

## **Course**

Introduction to FCS and Health

## **Description of Target Groups**

This course is designed for students interested in a comprehensive course in Family and Consumer Sciences with a strong health emphasis. This is a year-long course. Completion of both semesters of this course with a grade of "D" or better fulfills the Santa Maria Joint Union High School District health requirement for graduation.

## **Purpose**

This course helps develop a basic understanding of clothing and textiles, creative arts, foods and nutrition, child development, interior design, leadership skills, and career opportunities. Health topics such as sex education (including HIV/AIDS, STD's, reproduction, and family planning), drug and substance abuse, personal and relationship development, life cycle/crisis, and personal safety (bullying, first-aid, etc.).

## **Standards of Expected Student Achievement**

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Identify the three elements of health: social, emotional, and physical.
2. Identify personal goals, values, and needs.
3. Actively participate in decision-making activities.
4. Demonstrate methods for stress and anger management
5. Understand factors affecting positive development of relationships (family, friends, and dating).
6. Develop an appreciation for the implementation of good physical fitness.
7. Demonstrate use of a sewing machine and be able to use and define terminology related to clothing.
8. Demonstrate suitable care and repair for fabric and clothing.
9. Understand the human reproductive system and the importance of good personal hygiene and preventative health care, including communicable diseases.
10. Discuss the impact of teen pregnancy/family planning on society with an emphasis on abstinence/refusal skills.
11. Examine the adverse effects of drugs and alcohol on individuals and society, family, pregnancy (prenatal substance abuse), goals/career, with an emphasis on prevention.

12. Demonstrate responsible behavior in order to avoid health-related risks, including STDs and HIV/AIDS education with an emphasis on abstinence/refusal skills.
13. Introduction to various career opportunities as related to the subject areas studied.
14. Develop personal creativity and respect for their own and others artistic projects.
15. Learn to apply the elements of design in developing projects.
16. Demonstrate a knowledge of differing food needs in a family.
17. Plan, prepare, and serve nutritious, well-balanced meals.
18. Describe good personal hygiene, safety attitudes, and sanitation practices used in preparing food.
19. Identify and share proper use of the kitchen equipment.
20. Be familiar with the rules needed for safety and sanitation when working in a food preparation situation.
21. Use of proper techniques for measuring food ingredients.
22. Identify a balanced menu based on the current FDA model for daily food choices.
23. Be familiar with emergency, first aid, and safety techniques.
24. Understand the meaning and consequences of bullying, cyberbullying, and reckless driving.
25. Understand the role of being a parent.
26. Prepare and present a developmentally appropriate activity or toy for a child.
27. Expose students to a variety of children's games, songs, and activities for specific age groups.
28. Know and be able to carry out disciplinary and safety techniques for specific age groups.
29. Understand the physical, social, emotional, and intellectual developmental stages of a child.
30. Learn management methods and elements of design in housing/interior designs.
31. Introduction to various career opportunities as related to subject areas studied.
32. Explore career possibilities increasing their understanding of options available to them in the world of work.

### **Instructional Materials**

#### **Text and Supplementary Materials**

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

## **Activities**

Students will use education materials, which relate to the various areas of study. These will include books, magazines, miscellaneous equipment, media, computers and tablets, Software and apps, guest speakers, demonstration materials, etc. Students will participate in laboratory work, cooperative groups, field trips, and independent study, etc.

## **Assessments**

Teacher observation of student actions, oral presentations, and speaking demonstrations.

Group or individual presentations/demonstrations/observations evaluated by teacher and/or students.

Written student work-projects, notebooks, worksheets, etc.

Self-analysis by individuals and groups.

Summative projects, quizzes, and exams with teacher general criteria.

Classwork/ homework completion and correction.

Performance in role plays, and other real life situations.