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<th>Subject</th>
<th>Grade</th>
<th>6 Weeks</th>
<th>Estimated Time Frame</th>
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<tr>
<td>Health Personal Health</td>
<td>8-12</td>
<td>Fall Semester 1st 6wks. Spring Semester 5th 6wks.</td>
<td>2 weeks</td>
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<th>TEKS / Student Expectations:</th>
<th>Examples / Specifications:</th>
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<tr>
<td>(1A) relate the nation's health goals and objectives to individual, family, and community health;</td>
<td>Students will take into consideration the health goals of the nation as they create their own goals. Relate the goals to community, family and self. Possible classroom discussions: How can one attain these goals, what are the leading overall health problems that the community, nation, and world?</td>
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<td>(1C) explain the relationship between nutrition, quality of life, and disease.</td>
<td>Have the students brainstorm the reasons for the leading causes of death and how to reduce their own risk of developing those diseases and maintain a high quality of life. Discussion of the health triangle and further emphasis in the Nutrition, Fitness and Non-Communicable Disease unit.</td>
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<td>(1 I) describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages.</td>
<td>Class activities designed to make the students aware of the fact that their Health is their Responsibility. Activity #1 the students fill out a health triangle, where they list things that can both positively and negatively affect their health physically, socially and mentally. Then they analyze and add come up with areas that need improvement. Activity #2 Discussion of health advocacy, with discussion of self-advocacy, individual advocacy and systemic advocacy. Possible application and practice of what implementing support and maintenance for the different types of advocacy.</td>
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<td>(2A) analyze the relationship between health promotion and disease prevention;</td>
<td>Students are taught how to prevent skin cancer, and the importance of regular medical check ups in addition to recognizing that regular exercise and proper nutrition will prevent many non-communicable diseases. This information also goes more indepth on in the Fitness, Nutrition and Non-Communicable Disease Unit.</td>
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<td>(4A) analyze the health messages delivered through media and technology</td>
<td>Students learn their rights as a consumer and the red flags of advertising in Chapter 3. Then they are challenged to locate the FACTS about a variety of media messages and how they affect the choices they make as consumers.</td>
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<td>(4B) explain how technology has impacted the health status of individuals, families, communities, and the world.</td>
<td>Students learn the six influences on a person's health (heredity, environment, attitude, behavior, technology and media) and how that affects their health as well as other’s health. Class discussion on why technology can be a positive influence on one's health as well as a negative influence.</td>
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<td>(5D) demonstrate decision-making skills based on health information.</td>
<td>Introduction of the <strong>Decision Making Model</strong> and how to think through positive health decisions. The students will then apply the decision making model to examples given and practice using it in their own lives.</td>
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### Health behaviors

The student assesses the relationship between body structure and function and personal health throughout the lifespan. The student is expected to:

(A) examine the effects of health behaviors on body systems

The students will learn about risks and cumulative risks and practice correctly identifying negative health practices in either category.

(B) analyze strategies for preventing and responding to deliberate and accidental injuries;

(F) analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence;

Introduce refusal skills and efficient communication skills to the students to be used in role play situations throughout the course.

The students will be instructed in the **American Health Association** First Aid & Safety course. At the conclusion of the course, they will be certified in adult, child and infant First Aid & CPR. The training for the course will cover accidental and deliberate emergency care. The students will also be instructed on communicable disease prevention & transmission in relationship to first aid & CPR.

(G) analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence;

The students will practice refusal skills in role playing activities during the study of communication and refusal skills in Personal Health. The students will also discuss the importance of strong refusal skills when discussing date-rape drugs (Drug Education) and abstinence in the Family & Social Health section.

### Influencing factors

The student analyzes the effect of relationships on health behaviors. The student is expected to:

(A) evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends;

(B) explain the benefits of positive relationships among community health professionals in promoting a healthy community.

Self-Esteem is connected to decision making. Examples characteristics of people with low-self-esteem are compared to those with high self-esteem. The students study how negativity can rob them of a high self-esteem, and how a person that is positive with a high self-esteem can make a positive impact on their environment. The students keep track of experiences that occur in their own peer group for that day. Many physicians, nurses, and other health professionals volunteer their time to assist HPISD with screenings, athletic physicals, and other public services. We also discuss the importance maintaining a healthy physical self as well as, maintaining a healthy mental self. The class discussion would include positive relationships with an individual's physician, dentist, counselor, etc.

### Environmental factors

The student evaluates the effect of a variety of environmental factors on community and world health. The student is expected to:

(A) assess the impact of population and economy on community and world health;

Students gain insight to population and economic issues in regards to World Health through the use of the World Health Organization website. This website gives current Health statistics around the world. Class activity comparing the population of one particular country and/or state and how the population, economy and health are all related. Perhaps work with a social studies or history teacher to have across the curriculum activities. This topic could also be introduced when communicable diseases are discussed such as HIV/AIDS epidemic in Africa.

(B) analyze the impact of the availability of health services in the community and the world; and

Students identify Health Care Service that Determine a person’s Quality of Life. Then compare their health care services to those in another part of town, other countries, and undeveloped countries.

(C) describe a variety of community and world environmental protection programs

Environmental protection programs are researched by the students.

### Personal/interpersonal skills

The student analyzes, designs, and develops communication skills introduced and developed throughout the health course in each unit. For example,
evaluates communication skills for building and maintaining healthy relationships throughout the lifespan. The student is expected to:

(A) demonstrate communication skills in building and maintaining healthy relationships;

communication skills are used in the **Decision Making Model, I statements, Refusal Skills**, and identifying and expressing emotions. Students are also encouraged to eliminate “crutch words” and interruptions in the first Unit Personal Health and strengthen that skill throughout the semester. All communication skills will be put to the real life test on the **Wellness Exchange** field trip when they are asked to interview a resident of an assisted/independent living facility.

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<th>Personal/interpersonal skills.</th>
<th>At the beginning of the Personal Health unit, communication is addressed with the students. Before each group or individual’s presentation in class, the rules of good communication (speaking, listening, and providing and receiving helpful objective feedback) are addressed and reinforced. During class participation &amp; discussion, the students brainstorm ideas and practice how to positively and effectively communicate with parents, siblings and other family members in all units in some way.</th>
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<td>Personal/interpersonal skills.</td>
<td>Throughout the semester of health, the students discuss and use decision-making skills in CPR, first aid, personal health, drug education, non-communicable diseases, communicable diseases, mental health, family &amp; social health. Students are taught good listening and speaking skills that they are required to use throughout the semester. We stress that a person’s ability to communicate will determine the quality of relationships that they have in the future be it personal, or professional. In many cases role play is used to demonstrate their communication skills.</td>
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(16) Personal/interpersonal skills. The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the lifespan. The student is expected to:

(A) identify decision-making skills that promote individual, family, and community health;

Students are taught good listening and speaking skills that they are required to use throughout the semester. We stress that a person’s ability to communicate will determine the quality of relationships that they have in the future be it personal, or professional. In many cases role play is used to demonstrate their communication skills.

(B) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills;

Students will observe objectively from the “Art of Assertiveness” Video the 4 communication types and be asked to recognize them in themselves as well as other people. Then we provide the students with opportunities to further develop their assertive communication style.

(C) classify forms of communication such as passive, aggressive, or assertive; and

Students are taught the decision making model, and are required to use this model many times throughout the semester. Students are also presented with decision making opportunities when the campus D.A.R.E. Officer presents the follow-up D.A.R.E. program.

(D) associate risk-taking with consequences such as drinking and driving.

**Decision Making Model Activity:** to assist student with cooperative, group learning, intrapersonal communication skills and also the steps of the decision making model. A group of 3-4 students receives various, random objects (i.e. 2 straws, 1 sheet of paper, 4 paper clips, 1 paper plate, etc.) The instructions are as follows: the students have 10 minutes for planning. Then they will have 20 minutes for construction. All items must be used and the structure must be freestanding. The objective is to construct a freestanding
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<th>Language of Instruction:</th>
<th>Instructional Resources / Textbook Correlations:</th>
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| **Advocacy** - Taking action to influence others to address a health related belief | **Glencoe Health Textbook**  
**American Heart Association First Aid & Safety** - this course is taught by HP health, AHA certified instructors to students. Upon satisfactory completion of the course, the students will become American Red Cross certified in first aid and CPR.  
**Decision Making Model** - 6 step model presented in the Glencoe Health Textbook  
**Health Triangle** - The visual representation that mental, physical and social health are all equally important and need to be balanced (like a tripod) in order for a person to achieve wellness  
**“I Statements”** - used in positive, effective communication.  
Example: “I get upset when you do not study for test, because I want you to be successful.” Rather than, using defensive language and placing blame on an individual.  
**“I statement Format”** I feel _____ when I (or you) _______. I wish/want/hope/or need ________.

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<th><strong>External Assessment:</strong></th>
<th><strong>Local Assessment:</strong></th>
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| Best Instruction: | }