

Title	Suggested Dates
Family Life Education	Nov. 16 – Dec. 4 (12 days)

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
9 -10.1 Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:		Textbook-Lifetime Health (Holt); One Step Planner (on CD with PowerPoints) District Health Curriculum Notebook United Streaming on-line Videos Internet Connection link in textbook Current Events link go.hrw.com
Ia relate the nation’s health goals and objectives to individual, family, and community health	<p>Such as: (these are the National Health Goals)</p> <ul style="list-style-type: none"> • comprehend concepts related to health promotion and disease prevention to enhance health • analyze the influence of family, peers, culture, media, technology and other factors on health behaviors • the ability to access valid information and products and services to enhance health • demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks • demonstrate the ability to use decision-making skills to enhance health • demonstrate the ability to use goal-setting skills to enhance health; demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks • demonstrate the ability to advocate for personal, family and community health • increasing both quality and length of life • elimination racial and ethnic disparities. 	www.healthypeople.gov
9 – 10.3 Health information. The student recognizes the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:		

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3a explain fetal development from conception through pregnancy and birth		Ch. 18 Section 3 United Streaming: Child Birth DVD: <u>Miracle of Life or Life's Greatest Miracle</u>
3b explain the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding		Ch. 18 Section 3 United Streaming: Child Birth DVD: <u>Miracle of Life or Life's Greatest Miracle</u>
3d explain the significance of genetics and its role in fetal development		Ch. 18 Section 3 United Streaming: Child Birth DVD: <u>Miracle of Life or Life's Greatest Miracle</u>
9 – 10.5 Health information. The student understands how to evaluate health information for appropriateness. The student is expected to:		
5c discuss the legal implications regarding sexual activity as it relates to minor persons	Such as statutory rape laws, internet sexual predators	Ch. 5 Section 3 PAPA Manual
9 – 10.7 Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:		
7b explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD), unplanned pregnancies, and motor vehicle accidents		Ch. 19 Section 3 Ch. 20 Section 1 DVD: <u>Daddy or Speak</u> Refer to <u>She's Too Young</u>
7g analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence	Such as appropriate dating behavior and goal setting	Ch. 5 Section 3 Ch. 19 Section 1
7h analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases		Ch. 19 Section 2
7i Analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods including the prevention of Sexually Transmitted Diseases (STDs), keeping in mind the effectiveness of remaining abstinent until marriage		Ch. 20 TE Pages 488-489
7j analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape	Such as appropriate dating behaviors	Ch. 19 All Sections

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7k analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age		Ch. 19 Section 2
7L discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity		Ch. 19 Section 2
9 – 10.9 Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:		
9a describe the roles of parents, grandparents, and other family members in promoting a healthy family	Including guardians	Ch. 17 Section 3 PAPA Manual
9b analyze the dynamics of family roles and responsibilities relating to health behavior		Ch. 17 Section 3 PAPA Manual
9 – 10.13 Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:		
13b distinguish between a dating relationship and a marriage		Ch. 19 All Sections
13c analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage	Such as using abstinence to respect each other’s moral values, resulting in increased friendship and mutual respect	Ch. 19 All Sections
9 – 10.14 Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:		
14c examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse	Such as statutory rape, jail time, mental/depression/ low self-esteem, sleeping and eating issues	Ch. 5 Section 3 PAPA Manual DVD: <u>Speak</u>