

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 2 Analyzing Influences on Health Behavior

Course Code: 096840

COURSE INTRODUCTION:

Course Description: This course meets the needs of today's students and focuses on the promotion of personal and family health throughout the life span. It includes concepts in communicable diseases, family relations, substance abuse, nutrition, sports nutrition, fitness and other concerns pertaining to the development of personal and family health. Career opportunities in health-related fields are investigated. This course meets the high school graduation requirement for health.

Course Rationale:

To assist Missouri citizens in preparing for success in family and career life, competencies in the Family and Individual Health course taught in Family and Consumer Sciences (FCS) education programs enable students to:

- a) construct meaning pertinent to health care knowledge;
- b) communicate effectively with family members and health care providers;
- c) solve problems impacting health and wellness; and
- d) and utilize leadership, problem-solving, and communication skills to make responsible health care decisions involving individuals, families, and communities.

Guiding Principles:

Integrating Processes Of Thinking, Communication, Leadership, and Management In Order To Apply Health and Wellness Knowledge And Skills.

1. Demonstrate components of critical thinking, creative thinking, and reasoning.
2. Evaluate effective communication processes in school, family, career, and community settings.
3. Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.
4. Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.
5. Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.
6. Demonstrate fundamentals for college and career success (e.g., strong work ethic, time-management, positive attitude, adaptability/flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment).
7. Utilize FCCLA programs and activities to facilitate the health and wellness of individuals and families.

Course Essential Questions:

1. What knowledge is needed for an individual to have a healthy lifestyle throughout their life span?
2. How does the health of the individual impact the health and well-being of the family?
3. How does the health of the individual impact the health and well-being of society?

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 2 Analyzing Influences on Health Behavior

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UNIT DESCRIPTION: Unit 2-Analyzing Influences on Health Behaviors Analyzing Influences of family, peers, culture, media, technology and other factors on health behaviors.	SUGGESTED UNIT TIMELINE: 2 weeks CLASS PERIOD (min.): 50 min class periods																																			
ESSENTIAL QUESTIONS: 1. What influence do family, peers, culture, media, and technology have on individual health? 2. What other factors impact health behavior?																																				
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CROSSWALK TO STANDARDS																																			
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">NHES</th> <th style="width: 35%;">CCSS ELA Grade Level</th> <th style="width: 15%;"></th> <th style="width: 20%;">DOK</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. Analyze how family and cultural diversity impact health</td> <td style="padding: 5px;">2.12.2</td> <td style="padding: 5px;">RI.9-10.2 SL.9-10.4 SL.11-12.4</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">4</td> </tr> <tr> <td style="padding: 5px;">2. Analyze how genetics and family history impact personal health</td> <td style="padding: 5px;">1.12.1</td> <td style="padding: 5px;">RI.9-10.2 SL.9-10.4</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">4</td> </tr> <tr> <td style="padding: 5px;">3. Evaluate how the school and community can affect personal health practices and behaviors</td> <td style="padding: 5px;">2.12.4</td> <td style="padding: 5px;">L.9-10.2 RST.9-10.7</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">3</td> </tr> <tr> <td style="padding: 5px;">4. Analyze how peers influence healthy and unhealthy behaviors</td> <td style="padding: 5px;">2.12.3</td> <td style="padding: 5px;">WHST.9-10.4</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">4</td> </tr> <tr> <td style="padding: 5px;">5. Evaluate the effect of media on personal and family health</td> <td style="padding: 5px;">2.12.5</td> <td style="padding: 5px;">WHST.9-10.7 RI.9-10.1</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">3</td> </tr> <tr> <td style="padding: 5px;">6. Analyze the influence of personal values and beliefs on individual health practices and</td> <td style="padding: 5px;">2.12.8</td> <td style="padding: 5px;">WHST.9-10.2.f SL.9-10.4</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">4</td> </tr> </tbody> </table>		NHES	CCSS ELA Grade Level		DOK	1. Analyze how family and cultural diversity impact health	2.12.2	RI.9-10.2 SL.9-10.4 SL.11-12.4		4	2. Analyze how genetics and family history impact personal health	1.12.1	RI.9-10.2 SL.9-10.4		4	3. Evaluate how the school and community can affect personal health practices and behaviors	2.12.4	L.9-10.2 RST.9-10.7		3	4. Analyze how peers influence healthy and unhealthy behaviors	2.12.3	WHST.9-10.4		4	5. Evaluate the effect of media on personal and family health	2.12.5	WHST.9-10.7 RI.9-10.1		3	6. Analyze the influence of personal values and beliefs on individual health practices and	2.12.8	WHST.9-10.2.f SL.9-10.4		4
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DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 2 Analyzing Influences on Health Behavior

Course Code: 096840

behaviors						
7. Analyze the impact of various technologies on individual, family and community health			2.12.6	WHST.9-10.2.f SL.9-10.4 SL.11-12.4		4
8. Analyze how public health policies and government regulations can influence health promotion and disease prevention			2.12.10	SL.9-10.4 SL.11-12.4 WHST.9-10.2.f SL.9-10.4		4
9. Defend a position on ethical, legal and environmental issues impacting health systems				WHST.9-10.2.f SL.9-10.4		4

ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)

FORMATIVE ASSESSMENT – Complete the Formative Assessment scoring of a list of ways we are influenced by our family, peers, community.

SUMMATIVE ASSESSMENT - Each student will write an essay about all the influences they encounter that might affect their health. Proposing solutions for unhealthy influences.

http://www.readwritethink.org/files/resources/lesson_images/lesson416/OralRubric.pdf

***Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)**

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	1. Instructional Strategy 1_Formative Assessment - List of ways we are influenced by our family, peers, community
1	2. Instructional Strategy 2_Teacher will lead a discussion analyzing the effects of culture on health.
2	3. Instructional Strategy 3_Teacher will lead a discussion on genetics and family health before students complete their family health tree.
3	4. Instructional Strategy 4_Teacher will lead discussion on how schools and communities might affect health.

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 2 Analyzing Influences on Health Behavior

Course Code: 096840

4	5. Instructional Strategy 5_Teacher will utilize the web site to explain how peers influence health.
5	6. Instructional Strategy 6_Teacher will discuss questions to evaluate media.
6	7. Instructional Strategy 7_Teacher will define and explain values and beliefs.
7 8 9	8. Instructional Strategy 8_Teacher led discussion on what are various technologies and environmental issues in health care available that create new life or organs, impact quality of life, extend life, or cause death. (I.e. HPV vaccine, all types of transplants, clean air, texting and driving, teen’s access to birth control, etc.).
7	9. Instructional Strategy 9_Summative Assessment – Service Learning Project
1 2 3 4 5 6	10. Instructional Strategy 10_ Summative Assessment – Essay – Students will write an essay about all influences the students’ encounter that might affect their health.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	1. Instructional Activity 1_ Formative Assessment - List of ways we are influenced by our family, peers and community.
1	2. Instructional Activity 2_ Students will write a summary based upon their findings on cultural diversities. http://www.cdc.gov/healthyyouth/yrbs/pdf/us_disparityrace_yrbs.pdf
2	3. Instructional Activity 3_Students will interview family members to complete their family health tree.
3	4. Instructional Activity 4_ Students will brainstorm ways that schools and communities influence their health.
4	5. Instructional Activity 5_Students will complete a web quest to understand peer pressure.
5	6. Instructional Activity 6_Students will evaluate several pieces of media.
6	7. Instructional Activity 7_Students will create a written record of their values and beliefs.
7 8 9	8. Instructional Activity 8_Students select a technology, environmental or health care issue to defend a position on the ethical, legal and other issues impacting the health system. Information should be presented to convey a clear and distinct perspective so listeners can follow the line of reasoning, alternative or opposing perspective

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 2 Analyzing Influences on Health Behavior

Course Code: 096840

9	9. Instructional Activity 9_Summative Assessment – Service Project - Students will develop a Service Learning Project based upon their research
1 2 3 4 5 6	10. Instructional Activity 10_Summative Assessment - Essay - Students will write an essay about the influences they encounter that might affect their health.
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>To access YRBSS National http://www.cdc.gov/healthyouth/yrbs/pdf/us_disparityrace_yrbs.pdf 1/18/13</p> <p>http://www.parrishmed.com/Resources/9562/FileRepository/Service%20Pages/MyFamilyHealthPortrait.pdf 3/11/13</p> <p>https://familyhistory.hhs.gov/ 1/18/13</p> <p>http://www.cleveland.com/healthfit/index.ssf/2011/11/build_your_family_health_tree.html 3/11/13</p> <p>http://wellness.ucr.edu/seven_dimensions.html 3/11/13</p> <p>http://www.thecoolspot.gov/peer_pressure5.asp 1/18/13</p> <p>http://www.education.com/reference/article/Ref_Peer_Influence/ 1/18/13</p> <p>http://www.fccla-store.com/default.aspx?p=viewitem&item=PB4&subno=&showpage=6&subcat 3/11/13</p> <p>http://www.readwritethink.org/files/resources/printouts/Essay%20Rubric.pdf 3/11/13</p> <p>http://www.dumblittleman.com/2009/12/20-powerful-beliefs-that-will-push-you.html 3/11/13</p> <p>http://www.stevpavlina.com/articles/list-of-values.htm 3/11/13</p> <p>http://www.ehow.com/info_8079763_morals-values-beliefs.html#ixzz2IM9grDT3 3/11/13</p>	

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 2 Analyzing Influences on Health Behavior

Course Code: 096840

<http://www.buzzle.com/articles/ethical-issues-in-healthcare.html> 3/11/13

<http://www.readwritethink.org/files/resources/printouts/Essay%20Rubric.pdf> 3/11/13

http://www.usgovernmentbenefits.org/hd/link.php?link=https://asunews.asu.edu/20130124_inthenews_hodgekizz 3/11/13

<http://www.about.com/> 3/11/13

Other Resources:

www.healthteacher.com 3/11/13

www.mcce.org Lending Library (Tools for teaching Health Lessons and Activities to Promote) 3/11/13

www.lifsmarts.org 3/11/13

www.letsmove.gov 3/11/13

www.choosemyplate.gov

www.kidshealth.org 3/11/13

<http://www.childrensmercy.org/Content/view.aspx?id=1272> 3/11/13

www.myaa.org; 3/11/13

www.livestrong.com 3/11/13

www.hhs.gov/ash/oah 3/11/13

www.cdc.gov 3/11/13

www.advocatesforyouth.org 3/11/13

www.unnaturalcauses.org 3/11/13 racial and socioeconomic inequalities

<http://www.readwritethink.org/files/resources/printouts/Essay%20Rubric.pdf> 3/11/13

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 2 Analyzing Influences on Health Behavior

Course Code: 096840

CCSS: Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

CCTC: Common Career Technical Core (CCTC), accessed May 17, 2013 from <http://www.careertech.org/career-technical-education/cctc/info.html>

NSFCSE: National Standards for Family and Consumer Sciences Education:, accessed May 30, 2013 from <http://www.nasafacs.org/national-standards-home.html>

NHS: National Health Education Standards (grades 9-12), accessed June 28, 2013 from <http://www.cdc.gov/healthyyouth/sher/standards/index.htm>

SMS: Show Me Standards, accessed June 28, 2013 from http://dese.mo.gov/standards/documents/Show_Me_Standards_Placemat.pdf

Resources@MCCE - E 10.0000 L2663 - Parallel Curriculum Units for Science: Grades 6-12, Jann H. Leppien, Jeanne H. Purcell, THOUSAND OAKS, CA, CORWIN PRESS, 2011. Based on the best-selling book *The Parallel Curriculum*, this resource gives multifaceted examples of rigorous learning opportunities for science students in Grades 6–12. The four sample units revolve around genetics, the convergence of science and society, the integration of language arts and biology, and the periodic table. The editors and contributors provide methods for creating more thoughtful lessons and show how to differentiate them for the benefit of all students. Included are field-tested and standards-based strategies that guide students through: Exploring the nature of knowledge; Discovering connections between science and other subjects; Deepening science comprehension according to their interests and abilities; Connecting science to society through the study of genetics, historic events, literature, and chemistry. Each unit includes subject matter background, a content framework, study components, teacher reflections, and sample lessons.

Resources@MCCE - TE DVD ROM 71.1 - Understanding Basic Genetics, Educational Video Network, HUNTSVILLE, TX, EDUCATIONAL VIDEO NETWORK, 2004. This program offers a look at the Mendelian Model of Inheritance, and at other basic concepts of genetics. Causes of physical differences within a particular species will be explained. Includes: Causes of physical differences within a particular species; Various laws of inheritance that resulted from the experiments of Gregor Mendel. 15 minutes.

Resources@MCCE - MCE DVD ROM 51.1 - Analyzing Media Influences, Discovery Education, SILVER SPRING, MD, DISCOVERY EDUCATION, 2006. This program explores the media's influence on the way we feel about ourselves and influence the health choices we make. Grades 9-12. 30

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 2 Analyzing Influences on Health Behavior

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minutes.

Resources@MCCE - AG DVD ROM 78.1 - Food Safety and Disease Prevention, Meridian Education Corporation, NEW YORK, NY, MERIDIAN EDUCATION CORPORATION, 2011. This program examines the risks facing consumers while highlighting culinary and food-handling methods for addressing food-borne illness outbreaks. Illustrating the dangers of food-borne bacteria and gastrointestinal viruses, the program also assesses the safety of pesticides, herbicides, hormones, and antibiotics used in agriculture. Food-preparation advice encompasses washing hands carefully, separating raw meat from produce, and cooking food thoroughly; on the nutrition side, the program promotes fruits, vegetables, and whole grains while suggesting an array of “superfoods.” Viewers also learn about government agencies charged with ensuring food safety, including the FDA and the USDA, as well as those dealing with public health, such as the EPA and the CDC. Teacher’s guide. 30 minutes.