

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 3 Promoting Health and Prevention Concepts

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?

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UNIT DESCRIPTION: Unit 3- Promoting Health and Prevention Concepts Students will explore their responsibility for their own health.	SUGGESTED UNIT TIMELINE: 2 weeks CLASS PERIOD (min.): 50 min periods per day					
ESSENTIAL QUESTIONS: 1. How does practicing health-enhancing behaviors avoid or reduce health risks? 2. What are the consequences of risky behaviors?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES						
		CROSSWALK TO STANDARDS				
			NHES	CCSS ELA Grade Level		DOK
1. Analyze the role of individual responsibility for enhancing health			7.12.1	SL.9-10.1		4
2. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others			7.12.2 7.12.3	WHST.9-10.7		4
3. Explain the effects of substance use and abuse on the individual, family and community			1.8.9	SL.9-10.5 SL.11-12.5 WHST.9-10.10		3
4. Analyze how substance abuse can influence the likelihood of engaging in unhealthy behaviors			1.8.8 2.12.9	WHST.9-10.4		4
5. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risk			4.2.1 4.5.1 4.5.2 4.5.3 4.5.4 4.12.1 4.12.2	SL.9-10.1		4

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6. Describe the interrelationships of emotional, intellectual, physical, and social health			1.12.1 1.8.2	RI.9-10.1		4
7. Describe behaviors for preventing and controlling communicable diseases (i.e. STD/STI's, mononucleosis, hepatitis, AIDS) and non-communicable diseases (i.e. heart disease, diabetes, cancer)			1.12.1 7.2.2 7.5.3 7.8.1	RST.9-10.1 WHST.9-10.7		2
8. Analyze how the perceptions of norms influence healthy and unhealthy risky behaviors			2.12.7	WHST.9-10.7		4
9. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors			1.12.7 5.12.1	WHST.9-10.7		2
10. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors			1.12.8	WHST.9-10.7		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 _Substance Abuse Students will research various abused substances (i.e. tobacco, alcohol, prescription drugs, meth, non-prescription drugs, cigarettes, energy products, etc.) and their effects on the individual, family, and community. Students will create a presentation including digital media (e.g. textual, graphical, audio, visual, and interactive elements) to enhance the understanding of the students' findings.

Formative Assessment _Substance Abuse Rubric

Summative Assessment 1 _Physical Fitness Brochure Students will create a brochure over physical fitness and illustrate all of the components of a physical fitness program.

Summative Assessment 1_Physical Fitness Brochure Rubric

Summative Assessment 2_Tobacco and Alcohol Advertisement Students will choose either a tobacco or alcohol advertisement to analyze how

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the two industries promote their products to influence the likelihood of engaging in unhealthy behaviors. Students complete the tobacco ad evaluation sheet or the alcohol advertisement evaluation sheets.

Summative Assessment 2_Tobacco and Alcohol Advertisement Evaluation Rubric.

***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 7 10	1. Instructional Strategy 1_The Obesity Epidemic! 2012 - Teacher will lead student in a class discussion, guided by the PowerPoint presentation over The Obesity Epidemic! 2012
1	2. Instructional Strategy 2_Super-Size Me DVD - Teacher will show DVD, Super-Size Me. Teacher will provide the Q and A supporting materials
1	3. Instructional Strategy 3_ Students will complete a reflection paper addressing the responsibilities of the food industry vs the responsibilities of the customer.
2 6 10	4. Instructional Strategy 4_Benefits of Physical Fitness - Teacher will lead student in a class discussion, guided by the PowerPoint over Benefits of Physical Fitness.
2 6 10	5. Instructional Strategy 5_ Teacher will provide support materials, "Find Someone Who" for students to complete.
2 10	6. Instructional Strategy 6_Summative Assessment 1_Brochure Physical Fitness
2	7. Instructional Strategy 7_"Food Inc." - Teacher will show a DVD, "Food Inc." and provide reflections questions over DVD
3 4	8. Instructional Strategy 8_Formative Assessment _Substance Abuse
3 4	9. Instructional Strategy 9_Drugs - Teacher will lead student in a class discussion, guided by the PowerPoint over Drugs.

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3 4	10. Instructional Strategy 10_ Teacher will provide students with the Drug Vocabulary
3 4	11. Instructional Strategy 11_Health Risks of Drug Use - Teacher will lead students in a class discussion, guided by the PowerPoint over Health Risks of Drug Use
3 4	12. Instructional Strategy 12_Tobacco - Teacher will lead students in a class discussion, guided by the PowerPoint over, Tobacco.
3 4	13. Instructional Strategy 13_ Teacher will provide students with Tobacco vocabulary.
3 4	14. Instructional Strategy 14_Summative Assessment 2_Tobacco and Alcohol
3 4 8 10	15. Instructional Strategy 15_SMASHED - Teacher will show DVD over substance abuse, HBO Documentary SMASHED . Teacher will provide students with a chart over the HBO Documentary SMASHED
6 7 8	16. Instructional Strategy 16_Dating Violence - Teacher will provide an article and statistics relating to Dating Violence
5	17. Instructional Strategy 17_Refusal Skills - Teacher will provide a worksheet for students to develop scenarios demonstrating the use of refusal skills.
7 8 9 10	18. Instructional Strategy 18_STD Detection HIV Prevention - Teacher will lead student in a class discussion, guided by the PowerPoint STD s
7 8 9	19. Instructional Strategy 19_Flu Season Worksheet - Teacher will provide students with the worksheet Flu Season
7 8 9	20. Instructional Strategy 20_Vaccine Fact Sheet - Teacher will provide students with a Vaccine Fact Sheet
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)

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1 7 10	1. Instructional Activity 1_The Obesity Epidemic/Notes - Student will follow along with the teacher led PowerPoint and take notes over The Obesity Epidemic
1	2. Instructional Activity 2 _Super-Size Me Video Q and A - Students will watch and answer questions over DVD, Super-Size Me.
1	3. Instructional Activity 3 _Students will complete a reflection paper addressing the responsibilities of the food industry vs the responsibilities of the customer.
2 6 10	4. Instructional Activity 4_Benefits of Physical Activity/Notes - Student will follow along with the teacher led PowerPoint and take notes over Benefits of Physical Activity.
2 6 10	5. Instructional Activity 5_”Find Someone Who” - Students will complete “Find Someone Who”
2 10	6. Instructional Activity 6_Summative Assessment 1_Brochure Physical Fitness - Students will take the Summative Assessment by creating a Physical Fitness Brochure
2	Instructional Activity 7_Reflection Questions - Students will watch DVD, “Food Inc.” and complete reflection questions Food, Inc. DVD by Eric Schlosser, Robert Kenner available from several sources including Amazon.com and Overstock.com
3 4	7. Instructional Activity 8_Formative Assessment 1_Substance Abuse - Students will take a Formative Assessment
3 4	8. Instructional Activity 9_Drugs/Notes - Students will follow along with the teacher led PowerPoint and take notes over Drugs.
3 4	9. Instructional Activity 10_Drug Related Terms - Students will complete drug vocabulary worksheet.
3 4	10. Instructional Activity 11_Health Risks of Drug Use/Notes - Students will follow along with the teacher led PowerPoint and take notes over Health Risks of Drug Use
3 4	11. Instructional Activity 12_Tobacco/Notes - Students will follow along with the teacher led PowerPoint and take notes over Tobacco
3 4	12. Instructional Activity 13_Terms Related to Smoking - Students will complete Tobacco vocabulary worksheet

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3 4	13. Instructional Activity 14_ Summative Assessment 2-Tobacco and Alcohol Abuse - Students will take a Summative Assessment over Tobacco
3 4 8 10	14. Instructional Activity 15_SMASHED Chart Risky Behavior and Consequences - Students will watch the HBO Documentary SMASHED and complete the Chart
6 7 8	15. Instructional Activity 16_Dating Violence - Students will read article over Dating Violence
5	16. Instructional Activity 17_Refusal Skills – Using the worksheet, students will create scenarios requiring the demonstration of refusal skills.
7 8 9 10	17. Instructional Activity 18_STD Detection HIV Prevention - Students will follow along with the teacher led PowerPoint and take notes over STD Detection and HIV Prevention
7 8 9	18. Instructional Activity 19_Flu Season Worksheet - Students will complete the flu season worksheet
7 8 9	19. Instructional Activity 20_Vaccine Fact Sheet - Students will complete the Vaccine Fact Sheet Peer Share
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>“Choosing the Best Journey” An Abstinence-Focused Curriculum, By Bruce Cook</p> <p>Centers for Disease control, cdc.gov, “Tools for Teaching Health” Lessons and Activities to Promote Health Literacy and Reduce Health Risks, American Heart Association</p> <p>www.AA.org</p> <p>Food, Inc. DVD by Eric Schlosser, Robert Kenner available from several sources including Amazon.com and Overstock.com</p>	

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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>

Resources@MCCE - FCS 21.0107 B713 - When Being a Good Parent or Teacher Is Not Enough - Volume III, Barbara N. Buchanan, Anne E. Yarnevich, Larry McDonald, KANSAS CITY, MO, HEALTH EDUCATION CONSULTANTS, 2002. Reference for medical professionals, parents, teachers, counselors, libraries and mental health organizations. Topics include: Risk and Resilience; Getting Help; Depression/Bipolar Disorder/Suicide; Anxiety Disorders/Post-Traumatic Stress Disorder/Obsessive Compulsive Disorder, Tic Disorders; Anorexia Nervosa/Bulimia Nervosa/Binge Eating; Schizophrenia; Grief and Loss/Death and Divorce; Substance Abuse; Abuse and Neglect/Attachment Disorders; Anger/Passive-Aggressive Behavior/Oppositional Defiant Disorder/Conduct Disorder/Violence; Developmental Disorders/Learning Disabilities; Adolescent Growth and Development.

Resources@MCCE - FCS DVD ROM 1.9 - The Five Essential Habits of Healthy Teens, Human Relations Media, MOUNT KISCO, NY, HUMAN RELATIONS MEDIA, 2009. This program is based on recent wellness studies from top-ranking universities. Viewers follow Dr. Mohr, a Registered Dietitian and Board Certified Specialist in Sports Dietetics, as he explores the five essential habits that promote health: eating a nutritious diet, starting each day with breakfast, exercising daily, getting enough sleep and staying drug-free. Real teens learn that eating a nutritious diet can be fast and easy; that exercise can come from dancing, bike riding or just about any activity; visit a sleep lab to learn the consequences of poor sleep habits. Finally, Dr. Mohr moderates a teen forum focused on how substance abuse and smoking impact health. Grades 7 to college. 17 minutes

Resources@MCCE - G&C 13.0110 J11 - More Activities that Teach, Tom Jackson, CEDAR CITY, UT., RED ROCK PUBLISHING, 1995. Over 80 hands-on learning activities to help young people make positive life choices. Topics include enhancing life skills of communication, decision making, goals & others. Also self-esteem, character and substance abuse prevention.

Resources@MCCE - G&C 13.0110 J11.2 - Still More Activities That Teach: 55 hands-on activities that are educational, practical, user-friendly

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and fun, Tom Jackson, CEDAR CITY, UT, RED ROCK PUBLISHING, 2000. This book provides hands-on activities that teach students important life-skills lessons and ways to lead meaningful discussions. Topics include: respect, responsibility, team building, working together, anger management. Effective when teaching: communication, goal setting, school to careers, diversity, decision making, resistance to peer pressure, substance abuse, and anti-violence.

Resources@MCCE - H DVD ROM 42.1 - The Latest About HIV and AIDS: What Every Student Still Needs to Know, Human Relations Media MT. KISCO, NY, HUMAN RELATIONS MEDIA, 2012. NOTE: Two supplemental programs are included on this DVD--How to Use a Female Condom and How to Use a Male Condom. These programs use graphics to demonstrate the proper way to use a condom. Before using these optional programs you may need to check with your school's policy on sex education as to whether parental permission is required. The program details how HIV invades CD4 cells and weakens the body's immune system and can lead to AIDS. Program debunks myths about how the virus is transmitted and identifies those behaviors that do--and do not--put people at risk of HIV infection. Grades 7 to College. 24 minutes.

Resources@MCCE - H DVD ROM 43 - Straight Talk: The Truth About STDs, Human Relations Media, MOUNT KISCO, NY, HUMAN RELATIONS MEDIA, 2009. Using a health clinic setting, teens present "peer to peer" information on the six most common STDs (sexually transmitted diseases) today: HPV (genital warts), Chlamydia, HIV, Gonorrhea, Herpes and Hepatitis B. Students will learn the symptoms and complications of each disease as well as the latest treatment options. Program presents a strong message that abstinence is the only 100% guaranteed safeguard. Includes Teacher's Resource book. Grades 7 - College. 20 minutes.

Resources@MCCE - FCS DVD ROM 11 - New Fears for Food: Old Foes, A New Threat, Cambridge Educational, LAWRENCEVILLE, NJ, CAMBRIDGE EDUCATIONAL, 2004. This program compares and contrasts campylobacter, salmonella, E. coli, Listeria monocytogenes, calicivirus, and Hepatitis A which have become renewed health threats. The program also examines some of the many opportunities for food contamination that can occur on the trip from the farmyard to the kitchen table; identifies people most vulnerable to severe cases of food-borne diseases; describes symptoms and treatments; and explains how to avoid catching these nasty illnesses to begin with. 20 minutes.

Resources@MCCE - FCS 20.0105 C766.2 - Today's Life Skills: Unit 2-Health & Wellness Skills, The Curriculum Center for Family & Consumer Sciences, LUBBOCK, TX, THE CURRICULUM CENTER FOR FAMILY & CONSUMER SCIENCES, 2007. This resource is based on a research project to identify critical life skills needed by students. This self-contained module can be taught in any sequence and incorporated into a variety of courses. Module contains a teacher text, suggested teaching strategies, learning activities and answers. Materials are in loose-leaf form. Teaching aids in PowerPoint format are available on FCS CD ROM 30 which must be requested separately.