

Title	Suggested Dates
Nutrition/Consumer/Community/Mental and Emotional Health	Feb. 1 – Feb. 19 (13 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 -10.1Health 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
1b examine the relationship among body composition, diet, and fitness	Such as BMI (body mass index) and food pyramid	Ch. 8 Section 1 & 2 (one-step planner)
1c explain the relationship between nutrition, quality of life, and disease	Such as Healthy nutrition; Healthy disorders are linked to poor nutrition; Function of food sources	Ch. 7 (one-step planner)
1d describe the causes, symptoms, and treatment of eating disorders	Including: Causes: psychological, interpersonal, and social factors Symptoms: bingeing, purging and self starvation; Treatments: psychotherapy, counseling, nutritional education	Ch. 8 Section 3 (one-step planner)
Consumer Health		
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:		
1a relate the nation’s health goals and objectives to individual, family, and community health	Such as: (these are the National Health Goals) <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 	www.Healthypeople.gov

	<ul style="list-style-type: none"> 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. 	
9 – 10.4 Health information. The student investigates and evaluates the impact of the media and technology on individual, family, community, and world health. The student is expected to:		
4a analyze the health messages delivered through media and technology	Such as tobacco and alcohol products in media	Ch. 1 Section 3 (one-step planner)
4b explain how technology has impacted the health status of individuals, families, communities, and the world	Such as national health standards	Ch. 1 Section 3 (one-step planner)
9 – 10.5 Health information. The student understands how to evaluate health information for appropriateness. The student is expected to:		
5a develop evaluation criteria for health information	Such as the source of information	
5b demonstrate ways to utilize criteria to evaluate health information for appropriateness		
5d demonstrate decision-making skills based on health information	Such as diet products, weight loss ads	Ch. 7 Section 4 (one-step planner)
9 – 10.17 Personal/interpersonal skills. The student applies strategies for advocating and evaluating outcomes for health issues. The student is expected to:		
17c develop strategies to evaluate information relating to a variety of critical health issues		
Community Health		
9 – 10.1 Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health		

<p>throughout the life span. The student is expected to:</p>		
<p>1a relate the nation’s health goals and objectives to individual, family, and community health</p>	<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. 	<p>www.healthypeople.gov</p>
<p>9 – 10.2 Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:</p>		
<p>2b analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention</p>		<p>Lifetime Health (Holt) Pages 552-555</p>
<p>2c identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion</p>		
<p>9 – 10.8 Influencing factors. The student analyzes the effect of relationships on health behaviors. The student is expected to:</p>		
<p>8b explain the benefits of positive relationships among community health professionals in promoting a healthy community</p>	<p>Such as counselors, school nurse, athletic trainers, and community health clinics</p>	<p>Lifetime Health (Holt) Pages 552-555</p>

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9 – 10.10 Influencing factors. The student evaluates the effect of a variety of environmental factors on community and world health. The student is expected to:		
10a assess the impact of population and economy on community and world health	Such as loss of jobs, lack of health care, starvation and lack of community resources, epidemics	Current Events
10b analyze the impact of the availability of health services in the community and the world	Such as loss of jobs, lack of health care, starvation and lack of community resources, epidemics	Current Events
10c describe a variety of community and world environmental protection programs	Such as those programs developed by the World Health Organization	Lifetime Health (Holt) Pages 548-555
9 – 10.11 Influencing factors. The student understands how to access school and community health services for people of all ages. The student is expected to:		
11a research various school and community health services for people of all ages such as vision and hearing screenings and immunization programs		Internet
11b compare and analyze the cost, availability, and accessibility of health services for people of all ages	Such as immunizations, family planning, and STD diagnosis	Internet
9 – 10.12 Influencing factors. The student understands situations in which people of all ages require professional health services. The student is expected to:		
12b explain how to access health services for people of all ages	Such as: community services – WIC, state agencies – MHMR – CPS, medical facilities, and nursing homes	Lifetime Health (Holt) Pages 556-557
Mental and Emotional Health		
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:		
1d describe the causes, symptoms, and treatment of eating disorders	Including: Causes: psychological, interpersonal, and social factors Symptoms: binging, purging and self starvation; Treatments: psychotherapy, counseling, nutritional education	Ch. 8 Section 3 (one-step planner) DVD: <u>Perfect Body</u>

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1e examine issues related to death and grieving	Such as effects of a loss; stages of grieving process; funerals, wakes and memorial services help people cope with the loss of a loved one	Ch. 5 Section 3 (one-step planner)
1g analyze strategies to prevent suicides	Such as speaking to a caring adult, calling a crisis hotline, expressing concern to an adult about someone else who might be considering suicide	Ch. 5 Section 4 (one-step planner) Videos on Suicide
1h examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression	Such as five different causes of stress; body's physical and emotional response to stress; differentiate between positive and negative stress; describe how stress can make you sick; relaxation techniques; ways to manage time more effectively	Ch. 4 Section 1 & 2 (one-step planner) United Streaming: Stress DVD: <u>What's Eating Gilbert Grape</u> (Video Store, if not on campus)