

Everett Public Schools Framework: Family Health

Course: Family Health	Total Framework Hours: 90 Hours
CIP Code: 190003	Type: Exploratory
Career Cluster: Health Sciences	Date Last Modified: Friday, January 09, 2015

Resources and Standard used in Framework Development:

National Family and Consumer Science Education Standards

Unit 1 INTRO TO HEALTH AND MENTAL HEALTH

Hours: 18

Performance Assessment(s):

Students will become informed on how to attain total health and wellness from how to set goals based on values, manage stress, decision making, and knowledge about mental illnesses. (see Docushare Health)

Create A SPIES (Physical, Intellectual, Emotional, Social) Mobile or visual to illustrate understanding of Total Health and Wellness

Total Health Written Reflection Self-Assessment on student's total health status and how to maintain it or change it for the better

Values Survey Assessment, Poster, and Written Reflection on Results

Unit Summative Assessment

D.E.C.I.D.E. Model decision making scenario work with "Primetime What Would You Do"? Video analysis

D.E.C.I.D.E. Model decision making practice with various real-life situations

Stress management Scenario work

State Classroom Based Assessment- Dear Stressed and Depressed

Suicide Awareness and Prevention Activities

-Effective Communication techniques with talking to someone who is suicidal (SAG- Show You Care, Ask the Question, Get Help)

-SAG Scenario Application Practice

Mental illness Research Project/Presentation

"What About Bob"? Video Analysis on mental illnesses and disorders

Leadership Alignment:

FCCLA Planning Process, Family Ties

Standards and Competencies

RFA 1.0 Evaluate reasoning for self and others.

1.1 Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal).

- 1.2 Distinguish between adequate and inadequate reasoning.
- 1.3 Establish criteria for adequate reasoning.
- 1.4 Contrast consequences of adequate and inadequate reasoning for self, others, culture/society, and global environment.
- 2.2 Analyze the relationship of the environment to family and consumer resources.
 - 2.2.1 Analyze individual and family responsibility in relation to the environmental trends and issues.
 - 2.2.2 Summarize environmental trends and issues affecting families and future generations.
 - 2.2.3 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.
- 12.3 Analyze strategies that promote growth and development across the life span.
 - 12.3.1 Analyze the role of nurturance on human growth and development.
 - 12.3.2 Analyze the role of communication on human growth and development.
 - 12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.
- 13.1 Analyze functions and expectations of various types of relationships.
 - 13.1.1 Analyze processes for building and maintaining interpersonal relationships.
 - 13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships.
 - 13.1.3 Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships.
 - 13.1.4 Analyze factors that contribute to healthy and unhealthy relationships.
 - 13.1.5 Analyze processes for handling unhealthy relationships.
 - 13.1.6 Demonstrate stress management strategies for family, work, and community settings.
- 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.
 - 13.2.1 Analyze the effects of personal characteristics on relationships.
 - 13.2.2 Analyze the effect of personal need on relationships.
 - 13.2.3 Analyze the effects of self-esteem and self-image on relationships.
 - 13.2.4 Analyze the effects of life span events and conditions on relationships.
 - 13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

- 1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - 1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - 1b - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - 1d - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
 - Presentation of Knowledge and Ideas (9-10)
- 4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Health and Fitness

Health 2.1: Understands dimensions and indicators of health.

2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

Health 2.2: Understands stages of growth and development.

2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.

2.2.3 Evaluates hereditary factors affecting growth, development, and health.

Health 2.4: Acquires skills to live safely and reduce health risks.

2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.

2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.

2.4.3 Analyzes stress and how it relates to personal stress-management strategies.

2.4.4 Creates personal stress-management strategies.

2.4.5 Analyzes the stages of addiction and dependency and the impact on the individual, family, and society.

2.4.7 Analyzes various treatment options and recovery processes.

Health 3.1: Understands how family, culture, and environmental factors affect personal health.

3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.

3.1.2 Analyzes how environmental factors impact health.

3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.

Language

Mathematics

Reading

CC: Reading Informational Text

Key Ideas and Details (9-10)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Integration of Knowledge and Ideas (9-10)

8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (9-10)

1 - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Craft and Structure (9-10)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

5 - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

Integration of Knowledge and Ideas (9-10)

7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Science

Social Studies

Writing

CC: Writing (9-10)

Text Types and Purposes

1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1e - Provide a concluding statement or section that follows from and supports the argument presented.

2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Text Types and Purposes

1 - Write arguments focused on discipline-specific content.

1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

1b - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9 - Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Other
- ☐ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☐ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboratio

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 2 NUTRITION		Hours: 22
Performance Assessment(s):		
Students will acquire the knowledge and skills necessary to maintain a healthy diet and eating behaviors throughout a lifetime. Students will accomplish this through the activities listed below. (See Docushare Health)		
Identifying the Dietary Guidelines formative assessment		
Reading a Food Label formative assessment		
Choose My Plate.gov formative assessment		
Around My Plate Choose My Plate Guidelines Activity		
Nutrient Exploration Packet/ Advertisement Poster		
Food Label, Nutrients, and Dietary Guidelines Quiz		
Super Foods Research Project and Presentation		
All About Fat Stations Activity		
Fats and Cholesterol Quiz		
Vegetarian House Guest Meal Plan		
Vegetarianism Quiz		
"For The Love of Nancy" Eating Disorder Video analysis		
Eating Disorder and Healthy Weight Management Quiz		
Leadership Alignment:		
FCCLA: Power of One, A Better You		
Standards and Competencies		
2.3 Analyze policies that support consumer rights and responsibilities. 2.3.1 Analyze state and federal policies and laws providing consumer protection. 12.2 Analyze conditions that influence human growth and development. 12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development. 12.2.4 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development. 14.1 Analyze factors that influence nutrition and wellness practices across the life span. 14.1.1 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness. 14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices. 14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices. 14.1.4 Analyze the effects of global and local events and conditions on food choices and practices 14.1.5 Analyze legislation and regulations related to nutrition and wellness.		

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

1b - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

1d - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Health and Fitness

Health 2.3: Understands the concepts of prevention and control of disease.

2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.

Health 3.2: Evaluates health and fitness information.

3.2.1 Evaluates health and fitness information, products, and services.

Fitness 4.2: Develops and monitors a health and fitness plan.

4.2.1 (Year One) Evaluates the concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals.

4.2.2 (Year One) Understands barriers to physical activity and a healthy lifestyle.

Language

Mathematics

CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

2 - Reason abstractly and quantitatively.

5 - Use appropriate tools strategically.

6 - Attend to precision.

Reading

CC: Reading Informational Text

Key Ideas and Details (9-10)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (9-10)

1 - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Craft and Structure (9-10)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

Integration of Knowledge and Ideas (9-10)

Science

Social Studies

Writing

CC: Writing (9-10)

Text Types and Purposes

2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2c - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

9b - Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Text Types and Purposes

1 - Write arguments focused on discipline-specific content.

1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

2a - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2c - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Other
- ☐ Implement Innovations

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LIFE AND CAREER SKILLS

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Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☐ Be Responsible to Others

Unit 3 DRUGS, ALCOHOL, AND ADDICTIONS		Hours: 21
Performance Assessment(s):		
<p>Students will become informed on the detrimental life threatening effects drugs can have on the human body and relationships. (See Docushare Health)</p> <p>Following research, students will produce a brochures/fliers (Drugonym assignment) and/or presentations demonstrating understanding of the issues involved in substance abuse.</p> <p>Students will create and write an anti-drug poem based on the negative physical effects a drug(s) has on the human body and/or relationships.</p> <p>Students will demonstrate their understanding of the drug unit terminology, and commonly abused drugs and their negative physical effects through using a brain based strategy for learning and creating mind maps to communicate their understanding.</p> <p>Students will examine the impact on the body due to substance abuse; Resource "Inside Out" presentation from Providence Regional Medical Center.</p> <p>Students will demonstrate refusal skills, making healthy decisions using various scenarios.</p> <p>Students will apply the AVID strategy, "Marking the Text" to various articles on the negative physical effects of drugs on the body.</p> <p>Students will write using Jane Schaeffer writing strategies paragraph reflections to various drug videos.</p> <p>Students will demonstrate their understanding through the use of unit quizzes.</p>		
Leadership Alignment:		
FCCLA Power of One		
Standards and Competencies		
<p>2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.</p> <p>2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.</p> <p>2.1.6 Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.</p> <p>13.1 Analyze functions and expectations of various types of relationships.</p> <p>13.1.1 Analyze processes for building and maintaining interpersonal relationships.</p> <p>13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships.</p> <p>13.1.3 Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships.</p> <p>13.1.4 Analyze factors that contribute to healthy and unhealthy relationships.</p> <p>13.1.5 Analyze processes for handling unhealthy relationships.</p> <p>13.1.6 Demonstrate stress management strategies for family, work, and community settings.</p> <p>13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.</p> <p>13.2.1 Analyze the effects of personal characteristics on relationships.</p> <p>13.2.2 Analyze the effect of personal need on relationships.</p> <p>13.2.4 Analyze the effects of life span events and conditions on relationships.</p> <p>13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships.</p>		

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

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1d - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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4.2.2 (Year One) Understands barriers to physical activity and a healthy lifestyle.

Language

Mathematics

Reading

CC: Reading Informational Text

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Integration of Knowledge and Ideas (9-10)

8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CC: Reading for Literacy in Science and Technical Subjects

1 - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Craft and Structure (9-10)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

Integration of Knowledge and Ideas (9-10)

7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

8 - Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

Science

Social Studies

Writing

CC: Writing (9-10)

Text Types and Purposes

1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

1b - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1e - Provide a concluding statement or section that follows from and supports the argument presented.

2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2c - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☐ Think Creatively
- ☐ Work Creatively with Other
- ☐ Implement Innovations

Creative Thinking and Problem Solving

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboratio

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 4 DISEASE AND DISEASE PREVENTION	Hours: 5
Performance Assessment(s):	
Students will become informed on various diseases through a research project and presentation assignment. (See Docushare Health)	
Disease Research Project Brochure/Flier/Power point	
Leadership Alignment:	
FCCLA Power of One, Illustrated Talk	
Standards and Competencies	
<p>12.2 Analyze conditions that influence human growth and development.</p> <p>12.2.1 Analyze the effect of heredity and environment on human growth and development.</p> <p>12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.</p> <p>12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development.</p> <p>12.2.4 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.</p> <p>14.1 Analyze factors that influence nutrition and wellness practices across the life span.</p> <p>14.1.1 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.</p> <p>14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.</p> <p>14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.</p> <p>14.1.4 Analyze the effects of global and local events and conditions on food choices and practices</p> <p>14.1.5 Analyze legislation and regulations related to nutrition and wellness.</p>	
Aligned to Washington State Standards	
Arts	
Communication - Speaking and Listening	
<u>Presentation of Knowledge and Ideas (11-12)</u>	
4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.	
Health and Fitness	
<u>Health 2.1: Understands dimensions and indicators of health.</u>	
2.1.1 Evaluates dimensions of health and relates to personal health behaviors.	
<u>Health 2.2: Understands stages of growth and development.</u>	
2.2.3 Evaluates hereditary factors affecting growth, development, and health.	
2.3.1 Analyzes personal health practices, and how they affect communicable diseases.	
2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.	
<u>Health 3.1: Understands how family, culture, and environmental factors affect personal health.</u>	
3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.	

Language
Mathematics
Reading
<p><u>CC: Reading Informational Text</u></p> <p><u>Key Ideas and Details (9-10)</u></p> <p><u>Craft and Structure (9-10)</u></p> <p>4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><u>Integration of Knowledge and Ideas (9-10)</u></p> <p>7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><u>Range of Reading and Level of Text Complexity (9-10)</u></p> <p>10 - By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
Science
Social Studies
Writing
<p><u>CC: Writing (9-10)</u></p> <p><u>Text Types and Purposes</u></p> <p>2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><u>Production and Distribution of Writing</u></p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)</p> <p>6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><u>Research to Build and Present Knowledge</u></p> <p>7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>Range of Writing</u></p> <p>10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Other
- ☐ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgements and Decisions
- ☐ Solve Problems

Communication and Collaboratio

- ☒ Communicate Clearly
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Leadership and Responsibility

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Unit 5 HUMAN REPRODUCTION**Hours: 21****Performance Assessment(s):**

Students will synthesize, research, analyze and present information to the class in a variety of formats from the following topic areas: (See DocuShare Health)

Reproduction-

Male and Female Reproduction Health formative assessment

Ingredients of Healthy Relationships formative assessments on the following:

Gender Stereotypes

Dating Safety

Students will develop a Personal Dating Contract.

Effective Communication and Setting Limits

Refusal Skills

Sexual Violence Prevention

Lesbian, Gay, Bisexual, Transgender Youth Awareness

Sexually Transmitted Disease Grid

HIV/AIDS Awareness/Prevention

Contraceptives

The different types of birth control grid

The steps to properly using a condom

Abstinence

Pregnancy

Signs of pregnancy

Process of conception

When and where to access a confidential pregnancy test

Stages of fetal development

Deciding when to become a parent

Leadership Alignment:

FCCLA Power of One, Illustrated Talk

Standards and Competencies

12.1 Analyze principles of human growth and development across the life span.

12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.

12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.

12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.

12.2 Analyze conditions that influence human growth and development.

12.2.1 Analyze the effect of heredity and environment on human growth and development.

12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.

12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development.

<p>12.2.4 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.</p> <p>12.2.5 Analyze geographic, political, and global influences on human growth and development.</p> <p>12.3 Analyze strategies that promote growth and development across the life span.</p> <p>12.3.1 Analyze the role of nurturance on human growth and development.</p> <p>13.1 Analyze functions and expectations of various types of relationships.</p> <p>13.1.1 Analyze processes for building and maintaining interpersonal relationships.</p>
Aligned to Washington State Standards
Arts
Communication - Speaking and Listening
<p><u>Comprehension and Collaboration (9-10)</u></p> <p>1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>- Presentation of Knowledge and Ideas (9-10)</p> <p>4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
Health and Fitness
<p><u>Health 2.2: Understands stages of growth and development.</u></p> <p>2.2.2 Understands how to maintain sexual health throughout life.</p> <p>2.2.3 Evaluates hereditary factors affecting growth, development, and health.</p> <p>2.3.1 Analyzes personal health practices, and how they affect communicable diseases.</p> <p><u>Health 2.4: Acquires skills to live safely and reduce health risks.</u></p> <p>2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.</p> <p>2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.</p> <p>2.4.7 Analyzes various treatment options and recovery processes.</p> <p><u>Health 3.2: Evaluates health and fitness information.</u></p> <p>3.2.1 Evaluates health and fitness information, products, and services.</p>
Language
Mathematics
Reading
<p><u>CC: Reading Informational Text</u></p> <p><u>Craft and Structure (9-10)</u></p> <p>4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>

Science

Social Studies

Writing

CC: Writing (9-10)

Text Types and Purposes

2c - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Unit 6 CPR AND INJURY PREVENTION	Hours: 3
Performance Assessment(s):	
Students will complete CPR Practical Training and Assessment. (See Docushare Health) AED Scavenger Hunt First Aid Stations grid	
Leadership Alignment:	
FCCLA Power of One	
Standards and Competencies	
1.2 Demonstrate transferable and employability skills in school, community and workplace settings. 1.2.2 Demonstrate job seeking and job keeping skills. 1.2.4 Demonstrate teamwork skills in school, community and workplace settings.	
Aligned to Washington State Standards	
Arts	
Communication - Speaking and Listening	
Health and Fitness	
<u>Health 2.4: Acquires skills to live safely and reduce health risks.</u> 2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely. <u>Health 3.3: Evaluates the impact of social skills on health.</u> 3.3.1 Analyzes conflict situations	

Language		
Mathematics		
Reading		
Science		
Social Studies		
Writing		
21st Century Skills		
<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <p><input type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Other</p> <p><input type="checkbox"/> Implement Innovations</p> <p>Creative Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input checked="" type="checkbox"/> Make Judgements and Decisions</p> <p><input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboratio</p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input type="checkbox"/> Access and Evaluate Information</p> <p><input type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p>Information, Communications, and Technology (ICT Literacy)</p> <p><input type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input type="checkbox"/> Mange Goals and Time</p> <p><input checked="" type="checkbox"/> Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input checked="" type="checkbox"/> Interact Effectively with Other</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input type="checkbox"/> Manage Projects</p> <p><input type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input checked="" type="checkbox"/> Guide and Lead Others</p> <p><input checked="" type="checkbox"/> Be Responsible to Others</p>