

Subject: Family Health Needs	Calendar: Fall 08 Weeks: 1 - 6	Timeframe: 6 Weeks	Level/Grade: High School
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Unit Name

Unit Objectives:

TSW:

1) **Health and wellness of family members.** The student promotes principles of good health and wellness for family members across the life span. The student is expected to:

- (A) identify principles and implications of good personal health for family members; and
- (B) evaluate the role of personal management in maintaining good health and wellness.

(2) **Health and wellness of family members.** The student evaluates the effect of nutrition in maintaining health and wellness of family members. The student is expected to:

- (A) determine dietary practices that meet the nutritional needs of individuals and family members throughout the life span; and
- (B) explain the role of nutrition in managing special health needs of family members.

(3) **Health and wellness of family members.** The student explains how stress management promotes physical and mental health of family members. The student is expected to:

- (A) identify causes of stress and its impact on individuals and families;
- (B) determine stress management techniques and available resources; and
- (C) determine how healthy individual and family lifestyles contribute to stress management.

Activity Type: Note-taking, discussions, case studies, group work, posters, brochures, worksheets, labs	TEKS: 1 A-B 2 A-B 3 A-C
Materials: Handouts, art supplies, magazines, posters, resource books, hands-on manipulatives, educational videos	

SE Modifications: As specified individually	Resources: Books, Internet, Personal Experience	TA TEKS:
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GT Modifications: As specified individually	Evaluation Methods: Student response, written assignments, projects, etc.
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Subject: Family Health Needs	Calendar: Fall 08 Weeks: 7 - 11	Timeframe: 5 Weeks	Level/Grade: High School
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Unit Name

Unit Objectives:

TSW:

(9) **Special family health needs and issues.** The student analyzes family health issues. The student is expected to:

(B) assess the impact of substance abuse on the individual and family

(4) **Management of health needs.** The student determines practices that promote health and safety of family members, including those with special needs. The student is expected to:

(A) discuss common family health problems, causes, prevention, and appropriate sources of treatment;

(B) describe personal hygiene and home sanitation procedures that contribute to disease prevention;

(C) determine typical causes of home health emergencies;

(D) outline appropriate actions of various family members in response to home emergencies; and

(E) describe ways to prevent environmental and safety hazards in the home.

(5) **Management of health needs.** The student analyzes family health-care options. The student is expected to:

(A) identify available family health-care resources;

(B) explain how technology impacts health-care services;

(C) describe the health-care system and structures for the delivery of medical services; and

(D) determine criteria for selecting professional medical services for family members.

Activity Type: Note-taking, discussions, case studies, group work, posters, brochures, worksheets, labs	TEKS: 9 B 4 A–C 5 A–D
Materials: Handouts, art supplies, magazines, posters, resource books, hands-on manipulatives, educational videos	

SE Modifications: As specified individually	Resources: Books, Internet, Personal Experience	TA TEKS:
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GT Modifications: As specified individually	Evaluation Methods: Student response, written assignments, projects, etc.
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Subject: Family Health Needs	Calendar: Fall 08 Weeks: 12 - 17	Timeframe: 6 Weeks	Level/Grade: High School
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Unit Name

Unit Objectives:

TSW:

(9) **Special family health needs and issues.** The student analyzes family health issues. The student is expected to:

(A) explain the family's role in the prevention of eating disorders;

(C) describe methods for prevention of various forms of abuse and neglect of family members.

(6) **Management of health needs.** The student analyzes the impact of illness, accidents, and special health needs on the family. The student is expected to:

(A) determine the health-care costs of common accidents and diseases;

(B) identify resources and methods for managing the health-care costs of family members;

(C) compare characteristics and benefits of different approaches to providing for the health-care needs of family members; and

(D) describe the physical, emotional, and social impact of illness, accidents, and special health needs on the family.

(7) **Special family health needs and issues.** The student analyzes skills and strategies needed to meet special health needs. The student is expected to:

(A) identify special health needs of individuals;

(B) determine management strategies for meeting special health needs within the family;

(C) identify skills needed by caregivers of family members with special health needs;

(D) identify modification requirements in diet, clothing, and environment needed by family members with special health needs; and

(E) identify resources and technological advances that can be utilized in meeting the special needs of family members.

(8) **Special family health needs and issues.** The student determines management options for meeting special health needs of older family members. The student is expected to:

(A) describe the psychological, physical, social, and economic changes that occur during later adulthood;

(B) assess services available through home health care, support groups, and elder care options;

(C) explain the importance of proper diet and exercise to the health and well-being of older adults;

(D) determine implications for family members living in multigenerational households; and

(E) describe technological advances that expand elder care options.

(10) **Special family health needs and issues.** The student analyzes the effect of public policy on the individual and family health-care field. The student is expected to:

(A) identify laws, policies, trends, and issues affecting family health and the cost of care;

(B) summarize laws and public policies that impact individuals with special health needs and their families;

(C) describe the interrelationship of the health-care field and the U.S. economy; and

(D) research the impact of changing demographics on public policy.

Activity Type: Note-taking, discussions, case studies, group work, posters, brochures, worksheets, labs	TEKS: 9 A and 9 C 6 A–D 7 A–E 8 A–E 10 A–D
Materials: Handouts, art supplies, magazines, posters, resource books, hands-on manipulatives, educational videos	

SE Modifications: As specified individually	Resources: Books, Internet, Personal Experience	TA TEKS:
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GT Modifications: As specified individually	Evaluation Methods: Student response, written assignments, projects, etc.
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