

Technical Committee Report and Curriculum Guide

For

Idaho Family and Consumer Sciences

Family Health and Wellness

IBEDS 22208



Idaho Division of Professional-Technical Education

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for the
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Family and Consumer Sciences Education
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INTRODUCTION

The curriculum development process undertaken by the Idaho Division of Professional-Technical Education involves active participation of industry representatives and educators. For development of the Family Health and Wellness curriculum the majority of the committee members are educators who have taught Family Health and Wellness. Industry personnel were included, as part of the committee to discover what they believe Family Health and Wellness students should know upon leaving the class. State staff and university personnel, using the National Standards for Family and Consumer Sciences Education and the current Idaho Family Health and Wellness guide, developed the framework. All of the current Idaho Achievement Standards for Health are integrated throughout the curriculum framework. This report was prepared upon completion of the committee's assignment. The list of competencies and performance indicators prepared by committee members reflects the knowledge and skills currently recommended for students in the Family Health and Wellness course. Students who complete this course will be better prepared to meet the challenges of living and working in today's society.

The result of the work of the curriculum committee members is this statewide curriculum guide. These individuals have written overall outcomes, competencies, and performance indicators. The committee prepared materials in a competency-based format to have an effective and efficient methodology for determining student progress. The statewide guides are designed as the primary determiner of the program content. It is not the intent of the State Division of Professional-Technical Education that all programs are designed exactly the same, but assurance is needed that the program meets the minimum standards. Schools offering Family and Consumer Sciences Education should use advisory committees to reflect local and community needs.

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FAMILY HEALTH AND WELLNESS

It is health that is real wealth and not pieces of gold and silver. – Mahatma Gandhi

Schools can better achieve their basic educational mission if students are healthy and fit physically, mentally, socially and emotionally. Habits that young people establish will impact their future health status in a positive or negative manner. Schools share the responsibility with parents and communities to help prevent unnecessary injury, disease, and chronic health conditions that lead to a low quality of life, disability or early death. In addition, positive attitudes and behaviors developed early in life help to prevent many of the social and educational problems that confront society, including failure to complete high school, drug addiction, broken homes, unemployment and criminal behavior.

Medical breakthroughs have allowed Idaho students to cope more easily with serious health challenges. Many diseases that formerly threatened lives are now prevented through immunizations or treated effectively with new drugs, and/or procedures. However, children and adolescents are still facing the prospect of early deaths do to:

- Accidents and violent behavior.
- Poor choices involving the use of alcohol, tobacco, and other drugs.
- Diseases brought on or complicated by unhealthy actions such as risky behaviors, poor nutritional choices, or sedentary lifestyles.

Idaho Professional-Technical educators strive to foster positive, life-long, health-related attitudes and behaviors. Although these attitudes and behaviors begin in the home, the school, in partnership with local school boards and community agencies, can provide support and reinforcement for parents and families. Our goal is to develop the knowledge, skills, and behaviors essential to become “health-literate.” A health literate person is able to:

- Access valid health information and health-promoting products and services.
- Analyze the influence of culture, media, technology, and environment on health.
- Develop understanding and respect for self and others.
- Practice goal setting, decision-making, and self-management skills to enhance health.
- Practice health-enhancing and risk-reducing behaviors.
- Use interpersonal communication skills to improve health and relationships.
- Advocate for personal, family and community health.

Philosophy:

Because of the sensitive nature of some of the materials utilized in the Family Health and Wellness curriculum, respect for parental rights regarding content and delivery will continue to be valued by the Idaho Professional-Technical Education board.

It is essential that students are continuously encouraged to dialogue with their parents and that parents are encouraged to become involved in this critical aspect of their students lives. Teachers need to be aware of community perspectives and allow parental

discretion. Following is an example of a permission form that could be used to alert parents to sensitive topics:

Parent Permission form

The Family Health and Wellness curriculum includes instruction about the topics checked below.

- Reproductive anatomy and health
- Human reproduction
- Rape, date rape
- Sexually transmitted diseases
- Contraception
- HIV/AIDS including modes of transmission
- Breast and testicular self-exams for cancer

Check any box you would prefer that your child receive an alternate assignment for. Sign and date and return to the school by _____.

TEACHING GUIDELINES:

Teachers must be factual and objective in presenting information to students. Local educational agencies shall implement abstinence-based instruction that teaches young people to abstain from sexual intercourse until they establish mutually monogamous relationships within the context of marriage. **The following shall not be taught:**

- The intricacies of intercourse, sexual stimulation, erotic behavior, etc.
- The advocacy of the use of contraceptive methods.
- The advocacy of sexual relations outside of marriage or sexual promiscuity.

Health instruction must include factual information free from racial, ethnic, and gender bias that provides opportunities for students to explore different ideas within parameters of family and community standards.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Many issues in the health education curriculum are sensitive in nature. The FERPA federal law details sensitive issues related to rights and privacy of families. Health educators must be knowledgeable of this law and its implication for instruction. To access the FERPA document go to: www.ed.gov/policy/gen/reg/ferpa/index.html

COURSE DESCRIPTION:

The Family Health and Wellness curriculum focuses on the young adult as an individual preparing for responsibilities related to personal and family health. The student will gain insight into healthy lifestyles, healthy relationships, consumer health, and careers in the field. Family Health and Wellness is designed as a one-semester/trimester class recommended for students in grades 9 through 12. A career exploration in a health occupation as a part of this course is desirable. The class meets the health credit

requirements for graduation if the teacher has a Health endorsement. FCCLA activities should be an integral part of this course. The national program, Student Body, is a good fit.

IMPORTANT INFORMATION

Delivery of the Family Health and Wellness Curriculum

It is recommended that this course emphasize full-class participation, teamwork, and individual projects and/or study. The teacher is the facilitator and the manager of the classroom environment. Teaching all components of this class may be impractical; care should be taken to determine the most critical needs of the students. The focus is on problem-based instruction that is designed to enable and inspire students to plan and take action for the well being of personal and family wellness in the home, workplace, community, and world.

Teacher Qualifications

The teacher of this course must have a standard Secondary Teaching Certificate with an endorsement in Family and Consumer Sciences. To grant the Health credit required for graduation, the teacher must also have a Health endorsement.

Length and Level of this Course

This course is a one-semester/trimester experience at the 9th through 12th grade level.

Recommended Resources

- Family Health and Wellness Activity/Resource Guide, 2010 (available from the Idaho Professional-Technical Education office.)
- Glencoe; Health and Wellness
- Glencoe; Health.
- Glencoe; Making Life Choices

Career Clusters

This course is recommended for all students as the content helps students develop essential skills necessary for making decisions about personal and family health. Occupational areas related to the Family Health and Wellness curriculum would be in the Human Resources or Health Care Career Clusters.

CURRICULUM FRAMEWORK PROGRAM AREA: Family and Consumer Sciences

IDAHO DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

EFFECTIVE DATE: August, 2010

COURSE TITLE: Family Health and Wellness

IBEDS 22208

PROFESSIONAL-TECHNICAL EDUCATION # 396

I. MAJOR CONCEPTS/CONTENT:

Family Health and Wellness addresses the specific needs of students in the 9th through 12th grades. With the increasing need to become contributing adults, students must have the knowledge and skills to make decisions regarding health and wellness for themselves, their families and the larger community.

II. WORK-BASED LEARNING ACTIVITIES:

It is recommended that students select a work environment for observation or actual work experience depending on available opportunities.

III. INTENDED OUTCOMES:

After successfully completing this course, the student will be able to:

- 01. EXAMINE THE ELEMENTS OF A HEALTHY FOUNDATION**
- 02. ANALYZE THE RELATIONSHIP BETWEEN NUTRITION, FITNESS AND SLEEP FOR WELLNESS**
- 03. IDENTIFY AND PROMOTE MENTAL AND EMOTIONAL HEALTH**
- 04. DEVELOP UNDERSTANDING OF HEALTHY RELATIONSHIPS**
- 05. UNDERSTAND THE FUNCTION & CARE OF BODY SYSTEMS**
- 06. ANALYZE THE EFFECTS OF DRUGS ON INDIVIDUALS, FAMILIES AND COMMUNITIES**
- 07. UNDERSTAND, IDENTIFY AND PREVENT DISEASES AND DISORDERS**
- 08. DEMONSTRATE WHAT TO DO IN EMERGENCY SITUATIONS**
- 09. IDENTIFY CAREERS RELATED TO HEALTH**

IV. NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION:

- 1.0 Integrate multiple life roles and responsibilities in family, career, and community roles and responsibilities.**
- 2.0 Evaluate management practices related to the human, economic, and environmental resources.**

- 3.0 Integrate knowledge, skills, and practices required for careers in consumer services.
- 5.0 Evaluate the significance of family and its impact on the well-being of individuals and society.
- 6.0 Integrate knowledge, skills and practices required for careers in family and community services.
- 9.0 Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.
- 12.0 Analyze factors that impact human growth and development.
- 13.0 Demonstrate respectful and caring relationships in the family, workplace, and community.
- 14.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being.
- 15.0 Evaluate the impact of parenting roles and responsibilities on strengthening the well being of individuals and families.

V. IDAHO ACHIEVEMENT STANDARDS FOR HEALTH

**IDAHO CONTENT STANDARDS
HEALTH EDUCATION
Grades 9-12**

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 9-12 are defined below:

Alcohol, Tobacco & Other Drugs

The use of alcohol, tobacco, and other drugs, has major implications in the lifelong health of individuals. These include the effects, influences, prevention and treatment of the use of alcohol, tobacco products, and other drugs on the body.

Nutrition & Physical Activity

For adolescents to learn and achieve to their fullest potential they need to acquire knowledge and skills to make healthy choices in food selection and engage in lifelong physical activity. This knowledge includes the link between healthy eating and exercise with physical, mental, emotional and social health; energy level; self image; and physical fitness.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of adolescence. Adolescents require knowledge that prevention includes safe living habits, healthy decisions, violence prevention, emergency response and an understanding of the consequences of one's decisions.

Mental, Emotional & Social Health

Mental, emotional and social well-being are foundations for building good health. These foundations include a sense of security, identity, belonging, purpose and

competence in order to strive toward a healthy and productive life. Knowledge and skills may include emotional intelligence, suicide prevention, stress management, communication skills, conflict resolution, and mental illness.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the risks of contracting illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases include recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease. Accurate information and discussion of sexually transmitted diseases, HIV infection and AIDS are necessary and important components of this content area. Information should be factual, medically accurate, objective and developmentally appropriate.

Consumer & Community Health

Consumers need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health related services and products. Consumer and community health include recognizing and accessing valid and appropriate health information, services, and products. This includes knowledge about health insurance, health related research, advertising and fraudulent claims.

Growth, Development & Family Life

A healthy family unit is vital to the well-being and successful development of adolescence. Growth and development includes the stages of life, and changes in relationships with others that accompany social development and the aging process. Family living includes the following topics: healthy relationships and sexuality, encouragement of abstinence from sexual activity, sexually transmitted diseases including HIV and their prevention, as well as methods of preventing pregnancy. Knowledge of factual, medically accurate and objective information is important along with personal, legal and economic responsibilities of parenthood and other consequences of sexual activity.

*Reference to Idaho Education Code Title 33, Chapter 16, Sections 1608-1611

Environmental Health

Individuals need to be aware of the impact of environmental issues and hazards on personal health. Environmental health includes precautions and behaviors to safeguard personal health, and practices that will reverse or slow down environmental pollution and related problems.

*Reference to Idaho Education Code Title 33, Chapter 16, Sections 1608-1611

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.1.1.1 Predict how behaviors can affect health status.
- 9-12.H.1.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 9-12.H.1.1.3 Analyze how environment and personal health are interrelated.
- 9-12.H.1.1.4 Analyze how genetics and family history can affect personal health.
- 9-12.H.1.1.5 Propose ways to reduce health problems.
- 9-12.H.1.1.6 Analyze the relationship between access to health care and health status.
- 9-12.H.1.1.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 9-12.H.1.1.8 Analyze the potential severity of health problems that result from engaging in unhealthy behaviors.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.2.1.1 Analyze how the family and culture influence health beliefs and behaviors.
- 9-12.H.2.1.2 Analyze how peers influence health beliefs and behaviors.
- 9-12.H.2.1.3 Evaluate how the school and community can affect personal health practice and behaviors.
- 9-12.H.2.1.4 Analyze how the media and technology influence health beliefs and behaviors.
- 9-12.H.2.1.5 Analyze how the perception of norms influences healthy and unhealthy behaviors.
- 9-12.H.2.1.6 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 9-12.H.2.1.7 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

Standard 3: Accessing Information

Goal 1.1. Students will demonstrate the ability to access valid information and products and services to enhance health.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.3.1.1 Evaluate the validity of health information, products, and services.
- 9-12.H.3.1.2 Determine the accessibility of health information, products, and services.
- 9-12.H.3.1.3 Access valid and reliable health information, products, and services.

- 9-12.H.3.1.4 Use resources from home, school, and community that provide valid health information.
- 9-12.H.3.1.5 Determine when professional health services may be required.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.4.1.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 9-12.H.4.1.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 9-12.H.4.1.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 9-12.H.4.1.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.5.1.1 Examine barriers that can hinder healthy decision-making.
- 9-12.H.5.1.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 9-12.H.5.1.3 Justify when individual or collaborative decision-making is appropriate.
- 9-12.H.5.1.4 Generate alternatives to health-related issues or problems.
- 9-12.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 9-12.H.5.1.6 Defend the healthy choice when making decisions.
- 9-12.H.5.1.7 Evaluate the effectiveness of health-related decisions.

Standard 6: Goal Setting

Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.6.1.1 Assess personal health practices and overall health status.
- 9-12.H.6.1.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.

- 9-12.H.6.1.3 Implement strategies and monitor progress in achieving a personal health goal.
- 9-12.H.6.1.4 Formulate an effective long-term personal health plan.

Standard 7: Practice Healthy Behavior

Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.7.1.1 Analyze the role of individual responsibility in enhancing health.
- 9-12.H.7.1.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 9-12.H.7.1.3 Demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others.

Standard 8: Advocacy

Goal 1.1. Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.8.1.1 Use accurate peer and societal norms to formulate a health-enhancing message.
- 9-12.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.
- 9-12.H.8.1.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 9-12.H.8.1.4 Adapt health messages and communication techniques to target a specific audience.

Health Education Standards Approved by Legislature January 2010 for Fall 2010 School District Adoption

VI. NATIONAL ACHIEVEMENT STANDARDS

**National Health Educational Standards
Grades 9-12**

STANDARD 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

As a result of health instruction in grades 9 – 11, students will

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.3 Analyze how environment and personal health are interrelated.
- 1.12.4 Analyze how genetic and family history can affect personal health problems.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.6 Analyze the relationship between access to health care and health status.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of health behaviors.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

STANDARD 2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

As a result of health instruction in grades 9 – 11, students will

- 2.12.1 Analyze how the family influences the health of individuals.
- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate how the school and community can affect personal health practices and behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health.
- 2.12.6 Evaluate the impact of technology on personal, family and community health.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

STANDARD 3:

Students will demonstrate the ability to access valid information and products and services to enhance health.

As a result of health instruction in grades 9 – 11, students will

- 3.12.1 Evaluate the validity of health information, products, and services.
- 3.12.2 Use resources from home, school and community that provide valid health information.
- 3.12.3 Determine the accessibility of products and services that enhance health.
- 3.12.4 Determine when professional health services may be required.
- 3.12.5 Access valid and reliable health products and services.

STANDARD 4:

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

As a result of health instruction in grades 9 – 11, students will

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

STANDARD 5:

Students will demonstrate the ability to use decision-making skills to enhance health.

As a result of health instruction in grades 9 – 11, students will

- 5.12.1 Examine barriers that can hinder healthy decision making.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health related situations.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.
- 5.12.4 Generate alternatives to health-related issues or problems.
- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 5.12.6 Defend the healthy choice when making decisions.
- 5.12.7 Evaluate the effectiveness of health-related decisions.

STANDARD 6:

Students will demonstrate the ability to use goal-setting skills to enhance health.

As a result of health instruction in grades 9 – 11, students will

- 6.12.1 Assess personal health practices and overall health status.
- 6.12.2 Develop a plan to attain personal health goal that addresses strengths, needs, and risks.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
- 6.12.4 Formulate an effective long-term personal health plan.

STANDARD 7:

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

As a result of health instruction in grades 9 – 11, students will

- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

STANDARD 8:

Students will demonstrate the ability to advocate for personal, family and community health.

As a result of health instruction in grades 9 – 11, students will

- 8.12.1 Use accurate peer and societal norms to formulate a health-enhancing message.
- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 8.12.4 Adapt health messages and communication techniques to specific target audience.

Taken from National Health Education Standards; second edition; Achieving Excellence; copyright 2007

SUGGESTED SCOPE AND SEQUENCE

Family Health and Wellness (90 Hours)

Healthy Foundation (15%)

- a. Character development and values
- b. Practice decision making and goal setting skills
- c. Finding reliable information and resources
- d. Related careers

2. Nutrition, Fitness and Sleep for Wellness (15%)

- a. Healthy food choices
- b. Physical activities for health
- c. Healthy sleep patterns
- d. Related careers

3. Promoting Mental and Emotional Health (15%)

- a. Stress management
- b. Sleep disorders
- c. Depression & suicide
- d. Emotional intelligence
- e. Grief
- f. Related careers

4. Building Healthy Relationships (15%)

- a. Foundations of healthy relationships
- b. Setting boundaries
- c. Role models
- d. Resolving conflict
- e. Abuse
- f. Related careers

5. Healthy Body Systems (15%)

- a. Skeletal
- b. Muscular
- c. Nervous
- d. Integumentary
- e. Cardiovascular and respiratory
- f. Digestive and urinary
- g. Endocrine
- h. Reproductive
- i. Related careers

6. Effects of Drugs on Individuals, Families, and Communities (10%)
 - a. Illegal drugs, alcohol, tobacco, OTC and prescription drugs
 - b. Addiction
 - c. Related careers

7. Diseases and Disorders (10%)
 - a. Communicable diseases
 - b. Non-Communicable diseases
 - c. Related careers

8. Emergency preparedness (5%)
 - a. CPR
 - b. AED
 - c. Basic first aid
 - d. Natural disasters
 - e. Related careers

CURRICULUM FRAMWORK

Family Health and Wellness

1. Content Standard: EXAMINE THE ELEMENTS OF A HEALTHY FOUNDATION

1.01 Competency: ASSESS PRINCIPLES OF CHARACTER DEVELOPMENT AND VALUES

PERFORMANCE INDICATORS:

1. Analyze character development through the lifespan
2. Identify positive character traits
3. Examine the benefits of role models with positive character traits.
4. Analyze the importance of a strong value system
5. Clarify 3-5 core values based on personal belief systems

1.02 Competency: ANALYZE THE PROCESS OF DECISION MAKING AND GOAL SETTING

PERFORMANCE INDICATORS:

1. Identify the steps in the decision making process
2. Compare the relationship of goal setting to decision making
3. Analyze the impact of goal setting and decision making on personal health choices.
4. Analyze the impact of peer opinions on decision making

1.03 Competency: EVALUATE THE VALIDITY OF HEALTH INFORMATION AND SERVICES

PERFORMANCE INDICATORS:

1. Evaluate health advertising and claims
2. Identify strategies to recognize quackery, scams, and fraud
3. Evaluate health information from home, school, community, and the media
4. Evaluate how values, attitudes and beliefs impact consumer choices of health care products and services
5. Develop an awareness of product recalls and their implications
6. Assess the impact of media and technology on health

2. Content Standard: ANALYZE THE RELATIONSHIP BETWEEN NUTRITION FITNESS AND SLEEP FOR WELLNESS

2.01 Competency: EXAMINE STRATEGIES THAT PROMOTE MAKING HEALTHY FOOD CHOICES

PERFORMANCE INDICATORS:

1. Identify the basic nutrients
2. Analyze healthy food choices based on My Pyramid and the Dietary guidelines
3. Identify long-term effects of poor nutrition practices
4. Explore the relationship between body image, nutrition, and eating disorders
5. Examine the cause and treatment of obesity

2.02 Competency: **EVALUATE PHYSICAL ACTIVITIES AS THEY RELATE TO PERSONAL HEALTH**

PERFORMANCE INDICATORS:

1. Identify short-term and long-term benefits of active living
2. Develop a plan for active living
3. Explore a variety of physical activities

2.03 Competency: **EXPLORE HEALTHY SLEEP PATTERNS**

PERFORMANCE INDICATORS:

1. Understand sleep as a behavior
2. Identify personal sleep/wake cycles

3.Content Standard: **IDENTIFY AND PROMOTE MENTAL AND EMOTIONAL HEALTH**

3.01 Competency: **INVESTIGATE MENTAL AND EMOTIONAL INTELLIGENCE**

PERFORMANCE INDICATORS

1. Investigate multiple intelligence theory
2. Recognize suppressed emotions
3. Practice skills for managing negative emotions
4. Investigate the grief process
5. Recognize the importance of good mental health to avoiding depression and suicide

3.02 Competency: **ANALYZE THE IMPACT OF STRESS ON HEALTH**

PERFORMANCE INDICATORS:

1. Recognize impact of stress on mental and physical health
2. Develop stress management skills
3. Practice resiliency skills

3.03 Competency: **INVESTIGATE MENTAL AND EMOTIONAL DISORDERS**

PERFORMANCE INDICATORS:

1. Research emotional disorders (ex. anxiety disorder, phobias, sleep deprivation, etc.)
2. Investigate sources of help

4. Content Standard: **DEVELOP UNDERSTANDING OF HEALTHY RELATIONSHIPS**

4.01 Competency: **INVESTIGATE FOUNDATIONS OF HEALTHY RELATIONSHIPS**

PERFORMANCE INDICATORS:

1. Use skills for communicating effectively with family, peers and others to enhance health.
2. Identify strategies to promote a positive self-image and avoid self-defeating behaviors
3. Demonstrate refusal, negotiation and collaboration skills to enhance health and avoid or reduce health risks

4.02 Competency: **EVALUATE CAUSES AND EFFECTS OF CONFLICT IN RELATIONSHIPS**

PERFORMANCE INDICATORS:

1. Identify types of relationship through the lifecycle
2. Describe characteristics of healthy relationships
3. Analyze how healthy relationships contribute to physical, emotional, and social health
4. Determine the signs of abusive relationships
5. Develop skills to end unhealthy relationships
6. Practice conflict resolution skills and setting boundaries

5. Content Standard: **UNDERSTAND THE FUNCTION AND CARE OF BODY SYSTEMS**

5.01 Competency: **EXAMINE THE SKELETAL SYSTEMS**

PERFORMANCE INDICATORS:

1. Identify the skeletal system
2. Explore the function of the skeletal system through the lifespan
3. Describe care of the skeletal system

5.02 Competency: **EXAMINE THE MUSCULAR SYSTEM**

PERFORMANCE INDICATORS:

1. Identify structure of the muscular system
2. Explore the function of the muscular system through the lifespan
3. Describe care of the muscular system

5.03 Competency: **EXAMINE THE NERVOUS SYSTEM**

PERFORMANCE INDICATORS:

1. Identify make-up of the nervous system
2. Explore the function of the nervous system through the lifespan
3. Describe care of the nervous system

5.04 Competency: **EXAMINE THE INTEGUMENTARY SYSTEM**

PERFORMANCE INDICATORS

1. Identify make-up of the integumentary system
2. Explore the function of the integumentary system through the lifespan
3. Describe care of the integumentary system

5.05 Competency: **EXAMINE THE CARDIOVASCULAR AND THE RESPIRATORY SYSTEM**

PERFORMANCE INDICATORS:

1. Identify make-up of the cardiovascular and respiratory systems
2. Explore functions of the cardiovascular/respiratory systems through the lifespan
3. Describe care of the cardiovascular/respiratory system

5.06 Competency: **EXAMINE THE DIGESTIVE AND THE URINARY SYSTEMS**

PERFORMANCE INDICATORS:

1. Identify make-up of the digestive and urinary systems
2. Explore the function of both systems through the lifespan
3. Describe care of the digestive and urinary systems

5.07 Competency: **EXAMINE THE ENDOCRINE SYSTEM**

PERFORMANCE INDICATORS:

1. Identify make-up of the endocrine system
2. Explore the function of the endocrine system through the lifespan
3. Describe care of the endocrine system

5.08 Competency: **EXAMINE THE REPRODUCTIVE SYSTEM**

PERFORMANCE INDICATORS

1. Identify make-up of the female reproductive system
2. Identify make-up of the male reproductive system
3. Explore the function of the both systems through the lifespan
4. Describe care of each system

6. Content Standard: **ANALYZE THE EFFECTS OF DRUGS ON INDIVIDUALS, FAMILIES & COMMUNITIES**

6.01 Competency: **EVALUATE THE RISKS OF ILLEGAL DRUGS, ALCOHOL, TOBACCO, OTC AND PRESCRIPTION DRUGS**

PERFORMANCE INDICATORS:

1. Identify types of illegal drugs
2. Assess the health risks of alcohol & tobacco
3. Identify safe use of OTC and prescription drugs
4. Develop strategies for a drug-free life

6.02 Competency: **EXAMINE THE TREATMENTS OF ADDICTIONS**

PERFORMANCE INDICATORS:

1. Identify methods for recognizing additions
2. Examine the mental, social and financial impacts addictions
3. Evaluate treatment options for addictions

7. Content Standard: **UNDERSTAND, IDENTIFY AND PREVENT DISEASES AND DISORDERS**

7.01 Competency: **EVALUATE THE CAUSE AND PREVENTION OF COMMUNICABLE DISEASES**

PERFORMANCE INDICATORS:

1. Identify communicable diseases
2. Describe prevention methods of communicable diseases
3. Evaluate risky behaviors associated with HIV/AIDS and STD's

7.02 Competency: **EVALUATE THE EFFECTS OF NON-COMMUNICABLE DISEASES**

PERFORMANCE INDICATORS:

1. Identify most common diseases threatening families today
2. Examine signs, symptoms and causes of diseases
3. Explore treatment strategies

7.03 Competency: **EXAMINE INTERRELATIONSHIPS BETWEEN INDIVIDUAL AND ENVIRONMENTAL HEALTH.**

PERFORMANCE INDICATORS:

1. Identify environmental factors that contribute to diseases and disorders.
2. Examine preventative strategies associated with global environmental health issues.

8. Content Standard: **DEMONSTRATE WHAT TO DO IN EMERGENCY SITUATIONS**

8.01 Competency: **INVESTIGATE EMERGENCY FIRST AID**

PERFORMANCE INDICATORS:

1. Practice skills needed to perform CPR/AED
2. Identify basic first aid practices
3. Investigate strategies of planning for and dealing with natural disasters

9. Content Standard: **EXPLORE HEALTH CAREERS**

9.01 Competency: **RESEARCH OPTIONS IN HEALTH CAREERS**

PERFORMANCE INDICATORS:

1. Identify careers available in health related fields
2. Evaluate educational requirements, certifications, and/or licensures required

*Recommended incorporating into each unit