

# AVID Health/College to Career Syllabus 2020-2021

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Welcome to Balboa High School's 2020-21 academic year! As we prepare to begin a new school year like no other, we're uniquely positioned to experience a year of great learning. It is often said that "necessity is the mother of all invention." The many new challenges presented by the pandemic demands creativity as we together develop new ways of thinking, being and doing. In this sense, among the many challenges I also see great opportunities for new discovery, reflection, growth and ultimately learning.

Our 1st period AVID Health class is unique in that it is exclusively composed of upper-classmen. Given that my students are quickly nearing the end of their high school education, our class will prioritize the curricular topics of career exploration, college preparedness, and academic readiness. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. To ensure that each student is well prepared for the next steps they want to pursue after high school, our class will be partnering with others in the community who will be able to share their expertise along with individual student support with career exploration, college admission and financial aid processes. These partnerships include our counseling intern team, 10,000 Degrees, and SFUSD's College Ambassador Program.

In addition to the work described above, our course will also explore the following critical topics through the year:

- Identity and Knowledge of Self
- AVID Skills for academic Success
- Healthy Strategies for Coping with Stress and Anxiety
- Nutrition and Empowered Food Choices
- Substance Use and Vaping
- Body Positivity
- Personal Finance and Budgeting
- Job Readiness Skills
- Healthy Relationships and Informed Sexual Decision Making
- Relationship b/n Personal, Community and Environmental Health

## **Virtual Classroom Goals**

-Our Classroom is a [beloved community](#).

-I will strive to make lessons student-centered, and offer students choices whenever possible.

-I will encourage students to consider multiple perspectives, think, read and write critically and come up with nuanced ideas related to their learning.

- Students know/have a good evolving idea of their identity, and see and affirm the identity of peers

YOU ARE ENOUGH

YOU MATTER

YOU BRING VALUE TO THIS SPACE

INTERSECTIONALITY IS PRESENT & RESPECTED

- We are a community of learners that strives for citizenship and educational freedom for all

★ WITHIN THESE WALLS WE LIFT ONE ANOTHER UP ★ WE TAKE RISKS  
★ WE LEARN FROM EACH OTHER ★ WE WORK TOGETHER TO THRIVE TOGETHER

## Health Content

The San Francisco Unified School District (SFUSD) seeks to ensure that all students receive comprehensive health education that is age-appropriate, factual, skills-based, medically accurate, and objective. Students will have the opportunity to gain hands-on learning experience and hear from professionals in the field. **For more information on SFUSD's Health curriculum, visit:**  
<https://sfusdhealtheducation.org/>

### **Course Standards:**

This curriculum follows the California Health Education Content Standards.

### **Course Goals**

As a result of taking this course, students will be able to:

- Recognize essential health concepts
- Analyze personal health influences
- Access valid health information
- Apply healthy interpersonal communication skills
- Make educated health decisions
- Set personal health goals
- Practice health enhancing behaviors
- Promote health in their homes and communities

### **Course Outline:**

#### **Mental, Emotional, and Social Health**

- Dimensions of Health
- Exploring Emotional Health
- Understanding and Managing Stress
- Responding to Emotions in Healthy Ways
- Understanding Mental Health Disorders
- Getting Help for Mental Health Issues

#### **Safety, Injury, and Violence Prevention**

- Understanding injury and risk

- Preventing Hate/Gun Violence
- Preventing Cycling/Motor Vehicle Injuries
- Responding to Emergencies

### **Substance Use Prevention: Alcohol, Tobacco, and Other Drugs**

- Substance Knowledge drug misuse, abuse & addiction, prescription and over-the-counter drugs, alcohol, tobacco, cannabis, ecstasy, methamphetamine, media influence on drug use, drugs and the law, advocating for being drug free
- Harm Reduction
- Policy and Law
- Activism

### **Nutrition**

- Nutrition and Health
- benefits of meditation,
- essential nutrients,
- components of a healthy diet,
- negative effects of sugar consumption and fast food,
- foodborne illnesses,
- communicable and non-communicable diseases,
- eating local & sustainability,
- industrial farming,
- superfoods

### **Physical Activity and Body Image**

- Physical Activity and Health
- Setting Healthy Eating and Physical Activity Goals
- Tracking My Progress
- Analyzing Influences on Eating and Physical Activity
- Influences on Body Image
- Managing Weight in Healthy Ways
- Disordered Eating and Compulsive Eating

### **Be Real. Be Ready- Sexual Health & Relationships**

Per California Education Code 48980 and 51938, the parent/guardian may request **in writing** that his or her child not receive specific lessons in comprehensive sexual health education (anatomy and mechanics) or HIV/AIDS prevention education without penalty. If you want your child excluded from these portions of the health education program, please submit the request in writing to your child's teacher of health education.

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|--|-----------------------------------|
| - Communication and Dating                             | - Birth Control                   |
| - Human Sexuality                                      | - Teen Parenting and Awareness    |
| - Sexuality – Sex, Gender, and Orientation             | - Sexually Transmitted Infections |
| - Sexuality – Privilege, Oppression, and Being an Ally | - Safer Sex – Barriers and Lube   |
| - Healthy Relationships – Expect Respect               | - HIV and AIDS                    |
| - Rules, Roles, and Relationships                      | - HIV Myths and Stereotypes       |
| - Anatomy and Physiology                               | - Online Sexual Health Resources  |
| - Menstruation and Pregnancy                           | - Sexual Decision Making          |
| - Youth Health Rights                                  | - Understanding Human Trafficking |
| - Hygiene  | - Media Literacy and Sexuality    |

## College & Career + AVID Content Goals

- Provide differentiated instruction for all students in order to create an environment that promotes a culture of student agency, rigorous academic preparedness, and opportunity knowledge to build college and career readiness.
- Utilize the most current AVID curriculum and WICOR strategies to facilitate access to rigorous content.
- Model and blend high impact strategies in writing, inquiry, collaboration, organization and reading with best practice digital pedagogy to engage students in safe, collaborative, and self-directed learning experiences.
- Model and apply growth-mindset practices, which impact students' attitudes and beliefs about using technology, to build and maintain a positive culture for the classroom.
- Describe yourself in terms of your personal characteristics, values, interests, and strengths
- Display understanding of the importance of social responsibility
- Identify career pathways that match your interests, strengths, and values

- Develop a preliminary college and career portfolio, which includes a four-year high school action plan that meets a-g requirements as well as a career options plan
- Set short- and long-term education and career goals
- Demonstrate proficiency in conducting online research, digital citizenship and responsibility
- Understand the components of successful applications and interviews in preparation for college and career
- Demonstrate financial literacy by analyzing personal spending and creating budgets

## Materials

### *What do I need for class?*

- 📔 A notebook or a binder filled with lined paper for note-taking and reflections
- 🖋️ Pen or pencil
- 🖍️ Colored pencils or pens Recommended
- 📏 Ruler 🎧 -headphones or earbuds with microphone
- 💻 -device to access the internet for live-synchronous classes

## Grading Policy – By Quarter - TBD??

### *How will we be graded?*

- ▶ Your grade is weighted by three categories ◀

#### 1) Formative: Daily Skills Practice (40%)

- Do Now/Exit Ticket, Classwork & Focused Note taking, Conversation, Participation, WITsi Activities

#### 2) Summative: Demonstrate Your Learning (50%)

- Tests and quizzes, Presentations, Socratic Seminars, Projects, Parallel Revisions

#### 3) Study Skills: Working Hard (10%)

Semester Grade
Quarter 1 = 25%
Quarter 2 = 25%
Quarter 3 = 25%
Final Exam = 25%

- Homework completion, Binder/Drive organization, Consistent effort/attendance
- You will only be assigned a maximum of 30 minutes of asynchronous work per class per day.
- All assignments are given a point value based on difficulty and effort required. Most Homework/classwork assignments are worth 10 points. **Late work is accepted for full credit with valid reason.**
  - 10 = Excellent. You clearly show understanding of the material and put effort into it.
  - 8-9 = Good. You show some understanding of the material.
  - 6-7 = Needs Work. I'm not sure you understand, or it didn't seem like you tried enough.

### Grading scale - TBD

90-100% = A

80-89% = B

70-79% = C

60-69% = D

59% and below = F

**Class Schedule** 3 Classes periods meet each day in rotation. This is a rolling A / B week. Below is an example of the first 5 weeks of school.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 <u>August</u> 17-21	1st 2nd 3rd	4th 5th 6th	1st 2nd 3rd	4th 5th 6th	1st 2nd 3rd
Week 2 24-28	4th 5th 6th	1st 2nd 3rd	4th 5th 6th	1st 2nd 3rd	4th 5th 6th
Week 3 31-9/4	1st 2nd 3rd	4th 5th 6th	1st 2nd 3rd	4th 5th 6th	1st 2nd 3rd
Week 4 <u>Sept.</u> 7-11	<b>LABOR DAY NO SCHOOL</b>	4th 5th 6th	1st 2nd 3rd	4th 5th 6th	1st 2nd 3rd

Week 5 14-18	4th 5th 6th	1st 2nd 3rd	4th 5th 6th	1st 2nd 3rd	4th 5th 6th
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## Class Periods

1st & 4th 9:00 - 10:20

2nd & 5th 10:20 - 11:35

Lunch 11:35 - 12:15

3rd & 6th 12:15 - 1:35

## Attendance

Please attend every class session if you are able to!

We have an 80 minute period for the following:

- 60 minutes is for instruction & classwork.
  - We will have at least 30 minutes of synchronous instruction each period.
  - There will be time to work asynchronously within the 60 minute period.
- 10 minutes of wellness-checks and 1-on-1 time
  - We will use this time to include social-emotional learning and practice of mindfulness tools, and reflection.
- 10 minutes built in for passing period.
  - This is the time to use the bathroom, grab a snack, stretch or simply have a break from your screen.

## **What should I do if I miss class?**

- If you know you'll miss class ahead of time, please email me and let me know. I can provide materials for you.
- Check Google Classroom for any assignments or materials you might need to complete the work. You can email me if you have any questions about the materials or assignments.
- There is no penalty for late assignments; just turn it in!

## **Contact Me!**

Email: [portert@sfusd.edu](mailto:portert@sfusd.edu)

I will do my best to return your email within 24 hours.

I can be available daily during the lunch hour. I am also available on Fridays from 12:20-3:35. Please reach out in advance to arrange a virtual meeting.