

Lesson Plan

Health Curriculum Mapping (Semester)

1st Six Weeks (August 25 – September 30)

Unit 1 – Health and Wellness

- Chapter #1 Leading and Healthy Life
- Chapter #2 Skills for a Healthy Life
- Chapter #3 Self Esteem / Mental Health
- Chapter #4 Managing Stress / Coping w/ Loss
- Chapter #5 Violence and Abuse

Unit 2 – Health and Your Body

- Chapter #6 Physical Fitness for Life
- Chapter #7 Nutrition for Life
- Chapter #8 Weight Management / Eating Behaviors

2nd Six Weeks (October 6 – November 7)

Unit 3 – Drugs

- Chapter #9 Understanding Drugs and Medicine
- Chapter #10 Alcohol
- Chapter #11 Tobacco
- Chapter #12 Illegal Drugs

Unit 4 – Diseases / Disorders

- Chapter #13 Preventing Infectious Diseases
- Chapter #14 Lifestyle Diseases
- Chapter #15 Other Diseases and Disabilities

3rd Six Weeks (November 10 – December 19)

Unit 5 – Adolescence, Adulthood, Family Life

- Chapter #16 Adolescence and Adulthood
- Chapter #17 Marriage, Parenthood, Families / PAPA

Unit 6 – Reproductive Health

- Chapter #18 Reproduction, Pregnancy, and Developmentt / PAPA
- Chapter #19 Building Responsible Relationships / PAPA
- Chapter #20 Risk of Adolescence Sexual Activity / PAPA
- Chapter #21 HIV / AIDS

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Section: Health in Your Community

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR HEALTH, GRADES 9-10:

1(A) relate the nation's health goals and objectives to individual, family, and community health; 1(C) explain the relationship between nutrition, quality of life, and disease; 1(E) examine issues related to death and grieving; 1(F) discuss health-related social issues such as organ donation and homelessness; 1(I) describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages; 2(A) analyze the relationship between health promotion and disease prevention; 2(B) analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention; 2(C) identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion; and; 4(A) analyze the health messages delivered through media and technology; and; 4(B) explain how technology has impacted the health status of individuals, families, communities, and the world; 5(A) develop evaluation criteria for health information; 5(B) demonstrate ways to utilize criteria to evaluate health information for appropriateness; 5(D) demonstrate decision-making skills based on health information; 6(A) examine the effects of health behaviors on body systems; 6(B) relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care; and; 7(A) analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences; 7(C) develop strategies for preventing use of tobacco, alcohol, and other addictive substances; 7(F) analyze strategies for preventing and responding to deliberate and accidental injuries; 8(A) evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends; and; 8(B) explain the benefits of positive relationships among community health professionals in promoting a healthy community; 10(B) analyze the impact of the availability of health services in the community and the world; and; 11(A) research various school and community health services for people of all ages such as vision and hearing screenings and immunization programs; and; 12(B) explain how to access health services for people of all ages; 13(A) demonstrate communication skills in building and maintaining healthy relationships; 13(F) explore methods for addressing critical-health issues; and; 14(A) demonstrate strategies for communicating needs, wants, and emotions; 15(A) apply communication skills that demonstrate consideration and respect for self, family, and others; 16(A) identify decision-making skills that promote individual, family, and community health; 17(C) develop strategies to evaluate information relating to a variety of critical health issues.

Pacing

1 block = 45 minutes

Regular Schedule

with lab(s): N/A

without lab(s): 2 days

Block Schedule

with lab(s): N/A

without lab(s): 1 day

Objectives

1. Describe four ways society addresses health problems.
2. List three ways you can promote an issue to improve the health of others.

National Health Education Standards Covered

- 1.7** Analyze how public health policies and government regulations influence health promotion and disease prevention.
- 1.8** Analyze how the prevention and control of health problems are influenced by research and medical advances.
- 3.4** Develop strategies to improve or maintain personal, family, and community health.

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- 4.3 Evaluate the impact of technology on personal, family, and community health.
- 7.1 Evaluate the effectiveness of communication methods for accurately expressing health information and ideas.
- 7.2 Express information and opinions about health issues.
- 7.3 Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.
- 7.4 Demonstrate the ability to influence and support others in making positive health choices.
- 7.6 Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.

KEY

SE = Student Edition

TE = Teacher Edition

CRF = Chapter Resource file

Block 3

FOCUS 5 minutes

- _ **Bellringer** TE. Have students write down ways that public health is being promoted and enhanced in their own community. (**General**)

MOTIVATE 5 minutes

- _ **Demonstration** TE. Have students bring in and summarize newspaper and magazine articles that describe recent medical advances. (**Advanced**)

TEACH 20 minutes

- _ **Using the Figure** Figure 4, TE. Have students list additional examples of medical advances, technology, public policy, and education that have improved health in our society. (**General**)

- _ **Misconception Alert** TE. Tell students that air bags do not take the place of seatbelts in cars. Seatbelts should be worn at all times when traveling in a car.
- _ **Teaching Tip** Diabetes, TE. Have students research diabetes on the Internet and write a report to summarize their findings. (**Advanced**)
- _ **Express Lesson** Public Health. Students learn ways to help improve the health of people in a community.
- _ **Life Skills Worksheet** Express Lesson: Public Health, CRF. Have students use this worksheet to help them understand the importance of public health. (**General**)
- _ **Teaching Tip** Effective Strategies, TE. Have students think about and suggest strategies for convincing teenagers to change unhealthy behaviors. (**Advanced**)

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- _ **Group Activity** Promoting Wellness, TE. Have students work in small groups to develop a radio campaign to promote wellness. **(General)**
- _ **Datasheet for Real-Life Activity** Speak Out! CRF. Students answer questions about being a health issue advocate. **(General)**
- _ **Decision-Making Activity** Mental Health, CRF. Students learn to make good decisions. **(Basic)**

CLOSE *15 minutes*

- _ **Concept Review Worksheet** Section 3, CRF. This exercise reinforces the material covered in the section. **(General)**
- _ **Section Quiz** Section 3, CRF. Students answer five questions that review the section content. **(General)**

HOMEWORK *30 minutes*

- _ **Parent Discussion Guide** Parent Letter and Survey, CRF. Send home with students the Parent Letter and Parent Survey for Leading a Healthy Life.
- _ **Section Review** Section 3. Assign questions 1–7 for review, homework, or as a quiz.
- _ **Chapter Review** Leading a Healthy Life. Assign questions to review the material for this chapter.

OTHER RESOURCE OPTIONS

- _ **Internet Connect** Diabetes, HealthLinks code: HH4 041. Students use Internet sources to conduct research about diabetes.
- _ **Reference Guide** Health Careers. Students learn more about health careers. **(General)**
- _ **Reteaching Worksheet** Section 3, CRF. Students complete this worksheet to reinforce the ideas of the lesson. **(Basic)**

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Block 4

END-OF-CHAPTER ASSESSMENT

ASSESSMENT *45 minutes*

- _ **Chapter Test** Leading a Healthy Life, CRF. Assign questions for general level chapter assessment. (**General**)
- _ **Chapter Test** Leading a Healthy Life, CRF. Assign questions for advanced level chapter assessment. (**Advanced**)

ALTERNATIVE ASSESSMENT *45 minutes*

- _ **Alternative Assessment** Leading a Healthy Life, CRF. Assign questions for general level chapter assessment. (**General**)
- _ **Standardized Test Practice** Leading a Healthy Life, CRF. Students answer questions to help them prepare for standardized tests. (**General**)
- _ **Test Item Listing** Leading a Healthy Life, CRF. Create a customized homework, quiz, or test using the HRW Test Generator program.

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Section: Health and Wellness

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR HEALTH, GRADES 9-10:

1(A) relate the nation's health goals and objectives to individual, family, and community health; 1(B) examine the relationship among body composition, diet, and fitness; 1(C) explain the relationship between nutrition, quality of life, and disease; 1(H) examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression; and; 1(I) describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages; 2(A) analyze the relationship between health promotion and disease prevention; 2(B) analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention; 3(D) explain the significance of genetics and its role in fetal development; 4(A) analyze the health messages delivered through media and technology; and; 5(D) demonstrate decision-making skills based on health information; 6(A) examine the effects of health behaviors on body systems; 7(A) analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences; 7(E) analyze and apply strategies for avoiding violence, gangs, weapons, and drugs; 7(F) analyze strategies for preventing and responding to deliberate and accidental injuries; 7(G) analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence; 8(A) evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends; and; 8(B) explain the benefits of positive relationships among community health professionals in promoting a healthy community; 9(A) describe the roles of parents, grandparents, and other family members in promoting a healthy family; and; 9(B) analyze the dynamics of family roles and responsibilities relating to health behavior; 10(A) assess the impact of population and economy on community and world health; 10(C) describe a variety of community and world environmental protection programs; 13(A) demonstrate communication skills in building and maintaining healthy relationships; 13(E) demonstrate refusal strategies; 13(G) evaluate the dynamics of social groups; 14(A) demonstrate strategies for communicating needs, wants, and emotions; 15(A) apply communication skills that demonstrate consideration and respect for self, family, and others; 16(A) identify decision-making skills that promote individual, family, and community health; 16(B) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills; 17(B) demonstrate knowledge about personal and family health concerns.

Pacing

1 block = 45 minutes

Regular Schedule

with lab(s): N/A

without lab(s): 1 day

Block Schedule

with lab(s): N/A

without lab(s): 0.5 day

Objectives

1. Describe each of the six components of health.
2. State the importance of striving for optimal health.
3. Describe four influences on wellness.
4. Describe three ways to take charge of your wellness.
5. Name two ways you can improve two components of your health.

National Health Education Standards Covered

- 1.1 Analyze how behavior can impact health maintenance and disease prevention.

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- 1.2 Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.
- 1.4 Analyze how the family, peers, and community influence the health of individuals.
- 1.5 Analyze how the environment influences the health of the community.
- 3.1 Analyze the role of individual responsibility for enhancing health.
- 3.4 Develop strategies to improve or maintain personal, family, and community health.
- 4.4 Analyze how information from the community influences health.

KEY

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Block 2

FOCUS 5 minutes

- _ **Bellringer** TE. Have each student write a paragraph describing the activities of someone he or she knows and considers to be healthy. (**Basic**)

MOTIVATE 5 minutes

- _ **Identifying Preconceptions** TE. Discuss with students the definition of the word *health*. (**General**)

TEACH 25 minutes

- **Teaching Transparency** Six Components of Health. Use this graphic to teach students about the different ways they can be healthy.
- **Life Skill Builder** Assessing Your Health, TE. Have students create a table similar to Figure 2 containing information about the status of their own six components of health. **(General)**
- **Express Lesson** Environment and Your Health. Have students complete this lesson to demonstrate how the environment can influence their health.
- **Life Skills Worksheet** Express Lesson: Environment and Your Health, CRF. Have students use this worksheet to help them understand how the environment can affect their health. **(General)**
- **Using the Figure** Figure 3, TE. Ask students to write a paragraph describing characteristics of each level of wellness shown in Figure 3. **(General)**
- **Group Activity** Healthy Tips, TE. Make a bulletin board by having student write down activities that will help them maintain their health. **(Basic)**
- **Skill Builder** Interpreting Visuals, TE. Ask students to examine the photo of the boy with a list of the influences on his behavior and health. Have them write down examples of each kind of influence that affects their health. **(Basic)**
- **Group Activity** Role-Playing, TE. Have students work in small groups to develop a short skit about activities that can be harmful to their health. **(General)**
- **Using the Table** Table 2, TE. Have a discussion in which students come up with their own examples of healthy behavior. **(General)**
- **Reading Skill Builder** Active Reading, TE. Ask students to summarize the main ideas presented in this section. **(General)**
- **Group Activity** Good Attitudes, TE. Have students create posters that illustrate the six components of health. **(General)**

CLOSE 10 minutes

- **Concept Review Worksheet** Section 2, CRF. This exercise reinforces the material covered in the section. **(General)**
- **Section Quiz** Section 2, CRF. Students answer five questions that review the section content. **(General)**

HOMEWORK 30 minutes

- **Life Skills Worksheet** Managing Your Feelings, CRF. Students identify ways to manage stressful feelings that could affect their emotional and physical health. **(General)**

- **Decision-Making Activity** Assessing Attitudes, CRF. To achieve better health, students learn to assess and change unhealthy attitudes. (**General**)
- **Section Review** Section 2. Assign questions 1–11 for review, homework, or as a quiz.
- **Parent Discussion Guide** Parent Letter and Survey, CRF. Send home with students the Parent Letter and Parent Survey for Leading a Healthy Life.

OTHER RESOURCE OPTIONS

- **Reteaching Worksheet** Section 2, CRF. Students complete this worksheet to reinforce the ideas of the section. (**Basic**)
- **Express Lesson** Evaluating Health Web Sites. Students learn to evaluate the quality of information found on health Web sites.
- **Life Skills Worksheet** Express Lesson: Evaluating Health Web Sites, CRF. Have students use this worksheet to help them understand how to evaluate health Web sites. (**General**)
- **Guided Reading Audio CD Program** Leading a Healthy Life Script. Assign Section 2. The audio program is a reading of the chapter content for ELL students, auditory learners, and struggling readers.
- **Lifetime Health Video and Worksheet** Building Self-Esteem. Students learn how self-esteem can affect their health.

Section: Health and Teens**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR HEALTH, GRADES 9-10:**

1(A) relate the nation's health goals and objectives to individual, family, and community health; 1(C) explain the relationship between nutrition, quality of life, and disease; 1(E) examine issues related to death and grieving; 1(F) discuss health-related social issues such as organ donation and homelessness; 1(I) describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages; 2(A) analyze the relationship between health promotion and disease prevention; 2(B) analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention; 2(D) develop and analyze strategies related to the prevention of communicable and non-communicable diseases; 4(B) explain how technology has impacted the health status of individuals, families, communities, and the world; 6(A) examine the effects of health behaviors on body systems; 7(A) analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences; 7(B) 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; 7(E) analyze and apply strategies for avoiding violence, gangs, weapons, and drugs; 7(F) analyze strategies for preventing and responding to deliberate and accidental injuries; 7(L) 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; 10(B) analyze the impact of the availability of health services in the community and the world; and; 13(A) demonstrate communication skills in building and maintaining healthy relationships; 14(A) demonstrate strategies for communicating needs, wants, and emotions; 15(A) apply communication skills that demonstrate consideration and respect for self, family, and others; 16(A) identify decision-making skills that promote individual, family, and community health; 16(D) associate risk-taking with consequences such as drinking and driving; 17(B) demonstrate knowledge about personal and family health concerns.

Pacing

1 block = 45 minutes

Regular Schedule**Block Schedule****with lab(s):** N/A**with lab(s):** N/A**without lab(s):** 1 day**without lab(s):** 0.5 day

Objectives

1. Compare the major causes of death in the past with the major causes of death today.
2. Distinguish between controllable risk factors and uncontrollable risk factors.
3. Compare the major causes of death for teens with those for other age groups in the United States.
4. List the six health risk behaviors that lead to health problems in teens.
5. Name three behaviors you can adopt now to improve your health.

National Health Education Standards Covered

- 1.1 Analyze how behavior can impact health maintenance and disease prevention.
- 1.6 Describe how to delay onset and reduce risks of potential health problems during adulthood.
- 3.1 Analyze the role of individual responsibility for enhancing health.
- 3.2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.
- 3.3 Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors.
- 3.4 Develop strategies to improve or maintain personal, family, and community health.

KEY**SE** = Student Edition**TE** = Teacher Edition**CRF** = Chapter Resource file

Block 1

FOCUS *10 minutes*

- _ **Identifying Misconceptions** TE. Tell students that people with a family tendency toward diseases such as heart disease and cancer are not pre-destined to develop such diseases. A person's lifestyle habits have a great influence on the development of such diseases.
- _ **What's Your Health IQ?** To assess student knowledge about healthy lifestyles, have students take the pretest on their health IQ. Answers can be found in the TE.
- _ **Bellringer** TE. Ask students to write down what they think are the most serious health problems for teens. **(General)**

MOTIVATE *5 minutes*

- **Discussion TE.** Ask students to give examples of medical advancements that have reduced the mortality rate from infectious diseases in the last 100 years. **(General)**

TEACH *20 minutes*

- **Using the Table** Table 1, TE. Have students form small groups. Each group should select a disease with controllable risk factors and collect information on the disease to create a table similar to Table 1. **(General)**
- **Teaching Tip** Teen Drivers and Motor Vehicle Accidents, TE. Discuss with students statistics of motor vehicle accidents involving teens and how the number of motor vehicle accidents can be lowered. **(General)**
- **Internet Connect** Motor Vehicle Safety, HealthLinks code: HH4101. Students use Internet sources to conduct research about motor vehicle safety.
- **Teaching Tip** Motor Vehicle Safety, TE. Have students research motor vehicle safety on the Internet and write a report to summarize their findings. **(Advanced)**
- **Teaching Transparency** Major Causes of Death. Use this graphic to inform students about the leading causes of death for their age group.
- **Datasheet for Analyzing Data** Health Today, CRF. Have students answer questions about the major causes of death for different age groups. **(General)**

CLOSE *10 minutes*

- **Concept Review Worksheet** Section 1, CRF. This exercise reinforces the material covered in the section. **(General)**
- **Section Quiz** Section 1, CRF. Students answer five questions that review the section content. **(General)**

HOMEWORK *30 minutes*

- **Life Skills Worksheet** Staying Healthy, CRF. Students practice setting goals. **(General)**
- **Decision-Making Activity** Being Physically Fit, CRF. Students learn about making good decisions. **(General)**
- **Parent Discussion Guide** Parent Letter and Survey, CRF. Send home with students the Parent Letter and Parent Survey for Leading a Healthy Life.
- **Section Review** Section 1. Assign questions 1–11 for review, homework, or as a quiz.

OTHER RESOURCE OPTIONS

- _ **Reteaching Worksheet** Section 1, CRF. Students complete this worksheet to reinforce the ideas of the section. **(Basic)**
- _ **Reading Skill Builder** Healthy Vocabulary, TE. Have students think about the definition of the word sedentary as well as related terms. **(Basic)**
- _ **Using the Figure** Figure 1, TE. Assign the activity in the caption of Figure 1, listing common risk factors. **(General)**
- _ **Current Health** Articles and activities related to the chapter topics may be found at **go.hrw.com**. Type in keyword **HH4 CH01T**.
- _ **Video Select** Videos related to the chapter topics may be found at **go.hrw.com**. Type in keyword **HH4 LHLV**.
- _ **Guided Reading Audio CD Program** Leading a Healthy Life Script. Assign Section 1. The audio program is a reading of the chapter content for ELL students, auditory learners, and struggling readers.