Escondido Union High School District

Health

EUHSD Board Approval Date: 6/21/16 (Revisions Board Approved 12/11/18)
The EUHSD Health curriculum document identifies what students should be able to know by grade level in a comprehensive standards-based course of study. The curriculum document is updated annually based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum document contains the following documents and/or information:

A. Course Description
B. Course Guidelines/Requirements - graduation credit information, transcript information, adopted materials, adopted technology, assessment outline
C. Instructional Materials References
D. Scope and Sequence Map with Essential Standards outlined by Unit
E. References to key essential design and implementation documents

A comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school demonstrating college and career readiness skills. Student-Centered learning provides opportunity for collaboration, communication, and a robust learning environment and provides opportunities for all students to meet the goals of the district’s Instructional Focus at the time of this writing: “All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.”

A key design consideration in the transition to the new California State Standards is a focus on changes to pedagogy. The English Language Arts instructional shifts guide classroom teaching and learning and the foundation of curriculum and instructional design. Key considerations of the ELA Instructional shifts can be found by visiting the following URL: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

The curriculum document is aligned to the California State Standards for Health. A detailed list of resources around which the EUHSD curriculum is designed is as follows

- California Department of Education State Health Standards - http://www.cde.ca.gov/be/st/ss/
- California Comprehensive Sexual Education Information - http://www.cde.ca.gov/ls/he/se/
Health Course Description

By providing basic personal health and safety information, the EUHSD comprehensive health course empowers students to make positive, healthy personal health decisions. The course covers the state mandated instructional health education and includes the following topics: personal-responsibility, mental and emotional health, nutrition, sexual health, human trafficking, exercise and fitness, first aid, diseases and human body systems, substance abuse, and family/life relationships. Students will explore a variety of health issues as they seek to become more informed on their overall personal health and decision-making skills. This course is aligned to the California Department of Education’s Curriculum Frameworks and Learning Standards.

The health course provides students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy. It provides pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family. 3. To promote understanding of sexuality as a normal part of human development. 4. To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and guidance to accomplish that end. 5. To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors. EC Section 51930(b)(1)–(5).

<table>
<thead>
<tr>
<th>Course Requirements</th>
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<tr>
<td><strong>Course Length:</strong></td>
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<td><strong>Grade Level:</strong></td>
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<td><strong>UC/CSU Requirement:</strong></td>
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<td><strong>Graduation Requirement:</strong></td>
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| **Course Numbers:** | Health: 3210  
Basic Health: 3061 |
| **Transcript Abbreviation:** | 3210: HEALTH  
3061: HEALTH (BASIC) |
| **Credits:** | 5 Health |
| **Required Prerequisite/s:** | None |
| **Recommended Prerequisite/s:** | None |
| **Board Approval Date (Curriculum):** | 6/21/16  
(Revised 6/19/18) (Revised 12/11/18) |
| **Core Instructional Material/s:** | This course does not use a single textbook or resource but rather a set high quality Open Educational Resources (OERs). Resources listed throughout document. |
| **Supplemental Instructional Material/s:** | Positive Prevention Plus curriculum binder – “Sexual Health Education for America’s Youth”  
CDE’s Curricular Resources including the Statewide and National Sexual Health Resources page: https://www.cde.ca.gov/ls/he/se/resources.asp  
Additional web-based resources as referenced throughout the scope and sequence guide such as: Kid’s Health website for teens: http://kidshealth.org/en/teens/?WT.ac=t2t_tab  
Human Trafficking teacher trainings and classroom learnings for grades 9 and 11 from PROTECT (offered as part of the San Diego Trafficking Prevention Collective): www.thrivecast.org |
| **Technology Resource/s:** | Class set of chrome books and/or access to a computer lab when applicable (see specific units of study) |
| **Assessment/s:** | See the scope and sequence for specific assessments, as outlined within each unit of study |
Meeting the Needs of ELs:
Instructional leaders and teachers utilize the student information system to acquire the language levels of EUHSD English Learners.

In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf; please see our EL Plan for additional information regarding the ways we strive to meet our students’ diverse language needs.

In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks which we have adopted and to which we have aligned our curricula and practices: http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf

Health Scope and Sequence Guide

The Scope and Sequence Guide is a California standards based document that delineates the standards based skills students are expected to know and do in order to meet College and Career Readiness expectations outlined within the California standards. Each unit of study in the Scope and Sequence document is designed to build upon the previous unit and/or prerequisite coursework in support of student mastery of specific standards based skills. The Scope and Sequence document provides the framework of understanding for key assignments, key assessments, and instructional resources and strategies that serve to assist students in meeting unit-learning objectives. EUHSD Teachers will meet annually to refine the curriculum as needed.

In coursework requiring reading and writing, the following standards are not specifically stated in any one unit of study, but are the result of implementation throughout the curriculum as students participate in reading, writing, and speaking/listening standards based activities.

- By the end of grade 12, students will read and comprehend literary nonfiction in the grades 12-CCR text completely and proficiently, with scaffolding as needed at the high range. (Reading Informational Text Standard 10)
- Students will write routinely over extending time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes. (Writing Standard 10)
- “To be college and career ready, students must have ample opportunities to take part in a variety of rich and structured conversations – as part of a whole class, in small groups, and with a partner – build around important content in various domains. They must be able to contribute appropriately to conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline.” (Standards for ELA Anchor Standards for Speaking/Listening)
# Health Scope and Sequence

## Unit 1 - Self-Responsibility

**Length:** 1 Week

### Unit Description:

Unit 1 serves as an introduction and overview of self-responsibility for personal wellness. Students will utilize a variety of resources as they seek to evaluate their own health and begin to establish personal learning goals for maintaining a healthy lifestyle and making effective decisions.

### Unit Standards:

The California Health standards were revised in 2008. There are eight (8) overarching health education content standards.

**Standard 1:** Essential Health Concepts – All students will comprehend essential concepts related to enhancing health.

**Standard 2:** Analyzing Health Influences – All students will demonstrate the ability to analyze internal and external influences that affect health.

**Standard 3:** Accessing Valid Health Information – All students will demonstrate the ability to access and analyze health information, products, and services.

**Standard 4:** Interpersonal Communications – All students will demonstrate the ability to use interpersonal communication skills to enhance health.

**Standard 5:** Decision Making – All students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Goal Setting – All students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Practicing Health-Enhancing Behaviors – All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

**Standard 8:** Health Promotion – All students will demonstrate the ability to promote and support personal, family and community health.

### Key Learning Objectives:

Students will be able to:
- Examine the basics of goals and goal setting.
- Practice effective communication skills.
- Develop the skills necessary to effectively communicate with parents, guardians, and other trusted adults on a variety of topics related to personal health, social, and emotional wellbeing.
- Recognize and evaluate the social, emotional, and physiological problems and challenges facing today’s youth and apply strategies for effective decision making.
- Explain harmful and negative or risky behaviors and how they might affect their overall health.
- Begin to identify key methods for responding to pressures.
- Recognize and implement effective interaction skills (social, emotional, etc.).
- Identify the basic components of health education and how the components are related.
- Work collaboratively to develop and utilize group norms/agreements for participating in small and large group settings.

### Key Unit Assignments and Assessments:

- Students will be provided with a survey (from their teacher) designed to evaluate their complete personal health. Students will participate in taking the personal survey, analyze their results, and begin developing their personal goals for health and wellness. Students will utilize this survey throughout the course of study. The survey will evaluate social, mental, emotional, and physical health. Students will then write a one-page personal reflection on this assignment of at least one paragraph in length.
- All students will be required to keep a hard copy and/or electronic notebook or E portfolio.

(1) - Life Planning Activity (From Unit 7) – This lesson may be moved to Unit 1 (goal setting) and then repeated and/or reassessed in Unit 7. Students will identify their personal life plans and goals (or review from Unit 1) and will participate in a visualization activity where they see themselves achieving their goals and then identifying the steps necessary to reach them. They will then complete a lifeline chart.

- Personal reflection summary writing
- Personal Survey of Health
- Activity 1 – Lifeline chart (may be moved to Unit 1 and readdressed in Unit 7)
Key Assignment Resources:
- CA Healthy Kids Survey website - http://chks.wested.org/
- Human Trafficking teacher trainings and classroom learnings from PROTECT: www.thrivecast.org
- Human Trafficking Parent Letter: English version and Spanish version

Instructional Planning Resources:
The following resources are provided to all EUHSD teachers to assist in daily lesson planning.

Literacy Routines - A Research Based Reading Strategy and Scaffold:
The literacy routines are a set of research based strategies designed to assist students in accessing text.

Lesson Planning
The Essential Elements of Instruction (EEI) are a research-based list of strategies designed to assist teachers in planning daily lessons using a common language of instruction.

Rubrics
The following rubrics are designed to align to new California State Standards in reading, writing, speaking/listening, and language. The rubrics are shared with all content areas and can be used when and where applicable throughout the scope and sequence units of instruction.
- Smarter Balanced Writing Rubrics
- Common Core Discussion Rubric
- Common Core Presentation Rubric
### Unit Description:
In Unit 2, students will build upon their understanding of self-responsibility for wellness. Through examination of a variety of research-based resources on mental and emotional health, students will begin to identify key stressors in their lives, risk factors, and potential coping strategies. Students will complete a personal stress assessment created by their teacher designed to assist them in identifying the most common stressors in their lives and will create a plan that demonstrates their learning.

### Unit Standards:
The California Health standards were revised in 2008. There are eight (8) overarching health education content standards.

#### Standard 1: Essential Health Concepts – All students will comprehend essential concepts related to enhancing health.
1.1.M Describe the benefits of having positive relationships with trusted adults.
1.2.M Analyze the qualities of healthy peer and family relationships.
1.3.M Describe healthy ways to express caring, friendship, affection, and love.
1.4.M Describe qualities that contribute to a positive self-image.
1.5.M Describe how social environments affect health and well-being.
1.6.M Describe the importance of recognizing signs of disordered eating and other common mental health conditions.
1.7.M Analyze signs of depression, potential suicide, and other self-destructive behaviors.
1.8.M Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
1.9.M Classify personal stressors at home, in school, and with peers.
1.10.M Identify warning signs for suicide.
1.11.M Identify loss and grief.

#### Standard 2: Analyzing Health Influences – All students will demonstrate the ability to analyze internal and external influences that affect health.
2.1.M Analyze the internal and external issues related to seeking mental health assistance.

### Key Learning Objectives:
- Identify and classify key stressors in their lives.
- Utilize appropriate stress related vocabulary to discuss their own concerns.
- Analyze the relationships in their lives and consider the ways in which they may or may not contribute to stress.
- Identify warning signs of suicide.
- Create a list of resources within your community for seeking help assistance with stress issues.
- Develop a list of coping strategies for dealing with stressors in your life and in the lives of others.
- Set goals for maintaining a healthy mental outlook on life.
- Develop the skills necessary to effectively communicate with parents, guardians, and other trusted adults on a variety of topics related to personal health, social and emotional wellbeing.

### Key Unit Assignments and Assessments:
- Students will participate in a mini-research activity designed to enhance their understanding of the types of stressors common to young adults. Through a WWW search and/or through a student peer group led discussion, students will identify a variety of young adult stressors, conduct research on symptoms and treatments of these common stressors, and share out in small group.
- Students will complete a personal stress assessment (provided by instructor). Students will individually examine their results and create a personal stress management plan that utilizes a variety of techniques learned through the mini-research activity and/or class discussions. The plan will include the following elements: identification of the stressor/s; at least two research-based strategies for dealing with the stressor (cite source), at least one personal contact who may serve as a stressor support. The plan must be completed in WORD or other Web 2.0 tool.
- Stressor Plan – completed in WORD or other Web 2.0 tool.
Standard 3: Accessing Valid Health Information – All students will demonstrate the ability to access and analyze health information, products, and services.

3.1.M Access school and community resources to help with mental, emotional, and social health concerns.

3.2.M Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.

Standard 4: Interpersonal Communications – All students will demonstrate the ability to use interpersonal communication skills to enhance health.

4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.

4.2.M Discuss healthy ways to respond when you or someone you know is grieving.

Standard 5: Decision Making – All students will demonstrate the ability to use decision-making skills to enhance health.

5.1.M Monitor personal stressors and assess techniques for managing them.

5.2.M Compare various coping mechanisms for managing stress.

5.3.M Analyze situations when it is important to seek help with stress, loss, an unrealistic body image, and depression.

Standard 6: Goal Setting – All students will demonstrate the ability to use goal-setting skills to enhance health.

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.

Standard 7: Practicing Health-Enhancing Behaviors – All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

7.1.M Assess personal patterns of response to stress and use of resources.


<table>
<thead>
<tr>
<th>Standard 7</th>
<th>Standard 8: Health Promotion – All students will demonstrate the ability to promote and support personal, family and community health.</th>
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<tbody>
<tr>
<td>7.4.M</td>
<td>Practice respect for individual differences and diverse backgrounds.</td>
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<tr>
<td>7.5.M</td>
<td>Participate in clubs, organizations, and activities in the school and in the community that offer opportunities for student and family involvement.</td>
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<td>7.6.M</td>
<td>Practice setting personal boundaries in a variety of situations.</td>
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<td>8.1.M</td>
<td>Support the needs and rights of others regarding mental and social health.</td>
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<tr>
<td>8.2.M</td>
<td>Promote a positive and respectful environment at school and in the community.</td>
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<tr>
<td>8.3.M</td>
<td>Object appropriately to teasing of peers and community members that is based on perceived personal characteristics and sexual orientation.</td>
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**Key Assignment Resources:**


**Instructional Planning Resources:**

The following resources are provided to all EUHSD teachers to assist in daily lesson planning.

*See List from Unit 1*
Unit Description: In Unit 3, students explore both exercise and nutritional guidelines and recommendations. They will analyze their own results from their physical fitness test (if available) against the healthy fitness zone requirements. Students will develop a weeklong nutrition and exercise plan that outlines specific and measurable goals, specific meal plan criteria, and the need to make healthy choices. Students will also analyze nutritional food values and conduct research within their community on the nutritional values of those places they are most likely to frequent and how they might reconsider their choices for healthier, if applicable, decision making.

Unit Standards: The California Health standards were revised in 2008. There are eight (8) overarching health education content standards.

<table>
<thead>
<tr>
<th>Standard 1: Essential Health Concepts – All students will comprehend essential concepts related to enhancing health.</th>
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<tbody>
<tr>
<td>1.1.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.</td>
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<tr>
<td>1.2.N Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.</td>
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<tr>
<td>1.3.N Explain the importance of variety and moderation in food selection and consumption.</td>
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<td>1.4.N Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.</td>
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<tr>
<td>1.5.N Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.</td>
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<tr>
<td>1.6.N Explain how to keep food safe through proper food purchasing, preparation, and storage practices.</td>
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<tr>
<td>1.7.N Describe nutrition practices that are important for the health of a pregnant woman and her baby.</td>
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<tr>
<td>1.8.N Describe the prevalence, causes, and long-term consequences of unhealthy eating.</td>
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<tr>
<td>1.9.N Analyze the relationship between physical activity and overall health.</td>
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<tr>
<td>1.10.N Evaluate various approaches to maintaining a healthy weight.</td>
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<td>1.11.N Identify the causes, symptoms, and harmful effects of eating disorders.</td>
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Key Learning Objectives: Students will be able to:

- Describe healthy fitness and nutrition guidelines.
- Develop a list of strategies for maintaining healthy nutrition and fitness.
- Create a fitness and nutrition plan.
- Utilize a variety of resources when determining the nutritional value of food items – including fast food and local eatery items.
- Assess the barriers to maintaining a healthy fitness and nutritional lifestyle.
- Demonstrate safe food handling techniques.
- Develop the skills necessary to effectively communicate with parents, guardians, and other trusted adults on a variety of topics related to personal health, social and emotional wellbeing.

Key Unit Assignments and Assessments:

- Using a teacher created rubric and nutritional plan template, students will research and then create a nutrition and fitness plan using the goal setting techniques acquired in Unit 1 and other research data such as: BMR, Fitnessgram results, and WWW resources. Students may utilize technology to create a digital plan. The plan must address both fitness and nutritional elements and should be at least one week in length. (computer lab required)
- After discussing and examining industry guidelines for food labeling, students will work in groups or pairs and practice reading and interpreting food labels and comparing the nutritional value of food choices. The teacher will provide specific guidelines as to the food groups to be examined, the specific guidelines under review, etc. Students will then present their findings to a small group of students or to the class. (Teacher discretion). Teacher to create specific rubric/guidelines for this assignment.
- Using the WWW or visiting a local eatery, students will be required to research the nutritional guidelines and facts from a favorite fast food establishment. The student will analyze their current choices from the establishment menu against healthier alternative choices in both the fast food industry or in dining at home. Students will present their findings in a spreadsheet or other data graph/table.
- Students will write a reflection paper that examines their experience in evaluating their own personal nutritional habits. They will return to their personal goals and reflect on the need
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.

**Standard 2: Analyzing Health Influences – All students will demonstrate the ability to analyze internal and external influences that affect health.**

2.1.N Evaluate internal and external influences that affect food choices.

2.2.N Assess personal barriers to healthy eating and physical activity.

2.3.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.

2.4.N Analyze the impact of nutritional choices on future reproductive and prenatal health.

2.5.N Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.

2.6.N Analyze internal and external influences that affect physical activity.

**Standard 3: Accessing Valid Health Information – All students will demonstrate the ability to access and analyze health information, products, and services.**

3.2.N Evaluate the accuracy of claims about food and dietary supplements.

3.3.N Describe how to use nutrition information on food labels to compare products.

3.4.N Evaluate the accuracy of claims about the safety of fitness products.

3.5.N Describe community programs and services that help people gain access to affordable, healthy foods.

3.6.N Describe internal and external influences that affect physical activity.

**Standard 4: Interpersonal Communications – All students will demonstrate the ability to use interpersonal communication skills to enhance health.**

4.1.N Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community.

4.2.N Practice how to refuse less-nutritious foods in social settings.

to change their nutrition and/or fitness goals according to their new understanding.

- Nutritional Guidelines Data Analysis
- Personal reflection summary writing
- Nutrition/fitness plan based on rubric
Standard 5: Decision Making – All students will demonstrate the ability to use decision-making skills to enhance health.

5.1.N Demonstrate how nutritional needs are affected by age, gender, activity level, pregnancy, and health status.

5.2.N Use a decision-making process to plan nutritionally adequate meals at home and away from home.

5.3.N Demonstrate how to use safe food handling procedures when preparing meals and snacks.

Standard 6: Goal Setting – All students will demonstrate the ability to use goal-setting skills to enhance health.

6.1.N Assess one’s personal nutrition needs and physical activity level.

6.2.N Develop practical solutions for removing barriers to healthy eating and physical activity.

6.3.N Create a personal nutrition and physical activity plan based on current guidelines.

Standard 7: Practicing Health-Enhancing Behaviors – All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

7.1.N Select healthy foods and beverages in a variety of settings.

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.

7.5.N Participate in school and community activities that promote fitness and health.

Standard 8: Health Promotion – All students will demonstrate the ability to promote and support personal, family and community health.

8.1.N Advocate enhanced nutritional options in the school and community.

8.2.N Educate family and peers about choosing healthy foods.
Key Assignment Resources:

- Choose My Plate website - http://www.choosemyplate.gov/
- My fitness pal website - https://www.myfitnesspal.com/
- http://fastfoodnutrition.org/

Instructional Planning Resources:

The following resources are provided to all EUHSD teachers to assist in daily lesson planning.

See List from Unit 1
**Health Scope and Sequence**  
**Unit 4 - First Aid/Safety**  
**Length: 1 Week**

**Unit Description:** In Unit 4, students will conduct a variety of research designed to assist them in making potential and immediate lifesaving decisions. Students will examine proper procedures for basic CPR and First Aid as well as discuss common water safety and fire prevention techniques. The geographic region of Southern CA lends itself to a deepening understanding of fire, water, and earthquake readiness. Students will utilize the knowledge in Unit 4 and culminate their understanding by developing a personal safety plan for their home and family.

**Unit Standards:** The California Health standards were revised in 2008. There are eight (8) overarching health education content standards.

**Key Learning Objectives:** Students will be able to:
- Correctly identify a person in need of CPR or First Aid.
- Correctly cite the steps of assessing a person in distress and an action plan for assistance.
- Correctly identify the steps for fire prevention, water safety, and duck cover and hold drills.
- Create a disaster readiness plan addressing key disasters which may occur in the student’s geographic region.
- Identify procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.
- Identify ways to stay safe during natural disasters and emergency situations (e.g., land-slides, floods, earthquakes, wildfires, electrical storms, winter storms, and terrorist attacks).
- Identify ways to prevent situations that might harm vision, hearing, or dental health.

**Key Unit Assignments and Assessments:**
- Recognizing that resources for CPR First Aid certification are limited, students will view and discuss proper CPR procedures. If applicable, students will demonstrate the procedures or techniques on a hands-on mannequin. Through supervised interactions, students will recognize the importance of proper technique. Students will also review a list of campus resources (personnel) trained in CPR and will identify the specific steps to be taken in the event they come upon a person who may require CPR.
- Recognizing that resources for basic first aid are limited, students will view and discuss proper first aid procedures. They will complete a hands-on lab demonstration where they will demonstrate basic first aid skills – both observing and evaluating basic procedures as outlined by the teacher.
- Students will research and create a basic safety plan that will include evacuation and/or protection in the event of a fire and/or earthquake or other disaster. The plan should include both home and school procedures for emergencies. As an extension, students may create a first aid kit and/or emergency readiness kit. In the student’s plan, they will need to list the elements of a basic first aid kit and/or readiness kit.

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<thead>
<tr>
<th>Standard 1: Essential Health Concepts – All students will comprehend essential concepts related to enhancing health.</th>
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<tbody>
<tr>
<td>1.1.S Discuss ways to reduce the risk of injuries that can occur during athletic and social activities.</td>
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<td>1.2.S Recognize potentially harmful or abusive relationships, including dangerous dating situations.</td>
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<td>1.3.S Analyze emergency preparedness plans for the home, the school, and the community.</td>
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<td>1.4.S Examine ways that injuries are caused while traveling to and from school and in the community.</td>
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<td>1.5.S Describe rules and laws intended to prevent injuries.</td>
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<td>1.6.S Evaluate the risks and responsibilities associated with teen driving and auto accidents.</td>
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<td>1.7.S Discuss the characteristics of gang members.</td>
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<tr>
<td>1.8.S Describe California laws regarding bullying, sexual violence, and sexual harassment.</td>
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<tr>
<td>1.9.S Explain the effects of violence on individuals, families, and communities.</td>
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<tr>
<td>1.10.S Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.</td>
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<td>1.11.S Identify ways to stay safe during natural disasters and emergency situations (e.g., land-slides, floods, earthquakes, wildfires, electrical storms, winter storms, and terrorist attacks).</td>
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<td>1.12.S Identify ways to prevent situations that might harm vision, hearing, or dental health.</td>
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| **Standard 2:** Analyzing Health Influences – All students will demonstrate the ability to analyze internal and external influences that affect health. | - Analyze internal and external influences on personal, family, and community safety.  
- Analyze the influence of alcohol and other drug use on personal, family, and community safety.  
- Explain how one’s behavior when traveling as a passenger in a vehicle influences the behavior of others.  
- Analyze why it is risky to belong to a gang. |
| **Standard 3:** Accessing Valid Health Information – All students will demonstrate the ability to access and analyze health information, products, and services. | - Analyze sources of information and services concerning safety and violence prevention.  
- Analyze community resources for disaster preparedness. |
| **Standard 4:** Interpersonal Communications – All students will demonstrate the ability to use interpersonal communication skills to enhance health. | - Demonstrate effective negotiation skills for avoiding dangerous and risky situations.  
- Use effective communication skills for preventing and reporting sexual assault and molestation. |
| **Standard 5:** Decision Making – All students will demonstrate the ability to use decision making skills to enhance health. | - Apply a decision-making process to avoid potentially dangerous situations.  
- Analyze the laws regarding and detrimental effects of sexual harassment.  
- Analyze the consequences of gang involvement for self, family, and the community.  
- Analyze the consequences of violence for self, family, and the community. |
| **Standard 6:** Goal Setting – All students will demonstrate the ability to use goal-setting skills to enhance health. | - Demonstrate techniques for avoiding risk when administering CPR and/or First Aid to others.  
- Demonstrate basic CPR/First aid practices.  
- Skill test (if available)  
- Test on basic first aid procedures  
- Individual Safety plan |
### Standard 7: Practicing Health-Enhancing Behaviors – All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

<table>
<thead>
<tr>
<th>Standard 7.1.S</th>
<th>Practice injury prevention during athletic, social, and motor vehicle-related activities.</th>
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<tbody>
<tr>
<td>Standard 7.2.S</td>
<td>Demonstrate conflict resolution skills to avoid potentially violent situations.</td>
</tr>
<tr>
<td>Standard 7.3.S</td>
<td>Demonstrate first aid and CPR procedures.</td>
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<tr>
<td>Standard 7.4.S</td>
<td>Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.</td>
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<tr>
<td>Standard 7.5.S</td>
<td>Assess characteristics of harmful or abusive relationships.</td>
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</table>

### Standard 8: Health Promotion – All students will demonstrate the ability to promote and support personal, family and community health.

<table>
<thead>
<tr>
<th>Standard 8.1.S</th>
<th>Identify and support changes in the home, at school, and in the community that promote safety.</th>
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<tbody>
<tr>
<td>Standard 8.2.S</td>
<td>Encourage peers to use safety equipment during physical activity.</td>
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<tr>
<td>Standard 8.3.S</td>
<td>Encourage actions to promote safe driving experiences.</td>
</tr>
</tbody>
</table>

### Key Assignment Resources:
- [http://www.redcross.org/what-we-do/training-education](http://www.redcross.org/what-we-do/training-education) - Red Cross website
- [http://cpr.heart.org/AHAEC/CRAndECC/UCM_473161_CPR-and-ECC.jsp](http://cpr.heart.org/AHAEC/CRAndECC/UCM_473161_CPR-and-ECC.jsp) - American Heart Association website
- American Heart Association videos on CPR and First Aid - [http://cpr.heart.org/AHAEC/CRAndECC/Programs/HandsOnlyCPR/UCM_475516_CPR-Demos-and-Videos.jsp](http://cpr.heart.org/AHAEC/CRAndECC/Programs/HandsOnlyCPR/UCM_475516_CPR-Demos-and-Videos.jsp)
- Mayo Clinic First Aid Information website - [http://www.mayoclinic.org/first-aid](http://www.mayoclinic.org/first-aid)
- Red Cross Disaster Plan resource - [http://www.redcross.org/prepare/location/home-family/plan](http://www.redcross.org/prepare/location/home-family/plan)
- Human trafficking - [narrative of lessons](http://www.redcross.org/prepare/location/home-family/plan)
- Human trafficking - [PowerPoint sliddeck](http://www.redcross.org/prepare/location/home-family/plan)

### Instructional Planning Resources:
The following resources are provided to all EUHSD teachers to assist in daily lesson planning.

*See List from Unit 1*
Health Scope and Sequence
Unit 5 - Diseases and Human Body Systems
Length: 2 Weeks

Unit Description: In unit 5, students utilize a variety of resources to examine the various human body systems, their function, and the types of diseases most often associated with specific body systems. Students will participate in their own medical history exploration by conducting a personal medical history interview (if possible) in order to realign their own personal fitness goals and to gain a better understanding of their current decision making when it comes to personal health.

Unit Standards: The California Health standards were revised in 2008. There are eight (8) overarching health education content standards.

Standard 1: Essential Health Concepts – All students will comprehend essential concepts related to enhancing health.
1.1.P Discuss the value of actively managing personal health behaviors (e.g., getting adequate sleep, practicing ergonomics, and performing self-examinations).
1.2.P Evaluate the importance of regular medical and dental checkups, vaccinations, and examinations.
1.3.P Identify symptoms that should prompt individuals to seek health care.
1.4.P Identify types of pathogens that cause disease.
1.5.P Investigate the causes and symptoms of communicable and non-communicable diseases.
1.6.P Describe the dangers of exposure to ultraviolet (UV) light, lead, asbestos, pesticides, and unclean air and water; and discuss strategies for avoiding exposure.
1.7.P Identify symptoms that indicate a need for an ear, eye, or dental examination.
1.8.P Examine common types and symptoms of cancer.
1.9.P Identify the importance of medical screenings (including breast, cervical, testicular, and prostate examinations, and other testing) necessary to maintain reproductive health.
1.10.P Explain how public health policies and government regulations influence health promotion and disease prevention.
1.11.P Examine ways to prevent and manage asthma.
1.12.P Identify global environmental issues.
1.13.P Describe the impact of air and water pollution on health.

Key Learning Objectives:
Students will be able to:
- Identify and cite the key Human Body systems and their basic functions.
- State the importance of maintaining regular medical and dental checkups.
- Identify resources within your community for maintaining health.
- Examine common diseases and symptoms and cite common methods for prevention and/or treatment.
- Cite common personal health practices, such as hand washing.
- Identify resources for staying informed on common personal and environmental health issues.
- Apply decision-making strategies to personal health choices.
- Develop a health plan.
- Develop the skills necessary to effectively communicate with parents, guardians, and other trusted adults on a variety of topics related to personal health, social and emotional wellbeing.

Key Unit Assignments and Assessments:
- Using a family health history interview form (provided by your teacher), students will conduct a health risk interview. *If there is no family member to interview, the teacher should modify the assignment accordingly by having the student interview a mentor and/or guardian regarding the health risks. Students will then write a one page personal reflection on the interview experience.
- Upon completion of the survey, students will conduct a short-term research assignment (access to WWW or computer lab is required) researching healthy life choices that promote health and minimize risk. Students must utilize at least two primary sources and cite accordingly. Students will prepare a short 3 minute presentation on their healthy choices and share out with at least one other student group. (Assignment may be modified accordingly.)
- Utilizing open educational resources (as provided by their teacher) students will study the following Human Body Systems and gain a foundational understanding of their function and role within the human body and how the student’s choices for maintaining a healthy lifestyle affect the various human body systems. They will create a notes chart or other reference guide on the various human body systems and use it as a reference tool throughout the remainder of the course.
  o Cardiovascular/Circulatory system
  o Digestive system/Excretory system
  o Endocrine system
  o Integumentary system/Exocrine system
1.14.P Identify ways to reduce pollution and harmful health effects (e.g., by using alternative methods of transportation).

Standard 2: Analyzing Health Influences – All students will demonstrate the ability to analyze internal and external influences that affect health.
2.1.P Discuss influences that affect positive health practices.
2.2.P Evaluate influences on the selection of personal health care products and services.
2.3.P Analyze how environmental conditions affect personal and community health.
2.4.P Discuss ways to stay informed about environmental issues.
2.5.P Analyze the social influences that encourage or discourage sun-safety practices.
2.6.P Evaluate the benefits of informed health choices.
2.7.P Evaluate the need for rest, sleep, and exercise.

Standard 3: Accessing Valid Health Information – All students will demonstrate the ability to access and analyze health information, products, and services.
3.1.P Access valid information about personal health products and services available in the community.
3.2.P Access valid information about common diseases.
3.3.P Evaluate current research about the health consequences of poor environmental conditions.
3.4.P Identify government and community agencies that promote health and protect the environment.
3.5.P Assess ways to be a responsible consumer of health products and services.

Standard 4: Interpersonal Communications – All students will demonstrate the ability to use interpersonal communication skills to enhance health.
4.1.P Use effective communication skills to ask for assistance from parents, guardians, and medical or dental health care professionals to enhance health.

Standard 5: Decision Making – All students will demonstrate the ability to use decision making skills to enhance health.

- Lymphatic system/Immune system
- Muscular system/Skeletal system
- Nervous system
- Renal system/Urinary system
- Reproductive system
- Respiratory system

- Interview worksheet
- Personal reflection summary writing
- Short term research assignment and presentation
- Reference notes on human body system (used throughout remainder of course)
<table>
<thead>
<tr>
<th>Standard 5: Decision Making – All students will demonstrate the ability to apply decision-making processes to personal, community, and environmental health issues.</th>
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<tbody>
<tr>
<td>5.1.P</td>
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<td>5.2.P</td>
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<td>5.3.P</td>
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<td>5.4.P</td>
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<td>5.5.P</td>
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<tr>
<th>Standard 6: Goal Setting – All students will demonstrate the ability to use goal-setting skills to enhance health.</th>
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<tr>
<td>6.1.P</td>
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<table>
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<tr>
<th>Standard 7: Practicing Health-Enhancing Behaviors – All students will demonstrate the ability to practice behaviors that reduce risk and promote health.</th>
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<tbody>
<tr>
<td>7.1.P</td>
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<td>7.2.P</td>
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<td>7.3.P</td>
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<td>7.4.P</td>
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<tr>
<th>Standard 8: Health Promotion – All students will demonstrate the ability to promote and support personal, family and community health.</th>
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<tr>
<td>8.1.P</td>
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<td>8.2.P</td>
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</table>
**Key Assignment Resources:**

- Interview worksheet
- Inner Body - a website exploring human body systems - [https://www.innerbody.com/](https://www.innerbody.com/)
- Factmonster – a website with information about human body systems - [http://www.factmonster.com/ipka/A0774536.html](http://www.factmonster.com/ipka/A0774536.html)

**Instructional Planning Resources:**

*The following resources are provided to all EUHSD teachers to assist in daily lesson planning.*

*See List from Unit 1*
### Health Scope and Sequence

**Unit 6 - Substance Abuse**

**Length:** 3 Weeks

#### Unit Description:
In unit 6, students will utilize their understanding of healthy decision-making, their knowledge of nutritional and fitness guidelines and their understanding of human body systems and build upon that by examining topics of drug, alcohol and tobacco use. Through participation in class discussions, through web-based research, and by reading and examining articles and other informational documents, students will enhance their understanding of the causes and effects of both short and long-term substance abuse. Students will examine propaganda that is designed to entice teens into substance use and abuse and will create their own anti-use propaganda message and/or public service announcement.

#### Unit Standards:
The California Health standards were revised in 2008. There are eight (8) overarching health education content standards.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Essential Health Concepts – All students will comprehend essential concepts related to enhancing health.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.A</td>
<td>Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.</td>
</tr>
<tr>
<td>1.2.A</td>
<td>Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.</td>
</tr>
<tr>
<td>1.3.A</td>
<td>Explain the connection between alcohol and tobacco use and the risk of oral cancer.</td>
</tr>
<tr>
<td>1.4.A</td>
<td>Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.</td>
</tr>
<tr>
<td>1.5.A</td>
<td>Describe the use and abuse of prescription and nonprescription medicines and illegal substances.</td>
</tr>
<tr>
<td>1.6.A</td>
<td>Analyze the consequences for the mother and child of using alcohol, tobacco, and other drugs during pregnancy—including fetal alcohol spectrum disorders and other birth defects.</td>
</tr>
<tr>
<td>1.7.A</td>
<td>Analyze the consequences of binge drinking and its relationship to cancer; to liver, pancreatic, and cardiovascular diseases; and to a variety of gastrointestinal problems, neurological disorders, and reproductive system disorders.</td>
</tr>
<tr>
<td>1.8.A</td>
<td>Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.</td>
</tr>
<tr>
<td>1.9.A</td>
<td>Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.</td>
</tr>
</tbody>
</table>

#### Key Learning Objectives:
**Students will be able to:**
- Identify the pressures from peers, media, and society to engage in high risk behaviors.
- Develop skills to effectively communicate with parents, guardians, and other trusted adults on a variety of topics related to personal health, social and emotional well-being.
- Demonstrate skills to refuse/avoid pressure to engage in high risk behaviors. (These skills will be reinforced in Unit 7.)
- Describe the causes and effects of illegal drug, alcohol and tobacco use.
- Analyze the consequences of illegal drug, alcohol and tobacco use.
- Identify the risk factors associated with alcohol, tobacco, and drug use – both prescription and nonprescription drugs.
- Clarify misconceptions of use among adolescents.
- Analyze the role of cultural norms on drug use.

#### Key Unit Assignments and Assessments:
- Using Health Kids Survey data or other resources, students will examine the trends of alcohol, drug, and tobacco use on a local, state, and national level for areas of growth and areas of decline and report out findings. The focus is to get real data on use. Information will be added to student notes and can be used as part of their ongoing study within the unit.
- Using a teacher created rubric, all students will utilize the WWW and other unit resources to conduct research on the use, misuse, and abuse of drugs. Research must cover the following drug classifications: stimulants, depressants, hallucinogens, steroids. Students must cite at least 2 different resources for each drug classification using APA formatting. Students may utilize a Web 2.0 tool such as Prezi or PPNT or a self-created poster or other document such as a pamphlet to illustrate their findings. Students will present their information/findings in a small group, whole group, or other presentation format. Students will write a personal reflection on this assignment of at least one paragraph.
- Using a variety of professionally created resources advertising tobacco and alcohol use, students will recreate the advertisement demonstrating the “real” effects of tobacco and alcohol use. Students may create a public service announcement or some other creative method for demonstrating the causes and effects of abuse and use over time. Student work will be presented in the classroom.
1.10.A Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.

**Standard 2: Analyzing Health Influences – All students will demonstrate the ability to analyze internal and external influences that affect health.**

2.1.A Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.
2.2.A Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.
2.3.A Describe financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs.

**Standard 3: Accessing Valid Health Information – All students will demonstrate the ability to access and analyze health information, products, and services.**

3.1.A Access information, products, and services related to the use of alcohol, tobacco, and other drugs.
3.2.A Evaluate prevention, intervention, and treatment resources and programs concerning alcohol, tobacco, and other drugs.

**Standard 4: Interpersonal Communications – All students will demonstrate the ability to use interpersonal communication skills to enhance health.**

4.1.A Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.
4.2.A Use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using alcohol or other drugs.

**Standard 5: Decision Making – All students will demonstrate the ability to use decision-making skills to enhance health.**

5.1.A Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.
5.2.A Explain healthy alternatives to alcohol, tobacco, and other drug use.

**Standard 6: Goal Setting – All students will demonstrate the ability to use goal-setting skills to enhance health.**

- Identify and cite the research on the cost to self, society, and family, in terms of use, treatment, and care.
- Demonstrate effective refusal skills.
- Explain healthy alternatives to use.

and/or their community as a way of demonstrating effects to their peer community group.

- Students will identify sources of pressure in their lives. They will examine various methods for avoiding peer pressure and other stressors. Students will examine how the media uses products to “sell sex” and/or other products. They will use a Media Analysis worksheet to discuss product propaganda. In a group/pair activity, students will role-play various assertive skills for avoiding pressure situations and will develop an escape plan and complete a lesson wrap up worksheet.
- Presentation of information
- Personal reflection summary writing
- Unit test on drug, tobacco, and alcohol use
- Public service and/or advertising presentation

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- Presentation of information
- Personal reflection summary writing
- Unit test on drug, tobacco, and alcohol use
- Public service and/or advertising presentation
6.1.A Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.

**Standard 7: Practicing Health-Enhancing Behaviors – All students will demonstrate the ability to practice behaviors that reduce risk and promote health.**

7.1.A Use effective coping strategies when faced with various social situations involving the use of alcohol, tobacco, and other drugs.

**Standard 8: Health Promotion – All students will demonstrate the ability to promote and support personal, family and community health.**

8.1.A Participate in activities in the school and community that help other individuals make positive choices regarding the use of alcohol, tobacco, and other drugs.

8.2.A Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youths.

**Key Assignment Resources:**

- CA Healthy Kids Survey website - [http://chks.wested.org/](http://chks.wested.org/)
- [https://www.drugabuse.gov/](https://www.drugabuse.gov/)
- Creating a public service announcement lesson plan from Scholastic - [http://www.scholastic.com/browse/lessonplan.jsp?id=1504](http://www.scholastic.com/browse/lessonplan.jsp?id=1504)

**Instructional Planning Resources:**

*The following resources are provided to all EUHSD teachers to assist in daily lesson planning.*

*See List from Unit 1*
Health Scope and Sequence
Unit 7 - Family Life and Healthy Relationships
Length: 4 Weeks

**Unit Description:** In Unit 7, students return to their Unit 1 goals worksheet, discuss the dynamics of a family and family life, gender roles and gender identity, explore definitions of healthy relationships, and utilize the learning acquired throughout the course to better identify and understand the importance of maintaining a healthy lifestyle through responsible decision making. This unit provides students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy. To promote understanding of sexuality as a normal part of human development, it provides students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family. Building on the theme of Safety presented in Unit 4, this unit addresses the California state standards of growth, development, sexual health, and injury prevention. It does this by providing students with information on sex and labor trafficking, risk factors and recruiting tactics, legal aspects of trafficking under state and federal law, and how culture and mass media influence and desensitize people toward exploitation. Students will learn about vulnerabilities and will be equipped with practical tools to keep themselves and their community safe.

**Unit Standards:** The California Health standards were revised in 2008. There are eight (8) overarching health education content standards.

**Standard 1:** Essential Health Concepts – All students will comprehend essential concepts related to enhancing health.
1.1.G Describe physical, social, and emotional changes associated with being a young adult.
1.2.G Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting.
1.3.G Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.
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.

**Key Learning Objectives:**
- Work collaboratively to develop and utilize group norms/agreements for participating in small and large group settings.
- Develop skills to effectively communicate with parents, guardians, and other trusted adults on a variety of topics related to personal health, social and emotional well-being.
- Identify common teen and young adult sex-related issues and concerns in the US Today.
- Define and discuss male, female, masculinity, femininity sexual orientation, gender role, gender-non-conformity, gender expression, and gender identity.

**Key Unit Assignments and Assessments:**
Prior to any class discussions, students will complete a self-assessment of pre-existing knowledge on interpersonal relationships, sexual health, and human trafficking. Students will participate in both small and large group discussions on the sexual health of teens, the typical female and male sexual development, gender roles and gender identity, common sexual health concerns, and will complete a self-assessment of post knowledge on interpersonal relationships and sexual health upon completion of the lesson.

- **Life Planning Activity** – Students will identify their personal life plans and goals (or review from Unit 1) and will participate in a visualization activity where they see themselves achieving their goals and then identifying the steps necessary to reach them. They will then complete a lifeline chart.
- **Healthy Relationships** – Students will review various definitions of love and share their ideas regarding the definition. They will share examples of healthy relationships and explore the stereotypes of relationships and love. Students will explore the 8 types of intimacy and participate in a teacher lead content related activity. They
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: Analyzing Health Influences – All students will demonstrate the ability to analyze internal and external influences that affect health.**

- 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.
- 2.3.G Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.
- 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 Health Information – All students will demonstrate the ability to access and analyze health information, products, and services.**

- 3.1.G Analyze the validity of health information, products, and services related to reproductive and sexual health.
- 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 Communications – All students will demonstrate the ability to use interpersonal communication skills to enhance health.**

- 4.1.G Analyze how interpersonal communication affects relationships.
- 4.2.G Assess and reassess life goals and create a goals plan – may be readdressing from Unit 1.
- 4.3.G Identify the components of love and clarify the types of intimacy.
- 4.4.G Identify signs of abusive relationships and abuse.
- 4.5.G Define yes means yes and no means no and verbiage relative to their relationship choices.
- 4.6.G View and discuss laws on statutory rape.
- 4.7.G Identify reasons for planning a family.
- 4.8.G Identify knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.
- 4.9.G Describe the range of contraceptive methods, including their effectiveness in preventing pregnancy and other STDs or infections.
- 4.10.G Identify sexual abstinence as the only certain way to prevent an unplanned pregnancy or STD. Students will review various birth control methods and their effectiveness.

**Teen Pregnancy: Choices and Responsibilities – Through a series of class discussions, students will examine effective decision-making skills surrounding dealing with an unplanned pregnancy. Students will also discuss prenatal care and parenting basics. Lastly, students will learn about the facts around the Safe Surrender law.**

**Myths and Stereotypes about HIV Infection – Students will watch a video (Little Secret) from positivepreventionplus.com about persons infected with HIV. They will then participate in a class discussion on the myths and stereotypes regarding a person who is infected. The teacher will guide students through an activity where students will examine the relationships of those infected with HIV.**
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 – All students will demonstrate the ability to use decision-making skills to enhance health.

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.

5.5.G Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.

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 – All students will demonstrate the ability to use goal-setting skills to enhance health.

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 – All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

- List key components of prenatal care and responsible parenting.
- Identify key components of the state’s Safe Surrender law.
- Describe the impact of HIV/AIDS on individuals and their family life.
- Identify the myths or stereotypes regarding persons infected with HIV.
- Describe the AIDS epidemic.
- Describe the effectiveness of ART and PrEP in the prevention and treatment of an HIV infection.
- Identify the fluids and body routes for HIV transmission.
- Identify behaviors that will and will not put a person at risk for HIV transmission.
- Identify common Sexually Transmitted Infections and their symptoms and common treatments, community resources for STI testing and treatment.
- Identify abstinence as the only 100% safe method to avoid an unplanned pregnancy, HIV, and STI.
- Identify the success and failure rates of latex condoms in preventing the spread of HIV/STIs.
- Identify the pressures from peers, media, and society to engage in high risk behaviors.
- Demonstrate skills to refuse/avoid pressure to engage in high risk behaviors.

- HIV/AIDS Epidemic – Students will participate in a class discussion on the HIV/AIDS world epidemic. They will review a list of the latest data available and review the basic function of the immune system (clarified in Human Body Systems unit). Through a variety of resources, students will review the treatment options for HIV. Through a series of class discussions and/or activities, students will examine the way in which HIV is transmitted through body fluids.

- Sexually Transmitted Infections – Students will participate in a variety of class activities and content discussions on the definition of a STI, the common types, symptoms, and treatments as well as local resources for testing. Students will discuss the importance of abstinence as the only method of avoiding an unplanned pregnancy, HIV, and STIs. Students will discuss the facts about a variety of protection methods. They will review the birth control choices for teens and their effectiveness in preventing pregnancy and preventing the spread of HIV/STIs.

- Media and Peer Pressure – Some of the skills used in Unit 6 on Substance Abuse may be reinforced here. Students will identify sources of pressure in their lives. They will examine various methods for avoiding peer pressure and other stressors. Students will examine how the media influences peer pressure and how to avoid the peer pressures. They will discuss product propaganda. In a group/pair activity, students will role-play various assertive skills for avoiding pressure situations and will develop an escape plan for exiting situations of personal risk.

- Accessing Community Resources – Students will learn about local resources and how to access local resources for health care.

- Steps to Success – Students will review their personal life goals and will identify steps that would prohibit and/or enhance their ability to fulfill their personal and professional goals. They will modify their goals based on information acquired throughout the course to identify steps to maintaining a healthy lifestyle for the future.
7.1.G Describe personal actions that can protect sexual and reproductive health (including one’s ability to deliver a healthy baby in adulthood).

**Standard 8: Health Promotion – All students will demonstrate the ability to promote and support personal, family and community health.**

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.

- Identify behaviors and choices that move them closer to or further away from their life plan goals.
- Recognize human trafficking as an umbrella term that describes when a person is recruited, transported, or harbored by means of force, fraud, or coercion, using another human to gain power, position or money through exploitation.
- Identify risk factors and recruiting tactics of human trafficking under state and federal law, and how culture and mass media influence and desensitize people toward exploitation.
- Recognize the signs of human trafficking.

**Key Assignment Resources:**

- Positive Prevention curriculum binder and lesson plan resources.
- [www.safehome-Ks.org/abuse/minors/tee/edu.dating/rights.htm](http://www.safehome-Ks.org/abuse/minors/tee/edu.dating/rights.htm) (teen bill of rights for dating)
- Human trafficking narrative of lessons
- Human trafficking PowerPoint slide deck
- Human trafficking worksheet
- Comprehensive Sexual Health & HIV/AIDS Instruction web page from the California Healthy Youth Act (CHYA): [www.cde.ca.gov/ls/he/se](http://www.cde.ca.gov/ls/he/se)

**Instructional Planning Resources:**

The following resources are provided to all EUHSD teachers to assist in daily lesson planning.

See List from Unit 1
Appendix of Additional Resources

EUHSD Health Course – Sexual Health Resources/Links

California Department of Education
Comprehensive Sexual Health & HIV/AIDS Instruction

Statewide & National Sexual Health Resources
A list of statewide and national resources for students and teachers on clinical services, medically accurate sexuality information, and comprehensive sexual health educational materials, including 24/7 emergency hotlines.
https://www.cde.ca.gov/ls/he/se/resources.asp

ACLU – Your Health Your Rights
The ACLU of Northern California provides on a guide detailing the sexual and reproductive health rights of all Californian youth under the law, including the right to confidential birth control, abortion services, and HIV/STD testing and treatment.

Family PACT
Family PACT (Planning, Access, Care, Treatment) works with doctors and clinics all over California to provide free family planning services, including birth control, to men and women, including teens. Once enrolled in the program, you can go to any number of Family PACT providers in your area to receive services. It is aimed towards people who are low-income and who either don’t have insurance or who have insurance that doesn’t cover family planning. However, it is also available for people who have insurance but need to keep their services confidential.

I Wanna Know
Run by the American Social Health Association (ASHA), this site provides teens and young adults with medically accurate sexual health information.

Center for Disease Control and Prevention (CDC)
Information on numerous topics, including STDs, HIV, and pregnancy.

National HIV and STD Testing Resources
The National HIV and STD Testing Resources Web site is run by the CDC and provides locations for STD/HIV testing throughout the country.

Planned Parenthood
Provides information and resources for teens, parents, and educators. The site includes a tool to find Planned Parenthood clinics based on state or zip code.

Stay Teen
Stay Teen is a Web site by the National Campaign to Prevent Teen and Unplanned Pregnancy, designed to inform teens about the impacts of becoming pregnant as a teenager, why and how to avoid it, and gives advice for navigating relationships in healthy and responsible ways.
Sex, Etc.  
Dedicated to giving teens accurate information regarding sexual health, as well as resources for teen advocacy and communication, this Web site was developed by Answer, a national organization that supports comprehensive sexuality education in the U.S.

TeensHealth  
Provides general health information to teens, including information about diseases and infections, sexual health, the consequences of drug and alcohol use, and mental health. It is a part of KidsHealth from the Nemours foundation, and the information on the site is regularly checked by medical experts and doctors to keep it current and accurate.

Teensource  
Created by the California Family Health Council to improve the health of teens in California by providing sexual health information. The Web site also includes a clinic finder to help teens locate clinics in their area within California.

The Emergency Contraception Website  
Educates women about emergency contraception choices and helps them locate emergency contraception near them. It is operated by the Association of Reproductive Health Professionals and Princeton University. Resources for Educators.

SexEdLibrary  
Created by SIECUS (the Sexuality Information and Education Council of the United States), this is the largest collection of comprehensive sexual education material online in the nation.

Answer  
Answer is a national organization dedicated to sexual health education, and provides free resources on their website for professionals and educators such as lesson plans and discussion guides.

Advocates for Youth  
This non-profit organization works to bring reproductive and sexual health education to youth. Their Web site has free resources for educators including curricula and lesson plans, and also has information on state and national policy and standards.

It’s All One Curriculum  
A two-book set of curriculum content and activities that help educators approach sexual health education with a focus of gender equality and human rights. It was developed by the International Sexuality and HIV Curriculum Working Group, and both downloads and a limited number of hard copies are available to any sexual educators working in public or non-profit education.

The Dibble Institute  
The Dibble Institute for Marriage Education is dedicated to developing tools that can be used to teach youth skills that will help them have healthy and responsible relationships. Topics of focus include communication, respect, emotional well-being, and how to handle social pressures. Their material is inclusive of LGBTQ youth, as well as youth of varying faiths.

The National Campaign  
The National Campaign to Prevent Teen and Unplanned Pregnancy shares a lot of data concerning teenage pregnancy, sexual activity, and birth rates. There is also a wealth of material for educators and professionals available for download.
Abuse Resources

**Childhelp**
This national organization is dedicated to supporting victims of child abuse and neglect. They run a 24/7 national Hotline.

**Rape, Abuse and Incest National Network (RAINN)**
RAINN is the largest anti-sexual assault organization in the nation and runs the 24/7 National Sexual Assault Hotline.

**Love is Respect**
A collaboration between Break the Cycle and the National Dating Abuse Helpline, Love is Respect provides anonymous and confidential communication and resources about dating violence.

**Break the Cycle**
Break the Cycle is a national non-profit organization that empowers and educates youth to prevent and stop dating violence.

24/7 Emergency Hotlines

California Child Protective Services (CPS) Hotline: 916-875-KIDS (5437)
California Youth Crisis Hotline: 1-800-843-5200
Childhelp National Child Abuse Hotline: 1-800-4-A-CHILD (1-800-422-4453)
CPS Warm Line (Child Abuse): 559-255-8320
The Effort Inc. Suicide Hotline: 916-368-3111 or 800-273-8255
Kristin Brooks Hopeline Suicide Hotline: 1-800-SUICIDE (1-800-784-2433)
Marjaree Mason Center Domestic Abuse Hotline: 559-233-4357 (HELP)
National Domestic Violence Hotline: 1-800-799-7233
National Suicide Prevention Lifeline Suicide Hotline: 1-800-273-TALK (1-800-273-8255)
National Dating Abuse Helpline: 1-866-331-9474
National Sexual Assault Hotline: 1-800-656-HOPE (1-800-656-4673)
Rape Counseling Service Hotline: 559-222-7273
The Trevor Project Suicide Hotline for lesbian, gay, bisexual, and transgender (LGBT) youth: 866-488-7386

LGBTQ Resources

ACLU of Northern California
The American Civil Liberties Union (ACLU) has been protecting the constitutional rights of American citizens since 1920. The ACLU of Northern California provides a guide for LGBT students that explains their legal rights in California schools.

Equality California
Equality California has been working on creating equality for LGBT people of California since 1998, and has passed over 60 pieces of legislation that have expanded civil rights in the state.

It Gets Better Project
After an outbreak of teen suicide related to anti-gay harassment and bullying, Dan Savage created the It Gets Better Project so that adults could show support for LGBT youth and inspire them to see a better future for themselves. Many prominent individuals have contributed to the project, including President Barack Obama.

GSA Network
The GSA (Gay, Straight Alliance) Network connects Gay Straight Alliances in schools across the country, and provides information on how to create a GSA at school, how to promote tolerance and anti-discrimination education in the school environment, and what the legal rights are for GSAs and LGBT students.

Make It Better Project
Launched by the GSA Network, the Make It Better Project is a campaign to give students and adults the resources needed to make schools safer for LGBT youth and prevent suicide.

Gay, Lesbian and Straight Education Network
Founded by Kevin Jennings, the Gay, Lesbian and Straight Education Network (GLSEN) works to make K-12 school communities safe and accepting of all members. GLSEN has launched the Safe Space campaign in 2010, which aims to put a GLSEN Safe Space Kit in every classroom.

Human Rights Campaign
The Human Rights Campaign is an LGBT advocacy and lobbying organization, and the biggest civil rights organization working for LGBT equality in America.

The Gay & Lesbian Alliance Against Defamation (GLAAD)
GLAAD monitors how LGBT people are presented in media, aiming to hold media sources accountable for the images and words they use and working to empower LGBT voices and perspectives.

YouthResource
HYPERLINK "http://www.advocatesforyouth.org/advocates-youth-activist-network/youthresource-online-peer-educators"Provides information and resources to LGBT youth, including peer education. It is run by the non-profit organization Advocates for Youth.
Day of Silence
One day every year in an event sponsored by GLSEN, students in schools across the country take a vow of silence to call attention to anti-LGBT harassment.

National Youth Advocacy Coalition (NYAC)
The NYAC is a national organization dedicated to advocating for the rights of LGBT youth and to empower their voice and participation in the LGBT rights movement.

Questions:  Coordinated School Health and Safety Office | 916-319-0914