

Human Development and Family Wellness Bundle 1

Essential Outcome: Demonstrate processes of thinking and communication in order to apply skills.			
Standards & Indicators: 1.2, 1.3, 1.4, 1.5			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Demonstrate roles, functions and styles of effective communication. 2. Demonstrate respect for classmates.	Processes	(The actions the students will perform) <ul style="list-style-type: none">• Read text• Develop a board game• Participate in class discussion• Complete vocabulary activity• Assessment
Organizing Ideas	(The Concepts taught) Communication Decision making		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none">• Identify communication skills to enhance health• Practice the use of I-messages• Define good health	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none">• Read• Write• Research• Brainstorm
Vocabulary	(Words <u>essential</u> to this bundle) Active listening, Assertive behavior, communication skills Conflict resolution, I-messages, nonverbal communication, peer pressure, prejudice, stereotype, you-messages		
Quarter 1: 2 weeks			
Resources	(What materials do you use?) Text, computers, magazines, video, poster board, makers	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">• Read text• Vocabulary activity• Class discussion-use of communication• Create board game about peer pressure both positive and negative• Complete self-confidences and assessment activity• writing assignment on prejudice behavior• Role play given scenarios• Brainstorm responses to ten negative peer pressures statements• Complete study guide or chapter review• Test over unit

Human Development and Family Wellness Bundle 2

Essential Outcome: Students interpret the effects of life events on human wellness.			
Standards & Indicators: 2.1, 2.2			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <ol style="list-style-type: none"> Students will be able to identify mental health factors. Recognize physical health. Identify social and emotional health factors. 	Processes	(The actions the students will perform) <ul style="list-style-type: none"> Read and research Vocabulary activity Draw health triangle Begin health journal Class discussion Create project
Organizing Ideas	(The Concepts taught) Relationship between mental, emotional, social, and physical health		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none"> Identify aspects of overall health Identify risk factors that affect health Identify how prevention plays a part in health 	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> Reading Discussion Writing Create
Vocabulary	(Words essential to this bundle) Goal, health, wellness, quality of life, culture, disabilities, environment, heredity, risk factor, habit, prevention, values, health literature		

Quarter 1: 2 weeks

Resources	(What materials do you use?) text, computer, internet, poster board, markers , magazines, scissors, glue	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> Read text Vocabulary activity Draw and label health triangle including examples Discuss ten factors that affect health status List four skills needed to be health-literate Begin a health journal-write about a calculated risk they took- was it a good choice? Why or why not Discuss how to determine what internet information on health is reliable and what is not Given a scenario that involves risk in small groups analyze possible outcomes Do five minute checks- review information from previous lessons or use “ticket out of class” Create presentation- pick a health topic write, design art, or use technology to express knowledge
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Human Development and Family Wellness Bundle 3

Essential Outcome: Understand the conditions that influence human development and family wellness.			
Standards & Indicators: 3.1, 3.4, 3.5			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Students will be able to examine effects of live events on health. 2. Investigate impact of heredity and environment on growth and wellness.	Processes	(The actions the students will perform) <ul style="list-style-type: none">• Read text• Define vocabulary• Research in magazines, computer, newspapers• View video• Class discussion
Organizing Ideas	(The Concepts taught) Influences on development and wellness		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none">• Identify influences form media on health• Identify personal choice on health and wellness	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none">• Reading,• Research• Class discussion• Listening
Vocabulary	(Words <u>essential</u> to this bundle) Media, advertisement, technology, commercial, heredity, behavior, habits		
Quarter 1: 2.5 weeks			
Resources	(What materials do you use?) Text, internet, computers, newspapers, magazines	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">• Read text• Complete vocabulary assignment• Journal entry• Select an advertisement - evaluate ad identifying what is advertised, where and when did the ad appear, what is appealing about the ad, what does the company want you to believe, what claims are being made, does the add promote healthy choices• Discuss heredity factors• Create a chart of heredity and environmental factors that affect wellness• List four influences that affect health

Human Development and Family Wellness Bundle 4

Essential Outcome: Students analyze the impact of the family as a basic unit of society.			
Standards & Indicators: 4.1, 4.2, 4.3, 4.7			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <ul style="list-style-type: none">1. Identify family types.2. Describe the role of parents and guardians in promoting healthful families.	Processes	(The actions the students will perform) <ul style="list-style-type: none">• Read text• Research on internet• Listen to speakers• View videos• Class discussion• Group activities• Journaling• Create a newsletter
Organizing Ideas	(The Concepts taught) Impact of the family unit on society		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none">• Identify family styles• Describe the functions of family members• Describe changes in family over the course of the lifecycle	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none">• Reading• Discussion• Writing• Listening
Vocabulary	(Words <u>essential</u> to this bundle) Roles, guardian, Family, dysfunctional family, work ethic, abandonment, value, chemical independence, abuse, child abuse, domestic violence, juvenile offender, therapy, conflict resolution, curfew, intervention delayed gratification		
Quarter 1: 2.5 weeks			
Resources	(What materials do you use?) Text, internet, computers, newspapers, magazines, videos, journals	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">• Read text• Vocabulary activity• Journal entry - list values taught at home then create a situation where the value has been tested- explain what happened• Guest speaker- abuse• Video-domestic violence• Discuss self-respect - importance• Create a newsletter explaining what a healthy family relationship is and how to work to improve family relationships

			<ul style="list-style-type: none">• Guest speaker-banker to explain the power of compound interest to stress the concept of delayed gratification• In groups assign each group one of the ACT to being a loving family member. The group lists ways to fulfill their findings and share with class. A= action, C= commitment, T=time• Unit test
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Human Development and Family Wellness Bundle 5

Essential Outcome: Students develop and demonstrate respect for multiple cultures.			
Standards & Indicators: 5.1, 5.3, 5.4			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Identify multiple cultures within the community. 2. Identify what makes up a culture. 3. Identify characteristics of ones own culture and how they affect health.	Processes	(The actions the students will perform) <ul style="list-style-type: none">• Read text• Complete vocabulary activity• Journal entry• View video: Everybody’s Ethnic• Develop a chart
Organizing Ideas	(The Concepts taught) Cultural diversity		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none">• Identify characteristics of cultures• Write how culture affects lifestyle choices	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none">• Read• Listen• Write• Discussion
Vocabulary	(Words essential to this bundle) Culture, diversity, respect, empathy, stereotype, behaviors, community, synergy, prejudice		
Quarter 2: 2 weeks			
Resources	(What materials do you use?) Text, internet, computers, newspapers, magazines, videos	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">• Read text• Complete vocabulary activity• Journal entry• View video: Everybody’s Ethnic• Develop a chart of cultures and characteristics• Unit test

Human Development and Family Wellness Bundle 6

Essential Outcome: Students demonstrate techniques for prevention and management of illness and disease.			
Standards & Indicators: 6.1, 6.4, 6.5, 6.6, 6.7			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <ol style="list-style-type: none"> 1. Identify techniques for the prevention and management of illness and disease. 2. Identify safety and emergency plans. 3. Describe family and community resources for wellness. 4. Evaluate products related to health and wellness. 5. Identify strategies to prevent infection and communicable disease. 	Processes	(The actions the students will perform) <ul style="list-style-type: none"> • Read text • Listen to speakers • View videos • Participate in class discussion • Complete journal entries. • Participate in class discussion • Create poster • Develop charts
Organizing Ideas	(The Concepts taught) Prevention and management of disease		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none"> • Identify causes of disease • Describe how to avoid or prevent disease • Use resources to identify community services available to families • Identify products related to wellness • Identify strategies to prevent disease 	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> • Read • Write • Listen • Participate
Vocabulary	(Words essential to this bundle) Disease, prevention, illness, safety, immunity, vaccine, health department, immune system, pathogens, virus, bacteria, toxins, antibody, common cold, influenza, strep throat, asthma, allergen, STD, Chlamydia, transmission, complications, pelvic inflammatory disease, syphilis, AIDS, symptom, gonorrhea, herpes, pubic lice, thrush, precautions, cardiovascular disease, plaque, chronic health condition, diabetes, insulin, cardiovascular system, nervous system, immune system, respiratory system, skeletal system, muscular system, endocrine system, digestive		

Quarter 2: 6 weeks

Resources	(What materials do you use?)	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title)
	<p>Text, internet, computers, newspapers, magazines, guest speakers, videos, power point presentations, study guides, poster board, markers, glue, scissors</p>		<ul style="list-style-type: none"> • Read text • Complete vocabulary assignment • Journal entries - describe how you felt the last time you were ill. Explain why children and teens should not take aspirin. Write an entry of how aids is spread. Explain in your journal the difference between bacterial and viral illnesses. Describe one of the myths discussed in class on how AIDS is spread, explain why it is a myth. List ways to reduce your risk of heart disease. Explain the importance of warm up before exercising. • Complete diagram with labels of each of the systems of the body • Demo fatty buildup using potato chip and paper towel - discuss results • Create a poster showing the types of muscle, where it is found, and its function • In pairs create flash cards listing an endocrine gland on one side and its hormone and function on the other. Test each other using the cards. • Develop a chart showing type 1 and type 2 diabetes, compare and contrast the two • Guest speaker on alcohol consumption • Research ways to keep the digestive system healthy List all findings you participate in, share with the class • Use rope to show the length of the small intestine, discuss the importance of the intestine • Unit tests

Human Development and Family Wellness Bundle 7

Essential Outcome: Analyze career paths within family and community services.			
Standards & Indicators: 7.1, 7.2			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Explore opportunities for careers related to family and community services. 2. Determine requirements for related careers.	Processes	(The actions the students will perform) <ul style="list-style-type: none">• Read text• Research internet for careers• Personality assessment• Use information to choose three careers• Write a proposal to job shadow
Organizing Ideas	(The Concepts taught) Career paths in family and community services		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none">• Explore careers related to family and community• Explain what requirements are needed for related careers• Write a proposal for job shadowing	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none">• Reading• Writing• Research• Listening
Vocabulary	(Words <u>essential</u> to this bundle) Career, community, requirements, credentials, license, volunteering, job shadowing, college, university, certification, mentor		
Quarter 2: 2 weeks			
Resources	(What materials do you use?) Text, internet, computers, Guest speakers, power points	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">• Read text• Complete vocabulary activity• Guidance counselor or other guest speakers related to careers• Personality assessment from internet• List skills and strengths, activities and hobbies, pair them with careers• Write a classified ad for three careers of their interest