

FAMILY & INDIVIDUAL HEALTH (12-19-13) - 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 on the health and well-being of the family?
3. How does the health of the individual impact on the health and well-being of society?

UNIT 1 – PROMOTING INDIVIDUAL WELLNESS

Unit Description: Students will examine how to promote a healthy lifestyle.

ESSENTIAL QUESTION:

1. What role do body systems and functions play in promoting individual wellness?
2. How can you develop a healthy lifestyle?
3. How can healthy behaviors affect health status across the life span?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES

1. Describe functions of body systems including cardiovascular, digestive, reproductive, immune, urinary, hormonal, and skeletal etc.
2. Compare and contrast health and wellness
3. Predict how healthy behaviors affect health status
4. Assess personal health practices and overall health status
5. Identify standards of personal hygiene
6. Analyze the role of fitness components as they relate to individual wellness
7. Develop a fitness plan integrating the fitness principles
8. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks

UNIT 2 – ANALYZING THE INFLUENCE OF FAMILY, PEERS, CULTURE, MEDIA, TECHNOLOGY AND OTHER FACTORS ON HEALTH BEHAVIORS

Unit Description: Analyzing Influences of family, peers, culture, media, technology and other factors on health behaviors.

ESSENTIAL QUESTIONS:

1. What influence do family, peers, culture, media, and technology have on individual health?
2. What other factors impact on health behavior?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES

1. Analyze how family and cultural diversity impact health
2. Analyze how genetics and family history impact personal health
3. Evaluate how the school and community can affect personal health practices and behaviors
4. Analyze how peers influence healthy and unhealthy behaviors
5. Evaluate the effect of media on personal and family health
6. Analyze the influence of personal values and beliefs on individual health practices and behaviors
7. Analyze the impact of various technologies on individual, family and community health
8. Analyze how public health policies and government regulations can influence health promotion and disease prevention
9. Defend a position on ethical, legal and environmental issues impacting health systems

UNIT 3 – PROMOTING HEALTH AND PREVENTION CONCEPTS

Unit Description: Students will explore their responsibility for their own health.

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

1. Analyze the role of individual responsibility for enhancing health
2. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others
3. Explain the effects of substance use and abuse on the individual, family and community
4. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors
5. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risk
6. Describe the interrelationships of emotional, intellectual, physical, and social health.
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)
8. Analyze how the perceptions of norms influence healthy and unhealthy risky behaviors
9. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors
10. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors

UNIT 4 – PROMOTING NUTRITIONAL HEALTH

Unit Description: This unit will cover the relationship between dietary guidelines and health and wellness throughout the life cycle.

ESSENTIAL QUESTIONS:

1. What are the relationships between dietary guidelines and wellness throughout the life cycle?
2. What nutritional components contribute to overall wellness?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES

1. Analyze relationships between dietary guidelines and wellness
2. Compare nutritional needs at different stages of the life cycle
3. Identify nutritional needs of individuals with special health requirements

UNIT 5 – CREATING A SAFE ENVIRONMENT

Unit Description: This unit identifies unsafe situations, unhealthy behaviors, and strategies for dealing with abusive and potentially dangerous situations.

ESSENTIAL QUESTIONS:

1. How do you recognize, respond to, or prevent accidents or health emergencies?
2. How do you respond to or prevent accidents?
3. How do you create a personally safe environment?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES

1. Develop accident/injury prevention strategies for personal, home, family and community health
2. Describe health emergency procedures
3. Identify types of abusive behaviors (i.e. social, emotional, physical, bullying, sexual etc.)
4. Demonstrate strategies to avoid potentially harmful or exploitive situations
5. Demonstrate strategies for solving interpersonal conflicts without harming self or others (i.e. parent, family member, peers, employer, co-worker etc.)
6. Demonstrate how to ask for and offer assistance to enhance the health of self and others

UNIT 6 –ASSESSING HEALTH-RELATED RESOURCES

Unit Description: This unit explores the factors influencing health care decisions, the accessibility of information and services, and how to evaluate services and products.

ESSENTIAL QUESTIONS:

1. How do you determine when a situation requires professional health services?
2. What health related information, products and services are needed throughout the life cycle?
3. How would you access health related information, products and services?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES

1. Determine situations that require professional health service
2. Describe factors that influence personal selection of health-care resources, products, and services
3. Examine resources from home, school, and community that provide valid health information, products, and services
4. Evaluate the validity of health information, products, support and protection services
5. Determine the accessibility of health information, products, support and protection services that enhance health
6. Analyze the relationship between access to health care and health status
7. Compare costs and benefits of available health-care coverage

UNIT 7 – ASSUMING LEADERSHIP ROLES AS RESPONSIBLE FAMILY MEMBERS AND CITIZENS

Unit Course Description: 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.

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?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES

1. Analyze the role of individual responsibility for enhancing health
2. Develop leadership qualities and skills for problem solving
3. Use skills for communicating effectively with family, peers, and others to enhance health
4. Work cooperatively as an advocate for improving personal, family, and community health.
5. Utilize accurate peer and societal norms to formulate a health-enhancing message
6. Demonstrate how to influence and support others to make positive health choices
7. Implement FCCLA program(s) and or STAR Events to address family/individual health issues

UNIT 8 – RESEARCHING KEY CAREERS

Unit Description: This unit explores careers related to the health industry and the personal and professional characteristics needed to be successful.

ESSENTIAL QUESTIONS:

1. What careers are related to family/individual health?
2. What personal characteristics are needed in these career fields?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES

1. Identify career clusters and careers related to family/individual health
2. Research careers related to family and individual health
3. Identify personal and professional characteristics needed for an individual to be successful in this field
4. Examine ethical and professional issues and responsibilities