

ACALANES UNION HIGH SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – INTERDISCIPLINARY

<u>COURSE TITLE:</u>	Human and Social Development
<u>GRADE LEVEL:</u>	10
<u>COURSE LENGTH:</u>	Semester
<u>PREFERRED PREVIOUS COURSE OF STUDY:</u>	None
<u>CREDIT:</u>	5 units
<u>UC/CSU CREDIT:</u>	Meets UC/CSU credit for College-Preparatory Elective; Subject Area “G”
<u>GRADUATION REQUIREMENT:</u>	Course meets the graduation requirement of 5 credits in area of Health
<u>STANDARDS AND BENCHMARKS:</u>	California Youth Act, California Health Education Content Standards
<u>ADOPTED:</u>	June 7, 2017
<u>INSTRUCTIONAL MATERIALS:</u>	Various
<u>GRADING GUIDELINES:</u>	See AUHSD Grading Guidelines: Final Mark Rubric and Final Course mark Determination Components

COURSE DESCRIPTION:

Human & Social Development is a foundational course that provides essential knowledge and skills to enable students to arrive at informed and healthy decisions in a complex and diverse world. This course emphasizes the following topics: identity, relationships, physical and mental wellness, substance use and abuse, and sexuality. The course also addresses some of the California Health Standards that include evaluation of valid health information, goal setting, analyzing perspectives and influences, and informed decision-making. Human and Social Development course is required for graduation.

COURSE OBJECTIVES:

Human and Social Development Course will include:

1. Standards-based, theory-driven, and research-based approaches to health instruction.
2. Identification and collaboration with appropriate community and health agencies.
3. Healthy parent involvement in health education
4. Focusing instruction on essential knowledge and skills that will foster health-risk reduction among students.

Learning Outcomes:

1. Students will be critical thinkers and problem solvers when confronting health problems and issues.
2. Students will be self-directed learners who have the competence to use basic health information and services in health-enhancing ways.
3. Students will become self-directed learners who have the competence to use basic health information and services in health-enhancing ways.
4. Students will become effective communicators who organize and convey beliefs, ideas, and information about health issues.

ASSESSMENT:

Assessments should be designed to promote and evaluate critical thinking and skills as outlined in the Learning Outcomes. Students will be assessed through a variety of indicators including homework, group work, oral presentations, and visuals related to the reading, quizzes, essays, and other writing assignments that require them to apply the thinking and writing skills they are developing. Use of variety of assessments is to be used with a purpose of helping students practice the taught material and assess their mastery of the learned material.

INSTRUCTIONAL THEMES:

Instructional Themes:

1. Identity
2. Relationships
3. Wellness (Physical and Mental)
4. Substance Use/Abuse
5. Sexuality

Concepts of decision making, empathy, digital citizenship and local relevant resources will be addressed in all instructional themes.

<u>COURSE CONTENT</u>	
IDENTITY	<p>Learning Outcomes/Goals: <i>Through this unit students will:</i></p> <ol style="list-style-type: none"> 1. Understand how the development of the teenage brain affects them cognitively while considering the emotional and social aspects of adolescence. 2. Consider factors that influence their motivation and identity. 3. Learn about the role of diversity with regards to gender, race, and ethnicity. 4. Learn strategies that develop self-esteem and resilience. <p>I. The Individual</p> <ol style="list-style-type: none"> a. Personal values b. Self-esteem c. Resilience d. Digital footprint e. Factors that shape your identity: cultural, social and personal values f. Motivation - extrinsic, intrinsic, biological and more g. Racial identity h. Gender identity i. Identity plasticity

	II. Science of the teenage brain <ul style="list-style-type: none"> a. Adolescent brain b. Risk assessment and the brain c. Executive functioning skills d. Neuroplasticity e. Growth vs. Fixed mindset f. Physical, cognitive and emotional changes
RELATIONSHIPS	Learning Outcomes/Goals: <i>Through this unit students will:</i> <ol style="list-style-type: none"> 1. Learn the process of creating and nurturing a relationship with themselves as individuals before learning skills and strategies surrounding relationships with family, friends, and romantic interests. 2. Be empowered to discuss multiple family structures and changing family dynamics. 3. Evaluate and understand complexities of friendship; develop skills to effect more healthy friendships. 4. Identify myriad effects of romantic relationships and gain evaluative skills to engage in them, on their lives (social, emotional, academic and digital). 5. Learn communication skills for positive interactions with fellow students, teachers and staff. 6. Define community: identify what issues their community faces and explore and act upon how they can be positive agents for change. I. Family <ul style="list-style-type: none"> a. Familial structure and origin b. Change in family structure (eg. grief, loss, illness, injury, death, divorce) II. Friends <ul style="list-style-type: none"> a. How to be a good friend b. Friend group dynamics and peer pressure c. Friendship politics d. Dysfunctional friendship e. Friendship losses and changes

	<p>III. Romantic Relationships</p> <ul style="list-style-type: none"> a. Positive forms of communication b. Terminology and the importance of words (love and other emotions) c. Social perceptions of relationships d. Technology and relationships e. Breakups and coping strategies f. Abusive relationships <p>IV. Community</p> <ul style="list-style-type: none"> a. School <ul style="list-style-type: none"> i. Group work dynamics and norms ii. Appropriate staff student communications b. Social Media <ul style="list-style-type: none"> i. Positive use of social media ii. Cyberbullying c. Empathy and Equity <ul style="list-style-type: none"> i. Discrimination (ex: micro aggressions and hate crimes) ii. Civic duty and citizenship in a community iii. Positive political dialogue
WELLNESS	<p>Learning Outcomes/Goals: <i>Through this unit students will:</i></p> <ul style="list-style-type: none"> 1. Identify factors that influence a person's physical and mental wellbeing. 2. Realize the effect that personal choice can have on one's health outcomes. 3. Learn strategies and tools for maintaining a high level of physical and mental wellness. 4. Recognize the interconnected nature of nutrition, exercise, sleep, stress, etc. as they relate to overall physical and mental health. 5. Understand that mental health is equal in importance to physical health and appreciate that seeking help is a sign of strength.

	<p>I. Introduce Wellness, Health, and Balance</p> <ul style="list-style-type: none"> a. Defining health b. Factors influencing health c. Strategies for maintaining good health <p>II. Sleep</p> <ul style="list-style-type: none"> a. Biological rhythms of sleep b. Sleep's functions and benefits c. Sleep deprivation <p>III. Nutrition and Exercise</p> <ul style="list-style-type: none"> a. Nutrition b. Body image c. Eating disorders <p>IV. Stress and Time Management</p> <ul style="list-style-type: none"> a. Physiology of stress b. Causes of stress c. Reducing stress <p>V. Mental Health</p> <ul style="list-style-type: none"> a. Defining mental health b. Stigma of mental health c. Anxiety d. Depression e. Suicide Awareness and Self-Harm <p>VI. Mindfulness and Happiness</p> <ul style="list-style-type: none"> a. Mindfulness b. Happiness and positive psychology
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SUBSTANCE USE/ABUSE	<p>Learning Outcomes/Goals: <i>Through this unit students will:</i></p> <ol style="list-style-type: none"> 1. Define drug use, misuse, and addiction. 2. Identify the effects of substance use on brain chemistry, brain function, behavior, and overall well-being. 3. Identify the effects of substance use on human physiology, including liver/lung function, cancer risk, and pregnancy. 4. Differentiate between the different classes of drugs and their individual effects, risks, and social impacts. 5. Identify the specific risk factors related to alcohol, tobacco, marijuana, prescription drugs and performance-altering substances. 6. Identify peer and cultural influences of substance abuse. 7. Identify the legal, financial and social consequences related to substance abuse. 8. Identify healthy alternatives to substance use, treatment options, and school and community resources. <p>I. Biochemical (mental and physical) effects of substance use and abuse</p> <ol style="list-style-type: none"> a. Define drug use, misuse, and addiction b. Effects on brain chemistry, brain function, and behavior, overall well-being c. Effects on physiology d. Drug classifications: depressants, stimulants, hallucinogens <ol style="list-style-type: none"> i. Alcohol ii. Tobacco iii. Marijuana iv. Prescription drugs v. Performance-altering substances targeting academic and athletic performance <p>II. Society/culture</p> <ol style="list-style-type: none"> a. Peer influences b. Cultural (i.e. media) influences c. Legal consequences d. Financial consequences e. Social consequences and risky behaviors f. Healthy alternatives g. Treatment options h. School and community resources
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SEXUALITY	<p>Learning Outcomes/Goals: <i>Through this unit students will:</i></p> <ol style="list-style-type: none"> 1. Develop an understanding of sexuality as a normal part of human development. 2. Have the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy. 3. Have the knowledge and skills they need to develop healthy attitudes concerning sexual development, gender identity, sexual orientation, and safe relationships. 4. Have the knowledge and skills they need to make informed decisions regarding their sexual safety. <p>I. Sexual Development</p> <ol style="list-style-type: none"> a. Physiology <ol style="list-style-type: none"> i. Anatomy ii. Sexual Development- biological basis of gender <ol style="list-style-type: none"> a) Primary b) Secondary b. Sexual orientation <p>II. Reproduction, Pregnancy and Prevention <i>(Includes the evaluation of safety and effectiveness, including success and failure rates of FDA- approved condoms and other contraceptives in preventing HIV, other STIs and pregnancy)</i></p> <ol style="list-style-type: none"> a. How conception occurs b. Abstinence and sexual postponement c. Contraceptives - effectiveness and safety (short and long term) <ol style="list-style-type: none"> i. Local resources and sexual health ii. Emergency contraceptives d. Legally available pregnancy outcomes <ol style="list-style-type: none"> i. Parenting (prenatal care), adoption, abortion
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	<p>III. Sexual Health</p> <ul style="list-style-type: none"> a. Safe surrender law b. Values c. Sexual Behavior d. Influence on sexual behaviors <ul style="list-style-type: none"> i. Media ii. Peers iii. Family, school and community e. Sexually Transmitted Infections and prevention <ul style="list-style-type: none"> i. Risks and consequences associated with sexual activities. f. HIV/AIDS sexually and intravenous drug transmitted <ul style="list-style-type: none"> i. Abstinence ii. Respect for the dignity of persons living with HIV or AIDS iii. Antiretroviral treatment and treatment of HIV and STIs iv. Testing g. Other health issues related to sex organs <p>IV. Sexual Safety</p> <ul style="list-style-type: none"> a. Students' legal rights for resources b. Internet and digital communication (ex. sexting) c. Communication and consent d. Sexual assault and harassment e. Sexual exploitation and sex trafficking
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