

Health Education

Approved by
Curriculum & Assessment
June 28, 2022

*Course Proposal was Board approved
on 6-23-22*

I. **Course Description**

A. UC/CSU “a-g” Subject Area:

- i. “g” – College Preparatory Elective
(Health Science)

B. Rationale for Course

Health Education is a graduation requirement with a focus on teaching the skills that enable students to avoid high-risk behaviors and make healthy choices. This course is aligned with the California Common Core State Standards and with the California Health Education Content Standards.

C. Grade Level(s): 9-12 (primarily given to district 9th-10th grade students)

D. Credits & Length of Course (Full Year/Half Year): Half Year, 5 credits

E. Graduation Requirement (Y/N): Y

F. Which Graduation Requirement is met? Health Science, 5 credits

G. Pre-Requisites/Co-Requisites: none

H. Classroom-based or Online/hybrid: Classroom-based

I. Course Overview

Health Education is a one-semester course that supports students in developing life-long, positive health-related behaviors and will provide students with updated information, decision-making skills, and accessing resources that will encourage health promoting behaviors that impact them now and in the future. Course content embraces student development of comprehensive health skills through the following units of study: Nutrition and Physical Activity; Growth, Development, and Sexual Health; Alcohol, Tobacco, and other Drugs; Mental, Emotional, and Social Health, Injury Prevention and Safety; and Personal and Community Health. Health Education will ensure that students meet the California Health Education Content Standards and Fulfill the California Education Code requirements for teaching comprehensive sexual health.

II. **Course Content: Health Education**

Unit 1: Nutrition and Physical Activity

Students will understand the guidelines for a nutritionally balanced diet and the impact of physical activity on overall health. Students will also learn how to access and analyze valid information on fitness and nutritional choices.

Topics covered in Unit 1:

- Personal fitness programs
- Sports injury prevention and treatment
- Body image and body composition
- Nutrition standards and guidelines

- Nutrient functions, sources, deficiencies and excesses
- Role of diet and physical activity on chronic diseases, including Type-2 diabetes and heart/cardiovascular disease
- Eating disorders and disordered eating patterns.
- Food supplements, including the potential dangers of products such as energy drinks and performance enhancing supplements.

Summary of Key Assignments, Labs, and/or Activities:

Promoting Healthy Nutrition and Physical Activity Practices:

1. Students research and critically analyze current nutrition and physical activity topics in the media for accuracy and validity. Examples include genetically modified organisms (GMOs) used in foods, the meaning of the word “organic,” how to decipher labels on food packaging, spotlighting a new fitness trend, or uncovering the truth behind popular diet claims.
2. Through various media, students summarize their findings and produce a Public Service Announcement (PSA) promoting physical activity and healthy eating.
3. Through this lesson, students will learn how to evaluate the nutrition of foods and how foods are marketed by the food industry, as well as distinguish facts and myths regarding physical activity, nutrition practices, and products sold by the food industry. (9-12. 1.1 N, 1.2 N, 1.10N Essential Concepts; 9-12 2.3N, Analyzing Influences; 9-12 3.4 N Accessing Valid Information; this activity aligns with CA CCSS for ELA/Literacy W.9-12.1, SL.9-12.4-6).

Unit 2: Growth, Development, and Sexual Health

Students will learn about comprehensive, medically accurate, and unbiased information on sexual health. Students will gain the knowledge and skills needed to develop healthy attitudes concerning adolescent growth and development, options for protecting themselves against STIs and unwanted pregnancies, and healthy and unhealthy relationship behaviors.

Topics covered in Unit 2:

- Healthy family relationships
- Anatomy/physiology of reproductive systems, conception and fetal development
- Information on safety and effectiveness of all FDA-approved contraceptive methods, including abstinence, birth control methods and effectiveness
- Laws related to sexual behavior and minors
- Sexually transmitted infections, including HIV/AIDS
- Health resources and statistics
- Affirmative consent, sexual harassment, teen dating, and domestic violence
- Influences from culture and media on sexual health
- Gender Identities and sexuality
- Objective information of all legally available pregnancy outcomes in California, including the Safe Surrender Law.
- Local health service providers for reproductive and general health
- Human Trafficking

Summary of Key Assignments, Labs and/or Activities:

Accessing Valid Information on Sexually Transmitted Infections (STIs)

1. Working in collaborative groups, students will research an assigned STI as well as a list of local community resources where teens can go to get tested for an STI/HIV. Students also investigate California laws regarding minors' access to reproductive health care and the costs of these preventive medical services.
2. Then they create and present to the class a song, poem, talk show, slideshow presentation, or animation. The presentation must include at least 10 facts, such as the causes of their assigned infection (virus or bacteria), treatment, prevention or risk reduction (abstinence, condom use, limiting partners), and where a teen might get testing or treatment.
3. Through this lesson, students will learn to analyze the validity of health information related to reproductive and sexual health.(9-12.1.7G Essential Concepts; 9-12.3.2G Accessing Valid Information).

Unit 3: Alcohol, Tobacco, and Other Drugs

In this unit, students will focus on short- and long-term effects of tobacco, drugs, and alcohol on physical, mental/emotional, and social health, and on the developing adolescent brain.

Topics covered in Unit 3:

- Brain chemistry of addiction
- Substance use of alcohol, tobacco and other drugs
- Alcohol abuse and Alcoholism
- Tobacco and vaping products
- Media Literacy- analyzing messages in tobacco and alcohol related ads and media
- Community resources and treatment options
- Communication and refusal skills
- Impact of drugs/ alcohol on mental health, sexual assault, STIs, domestic/dating violence and other risky situations.

Summary of Key Assignments, Labs and/or Activities:

Distinguishing Myths and Facts on Alcohol, Tobacco, and Other Drugs (ATOD).

1. Using sticky notes, students post what they think is fact or fiction about alcohol, tobacco use, or popular drugs in response to various statements or statistics posted around the room or displayed on large paper or poster board. Teachers correct any incorrect facts or misconceptions. As a group, students discuss the facts.
2. Students then individually write a reflection document listing items such as "I was surprised to learn...", "I did know that...", and "In the future, I will..."
3. Through this lesson, students learn to identify misconceptions of alcohol, tobacco or other drug use (9-12.1.10.A Essential Concepts)

Unit 4: Mental, Emotional, and Social Health

In this unit, students will focus on understanding mental illness and removing stigma, developing strategies to reduce and manage stress, and strategies to build resiliency.

Topics covered in Unit 4 include:

- Self-esteem and self-discovery
- Establishing one's identity, including the impact that gender roles from society have on mental and emotional health and wellness.

- Identification and management of stress, and developing effective coping strategies to manage stress.
- Mental illness including anxiety and depression
- Suicide prevention
- Information on practicing empathy and caring behaviors
- Providing information on resources for teens to access mental health support services, including school services (counseling and wellness services, school nurse, and healthcare and community-based resources)
- Practices for students to develop healthy relationships with peers, friends, family and community contacts.
- Teen dating and domestic violence

Summary of Key Assignments, Labs and/or Activities:

Stress Management and Positive Coping:

1. Students journal the various stressors they encounter for three days, where the stressor occurred (home, at school, or with friends or family members), and how they coped with the stress. On the fourth day, students reflect and identify if they positively or negatively coped with each stressor.
2. The teacher can then lead the class through some common stress management techniques, such as deep breathing, positive visualization, and mindfulness. Students can then be given the opportunity to participate in a station activity where they choose which stations to prevent stress they would like to explore, including writing out a schedule to set priorities, writing letters of gratitude, do basic yoga movements (chair yoga) or create small posters or cards giving themselves positive affirmations.
3. Students will then use a decision-making process to compare three of the strategies they experienced, and finally, use a goal-setting process to set a goal for preventing or managing their life stressors using which strategies might be most beneficial for their health (9-12.5.2M Decision Making; 9-12.6.2.M Goal Setting; 9-12.7.2.M Practicing Health-Enhancing Behaviors).

Unit 5: Personal and Community Health

In this unit, students will investigate the impact of personal, community and global health issues. Students will be able to distinguish between lifestyle, hereditary and communicable diseases. Emphasis will be placed on prevention at both the personal and community level.

Topics covered in Unit 5:

- Communicable and non-communicable diseases
- Lifestyle risk factors
- Hereditary risk factors
- Evaluate risks and identify symptoms of some cancers
- Understand the need for immunizations and how they work
- Identify public health issues including pollution, epidemics and pandemics

Summary of Key Assignments, Labs and/or Activities:

Global Citizens:

1. Students will watch documentaries that examine the racial and socioeconomic disparities in health (such as “Unnatural Causes: Is Inequality Making Us Sick?”, 2008), key milestones in public health such as “RX For Survival: A Global Health Challenge” 2005), or teens speaking about gender roles and sexuality (“Straighlaced” 2004).
2. Through thoughtful teacher facilitated discussion and student-teacher activities, students will create and submit reflection papers that reinforce what they have learned from the documentaries (9-12.1.10P Essential Concepts; 9-12.2.3P Analyzing Influences; 9-12.3.4P Accessing Valid Information; CA CCSS ELA/Literacy W.9-12.7-9).

Unit 6: Injury Prevention and Safety

In this unit, students will investigate various activities that make them more prone to injuries, develop the skills learned in prior grades to prevent and reduce risk of violence and injury, and how to effectively address harassment should it occur.

Topics covered in this unit include:

- Teen driving of motor vehicles,
- Organized sports and activities
- Romantic relationships and healthy/unhealthy signs of an intimate relationship
- Bullying, abuse, harassment, and violence
- Gang involvement/youth violence
- Electronic aggression such as cyberbullying, cyber harassment, and cyberstalking
- Information on how to administer “Hands-Only” CPR in an emergency situation.

Summary of Key Assignments, Labs and/or Activities:

Analyzing Conflicts:

1. Working in small groups, students identify a recent conflict or violent exchange they viewed in an online video, in a movie, or on a television show. Students work together and identify who the target of the conflict was and who started the conflict. If there were any bystanders, what did they do?
2. Students brainstorm conflict resolution skills and create a story explaining how the conflict could have been avoided or positively resolved.
3. Through this lesson, students evaluate a conflict and demonstrate how the strategies and prevention methods learned can help provide a different outcome (9-12.4.1S, Interpersonal Communication; 9-12.5.1S, Decision Making; 9-12.7.2S, Practicing Health-Enhancing Behaviors).

Health Education Content Standards for California Public Schools High School Grades Nine Through Twelve

Nutrition and Physical Activity Standard 1: Essential Concepts

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

- 1.2.N Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.
- 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.
- 1.5.N Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.
- 1.8.N Describe the prevalence, causes, and long-term consequences of unhealthy eating.
- 1.9.N Analyze the relationship between physical activity and overall health.
- 1.10.N Evaluate various approaches to maintaining a healthy weight.
- 1.11.N Identify the causes, symptoms, and harmful effects of eating disorders.
- 1.12.N Explain why people with eating disorders need professional help.
- 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.
- 1.14.N Analyze the harmful effects of using diet pills and anabolic steroids.
- 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 Influences

- 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.
- 2.5.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 Information

- 3.1.N Access sources of accurate information about safe and healthy weight management.
- 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.
- 3.6.N Describe internal and external influences that affect physical activity.

Standard 4: Interpersonal Communication

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

Standard 5: Decision Making

- 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.

Standard 6: Goal Setting

- 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

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

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

8.2.N Educate family and peers about choosing healthy foods.

Growth, Development, and Sexual Health

Standard 1: Essential Concepts

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.

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 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.

2.3.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 Information

- 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 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.
- 5.5.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.
- 5.7.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 in 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.

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

- 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.
- 1.3.A Explain the connection between alcohol and tobacco use and the risk of oral cancer.
- 1.4.A Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.
- 1.5.A Describe the use and abuse of prescription and nonprescription medicines and illegal substances.
- 1.6.A 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.
- 1.7.A 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.
- 1.8.A Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.
- 1.9.A Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.
- 1.10.A Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.

Standard 2: Analyzing Influences

- 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 Information

- 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 Communication

- 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

- 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

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

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

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.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

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 mental 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.

Standard 2: Analyzing Influences

2.1.M Analyze the internal and external issues related to seeking mental health assistance.

Standard 3: Accessing Valid Information

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 Communication

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

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

- 6.1M Evaluate how preventing and managing stress and getting help for mental and social problems can help a person achieve short- and long-term goals.
- 6.2M Set a goal to reduce life stressors in a health-enhancing way.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1M Assess personal patterns of response to stress and use of resources.
- 7.2M Practice effective coping mechanisms and strategies for managing stress.
- 7.3M Discuss suicide prevention strategies.
- 7.4M Practice respect for individual differences and diverse backgrounds.
- 7.6M Practice setting personal boundaries in a variety of situations.

Standard 8: Health Promotion

- 8.1M Support the needs and rights of others regarding mental and social health.
- 8.2M Promote a positive and respectful environment at school and in the community.
- 8.3M Object appropriately to teasing of peers and community members that is based in perceived personal characteristics and sexual orientation.

Personal and Community Health

Standard 1: Essential Concepts

- 1.1P Discuss the value of actively managing personal health behaviors (e.g., getting adequate sleep, practicing ergonomics, and performing self-examinations).
- 1.2P Evaluate the importance of regular medical and dental checkups, vaccinations, and examinations.
- 1.3P Identify symptoms that should prompt individuals to seek health care.
- 1.4P Identify types of pathogens that cause disease.
- 1.5P Investigate the causes and symptoms of communicable and non-communicable diseases.
- 1.6P Describe the dangers of exposure to ultraviolet (UV) light, lead, asbestos, pesticides, and unclean air and water, and discuss strategies for avoiding exposure.
- 1.8P Examine common types and symptoms of cancer.
- 1.9P 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.
- 1.12.P Identify global environmental issues.
- 1.13.P Describe the impact of air and water pollution on health.
- 1.14.P Identify ways to reduce pollution and harmful health effects (e.g., by using alternative methods of transportation).

Standard 2: Analyzing Influences

- 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 Information

- 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 Communication

- 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

- 5.1.P Apply a decision-making process to a personal health issue or problem.
- 5.2.P Explain how decisions regarding health behaviors have consequences for oneself and others.
- 5.3.P Apply a decision-making process to a community or environmental health issue.
- 5.4.P Analyze how using alcohol, tobacco, and other drugs influences health and other behaviors.
- 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).

Standard 6: Goal Setting

- 6.1.P Develop a plan of preventive health management.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.P Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming the barriers.
- 7.3.P Demonstrate the proper steps for protecting oneself against the harmful effects of the sun.

Standard 8: Health Promotion

- 8.1.P Support personal or consumer health issues that promote community wellness.
- 8.2.P Encourage societal and environmental conditions that benefit health.

Injury Prevention and Safety

Standard 1: Essential Concepts

- 1.2.S Recognize potentially harmful or abusive relationships, including dangerous dating situations.
- 1.4.S Examine ways that injuries are caused while traveling to and from school and in the community.
- 1.5.S Describe rules and laws intended to prevent injuries.
- 1.6.S Evaluate the risks and responsibilities associated with teen driving and auto accidents.
- 1.8.S Describe California laws regarding bullying, sexual violence, and sexual harassment.
- 1.9.S Explain the effects of violence on individuals, families, and communities.
- 1.10.S Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.

Standard 2: Analyzing Influences

- 2.1.S Analyze internal and external influences on personal, family, and community safety.
- 2.2.S Analyze the influence of alcohol and other drug use on personal, family, and community safety.
- 2.3.S Explain how one's behavior when traveling as a passenger in a vehicle influences the behavior of others.

Standard 3: Accessing Valid Information

- 3.1.S Analyze sources of information and services concerning safety and violence prevention.
- 3.2.S Analyze community resources for disaster preparedness.

Standard 4: Interpersonal Communication

- 4.1.S Demonstrate effective negotiation skills for avoiding dangerous and risky situations.
- 4.2.S Use effective communication skills for preventing and reporting sexual assault and molestation.

Standard 5: Decision Making

- 5.1.S Apply a decision-making process to avoid potentially dangerous situations.
- 5.2.S Analyze the laws regarding and detrimental effects of sexual harassment.
- 5.3.S Analyze the consequences of gang involvement for self, family, and the community.
- 5.4.S Analyze the consequences of violence for self, family, and the community.

Standard 6: Goal Setting

- 6.1.S Develop a plan to prevent injuries during emergencies and natural disasters.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.S Practice injury prevention during athletic, social, and motor vehicle-related activities.
- 7.2.S Demonstrate conflict resolution skills to avoid potentially violent situations.
- 7.3.S Demonstrate first aid and CPR procedures.
- 7.5.S Assess characteristics of harmful or abusive relationships.

Standard 8: Health Promotion

- 8.1.S Identify and support changes in the home, at school, and in the community that promote safety.
- 8.2.S Encourage peers to use safety equipment during physical activity.
- 8.3.S Encourage actions to promote safe driving experiences.

III. Instructional Methods and/or Strategies including Instructional Technology
(List the variety of strategies and methods that will be used).

- Direct instruction
- Small group and large group discussions

- Close reading of a variety of texts
- Web-based activities
- Guest speakers
- Individual and collaborative projects

IV. Assessment Methods and/or Tools

(List and explain what will be incorporated into assessing and grading students in this course. Include information on final exams/projects).

- Written quizzes and tests as formative assessments
- Online quizzes as formative assessments
- Evaluation and analysis of projects
- Evaluation of homework and class assignments

V. Textbook(s) and Supplemental Instructional Materials

Textbook: District-Adopted Health Textbook
 Title: Comprehensive Health
 Author: Catherine A. Sanderson, Mark Zelman
 Publisher : The Goodheart-Willcox Company, Inc.
 Ed: 2nd Edition
 Website: www.g-w.com
 Primary? yes

Website: California Department of Education Health Education Site
 Title: Health Education Framework 2019
 Affiliated Institution or Organization: CA Dept. of Education
 URL: <https://www.cde.ca.gov/ci/he/cf/>

VI. Rubric or Appendix

*This is extra information **required** for UC A-G submission (not part of Course of Study). Please submit together with Course of Study to the Curriculum & Assessment Office.*

Course Title: Health Education

School(s) Offering This Course: Aragon High, Capuchino High, Burlingame High, San Mateo High, Mills High, Hillsdale High, Peninsula Alternative High School

Subject Area/Discipline (please choose): G - integrated science

Subject Area	Select a Discipline
History/Social Science (“a”)	<ul style="list-style-type: none"> • World History/Cultures/Historical Geography • U.S. History • Civics/ American Government
English (“b”)	<ul style="list-style-type: none"> • English

	<ul style="list-style-type: none"> English as a Second Language (ESL)/ English Language Dev (ELD)
Mathematics (“c”)	<ul style="list-style-type: none"> Algebra I Geometry Algebra II Algebra II/ Trigonometry Mathematics I Mathematics II Mathematics III Advanced Mathematics Calculus Statistics Computer Science
Laboratory Science (“d”)	<ul style="list-style-type: none"> Biology/Life Science Chemistry Earth and Space Sciences Physics Biology/Earth & Space Sciences Chemistry/Earth & Space Sciences Physics/Earth & Space Sciences Integrated Science 1 Integrated Science 2 Integrated Science 3 Applied Science Computer Science Engineering Interdisciplinary Sciences
Language Other than English (“e”)	LOTE Level: Which Language:
Visual & Performing Arts (“f”)	<ul style="list-style-type: none"> Dance Music Theater Visual Arts Interdisciplinary Arts
College-Preparatory Elective (“g”)	<ul style="list-style-type: none"> History/Social Science English ESL/ELD Mathematics Mathematics – Computer Science Lab Science – Biology Life Sciences Lab Science – Physical Sciences Lab Science – Integrated Science Language Other than English Visual & Performing Arts Interdisciplinary

UC Honors Designation

Is this course being submitted for UC honors consideration? If so, please review [UC’s honors-level course criteria](#).

YES or **NO**

Prerequisites: N/A Is this prereq Required or Recommended?
Co-requisites: N/A Is this Co-req Required or Recommended?

*UC encourages the development of integrated courses that combine the content and skills of traditional academics with contextualized learning in CTE. **Is this an Integrated Course?***
YES or NO

If this is an integrated CTE course, please note the pathway. Pathway is Health Science and Medical Technology.