



Palm Springs Unified School District Secondary Course Description

Please read: Sections 1 and 2 must be completed and submitted to the Director of Secondary Curriculum and Instruction for all courses seeking PSUSD Cabinet and Board approval. Sections 3 and/or 5 must be completed if the course will be submitted to the University of California (UC) for placement on your school's a-g list and/or Career and technical educational (CTE).

District Office Use Only

Transcript Title(s)/Abbreviation: Introductory Health

Transcript Course Code(s)/Number(s): 8406 Cabinet/BOE Approval Date: October 18, 2016

Section 1: Course Content

1. Course Title: Introductory Health

Date this course was first submitted to the Curriculum Advisory: 09/20/2016

2. Is this a re-write of an existing course? No If "Yes," what is the District Course Code: _____

3. CALPADS Code : 2535

4. PSUSD graduation requirement subject area: N/A

5. Unit Value for complete course: No Credit 6. Grade Level: 12+ -- -- --

Course can be repeated for Credit? *Note: Grade level pertains to which grades the course has been designed.*

7. PSUSD Department: Special Education

8. PSUSD weighted GPA? No 9. Is this an "online" learning course? No

If "Yes," list the online provider: _____

Note: If "Yes," an additional course code will be created by ETIS with a virtual designation.

10. Will this course be offered only through the Alternative Education Program? No

11. Career Pathway Relationship

Note: Refer to the list of Industries and their associated Pathways in Section 5, Item #38

Is this course an Industry and Career Pathway-related Course? No

If "Yes," which Industry? --

Which Pathway? _____

What sequence level? --

12. Is this course an Academy-related Course? No If "Yes," which Academy? _____

13. Course Content:

For each unit of the course, provide:

1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

Introduction: Getting Started

1. In the Introduction Unit, students will talk about the concept of sexual health, germ transmission and personal cleanliness, and take a pre-test to assess their prior knowledge of these concepts. Students will develop and agree to guidelines for appropriate behavior in class, learn how germs are spread, and brainstorm ways to maintain healthy personal hygiene and cleanliness. They will demonstrate their critical thinking skills by brainstorming their ideas with their classmates and presenting to the class. Students will complete a lesson wrap up worksheet to demonstrate their understanding and discuss their answers with the entire class as well as share what they have learned.
2. Students will be required to complete a lesson wrap up assignment. The assignment will require them to answer true-false questions and share their answers with the class as well as what they have learned from the introductory unit. After completing the worksheet, students will be asked to discuss the lesson at home with a trusted adult and report back to the class the following day to reflect on the lesson. This lesson will teach students how germs are spread and ways to maintain personal hygiene and cleanliness.

Unit 1: Physical and Emotional Changes

1. In Unit 1, students will learn the concept of sexual development. They will be introduced to various terms and definitions and sexual health concerns. Students will demonstrate their understanding of the topics by describing physical and psychological changes that occur during puberty in males and females and define and discuss masculinity and femininity, sexual orientation, gender roles, and gender identity.
2. Students will be required to complete a lesson wrap up assignment. The assignment will require them to answer true-false questions and share their answers with the class as well as what they have learned from lesson one. After completing the worksheet, students will be asked to discuss the lesson at home with a trusted adult and report back to the class the following day to reflect on the lesson. This lesson will teach students the differences between male and female bodies and the physical and psychological changes that take place in each during puberty.

Unit 2: Reproductive Structure

1. In Unit 2, students will learn the male and female reproductive anatomy, the female menstrual cycle, sexual intercourse and contact, and maintaining reproductive health. They will be able to identify the female and male reproductive organs, describe the female menstrual structure, define sexual intercourse and sexual contact, including appropriate and inappropriate touching, and list ways to maintain reproductive health. Students will demonstrate their knowledge by utilizing curriculum provided slides to guide peer/class discussions.
2. Students will be required to complete a lesson wrap up assignment. The assignment will require them to answer true-false questions and share their answers with the class as well as what they have learned from the lesson. After completing the worksheet, students will be asked to discuss the lesson at home with a trusted adult and report back to the class

the following day to reflect on the lesson. This lesson will teach students about the reproductive systems of both females and males and appropriate and inappropriate sexual contact.

Unit 3: Exploring Friendships and Other Relationships

1. In Unit 3, students will learn the traits and skills necessary to build a safe and healthy friendship. They will learn to recognize appropriate opportunities for building friendships. In addition, students will be learn to differentiate the difference between “liking” and “loving” someone, and they learn to plan safe and healthy activities with friends. Students will participate in class discussions regarding building safe and healthy friendships, complete a worksheet on building friendships, and participate in activity planning activities in class.
2. Students will be required to complete in class assignments including, a Friendship Inventory, complete a chart categorizing the differences between in “liking” and “loving” someone or something, and complete an activity planner. They will also complete a lesson wrap up assignment that will require them to discuss the lesson at home with a trusted adult and report back to the class the following day to reflect on the lesson.

Unit 4: Safe Behaviors and Communication Skills

1. In Unit 4, students will learn safe behaviors and communication skills. They will learn to identify bullying and harassment directed toward themselves and others and strategies for ending bullying. They will learn a variety of ways to verbally and non-verbally assert themselves. Students will also learn to identify safe behaviors among a variety of individuals.
2. Students will demonstrate their knowledge and understanding of safe behaviors and communication skills by completing in-class assignments including, class discussion of safe behaviors, a worksheet and class discussion on how to protect yourself, and in-class practice of verbal and non-verbal assertiveness. They will also complete a lesson wrap up assignment that will require them to discuss the lesson at home with a trusted adult and report back to the class the following day to reflect on the lesson.

Unit 5: Preventing Unplanned Pregnancies

1. In Unit 5, students will learn family planning, how to obtain contraception and other community services, steps in condom use and abstaining from drugs and/or sexual activity. Students will learn to identify ways to avoid an unplanned pregnancy. To do so, they will learn a range of contraceptive methods, including their effectiveness in preventing unplanned pregnancy and sexually transmitted diseases. They will also learn how to access family planning and other related community services.
2. Student will demonstrate their knowledge and understanding of preventing unplanned pregnancies by participating in class discussion and activities about family planning, discussing the types and methods of contraception, learning the step to proper condom use via activity and worksheet, and will complete an in-class poster activity about abstinence and sexual activity. Students will also complete a lesson wrap up assignment that will require them to discuss the lesson at home with a trusted adult and report back to the class the following day to reflect on the lesson.

Unit 6: Making Informed Decisions: California Safe Surrender Law

1. In Unit 6, students will learn how to make informed decisions in case of an unplanned

pregnancy. They will learn about teenage pregnancy and the challenges faced from an unplanned pregnancy. Students will be informed of the components of the California Safe Surrender Law and how to safely surrender a newborn child. In addition, they will discuss the decision-making process when trying to decide to keep a baby from an unplanned pregnancy or surrender it for adoption and demonstrate how to make such an important decision.

2. Students will demonstrate their knowledge and ability to make informed decisions by identifying the components of the California Safe Surrender Law through class discussion. Students will also demonstrate their ability to make important decisions if facing an unplanned pregnancy through classroom discussion and activities. Students will also complete a lesson wrap up assignment that will require them to discuss the lesson at home with a trusted adult and report back to the class the following day to reflect on the lesson.

Unit 7: Sexually Transmitted Diseases

1. In Unit 7, students will learn about sexually transmitted diseases and how to prevent them. Students will learn to identify the symptoms of a sexually transmitted disease and the risky sexual activity which can result in a contracting a sexually transmitted disease. Upon successful completion of this unit students will be able to name at least five sexually transmitted diseases, describe at least two ways in which sexually transmitted diseases can be transmitted, describe the symptoms of a sexually transmitted disease, identify how to reduce the risk of contracting a sexually transmitted disease, and describe what can happen if a sexually transmitted disease is not treated by a physician. Further understanding of how sexually transmitted diseases can increase the likelihood of a person being infected by or transmitting HIV.
2. Students will demonstrate their understanding of sexually transmitted diseases and prevention via in-class discussion and activities on topics of curable vs. non-curable sexually transmitted diseases and methods of prevention. Students will also complete a lesson wrap up assignment that will require them to discuss the lesson at home with a trusted adult and report back to the class the following day to reflect on the lesson.

Unit 8: Myths and Stereotypes Regarding HIV

1. In Unit 8, students will discuss the impact of HIV/AIDS on individuals and their families, as well as identify myths or stereotypes regarding individuals infected with HIV. They will also learn to express compassion for all persons with disabilities or illness, including individuals infected with HIV. In learning about HIV/AIDS, students will discuss how the AIDS pandemic has effected the world, United States, and California. Students will also learn about the human immune system and HIV/AIDS impact on it. They will also learn about the four fluids and four body openings the transmit HIV.
2. Students will demonstrate their knowledge and understanding of HIV/AIDS transmission and prevention through in-class discussions activities. Students will complete a lesson wrap up assignment that will require them to discuss the lesson at home with a trusted adult and report back to the class the following day to reflect on the lesson.

Unit 9: HIV Disease

1. In Unit 9, students will learn what HIV/AIDS is and gain an understanding of the magnitude of the pandemic internationally, nationally, and locally. They will learn HIV infections can impact a variety of different people, including males and females of all ages. Students will learn how HIV is contracted and will be able to understand behaviors that lead to HIV

infection. They will further discuss the impact HIV has on the human immune system and the health challenges when contracting HIV.

2. Students will demonstrate their knowledge and understanding of HIV/AIDS through in-class discussions and activities revolving around the worldwide AIDS pandemic, discussing the human immune system and the impact of HIV, and by demonstrating an understanding of the four fluids and four body openings which transmit HIV. Students will complete a lesson wrap up assignment that will require them to discuss the lesson at home with a trusted adult and report back to the class the following day to reflect on the lesson.

Unit 10: Recognizing and Reducing Risk

1. In Unit 10, students will learn to recognize and reduce the risk of contracting HIV. They will identify situations which may put them at risk for HIV infection. They will understand abstinence from sexual intercourse and other sexual activity as the only 100% safe method for avoiding unplanned pregnancy and contracting HIV and other sexually transmitted diseases. Students will further be able to describe standard precautions to reduce transmission of HIV and other sexually transmitted diseases. And, they will understand the correct way to use a condom and the success and failure rate of condoms in preventing pregnancy and the spread of HIV and other sexually transmitted diseases.
2. Students will demonstrate their knowledge and understanding through classroom activities such as “Red Light/Green Light”, discussion of universal precautions, a discussion of condom use. Students will complete a lesson wrap up assignment that will require them to discuss the lesson at home with a trusted adult and report back to the class the following day to reflect on the lesson.

Unit 11: Community Resources

1. In Unit 11, students will learn how HIV infection can spread through a population, identify community resources for HIV testing and prevention, and create a personal contract for staying healthy. They will discuss Virus Z and the exchange of bodily fluids, review and discuss counseling and testing procedures for HIV and sexually transmitted diseases, and identify local testing sites.
2. Students will demonstrate their knowledge and understanding through classroom discussion, completing a personal contract to stay healthy worksheet, a keeping safe and healthy worksheet, and a goal setting worksheet. Students will also complete a lesson wrap up assignment that will require them to discuss the lesson at home with a trusted adult and report back to the class the following day to reflect on the lesson.

Unit 12: Setting Goals

1. In Unit 12, students will learn how to set personal goals to stay healthy and disease free. They will identify personal goals and the steps necessary to achieve their goals. They will describe how an unplanned pregnancy or HIV infection would change personal goals and life plans. They will include measures to avoid unplanned pregnancy and HIV infection. Students will also review the California Safe Surrender Law for surrendering a newborn to medical or law enforcement authorities. And, they will be able to explain to others why it is important to avoid risky sexual behaviors.
2. Upon completing this unit and course, students will demonstrate their knowledge and understanding by completing a goal setting worksheet they can reference, and complete a worksheet on keeping safe and healthy. Students will also complete a lesson wrap up

assignment that will require them to discuss the lesson at home with a trusted adult and report back to the class the following day to reflect on the lesson.

14. Course Overview [Provide a brief summary/snapshot (3-5 sentences) of the course's content]:

This course is solely intended for students whose Individualized Education Plan determines placement in the Adult Transition Program following completion of their alternate high school curriculum. As mandated by California Education Code, this course utilizes curriculum developed in cooperation with the American Red Cross and supports HIV/AIDS instruction in a comprehensive manner in addition to personal hygiene, health, and cleanliness. The overall goal is to supply young people with the vital information and support they need to form healthy relationships and choose behaviors that maintain their personal health.

15. Texts and Supplemental Instructional Materials (*all non-core instructional materials are the responsibility of individual schools to purchase.*)

Texts: Positive Prevention PLUS Curriculum

Supplemental Materials: BASICS3 Framework (Lakeshore)

16. Will this course be submitted for approval by UC? No

Section 2: School and District Information

School Information

1. School Name: Cathedral City High School & Desert Hot Springs High School

School District: Palm Springs Unified School District

City and State: Palm Springs, California District Web Site: http://www.psusd.us

School Course List Contact Information (Name of AP of Curriculum or Principal)

2. Name: Brad Seiple

Position/Title: Assistant Principal Email: bseiple@psusd.us

Phone #: 760-770-0100 Ext: _____

Teacher Contact Information (Name of teacher/administrator who authored this course)

3. Name: Robert Nichols

Position/Title: Special Education Program Specialist Email: rnichols@psusd.us

Phone #: 760-416-8089 Ext. _____