

April 4, 2006

TO: Members of Shared Governance Committee  
FROM: Academic Choice Advisory Council

Dear Committee Members:

Academic Choice (AC) is proposing to revise its ninth grade history curriculum for 2006-2007. Our proposal to introduce two new courses, along with the course descriptions which will be submitted to the University of California requesting “P” accreditation for these classes, accompany this memo. We hope the following summary of what we want to do and why—and providing a fuller context regarding the way we are working to enrich our program—will help you to evaluate our proposal.

Academic Choice proposes the following for 2006/2007:

- 1). To replace the social studies portion of Freshman Seminar with two one-semester courses: World Geography and Cultures in the fall and Ancient Civilizations in the spring. The Ancient Civilizations curriculum would lead into World History in 10<sup>th</sup> grade creating, in effect, a three-semester world history course. The Social Living curriculum will be delivered as a stand alone unit or units during the course of the World Geography and Cultures course fall semester. Activities relating to high school orientation and acquisition of study skills will also be included in the ninth grade history curriculum.
- 2). To change the name of the English portion of Freshman Seminar to Freshman English Language and Composition. The current Board-approved reading list would be retained. We will continue working to strengthen the writing curriculum and will strongly encourage all AC ninth grade English teachers to participate in the Writer/Coach Connection program.
- 3). To refer to the AC English and History 9<sup>th</sup> and 10<sup>th</sup> grade classes as the “AC Humanities Core.” As they are this year in 9<sup>th</sup> grade, the same number of students will remain together for the two classes and the teaching pair will be encouraged to collaborate and align curriculum. The “AC Connections” program—promoting networking and communication among students, parents and teachers in each core—will be continued and expanded to the tenth grade where students will be cored in World History and World Literature for the first time.

We remain firmly committed to delivering the Identity and Ethnic Studies curriculum. We propose to do so by embedding that curriculum in an integrated humanities curriculum and delivering it over the four-year arc of the program, adding to and enhancing the themes as students progress through Geography, World History, US History, Economics, Government, and social studies electives, as well as through the

study and analysis of literature and non-fiction texts at all grade levels. Specifics of where the 20 student outcomes listed for Freshman Seminar will be addressed are included in our proposal. We recognize the importance of these thematic outcomes to our community and are committed to teaching students the nature and value of their own cultural identity within the context of regional cultures and histories.

We think that it is important for Academic Choice, as a program with an emphasis on the humanities, to offer a ninth grade history course that carries “P” credit. World Geography and Cultures and Ancient Civilizations are modeled on 9<sup>th</sup> grade courses already approved for “P” credit at other public high schools in California. We are convinced that these two content-rich courses—each of which will use a well-regarded textbook—will give students a strong grounding in the disciplines of anthropology, geography and sociology, and provide students with tools and knowledge which they can build on throughout their high school studies.

The state-required Social Living framework will be taught as a stand-alone unit during the first semester World Geography course. During this unit, the nine expectations that the state of California specifically sets out – the “unifying idea(s)” of “acceptance of personal responsibility for lifelong health; respect for and promotion of the health of others; an understanding of the process of growth and development; and informed use of health-related information, products, and services” – will be discussed and met. Since there is no proscribed time-limit set by the state to teach this framework, Academic Choice proposes that this stand-alone unit be taught during the month of January – after winter break, and leading up to the first-semester final.

Now that International High School has Board approval to meet the IES and Social Living requirements through courses other than Freshman Seminar, we think that it is reasonable that other programs and schools be allowed to meet those requirements in a way that fits their overall curriculum. We think our proposal demonstrates that our curriculum will address all 20 of the specified Freshman Seminar student outcomes. We support the small school’s intention to continue teaching Freshman Seminar for as long as they feel that the course is successful in the context of their programs. In Academic Choice, we believe that a revised curriculum featuring World Geography and Cultures and Ancient Civilizations in 9<sup>th</sup> grade—and specifically addressing the concepts of identity and ethnic studies in all *four* years of study—will give students a stronger academic base for success and also better prepare them to apply critical analysis to the interplay of culture and ethnicity in their own society and others.

We request your approval of our proposal.

Respectfully,  
The Academic Choice Advisory Council

## **I. Introduction**

This is a proposal to revise the curriculum outlined in the Academic Choice Program Proposal approved by the Berkeley Board of Education in February of 2005.

## **II. Proposed Ninth Grade Curriculum**

*“The mission of the Academic Choice is to provide a rigorous, college preparatory curriculum encompassing the full breadth of diversity within the Berkeley High School population, and to create a community of academically motivated students working together with teachers and parents to realize their full potential”.*

In furtherance of this mission the Academic Choice Advisory Council proposes to replace the social studies component of Freshman Seminar with two new semester length ninth grade social studies courses next fall. Both of these proposed courses -- World Geography & Cultures, and Ancient Civilizations -- are planned as "P" credit courses and will be submitted for review and approval to the University of California after approval by the BHS Shared Governance Committee and the Berkeley School Board (see attached UC course outlines). Successful implementation of this curriculum proposal will enable the AC Program to create a more coherent course of humanities study and to provide a stronger academic foundation for student success in upper grades.

We also propose to change the title of the English component of Freshman Seminar to Freshman Language and Composition. The Board-approved reading list for ninth grade English will be retained and we will continue to work on improving our freshman writing curriculum

**World Cultures & Geography** will be a one semester, fifteen week class exploring the relationship between the physical environment and human beings, their cultures and their histories. This course will study the interaction and interdependence of peoples and countries across the globe. Some of the global issues studied will include religion and religious conflict, race, economic development and environmental consequences, women’s status in society, gender issues, immigration and migration, and population issues.

The state mandated **Social Living** component of the ninth grade curriculum will be included in the World Geography & Cultures class as a three week stand-alone unit at the end of fall semester after the winter break (see attached Social Living outline).

**Ancient Civilizations** will be a one semester, eighteen week class exploring the rise and fall of Western and non-Western civilizations. The course will study the ancient civilizations of Greece and Rome as well as selected civilizations of the Middle East, Africa, Asia, and Latin America, emphasizing the historical context of current global conflicts and issues. This second semester course will provide a background for modern World History creating, in effect, a three semester World History course.

### III. Meeting Freshman Seminar Student Outcomes

Fundamental to this proposal is our conviction that the important themes outlined in the Student Outcomes are best taught when introduced to students within the context of a four year social studies curriculum. We recognize the importance of these thematic outcomes to our community and are committed to teaching students the nature and value of their own cultural identity within the context of regional cultures and histories.

The twenty themes of the Student Outcomes are addressed sequentially below, with specific descriptions of where these themes will be located in the proposed Academic Choice history curriculum. Most of these themes will be explored in ninth grade World Geography & Cultures/Ancient Civilizations; the remainder will be studied in tenth grade World History and in eleventh grade US History. Many of these themes will also be explored in depth in social studies electives offered to students in their senior year.

#### Board Mandated Student Outcomes

1. *Be given a tour of the campus, including the health center, library, student learning center, administrative offices, attendance offices, counselors, and student union.*
2. *Be given an orientation to the computer lab, acquire a login/password, and access the network.*
3. *Learn to access academic and social/emotional counseling and support services (including conflict management).*
4. *Learn how to clear absences and make schedule changes.*

Freshman orientation to campus facilities, support services, and administrative policies will be conducted within the Social Living component of the freshman fall semester, in conjunction with the BHS Health Center. Please see attached outline for the Social Living course component.

5. *Engage in a variety of classroom community building activities (ice breakers) in which students engage with each other in meaningful ways.*

Students will be encouraged to engage with each other and to understand that the class will operate as a learning community, where academic risk taking is supported and where the multiple intelligences of each community member is appreciated. Students will be asked to trust one another and be open with their classmates by participating in community building exercises during the first weeks of school and by treating each other with respect, truth, and fairness.

6. *Use models of culture to analyze the relationship of culture to the students' own identity*

The following models of culture will be defined and discussed in:

World Geography & Cultures:

- Students will learn the relationship of human culture to geographic places and patterns
- Students will use models of culture to explore how cultural perspective, including the impact of ethnocentrism, affects cultural interaction
- Students will study at least six of eight regional areas in depth – North American, Latin America, Europe, Northern Eurasia, the Middle East, Africa, South Asia, and East Asia.

Ancient Civilization and World History:

- Students will read Margaret Meade, Growing Up in Samoa: studying adolescent development, rights of passage

- Students will read Levi Strauss, The Raw and the Cooked
- Students will read Paradigm for Modernization by David Apter; creation of the nation state

7. *Explore how cultural perspectives, including the impact of ethnocentrism, affect cultural interaction*

The following cultural perspectives and interactions are studied in:

World Geography & Cultures

- Historic and current slave trade in North Africa
- Status of women in the Middle East and Asia
- India's cast system

Ancient Civilization and World History:

- Aborigines & Colonization
- China & Imperialism
- Islam & Christianity

US History:

- colonial attitudes toward native cultures
- Drafting the Constitution
- Failure of Reconstruction => emergence of terrorist groups [KKK]
- Dawes Act 1887 and federal policy towards Native Americans
- Harlem Renaissance: positive contributions in poetry, music and literature
- Biography of John Hope Franklin

8. *Be introduced to the disciplines of anthropology and sociology as tools for examining culture.*

In World Geography and Cultures sociology and anthropology are the basic lens through which we study and compare each regional unit/culture. Each unit, as described in the curriculum, compares core values of class, social mobility, status, rites of passage, and gender. The semester final exams will give students the opportunity to compare these aspects of different cultures.

9. *Recognize point of view and bias in literature and non-fiction texts.*

In the ninth grade Language & Composition and World Geography & Cultures courses, biased perspectives will be identified through the use of different sources, including original source material from newspapers and the Internet. This understanding of the point of view is a fundamental skill that will be emphasized in all literature and history courses.

For more information on this, please refer to "9<sup>th</sup> Grade English & History," at the end of this section.

10. *Analyze how culture both determines and is reflected in works of literature and nonfiction texts.*

Through an examination of drama, novels, and short stories in ninth grade Language & Composition and tenth grade World Literature the student shall examine a variety of texts, including novels, poetry, and plays, that reflect the cultural biases of the author. Students will develop critical reading and writing skills, and will be asked to analyze reading materials to identify scapegoating and stereotyping through manipulation of popular conceptions of ethnicities, nationalities, and cultures.

Taught in tandem with American History, eleventh grade American Literature will consider American literature and ideas from Puritanism to contemporary America. Course materials will include major and representative writers from various social, ethnic, and racial backgrounds.

For more information on this, please refer to “9<sup>th</sup> Grade English & History,” at the end of this section.

11. *Participate in a learning community that can discuss controversial issues with depth and compassion.*

Participation in class discussions is a core expectation of every class environment. Students will be prepared to participate with depth and compassion in class debates regarding controversial issues. Students in World Geography and Cultures will be exposed to ideas and belief systems of other cultures, and will be asked to challenge their own preconceived notions of right and wrong, reflecting on their own value systems and comparing them to those of other global communities.

12. *Understand the historical and legal implications of race and its impact as a social construct in modern U.S. society.*

In World Geography and Cultures:

- Review impact of African slave culture upon American and Caribbean regional cultures
- Review treatment of native societies in Canada, America, and Latin America
- Review immigration patterns and racial discrimination in American

In US History:

- 2/5's clause in the Constitution
- Black Codes and Jim Crow laws, the 14th Amendment and failure of Reconstruction
- Biographies of 19<sup>th</sup> century Supreme Court Justices
- Plessey V. Fergusson
- Yick Wo V. Hopkins [Chinese discrimination and struggle in California]
- Brown V. Board of Education (Little Rock: Federal vs. State Executive power)
- Civil Rights movement and legislation: Eyes on the Prize
- Dr. Martin Luther King and Malcolm X: two perspectives

13. *Read literature and nonfiction that deals with the issue of power, marginalism, and otherness*

In Ancient Civilizations and in World History students will read:

- Pericles' Funeral Oration
- Confucius: selected reading
- J. Clavell: Taipan (foot binding practices in China)
- Palace Walk: life in Muslim Cairo

In US History students will read:

- Poetry in Harlem Renaissance [Dunbar]
- The blues: compare original artist and contemporary artists
- A Soldier's Story: Ernest Hemingway
- Letter from a Birmingham Jail

For more information on what literature texts will be used to supplement this standard, please refer to “9<sup>th</sup> Grade English & History” at the end of this section.

14. *Understand the complexities and changing interpretations of the terms race, ethnicity, nationality, and culture and be able to use them appropriately:*

In World Geography students will be introduced to the diversity and richness of human culture, and will begin to understand the complex interrelationship between physical place and race, ethnicity, nationality, and religion, and culture.

In Ancient Civilizations, students will be given an overview of significant social, economic, political and religious events which have influenced society today. Materials are designed to instill in students an understanding of the past and its people and a realization of how each has contributed to the present.

In World History, and US History specific readings include:

- Nature of Prejudice - G. Alport : Scapegoat theory of behavior
- A Rage for Order - J. Williams : place of black male in post Civil war
- La Raza: Chicano - Latino culture today

15. *Analyze media sources to identify scapegoating and stereotyping through the manipulation of popular conceptions of various ethnicities, nationalities and cultures.*

In World Geography and Cultures:

- Balkan geography and cultural conflicts
- The Sudan and Arab Africa
- Israel and the Palestinians

In World History:

- European Imperialism and Colonialism
- Anti-Semitism in Nazi Germany

In US History:

- Ethnic Notions: film, UC Berkeley
- Birth of a Nation: film, DW Griffith
- Burt Williams & vaudeville: a black puts on black face ... and prospers!
- I'll Make Me a World : black stereotyping in popular culture

16. *Examine the history of immigration in the U.S.: role of the courts*

In US History:

- 19th century policy of unrestricted immigration: problems for labor
- 1925 Federal policy change: Quotas for immigration
- 1963: end of the quota system

17. *Identify bias and policy objectives of current and historic immigration law.*

In US History:

- Japanese vs. Chinese immigrant experiences : Yick Wo & Ojawa [BHS]
- Impact of Vietnam and SE Asian policy on immigration trends
- Manifest Destiny: 19th cent. White colonization of the continent
- Great Migration: Blacks move to northern manufacturing jobs during WWI
- Kaiser shipyards in WWII: Richmond's demographic change [women]

18. *Understand Push and Pull factors [cause / effect]*

An understanding of cause and effect is a primary educational goal for all units in World Geography and Cultures, Ancient Civilizations, World History and US History.

19. *Identify migration patterns within the US*

In World Geography and Cultures:

- Immigration and settlement patterns – the cultural mosaic of the United States
- French Canada – a cultural, economic and political island
- Impact of slave cultures in North and Latin America
- White Flight: impact of 1950's suburbanization on inner cities

20. *Identify and relate themes of immigration and migration to student's own cultural identity and values.*

In World Geography and Cultures:

- Aborigines: matrilineal kinship chart
- China's and India – patriarchal societies
- Students create their own family Kinship Chart as an icebreaker activity at the beginning of year

## Aligning 9<sup>th</sup> grade Freshman English Literature & Composition with the World Geography/Ancient Civilizations courses.

The English Department curriculum follows the California Language Arts State Standards. For writing assignments, the student begins their focus on the inside (autobiography), and then move towards expository writing (short story, persuasive essay, and literary analysis). For reading assignments, the student shall read works that thematically align with the history section of the Humanities Core.

During the first semester, the student will meet the following BUSD Board-approved standards for the current Freshman Seminar Student outcomes:

- 9). *Recognize point of view and bias in literature and non-fiction texts*
- 10). *Analyze how culture both determines and is reflected in works of literature and nonfiction texts.*
- 13). *Read literature and nonfiction that deals with the issue of power, marginalism, and otherness.*

Board approved texts that reflect the above-listed standards and which may be taught during this first semester include:

*Bless Me Ultima*, Rudolfo Anaya  
*Always Running*, Luis J. Rodriguez  
*Barrio Boy*, Ernesto Garlaza  
*Coffee Will Make You Black*, April Sinclair  
*Night*, Elie Wiesel  
*Maus I & II*, Art Spiegelman  
*First Sightings* (Anthology), Foster & Gibbons, eds.  
*Fast Food Nation*, Eric Schlosser  
*A Hope in the Unseen*, Ron Suskind  
*The Catcher in the Rye*, J.D. Salinger

It is the belief that these texts reflect not only the diversity of the American Experience, but can richly contextualize the student's understanding of time and place in the world.

One text not approved yet by the board, but which would be a perfect book to teach during this semester, is *The Kite Runner* by Khalid Hosseini. Also available is the BHS Non-Fiction & Short Story Readers (Abouav-Zilberman, Carton, Dao, Winer, eds).

Suggested units during the first semester:

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### **English**

Autobiography Unit, *Always Running*  
*Night*, *Maus*, *Coffee Will Make You Black*

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### **World Geography**

Physical Geography  
Human Geography

Library Research Unit

The Kite Runner, Bless Me Ultima  
Fast Food Nation, A Hope in the Unseen

Understanding the  
Environment  
Regional Studies  
Social Living

During the second semester, the above-listed standards will be met with Board-approved stories, poems, epic poems, as well as a major work by William Shakespeare. Suggested texts include:

Selections from *1,001 Arabian Nights*  
*Rashomon & Other Stories*, Ryunosuke Akutagawa  
*Greek Mythology*, Edith Hamilton  
*The Odyssey*, Homer

During the summer, the AC teachers will collaborate and create a pre-1500 reader, a collection which will include American Indian Myths, African fables, and Asian poetry, to name a few genres.

**English**

1,001 Arabian Nights, Pre-1500 World Reader, Rashomon

Greek Mythology

Shakespeare (Julius Caesar, The Merchant of Venice)

**Ancient Civilizations**

Part 1 – Pre-History, Hunter-Gatherer Societies, Agricultural Revolution, From Civilization to Empire

Part 2: Greece & Rome, Comparative Religions

Medieval Europe



14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

A course reinstated after removal within 3 years. Year removed from list?  
\_\_\_\_\_

Same course title?  Yes  No

If no, previous course title?  
\_\_\_\_\_

An identical course approved at another school in same district. Which school? \_\_\_\_\_

Same course title?  Yes  No

If no, course title at other school?  
\_\_\_\_\_

Year-long VPA course replacing two approved successive semester courses in the same discipline

Approved Advanced Placement (AP) or International Baccalaureate (IB) course

Approved UC College Prep (UCCP) Online course

Approved CDE Agricultural Education course

Approved P.A.S.S./Cyber High course

Approved ROP/C course. Name of ROP/C?  
\_\_\_\_\_

Approved A.V.I.D. course

Approved C.A.R.T. course

Approved Project Lead the Way course

Other. Explain: \_\_\_[see

15]

15. Is this course modeled after an UC-approved course from another school outside your district?  Yes

No

If so, which school(s)? \_\_Clovis High School, CUSD

Course title at other school \_\_\_World Geography & Cultures\_\_\_\_\_

16. Pre-Requisites

none

17. Co-Requisites

none

18. Is this course a resubmission?  Yes  No

If yes, date(s) of previous submission?  
\_\_\_\_\_

Title of previous submission?

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**19. Brief Course Description**

This is a one semester ninth grade course designed to introduce students to the importance of spatial organization --the location of places, people, and events, and the connections among places and landscapes -- in the understanding of human life on Earth. Students will learn about the methods and tools geographers use in their science and practice, to define geographical regions, and to evaluate these regions in terms of their spatial and functional relations with other regions. This course will include a study of physical geography, demography, cultural patterns and processes, the political organization of space, and regional studies. Regional studies will include at least five of the following: Asia, Africa, Latin America, Europe, North America, Northern Eurasia, the Middle East, and East Asia. Students will spend one week on a mini-unit studying the impact of human societies upon the physical environment.

## **B. COURSE CONTENT**

Please refer to instructions

### **20. COURSE GOALS AND /OR MAJOR STUDENT OUTCOMES**

1. To demonstrate an increasing mastery of basic social science skills, such as map reading, outlining, analyzing, evaluating, library research, and critical thinking.
2. To demonstrate both descriptive and analytical ability in all writing assignments.
3. To ask analytical questions, evaluate geographic data, compare and contrast differing sets of ideas, and consider multiple perspectives.
4. To demonstrate the ability to think critically, learn autonomously and solve problems by effectively completing group and individual projects and assignments that require the use of computer resources as well as research in the school and community libraries.
5. To develop and utilize geographic and historical literacy skills.

### **21. COURSE OBJECTIVES**

1. Students will demonstrate geographical literacy with the use of maps, graphs, globes, and other geographic tools to locate and derive information about people, places, and environments.
2. Students will know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.
3. Students will learn how geographers analyze cultural groups as defined by language, religion, race, ethnicity, and gender, in the present as well as the past.

Students learn that the concept of region is central to the spatial distribution of cultural attributes.

4. Students will be able to identify and analyze how economic, political, cultural, and social processes (including immigration and migration) interact to shape patterns of human populations, interdependence, cooperation, and conflict.
5. Students will be able to analyze the relationship of physical geography to the human environment, learning the physical processes that shape the Earth's surface and describing ways in which human societies may alter the physical environment.
6. Students will be able to identify and understand regional and cultural patterns not in isolation but in terms of their spatial and functional relationship with other regions and cultures, with particular regard to their own regional and cultural perspective.

## 22. COURSE OUTLINE: Unit Titles and Timeline

A. Physical Geography	2 weeks
B. Human Geography	
1. Population Impact	1 week
2. Cultural Patterns and Processes	2 weeks
3. Political Organization of Space	2 weeks
4. Land Use -- agricultural, industrial, urban	1 week
C. Understanding the Environment	1 week
D. Regional Studies	6 weeks
<b>Total:</b>	<b>15 weeks</b>

### Each unit will have the following instructional sections:

- **Purpose:** this is the purpose for the unit. This will be posted on the class whiteboard for each unit of study, informing students what they should be learning.
- **Critical Theme:** this is the unifying lesson that the students should understand when the unit is over. This might also be posted in the classroom, or be the heading for homework handouts.
- **Topics:** these are the topics that students should recognize as reflecting the critical themes.
- **Key Questions:** written questions to be answered through the study of themes or topics. The teacher might use these at the beginning of each lesson to guide the students when looking for information.

- **Connections to Student's Lives:** These are suggestions to make the topics relevant to each student. These can be used in a variety of ways: as warm up questions, in-class writes, opening discussion themes, etc.
- **Research Documents:** primary resources to be read. Possible sources for student to use.
- **Assessment:** possible assessments for each unit. These are in no way intended to be exhaustive, but are suggested as a starting place for the teacher -- essay, research paper, multiple choice tests, oral presentations, quizzes, graphic illustrations, in class "quick writes", etc.

## **A. Physical Geography**

This unit introduces students to the importance of spatial organization -- the location of place, people, and events. Geographic concepts emphasized throughout the unit are location, space, place, scale, pattern, regionalization, globalization, and the vocabulary used to describe specific geographic features. Students will learn to read and to utilize geographic tools such as maps and physical scales, learning basic cartographic skills. Students will also learn to read graphs, diagrams, and tables.

## **B. Human Geography**

### **1. Population:**

An understanding of the different ways in which human populations are organized geographically provides students with the tools they need to make sense of differing cultural, political, economic, and social systems. Thus, many of the concepts studied in this unit are integrated with other units.

### **2. Cultural Patterns and Processes**

Understanding the components and regional variations of cultural patterns and processes is critical to human geography. In this unit, students begin with the concept of culture. They learn how geographers analyze cultural groups as defined by language, religion, race, ethnicity, and gender, in the present as well as the past. Students learn that the concept of region is central to the spatial distribution of cultural attributes.

### **3. Political Organization of Space**

This unit introduces students to the nature and significance of the political organization of territory at different scales. Students learn that political patterns reflect ideas about how physical resources should be used. Students learn about the basic structure of the political map and the inconsistencies between maps of political boundaries and maps of ethnic, economic, and environmental patterns. In addition, students will consider some of the forces that are changing our world, including ethnic separatism, economic globalization, the emergence of regional economic blocks, and the need to manage environmental problems across national boundaries.

#### **4. Land Use**

This unit of the course explores three themes:

- a. **Agricultural Land and Water Use:** Students will study the origin and spread of agriculture, the characteristics of the world's agricultural regions, and the impact of agriculture on the environment.
- b. **Industrialization and Economic Development:** Students will learn about the geographic elements of industrialization and development. By dividing economic activities into key sectors, students can appreciate why natural resources have different values for different societies, and how places and regions acquire comparative advantages for development. Students will learn why the world is described as being divided between first world and third world economies.
- c. **Cities and Urban Land Use:** Students will study the systems of cities, focusing on where cities are located and why they are there. This study will involve an examination of such topics as the political, economic, and cultural functions of cities, reasons for differential growth among cities; and types of transportation and communication between cities.

#### **C. Understanding the Environment**

In this mini-unit students will study the impact of human civilization upon the environment. Topics to be covered include the over-fishing of our oceans, global warming, and reliance on petrochemicals, dirty energy sources, and waste disposal issues. Students will learn about the impact of economic development and industrialization upon the Brazilian rain forest by watching [A Burning Question](#) in class, and will discuss methods and strategies for positive change, not only politically but personally.

#### **D. Regional Studies**

In this unit students will have an opportunity to develop the skills they have learned in the previous units by analyzing selected regional areas in depth.

##### **a. North America**

Canada, our northern neighbor

Bi-coastal America

##### **b. Latin America**

Mexico: A place of three cultures

Central America

Brazil's quest for Economic Growth

##### **c. Europe**

Western Europe

Mediterranean Europe

The Balkan Peninsula

##### **d. Northern Eurasia**

Russia and the Independent Republics

##### **e. the Middle East**

Israel and the Palestinians

Turkey, Iran, and Cyprus

**f. Africa**

North Africa

West and Central Africa

East and Southern Africa

**g. South Asia**

India's People and Economy

**h. East Asia and the Pacific**

China's People and Culture

Japan's Economic Development

The Korea's: A Divided Peninsula

Historical Influences and Southeast Asia

**23. TEXTS AND INSTRUCTIONAL MATERIALS**

**1. Textbook:** Human Geography: Culture, Society, and Space, H.J. de Blij, B. Murphy, and Erin Fouberg, Wiley, 8th edition, 2006

Widely recognized as a standard textbook studying spatial perspectives on human culture, this superlative text makes good use of heads, subheads, key points in sidebars, colored maps and schematics, glossaries, and suggested readings **to address 11 main topics: rural and urban patterns, industrialization and deindustrialization, population trends, political culture, environmental change, linguistics, religion, ethnicity, and gender.**

**2. Supplemental textbook:** Goode's Atlas of Human Geography, to be purchased with the textbook as a companion textbook.

**3. Supplemental readings:** This course expects instructors to provide a variety of primary and secondary source materials in addition to the textbooks. Among those are:

Geographic Literacy: maps for memorization J. Weston Walch, 2001

Teaching Geography through Literature J. Weston Walch, 1999

Instructors will be encouraged to compile individual 'Readers' that reflect the particular emphasis of their curriculum

**4. Film:** While it is important not to rely overly on visual media as a substitute for teacher instruction, documentary & film is very effective as a supplementary source to provide nuanced understanding of themes & topics.

**5. Internet Sources:** Using Internet Primary Sources to Teach Critical Thinking Skills in Geography, Martha Sharma, Gary Elbow, Greenwood Professional Guides in School Librarianship, Greenwood Press, 2000

**24. KEY ASSIGNMENTS**

**1. Notebooks:** A key skill in helping students to become more effective learners is the ability to critically analyze text for both content and author bias, and to express

their opinions in a structured format. There will be a significant emphasis on a variety of writing skills to achieve that essential goal. It is expected that the student increasingly demonstrate the ability to progress from the purely descriptive to the analytical in their written work.

Students will be required to maintain a notebook divided into 2 sections:

**a. Note-Taking:** Students will be required to take notes each day that reflect the content and ideas covered in class

**b. Note-Making:** Students will be required to write 3 pages *each week* where they describe and reflect on topics of their choice, which reflect themes of their unit of study. Note-Making may be devoted to textbook or other supplemental text material provided by the teacher. Note-Making may be the result of research from the web sites and other internet sources. Note-Making may reflect relevant sources that the student has found on his/her own initiative. The purpose of Note-Making is two-fold:

- To encourage the ability to research topics & themes using a variety of sources, as well as to identify bias and perspective in different sources that will in turn facilitate the students' own perspective and ability to express his/her opinion. Students will be expected to properly cite sources.
- To encourage the student in moving beyond the purely descriptive to the more complex task of analytical reflection => making connections to current events.

## 25. INSTRUCTIONAL METHODS AND STRATEGIES

### 1. Instructional Methods:

- a. Direct instruction and lecture.
- b. Self-directed, cooperative, and collaborative learning projects.
- c. Differentiated learning strategies.

### 2. Instructional Strategies:

- a. To support student access to class content, teachers will use a variety of technologies that reinforce teacher direct instruction such as projected overhead transparencies, Power Point, slides and other graphic material.
- b. Teachers will frequently use "in-class writes" where students briefly describe or reiterate important points made previously.
- c. Teachers will use 'Causation Diagrams' as a tool to allow students to construct the thematically linked sequence of events in a unit of study, or the experiences which form the character of historic individuals.
- d. Teachers will familiarize students with Document Based Question assignments [DBQ's] which require students to analyze primary sources. This skill is essential to future Advanced Placement (AP) courses.
- e. Teachers will assign periodic student presentations where they might:
  - present some aspect of their Note-Making research to the class
  - bring in a family related 'Primary Source' and describe it

- relate a personal experience to a regional area of study
- relate a current event to a regional area of study

## **26. ASSESSMENT METHODS AND TOOLS**

### **1. Each student's learning and work will be assessed through:**

- Participation in class
- Notebooks: Note-taking and Note-making
- Reading assignments
- Homework assignments
- Quizzes and tests
- In-class group projects and debates
- Student presentations
- Opportunities for self assessment and peer assessment
- Mid-term and final examinations

## **C. HONORS COURSES ONLY**

Please refer to instructions

### **20. Indicate how this honors course is different from the standard course.**

## **D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

### **21. Context for Course (optional)**

### **22. History of Course Development (optional)**



16. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

A course reinstated after removal within 3 years. Year removed from list?  
\_\_\_\_\_

Same course title?  Yes  No

If no, previous course title?  
\_\_\_\_\_

An identical course approved at another school in same district. Which school? \_\_\_\_\_

Same course title?  Yes  No

If no, course title at other school?  
\_\_\_\_\_

Year-long VPA course replacing two approved successive semester courses in the same discipline

Approved Advanced Placement (AP) or International Baccalaureate (IB) course

Approved UC College Prep (UCCP) Online course

Approved CDE Agricultural Education course

Approved P.A.S.S./Cyber High course

Approved ROP/C course. Name of ROP/C?  
\_\_\_\_\_

Approved A.V.I.D. course

Approved C.A.R.T. course

Approved Project Lead the Way course

Other. Explain: \_\_\_[see

15]

16. Is this course modeled after an UC-approved course from another school outside your district?  Yes

No

If so, which school(s)? \_\_\_City of Angels High School,  
LAUSD\_\_\_\_\_

Course title at other school \_\_\_Ancient  
Civilizations\_\_\_\_\_

17. Pre-Requisites

none

18. Co-Requisites

none

18. Is this course a resubmission?  Yes  No

If yes, date(s) of previous submission?  
\_\_\_\_\_

Title of previous submission?

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**23. Brief Course Description**

This is a one semester ninth grade course designed to provide a foundation knowledge of ancient civilizations and a historical context for tenth grade modern World History. The course begins with a study of the Paleolithic evolution of homo sapiens and the transition from hunter-gatherer societies to agricultural communities, including selected early civilizations in the Middle East, Africa, Asia and Latin America. The emergence of democracy in Athens and in pre-imperial Rome is reviewed in depth, and the monotheistic religions of Judaism, Christianity, and Islam are analyzed and compared. We will end the semester with a detailed study of pre-1500 European economic, political, religious, and social structures, with an emphasis on understanding the historical context of modern global civilization.

## **B. COURSE CONTENT**

Please refer to instructions

### **20. COURSE GOALS AND /OR MAJOR STUDENT OUTCOMES**

1. To demonstrate an increasing mastery of basic social science skills, such as map reading, outlining, analyzing, evaluating, library research, and critical thinking.
2. To demonstrate both descriptive and analytical ability in all writing assignments.
3. To ask historical questions, evaluate historical data, compare and contrast differing sets of ideas, and consider multiple perspectives.
4. To demonstrate the ability to think critically, learn autonomously and solve problems by effectively completing group and individual projects and assignments that require the use of computer resources as well as research in the school and community libraries.
5. To develop and utilize geographic and historical literacy skills.

### **24. COURSE OBJECTIVES**

1. Analyze the way in which cultural values influenced social, economic, and political patterns of historical development.
2. Identify geographic factors that influenced the development of ancient civilizations.
3. Analyze how migration affected the political, economic, and social structures of ancient civilizations.
4. Identify themes of political legitimacy, social status, social mobility, class, ethnicity, culture, ritual, and spirituality to discover the similarities and differences in societal traditions and customs.

## 22. COURSE OUTLINE: Unit Titles and Timeline

### PART I:

A. Pre-History & Emergence of Homo Sapiens	1 week
B. Hunter-Gatherer Societies	2 weeks
C. Agricultural Revolution	1 week
D. From Civilization to Empire	5 weeks
1. Chinese Yellow River civilization	
2. Ancient Egyptian civilization	
3. Kingdoms of Mali and West Africa	
4. Mayan and Aztec Latin America	
5. Indus and Ganges River civilizations of India	

### PART II:

E. Greece & Rome	3 weeks
F. Comparative Religions	3 weeks
G. Medieval Europe	3 weeks

**Total:** **18 weeks**

### Each unit will have the following instructional sections:

- **Purpose:** this is the purpose for the unit. This will be posted on the class whiteboard for each unit of study, informing students what they should be learning.
- **Critical Theme:** this is the unifying lesson that the students should understand when the unit is over. This might also be posted in the classroom, or be the heading for homework handouts.
- **Topics:** these are the topics that students should recognize as reflecting the critical themes.
- **Key Questions:** written questions to be answered through the study of themes or topics. The teacher might use these at the beginning of each lesson to guide the students when looking for information.
- **Connections to Student's Lives:** These are suggestions to make the topics relevant to each student. These can be used in a variety of ways: as warm up questions, in-class writes, opening discussion themes, etc.
- **Historical Documents:** primary resources to be read. Possible sources for student to use.

- **Assessment:** possible assessments for each unit. These are in no way intended to be exhaustive, but are suggested as a starting place for the teacher -- essay, research paper, multiple choice tests, oral presentations, quizzes, graphic illustrations, in class "quick writes", etc.

## **PART I: The Origins of ‘Absolute’ Political Authority**

### **A. Pre-History & Emergence of Homo Sapiens**

This unit will begin by considering, “How old is the universe? and how do we know?” Students will learn what distinguishes homo sapiens from the other species, appreciate man's ability to rapidly adapt to environmental change, and locate the historic origins of homo sapiens in Africa.

#### **Key themes, concepts and skills:**

- biological development of the ‘frontal lobe’ and the ability to reflect
- Review the impact of climate & geography on culture
- use a timeline to distinguish developmental periods in Pre-History

### **B. Hunter-Gatherer Societies**

This unit will begin with the study of Paleolithic culture, and go on to understand the economy & social organization of Hunter-Gatherer peoples. Group priorities over individualism, the need for more sophisticated tools, body decoration as distinguishing social status, and how cave art reflect emerging values and religion will be central topics. There will be an in-depth study of one specific Hunter-Gatherer society: Aborigine, Native American, or Oceanic cultures (instructor's choice).

#### **Key themes, concepts and skills:**

- impact of climate & geography on culture
- political decision making process: group consensus vs. individual leadership
- dominant ‘value’ of communal resources vs. private property
- social status and social mobility
- significance of ritual: birth, rites of passage, marriage, death
- multiple-use tools
- gender differentiation in division of labor
- “Push & Pull” factors that influence migration patterns

### **C. Agricultural Revolution**

This unit will describe the transition from migratory to settled communities and the socio-economic impact of food surplus which allows for specialization of labor. We will examine the emergence of the ‘value’ of private property as the basis for class distinctions based on relative wealth which in turn requires new definitions of political authority and control in “complex” village societies as they evolve into unique city states.

#### **Key themes, concepts and skills:**

- dominant ‘value’ of private property vs. communal resources
- changes in social status and social mobility
- gender differentiation in division of labor
- impact of climate and geography on food surplus
- “Push & Pull” factors that influence migration patterns

#### **D. From Civilization to Empire**

As increasingly complex urban societies come into contact with each other through trade & cultural exchange, competition for resources encourages one group to promote and extend its values, influence and self-interest over others. The beginning of this unit will focus on the early civilizations of Mesopotamia and the establishment of the Persian empire. There will be an in depth study of two specific civilizations (one instructor’s choice; the other, student’s choice):

6. Chinese Yellow River civilization
7. ancient Egyptian civilization
8. kingdoms of Mali and West Africa
9. Mayan and Aztec Latin America
10. Indus and Ganges river civilizations of India

#### **Key themes, concepts and skills:**

- construct a “Causation Diagram” to link ‘Themes & Topics’ (see section 25.1)
- political legitimacy and customs of passing on political power
- political resources and methods of control for ‘absolute’ rulers
- emergence of alphabets and purposes of written language
- relative tolerance for values and religions among different cultures within one empire
- changing nature of religion; priests as a ‘class’
- bureaucratic administration & enforcement of centralized policies
- the need for uniform tax policies
- establishment of written legal codes (Hammurabi, Emperor Q’in)

### **PART II: Transition from Absolute Authority to Limited Government**

#### **E. Greece & Rome**

This unit will begin with the Indo-European migrations into the Greek peninsula and the influence on Greek culture by earlier ancient civilizations. We will examine the historical circumstances that explain why the democratic experiment began in Athens. We will compare Athens to other Greek city-states, and describe the ruinous wars with Sparta. We will review the extraordinary flowering of intellectual thought in Athens, in a variety of disciplines, which flourished not coincidentally in that democratic environment. Particular emphasis will be given to the profound long-term influence of Socrates, Plato and Aristotle on modern cultures as the dominant intellectual paradigm.

The unit will continue with a study of the initial Roman variation of democracy, and why ultimately the demands and complexities of administering a vast empire forced Rome to abandon democracy and adopt more traditional methods of authoritarian control. Emphasis will be given to the Roman contributions in engineering, jurisprudence and the legacy of the Latin language.

**Key themes, concepts and skills:**

- direct vs. representative democracy and their practical limitations
- polytheistic myths: behavioral role models and popular entertainment
- tyranny vs. popular demand for recognition of ‘rights’
- epic poems of Homer and Virgil

**F. Emergence of Monotheistic Religions**

This unit will review generally how religions evolve to address changing needs and expectations of complex civilizations, and specifically the emergence of Monotheism. We will compare and contrast the basic similarities and differences between Judaism, Christianity and Islam. This understanding will be enhanced by a look at the extraordinary biographical experiences of Abraham, Jesus of Nazareth, and Mohammed. An exercise in using primary source material will compare texts from the Torah, Old Testament, and Koran for similarities of both content and style.

**G. Medieval Europe**

This unit is designed to give students a thorough knowledge of events in Europe from the collapse of the ‘Pax Romana’ up to the ‘Age of Exploration’, as a foundation for the study of modern World History in tenth grade.

The unit will begin in the Dark Ages, with the collapse of law and order after the fall of Rome, and the isolation of Europe from the benefits of ‘cultural diffusion’ taking place in much of the rest of the world. We will look at the significance of the Christian church as an institution, providing cultural unity at a time of political fragmentation, and the importance of St. Augustine’s integration of Hellenistic philosophical traditions with Christian doctrine.

We will see the impact of the Viking threat from the north and the threat of Islam from the south, resulting in the renewed need for political unity in Europe. We will understand the emergence of ‘Feudalism’ as a set of interdependent relationships searching for security and predictability in a chaotic environment.

We will then examine the mounting tensions and ultimate schism between Byzantium and Rome over spiritual as well as secular sovereignty in Europe. The increasing separation of church and state, as well as the need for uniform legal codes, and the resistance of the nobility in their fiefdoms to the centralized rule of law, will be examined through the experience of Henry II and Eleanor of Aquitaine. The legal restrictions on a

king's arbitrary authority by the Magna Charta will be a milestone in the theme of "Transition to Limited Government".

The significance of the Crusades will be understood as the re-introduction of Europe to the larger world, the end of the Dark Ages, the beginnings again of commercial and intellectual exchange, and the emergence of a wealthy class that effectively challenges the monopoly of power by Church and King by demanding recognition of 'rights' and laws that protect their self interests, in return for providing loans and taxes to both. We will end the unit with a look at the Protestant Reformation, its emphasis on individual salvation, and a Europe on the verge of navigating the globe in search of alternative trade routes to Asia.

A major objective of this unit will be an appreciation that Europe's own evolution from agricultural revolution => urbanization => rise of a merchant class => challenge to existing political & spiritual authority => establishment of nation states => empire, is not unique, but reflects a pattern studied in previous civilizations. What is unique to the rise of European nation states will be the combination of sophisticated weaponry, manufacturing techniques, technologies, revolutionary transport and communications systems that will enable Europe to extend its influence over the rest of the globe.

**Key themes, concepts, and skills:**

- construct a "Causation Diagram" that links 'Themes & Topics' (see section 25.1)
- geographic aspects of internal political disunity and external isolation
- demographic challenges to political monopoly of resources
- separation of secular and spiritual authority
- need for new instruments to finance trade: a banking system
- need for political legitimacy and codified law to achieve stability

**23. TEXTS AND INSTRUCTIONAL MATERIALS**

**1. Textbook :** Traditions & Encounters : A Global Perspective of the Past, J. Bentley & H. Ziegler, McGraw Hill, 3rd edition, 2006

This text has been chosen because of its central unifying theme of cross-cultural interaction throughout world history. For students to understand the current era of "globalization", it is important to grasp the impact of cultural diffusion and historic interdependencies between cultures before the modern era. *This textbook is designed to prepare students for the AP World History exam.*

**2. Supplemental textbook:** The World Since 1500: a Global History, L.S. Stavrianos, Pearson/Prentice Hall, 2003

In spite of its title, much of this text is devoted to analysis of pre-1500 world cultures from the perspective of how their traditions & values influenced Europe, and remains dynamic in the modern era.

**3. Supplemental readings:** This course expects instructors to provide a variety of primary and secondary source materials in addition to the textbooks. Among those are:

<u>The Religions of Man</u>	Huston Smith
<u>The Future of Freedom</u>	Fareed Zakaria
<u>The Mystery of Capital</u>	Hernando de Soto
<u>The World is Flat</u>	Thomas Friedman

Instructors will be encouraged to compile individual 'Readers' that reflect the particular emphasis of their curriculum

**4. Film:** While it is important not to rely overly on visual media as a substitute for teacher instruction, documentary & film is very effective as a supplementary source to provide nuanced understanding of themes & topics. Suggested films include: Quest for Fire, The Aborigines of Kakadu, Ancient Civilizations Series: Time/Life, The Vikings: Nova; Lion in Winter , Restoring the Sistine Chapel.

**5. Art history slides (or PowerPoint):** Instructors will be encouraged to utilize art history sources -- slides or PowerPoint -- to illustrate how art reflects values important to every society.

**6. Internet sites :** < [www.kn.sbcglobal.com/wired/fil/pages/listworldhist.html](http://www.kn.sbcglobal.com/wired/fil/pages/listworldhist.html)>  
**Story Tellers III and From the Horses Mouth:** To assist the student in accessing critical material for the study of world history, these web pages have been specifically designed for this course. They are organized geographically and chronologically to correspond with each unit of the course, and many of them will 'hotlink' the student to other excellent sites or data bases. Students are expected to use these sites as a resource of first recourse when researching topics for weekly Note-Making assignments.

## 24. KEY ASSIGNMENTS

**1. Notebooks:** A key skill in helping students both to prepare for college admission and to succeed once in college is the ability to critically analyze text for both content and author bias, and to express their opinions in a structured format. There will be a significant emphasis on a variety of writing skills to achieve that essential goal. It is expected that the student increasingly demonstrate the ability to progress from the purely descriptive to the analytical in these assignments.

Students will be required to maintain a notebook divided into 2 sections:

**a. NoteTaking:** Students will be required to take notes each day that reflect the content and ideas covered in class

**b. NoteMaking:** Students will be required to write 3 pages *each week* where they describe and reflect on topics of their choice, and themes of their unit of study. NoteMaking may be devoted to textbook or other supplemental text material provided

by the teacher. NoteMaking may be the result of research from the web sites and 'hotlinks' constructed for this course (Storytellers I, II & III). NoteMaking may reflect relevant sources that the student has found on his/her own initiative. The purpose of NoteMaking is two-fold:

- To encourage the ability to research topics & themes using a variety of sources, as well as to identify bias and perspective in different sources that will in turn facilitate the students' own perspective and ability to express his/her opinion. Students will be expected to properly cite sources.
- To encourage the student in moving beyond the purely descriptive to the more complex task of analytical reflection => making connections to current events.

**2. Family Primary Source:** To bring in an artifact that reflects some interesting aspect of your family's experience, and present the 'story' that object represents, to the class.

**3. Research Paper, 7-10 pages long:** The research paper will be the cornerstone writing assignment of the Ancient Civilizations curriculum, and a requirement for passing the course. Completion of this paper is divided into 5 separate 'Progress Reports' that monitor the student's progress, and 'scaffold' specific academic skills that demonstrate a student's mastery of his/her chosen subject of research. Each Progress Report is due in roughly 2-3 week deadlines.

**a. Term Paper Format:** describes possible 'Themes & Topics'  
describes Web site => 'Hot-links' resources

**b. Progress Report # 1:**

- describe the topic of your paper
- list 3 sources of information
- comment on quality if Index in sources
- describe at least one Primary source
- describe progress you have made so far

=> list at least 2 interesting or surprising facts

- Complete extensive Question Paper on topic

**c. Progress Report # 2:**

- describe topic - if changed
- list additional new sources
- how many pages have you read? Notes taken?
- 5 new interesting facts, ideas, themes etc.
- Answers to previous Question Paper?
- list any special problems encountered

**d. Progress Report # 3:**

- list new sources; identify new primary sources
- "progress": pages read & notes taken
- Produce an Outline first draft of paper
- describe any problems encountered

- e. **Progress Report # 4:** • sources & answers to questions
  - How would you condense a description of your topic if you were to include it in a textbook?
  - Draft of final paper
- f. **Progress Report # 5:** • hand in final draft with all notes and research

## 25. INSTRUCTIONAL METHODS AND STRATEGIES

### 1. Instructional Methods:

- a. Direct instruction and lecture.
- b. Self-directed, cooperative, and collaborative learning projects.
- c. Differentiated learning strategies.

### 2. Instructional Strategies:

- a. To support student access to class content, teachers will use a variety of technologies that reinforce teacher direct instruction such as projected overhead transparencies, Power Point, slides and other graphic material.
- b. Teachers will frequently use “in-class writes” where students briefly describe or reiterate important points made previously.
- c. Teachers will use ‘Causation Diagrams’ as a tool to allow students to construct the thematically linked sequence of events in a unit of study, or the experiences which form the character of historic individuals.
- d. Teachers will familiarize students with Document Based Question assignments [DBQ’s] which require students to analyze primary sources. This skill is essential to future Advanced Placement (AP) courses.
- e. Teachers will assign periodic student presentations where they might:
  - present some aspect of their Notemaking research to the class
  - bring in a family related ‘Primary Source’ and describe it
  - relate a personal experience to a historical theme or topic
  - relate a current event to an historical theme

### 3. Instructional Framework: Themes & Topics

“History may not repeat itself... but it rhymes “

- *Mark Twain*

The subtlety which gives this sentiment meaning is the distinction between themes and topics. ‘*Themes*’ reflect broader trends or tensions that may be common to all human society, and often recur. ‘*Topics*’ are the specific facts and events unique to each society, yet which reflect themes common to us all. The study of history can only be meaningful to students once they are able to distinguish this difference in an historical context, and go on to recognize themes in current events and connect them to their own experience.

- a. The “*impact of climate & geography on culture*” is a core theme that will be explored in each unit, facilitated by interpretations of different variety of maps.

- b. 'Push' & 'Pull' factors which influence migration
- c. 'Cultural Diffusion': identifying & understanding the influences of one culture upon another is a core concept to each unit of study.

## **26. ASSESSMENT METHODS AND TOOLS**

### **1. Each student's learning and work will be assessed through:**

- Participation in class
- Notebooks: Note taking and Note making
- Reading assignments
- Homework assignments
- Quizzes and tests
- Research Paper
- In-class group projects and debates
- Student Presentations
- Opportunities for self assessment and peer assessment
- Mid-term and final examinations

## **C. HONORS COURSES ONLY**

Please refer to instructions

### **25. Indicate how this honors course is different from the standard course.**

## **D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

### **26. Context for Course (optional)**

### **27. History of Course Development (optional)**

# Health Framework for California Public Schools

## High School

### **Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being. The Human Body**

Practice good personal hygiene.

Use protective equipment, such as wearing a helmet when cycling, or practice behaviors to protect the body, such as avoiding exposure to excessive noises.

Recognize and accept differences in body types and maturation levels.

Respond appropriately to the physical development of older adolescents in ways that promote physical health through such preventive measures as healthy food choices and exercise.

### **Food Choices**

Make healthy food choices in a variety of settings.

Establish and maintain healthy eating practices.

Select appropriate practices to maintain, lose, or gain weight based on scientific research.

Recognize the need for updating one's personal nutrition plan as individual needs or activities change.

Analyze influences on food choices.

### **Physical Activity**

Observe safety rules during physical activities.

Participate regularly in a variety of enjoyable physical activities.

Analyze personal motivators related to pursuing physical activity.

Explore ways to continue regular exercise practices when schedules change, such as during travel or while working. Explore ways to engage in out-of-school activities that promote fitness and health. Follow through with a personal fitness plan based on fitness goals and the results of periodic self-assessment. Make adjustments needed for successful implementation of a personal fitness plan.

## **Mental and Emotional Health**

Demonstrate characteristics that contribute to self-confidence and self-esteem.

Develop and use effective communication skills.

Develop and use effective coping strategies.

Avoid self-destructive behaviors and practice strategies for resisting negative peer pressure.

Relate in positive ways to peers and adults in and out of school.

Identify risk factors for negative behaviors and develop effective strategies for counteracting these risk factors.

Develop protective factors that help foster resiliency.

Select entertainment that promotes mental and physical health.

Identify personal habits influencing mental and emotional health and develop strategies for changing behaviors as needed to promote positive mental and emotional health.

### **Expectation 2: Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness. Disease Prevention**

Practice positive health behaviors to reduce the risk of disease.

Cooperate in regular health screenings.

Practice and use effective self-examination procedures.

Analyze personal behaviors in relation to health, well-being, and personal goals.

Practice good personal hygiene.

Recognize the importance of prenatal and perinatal care.

Demonstrate care and concern toward ill persons in the family, the school, and the community.

Make a commitment to abstain from sexual activity.

Receive and understand statistics based on the latest medical information citing the failure and success rates of condoms in preventing AIDS and other sexually transmitted diseases.

## **Treatment of Disease**

Recognize symptoms of common illnesses. Take prescription and over-the-counter medicines properly.

Interpret correctly instructions written on medicine container labels, including information about side effects. Determine when treatment of illness at home is appropriate and when and how to seek further help when needed. Accept responsibility for active involvement in the treatment or management of disease.

Interpret correctly information provided by health-care providers regarding tests or procedures. Analyze one's patterns related to treatment of disease to determine their effectiveness.

### **Expectation 3: Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous**

## **situations in ways that help to protect their health. Potentially Dangerous Situations**

Develop and use skills to identify, avoid, and cope with potentially dangerous situations.

Use skills to avoid, resolve, and cope with conflicts.

Understand and follow rules prohibiting possession of weapons at school.

Identify factors that reduce risks of accidents.

Recognize that the use of alcohol, tobacco, and other drugs plays a role in many dangerous situations.

Use thinking and decision-making skills in high-risk situations involving motor vehicles and other safety hazards.

Practice safe behavior in or near motorized vehicles, including observing basic traffic safety rules when driving, developing proficiency in handling a vehicle in difficult situations, wearing a seat belt, and ensuring that others wear seat belts.

Carry appropriate emergency equipment and use latex gloves when assisting individuals who are injured.

Practice safe behavior in recreational activities, even in the absence of adults.

Practice safe behavior in and near water.

Report or obtain assistance when faced with unsafe situations.

Identify environmental factors that affect health and safety.

Demonstrate how peers can help each other avoid and cope with potentially dangerous situations in healthy ways.

### **Alcohol, Tobacco, and Other Drugs**

Exercise self-control.

Develop and use interpersonal and communication skills such as assertiveness, refusal, negotiation, and conflict resolution.

Avoid, recognize, and respond to negative social influences and pressure to use alcohol, tobacco, or other drugs.

Use positive peer pressure to help counteract the negative effects of living in an environment where alcohol, tobacco, or other drug abuse or dependency exists.

Identify ways of obtaining help to resist pressure to use alcohol, tobacco, or other drugs.

Distinguish between helpful and harmful substances. Differentiate between the use and misuse of prescription and nonprescription drugs. Identify and participate in positive alternative activities, such as alcohol-, tobacco-, and drug-free events. Help to develop and support the school's no-use policy and work to support it.

### **Child Abuse, Including Sexual Exploitation (*Penal Code 11166[a]*)**

Identify ways to seek assistance if worried, abused, or threatened.

Avoid, recognize, and respond to negative social influences and pressure to become sexually active,

including applying refusal skills when appropriate. Recognize and avoid situations that can increase risk of abuse. Develop and use assertiveness skills and learn self-defense techniques.

### **Emergencies**

Recognize emergencies and respond appropriately. Develop and maintain with other family members a personal and family emergency plan and emergency supplies at home and in vehicles. Identify appropriate use of local emergency services. Use latex gloves when assisting persons who are injured.

### **Expectation 4: Students will understand and demonstrate how to play a positive, active role in promoting the health of their families. Roles of Family Members**

Develop and use effective communication skills.

Seek assistance if living in a family where abuse of alcohol or other drugs exists (e.g., participating in a support group for teens who are the children of alcoholics).

Support and value all family members.

Demonstrate ways to help support positive family interactions.

Practice health-promoting behaviors within the family.

Complete self-initiated activities beyond assigned chores to help support the family.

Identify safety hazards in the home and help to remove them.

### **Change Within the Family**

Use effective strategies to cope with change within the family. Develop a plan to facilitate transition from the role of a child to the role of an independent adult. Discuss with parents plans to continue education beyond high school and develop a mutual understanding of how this will affect family roles and interactions.

### **Expectation 5: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers. Friendship and Peer Relationships**

Know and use appropriate ways to make new friends.

Demonstrate positive actions toward others.

Resolve conflicts in a positive, constructive way.

Interact effectively with many different people, including males and females and members of different ethnic and cultural groups.

Analyze appropriate behaviors in a dating relationship.

Demonstrate how to resist negative peer pressure.  
Avoid demeaning statements directed toward others.  
Promote positive health behaviors among peers.  
Participate in group activities as a means of getting to know other people.  
Respect the dignity of others.  
Respect marriage.

### **School and Community-Based Efforts to Promote and Protect Health**

Understand and follow school rules related to health.  
Participate in school efforts to promote health.  
Assume responsibility for helping to take care of the school.  
Participate in community efforts to address local health and environmental issues.  
Encourage others to become involved in health-promotion efforts at school.  
Analyze the impact of laws, policies, and practices on health-related issues.  
Encourage others to become involved in health-promotion efforts at many different levels.  
Access appropriately services available within the community.  
Initiate and involve others in health-promotion efforts at school or in the community.

### **Expectation 6: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life. Life Cycle**

Practice behaviors that will provide the option of healthy parenting later in life, such as avoidance of substance abuse.  
Recognize and be prepared to adapt to the changes that occur during life, such as changes associated with young adulthood, pregnancy, middle age, or old age. Develop and use effective communication skills to discuss with parents or other trusted adults the changes that occur during adolescence. Recognize and acknowledge that different people progress through different stages of the life cycle at different rates.

#### **Expectation 6—Life Cycle**

Express support and compassion for others who are grieving.  
Recognize and discuss with parents and other trusted adults questions regarding death and dying.  
Review family histories and determine whether a genetic disorder exists in the family.

### **Expectation 7: Students will understand and accept individual differences in growth and development. Growth and Development**

Demonstrate an understanding of individual differences.  
Develop a realistic body image. Recognize problems associated with not having a realistic body image.  
Recognize the effects of performance-altering substances and avoid the use of those substances.  
Adapt group activities to include a variety of students.  
Promote acceptance of a range of body types and abilities.  
Use scientific data as a basis for individual nutrition and fitness plans.

## **Mental and Emotional Development**

Identify, express, and manage feelings appropriately.  
Develop and use effective communication skills.  
Recognize one's own strengths and limitations.  
Use coping strategies, including time-management skills.  
Develop a focus on the future.

### **Expectation 8: Students will understand their developing sexuality, will choose to abstain from sexual activity, will learn about protecting their sexual health, and will treat the sexuality of others with respect. Sexuality**

Use good judgment to recognize and avoid situations that could lead to subsequent sexual activity.  
Avoid, recognize, and respond to negative social influences and pressure to become sexually active.

Demonstrate assertiveness and refusal skills and apply those skills to situations involving pressure to be sexually active.

Practice behaviors that support the decision to abstain from sexual activity.

Analyze messages about sexuality from society, including the media, and identify how those messages affect behavior.

Develop and use effective communication skills, including the ability to discuss with parents questions on sexuality.

Identify appropriate ways to show affection.

Identify ways to seek assistance if abused.

Evaluate what students can do to counteract the false norms portrayed in the media.

Receive and understand statistics based on the latest medical information citing the failure and success rates of condoms and other contraceptives in preventing pregnancy and sexually transmitted diseases.

**Expectation 9: Students will identify information, products, and services that may be helpful or harmful to their health. Products and Services/Food Choices**

Identify a variety of consumer influences and analyze how those influences affect decisions.

Use critical-thinking skills to analyze marketing and

advertising techniques and their influence.

Recognize helpful products and services.

Seek care from the school nurse or school-linked services when appropriate.

Identify appropriate sources of health services for a variety of illnesses.

Develop and apply criteria for the selection or rejection of health products, services, and information.

Use critical-thinking skills to analyze the cost benefits of health care products and services.

Develop and use strategies for identifying and combating fraudulent or misleading health products, services, and information.

Use critical-thinking skills to analyze marketing and advertising techniques and their influence on food selection.

Use valid nutrition information to make healthy food choices.

Use critical-thinking skills to distinguish facts from fallacies concerning the nutritional value of foods and food supplements.