

INDIVIDUAL & FAMILY HEALTH

MIS03 09129

To help students develop a holistic approach to “good health” and learn ways to maintain optimum levels of wellness. Course content may include: characteristics of a healthy person; maintenance of health (including nutrition, physical fitness, personal hygiene, accident prevention, protection against disease, effects of alcohol, tobacco, and other drugs, coping skills, “preventive maintenance”, home safety and sanitation, athletics); preparing for emergency situations; home care of the sick; pregnancy, community health services and programs; selecting and using health care products and services; current issues related to personal, family, and world health; related careers; leadership development.

Note: This course can be taught for CTE credit only. For Physical Education credit, Health can be found under Physical Education and Health. For Science credit, Health can be found under Science.

This course may also satisfy the health requirement for graduation.

Credit ¼, ½, or 1 credit
Max credit = 1

Level Grades 9-12

<p>Standard 1</p>	<p><i>CAREER, COMMUNITY, and FAMILY CONNECTIONS</i> Integrate multiple life roles and responsibilities in family, work, and community settings.</p>	
<p>Topic 1.1</p>	<p>Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global). Student Competencies</p>	
	<p>1.1.4</p>	<p>Analyze potential effects of career path decisions on balancing work and family.</p>
	<p>1.1.5</p>	<p>Determine goals for life-long learning and leisure opportunities for all family members.</p>
	<p>1.1.6</p>	<p>Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.</p>

Topic 1.2	Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community, and workplace settings.	
	Student Competencies	
	1.2.3	Apply communication skills in school, community, and workplace settings and with diverse populations.
	1.2.4	Demonstrate teamwork skills in school, community, and workplace settings and with diverse populations.
	1.2.6	Demonstrate leadership skills and abilities in school, workplace, and community settings.
	1.2.8	Demonstrate employability skills, work ethics, and professionalism.
Topic 1.3	Evaluate the reciprocal effects of individual and family participation in community and civic activities.	
	Student Competencies	
	1.3.1	Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
	1.3.2	Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
	1.3.3	Analyze personal and family assets and skills that provide service to the community.
	1.3.4	Analyze community resources and systems of formal and informal support available to individuals and families.
	1.3.5	Analyze the effects of federal, state, and local public policies, agencies, and institutions on the family.
	1.3.6	Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.
Standard 2	<i>CONSUMER and FAMILY RESOURCES</i> Evaluate management practices related to the human, economic, and environmental resources in a global context.	
Topic 2.1	Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.	
	Student Competencies	
	2.1.2	Analyze how individuals and families make choices to satisfy needs and wants.
	2.1.3	Analyze decisions about providing safe and nutritious food for individuals and families.
	2.1.6	Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.
	2.1.7	Apply consumer skills to decisions about recreation.
Topic 2.2	Analyze the relationship between the global environment and family and consumer resources.	
	Student Competencies	
	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.
	2.2.4	Explain government regulations for conserving natural resources.

Topic 2.3	Analyze policies that support consumer rights and responsibilities.	
	Student Competencies	
	2.3.1	Analyze state and federal policies and laws providing consumer protection.
	2.3.2	Analyze how policies become laws relating to consumer rights.
	2.3.3	Analyze skills used in seeking information regarding consumer rights.
Topic 2.4	Evaluate the effects of technology on individual and family resources in a global context.	
	Student Competencies	
	2.4.1	Analyze types of technology and software programs that affect family and consumer decision-making.
	2.4.2	Analyze how media and technological advances influence family and consumer decisions.
	2.4.3	Assess the use of technology and its effect on quality of life.
Standard 4	<i>EDUCATION and EARLY CHILDHOOD</i> Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.	
Topic 4.4	Demonstrate a safe and healthy learning environment for children, youth, and adults.	
	Student Competencies	
	4.4.1	Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
	4.4.2	Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.
	4.4.3	Implement strategies to teach health, safety, and sanitation habits.
	4.4.4	Plan safe and healthy meals and snacks that meet USDA standards.
	4.4.5	Document symptoms of abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
	4.4.6	Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents, and trauma.
	4.4.7	Demonstrate security and emergency procedures.
Standard 5	<i>FACILITIES and PROPERTY MANAGEMENT</i> Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.	
Topic 5.3	Demonstrate sanitation procedures for a clean and safe environment.	
	Student Competencies	
	5.3.3	Apply Occupational Safety and Health Administration (OSHA) regulations to safety procedures for bloodborne pathogens present in blood and body fluids.

Topic 5.5	Demonstrate a work environment that provides safety and security.	
	Student Competencies	
	5.5.1	Design procedures for external and internal emergencies.
	5.5.5	Apply procedures for control of infection and infectious materials.
Standard 6	<i>FAMILY</i>	
	Evaluate the significance of family and its effects on the well-being of individuals and society.	
Topic 6.1	Analyze the effects of family as a system on individuals and society.	
	Student Competencies	
	6.1.1	Analyze family as the basic unit of society.
	6.1.2	Analyze the role of family in transmitting societal expectations.
	6.1.3	Analyze global influences on today's families.
	6.1.4	Analyze the role of family in teaching culture and traditions across the life span.
	6.1.5	Analyze the role of family in developing independence, interdependence, and commitment of family members.
	6.1.6	Analyze the effects of change and transitions over the life course.
	6.1.7	Analyze the ways family and consumer sciences careers assist the work of the family.
Topic 6.2	Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.	
	Student Competencies	
	6.2.1	Demonstrate awareness of multiple diversities and their effects on individuals, families, and society.
	6.2.2	Analyze the effects of social and cultural diversity on individuals and families.
	6.2.3	Analyze the effects of empathy for diversity on individuals in family, work, and community settings.
	6.2.4	Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
	6.2.5	Analyze the effects of globalization and increasing diversity on individuals, families, and society.
Standard 7	<i>FAMILY and HUMAN SERVICES</i>	
	Synthesize knowledge, skills, and practices required for careers in family and human services.	
Topic 7.1	Analyze career paths within family and human services.	
	Student Competencies	
	7.1.1	Explain the roles and functions of individuals engaged in family and human services careers.
Topic 7.2	Analyze factors in providing family and human services.	
	Student Competencies	
	7.2.1	Describe local, state, and national agencies and informal support resources providing human services.
	7.2.2	Analyze professional, ethical, legal, and safety issues for human service employees.
	7.2.3	Summarize licensing laws and regulations that affect service providers and their participants.

	7.2.4	Analyze harmful, fraudulent, unethical, and deceptive human services practices.
	7.2.5	Summarize the rights and responsibilities of human service participants and their families.
	7.2.6	Analyze effective self-advocacy strategies for human services professionals.
	7.2.7	Investigate community-networking opportunities in family and human services.
Topic 7.3	Demonstrate professional behaviors, skills, and knowledge in providing family and human services.	
	Student Competencies	
	7.3.1	Evaluate rules, regulations, and legal and work site policies that affect employer, employee, personal, and family rights and responsibilities.
	7.3.2	Demonstrate professional and ethical behavior with peers in a variety of settings.
	7.3.3	Analyze procedures for maintaining accurate and confidential documentation submission practices.
	7.3.4	Demonstrate formal and informal assessment practices that evaluate participants' strengths, needs, preferences, and interests across the life span.
	7.3.5	Demonstrate use of current and evolving technology in human services.
Topic 7.4	Analyze the impact of conditions that could influence the well-being of individuals and families.	
	Student Competencies	
	7.4.1	Investigate health, wellness, and safety issues of individual and families with a variety of conditions that could influence their well-being.
	7.4.2	Analyze management and living environment issues of individuals and family conditions that influence their well-being.
	7.4.3	Analyze personal, social, emotional, economic, vocational, educational, and recreational issues for individuals and family conditions that influence their well-being.
	7.4.4	Differentiate between situations that require personal prevention or intervention and those situations that require professional assistance.
	7.4.5	Analyze situations which require crisis intervention.
	7.4.6	Summarize the appropriate support needed to address selected human services issues.
Topic 7.5	Evaluate services for individuals and families with a variety of conditions that could impact their well-being.	
	Student Competencies	
	7.5.1	Describe needs and accommodations for people with a variety of conditions that could affect their well-being.
	7.5.2	Analyze ways in which individuals with conditions that affect their well-being influence the family and family members financially, socially, physically, and emotionally over the lifespan.
	7.5.3	Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.
	7.5.4	Summarize the importance of friends, family, and community relationships for individuals with a variety of conditions that affect their well-being.
	7.5.5	Demonstrate ways to provide support that validates the participants' capabilities and right to privacy, dignity, and autonomy.

	7.5.6	Identify strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.
	7.5.7	Demonstrate effective verbal and nonverbal communication skills that support individuals and families with a variety of conditions that could affect their well-being.
Standard 8	<i>FOOD PRODUCTION and SERVICES</i> Integrate knowledge, skills, and practices required for careers in food production and services.	
Topic 8.2	Demonstrate food safety and sanitation procedures.	
	Student Competencies	
	8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
	8.2.5	Practice standard personal hygiene and wellness procedures.
Topic 8.4	Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.	
	Student Competencies	
	8.4.7	Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
Standard 9	<i>FOOD SCIENCE, DIETETICS, and NUTRITION</i> Integrate knowledge, skills, and practices required for careers in food science, food technology, dietetics, and nutrition.	
Topic 9.2	Apply risk management procedures to food safety, food testing, and sanitation.	
	Student Competencies	
	9.2.1	Analyze factors that contribute to food borne illness.
	9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
	9.2.7	Classify cleaning and sanitizing materials and their correct use.
Topic 9.3	Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.	
	Student Competencies	
	9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
	9.3.2	Analyze nutritional data.
	9.3.3	Apply principles of food production to maximize nutrient retention in menus.
	9.3.4	Assess the influence of cultural, socioeconomic, and psychological factors on food and nutrition and behavior.

	9.3.5	Analyze recipe/formula proportions and modifications for food production.
	9.3.6	Critique the selection of foods to promote a healthy lifestyle.
	9.3.7	Plan menus, applying the exchange system to meet various nutrient needs.
Topic 9.4	Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.	
Student Competencies		
	9.4.1	Analyze nutritional needs of individuals.
	9.4.4	Construct a modified diet based on nutritional needs and health conditions.
	9.4.5	Design instruction on nutrition to promote wellness and disease prevention.
Standard 12	<i>HUMAN DEVELOPMENT</i> Analyze factors that influence human growth and development.	
Topic 12.1	Analyze principles of human growth and development across the life span.	
Student Competencies		
	12.1.1	Analyze physical, emotional, social, moral, and cognitive development.
	12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.
	12.1.3	Analyze current and emerging research about human growth and development, including but not limited to brain development research.
Topic 12.2	Analyze conditions that influence human growth and development.	
Student Competencies		
	12.2.1	Analyze the influences of heredity and environment on human growth and development.
	12.2.2	Analyze the influences of social, economic, and technological forces on individual growth and development.
	12.2.3	Analyze the influences of gender, ethnicity, and culture on individual development.
	12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development.
	12.2.5	Analyze geographic, political, and global influences on human growth and development.
Topic 12.3	Analyze strategies that promote growth and development across the life span.	
Student Competencies		
	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 educational and family and social services support systems and resources in meeting human growth and development needs.

Standard 13	<i>INTERPERSONAL RELATIONSHIPS</i> Demonstrate respectful and caring relationships in the family, workplace, and community.	
Topic 13.1	Analyze functions and expectations of various types of relationships.	
	Student Competencies	
	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.
Topic 13.2	Analyze personal needs and characteristics and their effects on interpersonal relationships.	
	Student Competencies	
	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.
Topic 13.3	Demonstrate communication skills that contribute to positive relationships.	
	Student Competencies	
	13.3.1	Analyze communication styles and their effects on relationships.
	13.3.2	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
	13.3.3	Demonstrate effective listening and feedback techniques.
	13.3.4	Analyze strategies to overcome communication barriers in family, community, and work settings.
	13.3.5	Apply ethical principles of communication in family, community, and work settings.
	13.3.6	Analyze the effects of communication technology in family, work, and community settings.
	13.3.7	Analyze the roles and functions of communication in family, work, and community settings.
Topic 13.4	Evaluate effective conflict prevention and management techniques.	
	Student Competencies	
	13.4.1	Analyze the origin and development of attitudes and behaviors regarding conflict.
	13.4.2	Explain how similarities and differences among people affect conflict prevention and management.
	13.4.3	Apply the roles of decision making and problem solving in reducing and managing conflict.
	13.4.4	Demonstrate nonviolent strategies that address conflict.
	13.4.5	Demonstrate effective responses to harassment.
	13.4.6	Assess community resources that support conflict prevention and management.

Topic 13.5	Demonstrate teamwork and leadership skills in the family, workplace, and community.	
	Student Competencies	
	13.5.1	Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
	13.5.2	Demonstrate strategies to motivate, encourage, and build trust in group members.
	13.5.3	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
	13.5.4	Demonstrate techniques that develop team and community spirit.
	13.5.5	Demonstrate ways to organize and delegate responsibilities.
	13.5.6	Create strategies to integrate new members into the team.
	13.5.7	Demonstrate processes for cooperating, compromising, and collaborating.
Topic 13.6	Demonstrate standards that guide behavior in interpersonal relationships.	
	Student Competencies	
	13.6.1	Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
	13.6.2	Apply ethical guidelines when assessing interpersonal issues and situations.
	13.6.3	Apply critical thinking and ethical standards when making judgments and taking action.
	13.6.4	Demonstrate ethical behavior in family, workplace, and community settings.
	13.6.5	Compare the relative merits of opposing points of view regarding current ethical issues.
Standard 14	<i>NUTRITION and WELLNESS</i>	
	Demonstrate nutrition and wellness practices that enhance individual and family well-being.	
Topic 14.1	Analyze factors that influence nutrition and wellness practices across the life span.	
	Student Competencies	
	14.1.1	Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.
	14.1.2	Investigate the effects of psychological, cultural, and social influences on food choices and other nutritional practices.
	14.1.3	Investigate the governmental, economic, and technological influences on food choices and practices.
	14.1.4	Analyze the effects of global, regional, and local events and conditions on food choices and practices.
	14.1.5	Analyze legislation and regulations related to nutrition and wellness.
Topic 14.2	Examine the nutritional needs of individuals and families in relation to health and wellness across the life span.	
	Student Competencies	
	14.2.1	Evaluate the effect of nutrients on health, wellness, and performance.
	14.2.2	Analyze the relationships of nutrition and wellness to individual and family health throughout the life span.
	14.2.3	Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.
	14.2.4	Analyze sources of food and nutrition information, including food labels, related to health and wellness.

Topic 14.3	Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.	
	Student Competencies	
	14.3.1	Apply current dietary guidelines in planning to meet nutrition and wellness needs.
	14.3.2	Design strategies that address the health and nutrition recommendations for individuals and families, including those with needs.
Topic 14.4	Evaluate factors that affect food safety from production through consumption.	
	Student Competencies	
	14.4.1	Analyze conditions and practices that promote safe food handling.
	14.4.2	Analyze safety and sanitation practices.
Topic 14.5	Evaluate the influence of science and technology on food, nutrition, and wellness.	
	Student Competencies	
	14.5.1	Investigate how scientific and technical advances influence the nutrient content, availability, and safety of foods.
	14.5.2	Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.
	14.5.3	Analyze the effects of technological advances on selection, preparation, and home storage of food.
	14.5.4	Analyze the effects of food science and technology on meeting nutritional needs.
Standard 15	<i>PARENTING</i> Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals, families, and society.	
Topic 15.2	Evaluate parenting practices that maximize human growth and development.	
	Student Competencies	
	15.2.1	Analyze nurturing practices that support human growth and development.
	15.2.2	Apply communication strategies that promote emotional well-being in family members.
	15.2.3	Assess common practices and emerging research about influences of discipline on human growth and development.
	15.2.4	Analyze the effects of abuse and neglect on children and families and determine methods for prevention.
	15.2.5	Apply criteria for selecting care and services for children and youth.
Topic 15.4	Analyze physical and emotional factors related to beginning the parenting process.	
	Student Competencies	
	15.4.1	Analyze biological processes related to prenatal development, birth, and health of child and mother.
	15.4.2	Analyze social, emotional, and environmental factors of prenatal development and birth in relation to the health of parents and child.
	15.4.3	Analyze alternatives to biological parenthood.
	15.4.4	Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.

Individual & Family Health Topics and Related Standards Overview

INDIVIDUAL & FAMILY HEALTH	FACS I	Middle School FACS
MIS03 # 09129	MIS03 # 09022	MIS03 # 09006
Family		
Roles (6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6, 6.1.7)		
Diversity (6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5)		
Wellness (14.1.1, 14.1.2, 14.1.3, 14.1.4, 14.1.5, 14.2.1, 14.2.2, 14.2.3, 14.2.4, 14.3.1, 14.3.2, 14.5.2, 14.5.3)		
Nutrition (8.4.7, 9.3.1, 9.3.2, 9.3.3, 9.3.4, 9.3.5, 9.3.6, 9.3.7, 9.4.1, 9.4.4, 14.5.4)		
Relationships		
Types (13.1.1, 13.1.2, 13.1.3, 13.1.4, 13.1.5, 13.1.6)		
Self Esteem (13.2.1, 13.2.2, 13.2.3, 13.2.4, 13.2.5)		
Communication Skills (1.2.3, 13.3.1, 13.3.2, 13.3.3, 13.3.4, 13.3.5, 13.3.6, 13.3.7)		
Conflict (13.4.1, 13.4.2, 13.4.3, 13.4.4, 13.4.5, 13.4.6)		
Teamwork (1.2.4, 1.2.6, 13.5.1, 13.5.2, 13.5.3, 13.5.4, 13.5.5, 13.5.6, 13.5.7)		
Decision Making (13.6.1 - 13.6.5)		
Human Development		
Life Span (12.1.1, 12.1.2, 12.1.3, 15.4.1 - 15.4.4)		
Influencing Conditions (12.2.1 - 12.2.5, 12.3.1 - 12.3.3, 15.2.1 - 15.2.5)		
Safety (4.4.1 - 4.4.7, 5.5.1, 8.2.2, 9.2.7, 14.4.1, 14.4.2, 14.4.5, 14.5.1)		
Community		
Agencies (7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.2.6, 7.2.7)		
Professional Behaviors (7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.3.5)		
Disadvantaging Conditions (7.4.1, 7.4.2, 7.4.3, 7.4.4, 7.4.5, 7.4.6, 7.5.1, 7.5.2, 7.5.3, 7.5.4, 7.5.5, 7.5.6, 7.5.7)		
Related Careers (1.1.4, 1.1.5, 1.1.6, 1.2.8, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 7.1.1)		
Physical Fitness/Athletics (see health standards)		
Personal Hygiene (8.2.5, 9.2.5)		
Disease Prevention (5.3.3, 5.5.5, 9.2.1, 9.4.5)		
Alcohol, tobacco, and other drugs (see health standards)		
Environmental Health (2.2.1 - 2.2.4)		
Consumer Health (2.1.2, 2.1.3, 2.1.6, 2.1.7, 2.3.1 - 2.3.3, 2.4.1 - 2.4.3)		