

Santa Rosa City Schools Course Proposal: Public and Community Health

Proposal Submitted By: Debi Cardozo

Needs Statement: Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved at site or district leadership meetings.

Elsie Allen High School is expanding CTE programs offerings to provide students additional opportunities to explore livable-wage, high-demand and high-growth careers for the region. This course will serve as the second year course for the Public and Community Health CTE Program and will build on the foundational knowledge and skills students acquired in the Introduction to Healthcare course. This course will be submitted to the A-G Course Management Portal to be reviewed by the UC when the window opens in February, which will support providing students greater access to postsecondary options upon graduation.

This course was reviewed and approved by the CTE Pathway Design Team - Elsie Allen High School on November 28, 2023.

Graduation Requirements: Specify which requirement is met. (High School only)

A-G Elective (pending UC approval) and CTE

UC a-g Requirements: Specify which requirement is met. (High School only)

College-Preparatory Elective (G) - pending UC approval

Explain the rationale for course addition or modification. How does this fit in with district/site goals. If this course is replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.

This course will serve as the concentrator course for the Public and Community Health CTE Program. Health care is a high-wage, high-demand, high-growth industry sector for the region and state.

Explain the measurable learning outcomes

Students will continue to explore central concepts and principles within public and community health such as: history of public health, programs that result in positive health outcomes, barriers that prevent access to healthcare, skills for working with diverse communities and emergency response. Knowledge is obtained through individual and group learning, interaction with community members and public health experts, project based learning and work based learning experiences. Essential skills

such as professionalism, teamwork, leadership, time management, and goal setting are discussed and practiced. Students will also be able to apply their learning in real world scenarios.

Please see the detailed course design below for detailed learning outcomes.

Course Description (To be used in the course catalog)

The concentrator course builds on the Introduction to Healthcare and deepens foundational knowledge with a Public and Community Health lens. Students will analyze the history and context of public health and its role in improving the health and quality of life for individuals, families, communities, and the global population. Programs that result in positive health outcomes will be analyzed, with specific attention given to exploring barriers to access that contribute to health disparities among underserved communities. Students will develop skills to work with and advocate for diverse cultures and communities. Additionally, students will identify underlying social, economic, and environmental factors that influence health outcomes and recognize how these factors affect different populations. Lastly, students will learn about the Community Emergency Response Team (CERT) and the requirements to meet the health needs of a community in the event of an emergency or disaster. Students will complete first aid and CPR certification. Additionally, the course will include various work-based learning (WBL) experiences and opportunities for students to learn from professionals currently working in the Health Science and Medical Technology sector and participate in career-connected explorations in different types of professional settings. These assignments are indicated with an asterisk (*).

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

This course aligns to the CTE Model Curriculum Standards for the Health Science and Medical Technology industry sector.

Public and Community Health (PCH) - CTE Pathway Standards - Concentrator Course - E1.0, E1.2, E1.4, E1.5, E1.6 E1.7, E1.8, E2.0, E2.3 E2.4, E2.5, E2.6, E2.9, E2.10, E2.11, E2.12, E4.0, E4.1, E4.2, E4.3, E4.4, E4.5, E4.7, E4.8, E5.0, E5.1, E5.2, E5.3, E5.4, E5.5, E5.6, E6.0, E6.1, E6.2, E6.3, E6.4, E6.5, E6.6, E6.8, E6.9

[Unit One - History of Public and Community Health - E1.0, E2.0](#)

[Unit Two - Environmental Health - E4.0](#)

[Unit Three - Epidemiology - E1.0, E2.0, E4.0, E5.0](#)

[Unit Four - Community Assets and Advocacy - E1.0, E2.0, E4.0, E5.0](#)

[Unit Five - CERT Team Training and Safety Certification - E6.0](#)

[Unit Six - Portfolio - E1.0, E6.0](#)

*CTE Industry Sector:
Health Science and Medical Technology
Pathway – Public and Community Health*

CTE Pathway Standards - E1.0, E1.2, E1.4, E1.5, E1.6 E1.7, E1.8, E2.0, E2.3 E2.4, E2.5, E2.6, E2.9, E2.10, E2.11, E2.12, E4.0, E4.1, E4.2, E4.3, E4.4, E4.5, E4.7, E4.8, E5.0, E5.1, E5.2, E5.3, E5.4, E5.5, E5.6, E6.0, E6.1, E6.2, E6.3, E6.4, E6.5, E6.6, E6.8, E6.9

Unit One: Public and Community Health: Past and Present - E1.0, E2.0

Unit One Overview:

In this unit, students will understand how public and community health practices play a role in improving the quality of life of individuals and groups. Examining past and present practices and programs will help students understand the various strategies implemented to help improve the health status of individuals and communities. Students will analyze the upstream causes that influence different groups' health behavior and outcomes and understand how resource distribution disparities can lead to poorer health or disease outcomes for underserved communities.

Assignment 1

Assignment Description -

Using different case scenarios, students will identify how individual health and wellness differ and what factors influence a person's well-being. Students will form working groups, and each member will investigate one of four scenarios. Using the summary description, students will identify if their case is "healthy" or "unhealthy" and will defend their decision. This probing exercise will lead to a whole-class discussion facilitated by the teacher about what constitutes health and what makes a person "healthy." After the Socratic Seminar, students will return to working groups, re-examine their cases, and determine if their initial assessment still holds. The teacher will then facilitate a whole-class discussion about health equity, disparities, and how these factors influence a community's and individuals' health. Students will then organize into focus groups according to specific case studies and create an artifact demonstrating their understanding of the factors affecting well-being. Students will then present their artifacts to the class.

Anchor Standards -

2.1, 2.4, 2.5, 2.7, 2.8, 4.1, 4.3, 5.1, 5.6, 7.4, 7.8, 10.1, 10.3, 10.4

Standards for Career Ready Practice -

1, 2, 4, 5, 6, 7, 8, 9, 10

Pathway Standards -

E1.0, E1.2, E1.4 E1.8, E2.4

Common Core Standards -

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.4

Reading Standards for Literacy in Science and Technical Subjects - RRLST: 11-12.1, 11-12.7

Writing Standards - WS: 11-12.2,

Writing Standards for Literacy in History/Social Studies, Science and Technical Subject - WHSST: 11-12.1

Functions - F - IF - Interpreting Functions: 4, 6

Number and Quantity - N - Q - Quantities: 1, 2

Statistics and Probability - S - IC - Making Inferences and Justifying Conclusions: 1, 6

Statistics and Probability - S - ID - Interpreting Categorical and Quantitative Data: 1, 7
Statistics and Probability - S - S - MD - Using Probability to Make Decisions: 5, 7
Statistics and Probability - APPS - Advanced Placement Probability and Statistics: 10.0
Life Sciences - LS: LS3.A, LS3.B, LS4.A, LS4.B
Principles of American Democracy and Economics - AD: 12.2, 12.2.1, 12.2.5, 12.3, 12.7, 12.7.5
Principles of Economics - PE: 12.4.3
U.S. History and Geography - US: 11.11.3, 11.11.6, 11.11.7
Chronological and Spatial Reasoning - CSR: 1, 2
Historical Interpretation - HI: 6

Assignment 2*

Assignment Description -

Following the previous assignment, students will examine "upstream" causes that ultimately affect a person's or community's health. Students will read an example of an adverse health outcome due to an upstream cause. A class discussion will help identify the upstream cause in this situation, prevention strategies, and what effects those interventions would have on the individual's and their community's health. In a small group, students will brainstorm another upstream cause and create a flowchart to outline health or disease according to a person's risk factors, behaviors, and subsequent outcomes related to a particular upstream explanation. Students will individually identify one aspect in their community that might demonstrate a disparity of available health resources (e.g., an upstream reason). Once identified, students will create a proposal to address the health disparity in their local community. Students will share their plans with industry partners, seeking feedback for improvement. They will then revise and present a final product to a panel of community members.

Anchor Standards -

2.1, 2.4, 2.8, 5.1, 5.3, 5.4, 5.6, 7.8, 10.1, 10.2, 10.3, 10.4

Standards for Career Ready Practice -

1, 2, 4, 5, 6, 7, 8, 9, 10

Pathway Standards -

E1.0, E1.2, E1.4, E1.6, E2.0, E2.4

Common Core Standards -

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6
Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.4
Reading Standards for Literacy in Science and Technical Subjects - RRLST: 11-12.1, 11-12.7, 11-12.8
Writing Standards - WS: 11-12.2, 11-12.4, 11-12.7
Writing Standards for Literacy in History/Social Studies, Science and Technical Subject - WHSST: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.7, 11-12.10
Algebra - A - REI-Reasoning with Equations and Inequalities: 10
Functions - F - IF - Interpreting Functions: 1, 4, 6
Number and Quantity - N - Q - Quantities: 1, 2, 3
Statistics and Probability - S - IC - Making Inferences and Justifying Conclusions: 1, 6
Statistics and Probability - S - ID - Interpreting Categorical and Quantitative Data: 1, 7
Statistics and Probability - S - S - MD - Using Probability to Make Decisions: 5, 7
Statistics and Probability - APPS - Advanced Placement Probability and Statistics: 10.0
Life Sciences - LS: LS2.C, LS2.D, LS3.A, LS3.B, LS4.A, LS4.B
Principles of American Democracy and Economics - AD: 12.2, 12.2.1, 12.2.5, 12.3, 12.7, 12.7.5
Principles of Economics - PE: 12.4.3

U.S. History and Geography - US: 11.11.3, 11.11.6, 11.11.7
Chronological and Spatial Reasoning - CSR: 1, 2, 3
Historical Interpretation - HI: 6

Assignment 3

Assignment Description -

Students will watch the documentary "Unnatural Causes" Episode 1 - "In Sickness and Wealth" (available on DVD and streaming). Using the accompanying discussion guide, students will participate in a small group and then a class discussion about what factors promote or hinder healthy choices and health equity. The teacher will offer additional discussion questions to enhance the conversation. Students will conduct more profound research as needed to support their understanding. Students will then write a 1-2 page reflection addressing one of the major themes introduced in the discussion guide, such as, "What are the connections between healthy bodies and healthy bank accounts and a person's race or ethnicity?"

California Newsreel (Producer) (2008). Unnatural Causes. Discussion guide. Episode 1: In sickness and in wealth. [PDF] Retrieved from http://unnaturalcauses.org/assets/uploads/file/UC_DiscussionGuide_1.pdf

Anchor Standards -

2.1, 2.3, 2.4, 4.1, 5.1, 5.3, 7.1, 7.8, 8.3, 9.5, 9.6

Standards for Career Ready Practice -

1, 2, 4, 5, 8, 9, 10

Pathway Standards -

E1.0, E1.2, E1.4 E1.8 E2.4

Common Core Standards -

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.4

Reading Standards for Literacy in Science and Technical Subjects - RRLST: 11-12.1, 11-12.7, 11-12.8

Writing Standards - WS: 11-12.2, 11-12.4, 11-12.7

Writing Standards for Literacy in History/Social Studies, Science and Technical Subject - WHSST: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5 11-12.7, 11-12.10

Algebra - A - REI-Reasoning with Equations and Inequalities: 10

Functions - F - IF - Interpreting Functions: 1, 4, 6

Number and Quantity - N - Q - Quantities: 1, 2, 3

Statistics and Probability - S - IC - Making Inferences and Justifying Conclusions: 1, 6

Statistics and Probability - S - ID - Interpreting Categorical and Quantitative Data: 1, 7

Statistics and Probability - S - S - MD - Using Probability to Make Decisions: 5, 7

Statistics and Probability - APPS - Advanced Placement Probability and Statistics: 10.0

Life Sciences - LS: LS2.C, LS2.D, LS3.A, LS3.B, LS4.A, LS4.B

Principles of American Democracy and Economics - AD: 12.2, 12.2.1, 12.2.5, 12.3, 12.7, 12.7.5

Principles of Economics - PE: 12.4.3

U.S. History and Geography - US: 11.11.3, 11.11.6, 11.11.7

Chronological and Spatial Reasoning - CSR: 1, 2, 3

Historical Interpretation - HI: 6

*CTE Industry Sector:
Health Science and Medical Technology
Pathway – Public and Community Health*

CTE Pathway Standards - E1.0, E1.2, E1.4, E1.5, E1.6 E1.7, E1.8, E2.0, E2.3 E2.4, E2.5, E2.6, E2.9, E2.10, E2.11, E2.12, E4.0, E4.1, E4.2, E4.3, E4.4, E4.5, E4.7, E4.8, E5.0, E5.1, E5.2, E5.3, E5.4, E5.5, E5.6, E6.0, E6.1, E6.2, E6.3, E6.4, E6.5, E6.6, E6.8, E6.9

Unit Two: Environmental Health - E4.0

Unit Two Overview -

Throughout this unit, students will explore the various environmental factors that affect a community's health and overall well-being, developing a deep understanding of the connection between good health and the environment. Students will examine hazards such as water quality, air quality, food supply, or hazardous waste disposal that may cause new or aggravate existing health conditions.

Assignment 1*

Assignment Description -

Students will research an environmental hazard or health issue to identify the social, economic, and political factors that may contribute to the impact of health and disease outcomes. Students will choose a local hazard or issue that affects their community. Some examples might include wildfire smoke, pollution, food, water, or soil contamination, hazards in manufactured items (e.g., lead in household items), or physical structures (e.g., mold or asbestos in buildings). In addressing this issue, students will understand that public health officials examine and work towards improving the resources and policies in a community to improve overall health. Students will work alongside experts in the community for support and information. Their research will culminate in a presentation describing the hazard, including its cause, health effects, and possible solutions. Students will also write an advocacy letter to local civic leaders, government officials, school administrators, or similar officials to express concerns about the environmental hazards that affect the health of their community.

Anchor Standards -

2.1, 2.4, 3.6, 4.1, 4.2, 5.1, 5.2, 5.3, 5.6, 6.2, 6.7, 6.8, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.5, 9.7, 10.4

Standards for Career Ready Practice -

1, 2, 4, 5, 7, 8, 9, 10

Pathway Standards -

E4.0, E4.1, E4.4, E4.5, E4.7, E4.8

Common Core Standards -

Language Standards - LS: 11-12.1

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.4

Reading Standards for Literacy in Science and Technical Subjects - RRLST: 11-12.7, 11-12.8, 11-12.9

Writing Standards - WS: 11-12.7, 11-12.9

Writing Standards for Literacy in History/Social Studies, Science and Technical Subject - WHSST: 11-12.7, 11-12.9

Functions - F - IF - Interpreting Functions: 4, 6,9

Functions - F - BF - Building Functions: 1, 3

Functions - F - LE - Linear, Quadratic, and Exponential Models: 3

Number and Quantity - N - Q - Quantities: 2, 3
Statistics and Probability - S - IC - Making Inferences and Justifying Conclusions: 3, 6
Statistics and Probability - S - ID - Interpreting Categorical and Quantitative Data: 1, 7
Statistics and Probability - APPS - Advanced Placement Probability and Statistics: 10.0
Physical Sciences - PS: PS1.B, PS2.A, PS2.C, PS3.D
Life Sciences - LS: LS2.C
Earth and Space Science - ESS: ESS3
Principles of American Democracy and Economics - AD: 12.3, 127
U.S. History and Geography - US: 11.2.1
Chronological and Spatial Reasoning - CSR: 1, 2, 3
Historical Interpretation - HI: 6

Assignment 2*

Assignment Description -

Adapted from a lesson written by the National Institute of Environmental Health Sciences (NIEHS), students investigate human health impacts due to climate change, ranging from heat-related illness and death to vector-borne disease to cardiovascular and respiratory illness and disease. Students consider the health effects of a changing climate using a 5E instructional model approach (Engage, Explore, Explain, Elaborate, Evaluation-Extend). Students' task is to identify links to clinical or public health practice. Students will create a visual model of Cause and Effect between climate drivers and health effects, sharing this with the class and creating a larger model that illustrates the complexity of the climate and health system, focusing on vulnerable populations. Following this class activity, small working groups will research adaptation and mitigation strategies to protect human health concerning climate change globally and regionally. Students will then show their learning through one of the following options - creating a compelling public health message. This resilience-building project addresses a specific climate threat relevant to their community or a health intervention to combat a particular health outcome. This assignment can extend civic engagement for students with the general public and local policymakers.

https://www.niehs.nih.gov/health/assets/docs_a_e/cchh_public_health_student_508.pdf

Anchor Standards -

2.1, 2.3, 2.4, 2.6, 4.1, 4.2, 4.4, 5.4, 5.6, 6.2, 7.2, 7.5, 7.8, 8.4, 9.1, 9.5, 9.6, 9.7, 10.1, 10.2, 10.3, 10.4

Standards for Career Ready Practice -

1, 2, 4, 5, 6, 7, 8, 9, 10

Pathway Standards -

E4.0, E4.1, E4.2, E4.3, E4.4, E4.5, E4.6, E4.7, E4.8

Common Core Standards -

Language Standards - LS: 11-12.1

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.4

Reading Standards for Literacy in Science and Technical Subjects - RRLST: 11-12.7, 11-12.8, 11-12.9

Writing Standards - WS: 11-12.7, 11-12.9

Writing Standards for Literacy in History/Social Studies, Science and Technical Subject - WHSST: 11-12.7, 11-12.9

Functions - F - IF - Interpreting Functions: 4, 6,9
Functions - F - BF - Building Functions: 1, 3
Functions - F - LE - Linear, Quadratic, and Exponential Models: 3
Number and Quantity - N - Q - Quantities: 2, 3
Statistics and Probability - S - IC - Making Inferences and Justifying Conclusions: 3, 6
Statistics and Probability - S - ID - Interpreting Categorical and Quantitative Data: 1, 7
Statistics and Probability - APPS - Advanced Placement Probability and Statistics: 10.0
Physical Sciences - PS: PS1.B, PS2.A, PS2.C, PS3.D
Life Sciences - LS: LS2.C
Earth and Space Science - ESS: ESS3
Principles of American Democracy and Economics - AD: 12.3, 127
U.S. History and Geography - US: 11.2.1
Chronological and Spatial Reasoning - CSR: 1, 2, 3
Historical Interpretation - HI: 6

*CTE Industry Sector:
Health Science and Medical Technology
Pathway – Public and Community Health*

CTE Pathway Standards - E1.0, E1.2, E1.4, E1.5, E1.6 E1.7, E1.8, E2.0, E2.3 E2.4, E2.5, E2.6, E2.9, E2.10, E2.11, E2.12, E4.0, E4.1, E4.2, E4.3, E4.4, E4.5, E4.7, E4.8, E5.0, E5.1, E5.2, E5.3, E5.4, E5.5, E5.6, E6.0, E6.1, E6.2, E6.3, E6.4, E6.5, E6.6, E6.8, E6.9

Unit Three: Epidemiology - E1.0, E2.0, E4.0, E5.0

Unit Three Overview:

This unit explores epidemiological thinking and concepts such as disease origin, surveillance, transmission, and control. Students will analyze disease patterns and how and why individuals and communities are affected by different diseases, including infectious and lifestyle illnesses. Students will identify risk factors and other health status indicators that lead to varying disease rates and evaluate methods to prevent, detect, and minimize harm done within populations.

Assignment 1*

Assignment Description -

Students will learn about epidemiological thinking and how our understanding of epidemiology guides our response to disease outbreaks in a population. Through a study of the COVID-19 pandemic (or another outbreak), this lesson demonstrates how public health workers try to understand how a disease caused by a virus, such as SARS-CoV-2 coronavirus, arises and spreads through a population as well as the factors that make some individuals more or less likely to have adverse outcomes from such a disease. Students will explore methods of transmission, surveillance, and control of the disease, as well as prevention. Students will analyze the effects of the disease on individuals and communities, identifying any underlying inequities that might contribute to differences in morbidity and mortality among populations. Students will then apply this knowledge to a hypothetical situation, developing a written plan for preparation for a future pandemic. Students will share their plans with industry partners, seeking feedback for improvement. During a simulated press conference, they will then revise and present this plan to the class to notify the public about the outbreak confirmed in their area.

Anchor Standards -

2.1, 2.4, 4.1, 5.1, 5.3, 5.4, 5.6, 6.2, 6.3, 6.5, 6.6, 6.7, 6.8, 7.2, 7.3, 7.4, 8.2, 8.3, 9.1, 9.3, 9.7, 10.1, 10.2, 10.3, 10.4

Standards for Career Ready Practice -

1, 2, 4, 5, 6, 7, 8, 10

Pathway Standards -

E4.2, E4.3, E5.0, E5.1, E5.2, E5.3, E5.4, E5.5, E5.6

Common Core Standards -

Language Standards - LS: 11-12.1, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.4

Reading Standards for Literacy in Science and Technical Subjects - RRLST: 11-12.6, 11-12.7, 11-12.8, 11-12.9

Writing Standards - WS: 11-12.4, 11-12.6, 11-12.7, 11-12.8, 11-12.9

Writing Standards for Literacy in History/Social Studies, Science and Technical Subject - WHSST: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10

Algebra - A - REI-Reasoning with Equations and Inequalities: 10

Functions - F - IF - Interpreting Functions: 1, 4, 6, 9

Functions - F - BF - Building Functions: 1, 3

Functions - F - LE - Linear, Quadratic, and Exponential Models: 3

Number and Quantity - N - Q - Quantities: 1, 2, 3

Statistics and Probability - S - IC - Making Inferences and Justifying Conclusions: 1, 2, 3, 5, 6

Statistics and Probability - S - ID - Interpreting Categorical and Quantitative Data: 1, 2, 3, 4, 5, 6, 7, 8, 9

Statistics and Probability - S - S - MD - Using Probability to Make Decisions: 5, 7

Statistics and Probability - APPS - Advanced Placement Probability and Statistics: 10.0

Physical Sciences - PS: PS1.B, PS2.A, PS2.C, PS3.D

Life Sciences - LS: LS1.A, LS2.A, LS2.C, LS3.A, LS3.B, LS4.A, LS4.B

Earth and Space Science - ESS: ESS3

Principles of American Democracy and Economics - AD: 12.3, 12.7

U.S. History and Geography - US: 11.2.1

Chronological and Spatial Reasoning - CSR: 1, 2, 3

Historical Research, Evidence, and Point of View - HR: 4

Historical Interpretation - HI: 6

Assignment 2*

Assignment Description -

In this assignment, students will research the incidence of obesity and diabetes within specific populations. Students will conduct an activity to visualize the amount of sugar in selected beverages and the changes in portion size over the last several decades. Students will then research the connection between sugar, portion size, and obesity rates. Upstream causes of these health concerns can also be addressed in this assignment (i.e., expense or availability of fresh food, knowledge of nutrition, etc.) Students will craft a public service announcement to help their peers understand those connections and identify changes in behavior to help decrease the adverse health effects associated with obesity. An extension activity will allow students to analyze the benefits and drawbacks of creating policies to address the obesity epidemic. Students will research state laws that require additional taxes on high-sugar items and restrict the availability of high-sugar items in particular areas or during particular times. Students will then create an argument for or against these policies and participate in a mock debate in class or with industry professionals.

Anchor Standards -

2.1, 2.2, 2.3, 2.4, 2.5, 4.1, 5.1, 5.3, 5.6, 8.2

Standards for Career Ready Practice -

1, 2, 4, 5, 6, 7, 8, 10

Pathway Standards -

E1.4, E1.5, E1.6, E1.7, E1.8, E2.3, E4.1, E5.6

Common Core Standards -

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.4

Reading Standards for Literacy in Science and Technical Subjects - RRLST: 11-12.6, 11-12.7, 11-12.8, 11-12.9

Writing Standards - WS: 11-12.2, 11-12.4, 11-12.6, 11-12.7, 11-12.8, 11-12.9

Writing Standards for Literacy in History/Social Studies, Science and Technical Subject - WHSST:

11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10

Algebra - A - REI-Reasoning with Equations and Inequalities: 10

Functions - F - IF - Interpreting Functions: 1, 4, 6, 9

Functions - F - BF - Building Functions: 1, 3

Functions - F - LE - Linear, Quadratic, and Exponential Models: 3

Number and Quantity - N - Q - Quantities: 1, 2, 3

Statistics and Probability - S - IC - Making Inferences and Justifying Conclusions: 1, 2, 3, 5, 6

Statistics and Probability - S - ID - Interpreting Categorical and Quantitative Data: 1, 2, 3, 4, 5, 6, 7, 8, 9

Statistics and Probability - S - S - MD - Using Probability to Make Decisions: 5, 7

Statistics and Probability - APPS - Advanced Placement Probability and Statistics: 10.0

Life Sciences - LS: LS1.A, LS2.A, LS3.A, LS3.B, LS4.A, LS4.B

Principles of American Democracy and Economics - AD: 12.2, 12.2.1, 12.2.5, 12.3, 12.7, 12.7.5

Principles of Economics - PE: 12.4.3

U.S. History and Geography - US: 11.2.1, 11.11.3, 11.11.6, 11.11.7

Chronological and Spatial Reasoning - CSR: 1, 2, 3

Historical Research, Evidence, and Point of View - HR: 4

Historical Interpretation - HI: 6

*CTE Industry Sector:
Health Science and Medical Technology
Pathway – Public and Community Health*

CTE Pathway Standards - E1.0, E1.2, E1.4, E1.5, E1.6 E1.7, E1.8, E2.0, E2.3 E2.4, E2.5, E2.6, E2.9, E2.10, E2.11, E2.12, E4.0, E4.1, E4.2, E4.3, E4.4, E4.5, E4.7, E4.8, E5.0, E5.1, E5.2, E5.3, E5.4, E5.5, E5.6, E6.0, E6.1, E6.2, E6.3, E6.4, E6.5, E6.6, E6.8, E6.9

Unit Four: Community Assets and Advocacy - E1.0, E2.0, E4.0, E5.0

Unit Four Overview:

In this unit, students will understand that communities have resources and policies that function as assets and barriers to health. Students will identify how communities, including their own, can be viewed from multiple perspectives. Students will recognize the assets and barriers to positive health outcomes and how they can make positive changes to better the health of their community. Students will determine locations to conduct outreach and health education, understanding the diverse cultural needs of those who live in their community. Students will acquire and demonstrate competencies in working with diverse, underserved, or linguistically isolated communities in collaboration with professional organizations.

Assignment 1*

Assignment Description -

Students will complete a series of lessons designed to accompany the documentary series “Unnatural Causes.” Students research why residents of some neighborhoods live longer than those in other neighborhoods. Students will gather and analyze data available in a “Portrait of Sonoma County” to analyze the differences between neighborhoods in our county and identify features of their local economic, social, and service environments that promote or threaten the health of residents. Students will analyze the differences in health outcomes for different areas of our county and possible corresponding factors influencing these differences. Students will demonstrate their understanding by creating a public product (presentation, infographic, professional letter, etc.) that engages with local officials or the general public to educate about community health.

https://unnaturalcauses.org/assets/uploads/file/Place_Matters_Lessons.pdf

<https://sonomacounty.ca.gov/health-and-human-services/health-services/about-us/portrait-of-sonoma-county>

Anchor Standards -

2.1, 2.4, 3.5, 4.1, 5.1, 5.4, 5.6, 7.1, 8.3, 8.4, 8.5, 9.5, 9.6, 10.1

Standards for Career Ready Practice -

1, 2, 4, 5, 6, 7, 8, 10

Pathway Standards -

E1.2, E1.4, E1.7, E2.0, E2.3, E2.4, E2.5, E2.6, E2.9, E2.10, E2.11, E2.12, E4.1, E5.4, E5.5

Common Core Standards -

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.4

Reading Standards for Literacy in Science and Technical Subjects - RRLST: 11-12.6, 11-12.7, 11-12.8, 11-12.9

Writing Standards - WS: 11-12.2, 11-12.4, 11-12.6, 11-12.7, 11-12.8, 11-12.9

Writing Standards for Literacy in History/Social Studies, Science and Technical Subject - WHSST: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10
Algebra - A - REI-Reasoning with Equations and Inequalities: 10
Functions - F - IF - Interpreting Functions: 1, 4, 6, 9
Functions - F - BF - Building Functions: 1, 3
Functions - F - LE - Linear, Quadratic, and Exponential Models: 3
Number and Quantity - N - Q - Quantities: 1, 2, 3
Statistics and Probability - S - IC - Making Inferences and Justifying Conclusions: 1, 2, 3, 5, 6
Statistics and Probability - S - ID - Interpreting Categorical and Quantitative Data: 1, 2, 3, 4, 5, 6, 7, 8, 9
Statistics and Probability - S - S - MD - Using Probability to Make Decisions: 5, 7
Statistics and Probability - APPS - Advanced Placement Probability and Statistics: 10.0
Life Sciences - LS: LS1.A, LS2.A, LS3.A, LS3.B, LS4.A, LS4.B
Principles of American Democracy and Economics - AD: 12.2, 12.2.1, 12.2.5, 12.3, 12.7, 12.7.5
Principles of Economics - PE: 12.4.3
U.S. History and Geography - US: 11.2.1, 11.11.3, 11.11.6, 11.11.7
Chronological and Spatial Reasoning - CSR: 1, 2, 3
Historical Research, Evidence, and Point of View - HR: 4
Historical Interpretation - HI: 6

Assignment 2*

Assignment Description -

Students will work in pairs to construct a series of interview questions that address community health concerns, community assets that support good health, and barriers to health that may be present in the community. Partner pairs then identify two types of community representatives to interview using their generated questions. Students will look for similarities and differences between the two interview subjects related to the many factors that affect the individual's health. As learned in previous lessons, elements may fall into categories such as economic, social, physical, or services available. Students will then summarize their findings in a presentation to the class. Students will also learn about privacy concerns and policies, such as the Health Insurance Portability and Accountability Act (HIPAA), before interviewing and sharing personal information about an individual.

Anchor Standards -

2.1, 2.2, 2.3, 2.4, 3.6, 5.1, 5.4, 10.1, 10.4

Standards for Career Ready Practice -

1, 2, 3, 5, 7, 8, 10

Pathway Standards -

E1.2, E1.4, E1.7, E2.0, E2.3, E2.4, E2.5, E2.6, E2.9, E2.10, E2.11, E2.12

Common Core Standards -

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.4

Reading Standards for Literacy in Science and Technical Subjects - RRLST: 11-12.1, 11-12.7, 11-12.8

Writing Standards - WS: 11-12.2, 11-12.4, 11-12.7

Writing Standards for Literacy in History/Social Studies, Science and Technical Subject - WHSST: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.7, 11-12.10

Algebra - A - REI-Reasoning with Equations and Inequalities: 10

Functions - F - IF - Interpreting Functions: 1, 4, 6

Number and Quantity - N - Q - Quantities: 1, 2, 3

Statistics and Probability - S - IC - Making Inferences and Justifying Conclusions: 1, 6
Statistics and Probability - S - ID - Interpreting Categorical and Quantitative Data: 1, 7
Statistics and Probability - S - S - MD - Using Probability to Make Decisions: 5, 7
Statistics and Probability - APPS - Advanced Placement Probability and Statistics: 10.0
Life Sciences - LS: LS2.C, LS2.D, LS3.A, LS3.B, LS4.A, LS4.B
Principles of American Democracy and Economics - AD: 12.2, 12.2.1, 12.2.5, 12.3, 12.7, 12.7.5
Principles of Economics - PE: 12.4.3
U.S. History and Geography - US: 11.11.3, 11.11.6, 11.11.7
Chronological and Spatial Reasoning - CSR: 1, 2, 3
Historical Interpretation - HI: 6

Assignment 3*

Assignment Description -

After learning about the assets and barriers to health and interviewing community members, students will identify a health concern for those in their community. Students will then design a community health program that addresses that need and results in health-positive behaviors among the community members. Students will identify the best method to showcase their plan, first sharing it with industry partners and seeking feedback for improvement. They will then revise and present a final product to a panel of community members and stakeholders.

Anchor Standards -

2.1, 2.4, 3.3, 3.6, 4.1, 5.1, 5.2, 5.3, 5.4, 5.6, 6.2, 7.2, 7.3, 7.6, 9.2, 9.7, 10.1, 10.4

Standards for Career Ready Practice -

1, 2, 5, 6, 7, 8, 10

Pathway Standards -

E2.0, E2.3, E2.4, E2.5, E2.6, E2.9, E2.10, E2.11, E2.12

Common Core Standards -

Language Standards - LS: 11-12.2, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1

Reading Standards for Literacy in Science and Technical Subjects - RRLST: 11-12.1 11-12.8

Writing Standards - WS: 11-12.2, 11-12.4, 11-12.7

Writing Standards for Literacy in History/Social Studies, Science and Technical Subject - WHSST: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5 11-12.7, 11-12.10

Algebra - A - REI-Reasoning with Equations and Inequalities: 10

Functions - F - IF - Interpreting Functions: 1, 4, 6

Number and Quantity - N - Q - Quantities: 1, 2, 3

Statistics and Probability - S - IC - Making Inferences and Justifying Conclusions: 1, 6

Statistics and Probability - S - ID - Interpreting Categorical and Quantitative Data: 1, 7

Statistics and Probability - APPS - Advanced Placement Probability and Statistics: 10.0

Life Sciences - LS: LS2.C, LS2.D, LS4.A, LS4.B

Principles of American Democracy and Economics - AD: 12.3, 12.7, 12.7.5

U.S. History and Geography - US: 11.11.6, 11.11.7

Chronological and Spatial Reasoning - CSR: 1, 2, 3

Historical Interpretation - HI: 6

*CTE Industry Sector:
Health Science and Medical Technology
Pathway – Public and Community Health*

CTE Pathway Standards - E1.0, E1.2, E1.4, E1.5, E1.6 E1.7, E1.8, E2.0, E2.3 E2.4, E2.5, E2.6, E2.9, E2.10, E2.11, E2.12, E4.0, E4.1, E4.2, E4.3, E4.4, E4.5, E4.7, E4.8, E5.0, E5.1, E5.2, E5.3, E5.4, E5.5, E5.6, E6.0, E6.1, E6.2, E6.3, E6.4, E6.5, E6.6, E6.8, E6.9

Unit Five: Community Emergency Response Team (CERT) and Safety Certifications - E6.0

Unit Five Overview:

This unit will examine the roles of individuals and government agencies in response to emergency and disaster preparation by answering the question: Is my community and school prepared to handle a disaster? Students will learn about the many aspects of a community emergency response team and the roles and responsibilities of its members before, during, and after a disaster. Students will identify hazards in their community, prevention strategies, search and rescue requirements, and basic assessment and triage protocol. Additionally, students will have the opportunity to be CPR and First Aid certified.

Assignment 1*

Assignment Description -

Using support material available from the Federal Emergency Management Agency (FEMA), students will learn about the different parts of a Community Emergency Response Team. Students will research their city and county to create a community map identifying public, private, and government resources available to the community during a natural or man-made disaster. Additionally, students will assess lapses in services for their respective communities. Groups will display their learning through a multimedia presentation (video, PSA, etc.) documenting their understanding of the roles and responsibilities of community members (government, community leaders, the public, etc.) and the resources available. Their presentation will include ways in which they and their peers can contribute before, during, and after a disaster.

https://community.fema.gov/PreparednessCommunity/s/about-cert?language=en_US

Anchor Standards -

2.1, 2.4, 2.5, 3.3, 4.1, 4.3, 5.1, 5.6, 6.1, 6.2, 7.2, 7.3, 7.5, 8.5, 9.2, 9.3, 9.5, 10.1, 10.4

Standards for Career Ready Practice -

1, 2, 4, 5, 7, 8, 9, 10

Pathway Standards -

E6.0, E6.1 E6.6

Common Core Standards -

Language Standards - LS: 11-12.6

Reading Standards for Literacy in Science and Technical Subjects - RRLST: 11-12.3

Writing Standards for Literacy in History/Social Studies, Science and Technical Subject - WHSST: 11-12.2, 11-12.3

Algebra - A - APR - Arithmetic with Polynomials and Rational Expressions:

Physical Sciences - PS: PS1.B, PS2.A, PS3.A, PS3.C, PS3.D

Principles of American Democracy and Economics - AD: 12.7

Historical Interpretation - HI: 6

Assignment 2*

Assignment Description -

Students will research a historical disaster in the "modern era," such as the 2017 wildfires in Sonoma County, 2005 Hurricane Katrina, the 1980 eruption of Mt. St. Helens, historic floods, earthquakes, COVID-19, or other disasters. Students will identify the cause of the disaster, the emergency response, and the impact on the community. Students will identify the response role different community members played before, during, and after the disaster and any improvements they recommend should this event happen again. Students will also include a preparation plan for their home, school, or workplace to implement in preparation for these types of disasters in the future. Students will consult with a mental health professional to include recommendations on how community members and disaster response team members can address the stress and trauma that may come from the experience.

Anchor Standards -

2.1, 2.3, 2.4, 2.5, 2.6, 4.1, 4.3, 5.1, 5.3, 5.4, 5.6, 7.2, 7.3, 7.4, 7.5, 8.2, 8.3, 9.1, 9.2, 10.1, 10.4

Standards for Career Ready Practice -

1, 2, 4, 5, 10

Pathway Standards -

E6.0, E6.1, E6.2, E6.3, E6.4, E6.5, E6.6, E6.8, E6.9

Common Core Standards -

Language Standards - LS: 11-12.6

Reading Standards for Literacy in Science and Technical Subjects - RRLST: 11-12.3

Writing Standards for Literacy in History/Social Studies, Science and Technical Subject - WHSST: 11-12.2, 11-12.3

Algebra - A - APR - Arithmetic with Polynomials and Rational Expressions:

Physical Sciences - PS: PS1.B, PS2.A, PS3.A, PS3.C, PS3.D

Principles of American Democracy and Economics - AD: 12.7

Historical Interpretation - HI: 6

Assignment 3*

Assignment Description -

Students will earn CPR and First-aid certifications in this instruction unit. Instruction can take on a variety of formats, including but not limited to training video presentations, hands-on practice of skills, instructor presentations, or guest speakers. Through this process, students will gain an understanding of the anatomical structures and physiological systems involved in and affected by performing CPR and applying First-aid. Students will practice scene assessment, patient interview, and assessment and will practice the skills necessary to perform high-quality CPR and effective First-aid.

Anchor Standards -

10.4, 10.5

Standards for Career Ready Practice -

1, 2, 7, 8

Pathway Standards -

E6.0, E6.1, E6.7

Common Core Standards -

Language Standards - LS: 11-12.6

Reading Standards for Literacy in Science and Technical Subjects - RRLST: 11-12.3

Writing Standards for Literacy in History/Social Studies, Science and Technical Subject - WHSST: 11-12.2, 11-12.3

Algebra - A - APR - Arithmetic with Polynomials and Rational Expressions:

Physical Sciences - PS: PS1.B, PS2.A, PS3.A, PS3.C, PS3.D

Principles of American Democracy and Economics - AD: 12.7

Historical Interpretation - HI: 6

CTE Industry Sector:

Health Science and Medical Technology

Pathway – Public and Community Health

CTE Pathway Standards - E1.0, E1.2, E1.4, E1.5, E1.6 E1.7, E1.8, E2.0, E2.3 E2.4, E2.5, E2.6, E2.9, E2.10, E2.11, E2.12, E4.0, E4.1, E4.2, E4.3, E4.4, E4.5, E4.7, E4.8, E5.0, E5.1, E5.2, E5.3, E5.4, E5.5, E5.6, E6.0, E6.1, E6.2, E6.3, E6.4, E6.5, E6.6, E6.8, E6.9

Unit Six: Portfolio - E1.0, E6.0

Unit Six Overview:

In this unit, students will review and reflect on their learnings throughout the year, collecting multiple artifacts that show their progression as a learner.

Assignment 1*

Assignment Description -

Students will create a portfolio displaying samples of their work, writing, research, etc., demonstrating their most profound learning throughout the course. Students will write a personal reflection for each piece describing their growth as a learner and why the sample reflects this growth. Students will then do a public presentation of their portfolio to community stakeholders.

Anchor Standards -

2.4, 2.5, 3.1, 3.2, 3.9, 7.5, 7.7, 11.5

Standards for Career Ready Practice -

2, 3, 10

Pathway Standards -

E1.1, E6.0

Common Core Standards -

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.4

Reading Standards for Literacy in Science and Technical Subjects - RRLST: 11-12.1, 11-12.7

Writing Standards - WS: 11-12.2,

Writing Standards for Literacy in History/Social Studies, Science and Technical Subject - WHSST: 11-12.1

Budget- budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	CTE Credentialed Teacher	CTE Credentialed Teacher
Instructional Material Supplies per student (textbooks, software, etc.)	Textbook and Instructional Materials - \$8000	Instructional Materials - \$4000
Services (training, equipment maintenance, contracts, etc.)	Student Industry Certifications (CPR/First-aid) - \$1700	Student Industry Certifications (CPR/First-aid) - \$1700
Capital Outlay (remodeling, technology, etc.)		
Total Projected Costs	\$9700	\$5700

Instructional Materials - must include estimate for new materials even if none have been selected. Place in chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Textbook	Jones & Bartlett Learning	McKenzie's An Introduction to Community & Public Health 10th Edition	ISBN:9781284202687	Denise Seabert, PhD, MCHES; James F. McKenzie, PhD, MPH, RMCHES, FAAHE; Robert R. Pinger, PhD	2022	33 Needed

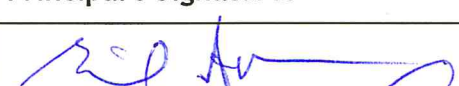
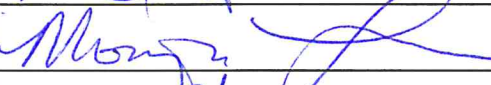

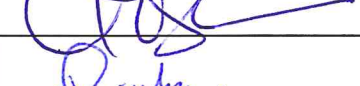


Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	American Rescue Plan Act - CTE Foundation Grant, ends December 2024.
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	Perkins V Grant, Career Technical Incentive Education Grant (annual)
Department Funds	
Other (be specific)	



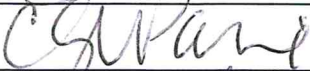



Appendix of Additional Documents

<u>* Required additional documents include meeting minutes where the course was discussed and approved</u>
This course was reviewed and approved by the CTE Pathway Design Team - Elsie Allen High School on November 28, 2023.

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
	EAHS	approved
	MCHS	approved
	MHS	approved
	PHS	approved
	RHS	Approved
	SRHS	approved

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
	EAHS	✓
	MCHS	✓
	MHS	X
	PHS	✓
	RHS	✓
	SRHS	✓