

Introduction to Social Health

Primary Career Cluster:	Human Services
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C19X00
Prerequisite(s):	None
Credit:	N/A
Grade Level:	5-8
Focus Elective - Graduation Requirements:	N/A
POS Concentrator:	N/A
Programs of Study and Sequence:	This course serves as a middle school primer for all programs of study in the Human Services and Education and Training career clusters.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	001, 050, 051, 101, 154, 400, 401, 402, 440, 450, 499
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-human-services.html Best for All Central: https://bestforall.tnedu.gov

Course-at-a-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests such as: Career Investigation; Interpersonal Communication; Professional Presentation; and Job Interview
- Participate in leadership activities such as Promote and Publicize FCCLA, Parliamentary Procedure, Entrepreneurship, and Chapter Service Project Display and Portfolio.

For more ideas and information, visit Tennessee FCCLA at <https://www.tennesseefccla.org>

Using a Work-based Learning (WB) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.7** | Visit school cafeteria to learn about school lunch nutrition.
- **Standards 2.1-3.4** | Invite a youth therapist to discuss social emotional development and relationships.
- **Standards 4.1-4.3** | Participate in a panel discussion about different career opportunities.
- **Standards 5.1-5.3** | Invite a financial planner or bank officer to discuss smart financial decisions.
- **Standards 6.1-6.2** | Invite a law enforcement officer to discuss safe social media use.

Course Description

Introduction to Social Health is a foundational middle school course in the Education & Training and Human Services clusters. Upon completion of this course, a proficient student will understand components of healthy lifestyles and relationships, communication skills, relationship development, technology uses, and career exploration.

Course Standards

1. Healthy Lifestyles

- 1.1 Wellness Activities: Analyze the **relationship among eating, sleeping, physical activity, and wellness**. Assess **nutrition and fitness practices** that promote personal wellbeing across the life span.
- 1.2 Nutrients: Describe the **body's use of nutrients** and identify **nutritional food sources**. Cite current **nutrition guidelines** to classify foods and identify recommended servings.
- 1.3 Food Labels: Read and evaluate **food label information**; compare and contrast nutrition of various **snacks and fast food** and use this information to create a **well-balanced menu** plan for adolescents.
- 1.4 Food and Equipment Safety: Demonstrate **safe food and equipment handling procedures** while preparing healthful snacks. Create an informational artifact explaining the nutritional value of the snacks.
- 1.5 Physical Fitness: Compare and contrast **aerobic and anaerobic physical fitness activities**. Develop a plan for participating in either **team or individual activities** that provide **physical benefits**, along with daily practices requiring no special equipment.
- 1.6 Consequences of High-Risk Behaviors: Identify the **consequences and long-term outcomes** related to **high-risk** behaviors such as tobacco use, vape use, alcohol use, and other drug use.
- 1.7 Personal Values and High-Risk Behaviors: Describe **how personal values can lead to abstinence or perpetuate high-risk behavior** such as tobacco use, vape use, alcohol use, and other drug use. Identify and demonstrate **resistance and refusal skills for risky behavior** such as tobacco use, vape use, alcohol use, and other drug use.

2. Lifespan Development

- 2.1 Domains and Stages of Human Development: Identify the **eight major stages of human development**. Describe the **three major domains of development** (physical, cognitive, and psychosocial), and give an example of each then describe **how the domains of development are interrelated**.

2.2 Puberty and Adolescent Development: Research and outline the **physical, cognitive, and emotional-social development** that occurs in puberty and adolescence. Work in a small group to create a presentation to present to the class.

3. Healthy Relationships & Communications

3.1 Relationships: Analyze the different **types of relationships and the characteristics of each**. Compare and contrast **healthy and unhealthy relationships** by addressing issues including but not limited to the need for trust, respect and emotional support vs. bullying (cyberbullying), and verbal, physical, and emotional abuse.

3.2 Crisis and Conflict Management: Examine **methods of coping with personal and family change or crisis**. Evaluate positive **parent-child and sibling communication**. Explore conflict management, negotiation, problem-solving and anger-control strategies. Research and compile a list of resources (e.g., counseling, hotlines, support groups, etc.) for help in challenging circumstances.

3.3 Communication: Practice **giving and receiving instructions to accomplish a complex task**. Articulate and convey situations related to school, relationships, and family. Practice **active listening** and appropriate **“I” statements**.

3.4 Poor Communication Skills: Recognize the **consequences of poor communication skills** and describe the importance of good communication between team members.

4. Career Exploration

4.1 Career Survey: Complete one or more **career-choice survey instruments**. Evaluate personal interests, traits, abilities, and goals to maximize future educational and career opportunities.

4.2 Career Clusters: Research one of the **sixteen nationally recognized career clusters** and identify three to five **possible careers in that cluster**. Determine the knowledge, skills, and attributes associated with the occupations. Compare and contrast the educational and licensing requirements for obtaining a position and for career advancement.

4.3 Employability Skills: Research and demonstrate **employability skills** such as working in a group, problem-solving, and organizational skills. Differentiate between **hard and soft skills** and describe the importance of soft skills in the workplace and the classroom.

5. Resource Management

5.1 Goals: Research the different types of goals and list the different characteristics of each. Create **SMART goals** (such as postsecondary education, car ownership) and **explore logical strategies for achieving them**.

5.2 Money Management: Describe **money management concepts** and their relationship to achieving age-appropriate goals.

5.3 Time Management: Create a **time tracking system**, such as a time log, to analyze the percentage of time spent each day on broad categories such as sleeping, eating, travel, school assignments, socializing, work, family, chores. Use the system to develop a plan for more effective use of time.

6. Appropriate Technology Use

6.1 Safe Technology Use: Practice **responsible and safe use of technology**. Create a list of **best practices** related to computer netiquette, privacy, security, and copyright laws.

Standards Alignment Notes

*References to other standards include:

- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.