



## CTSO Course Alignments: Introduction to Social Health

Below you will find standards for the Introduction to Social Health course aligned with competitive events from appropriate career and technical student organizations (CTSOs). Knowing the aligned events for your organization will allow you to have additional tools for teaching course standards, as well as increase student engagement and preparation in your CTSO activities. The final column recommends potential tools from other CTSO organizations. Even if your students are not participating in these organizations, available rubrics, tools, and materials can also add to the instructional resources at your disposal for best teaching your content.

**Important to note:** While the aligned activities below can be important tools in teaching course standards, it is important to note that events may not cover a standard in its entirety and should not be the sole instructional strategy used to address a standard.

	STANDARD	ALIGNED FCCLA COMPETITIVE EVENTS/PROGRAMS	OTHER POTENTIAL CTSO TOOLS & RESOURCES
1	Analyze the relationship between eating, sleeping, physical activity, and wellness. Assess nutrition and fitness practices that promote personal wellbeing across the life span. (TN Reading 1, 2, 7; TN Writing 7; FACS 14)		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Human Growth and Development, Healthy Lifestyle</li> </ul>
2	Describe the body's use of nutrients and identify nutritional food sources. Cite current nutrition guidelines to classify foods and identify recommended servings. 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. (TN Reading 1, 9; TN Writing 2, 7; FACS 14)		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Nutrition</li> </ul>
3	Compare food costs and determine whether there is a correlation between nutritional value and food cost. Define <i>food deserts</i> and describe their potential negative impact on community health. (TN Reading 4; FACS 14)		<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Issues, Extemporaneous Speaking, Agriscience Fair</li> <li>• <b>HOSA:</b> Nutrition</li> <li>• <b>SkillsUSA:</b> Related Technical Math</li> </ul>
4	Demonstrate safe food and equipment handling procedures while preparing healthful snacks. Create an informational artifact explaining the nutritional value of the snacks. (TN Writing 2, 3, 4; FACS 14)		<ul style="list-style-type: none"> <li>• <b>SkillsUSA:</b> Occupational Health and Safety</li> </ul>

5	Draw evidence from informational texts to 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. (TN Reading 1, 9; TN Writing 2, 4; FACS 14)		
6	Examine the interactions of physical, cognitive, and emotional-social development that occurs during each phase of the lifespan. Create an informative poster that describes one of the stages of growth and development. (TN Reading 3; TN Writing 7; FACS 12)		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Human Growth and Development</li> </ul>
7	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. (TN Reading 8; FACS 12)		
8	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. (TN Reading 1, 2, 9; FACS 13)		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Extemporaneous Writing, Prepared Speaking</li> <li>• <b>TSA:</b> Extemporaneous Presentation, Prepared Presentation</li> </ul>
9	Examine methods of coping with personal and family change or crisis. Role-play positive parent-child and sibling communication. Explore conflict management, negotiation, problem-solving and anger-control strategies. Research and compile a list of resources (counseling, hotlines, support groups, etc.) for help in challenging circumstances. (TN Reading 9; TN Writing 2, 4, 7, 9; FACS 13)		
10	Practice giving and receiving instructions to accomplish a complex task. Recognize the consequences of poor communication skills and describe the importance of good communication between team members. (FACS 13)	<b>FCCLA:</b> Interpersonal Communications	<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Business Communication</li> </ul>
11	Articulate and convey situations related to school, relationships, and family. Practice active listening and appropriate “I” statements. (TN Reading 4; TN Writing 4; FACS 13)	<b>FCCLA:</b> Interpersonal Communications	
12	Complete one or more career-choice survey instruments. Evaluate personal interests, traits, abilities, and goals to maximize future educational and career opportunities. (TN Reading 2; FACS 1)	<b>FCCLA:</b> Entrepreneurship, Job Interview, Career Investigation, National Programs in Action	<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Job Interview</li> <li>• <b>HOSA:</b> Job Seeking Skills, Health Career Display</li> <li>• <b>SkillsUSA:</b> Entrepreneurship, Job Interview, Employment Application Process</li> <li>• <b>TSA:</b> Career Preparation</li> </ul>

13	Research one of the sixteen nationally recognized career cluster 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. (TN Reading 1, 2, 7; FACS 1)	<b>FCCLA:</b> Entrepreneurship, Job Interview, Career Investigation, National Programs in Action	<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Job Seeking Skills, Health Career Display</li> <li>• <b>SkillsUSA:</b> Entrepreneurship, Job Interview, Employment Application Process</li> <li>• <b>TSA:</b> Career Preparation</li> </ul>
14	Research the different types of goals and list the different characteristics of each. Write specific, measurable, and attainable goals (such as postsecondary education, car ownership) and explore logical strategies for achieving them. (TN Writing 4)		
15	Describe the importance of effective money management and its relationship to achieving goals. Construct a spending plan for one of the goals identified previously in the course. (TN Reading 1, 2, 7; FACS 2)		<ul style="list-style-type: none"> <li>• <b>DECA:</b> Personal Financial Literacy</li> <li>• <b>FBLA:</b> Personal Finance</li> </ul>
16	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. (TN Writing 4; FACS 2)		
17	Practice responsible and safe use of technology. Create a list of best practices related to computer netiquette, privacy, security, and copyright laws. (TN Writing 4)		<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Introduction to Information Technology</li> </ul>
18	Use technology to access, manage, create, manipulate, and interpret information. Evaluate the content of a webpage to assess its reliability and trustworthiness. Cite sources of information correctly. Demonstrate proficiency with communication technologies to prepare publications and produce other creative works. (TN Reading 1, 6, 8; TN Writing 4, 6, 9)		<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Computer Applications</li> <li>• <b>TSA:</b> Desktop Publishing, Webmaster</li> </ul>
19	Use technology to prepare and deliver a presentation. Evaluate delivery options based on topic, audience characteristics, and desired outcomes. (TN Writing 6)		<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Business Presentation, Computer Applications</li> <li>• <b>FFA:</b> Agricultural Communications, Agricultural Issues, Cooperative Development Challenge</li> <li>• <b>HOSA:</b> Prepared Speaking</li> <li>• <b>TSA:</b> Prepared Presentation, SciVis</li> </ul>
ALL	<b>CAN BE USED WITH ALL/MOST STANDARDS</b>	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Illustrated Talk, Chapter in Review Display, Chapter in Review Portfolio, National Programs in Action</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SkillsUSA:</b> Career Pathways Showcase, Job Skills Demonstration A, Job Skills Demonstration O, Prepared Speech, Extemporaneous Speaking, Chapter Display,</li> </ul>