SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL: Course of Study
SECTION A. COVER PAGE

1. **Course Title: Health & Safety_** **If Title Change, Previous Title:**	7. **Action** New Course X Course Revision ▢ Title Change Only
2. Date Submitted: 5/13/19	8. **Grade Level**(s) ▢ 6 X9 X11 ▢ 7 X 10 X12 ▢ 8
3. Transcript Title/Abbreviation(s) Health & Safety	**9. Prerequisites** (Please list.) ▢ Required n/a ▢ Recommended n/a
4. Transcript Course Code/Course Number : 28139	**10. Seeking Program Distinction?** ▢ YES (Check one below.) X NO ▢Honors ▢ AP ▢Other
5. Subject Area Health	11. **Is this a CTE course?** ▢ YES X NO **If YES, complete Section C**
6. **Department** Science	12. **Previously approved by UC?** ▢ YES x NO ▢ NA for 6th-8th Year approved Year removed
13. UC ELIGIBILITY **Proposing eligibility?**▢ NA for 6th-8th **XYES** ▢**NO** **a**▢ **b**▢ **c**▢ **d**▢ **e**▢ **f**▢ **g**X Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** X 0.5 (semester or half-year ▢ 1.0 (one year equivalent) ▢ 2.0 (two-year equivalent) ▢ Other

15. School Contact and Course Developer
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16. Approval Signatures:	**Approval Date:**
Department Chair Ms. Sarah Kayler	5/20/19
Principal: Dr. Reggie Richardson	5/20/19
	DISTRICT OFFICE USE ONLY **Date approved by Board Curriculum Committee 5/20/19** **Date approved by Board**

SECTION B. COURSE CONTENT

17. Course Description : Health and Safety is designed to assist students with becoming health literate individuals who can obtain accurate information, develop life-long positive health-related attitudes and behaviors, and make wise decisions related to their personal health. The focus of the course is to provide information and classroom experiences that empower students with the knowledge and skills to become their own health advocate. Units of study include: personal and community health, growth and development, mental/emotional health, social health, nutrition and physical activity, disease prevention, injury prevention and safety including basic first aid and CPR skills, alcohol, tobacco and other drugs, and sexual health.

18. Course Goals and/or Major Student Outcomes:

Students will explore research based guidelines in a variety of areas of health and use analytical thinking to help them make personal changes to their health habits, and monitor those changes.

19. Course Objectives (standards)

https://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf

https://www.cde.ca.gov/ls/he/se/

AB 329:

https://leginfo.legislature.ca.gov/faces/billCompareClient.xhtml?bill_id=201520160AB329

California state law, the California Healthy Youth Act (AB 329), requires that comprehensive sexual health education and HIV prevention education be provided to students at least once in middle school and once in high school, starting in grade 7.

20. Course Outline:

SLHS Health Course Outline- Essential Standards by Unit

Unit: Personal & Community Health **1-2 weeks** *****_Supporting curriculum/resources: Glencoe Health,_
Essential Question: _What personal actions can I take to enhance my health and reduce my risk for disease?_
Sample Lessons: Create a Health Triangle diagram identifying one's physical, mental, social-emotional health habits that are healthy, and those that need improvement. Analyze the interrelationship between the categories of health and how changing or creating positive health habits could affect other areas of health. Sleep Journal and Goal Setting Project: Set a SMART goal for improving your sleep (or exercise) habits. Track your sleep for 5 days, and journal daily how well you kept to your goal, and evaluate challenges,

and if your sleep improved. Set a new goal based on results.

Elements of Health Grid: Divide a sheet of paper into a grid of 3 columns and 4 rows. Label the columns activity, element of health, and influence. Throughout the remainder of this week and the weekend, record activities that influence your physical, mental/emotional, and social health.

Know Your A,B,C,D,E's: Teach students how to perform self-examinations for skin cancer. Teach them that "A" stands for asymmetry, "B" stands for border, "C" stands for colors, "D" stands for diameter, and "E" stands for evolving.

Essential CA Health Content Standards:
1.1.P Discuss the value of actively managing personal health behaviors (e.g., getting adequate sleep, practicing ergonomics, and performing self-examinations).

1.5.P Investigate the causes and symptoms of communicable and non-communicable diseases.

Related Standards:
5.5.P Analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, body piercing, sun exposure, and sound volume).

Essential Skills National Health Standards:
Goal Setting: 6.12.2-Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.

Goal Setting: 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.

Accessing Valid Information: 3.12.1-Evaluate the validity of health information, products, and services.

Related Standards:

Unit: Nutrition & Physical Activity
3 weeks
**Supporting curriculum/resources:* Glencoe Health Textbook, Harvard Eating Plate, Ethical Choices: Healthy Nutritional choices related to personal health, disease prevention, environmental and ethical choices. (Guest Presenter).

Essential Question:
How do my food choices affect my health?
What criteria should I use to determine if I am making a nutritious choice?

Sample Lesson: Analyze/ Compare /Contrast Healthy/Unhealthy Restaurant Choices, or modify a Cultural Meal to meet healthful standards of a balanced meal that is low in fats, sugars and salt, and high in complex carbohydrates, moderate protein, vitamins, minerals and fiber. Create slides to show

comparisons, and present why the meal is the healthiest/unhealthiest choice.
Sample Lesson: Create your own healthy food menu on Google Slides. Your menu must consist of two meals per group member, and each meal must be made up of one entrée and one side dish. In addition, describe why each of your meals are healthy by defending your food choices regarding healthy food preparation, types of food, or the types of nutrients in the foods.

CA Standards

Essential CA Health Content Standards:

1.3.N Explain the importance of variety and moderation in food selection and consumption.
1.4.N Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.(New: Food Plate)
1.8.N Describe the prevalence, causes, and long-term consequences of unhealthy eating.
3.2.N Evaluate the accuracy of claims about food and dietary supplements.

Essential Skills National Health Standards:

2.1.N Evaluate internal and external influences that affect food choices.
7.2.N Critique one's personal diet for overall balance of key nutrients.
7.3.N Identify strategies for eating more fruits and vegetables.
7.4.N Describe how to take more personal responsibility for eating healthy foods.
3.3.N Describe how to use nutrition information on food labels to compare products.
1.5.N Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.
1.13.N Describe the amounts and types of physical activity recommended for teenagers' overall health and for the maintenance of a healthy body weight.
1.15.N Explain the physical, academic, mental, and social benefits of physical activity and the relationship between a sedentary lifestyle and chronic disease.
3.1.N Access sources of accurate information about safe and healthy weight management.
3.5.P Assess ways to be a responsible consumer of health products and services.

Unit: Mental Health
2- 3 weeks
**Supporting curriculum/resources: Glencoe Health, Alameda County Crisis Support Services (Depression & Suicide Guest speaker), BLC Barbara Lee Health Center Staff, Peer Health Educators: Present a variety of topics (7-11 times per semester) related to Health topics including: decision making, communication skills, advocacy, and health literacy.*

Essential Question:
How can I manage my emotions and recognize when more support is needed?

Sample Lesson: Stress Management Flow Chart- Brainstorm stressors, identify mental, physical, social-emotional stressors, and list stress management techniques to use for a variety of stressors. Track how well you use each technique over time.
Sample Lesson: Teen depression/suicide: Create a web and summarize the teen depression/suicide scenario at the center of the web.In your group, brainstorm all of the options you have in the scenario to help this person. (Label A,B,C, etc) Link each one to the center of your web. Then, identify and label the

(+) pros & (-) cons of each option. List the details for EACH option. For example: if you say talk to someone- list who you would talk to & what you would say. Share out with class by group.
Sample Lesson: List five personal stressors (things that trigger you or "push your buttons") and five protective factors (ways that you deal with these stressors).

Related EQ's for Specific Lesson: Teen Depressions and Suicide:
Why is it important to know the difference between warning signs of depression and those of suicide? How can understanding these differences help you know what to do and when to seek help? How can being educated about this help change your community/society? What are the barriers that keep people from reaching out for help? What are some statistics for teen suicide?
What are the ways you can help someone who is suicidal? Anxious? Depressed?

Essential CA Health Content Standards:
7.2M Practice effective coping mechanisms and strategies for managing stress.

1.7.M Analyze signs of depression, potential suicide, and other self-destructive behaviors.

Essential Skills National Health Standards:
Practicing Health Enhancing Behavior-7.12.2: Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
7.12.3: Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.
Accessing Valid Information 3.12.4: Determine when professional health services may be required.
Related Standards:
1.9.M Classify personal stressors at home, in school, and with peers.
3.1.M Access school and community resources to help with mental, emotional, and social health concerns.
4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.
5.1.M Monitor personal stressors and assess techniques for managing them.
5.2.M Compare various coping mechanisms for managing stress.
6.1.M Evaluate how preventing and managing stress and getting help for mental and social problems can help a person achieve short- and long-term goals.
6.2.M Set a goal to reduce life stressors in a health-enhancing way.
7.1.M Assess personal patterns of response to stress and use of resources.

Unit: Social Health
1-2 weeks
***Supporting Resources:** *SAVE (Guest speaker on Healthy/Unhealthy Relationships & Teen Dating Violence Prevention), Bullying: Teens against Bullying Website: Quiz & Slide Presentation*
https://pacerteensagainstbullying.org/bullying-defined/bullying-101-presentation/

Essential Question: *How do my communications affect my health and the health of others?*

Sample Lessons:
View situations that are examples of bullying, and identify who was an upstander, bystander and how one could become an upstander in order to help prevent harmful or violent situations.

Evaluate each other on assertive communication skills with a chart, applying it to given situations.

Conduct a mock interview and interview the person next to you. Take turns being the Boss and the future employee. Ask: What are your long-term career goals? Where do you see yourself ten years from now? What about you would make you a good, hard-working employee? You must practice demonstrating good eye contact, posture, and speaking clearly.

Essential CA Health Content Standards:
1.2M Analyze the qualities of healthy peer and family relationships:
(Identify that the qualities of a healthy relationship are: trust, respect, and balance of power.
Recognize examples of abuse beyond physical abuse.
Use assertive communication to express my boundaries to another person)
Related standards:
1.5.M Describe how social environments affect health and well-being.
1.1.M Describe the benefits of having positive relationships with trusted adults.
7.4.M Practice respect for individual differences and diverse backgrounds.
8.1.M Support the needs and rights of others regarding mental and social health.
8.3.M Object appropriately to teasing of peers and community members that is based on perceived personal characteristics and sexual orientation.
8.2.M Promote a positive and respectful environment at school and in the community.

1.8M Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
Related standards 1.2.S Recognize potentially harmful or abusive relationships, including dangerous dating situations.
1.8.S Describe California laws regarding bullying, sexual violence, and sexual harassment.

Essential Skills National Health Standards:
Interpersonal Communication 4.12.1: Use skills for communicating effectively with family, peers, and others to enhance health.
4.12.3: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

1.10.S Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.

Unit: Substance Use & Abuse
3-4 weeks
Mandated by CA Law
Supporting curriculum/resources: Project Toward No Drug Abuse (TND) Lessons (Training) Binder with lessons, some slide presentations.

NIDA National Institute on Drug Abuse: Brain and Addiction: https://teens.drugabuse.gov/drug-facts/brain-and-addiction

Stanford Tobacco Prevention Toolkit:

http://med.stanford.edu/tobaccopreventiontoolkit/TobaccoUnit1.html

Natural High Website resources: https://naturalhigh.org/resources/

Essential Question: *How do my choices around substance use affect my health and the health of others?*

Sample Lessons: Final project: Create a slide presentation in a group of 3-4 showing a specific category of drugs, their effect on the brain and body, current trends among teens or another issue with that drug, solutions to the problem, and ways to avoid drug use.

Final Project: Research a drug rehabilitation facility and create a brochure with services offered, therapy offered, length of treatments, a minimum of three pictures of the center, and a patient's review of their experience. Students will be given scenarios and must brainstorm how they would convince a loved one to check themself into a rehabilitation center.

Essential CA Health Content Standards:

1.1.A Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.
1.2.A Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.
1.4.A Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.
4.1.A Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.
5.2.A Explain healthy alternatives to alcohol, tobacco, and other drug use.
5.4.P Analyze how using alcohol, tobacco, and other drugs influences health and other behaviors.
1.3.A Explain the connection between alcohol and tobacco use and the risk of oral cancer.
2.2.A Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.
5.1.A Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.

Essential Skills National Health Standards:

Interpersonal Communication 4.12.2: Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
Decision Making 5.12.4: Generate alternatives to health-related issues or problems.

Unit: Sexual Health - 12 days
**HIV/AIDS prevention, mandated by CA Law, Sex Trafficking, LGBTQ inclusive*
Supporting Curriculum/Resources:* **3R's Sexual Health Curriculum: Lessons #1-11.
http://www.advocatesforyouth.org/3rs-curriculum
SFUSD Sexual Health Curriculum: Lesson #25, Lesson #26- Sex Trafficking
https://sfusdhealtheducation.org/be-real-be-ready-2/
Sex Etc.Org *www.sexetc.org*
Update 2016 CA Laws on Curriculum
https://californiahealthline.org/news/californias-new-sex-education-requirements/

Essential Questions:
How do I protect myself from STI's and pregnancy?

Regarding lifespan, short/long term health, what considerations need to be made when making decisions about sexual health?

Lesson samples:

Birth Control: Brainstorm in groups solutions to a variety of scenarios where teens with certain life circumstances, goals and challenges are choosing methods of contraception, and evaluate the pros and cons of each method for the present and the future, and recommend the best choice. (3 R's curriculum)
STI'S/STD'S: Each group will be assigned a real reason why people may have for not wanting to get tested for STIs. Groups come up with at least two things someone could say in response to encourage them to get tested and write these responses on your group's document. Then, go to the website provided and find two possible locations nearby where a teen could get tested for STIs and one possible nearby location where a teen could get tested for HIV. Write the name and location of the these testing sites on your group's worksheet.

Life Decisions: Using a prepared document, fill out the table of the people in your life that give you advice or opinions about various decisions regarding your choices around sexuality. Are the messages you hear mostly positive or negative? Who influences you the most? Then, in groups or partners, brainstorm what you would say in given situations surrounding sexuality issues.

Growth, Development, and Sexual Health (Pg 56 CA Content Stds)

Standard 1: Essential Concepts

1.4.G Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy.
1.5.G Summarize fertilization, fetal development, and childbirth.
1.6.G Explain responsible prenatal and perinatal care and parenting, including California's safely surrendered Baby Law.
1.7.G Describe the short- and long-term effects of HIV, AIDS, and other STDs.
1.8.G Analyze STD rates among teens.
1.9.G Explain laws related to sexual behavior and the involvement of minors.
1.10.G Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
1.11.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.
1.12.G Evaluate the safety and effectiveness (including success and failure rates) of FDA approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.

Standard 2: Analyze Influences

2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.
2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.

2.4.G Assess situations that could lead to pressure for sexual activity and to the risk of HIV, other STDs, and pregnancy.
2.5.G Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.

Standard 3: Accessing Valid Information
3.2.G Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.
3.3.G Compare the success and failure rates of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.
3.4.G Evaluate laws related to sexual involvement with minors.

Standard 4: Interpersonal Communication
4.1.G Analyze how interpersonal communication affects relationships.
4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.
4.3.G Demonstrate effective communication skills within healthy dating relationships.

Standard 5: Decision Making
5.1.G Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.
5.2.G Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.
5.3.G Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.

5.4.G Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy.
5.6.G Use a decision-making process to evaluate the social, emotional, physical, and economic effects of teen pregnancy on the child, the teen parent, the family, and society.
5.7.G Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.

Standard 6: Goal Setting
6.1.G Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.
6.2.G Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.G Describe personal actions that can protect sexual and reproductive health (including one's ability to deliver a healthy baby into adulthood).

Standard 8: Health Promotion

8.1.G Encourage and support safe, respectful, and responsible relationships.

8.2.G Advocate the respect for and the dignity of persons living with HIV or AIDS.

8.3.G Support others in making positive and healthful choices about sexual behavior.

Essential Skills National Health Standards:

Accessing Valid Information: 3.12.4 National Health Standard: Determine when professional health services may be required.

Health Promotion/Advocacy: 8.12.1 Adapt health messages and communication techniques to specific target audiences.

21. Instructional Materials:

Board approved required text - Glencoe Health 2004, Ninth Edition, Mary H Bronson, PhD. and Don Merki, Ph. D. Bronson

Supplementary Materials:

New Edition Glencoe Health

Sexual Health:

3R's Sexual Health Curriculum: Lessons #1-11.

http://www.advocatesforyouth.org/3rs-curriculum

SFUSD Sexual Health Curriculum: Lesson #25, Lesson #26- Sex Trafficking

https://sfusdhealtheducation.org/be-real-be-ready-2/

Sex Etc.Org *www.sexetc.org* Various video clips and references. **"Meet the Contraceptives"** Video http://sexetc.org/videos/meet-the-contraceptives/

CPR: Heart Association Booklet, Sets of Training Dummies

Substance Abuse: *Project Toward No Drug Abuse (TND),*
NIDA National Institute on Drug Abuse: Brain and Addiction
https://teens.drugabuse.gov/drug- facts/brain-and-addiction

Various NIDA Brochures and posters for reference and research

Guest Speakers:

SAVE -Safe Alternatives to Violent Environments: Healthy Relationships
Peer Health Educators: Present a variety of topics (7-11 times per semester) related to Health including: decision making, communication skills, advocacy, and health literacy.
Ethical Choices: Healthy Nutritional choices related to personal health, disease prevention, environmental and ethical choices.
Alameda County Crisis Support Services: Teen Depression & Suicide.

Barbara Lee Health Center (Across from the High School): tours, resources available to teens.

Videos:

Eating Disorders: **Under Pressure: Teen Body Image and Eating Disorders Video (43 min)** Produced by Burbank's Teens In Action Media Team, Teen channel
https://www.youtube.com/watch?v=PE5Mormjvkc

22. Instructional Methods and/or Strategies (Key Assignments)

Presentations (slides), class discussions, chromebooks (technology), interactive Promethean board, research and skills, written self reflection, text/article readings, group work/collaboration/discussion, partner work, individual assignments, note-taking, written and oral quizzes, videos, projects, posters, student presentations: song/poetry/rap songs, slide presentations, problem solving scenarios applied to health situations.

Best practices for modifications, accommodations and differentiation will be used. These can include by not limited to:

- Notes are typed and given at the beginning of lecture so that students with various learning abilities, auditory and visual impairments and ELL students all have access to all lesson information.
- Lecture information has bolded terms to aid students in identifying and highlighting key concepts
- Difficult terms will be broken down into their roots and prefixes to help students understand etymological origins that can be applied to other terms or to their native language (especially Spanish).
- Digital copies of all lectures and activities will be posted online for students to access anytime they need.
- Links to tutorial based-sites, instructional videos, and other tools will be posted online so students can access to review difficult topics and subjects.
- Homework assignments will be posted online so students can access it anytime especially when absent.
- Additional resources and extension practice/projects will be available to students who want to go deeper.
- Students with IEPs or 504 plans are given additional time and can test in tutorial rooms with notes/book per their modification stipulations

23. Assessment Methods and/or Tools:

Oral quizzes, written quizzes/tests, written self-reflections, presentations (slides, oral, posters), problem solving, scaffolding of lessons for students with IEP's and 504 Plans. In order to accommodate students with individual issues, in special cases, students are allowed to either retake tests or quizzes (different version), or re-submit work to show competency as long as students demonstrate reflection and revision efforts or meet with instructor in one-on-one tutoring during office hours.

24. Grading Policy: Grading will follow the San Leandro Unified School District's policy.