



Auburn School District

Family Health

Total Framework Hours up to: 90

CIP Code: 190003 **Exploratory** **Preparatory**

Date Last Modified: January 30, 2013

Career Cluster: Human Services

Career Pathway: Social and Personal Services

Power Standards

- PS 1.0: Analyze food choices and physical activities and demonstrate the knowledge of making healthy food choices.
- PS 2.0: Identify impacts of mental health in their life and how to reduce risk and increase wellness.
- PS 3.0: FCS 12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
- PS 4.0: HF 2.4 Comprehend relationship between personal safety and environmental factors.
- PS 5.0: HF 2.4.5 Understands the impact of chemicals on the body.
- PS 6.0: Evaluate how to maintain personal health

Unit Outline

	<u>Hours</u>
Unit 1: Nutrition	15
Unit 2: Emotional Health	15
Unit 3: Relationships and Reproduction	15
Unit 4: Disease and Disasters	15
Unit 5: Substance Abuse	15
Unit 6: Personal Health	15
Total Hours	<u>90</u>

UNIT 1 Nutrition

Performance Assessments:

Health CBA: Cafeteria Choices

Compare nutritional labels and identify positive and negative nutritional components; identify additional foods that would compensate for negative components and explain why.

Create a personal nutrition plan based on current guidelines.

Unit Test

Managing available resources the student will produce a brochure that clearly and effectively communicates nutrition and wellness information that allows the intended audience to maintain an active and health life. Problem solving and decision making skills will be used to plan and produce the brochure. Suggested planning and assessment tool, FCCLA – Student Body Project.

Using case studies and a variety of resources and information, the student will develop health, fitness and nutrition plans and goals in written form, based on national dietary guidelines and individual needs. Problem solving and decision making skills will be used to research (electronic nutritional analysis software) review and predict outcomes of sound nutritional choices and consequences of poor nutritional choices. Suggested planning and assessment tool, FCCLA STAR Event – Applied Technology.

Embedded Leadership Activities

21st Century interdisciplinary theme activity--health literacy: Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.

FCCLA: Student Body Eat Right or Be Fit or Healthy Choices

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 1.0: Analyze food choices and physical activities and demonstrate the knowledge of making healthy food choices.

Competencies

Total Learning Hours for Unit: 15

- 1.1 HF 1.5.4 Evaluates how healthy and unhealthy eating patterns impact the function of the body.
- 1.2 FCS 14.0 Demonstrate nutrition and wellness practices that enhance individual and family well being.
- 1.3 FCS 14.2.3 Assess the impact of food and diet fads, food addictions and eating disorders on wellness
- 1.4 HF 1.5.1 Analyze calories, label reading, nutrients, dietary guidelines, and the impact of nutrition decisions on personal health.

ALIGNED WASHINGTON STATE STANDARDS

Communications

- SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

COMMON CORE Speaking and Listening Standards

<p>Reading COMMON CORE</p> <p>ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects</p>	<p>R13 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>R14 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>R17 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
<p>Writing COMMON CORE</p> <p>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</p>	<p>W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

UNIT 2 Emotional Health

Performance Assessments:

Health CBA

Dear “Stressed and Depressed”

Identify healthy stress management strategies and how they are used to relieve stress; identify signs of depression and describe how community resources may help.

Embedded Leadership Activities

21st Century Skill—Information Literacy: Access and evaluate information. Evaluate information critically and competently.

21st Century Theme--Health literacy: Understand preventative physical . . .

FCCLA: Stop the Violence

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 2: Identify impacts of mental health in their life and how to reduce risk and increase wellness.

Competencies

Total Learning Hours for Unit: 15

2.1 HF 2.4.1 Describes strategies to prevent manage and resolve conflict in healthy ways.

2.2 HF 2.4.3 Analyzes stress and how it relates to personal stress-management strategies.

2.3 HF 3.4 Understands the impact of emotions on health.

2.4 ASD Discuss strategies for suicide prevention

ALIGNED WASHINGTON STATE STANDARDS

Communications COMMON CORE Speaking and Listening Standards	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Reading COMMON CORE	RI3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RI7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Writing COMMON CORE	W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

UNIT 3 Relationships and Reproductive Health

Performance Assessments:

STD Project/Presentation
Unit Test

Embedded Leadership Activities

21st Century interdisciplinary theme activity--health literacy: Obtaining, interpreting and understanding basic health and services and using such information and services in ways that enhance health.

Using available information to make appropriate health related decisions.

FCCLA: Family Ties Power of One

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 3.0: FCS 12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.

Competencies

Total Learning Hours for Unit: 15

- 3.1 FCS 12.2 Analyze conditions that influence human growth and development
- 3.2 HF 2.2.2 Understands how to maintain sexual health throughout life.
- 3.3 FSC 12.2.4 Identify types of abuse (neglect, emotional, psychological, physical and sexual and appropriate responses.
- 3.4 FSC 12.1.4 Analyze factors that contribute to healthy and unhealthy relationships.
- 3.5 FCS 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.
- 3.6 FCS 13.3 Demonstrate communication skills that contribute to positive relationships.

ALIGNED WASHINGTON STATE STANDARDS

<p>Communications</p> <p>COMMON CORE Speaking and Listening Standards</p>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Reading</p> <p>COMMON CORE</p>	<p>RI3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
<p>Science</p>	<p>INQA: Scientists generate and evaluate questions to investigate the natural world.</p>
<p>Writing</p> <p>COMMON CORE</p>	<p>W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

UNIT 4 Disease and Disasters

Performance Assessments:

PowerPoint/Poster Presentation
 Create a personal safety and disaster plan for home, school, and community.
 Disease Research and Presentation
 Perform CPR/First Aid

Embedded Leadership Activities

21st Century interdisciplinary theme activity--health literacy: Understand national and international public health and safety issues.
 Environmental Literacy: Investigate and analyze environmental issues and make accurate conclusions about effective solutions.

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 4.0: H.2 4 Comprehend relationship between personal safety and environmental factors.

Competencies

Total Learning Hours for Unit: 15

- 4.1 HF 3.1.2 Analyze concepts of prevention and control of disease.
- 4.2 HF 2.3.1 Comprehends personal health practices and how they affect disease and disasters.
- 4.3 HF 2.4.2 Demonstrates skills to respond appropriately and safely to emergency situations.
- 4.4 HF 2.3.1 Analyzes personal health practices, and how they affect communicable diseases.
- 4.5 HF 2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.

ALIGNED WASHINGTON STATE STANDARDS

Art	3.1 Use the arts to express and present ideas and feelings
Communications COMMON CORE Speaking and Listening Standards	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Reading COMMON CORE	RI3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RI7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Writing COMMON CORE	W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

UNIT 5 Substance Abuse

Performance Assessments:

PowerPoint/Posters Presentations
 Drinking and Driving Brochure
 Unit Test

Explain legal consequences (laws and penalties) of drug/alcohol use, stages of dependence/addiction (including behaviors), effects of use (on family, school, community, and emotional health), and describe services that community resources can provide.

Embedded Leadership Activities

21st Century Skill—Media Literacy: Examine how individuals interpret messages differently, how values and viewpoints are included or excluded, and how media can influence beliefs and behaviors.

FCCLA: FACTS Unit; Think Smart or Buckle Up or Arrive Alive, or Speak up; or Bridge the Gap

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 5.0: HF 2.4.5 Understands the impact of chemicals on the body

Competencies

Total Learning Hours for Unit: 15

- 5.1 H 2.4.6 2.4.7 Describe (Understands) the stages of addiction, dependency, recovery and the impact on the individual, family, and society.
- 5.2 HF 2.4.5 Analyzes the stages of addiction and dependency and the impact on the individual, family, and society.
- 5.3 HF 2.4.6 Understands legal implications of drug, alcohol, and tobacco use.
- 5.4 HF 2.4.7 Analyzes various treatment options and recovery processes.

ALIGNED WASHINGTON STATE STANDARDS

Communications	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
COMMON CORE Speaking and Listening Standards	SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Reading COMMON CORE	<p>RI3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
Science	<p>INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</p> <p>INQH: Scientists carefully evaluate sources of information for reliability before using that information. When referring to the ideas or findings of others, they cite their sources of information.</p>

Writing COMMON CORE	W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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UNIT 6 Personal Health

Performance Assessments:

Goal Setting Assessment

Students will evaluate current health status and set health goals based on personal need. Short term and long term goals will be included. Students will illustrate their goals by creating a visual aide and sharing their visual and goals with the class. Student goals will reflect each area of health (physical, emotional, social, psychological and spiritual). Suggest planning and assessment tool, FCCLA Illustrated Talk.

Embedded Leadership Activities

21st Century interdisciplinary theme activity--health literacy: establishing and monitoring personal and family health goals

21st Century Skill Understand, interpreting and understanding basic health information and services and using such information and services in ways that enhance health

FCCLA: Power of One: A Better You

STANDARDS AND COMPETENCIES

Standard/Unit:

PS 6.0: Evaluate how to maintain personal health

Competencies

Total Learning Hours for Unit: 15

- 6.1 HF 3.2.1 Access resources for personal health
- 6.2 HF 2.2.3 Evaluate hereditary factors affecting personal health.
- 6.3 HF 2.1 Understands dimensions and indicators of health.
- 6.4 HF 2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

ALIGNED WASHINGTON STATE STANDARDS

Communications COMMON CORE Speaking and Listening Standards	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and
Reading COMMON CORE	RI3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
Writing COMMON CORE	W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and

	<p>counterclaims.</p> <p>W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>WHST7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
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21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER SKILLS
<p>Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input checked="" type="checkbox"/> Use Systems Thinking</p> <p><input checked="" type="checkbox"/> Make Judgments and Decisions</p> <p><input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and /evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input checked="" type="checkbox"/> Analyze Media</p> <p><input checked="" type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy)</p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p>Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Manage Goals and Time</p> <p><input checked="" type="checkbox"/> Work Independently</p> <p><input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input checked="" type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input checked="" type="checkbox"/> Guide and Lead Others</p> <p><input checked="" type="checkbox"/> Be Responsible to Others</p>