

BOARD OF TRUSTEES
AGENDA

☐ Workshop

☒ Regular

☐ Special

(A) ☐ Report Only

☐ Recognition

Presenter(s):

Briefly describe the subject of the report or recognition presentation.

(B) ☒ Action Item

Presenter(s): SAMUEL MIJARES, DEPUTY SUPERINTENDENT FOR C&I
FRANCISCO VIELMA, SCIENCE & SOCIAL STUDIES DIRECTOR

Briefly describe the subject of the report or recognition presentation.

CONSIDER AND TAKE APPROPRIATE ACTION ON THE REQUEST TO APPROVE THE USE OF BIG DECISIONS HEALTH CURRICULUM IN HEALTH CLASSES OFFERED BY THE DISTRICT.

(C) Funding Source: Identify the course of funds if any are required

(D) Clarification: Explain any question or issues that might be raised regarding this item.



EAGLE PASS INDEPENDENT SCHOOL DISTRICT


Office of Science and Social Studies Curriculum & Instruction Department

1420 Eidson Road * Eagle Pass, Texas 78852 * (830)773-5181 ext.1084 * Fax. (830)757-6438

MEMORANDUM

DATE: May 2, 2019

TO: **Gilberto Gonzalez**
Superintendent of Schools

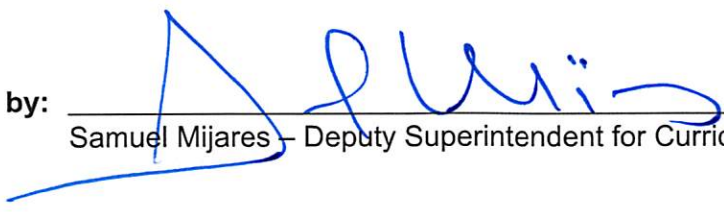
FROM: **Francisco Vielma** 
Science & Social Studies Director

RE: Board Agenda Item

I am submitting this agenda item for your consideration and approval. With the support of our Health teachers and the School Health Advisory Council (SHAC), we are requesting approval to use the Big Decisions curriculum in our health classes. We will have in our syllabus the Big Decisions Curriculum Outline and a parent consent form to address any concerns the parents might have on this curriculum. In case there is a concern from a parent on the curriculum content, we have an alternative assignments in place for those students.

Your consideration is greatly appreciated. Should you have any questions, please do not hesitate to contact our office.

Approved by: _____


Samuel Mijares – Deputy Superintendent for Curriculum & Instruction

FV/mf

Curriculum Outline

1. RULES OF THE GAME: Forming a Respectful Group.....Page 5

Objectives:

- Review the Key Messages of *Big Decisions*
- Identify respect as a key value for the group
- Develop ground rules for the group
- Role-play showing respect
- Express confidence in your ability to show respect

Activities

- 1.1 - Introduction and Key Messages Review - 5 min
- 1.2 - Ice-Breaker: Differences and Respect - 10 min
- 1.3 - Setting Ground Rules - 10 min
- 1.4 - Respecting Others - 15 min
- 1.5 - What Respect Means to Me - 5 min

2. GOALS AND DREAMS: My Future.....Page 25

Objectives

- Picture your dreams for the future
- Consider how a pregnancy (or another pregnancy) or HIV/STI could affect reaching your goals and dreams
- Prepare to talk with a parent or other trusted adult about goals and dreams

Activities

- 2.1 - My Dream Board - 30 min
- 2.2 - How Could It Affect My Goals and Dreams? - 5 min
- 2.3 - My Goals, My Decisions - 5 min
- 2.4 - Homework: Talking about Goals and Dreams - 5 min

3. RELATIONSHIPS AND ROMANCE: What is Healthy?.....Page 43

Objectives

- Reflect on conversations with your parent or other adult about goals and dreams
- Identify characteristics of healthy and unhealthy relationships
- Personalize the importance of showing and expecting respect
- Learn how people in unhealthy relationships can seek help, if needed

Activities

- 3.1 - Homework Review: Goals and Dreams- 5 min
- 3.2 - Healthy or Unhealthy? - 20 min
- 3.3 - Relationship Role-Plays - 15 min
- 3.4 - Relationships and Me - 5 min

4. ANATOMY AND REPRODUCTION: How it Works.....Page 63

Objectives

- Identify the names and functions of male and female body parts
- Review how pregnancy happens
- Evaluate statements about reproduction to determine if they are true or false

Activities

- 4.1 - Ice-Breaker: What Do They Call It? - 5 min
- 4.2 - Reproductive Anatomy: The Body Parts - 20 min
- 4.3 - The Journeys of the Sperm and the Egg - 5 min
- 4.4 - Reproduction: True or False? -10 min

5. ABSTINENCE: Decisions to Wait.....Page 101

Objectives

- Define what is meant by "abstinence"
- Identify reasons to not have sex
- Understand the risks of "sexting"
- List ways, other than sex, to show someone you care
- Personalize the advantages of abstinence

Activities

- 5.1 - Reasons to Wait - 10 min
- 5.2 - Is This Abstinence? - 10 min
- 5.3 - What about "Sexting"? - 5 min
- 5.4 - Ways to Show You Care - 10 min
- 5.5 - My Ideas about Abstinence - 5 min
- 5.6 - Homework: Talking about Abstinence - 5 min

Curriculum Outline, Continued

6. A CLEAR “NO”: My Limits.....Page 129

Objectives

- Reflect on conversations with your parent or other adult about abstinence and pressure
- Learn that everyone has the right to say “no”
- Learn that it is never OK to pressure someone for sex
- Learn and practice effective ways to say “no” to having sex

Activities

- 6.1 - Homework Review: Talking with Parents - 5 min
- 6.2 - The Right to Say “No” - 10 min
- 6.3 - Pressure Situation: A CLEAR “No” - 15 min
- 6.4 - Pressure Situation: The Party – 15 min

7. CONTRACEPTION: Pregnancy at a Good Time for You.....Page 155

Objectives

- State what you would like to have in place before you have or cause a pregnancy (or another pregnancy)
- Evaluate commonly used contraceptive methods (including abstinence) for effectiveness
- Personalize the risk of pregnancy without using effective contraception
- Identify your personal limits to avoid pregnancy, or another pregnancy, as a teen

Activities

- 7.1 - When would be a Good Time for a Pregnancy, or another Pregnancy? - 5 min
- 7.2 - Contraceptive Method Bingo - 30 min
- 7.3 - Effectiveness Line-Up - 5 min
- 7.4 - Pregnancy in My Life - 5 min

8. SEXUALLY TRANSMITTED INFECTIONS, Including HIV/AIDSPage 199

Objectives

- Personalize the potential consequences of common STIs
- Identify ways to reduce the risk of getting and spreading STIs
- Identify health providers in your community that provide testing for HIV and other STIs
- Identify your personal limits to reduce your risk of STIs

Activities

- 8.1 - Index Cards - 5 min
- 8.2 - STI Information Stations - 30 min
- 8.3 - Getting Tested - 5 min
- 8.4 - STIs and Me - 5 min

9. STAYING HEALTHY AND ON TRACK: Defending My LimitsPage 235

Objectives

- Review effective ways to give a CLEAR “no”
- Practice saying “no” to activities that are beyond your personal limits
- Demonstrate the ability to say “no” effectively to having sex; to having sex without a condom; and to having sex without effective contraception
- Prepare to talk with a parent or other trusted adult about having children

Activities

- 9.1 - Defending My Limits - 5 min
- 9.2 - Role-Play Situation #1: After School - 15 min
- 9.3 - Role-Play Situation #2: Prom Night - 20 min
- 9.4 - Talking about Having Children Homework - 5 min

10. OVERCOMING CHALLENGES: Big DecisionsPage 251

Objectives

- Reflect on conversations with parents about having children
- Consider ways that your personal limits might be challenged
- Demonstrate strategies to overcome challenges to your limits
- Reinforce the connection between defending your limits and achieving your goals and dreams
- Celebrate completion of *Big Decisions*

Activities

- 10.1 - Homework Review: Talking about Having Children- 5 min
- 10.2 - Goals and Challenges - 10 min
- 10.3 - Write Your Own Challenge Situation - 20 min
- 10.4 - *Big Decisions* Graduation - 10 min