

HEALTH SCIENCE AND WELLNESS 6	
CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>Health Science and Wellness</i>	<i>45 days</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>6</i>	<i>August 2022</i>
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
	<i>11/15/2022</i>
PRIMARY RESOURCE if applicable	
<i>American Red Cross</i>	
DESIRED RESULTS	
COURSE DESCRIPTION AND PURPOSE	
<p>Students will develop a greater sense of respect and responsibility with various topics regarding healthy living and personal wellness. The importance of healthy diet and fitness will be explored. Students will gain kitchen safety and food preparation skills, nutrition and general wellness knowledge. Students will have the opportunity to receive their American Red Cross - babysitting certification and will also learn basic first aid and skills to use in emergency situations.</p>	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<i>Students will understand that...</i>	<i>Students will keep considering...</i>
Creativity, innovation, and critical thinking are essential for success in a technologically advanced world.	Why is creativity and innovation important? How is creativity and innovation used in [name of career pathway]?
	How do teams efficiently and effectively solve problems in an increasingly complex world?
	What strategies and processes can I use to become a more effective creator, thinker and problem solver?
The ability to communicate and collaborate with people with diverse backgrounds and perspectives is key to participation in a global economic society.	Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?
	What is effective teamwork? What strategies can I use/teams use to work better together? How can perspectives and experiences of a diverse group develop innovative solutions to a given problem?
Career and technical education provides pathways to high-demand, high-wage career opportunities, and personal fulfillment.	Why is career and life readiness important? What jobs and careers are available to meet individual and societal needs locally, regionally, and nationally?
	How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?
	What are employability skills? How do I prepare myself for a career that is in demand now and in 5, 10, or 20 years from now?
PRIORITY CAREER & TECHNICAL STANDARDS	
<i>Students will be skilled at...</i>	
Creativity, Critical Thinking, Communication and Collaboration 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills. a: I develop effective resolutions for a given problem, decision or opportunity using available information. b: I develop and implement a resolution for a new situation using personal knowledge and experience.	
Career Development CD4: Students will identify and apply employability skills. a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable. b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job. c: I identify and exhibit traits for retaining employment. d: I develop positive relationships with others.	

Information, Media, Technology

IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.

- a: I choose appropriate sources of data and information for a given purpose.
- b: I determine the relevance, validity and timeliness of data and information.
- c: I select relevant information necessary for making decisions and solving problems
- d: I apply data and information to communicate ideas and create new opportunities.

PRIORITY CONTENT STANDARDS

Students will know...

Standard: PAS1: Students will use the reasoning process, individually and collaboratively, to take responsible action in families, workplaces and communities.

Standard: CCLC1: Students will integrate multiple life roles and responsibilities in family, work and community settings.

Standard: CS1: Students will integrate knowledge, skills and practices needed for a career in consumer services.

Red Cross Babysitting / First Aid		
STAGE 1: Desired Unit Results What will students understand as a result of the unit?		STAGE 2: Assessment Evidence By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?
ESSENTIAL QUESTION (s) What thought-provoking questions will foster inquiry, understanding, and transfer of learning?		Success Criteria with Standards The criteria for evaluating performance on standards is constant.
What are employability skills? How do I prepare myself for a career that is in demand now and in 5, 10, or 20 years from now?		CTE standards-based Rubric: Throughout the course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.
What strategies and processes can I use to become a more effective creator, thinker and problem solver?		In their portfolio/evidence journal, students will reflect on the essential questions through a quick write, constructed response.
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
Creativity, Critical Thinking, Communication and Collaboration		
4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.		
a: I develop effective resolutions for a given problem, decision or opportunity using available information.	4C2.a.6.m: I can develop multiple resolutions for a given problem, decision or opportunity.	
	4C2.a.7.m: I can identify problems that became worse due to poorly thought out or poorly informed solutions	Think Pair Share
	4C2.a.10.m: I can explain the process for choosing an action or making a decision.	FIND decision making model with scenario
Career Development		
CD4: Students will identify and apply employability skills.		
	CD4.b.3.m: I can use technology to assist in career exploration and jobseeking activities.	Babysitting Resume
c: I identify and exhibit traits for retaining employment.		
d: I develop positive relationships with others.	CD4.d.3.m: I can interact with others in a respectful and non-judgmental manner.	
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
Standard: PAS1: Students will use the reasoning process, individually and collaboratively, to take responsible action in families, workplaces and communities.	PAS1.d: I can implement practical reasoning for responsible action in families, workplaces and communities.	Given authentic situations, students will apply the reasoning process. Strategies include quick write, simulation, think/pair/share, and fishbowl.
Standard: CCLC1: Students will integrate multiple life roles and responsibilities in family, work and community settings.	CCLC1.a: I can analyze strategies to manage multiple roles and responsibilities (i.e., individual, family, career, community and global).	
Stage 3: Learning Activities		
A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?		
GUIDING UNIT QUESTIONS	STRATEGIES/ACTIVITIES	RESOURCES/MATERIALS
Using Costas: Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning	What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.	This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.
LEVEL 1 COSTAS		Red Cross Handbook Chapter 1: LEADERSHIP STYLES & DECISION MAKING
• Point to the conflict in the Red Cross Babysitting scenario (s); name the possible cause.		FIND MODEL worksheets 1, 2, 3, 4, 5, 6, 7
• Name the skills needed for an interview for a babysitting job.		Babysitting Resume
• What events led to this house's hazzards?		Scenarios/Role-plays
LEVEL 2 COSTAS		Self Assessment Tool
• What would happen to you if...		Review for red cross babysitting (*these guiding questions are designed to help foster positive and effective interpersonal relationships & communication)
• Would you have done the same thing as the papersitter in the "Mrs. Daly from 2 doors down" scenario? Why or why not?		Defined Learning/Defined Careers
• Compare and contrast leadership styles from your handbook. Which one best describes you?		
• What other ways could you create engaging activities for certain age groups (from a child development standpoint)?		
• What is the main idea of ages, stages, and milestones in the text?		
LEVEL 3 COSTAS		
• Describe the events that might occur if you don't react appropriately in an event of emergency.		

<ul style="list-style-type: none">• Pretend you are babysitting a 1 year old and they have been crying for a really long time. What would you do?		
How can you incorporate the FIND model in everyday situations?		
<ul style="list-style-type: none">• If you were in a situation where a stranger knocked on the door while you were babysitting, how would you handle it?		

Unit 2: Nutrition and Health		
STAGE 1: Desired Unit Results What will students understand as a result of the unit?		STAGE 2: Assessment Evidence By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?
ESSENTIAL QUESTION (s) What thought-provoking questions will foster inquiry, understanding, and transfer of learning?		Success Criteria with Standards The criteria for evaluating performance on standards is constant.
Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?		CTE standards-based Rubric: Throughout the course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.
How do teams efficiently and effectively solve problems in an increasingly complex world?		In their portfolio/evidence journal, students will reflect on the essential questions through a quick write, constructed response.
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
Creativity, Critical Thinking, Communication and Collaboration		
4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.		
a: I develop effective resolutions for a given problem, decision or opportunity using available information.	4C2.a.10.m: I can explain the process for choosing an action or making a decision.	Nutrient Project/Student Presentation
Career Development		
CD4: Students will identify and apply employability skills.		
d: I develop positive relationships with others.	CD4.d.4.m: I can use cooperative behavior in helping peers accomplish goals and tasks.	Teacher Observation/ Student Reflection
Information, Media, Technology		
IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.		
d: I apply data and information to communicate ideas and create new opportunities.	IMT1.d.4.m: I can incorporate information from multiple sources to communicate a new idea or support an argument.	Nutrient Presentation: Carbohydrates, Minerals, Proteins and Fats, Water, Vitamins . *The Pear Deck Presentations can be switched to "Student Paced" or the teacher can make their own copy as needed.
	IMT1.d.5.m: I can apply a system for tracking and accessing data and information from multiple sources.	
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
Standard: PAS1: Students will use the reasoning process, individually and collaboratively, to take responsible action in families, workplaces and communities.	PAS1.d: I can implement practical reasoning for responsible action in families, workplaces and communities.	Given authentic situations, students will apply the reasoning process. Strategies include quick write, simulation, think/pair/share, and fishbowl.
Standard: CCLC1: Students will integrate multiple life roles and responsibilities in family, work and community settings.	CCLC1.b: I can demonstrate transferable and employability skills in school, community and workplace settings.	Students will reflect on their understanding and growth in employability skills.
Stage 3: Learning Activities		
A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?		
GUIDING UNIT QUESTIONS	STRATEGIES/ACTIVITIES	RESOURCES/MATERIALS
Using Costas' Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning	What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.	This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.
LEVEL 1 COSTAS		
<ul style="list-style-type: none"> Locate in the text where there you discovered the 6 nutrients. List/name the 6 nutrients. What are some examples of food sources for each nutrient? 		My Plate Info, Food Log Info, Home Meal Assignment, myplate webpage Kitchen Equipment and proper usage (examples include but not limited to: Quizlet Flashcards, Kahoot, Gimkit, Blooet, Knife Safety & Demonstration of proper cuts) kitchen equipment presentation with pear deck
LEVEL 2 COSTAS		Defined Learning/Defined Careers
<ul style="list-style-type: none"> What would happen to you if you didnt have enough nutrients in your diet? Compare and contrast what would happen if you had too much or too little carbohydrates in your diet. Give an example of a healthy fat... Describe in your own words why it is important to have each of the 6 nutrients in your diet... 		Nutrient presentation, nutrient worksheet to fill out during student presentation. Team roles, recipe preparation & annotation
LEVEL 3 COSTAS		
<ul style="list-style-type: none"> Design a meal plan to show what a healthy meal might look like. Describe the events that might occur if you did not measure ingredients correctly. Pretend you are a nutritionist; how would you modify "Troy's Diet?" What would the world be like if the only foods available were junk foods? What could happen? 		

<ul style="list-style-type: none"> • Pretend you are a chef, how would you create a healthy menu for your customers? 		
<p>How would you fix the problem of an unhealthy diet?</p>		
<ul style="list-style-type: none"> • What do you think will happen to someone who does not follow safety and sanitation procedures? 		<p>Equipment worksheet with pictures, safety and sanitation worksheet with slideshow</p>

Priority Standards	Unit 1 - Red Cross	Unit 2 Nutrition & Health
<p>Creativity, Critical Thinking, Communication and Collaboration 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills. a: I develop effective resolutions for a given problem, decision or opportunity using available information. b: I develop and implement a resolution for a new situation using personal knowledge and experience.</p>	4C2.a.6.m; 4C2.a.7.m; 4C2.a.10.m	4C2.a.10.m
<p>Career Development CD4: Students will identify and apply employability skills. a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable. b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job. c: I identify and exhibit traits for retaining employment. d: I develop positive relationships with others.</p>	CD4.b.3.m; CD4.d.3.m;	CD4.d.4.m
<p>Information, Media, Technology IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives. a: I choose appropriate sources of data and information for a given purpose. b: I determine the relevance, validity and timeliness of data and information. c: I select relevant information necessary for making decisions and solving problems d: I apply data and information to communicate ideas and create new opportunities.</p>		IMT1.d.4.m; IMT1.d.5.m
<p>Standard: PAS1: Students will use the reasoning process, individually and collaboratively, to take responsible action in families, workplaces and communities.</p>	x	x
<p>Standard: CCLC1: Students will integrate multiple life roles and responsibilities in family, work and community settings.</p>	x	x
<p>Standard: CS1: Students will integrate knowledge, skills and practices needed for a career in consumer services.</p>		