

Mt. Diablo Unified School District Course of Study

COURSE TITLE: Dynamic Healthy Living

COURSE NUMBER: - 802907

DEPARTMENT: Special Education

LENGTH OF COURSE: One Year

CREDITS PER SEMESTER: 5- may be repeated for 8 semesters

GRADE LEVEL(S): 9-12

REQUIRED OR ELECTIVE: Elective

PREREQUISITES: None

BOARD OF EDUCATION ADOPTION: TBD

Dynamic Healthy Living is a course for students with significant cognitive disabilities who are anticipated to earn an Alternative High School Diploma in accordance with California Education Code 51225.31.

This course provides for development, delivery, and evaluation of a developmentally appropriate, comprehensive health curriculum. It is designed to positively influence student's health literacy through access to knowledge, attitudes, skills, and behaviors related to health.

COURSE OBJECTIVES

1. To demonstrate personal responsibility for lifelong health and well-being
2. To develop respect for and promotion of one's health and that of others
3. To understand the process of social, physiological, and mental/emotional growth and development
4. To develop critical thinking skills in the application of health-related information, products, and services

Content Themes:

- Personal Health
- Consumer and Community Health
- Illness and Injury Prevention and Safety
- Substance Abuse
- Nutrition
- Environmental Health
- Healthy Relationships

COURSE CONTENT

Unit 1: Personal Health

Guiding Questions:

- What are the major body systems?
- What is good hygiene?
- What are healthy sleep, exercise and dietary habits?
- What are emotions and how do you express them in healthy ways?
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Sample Activities:

- demonstrate understanding of bones, organs and muscles through a variety of methods including writing, verbal, models and gestural modes
- Demonstrate and explain healthy hygiene practices through a variety of methods including writing, verbal, models and gestural modes
- Conduct a class or school study or build a graph of sleep patterns across time
- Identify emotions in real time or through theory of mind activities
- Identify an appropriate way to express an emotion in a real or simulated activity
- Identify an appropriate way to respond to the emotions of another person such as grief, joy or anger in a real or simulated activity

Unit 2: Consumer and Community Health**Guiding Questions:**

- How does a person locate health resources in the school setting?
- How does a person locate health resources and services in the community setting?
- What are different types of health resources available to an individual or community member?

Sample Activities:

- Identify health services in the school setting including IEP and first aid services
- Identify different types of community health providers including doctor, dentist, chiropractor, etc.
- Create a list of personal health care provider contact information
- Identify when it is appropriate and not necessary to consult health care providers

Unit 3: Illness and Injury Prevention and Safety**Guiding Questions:**

- What is an illness
- What are common symptoms of illness?
- What is an injury?
- What steps can a person take to prevent or recover from an illness?
- What steps can a person take to reduce the likelihood of accidents?
- What are some basic first aid principles?

Sample Activities:

- Identify common illnesses by symptoms, severity
- List steps a person can take to help recover quickly from illness
- Demonstrate understanding of ways that illness and injury range in severity
- Discuss practices an ill person may take that reduce the likelihood of illness transmission
- Perform activities to maintain a safe, hygienic classroom/school environment
- Discuss how some activities increase the likelihood of contracting illnesses and how to reduce that
- Make a plan to locate and correct potential safety hazards that can cause illness in the environment
- Practice and/or perform basic first aid skills

Unit 4: Substance Abuse

Guiding Questions:

- What is a medication and how does it get used safely and appropriately?
- How does a person distinguish between healthy and unhealthy use of substances?
- How does a person counteract peer pressure to use alcohol, tobacco or drugs?

Sample Activities:

- Identify common medications and their use including pain relief, ointments and prescriptions medication
- Discuss ways in which medication can be used safely
- Identify how to find help for substance abuse
- identify the harmful short term and long term effects of substances on the person and community
- Practice ways to respond to peer pressure, including for the use of substances

Unit 5: Nutrition

Guiding Questions:

- What is a healthy diet at different stages of life?
- What impact does diet have on health?
- What are ways in which a healthy diet can be varied to meet changes in activity or health status?
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Sample Activities:

- Plan a healthy meal, daily or weekly diet plan
- Understand the basic food groups and the effect each group has on an individual
- Differentiate between whole and processed foods and the pros and cons of each
- Discuss how food impacts health metrics including weight, along with risk factors for other health conditions
- Discuss how food is converted to fuel for activity including basic body functions
- Replace unhealthy ingredients in a diet with healthy foods in a real or simulated diet plan
- Practice shopping in the community for a balanced diet within a defined budget

Unit 6: Environmental Health

Guiding Questions:

- What is a healthy community climate and how do you promote that?
- What is a safe community environment and how do you promote that?
- In what ways can you take responsibility for taking care of the school and community?
- In what ways can you encourage others positively to build a positive school community?
- In which ways does the health of an individual impact the health of the community?

Sample Activities:

- Identify positive strategies to work collectively with a group, class or school on a real or simulated activity
- Practice positive, supportive messages to peers or staff experiencing stress or sadness
- Demonstrate understanding that a range of emotions is healthy and appropriate in given circumstances
- Respond appropriately when presented with a choice between two responses to a given scenario

Unit 7: Healthy Relationships

Guiding Questions:

- Develop and use a range of effective communication skills
- Demonstrate and support positive family interactions
- Identify aspects of a healthy vs. unhealthy friendship or personal relationship?
- Resolve conflicts in positive ways
- Identify ways to avoid peer pressure
- Use effective strategies to cope with changes in relationships
- Identify ways to seek assistance with forming, developing and maintaining healthy friendships and personal relationships
- Understand and respect differences in the relationships of other people to those of your own
- Identify time management techniques related to balancing obligations and social activities responsibly

Sample Activities:

- Practice using a range of communication techniques appropriate for a real or simulated scenario
- Discuss positive family and community interactions
- Identify a change in the community such as a change in staff and discuss ways to handle the change constructively
- Role play scenarios involving friendships and how to effectively resolve conflicts or concerns
- Discuss different types of relationships and how they are different or similar than your own
- Make a daily or weekly schedule to balance work, school, required and social activities

EVALUATION OF STUDENT PROGRESS

Assessment Methods:

Formative and summative assessments include, but are not limited to, quickwrites, essays, quizzes, tests, exit tickets, discussions, and one on one discussions.