

Course Title: Family Wellness

Unit: 1	Community Health
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<p align="center">Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> Determine a variety of health services provided by school and community health professionals that impact the health and wellness of individuals and families, including health activities that influence and support others to work cooperatively for healthy communities. Examples: mental health counseling, physical health screening, immunizations, public information seminars and services, drug prevention programs, school nurses, STOP the Violence-Students Taking on Prevention project, programs such as Students Against Destructive Decisions (SADD), health fairs Analyze cultural influences on health behaviors, including social norms, laws and regulations, family traditions, and stereotypes that impact the health and wellness of individuals and families. Examples: knowledge, attitude, and beliefs related to family eating habits, Alabama’s graduated driver license to promote safe driving
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<p align="center">Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> Evaluate the health services provided by the school and community. Determine community health professionals that impact the health and wellness of individuals and families. Determine health activities in the school and community that influence and support others to work cooperatively in addressing health issues in the community. Assess cultural factors that influence health and wellness of individuals and families. 5 Discuss immunization requirements for public institutions.
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<p>Essential Question(s):</p>	<p>What factors contribute to a healthy, diverse community? What are some health services and activities that a school/community can provide that impact the health and wellness of individuals and families? What health activities can individuals support that influence the health of the community?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Community Health A. Health Service Providers 1. School professionals 2. Community health professionals</p>	<p>10 + 5 Discussion: It is important that individuals and families are aware of the healthcare providers in the community so that when healthcare is needed they know what services are available is discussed.</p>	<p>Lead Questions</p>

B. Health Activities that Support Others to Work Cooperatively

Brainstorming Session
Students identify health service providers in the school and community

Guest Speaker:
School nurse or Registered Nurse from the community discusses health service providers located in the community.

Quick Talk:
There are many agencies in the community that provide healthcare services and activities that provide opportunities for support from others to work cooperatively in meeting health needs of community.

Guest Speaker:
Counselor from United Way discusses opportunities for individuals and families to assist their organization in meeting health needs of the community, country, and internationally.

Field Trip:
Students visit a Community Health Provider Facility.

10 + 5 Discussion:
In the community there are a lot of health activities that are provided by individuals from various walks of life who work cooperatively to address health issues.

Table Talk:
Students identify health activities offered in their community and describe how individuals work together for the common cause. Students create a listing of activities. Share Out.

Lead Questions

Contact Guest Speaker – School Nurse
Lead Questions

Lead Questions

Contact Guest Speaker
Lead Questions

Field trip site
Permission slips
Lead Questions

Lead Questions

Lead Questions
Computers
Internet
Web sites
Telephone Directories

<p>C. Cultural Influences on Health Behavior</p> <ol style="list-style-type: none"> 1. Social norms 2. Laws and regulations 3. Family traditions 4. Stereotypes 	<p>Community Survey: In pairs, students select one of the health activities offered in the community and identify the sponsor. They research the activity. They develop a questionnaire to determine the purpose of the activity and how the activity encourages individuals in the community to work cooperatively. Students conduct the interview with the sponsor of the activity. Summarize findings. Report Out.</p> <p>Community Service Project: In teams of four, students organize a community service project related to promoting community health. Students share their project ideas with health professionals in the community, mayor, or chamber of commerce director in the possibility that the project may be conducted.</p> <p>Quick Talk An individual or families health behavior is influenced by culture, laws and regulations, family traditions, and stereotypes.</p> <p>Four Corners: Four posters are placed on the classroom walls. Each poster includes one of the following topics:</p> <ul style="list-style-type: none"> • Social Norms • Laws and Regulations • Family Traditions • Stereotypes <p>Students in groups of four, rotate to each poster. They write their ideas of how each topic influences health behaviors of individuals and families. At the end of the activity, a student reads the information written on each poster.</p>	<p>Guidelines for Project Rubric List of Health Activities Participates Lead Questions Computers Internet Web sites References</p> <p>Guidelines for Project Rubric Internet Web sites Computers Brochures References</p> <p>Lead Questions</p> <p>Lead Questions Poster Board Markers</p>
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	<p>Quick Paper on Cultural Influences: Students write a short paper on how culture impacts health of individuals and the family. Report Out.</p> <p>Health Behavior Brochure: Students identify an age group and develop a brochure on cultural factors that impact the health behavior of individuals within the age group. Report Out</p>	<p>Guidelines for Paper Internet Computers Reference Books Web sites Rubric Lead Questions</p> <p>Guidelines for Brochure Rubric Computers Internet Web sites References Art Supplies</p>
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Unit Assessment:	Community Survey, Community Service Project, Quick Paper on Cultural Influences, Health Behavior Brochure, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	<p>Students participate in STOP the Violence STAR Event.</p> <p>Students organize a community service project such as a Red Cross Blood Drive to promote community health.</p> <p>Student participation in FCCLA STAR Events - Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview.</p>
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Unit/Course Culminating Product:	<p>Students develop a Resource Log for health services provided by the school and community.</p> <p>Students plan an activity that requires health professionals, families, and individuals to work cooperatively to address a health or wellness issue or concern.</p> <p>Students develop a Health Behavior Brochure</p>
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<p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessment - Broad Field of Family and Consumer Sciences</p>
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Course Title: Family Wellness

Unit: 2	Consumer Health
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<p align="center">Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 3. Differentiate between positive and negative health messages portrayed in the media. Examples: negative- attractive models advertising products such as tobacco, and alcohol, sexual images used to promote products positive- public service announcements about child-parent communication, advertisements promoting the use of sunscreens 4. Evaluate positive and negative impacts of technology on health. Examples: positive- improved diagnostics, prevention, and treatment of diseases and disorders negative- decreased level of health-enhancing physical activity, inflationary expense of health care services 5. Explain valid and essential information for the safe use of consumer goods and health products. Examples: using over-the-counter medications as directed, using herbals safely, recognizing fraud and fads, checking product labeling
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<p align="center">Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Determine the types of media used to communicate health messages. 2. Analyze health messages portrayed in the media to determine their positive and/or negative effects on health behavior. 3. Analyze the impact of technology on consumer health. 4. Evaluate statistics of public health concerns previous to technology advancements. 5. Analyze consumer information for the safe use of consumer goods and health products for validity. 6. Determine FDA regulations associated with over-the-counter drugs, prescriptions, and herbal medications. 7. Analyze product label information included on consumer goods and health products.
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<p>Essential Question(s):</p>	<p>How should consumers react to health messages portrayed by the media? What impact does technology have on one's health? How do individuals and families use consumer goods and health products safely?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>II. Consumer Health A. Health Messages Portrayed in the Media 1. Positive 2. Negative</p>	<p>10 + 5 Discussion: Consumer health choices are influenced by many factors. Media outlets can convey to consumers both positive and negative messages.</p>	<p>Lead Questions</p>

- B. Impact of Technology on Health
1. Positive
 2. Negative

Brainstorming Session:
Students share health messages portrayed by the media.

Collage:
Students create collages that depict positive and negative images used by the media.

Show Time:
Teacher shows clips of T.V. health commercials. Students discuss the pro and cons of the commercials.

10 + 5 Discussion:
Technology has had a great impact on health of individuals, from the types of medications produced to the equipment to detect health problems.

Technology Research Report:
Students write a research paper on the impact of technology on health care. They select a technological advancement and create a poster to explain the impact of the advancement. Share Out. Posters are posted on classroom walls.

Table Talk:
Students talk about how the Internet may be used to research health issues, medications, diseases, preventive measures, and remedies.

Internet Search on Health Issue:
Students are provided with a health issue and they search the Internet to determine how the issue is addressed. They select 10 Web sites. They describe the sites and what impact the sites

Lead Questions

Magazines
Poster Board
Art Supplies
Internet
Computers
Newspapers

VCR
Monitor
Commercials
Lead Questions

Lead Questions

Guidelines for Report
Rubric
Computers
Internet
References
Art Supplies
Web sites
Poster Boards

Lead Questions

Guidelines for Internet Search
Internet
Computers
References
Web sites

<p>C. Safe Use of Consumer Goods and Health Products</p> <p>1. Identifying valid and essential information</p> <p>2. Using over-the-counter medications as directed</p>	<p>have on the health decisions made by consumers. Share Out.</p> <p>Quick Talk: With all of the health information available on the Internet, television, and other sources, consumers must be knowledgeable on how to determine what is reliable, valid, and essential.</p> <p>PowerPoint Presentation: Guidelines Consumers May Use to Identify Valid and Essential Health Information</p> <p>Debate on Consumer Information: Four students as a group are assigned to research the validity and essential information of a consumer good or health product. Two of the students take the stand that the information provided is not valid and the other two students take the stand that the information is valid. They debate each other. Teams debate issues in front of class.</p> <p>Quick Talk: Many consumers use over-the-counter medications to treat their health problems. It is imperative that they use these medications safely.</p> <p>Guest Speaker: A pharmacist discusses the topic of using over-the-counter medications to treat health problems.</p> <p>Over-the-Counter Activity: Working in pairs, students are given a box or bottle of an over-the-counter medication. They describe what health problem(s) the medication treats and how it should be taken safely. Are there any warnings? Report Out.</p>	<p>Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation CTX Computer Samples of Valid and Non-Valid Information Lead Questions</p> <p>Guidelines for Debate Rubric Topics Lead Questions Computers Internet Web sites References</p> <p>Lead Questions Samples of Over-the-Counter Medications</p> <p>Arrangements for the Guest Speaker Lead Questions</p> <p>Guidelines for Activity Empty OTC Medication Boxes or Bottles Lead Questions:</p>
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<p>3. Using herbals safely</p>	<p>10 + 5 Discussion: Many consumers use herbals to treat various health ailments. Herbals are not regulated and consumers must be savvy on the selection and use of herbals.</p> <p>Herbal Research Report: Students are given the name of an herbal used to treat various health ailments. Students research the herbal and explain what the herbal treats, how the herbal is taken, its cost, its benefits, its impact on prescription drugs an individual may be taking, and any other warnings concerning their use. Report Out.</p>	<p>Lead Questions</p> <p>Guidelines for Report Herbal Names Computers Internet Web sites References Lead Questions</p>
<p>4. Recognizing fraud and fads</p>	<p>10 + 5 Discussion: How can consumers recognize fraud and fads related to health products and consumer goods? It is illegal to make false claims in what medicine, food, diet aids, or cosmetics do as a result of using goods and products. This is called quackery.</p> <p>Turn and Talk: Students turn and talk to a classmate about fraud, fads, and medical quackery in the selling of consumer goods and health products.</p> <p>Quick Paper on Fraud and Fads: Students select a consumer health product or service that is an easy target for fraud or is possibly a fad in the making. They write a paper on how consumers may be deceived by the product or service. Report Out. Possible topics: beauty aids, diet aids, food fads, fraudulent devices, medical quackery (cancer, arthritis, weight health problems)</p> <p>Quick Talk: As consumers we depend on products and services that protect our health. Sometimes we</p>	<p>Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Paper Rubric Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p>

<p>5. Checking product labeling</p>	<p>discover that these products and services do not perform as stated by the manufacturer. In these causes consumers must address the displeasure or fraudulent product or services. Consumers have the right to expect their complaints are handled in an appropriate manner.</p> <p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> • Steps to follow in handling consumer problems in the use of health goods and services. • Agencies that Protect Consumers <p>Quick Paper on Agencies that Protect Consumers: Students select one of the agencies and write a short paper on how the agency assists consumers in protecting them from harm. Report Out. (Better Business Bureau, Small Claims Court, Advocacy Groups, Recall of Products or Goods, Food and Drug Administration, Federal Trade Commission)</p> <p>Case Studies on Fraud: Students are provided case studies of actual situations where fraud was committed or a fad is in being marketed in the the use of consumer goods and health products. They describe what actions should be taken to address the consumer problems. Report Out.</p> <p>Guest Speaker: Director of local Better Business Bureau discusses the topic of fraud in the marketplace.</p> <p>Quick Talk: Consumers must be able to read product labels when using consumer goods and health products so that the goods and products are used properly and safely.</p>	<p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Paper Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Case Studies Case Studies Lead Questions Computers Internet Web sites References</p> <p>Arrangements for Guest Speaker Lead Questions</p> <p>Lead Questions</p>
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	<p>Product Labeling Poster: Using empty medication boxes or bottles, students create a poster describing information included on the label of the box or bottle. The poster highlights information that consumers must understand before using the product. Share Out.</p> <p>Publicity Campaign: Students develop a publicity campaign to educate consumers about an issue or health condition that impacts health and wellness of families and individuals.</p>	<p>Guidelines for Poster Rubric Empty Boxes or Bottles of OTC Medications Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Campaign Rubric Computers Internet Web sites References Lead Questions</p>
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Unit Assessment:	Collage, Technology Research Report , Internet Search on Health Issue, Debate on Consumer Information, Over-the-Counter Activity, Herbal Research Report, Quick Paper on Fraud and Fads, Quick Paper on Agencies that Protect Consumers, Case Studies on Fraud, Product Labeling Poster, Publicity Campaign, Rubrics, and Class Participation
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Unit/Course CTSO Activity:	FCCLA members participate in a community service project to provide information about herbal medications, using over-the-counter drugs, or recognizing fraud and fads. Student participation in FCCLA STAR Events - Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview.
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Unit/Course Culminating Product:	Students develop a publicity campaign to educate consumers about an issue or health condition that impacts the health and wellness of families and individuals.
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Course Title: Family Wellness

Unit: 3	Environmental Health
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Content Standard(s) and Depth of Knowledge Level(s):	Students will: <ol style="list-style-type: none"> 6. Analyze factors that affect community health, including comparing the rights of individuals or special interest groups regarding the environment with those of the community. Examples: air pollution – breathing problems noise pollution – hearing loss chemical pollution – water quality bio-terrorism – disease rights of the individuals or groups – community action to prevent landfill construction near neighborhoods, noise abatement near airports, rights of smokers versus nonsmokers in public places.
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Learning Objective(s) and Depth of Knowledge Level(s):	Students will: <ol style="list-style-type: none"> 1. Analyze factors that affect community health. 2. Determine an individual’s responsibility for a healthy environment. 3. Assess the influence of special interest groups on the rights of consumers and the community to provide a healthy environment. 4. Analyze the impact of pollutants on the environment.
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Essential Question(s):	What environmental factors affect community health? What is the role of individuals and/or community agencies in protecting the environment in relation to health and wellness?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
I. Environmental Health A. Factors that Affect Community Health <ol style="list-style-type: none"> 1. Air pollution 2. Noise pollution 3. Chemical pollution 4. Bio-terrorism 5. Rights of individuals or groups 	10 + 5 Discussion: There are many environmental factors that affect community health. Consumers should be aware of how these environmental factors affect health and what the consumers can do to take responsibility for a healthy environment. Buzz Session: Students discuss factors in the community that impacts the health of consumers.	Lead Questions Lead Questions

<p>B. Rights of Individuals or Special Groups</p>	<p>Environmental Health Factors Report: Students are assigned a factor that impacts community health. They research the topic and create a PowerPoint to present to class.</p> <p>Billboard Activity: Students select one of the factors that were presented in the PowerPoint presented by classmates, and create a billboard to inform consumers of the impact of this factor on the communities' health.</p> <p>License Plate Activity: In groups of four, students research an environmental factor that is impacting the state of Alabama and design a license plate to be issued to motorist in Alabama. They create their design and describe why the topic was selected and the details of the design. Share Out.</p> <p>10 + 5 Discussion: Your rights as a consumer and rights of advocates to protect community health are discussed.</p> <p>Inner/Outer Circles: Students line-up in inner and outer circles. The teacher shares various advocacy groups, their goals and purposes. Students discuss what they think are the pros and cons of the advocacy group.</p>	<p>Guidelines for Report Rubric Computers Internet Web sites References Lead Questions Controversial Statement Poster</p> <p>Guidelines for the Activity Rubric Factors Art Supplies Poster Board Lead Questions</p> <p>Guidelines for the Activity Rubric Computers Internet Web sites EPA Report Factors Art Supplies License Plate Lead Questions</p> <p>Lead Questions</p> <p>Advocacy Groups Directions for Activity</p>
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	<p>Case Studies on Advocacy: Students are given case studies of environmental factors that affect community health and how consumer or advocacy groups react to the situation. Students decide how they would react to the specific solution. Report Out.</p> <p>Posters on Factors that Affect Community Health: Students design posters to communicate to individuals and families factors that affect community health.</p>	<p>Guidelines for Case Studies Lead Questions Computers Web sites Internet References</p> <p>Guidelines for Poster Rubric Art Supplies Computers Internet Web sites References Lead Questions</p>
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Unit Assessment:	Environmental Health Factors Report, Billboard Activity, License Plate Activity, Case Studies on Advocacy, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	Members participate in a community clean up day or a campus beautification project. Members participate in FCCLA STAR Events - Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview
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Unit/Course Culminating Product:	Students design posters to communicate to individuals and families factors that affect community health.
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<p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessment - Broad Field Family and Consumer Sciences</p>
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Course Title: Family Wellness

Unit: 4:	Family Health
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ul style="list-style-type: none"> 7. Explain the impact of personal health behaviors on family life, parenting, and child development, including attending to financial responsibilities associated with pregnancy, childbirth, and childrearing. Examples: waiting to become a parent until physically, socially, and emotionally mature and employed 8. Determine common causes of disability and premature loss of life across life stages. Examples: Sudden Infant Death Syndrome (SIDS), unintentional and intentional injuries, cardiovascular diseases, diabetes, cancer, inadequate parental care
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ul style="list-style-type: none"> 1. Assess the impact of personal health behaviors on the family. 2. Calculate the financial responsibilities associated with pregnancy, childbirth, and childrearing. 3. Determine factors that impact the decision to become a parent. 4. Describe how the personal health behaviors of parents can impact a child's growth and development. 5. Analyze the leading causes of death in American adults and children across the life stages. 6. Analyze the leading types of disabilities that may occur in adults and children across the life stages.
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Essential Question(s):	<p>How does one's personal health behavior impact family life? What are the major causes of disability and premature loss of life across the life stages?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Family Health</p> <ul style="list-style-type: none"> A. Personal Health Behaviors <ul style="list-style-type: none"> 1. Family life 2. Parenting 3. Child development 	<p>10 + 5 Discussion: It is important in our society that individuals take steps to maintain a health family. Healthy families lead to a strong nation.</p> <p>Buzz Session: Students talk about factors that may lead to problems/issues in a family that may affect members of the family as well as the family as a unit. Students make a list of problems/issues families face related to family life, parenting, and child development.</p>	<p>Lead Questions</p> <p>Lead Questions</p>

<p>B. Parental Readiness</p> <ol style="list-style-type: none"> 1. Parental Readiness 2. Financial Cost 	<p>Family Health Project: Students conduct research on characteristics of a strong and healthy family. They describe the characteristics of a strong and healthy family and identify the problems or issues that families would need to address if they did not possess these characteristics. They describe where families can go for assistance in addressing their problems or issues. Share Out.</p> <p>Case Studies on Health Problems: Students are given case studies of families that have some health problems or issues to address. Student select solutions to address the problems or issues and explain their solutions. Report Out.</p> <p>Quick Talk: Deciding to become a parent is a huge responsibility. It is very rewarding to be able to provide a nurturing environment and watch the child's growth and development in a healthy home.</p> <p>Parental Readiness Project: Students conduct research on factors that lead to parental readiness, the financial cost of having a child, and the cost of raising children in today's society. Students prepare a brochure for teenagers on the responsibilities and costs of having children. Share Out.</p> <p>Baby Think Over Project: Students participate in caring for the Baby Think It Over Doll or Flour Bag/Egg Babies project. Students keep a daily log during the assigned time of care. Students write a brief paper on how this activity has impacted their readiness to become parents.</p>	<p>Guidelines for Project Rubric Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Case Studies Lead Questions Computers Web sites Internet References</p> <p>Lead Questions</p> <p>Guidelines for Project Rubric Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Project Baby Think Over Dolls/Flour Bags/Eggs Daily Log Lead Questions</p>
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<p>C. Causes of Premature Loss of Life</p>	<p>Quick Talk: The teacher discusses how research and technology have lead to eliminating and preventing diseases. Yet, the way we live can set the stage for premature loss of life.</p> <p>PowerPoint Presentation: Causes of Premature Loss of Life</p> <ul style="list-style-type: none"> • Life Style Factors • Life Expectancy 	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p>
<p>D. Types of Disabilities</p>	<p>10 + 5 Discussion: Due to genetics, accidents, and environmental hazards, some people face life with debilitating conditions. Research and technology are constantly discovering new medication, supplies, and equipment to address these conditions.</p> <p>PowerPoint Presentation: Types of Disabilities</p> <p>Disability Poster: Students are provided with the name of a type of disability. They research the disability and develop a poster to inform the public about the causes of the disability, treatment, and its effect on the family. Share Out.</p> <p>Health Brochure: Students design a brochure for parents on how:</p> <ul style="list-style-type: none"> • Personal health behaviors impact family life, or • One’s personal health behaviors can impact older years, or • Parental readiness. 	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Project Computers Internet Web sites References Web sites Poster Board Art Supplies</p> <p>Guidelines for Project Computers Internet Web sites References Web sites Art Supplies</p>

Unit Assessment:	Family Health Project, Case Studies on Health Problems, Parental Readiness Project, Baby Think Over Project, Disability Poster, Health Brochure, Rubrics, and Class Participation
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Unit/Course CTSO Activity:	FCCLA sponsors a Halloween or bicycle safety program to educate their community. Student participate FCCLA STAR Events - Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview.
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Unit/Course Culminating Product:	Brochure for parents on how their personal health behaviors impact family life Brochure on how one's personal health behaviors can impact older years Brochure on Parental Readiness
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Course/Program Credential(s):	<input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessment - Broad Field Family and Consumer Sciences
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Course Title: Family Wellness

Unit: 5	Personal Health
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 9. Analyze the relationship of dimensions of health and wellness, including emotional, intellectual, physical, social, environmental and spiritual factors that impact the health and wellness of individuals and families. <ul style="list-style-type: none"> • Applying decision-making strategies to achieve and improve personal health goals Example: participating regularly in physical activity, avoiding sexual risk-taking, preventing abuse, practicing water safety, operating motor vehicles safely 10. Apply refusal skills used by individuals and families to abstain from risky situations. Examples: saying “no,” walking away, offering alternatives, making excuses, finding solutions 11. Assess the impact of positive and negative personal health behaviors on the functioning of body systems. Examples: identifying effects of health behaviors on the endocrine, cardiovascular, nervous, reproductive, digestive, skeletal, and muscular systems
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Assess how the dimensions of health and wellness impact personal health. 2. Determine personal health goals of individuals and families across life stages. 3. Analyze decision-making strategies used to achieve and improve personal health goals. 4. Demonstrate refusal skills that can assist individuals and families to abstain from risky situations. 5. Analyze the impact of personal health behaviors on the functioning of body systems.
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<p>Essential Question(s):</p>	<p>How can the dimensions of health and wellness improve personal health? What decision-making strategies are used by an individual use to improve his/her health? What refusal skills can individuals and families use to abstain from risky situations? What is the impact of personal health behaviors on the body?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>V. Personal Health A. Dimensions of Health and Wellness 1. Emotional 2. Intellectual 3. Physical 4. Social</p>	<p>10 + 2 Discussion: Your personal health is for the most part impacted by the personal decisions you make each day, although there are some factors that you have no control over. Most of the choices and decisions affecting your health are made by you.</p>	<p>Lead Questions</p>

- 5. Environmental
- 6. Spiritual

Buzz Session:

Students discuss what good health means to them.

Good Health Survey:

In pairs, students develop a survey that is used to ask individuals at various ages what they think is meant by the words “good health.” They also ask what factors have contributed to their healthy or unhealthy life style. Each student surveys five individuals of different ages. Students summarize findings and compare answers with their classmate. Share Out.

PowerPoint Presentation:

Dimensions of Health and Wellness

- Emotional
- Intellectual
- Physical
- Social
- Environmental
- Spiritual

Each dimension is discussed in detail along with a description of how it impacts one’s overall health.

Student Health Log:

For two weeks students keep a daily log of how they felt each day, what they ate, and what physical activity they participated in during the day.

10 + 5 Discussion:

Quality of life is just as important to an individual as the quantity of life. Quality of life defines the level of health and satisfaction a person experiences in his life.

Lead Questions

Guidelines for Survey

Rubric

Teach review of Survey Questions

Lead Questions

Computers

Internet

Web sites

References

PowerPoint Presentation

Computer

CTX

Lead Questions

Examples of Issues Related o Each Dimension

Charts

Guidelines for Health Log

Lead Questions

Lead Questions

B. Personal Health Goals

Read, Think, and Share:

Students are provided a copy of the U.S. Department of Health and Human Services, Toward a Healthy 2000. The document identifies health goals for the U.S. and explains how these habits if practiced now are setting the stage for quality of health in adult live.

- Giving up smoking
- Becoming physically active daily
- Limiting dietary fat intake
- Learning how to deal with stress
- Never drinking and driving
- Always wearing seat belts
- Seeking current and reliable health information
- Getting early prenatal care when pregnant
- Immunizing children against communicable diseases
- Teaching how to make safe decisions about health-risk behaviors such as smoking, drinking, using drugs, or having sex.

Self Wellness Inventory:

Students take a self-wellness inventory and total their score. They discuss their scores.

Quick Talk:

It is important that you have personal health goals. You should analyze your goals and then make decisions as to how you need to change or continue your health behaviors in order to achieve your health goals.

Personal Health Goals Analysis:

Using their Self-Inventory and Health Logs, students set goals for their personal good health. Students respond to questions such as:

- What behaviors I don't need to change or improve?

U.S. Department of Health and Humans,
Toward a Healthy 2000 - Goals
Lead Questions

Self Health Inventory
Directions for Completing Inventory
Lead Questions

Lead Questions

Directions for Setting Goals
Lead Questions
Health Logs
Self Health Inventory Results

<p>C. Refusal Skills and Risky Situations</p>	<ul style="list-style-type: none"> • What behaviors I would like to change or improve? • If these behaviors were completely changed, what are the benefits I would receive? • What are the steps that I need to take to make these changes? • What people I will ask for support and assistance? • What are my rewards for achieving these goals? • What are my personal health goals? <p>10 + 5 Discussion: Throughout our life, we may be faced with situations that we do not want to be a part of or it goes against our value system. It is important that we have the knowledge and skills to say “no.” By saying “no,” refusal skills have been applied to the situation.</p> <p>Brainstorming Session: Students brainstorm situations that may arise where there is a need to say “no.”</p> <p>PowerPoint Presentation: Refusal Skills</p> <p>Role Play on Refusal Skills: Students are given role play situations. They role play the situations using an appropriate refusal skills.</p>	<p>Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Role Play Situations Lead Questions</p>
<p>D. Personal Health Behaviors on Bodily Functions</p> <ol style="list-style-type: none"> 1. Positive 2. Negative 	<p>Quick Talk: Our personal health behavior can impact the way that our body functions and thus they can promote good health or lead to harmful effects.</p>	<p>Lead Questions</p>

	<p>Our Body Project: Students research each system of the body. They describe the function, structure, problems, and the effect of positive and negative health behaviors on the system. They provide the information in a booklet format.</p> <ul style="list-style-type: none"> • The Integumentary System • The Skeletal System • The Muscular System • The Nervous System • The Endocrine System • The Cardiovascular System • The Respiratory System • The Digestive System • The Urinary System • The Reproductive System • The Lymphatic System <p>Health Plan for Individuals: Using a case study, students develop a health plan for an individual throughout life span.</p> <p>Poster on Personal Health Behaviors: Students design posters to show how personal health behaviors impact the functioning of organs and the body systems.</p>	<p>Guidelines for Project Booklet Format Rubric Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Poster Rubric Computers Internet Web sites References Art Supplies Lead Questions</p>
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<p>Unit Assessment:</p>	<p>Good Health Survey, Student Health Log, Self Wellness Inventory, Personal Health Goals Analysis, Role Play on Refusal Skills, Our Body Project, Personal Health Behaviors' Posters, Rubrics, and Class Participation</p>
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Unit/Course CTSO Activity:	FCCLA promotes water safety or seat belt safety by passing out lifesaver candy with a safety slogan attached. Members participate in FCCLA STAR Events - Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview.
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Unit/Course Culminating Product:	Students develop a health plan for individuals across the life stages. Students develop a personal health plan. Students design posters to show how personal health behaviors impact the functioning of organs and the body systems.
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Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree
 Other: AAFCS Pre-Professional Assessment - Broad Field Family and Consumer Sciences

Course Title: Family Wellness

Unit: 6	Mental and Emotional Health
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <p>12. Identify symptoms, methods of treatment, and ways to manage mental illnesses or disorders such as depression, eating disorders and suicide, including proposing potential solutions to health concerns. Examples: recognizing problems with substance or child abuse and seeking help with prevention through family counseling, requesting referrals for drug, alcohol, or suicidal peer problems, participating in intervention seminars, using methods for working cooperatively with parents, school personnel, and peers, seeking assistance for responsible adults</p> <p>13. Describe the impact of significant events on physical and emotional health of individuals and families. Examples: birth or death of a loved one, marriage, childbirth, adoption, divorce, chronic or infectious illness, victimization, relocation, end of relationship</p>
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze types of mental illnesses and disorders. 2. Determine symptoms of mental illness and disorders. 3. Analyze methods of treatment for mental illness and disorders. 4. Determine ways mental illnesses and disorders can be managed. 5. Describe the characteristics of a healthy mental state. 6. Practice stress relief techniques. 7. Analyze the different warning signs of depression. 8. Determine the different warning signs of suicide. 9. Analyze the impact of significant events on the physical and emotional health of individuals and families.
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<p>Essential Question(s):</p>	<p>What signs indicate a mental illness or disorder? How can mental illnesses and disorders be treated? What resources are available to manage or treat a mental illness or disorders? How can significant events impact the physical and emotional health of individuals and families?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>V. Mental and Emotional Health A. Mental Illnesses or Disorders 1. Types a. Depression b. Eating disorders</p>	<p>10 + 5 Discussion: The meaning of mental health: Mental health is having the ability to generally accept and like oneself and being able to adapt and cope with what life brings us.</p>	<p>Lead Questions</p>

<p>c. Suicide</p> <ol style="list-style-type: none"> 2. Symptoms 3. Methods of treatment 4. Ways to Manage illnesses and disorders 	<p>Buzz Session: Students discuss the characteristics of a person with good mental health.</p> <p>PowerPoint Presentation Types of Mental Illness and Disorders</p> <p>Guest Speaker: A psychiatrist discusses the topic of mental illness.</p> <p>Mental Illness Project: Students are provided with a type of mental illness or disorder. They research the topic to determine symptoms, methods of treatment, and ways to manage the illness or disorder. They create a PowerPoint presentation to share their findings with the class.</p> <p>Educational Posters: Students create an informative poster on mental illnesses to post at various locations in the school building to educate others.</p>	<p>Lead Questions</p> <p>PowerPoint Presentation Computers CTX Lead Questions</p> <p>Arrangements for Guest Speaker Lead Questions</p> <p>Guidelines for Project Rubric for Research and PowerPoint Computers Internet CTX References Webs sites Presentation Rubric</p> <p>Guidelines for Poster Rubric Computers Web sites Internet Printer Various Art Supplies Poster Board</p>
<p>A. Impact of Significant Events on Health of Individuals and Families</p>	<p>Quick Talk: Certain events that happen in life can affect the health of individuals or families. If individuals and families are able to cope with these events, they can ease the stress and harm to one's health.</p> <p>Buzz Session: Students discuss significant events that may impact the health of individuals and families.</p>	<p>Lead Questions</p> <p>Lead Questions</p>

	<p>Case Studies: Students are given case studies of events that impact either an individual's or families' health. They select a solution to assist the individual or family in adapting or coping with the event.</p> <p>The Impact of Significant Events on One's Health Brochure: Students select five significant events that individual's and families' may face as they travel through the stages of the life cycle. They develop a brochure that describes the impact of the events on one's health. Share Out.</p>	<p>Guidelines for Activity Case Studies Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions List of Significant Events</p>
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Unit Assessment:	Mental Illness PowerPoint Presentation, Educational Posters, Case Studies, Brochure on the Impact of Significant Events on One's Health, Rubrics, and Class Participation
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Unit/Course CTSO Activity:	FCCLA sponsors an educational meeting on mental illnesses or disorders. Members participate in FCCLA STAR Events - Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview.
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Unit/Course Culminating Product:	Educational Posters on Mental Illnesses and Disorders Brochure on the Impact of Significant Events on Health
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<p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessment - Broad Field on Family and Consumer Sciences</p>

Course Title: Family Wellness

Unit: 7	Nutrition
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>14. Predict the impact of positive nutrition-related changes in behavior. Examples: eating versus skipping breakfast, knowledge of food pyramid, following doctor-recommended diet restrictions</p>
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define the term nutrition. 2. Determine positive personal behaviors that lead to good nutrition. 3. Compare nutrients and their impact on the human body. 4. Analyze food sources that include high nutritive value. 5. Plan nutritious menus using the Food Pyramid across the life stages. 6. Analyze special diets.
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Essential Question(s):	<p>How can individuals change their eating habits to be more nutritious?</p> <p>How is the Food Pyramid used in planning nutritious menus across the life stages?</p> <p>Why is it important for individuals to follow the doctor's orders when they have been prescribed a special diet for health reasons?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
V. Nutrition A. Behavior Changes	<p>10 + 5 Discussion: The food we eat almost affects everything we do. Food supplies nutrients that the body needs to function properly.</p>	Lead Questions
	<p>Brainstorming Session: Students discuss how they think the food they eat affects their body.</p>	Lead Questions
	<p>Coloring Book/Eating Chart Activity: Students research the body's need for nutrients. They identify and describe each nutrient, the function, sources of food, and the amounts</p>	Guidelines for Activity Rubric Computers Internet

B. Meal Planning

needed by the body to function. The student summarizes their research on each nutrient by creating a coloring book for third grade students.
or
They develop a Healthy Eating Guideline Chart for teenagers.

Food Journal:

Students keep a daily food journal for two weeks.

10 + 5 Class Discussion:

It is hard to know what we should eat or not eat to stay healthy. By eating a varied, moderate, and balanced diet, you are on the road to eating healthy.

PowerPoint Presentation:

Meal Planning

- Dietary Guidelines for America
- Good Guide Pyramid
- Menu Planning

Guest Speaker:

School Dietitian addresses how lunch menus are selected and what food items are most popular.

Evaluation of Food Journal Entries:

Students evaluate their eating habits by evaluating each day's food intake to the Food Guide Pyramid. After they analyze their diets, they identify what behavioral changes they need to make in the diet to promote a healthier life style.

Food Pyramid Posters:

Students design Food Pyramid posters for children at the age six, teenagers, and older

Web sites
References
Lead Questions
Art Supplies

Guidelines for Food Journal
Food Journal
Lead Questions
References

Lead Questions

PowerPoint Presentation
Computer
Internet
CTX

Make Arrangements for Speaker
Lead Questions

Rubric
Food Journals

Guidelines for Posters
Computers
Internet
Web sites

<p>C. Being a Wise Food Consumer</p>	<p>adults.</p> <p>Scenarios on Eating Behaviors: Students are given scenarios of families and their eating behaviors. Students evaluate their menus to determine if they are eating healthy, determine how their eating habits need to be changed, and advise them on healthy menus and eating habits. Share Out.</p> <p>10 + 5 Discussion: After you feel comfortable in selecting nutritious snacks and meals, it is important that you make wise food choices. By being able to read food labels and other nutritional information provided on food items, consumers can make health selections that meet daily allowances.</p> <p>Food Labeling Project: Students research the topic of food labeling. They determine: What are the requirements mandated for food labels? What is the role of the Food and Drug Administration and U. S. Department of Agricultural in mandating legislation? They analyze the information on a food item, attach the food label to a piece of paper, and identify all the nutritional information provided on the label. Report Out</p>	<p>References Art Supplies Poster Board</p> <p>Guidelines for Scenarios Scenarios Rubric Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Project Rubric Computers Internet Web sites Lead Questions References Food Labels</p>
<p>D. Special Diets</p>	<p>Group Project on Food Labeling: In pairs, students create a food label for a specific food item. They include all required nutritional information for the product on the label. They support any nutritional information that is included on the label.</p>	<p>Guidelines for Project Computer Internet Web sites References Lead Questions Art Supplies Posters</p>

	<p>Quick Talk: For medical reasons, it is sometimes necessary for an individual to be on a special diet recommended by a physician. These special diets may eliminate food items that may be agitating a health program or preventing a health problem.</p> <p>Read, Think, and Share: Students are given copies of special diets that have been written for certain patients by a physician. Based on the foods listed, the students determine what makes the diet special and for what reasons the diet was recommended. Share Out.</p> <p>PowerPoint Presentation: Special Diets</p> <p>Special Diet Activity: Students are given a type of special diet. They research the diet to determine why such a diet should be followed, guidelines for following the diet, what foods are restricted, the amounts of foods to be eaten on the diet, and the benefits of the diet. They plan menus for a week following the guidelines of the special diet. Share Out.</p> <p>Special Diet Brochure: Students develop a brochure on a special diet. They describe why individuals' may need this special diet, dietary restrictions of the diet, guidelines for following the special diet, and examples menus for one week.</p>	<p>Lead Questions</p> <p>Sample Special Diets Lead Questions</p> <p>PowerPoint Presentation Computer CTX Samples Special Diets Lead Questions</p> <p>Guidelines for Project Rubric Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Project Rubric Computers Internet Web sites References Lead Questions Art Supplies</p>
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Unit Assessment:	Coloring Book/Eating Chart Activity, Food Journal, Evaluation of Food Journal Entries, Food Pyramid Posters, Scenarios on Eating Behaviors, Food Labeling Project, Group Project on Food Labeling, Special Diet Activity, Special Diet Brochure, Rubrics, and Class Participation
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Unit/Course CTSO Activity:	Members travel to elementary school classroom to educate children on the importance of nutrition. FCCLA members host breakfast for students to encourage them to eat breakfast. Students participate in FCCLA STAR Events - Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview.
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Unit/Course Culminating Product:	Students create a coloring book for children on nutritious foods using the Food Pyramid as a guide. Students create a cookbook with nutritious recipes for various life stages. Students create a nutrition calendar to promote nutritious eating. Students create a brochure on a special diet.
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Course/Program Credential(s):	<input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCO Pre-Professional Assessment - Broad Field Family and Consumer Sciences
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Course Title: Family Wellness

Unit: 8	Injury Prevention and Safety
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<p align="center">Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 15. Demonstrate CPR and first aid skills. 16. Design home safety guidelines. Examples: establishing family emergency plans for inclement weather, fire safety, personal safety, water safety, and accidental poisoning 17. Explain consequences of health behaviors that are harmful to self or others. Examples: personal injuries, diseases and illnesses, monetary and property losses, legal liabilities
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<p align="center">Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate CPR. 2. Demonstrate first aid skills. 3. Determine guidelines for home safety. 4. Determine guidelines for water safety. 5. Determine guidelines for responding to accidental poisoning. 6. Discuss the importance of response to an emergency within the first five minutes. 7. Analyze the dangers of common household chemicals. 8. Explain an individual’s responsibility of exercising healthy behaviors so not to be harmful to others. 9. Analyze the consequences of health behaviors that may be harmful to self of others.
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<p>Essential Question(s):</p>	<p>How should you respond to life and death situations? What first aid skills are needed to respond to emergencies or injuries? How is a home safe-proofed? What are the consequences of exhibiting health behaviors that are harmful to self or others?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>VIII. Injury Prevention and Safety A. CPR</p>	<p>10 + 5 Discussion: The teacher discusses that lives can be saved if individuals are CPR Certified. As a requirement for this course, each of you will have the opportunity to receive Red Cross CPR Certification.</p>	<p>Lead Questions</p>

B. First Aid Skills

Red Cross Certification Program:

Students will receive the necessary information and testing for Red Cross Certification.

Quick Talk:

First Aid is the immediate, temporary care given to an individual who has become sick or has been injured. It is important that we know what to do in a situation that calls for immediate first aid.

PowerPoint:

- What to do in the first five minutes of an emergency?
- What should be done as secondary measures?

Teacher Directed Practice:

The teacher demonstrates the following first aid skills. After the demonstrations, students practice the skills.

- Treating Open Wounds
- First Aid for Wounds
- Treating Shock
- First Aid for Swallowing Poison
- First Aid for Snakebite
- First Aid for Poisoning by Touching
- First Aid for Touching a Poisonous Chemical
- First Aid for Nosebleeds
- First Aid for Animal Bites
- First Aid for Bee Stings
- First Aid for Fractures
- First Aid for Sprains
- First Aid for Burns
- First Aid for Fainting
- First Aid for Choking

Arrangements for Instructor
Red Cross Certification Program
Supplies
Equipment
Guidelines
Red Cross Instructor

Lead Questions

PowerPoint Presentation
Computer
CTX

Guidelines
Supplies
Medications

C. Home Safety

First Aid Kit:

Students research what medications and supplies should be included in a home first aid kit. They are given a box and note cards to write the name of necessary medications and supplies to be included in the First Aid Kit. They also research the cost and how long the medications should be kept on hand before they lose their potency. Share Out.

10 + 5 Discussion:

It is important that we feel safe and secure in our home. Every day individuals are injured due to an accident caused in the home.

Brainstorming Session:

Students brainstorm the causes of accidents in the home.

Safety at Home Project:

Students design a safety plan for their home.

The following plan should include:

- Eliminating Falls
- Fire
- Poisons/Household Chemicals
- Electrical Shock
- Increment Weather
- Personal and Property Protection
- Water Safety
- Driving Safety

Share Out.

Safety Handbook:

Students develop a Home Safety Handbook.

Guidelines for Kit

Rubric
Computers
Internet
Web sites
References
List Questions
Adds from Drug Stores

Lead Questions

Lead Questions

Guidelines for Home Safety Project

Rubric
Internet
Computers
Web sites
References
Graph paper
Art Supplies

Guidelines for Safety Handbook

Rubric
Computers
Internet
Web sites
References
Lead Questions
Art Supplies

<p>D. Consequences of Health Behaviors</p>	<p>Coloring Book or Storybook: Students create a coloring book for children on fire safety or write a storybook on home safety.</p> <p>Quick Talk: An Individual's decision about his/her health behavior may be harmful to themselves as well as others.</p> <p>Brainstorming Session: Students discuss health behaviors that can be harmful to the individual as well as others.</p> <p>PowerPoint: Consequences of Individuals' Health Behaviors on Self and Others</p> <p>Scenarios on Consequences of Behavior: Students are given specific scenarios on the health behaviors of individuals. They determine the consequences of the behaviors on the individual and others. Share Out.</p> <p>Quick Paper on Consequences of Behavior: Students write a Quick Paper about the consequences of one's health behavior on self and others.</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Art Supplies</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Scenarios Lead Questions Rubric Computers Internet Web sites References</p> <p>Guidelines for Paper Rubric</p>
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<p>Unit Assessment:</p>	<p>Teacher Directed Practice, First Aid Kit, Safety at Home Project, Scenarios on Consequences of Behavior, Quick Paper on Consequences of Behavior, Certification in CPR, Rubrics, and Class Presentation</p>
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Unit/Course CTSO Activity:	FCCLA host a community infant CPR seminar. FCCLA members create home safety kits for inclement weather and distribute throughout the community. Members participate in FCCLA STAR Events - Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview.
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Unit/Course Culminating Product:	Students receive CPR Certification. Students develop a Home Safety Handbook. Students create a coloring book for children on fire safety. Students write a storybook on home safety. Students write paper on consequences of one's behavior on health.
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Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input checked="" type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: CPR Certification AAFCS Pre-Professional Assessment - Broad Field on Family and Consumer Sciences
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Course Title: Family Wellness

Unit: 9	Prevention and Control of Disease
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <p>18. Determine symptoms, methods of prevention, and strategies for controlling communicable infestations, diseases, and infections. Examples: symptoms – fever, itching, chills strategies for preventing or controlling – abstinence, vaccinations, universal precautions</p> <p>19. Explain methods of treating and managing chronic health problems. Examples: diabetes, stress, asthma, allergies, depression, attention deficit hyperactivity disorder (ADHD), addiction to alcohol, tobacco, or other drugs, physical or cognitive impairment</p>
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify communicable infestations, diseases, and infections. 2. Determine communicable symptoms of infestations, diseases, and infections. 3. Analyze methods of prevention for controlling communicable infestations, diseases, and infections. 4. Compare strategies for controlling communicable infestations, diseases, and infections. 5. Demonstrate effective hand washing techniques. 6. Compare the symptoms of cold and flu versus allergies. 7. Assess the importance of vaccinations. 8. Define abstinence. 9. Determine methods for treating and managing chronic health problems. 10. Describe the signs of addiction. 11. Compare ways to cope with addiction. 12. Analyze signs and treatment of ADHD.
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<p>Essential Question(s):</p>	<p>How are communicable infestations, diseases, and infections prevented and controlled? How do individuals and families successfully manage chronic health problems?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>IX. Prevention and Control of Disease</p> <p style="padding-left: 20px;">A. Communicable Infestations, Diseases, and Infections</p> <ol style="list-style-type: none"> 1. Symptoms 2. Prevention 3. Controlling 	<p>10 + 5 Discussion: Common diseases are caused by pathogens. Pathogens infect or invade the body and attach to cells and tissues. Diseases caused by direct or indirect spread of pathogens are called communicable diseases.</p>	<p>Lead Questions</p>

	<p>Communicable Disease Chart Activity: Students research and complete a chart on communicable disease to describe the symptoms, methods of prevention, and strategies for controlling communicable diseases. Report Out.</p> <p>Turn and Share: Students turn and share with their classmate information written on their communicable disease chart.</p> <p>Communicable Disease Public Service Announcement: Students select a communicable disease and develop a public service announcement to be used to discuss the disease symptoms, prevention, and control.</p> <p>Hand Washing Activity: Students participate in hand washing experiment.</p> <p>Hand Washing Coloring Book: Students develop a Hand Washing Coloring Book for young children. Coloring books are distributed at the elementary schools.</p> <p>Billboard Activity: Students design a billboard to communicate to the public the importance of hand washing.</p>	<p>Guidelines for Chart Rubric Computers Internet Web sites References Lead Questions.</p> <p>Lead Questions</p> <p>Guidelines for Public Service Announcement Lead Questions Computers Web sites Internet References Lead Questions</p> <p>Sink Soap Instruction sheet</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric Lead Questions</p> <p>Guidelines for Billboard Rubric Lead Questions Computers Internet Web sites References Art Supplies</p>
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<p>B. Chronic Health Problems</p> <ol style="list-style-type: none"> 1. Treating 2. Managing 	<p>Quick Talk: Many diseases are not caused by pathogens. They are transferred from contact with other people. These diseases are perhaps related to one's life style or genetics.</p> <p>Brainstorming Session: Students brainstorm types of chronic diseases. Make a list.</p> <p>Panel Discussion: A panel composed of a family doctor, specialized doctor, local Cancer Society representative, and a representative for diabetes discusses chronic diseases.</p> <p>Chronic Disease Pamphlet: Students are given a chronic disease to research. They research the disease to describe symptoms, prevention, treatment, national organization(s) associated with the disease, and management of the disease. Students develop a health pamphlet to share with the public. Students receive a copy of classmate's pamphlets. Share Out.</p> <p>Posters Warning Signs of Communicable Infestation, Disease, or Infection: Students create posters of the warning signs associated with a communicable infestation, disease, or infection.</p> <p>First Aid Kits: Students create first aid kits to be distributed throughout the community.</p>	<p>Poster</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Arrangements for Panelist Lead Questions</p> <p>Guidelines for Pamphlet Rubric Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Pamphlet Rubric Computers Internet Web sites References Lead Questions Art Supplies</p> <p>Guidelines for Creating Kits Rubric Computers Internet Web sites</p>
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		References Lead Questions First Aid Supplies
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Unit Assessment:	Communicable Disease Chart Activity, Communicable Disease Public Service Announcement, Hand Washing Coloring Book, Hand Washing Billboard Activity, Chronic Disease Pamphlet, Posters on Warning Signs, First Aid Kits, Rubrics, and Class Participation
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Unit/Course CTSO Activity:	FCCLA members sponsor/participate in a Relay for Life Event. FCCLA members participate or sponsor a March of Dimes Event. FCCLA members sponsor an alcohol free prom/dance. Members participate in FCCLA STAR Events - Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview.
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Unit/Course Culminating Product:	Students create posters of the warning signs associated with a communicable infestation, disease, or infection. Students create first aid kits to be distributed throughout the community. Students create Coloring Books on Hand Washing. Students create First Aid Kits.
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Course/Program Credential(s):	<input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessment - Broad Field on Family and Consumer Sciences
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Course Title: Family Wellness

Unit: 10:	Substance Use and Abuse
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Content Standard(s) and Depth of Knowledge Level(s):	Students will: 20. Explain laws and regulations related to substance use and abuse.
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Learning Objective(s) and Depth of Knowledge Level(s):	Students will: 1. Analyze laws related to substance use and abuse. 2. Discuss the consequences of non-compliance of law.
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Essential Question(s):	Do laws and regulations related to substance use and abuse curtail the use and abuse? What laws and regulations are mandated to address substance use and abuse?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
X. Substance Use and Abuse A. Laws B. Regulations C. Consequences	10 + 5 Discussion: The reason people drink alcohol differs from persons to person. Some drink because of mental or social problems. Drinking is a high-risk behavior. There are negative social consequences of drinking. Alcohol Research Project: Students research the topic of alcohol use and abuse. They describe the effect of alcohol in the body, mixing alcohol with other medications, why young people drink, alcohol and pregnancy, drinking and driving, drinking and its consequences, the blood alcohol concentration (BAC), and the costs of DWIs and alcoholism.	Lead Questions Guidelines for Project Computers Internet Web sites References Lead Questions Art Supplies Poster Board

They create a poster to address alcohol use and abuse. Share Out.

Guest Speaker:

Police Officer/DARE Officer to discuss the consequences of drinking and driving.

Poster on Drinking and Driving:

Students create posters on drinking and driving. Share Out. Posters are posted throughout the school and community.

Quick Talk:

The word drug refers to dangerous and illegal substances. Using drugs damages a person's health and relationships.

PowerPoint Presentation:

Types of drugs and their effects

- Stimulants
- Depressants
- Narcotics
- Hallucinogens
- Cannabis
- Anabolic Steroids
- Inhalants

Drug Abuse Project:

Students are assigned a type of drug. They research the drug to determine its effect on the body, laws and regulations related to use, and consequences of using the drug. Students design a poster to describe the harmful effects of using the drug and consequences. Report Out.

Arrangements for Guest Speaker
Lead Questions

Guidelines for Activity
Rubric
Computers
Internet
Web sites
References
Art Supplies
Poster Board
Lead Questions

Lead Questions

PowerPoint Presentation
Computer
CTX
Lead Questions

Guidelines for Project
Rubric
Computers
Internet
References
Web sites
Lead Questions
Art Supplies
Poster Board

	<p>Public Relations Campaign: Design a public relations campaign on substance use and abuse for their peers.</p>	<p>Guidelines for Project Rubric Computers Internet References Web sites Lead Questions Art Supplies</p>
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<p>Unit Assessment:</p>	<p>Alcohol Research Project, Drug Abuse Project, Public Relations Campaign, Poster on Drinking and Driving, Poster on Drug Abuse, Public Relations Campaign, Class Participation, and Rubrics</p>
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<p>Unit/Course CTSO Activity:</p>	<p>FCCLA prom project: Hand out “dum dums” and “smarties” that have the following message attached: Be a “smartie,” don’t be a “dum dum.” Don’t drink and drive. Members participate in FCCLA STAR Events - Applied Technology, Entrepreneurship, Fashion Construction, Illustrated Talk, Interpersonal Communications, Recycle and Redesign, and Job Interview.</p>
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<p>Unit/Course Culminating Product:</p>	<p>CPR Certification Students design a brochure/poster on substance use and abuse. Design a public relations campaign on substance use and abuse for their peers. First Aid Kits</p>
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<p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessment - Broad Field on Family and Consumer Sciences</p>
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