

DESE Model Curriculum

GRADE LEVEL/COURSE TITLE: 9-12 / Family and Individual Health 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 to 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?

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UNIT DESCRIPTION: <u>Assuming Leadership Roles As Responsible Family Members And Citizens</u> <u>This unit provides students the opportunity to learn how to take responsibility for their health and to take a leadership role in advocating for healthy families and healthy communities.</u>	SUGGESTED UNIT TIMELINE: <u>2 weeks</u> CLASS PERIOD (min.): <u>50 minute class period</u>
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ESSENTIAL QUESTIONS: 1. How can you become an effective leader to promote the health of individuals and families? 2. How can you advocate for personal, family, and community health?
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ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
				CCSS	NSFCSE	DOK
1. Analyze the role of individual responsibility for enhancing health				RI9-10.1		<u>3</u>
2. Develop leadership qualities and skills for problem solving				SL9-10.1	8.12.4 8.12.4	<u>3</u>
3. Use skills for communicating effectively with family, peers, and others to enhance health				SL9-10.1	13.3.3	<u>2</u>
4. <u>Work cooperatively as an advocate for improving personal, family, and community health</u>				SL9-10.1A SL9-10.1B	<u>8.12.3</u>	<u>3</u>
5. Utilize accurate peer and societal norms to formulate a health-enhancing message.				RST9-10.2 SL9-10.1D	8.12.1	<u>3</u>
6. Demonstrate how to influence and support others to make positive health choices				SL9-10.4 RST9-10.1	8.12.2	<u>3</u>
7. Implement FCCLA program(s) and or STAR Events to address family/individual health issues				SL9-10.4		<u>3</u>

ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.) <u>#1-8 Create Your Own Service Project-Create and implement a service project that advocates for personal, family and community</u>
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health.

<http://www.fcclainc.org/assets/files/pdf/programs/lessonplansactivities/designyourownserviceprojectcs.pdf>

(Use this link for project instructions)

***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)
<u>1</u>	<u>1.</u> Indirect Instruction: Personal Responsibility Checklist
<u>1</u>	<u>2.</u> Direct Instruction: Healthy Eating, FCCLA
<u>2</u>	<u>3.3.</u> Indirect Instruction: Self-Test; Rate Your Character for Dynamic Leadership, FCCLA— <u>What are the students going to do with this information?</u>
<u>2</u>	<u>4.</u> Indirect Instruction: Problem Solving Worksheet, FCCLA— <u>What is the problem being solved?</u>
<u>3</u>	<u>5.</u> Direct Instruction: Lecture and Discussion: Building Teamwork with Communication, FCCLA— <u>How does this activity use skills to community effectively with family, peers, and others to enhance health?</u>
<u>3,4,5,6,7</u>	<u>6.</u> Direct Instruction: Lecture and Discussion: Importance of Breakfast, FCCLA
<u>3,4,5,6,7</u>	<u>7.</u> Indirect Instruction: Families First, FCCLA
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
<u>1</u>	<u>1.</u> Instructional Activity 1 Personal Responsibility Checklist— <u>How is this tied to the unit?</u> Students will complete the Personal Responsibility Checklist
<u>1</u>	<u>2.</u> Students will complete an Activity from the Healthy Eating FCCLA lesson plan
<u>2</u>	<u>3.</u> Students will take the Self-Test; Rate your Character for Dynamic Leadership— <u>What are students going to do with this?</u>

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<u>2</u>	<u>4. Students will complete the Problem Solving Worksheet, FCCLA—</u> <u>Could this become the summative?</u>
<u>3</u>	<u>5. Students will discuss the definition of teamwork and its importance.</u> <u>May need to move this to work with New Leadership Project at beginning and it is used as resource</u>
<u>3,4,5,6,7</u>	<u>6. Students will start a “Never Say No to Breakfast” campaign, FCCLA—</u> <u>Possible Leadership Project</u>
<u>3,4,5,6,7</u>	<u>7. Students will complete the task of Families Sharing Dinner—</u> <u>Replace or delete</u>

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UNIT RESOURCES: (include internet addresses for linking)

http://www.fcclainc.org/assets/files/pdf/programs/dynamicleader/self_test.pdf

http://www.fcclainc.org/assets/files/pdf/programs/dynamicleader/problem_solving_worksheet.pdf

http://www.fcclainc.org/assets/files/pdf/membership/0910_planprocwritable.pdf

http://www.fcclainc.org/assets/files/pdf/programs/lessonplansactivities/brooke_kusch2.pdf

<http://www.fcclainc.org/assets/files/pdf/programs/lessonplansactivities/designyourownserviceprojects.pdf>

http://www.fcclainc.org/assets/files/pdf/programs/star/star_events.pdf

<http://www.fcclainc.org/content/community-service/>

http://www.fcclainc.org/assets/files/pdf/programs/star/star_events.pdf

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Links for Service Project Ideas:

<http://showmesmokefree.com/>

<http://myaa.org/>

<http://savemolives.com/>

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(Also may use FCCLA: Power of One; Student Body; STAR E. Advocacy; Applied Technology; Chapter Service Project; Career Investigation; Leadership; Impromptu Speaking)