CPR and instruction, use, and importance of AEDs

☐ Unit Assignment(s):

1. Students must participate in and pass the ProTrainings CPR/First Aid course to become CPR Certified.
 2. Students create an evacuation plan with their family and identify where safety items are located in their home (fire extinguishers, first aid supplies, fire alarms, etc.)
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Unit 6: Adolescent Growth, Development, and Reproduction - including STIs and HIV

In this unit of study, students will gain in-depth knowledge on the following topics:

- Understanding the male and female reproductive systems including diagrams
- Common reproductive problems and self-exams (breast and testicular)
- Time line of conception and fetal development
- Benefits of abstinence and abstinence strategies including refusal skills
- Contraceptive options and effectiveness: hormonal, barrier, behavioral
- Descriptions, transmission, symptoms, health risks, prevention, and treatment of STIs including HIV
- Identifying school and community resources related to reproductive health and STIs

☞ Unit Assignment(s):

1. Students will complete an independent online research assignment that requires them to look up detailed information about STIs, contraception, and community resources available to them within a 10 mile radius.
2. In groups of 3-4 students, they will be given a list of common myths and stereotypes on family life topics and they will discuss why each statement is not true and what the actual facts and statistics are (they can conduct research). (Example: Most high school students have sex before they graduate - a myth popular in media marketed to teens. Statistically it is not true.)

Unit 7: Developing Health Relationships and Sexual Consent

- Life planning: exploring relationships, marriage, and family
- Identifying healthy and unhealthy behaviors in relationships
- Effective communication skills
- Signs of an abusive relationship and identifying various types of abuse in relationships (verbal, physical, emotional, manipulation)
- Laws related to sexual behavior and the involvement of minors, including sexting and revenge pornography

☞ Unit Assignment(s):

1. Students will identify the qualities their ideal dating partner would have, firm deal breakers (drug use, lack of common values, etc.), and create a time line that includes their future goals and when a serious relationship (or marriage) would fit in. Then they will create some type of visual aide (such as a poster) to present in small groups of 4-6 students.

2. Students will practice effective communication and refusal skills in front of the class with a partner and scenarios written by their peers. Students should demonstrate the use of I-statements, show confidence in their body and speech, and be able to give realistic responses to the pressure imposed by their peer in each scenario.

Course Materials

Textbooks

| Title | Author | Publisher | Edition | Website | Primary |
|----------------|----------------------|------------------------|---------|---|---------|
| Health | Mary H. Bronson, PhD | McGraw-Hill Education | 2011 | https://www.mheducation.com/ | Yes |
| Families Today | Connie Sasse | Mc-Graw Hill Education | 2009 | https://www.mheducation.com/prek-12/program/families-today/MKTSP-PBH05M0.html?page=1&sortby=title&order=asc&bu=seg | Yes |

Manuals

| Title | Author | Publisher | Edition | Website | Read in entirety |
|---|-----------|-----------------|---------|-----------|------------------|
| Pediatric Plus CPR, AED, and First Aid for Children, Infants, and Adults student book | [empty] | MEDIC First Aid | 2017 | [empty] | Yes |

Websites

| Title | Author(s)/Editor(s)/Compiler(s) | Affiliated Institution or Organization | URL |
|----------------------------|---------------------------------|--|--|
| Center for Disease Control | [empty] | Center for Disease Control | www.cdc.gov |

| Title | Author(s)/Editor(s)/Compiler(s) | Affiliated Institution or Organization | URL |
|---|---------------------------------|---|---|
| National Institute for Health | [empty] | National Institute for Health | https://www.nih.gov/ |
| National Institute on Drug Abuse | [empty] | NIH | https://www.drugabuse.gov/ |
| National Alliance on Mental Illness | [empty] | National Alliance on Mental Illness | www.nami.org |
| National Eating Disorders Association | [empty] | National Eating Disorders Association | https://www.nationaleatingdisorders.org/ |
| National Association of Anorexia Nervosa and Associated Disorders | [empty] | National Association of Anorexia Nervosa and Associated Disorders | anad.org |
| Mayo Clinic | [empty] | Mayo Clinic | https://www.mayoclinic.org/ |
| Teen Health Resources and Information | [empty] | Project activities have been supported by the federal Office of Population Affairs, Title X grant, the Centers for Disease Control and Prevention (CDC) STD Prevention Programs, The California Wellness Foundation and the American Civil Liberties Union. | https://www.teensource.org/ |
| USA Life Expectancy | [empty] | CDC, NIH and individual state and county databases for verification and supplementation for USA data | https://www.worldlifeexpectancy.com/usa-cause-of-death-by-age-and-gender |
| Above the Influence | [empty] | Office of National Drug Control Policy | https://abovetheinfluence.com/ |
| ProTrainings CPR/First Aid Certification Course | [empty] | ProTrainings | https://www.protrainings.com/courses |

Other

| Title | Authors | Date | Course material type | Website |
|--|--|------|---|--|
| Positive Prevention Plus - Sexual Health Education for America's Youth | Kim Robert Clark, DrPH and Christine Janet Ridley, RN, MEd | 2016 | Adopted sexual health curriculum by our school district | positivepreventionplus.com |

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