



Statewide Framework Document for: 190003

**Family Health**

Standards may be added to this document prior to submission but may not be removed from the framework to meet state credit equivalency requirements. Performance assessments may be developed at the local level. In order to earn state approval, performance assessments must be submitted within this framework. **This course is eligible for .5 credit Health.**

[Washington state’s 2016 Health Education K–12 Learning Standards](https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/k%E2%80%9312-learning-standards) reflect the National Health Education Standards (NHES) that were adopted by the American Cancer Society in 2007. The NHES were developed to establish, promote, and support health-enhancing behaviors for students in all grade levels—from prekindergarten through grade 12. The NHES provide a framework for teachers, administrators, and policymakers to design or select curricula, allocate instructional resources, and assess student achievement and progress.

|  |  |  |
| --- | --- | --- |
| Unit | Title | Hours |
| Unit 1 | Wellness | 5 |
| Unit 2 | Substance Abuse & Use | 15 |
| Unit 3 | Social Emotional Health | 25 |
| Unit 4 | Sexual Health | 25 |
| Unit 5 | Nutrition | 10 |
| Unit 6 | Safety | 10 |

|  |  |  |
| --- | --- | --- |
| **School District Name** | | |
| **Course Title:** Family Health | | **Total Framework Hours:** 90 |
| **CIP Code:** 190003 | ExploratoryPreparatory | **Date Last Modified:** April 1, 2022 |
| **Career Cluster:** Health Sciences | | **Cluster Pathway:** All Health Science Pathways |
| **Course Summary**: Family Health is designed to prepare students for life-long decision making, problem solving, critical thinking, and management skills related to health and wellness issues impacting individuals and/or families. The primary role is enabling students to assume an active role in developing healthy lifestyles for themselves and others. Integrating the Washington Health standards and grade-level outcomes with standards and competencies from the National Standards for Family and Consumer Sciences Education and National Health Science Standards. This course focuses on the interrelationships of healthy choices and a productive, satisfying life. | | |
| **Eligible for Equivalent Credit in:** Health | | **Total Number of Units:** 6 |
| **Course Resources:**  [Laws and Regulations](https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/laws-and-regulations) relating to Health and Physical Education in Washington  [Washington state K-12 Health Standards and Grade Learning Outcomes](https://www.k12.wa.us/sites/default/files/public/healthfitness/standards/healtheducationk-12learningstandards.pdf)  [Comprehensive Sexual Health Education guidance document](https://www.k12.wa.us/sites/default/files/public/hivsexualhealth/pubdocs/SHE%20GuidanceDoc.Oct2021.pdf)  [Health and Physical Education Resources](https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/health-and-physical-education-resources)  [Health and Physical Education Assessments](https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/health-and-physical-education-assessments)  [Family and Consumer Sciences National Standards](http://www.leadfcsed.org/national-standards.html)  [National Health Science Standards](https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/k%E2%80%9312-learning-standards) | | |

|  |  |  |
| --- | --- | --- |
| **Unit 1:** Wellness | | **Total Learning Hours for Unit:** 5 |
| **Unit Summary**: Demonstrate wellness practices that enhance individual and family well-being, and explain how total wellness involves physical, social and emotional health throughout life. Students learn and practice using decision making models. | | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * Evaluate current health status and set both short and long-term health goals based on personal interests and needs. * Using a decision-making model, identify a health specific course of action, how to track progress, time frame to complete the goals, support and resources to help achieve goals, and a reward for when they are achieved. Present goals in small groups. Goals should reflect each area of health (physical, emotional, social, psychological, spiritual, and environmental). * Complete a written assessment on wellness concepts and making healthy lifestyle choices. | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*  **Activity:**  Evaluate their current health status and set SMART goals based on personal need. Short term and long-term goals will be included. Monitor their goals on a weekly basis for a month. Illustrate their goals by creating a 6 slide PowerPoint presentation to report their progress to the class and reflect on physical, mental/emotional, and social health.  21st Century Skills  8A.1 Set goals with tangible and intangible success criteria.  8A.2 Balance tactical (short-term) and strategic (long-term) goals.  8A.3 Utilize time and manage workload efficiently. | | |
| **Industry Standards and/or Competencies**:  National Family and Consumer Sciences  1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community and global).  1.1.6 Develop a life plan, including pathways to acquire the knowledge and skills needed to achieve individual, family and career goals.  12.2 Analyze conditions that influence human growth and development.   * 1. Analyze factors that influence nutrition and wellness practices across the life span.      1. Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.   National Health Science  *Foundation Standard 9: Health Maintenance Practices – Differentiate between wellness and disease. Promote disease*  *prevention and model healthy behaviors.*  9.1 Healthy Behaviors   * 1. Promote behaviors of health and wellness. * Exercise * Nutrition * Relationships * Sleep habits * Stress Management * Weight Control   1. Describe strategies for prevention of disease. * Community health education outreach programs * Immunizations * Medical, dental, and mental health screenings * Routine physical exams * Stress management   1. Investigate complementary and alternative health practices as they relate to wellness and disease prevention. * Acupuncture * Eastern medicine * Holistic medicine * Homeopathy * Manipulative therapies * Natural therapies   9.2 Healthcare Across the Lifespan  9.21 Discuss physical, mental, social, and behavioral development and its impact on healthcare. | | |
| **Aligned Washington State Learning Standards** | | |
| **Health Education** | H1.W1.HS Analyze personal dimensions of health and design a plan to balance health.  H2.W2.HSa Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases.  H2.W2.HS Assess personal risk factors and predict future health status.  H2.W3.H Analyze how a variety of factors impact personal and community health.  H4.W5.HS Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.  H5.W6.HS Predict potential short and long-term outcomes of a personal health-related decision.  H6.W7.HS Implement strategies to achieve a personal health goal. | |

|  |  |  |
| --- | --- | --- |
| **Unit 2:** Substance Use and Abuse | | **Total Learning Hours for Unit:** 15 |
| **Unit Summary**: Differentiate classifications of substances, summarize their short and long-term effects, and analyze how addiction and dependency impacts individuals, families, and societies. | | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * Working with a partner, research and create a presentation describing the effects that drugs, alcohol, or tobacco have on the body throughout the lifespan. Choose a topic such as drug/alcohol/tobacco/vaping previously discussed in class and describe the effects on physical, social, and mental/emotional health. Peer evaluate other presentations and present a summary of their findings to the class. * Analyze current healthy youth survey data and create a public service announcement to increase awareness and influence decisions. * Create a Drinking and Driving billboard/poster to increase public awareness of the impact to individuals, families, and society. * Create a drug effects billboard/poster/campaign to increase public awareness of the impact to individuals, families, and society, including resources for families coping with addiction. | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*  **Activity:**  Students research about an assigned drug and its effects. Students will design a media product (poster/advertisement/brochure) about their drug. Students complete a compare/contrast analysis of their assigned drug and its use in another part of the country or world.  21st Century Skills:  1A.1 Use a wide range of idea creation techniques (such as brainstorming).  1A.2 Create new and worthwhile ideas (both incremental and radical concepts).  5B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions.  5B.2 Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments. | | |
| **Industry Standards and/or Competencies**:  Family and Consumer Science  12.1 Analyze principles of human growth and development across the life span.  12.2 Analyze conditions that influence human growth and development.  13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.  13.2.3 Analyze the effects of self-esteem and self-image on relationships.  14.4.2 Analyze safety and sanitation practices.  13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.  National Health Science  *Foundation Standard 9: Health Maintenance Practices – Differentiate between wellness and disease. Promote disease*  *prevention and model healthy behaviors.*  9.12 Examine various aspects of behavioral health.   * Substance abuse | | |
| **Aligned Washington State Academic Standards** | | |
| **Health Education** | H1.Su1.HSa Analyze why individuals choose to use or not use substances.  H1.Su1.HSb Differentiate classifications of substances.  H3.Su1.HSa Analyze validity of information on substance use.  H3.Su1.HSb Describe laws related to minors accessing substance abuse treatment.  H1.Su2.HSa Summarize short-and long-term effects of substance abuse on dimensions of health.  H1.Su2.HSb Analyze how addiction and dependency impact individuals, families, and society.  H6.Su3.H Predict how a drug-free lifestyle will support achievement of short-and long-term goals.  H3.Su4.HS Analyze valid and reliable information to prevent or treat substance dependency and addiction.  H1.Su4.HS Understand how codependency relates to substance use and abuse.  H1.Su5.HS Compare and contrast school, local, state, and federal laws related to substance possession and use.  H8.Su3.HS: Design and drug free message for a community beyond school. | |

|  |  |  |
| --- | --- | --- |
| **Unit 3:** Social Emotional Health | | **Total Learning Hours for Unit:** 25 |
| **Unit Summary**: Discuss emotional and mental well-being and strategies to maintain good mental health. Describe how mental illness is often a precursor for self-harm and death by suicide, provide resources and instruction on stress, violence prevention, mental, social and emotional health. Normalizing the use of mental health services and increase empathy for those seeking support. | | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * OSPI-Developed Assessment Stressed and Depressed. * Identify characteristics of healthy/unhealthy relationships and demonstrate communication strategies through role play scenarios. * Research health concerns, emotional, mental, and behavioral health and eating disorders and create a PPT to share their findings of research. * Research community agencies who provide support and create a referral list for those who offer/provide youth friendly, culturally responsive and trauma informed services. * Create a hope campaign to support fellow students with emotional, mental, and behavioral health concerns including available resources. | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*  **Activity:**  Students learn several relaxation and stress management techniques. The teacher leads the class through several of these techniques, so students know how to use them (Progressive relaxation, Breathing, Meditation, etc.). Students practice each of these techniques in stations around the room and journal about their experience for a week. Students work in small groups to create a media product that describes which techniques worked best for them individually.  21st Century Skills:  4B.1 Use information accurately and creatively for the issue or problem at hand.  4B.2 Manage the flow of information from a wide variety of sources.  5B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions. | | |
| **Industry Standards and/or Competencies**:  Family and Consumer Science   * + 1. Analyze the effects of social and cultural diversity on individuals and families.     2. Demonstrate respect for the dignity of all human beings with sensitivity to diversity.   12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.  13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.  13.2.3 Analyze the effects of self-esteem and self-image on relationships.   * 1. Demonstrate standards that guide behavior in interpersonal relationships.      1. Apply critical thinking and ethical criteria to evaluate interpersonal relationships.   13.6.5 Compare the relative merits of opposing points of view regarding current ethical issues.  13.1.6 Demonstrate stress management strategies for family, work and community settings.  14.2.3. Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness .  National Health Science  *Foundation Standard 9: Health Maintenance Practices – Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors.*   * 1. Promote behaviors of health and wellness. * Exercise * Nutrition * Relationships * Sleep habits * Stress Management * Weight Control   1. Examine various aspects of behavioral health. * Anxiety * Depression * Suicide   1. Describe strategies for prevention of disease. * Community health education outreach programs * Medical, dental, and mental health screenings * Routine physical exams * Stress management   1. Investigate complementary and alternative health practices as they relate to wellness and disease prevention. * Acupuncture * Eastern medicine * Holistic medicine * Homeopathy * Manipulative therapies * Natural therapies | | |
| **Aligned Washington State Academic Standards** | | |
| **Health Education** | H1.So1.HSa Assess self-esteem and determine its impact on personal dimensions of health.  H1.So1.HS Understand changes in self-esteem can occur as people mature.  H3.So2.HS Explain why people with eating disorders need support services.  H1.So2.HS Identify supportive services for people with eating disorders.  H8.So2.H Describe how to support someone who has symptoms of an eating disorder.  H1.So3.HS Identify physical and psychological responses to stressors.  H7.So3.HS Develop a personal stress management plan.  H8.So4.HS Advocate for ways to manage or resolve interpersonal conflict.  H1.So4.HS Summarize strategies for coping with difficult emotions, including defense mechanisms.  H4.So4.HS Demonstrate effective communication skills to express emotions.  H1.So5.HS Analyze strategies to prevent and respond to different types of harassment, intimidation, and bullying.  H2.So5.HS Compare and contrast the influence of family, peers, culture, media, technology, and other factors on harassment, intimidation, and bullying.  H1.So6.HSa Compare and contrast emotional and mental and behavioral illness, mental well-being, and concurrent disorders.  H1.So6.HSb Describe how self-harm or suicide impacts other people.  H1.So6.HSc Explain how to help someone who is thinking about attempting suicide.  H3.So6.HSa Identify school and community resources that can help a person with emotional and mental and behavioral health concerns.  H3.So6.HSb Describe laws related to minors accessing mental health care.  H8.So6.HS Advocate for reducing stigma associated with emotional and mental and behavioral health. | |

|  |  |  |
| --- | --- | --- |
| **Unit 4:** Sexual Health | | **Total Learning Hours for Unit:** 25 |
| **Unit Summary**: Provide medically accurate, scientific information so students can make informed optimal sexual health decisions.  Sexual Health Education Unit Resources   * [AIDS education in public schools](http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.230.070) (RCW 28A.230.070) * [Comprehensive Sexual Health Education](https://apps.leg.wa.gov/rcw/default.aspx?cite=28A.300.475)(RCW 28A.300.475) * [Sexual health education](http://apps.leg.wa.gov/WAC/default.aspx?cite=392-410-140) - Definition - Optional course or subject matter - Excusal of students (WAC 392-410-140) - Excusal of students | | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * Take a pre/post assessment of their knowledge gained during the sexual health unit. The test addresses reproductive anatomy, relationships, communication skills, affirmative consent, communicable and non-communicable diseases, birth control methods, reproduction, and their understanding on how to maintain sexual health throughout a lifespan. * Create and present sexual health Informative presentations/posters/role playing. * Demonstrate effective communication strategies related to healthy relationships and affirmative consent through role play scenarios. | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example*:  **Activity:**  Create a graphic representation (chart, graph, etc.) showing how a communicable disease (STD) is affecting people in their age category for the last 10 years. Compare the STD in a Graphic Representation (chart, graph, etc.) comparing the county where they live to another part of the state or country.  21st Century Skills:  4A.1 Access information efficiently (time) and effectively (sources).  4A.2 Evaluate information critically and competently.  4B.1 Use information accurately and creatively for the issue or problem at hand. | | |
| **Industry Standards and/or Competencies**:  Family and Consumer Science  12.1 Analyze principles of human growth and development across the life span.  12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.  13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.  13.2.3 Analyze the effects of self-esteem and self-image on relationships.  15.1 Analyze roles and responsibilities of parenting.  6.1.2 Analyze the role of family in transmitting societal expectations.  6.1.6 Analyze the effects on individuals and families of change and transitions over the life span.  7.4.1 Investigate health, wellness and safety issues of individuals and families with a variety of conditions that could influence their well-being.   * + 1. Demonstrate ways to provide support that validates the participants’ capabilities and right to privacy, dignity, and autonomy.     2. Identify strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.   13.1.4 Analyze the effects of personal characteristics on relationships.  14.4.2 Analyze safety and sanitation practices.  13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.  13.6.4 Apply ethical behavior in family, workplace, and community settings.  13.4.6 Demonstrate effective responses to harassment.  National Health Science  *Understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment.*  6.2 Cultural, Social, and Ethnic Diversity  6.21 Discuss religious and cultural values as they impact healthcare.   * Ethnicity * Gender * Race * Religion   6.22 Demonstrate respectful and empathetic treatment of ALL patients/clients.   * Civility * Customer service * Patient satisfaction | | |
| **Aligned Washington State Academic Standards** | | |
| **Health Education** | H1.Se1.HSa Summarize fertilization, fetal development, and childbirth.  H5.Se1.HS Explain the role hormones play in sexual behavior and decision making.  H1.Se1.HSb Describe emotional, social, physical, and financial effects of being a teen or young adult parent.  H1.Se1.HSc Describe behaviors that impact reproductive health.  H7.Se1.HS Describe steps of testicular self-exam and the importance of breast self-awareness.  H1.Se2.HSa Explain the physical, social, and mental, and emotional changes associated with being a young adult.  H1.Se2.HSb Describe how sexuality and sexual expression change thought out the life span.  H2.Se3.HS Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation.  H1.Se4.HSa Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV.  H7.Se4.HS Demonstrate steps to using a condom correctly.  H3.Se4.HS Identify local youth-friendly sexual health services.  H1.Se4.HSb Understand that people can choose abstinence at different times in their lives.  H8.Se4.HS Advocate for STD testing and treatment for sexually active youth.  H1.Se5.HSa Differentiate between affection, love, commitment, and sexual attraction.  H1.Se5.HSb Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships.  H4.Se5.HS Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent.  H2.Se5.HS Analyze factors that can affect the ability to give or recognize consent to sexual activity.  H3.Se5.HS Identify ways to access accurate information and resources for survivors of sexual offenses  H3.Se6.HS Describe laws related to accessing sexual health care services.  H7.Se6.HS Understand importance of personal and social responsibility for sexual decisions.  H1.Se6.HSa Examine laws and consequences related to sexual offenses, including when a minor is involved.  H1.Se6.HS Identify laws and concerns related to sending or posting sexually explicit pictures or messages. | |

|  |  |  |
| --- | --- | --- |
| **Unit 5:** Nutrition | | **Total Learning Hours for Unit:** 10 |
| **Unit Summary**: Follow state and federal requirements based on the [Dietary Guidelines for Americans](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.dietaryguidelines.gov%2F&data=04%7C01%7CKen.Turner%40k12.wa.us%7C9135ae7c18fa4ce6215008d9be6e7ab0%7Cb2fe5ccf10a546feae45a0267412af7a%7C0%7C0%7C637750203968359465%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=vGDcUZOv%2Bn%2B93e2J%2BBSxad7cQ4wInrKowg5EUC%2F5t9E%3D&reserved=0). Teach about nutritious, appealing, and affordable meals that promote healthy habits for lifelong nutrition and wellness practices. | | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * Record their nutritional intake and wellness practices for 3-5 days (including sleep, exercise, and screen time). Self-assess or use a case study and analyze wellness practices and nutrient intake using an online database such as Spark People or MyFitnessPal. Create a personal nutrition and wellness plan based on their assessment and current recommendations. * Create a brochure/pamphlet for making healthy food choices based on evidence from Nutrition Facts labels. * Design and present a healthy supplement or drink to replace energy drinks and sugary sodas. | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*  **Activity:**  Journal for 3 days all the food and beverage consumed. Conduct a diet analysis based on this information. Write an essay whether the diet meets the caloric daily amounts and the required nutrients or write an essay comparing a food journal and diet analysis with the recommended caloric daily amounts and required nutrients.  21st Century Skills:  3B.1 Demonstrate ability to work effectively and respectfully with diverse teams  3B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.  3B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.  5B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions.  5B.2 Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments. | | |
| **Industry Standards and/or Competencies**:  Family and Consumer Science   * + 1. Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.     2. Analyze nutritional data.   9.3.4 Assess the influence of socioeconomic and psychological factors on food and nutrition behavior.  9.3.6 Critique the selection of foods to promote a healthy lifestyle.  14.2 Examine the nutritional needs of individuals and families in relation to health and wellness across the life span.  14.2.2 Analyze the relationship of nutrition & wellness to individual and family health throughout the lifespan.  14.2.4 Analyze sources of food and nutrition information including food labels, related to health and wellness.   * 1. Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.   14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.    National Health Science  *Understand human anatomy, physiology, common diseases and disorders, and medical math principles.*   * 1. Medical Mathematics   1.31 Demonstrate competency using basic math skills and mathematical conversions as they relate to health care.  a. Metric System   * Kilo- * Centi- * Deci- * Milli- * Micro-   c. Conversions   * Height (inches/meters) * Weight/mass (pounds/grams) * Length (inches/meters) * Volume (ml/cc) * Temperature (F/C) * Household measurements (Tbsp/tsp/cup/oz)   1. Demonstrate the ability to analyze diagrams, charts, graphs, and tables to interpret healthcare results.   *Foundation Standard 9: Health Maintenance Practices – Differentiate between wellness and disease. Promote disease*  *prevention and model healthy behaviors.*   * 1. Promote behaviors of health and wellness * Exercise * Nutrition * Relationships * Sleep habits * Stress Management * Weight Control | | |
| **Aligned Washington State Academic Standards** | | |
| **Health Education** | H6.W7.HS: Implement strategies to achieve a personal health goal.  H1.N1.HS Predict impact of consuming adequate or inadequate amounts of nutrients.  H3.N1.HS Evaluate resources for accessing valid and reliable information, products, and services for healthy eating.  H8.N1.HS Collaborate with others to advocate for healthy eating at home, in school, or in the community.  H2.N2.HS Analyze the impact of school rules and community and federal laws on beverage availability and choice.  H5.N3.HS Cite evidence from Nutrition Facts labels useful for making informed and healthy choices.  H3.N3.HS Analyze trends in portion size as compared to recommended serving sizes.  H7.N4.HS Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.  H1.N5.HS Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases.  H7.N6.HS Design, monitor, and adjust a personal nutrition plan, considering cost, availability, access, nutritional value, balance, freshness, and culture.  H6.N6.HS Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. | |

|  |  |  |
| --- | --- | --- |
| **Unit 6:** Safety | | **Total Learning Hours for Unit:** 10 |
| **Unit Summary**: Understand and implement safe and healthy life, living and working conditions.  CPR/AED Instruction Laws and Regulations [RCW 28A.230.179](https://app.leg.wa.gov/rcw/default.aspx?cite=28A.230.179)  [Requirements for CPR/AED instruction](https://www.k12.wa.us/student-success/resources-subject-area/requirements-cpraed-instruction) | | |
| **Performance Assessments**:(Districts to complete for each unit)  *Example assessments for this unit include:*   * OSPI CBA Letter to the Publisher that covers 4 different core ideas in its Grade Level Outcomes. * Demonstrate CPR and AED. * Demonstrate basic first aid skills. * Create an Emergency Preparedness Plan & Kit. * Demonstrate emergency drill procedures and protocols for your school. * Create a PowerPoint or poster to identify potential dangerous or violent situations and strategies/skills to avoid potential situations or advocate one’s own personal safety. * Given a set of case scenarios, analyze the risks of sharing personal information through electronic media and create personal safety guidelines. | | |
| **Leadership Alignment**: (Districts to complete for each unit)  *Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.*  *Example:*  **Activity:**  Practice CPR skills with a partner and go through the process of hands only CPR. Work in partners to learn and demonstrate the proper techniques for CPR. Encourage each other in the skills learned by coaching during compressions and breaths. Utilize time effectively for positive results. Partner and practice the correct use of an AED.  21st Century Skills:  2B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.  2D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways.  7A.1 Adapt to varied roles, jobs responsibilities, schedules, and contexts.  7A.2 Work effectively in a climate of ambiguity and changing priorities. | | |
| **Industry Standards and/or Competencies**:  Family and Consumer Science  1.3.1 Analyze goals that support individuals and family members in carrying out community and civic responsibilities.  7.4.1 Investigate health, wellness, and safety issues of individual and families with a variety of conditions that could influence their well-being.  7.4.4 Differentiate between situations that require personal prevention or intervention and those situations that require assistance.  7.4.5 Analyze situations which require crisis intervention.  8.2.5 Practice standard personal hygiene and wellness procedures  8.3.1 Operate tools an equipment following safety procedures and OSHA requirements  8.2.2 Employ food service management safety/sanitation program procedures, including CPR and first aid  10.2 Demonstrate procedures applied to safety, security, and environmental issues  13.6.3 Apply critical thinking and ethical standards when making judgements and taking action  13.3.6 Analyze the effects of technology on communications in family, work, and community settings.  National Health Science  *Identify existing and potential hazards to clients, co-workers, and self. Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness.*  7.2 Personal Safety  7.21 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control regulations  7.23 Demonstrate and apply the use of personal protective equipment (PPE).  7.3 Environmental Safety  7.31 Apply Safety techniques in the work environment   * Ergonomics * Safe operation of equipment * Patient/client/employee safety measures/   7.4 Common Safety Hazards  7.42 Comply with safety signs, symbols, and labels  7.5 Emergency Procedures and Protocols  7.52 Apply principles of basic emergency response in natural disasters and other emergencies (safe location, contact emergency personnel, follow facility protocols).  *Apply and demonstrate technical skills and knowledge common to health career specialties.*  10.12 Obtain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid. | | |
| **Aligned Washington State Academic Standards** | | |
| **Health Education** | H5.Sa1.HS Analyze impact of decision related to bicycle, pedestrian, traffic, water, and recreation safety.  H1.Sa1.HS Describe how to prevent occupational injuries.  H2.Sa1.HS Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors.  H7.Sa2.HS Apply basic first aid skills.  H7.Sa2.HSb Demonstrate CPR and AED procedures.  H2.Sa3.HS: Evaluate societal influences on violence.  H7.Sa3.HS: Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid potentially violent situations.  H8.Sa3.HS: Advocate for violence prevention.  H1.Sa3.HS: Analyze potential dangers of sharing personal information through electronic media. | |