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| **El Paso ISD Health Grade Level: H.S.** | | | **Unit 1: A Healthy Foundation** | | | **8/27/2012 – 9/7/2012** |
|  | | | **Chapter 1: Living a Healthy Life**  **Chapter 2: Building Health Skills and Character**  **Chapter 3: Being a Health-Literate Consumer** | | | |
| **Academic Vocabulary:**  ***Health and Wellness: health, wellness, prevention, health education, health literacy, Healthy People 2010, heredity, environment, peers, culture,***  ***media, risk behaviors, cumulative risks, abstinence***  ***Skills and Character: health skills, interpersonal communication, refusal skills, conflict resolution, stress management, advocacy, decision***  ***making skills, values, goals, short-term goals, long-term goals, action plan, character, role model***  ***Health Literate Consumer: health consumer, media, advertising, comparison shopping, warranty, online shopping, health care system, primary***  ***care physician, specialist, preventive care, health insurance, medical history, fraud, health fraud, malpractice, consumer advocates, public***  ***health, epidemiology*** | | | | | | | |
| **Guiding Questions**  **Chapter 1**   1. List 5 lifestyle factors that promote good health and how are they related to preventing disease? 2. What is the purpose of Healthy People 2010? 3. Identify 6 categories of influences on health. 4. Which influences on health do you have the most control? 5. What is the first step in becoming responsible for your health?   **Chapter 2**  1. What are four strategies for effective  communication?  2. What are the six steps of a goal setting action plan?  3. How does character impact your health?  4. How does the acronym *HELP* assist you in making  the right choice?  5. What are decision making skills?  **Chapter 3**  1. List two internal factors that can influence your  buying decision?  2. What are three techniques advertisers use to  persuade consumers to buy their products?  3. How are ingredients listed on a product label?  4. List the steps to follow before you try to return a  product.  5. Why do health care professionals have new patients  fill out a medical history form? | | **Enduring Understandings**  **Chapter 1**   1. The 5 lifestyle factors are: *(any five)*   \*get adequate sleep  \*eat a healthy breakfast daily  \*eat a nutritious and balanced diet  \*get at least 3 or more days of physical activity weekly  \*avoid using drugs, alcohol, tobacco  \*manage stress  \*practice safe behaviors   1. To promote health and prevent illness, disability, and early death 2. Six categories influencing health: *(any six)*   \*heredity  \*environment  \*culture  \*media  \*technology  \*attitude  \*behavior   1. Attitude and behavior 2. Increasing your awareness of risk behaviors   **Chapter 2**  1. Strategies for effective communication:  \*clearly state what you mean  \*pay attention to how you say something  \*be a good listener  \*be aware of your body language  2. Six steps to your goal setting action plan:  \*set a realistic and specific goal and write it down  \*lists steps of how to reach your goal  \*identify sources of support and help  \*set a reasonable time frame to reach your goal  \*evaluate your progress by establishing a checkpoint  \*reward yourself after you achieve your goal  3. Good character enhances each side of your health triangle (social, physical,  mental/emotional--pg11)  \*respecting yourself improves your physical health  \*acting air and responsible improves both mental/emotional and social health  \*when you feel good about yourself, relationships with others are strengthened  4. H-healthful  E-ethical  L-legal  P-parent approval  5. Decision making skills are steps to enable you to make a healthful decision  **Chapter 3**  1. Internal factors:  \*habit  \*personal taste  2. Three consumer techniques to get consumers to buy their products: *(any three)*  \*bandwagon  \*rich and famous  \*free gifts  \* great outdoors  \*good times  \*testimonials  3. By the weight of the ingredients in descending order; with the ingredients in  greatest amount listed first.  4. Steps before returning a product:  \*reread instructions and make sure you are using product correctly  \*if defective; decide if you want your money back or a replacement  \*in a letter, list your reasons for returning the product (keep a copy)  \*return item in its original package  \*get a shipping receipt as proof if you are mailing back product  5. \*To help assess the patient’s past and current level of wellness  \*Alert the health care professional of any possible hereditary factors that may  influence the development of certain diseases. | | | | | |
| **WRITTEN** | **TAUGHT** | | | | **TESTED** | | |
| **TEKS**  **115.32**  **Chapter 1**  1A. Relate the nation’s health goals and objectives to individual, family, and community health  2A. Analyze the relationship between health promotion and disease prevention.  7F. Analyze strategies for preventing and responding to deliberate and accidental injuries.  13A. Demonstrate communication skills in building and maintain healthy relationships.  17A. Research information about a personal health concern.  **Chapter 2**  5D. Demonstrate decision-making skills based on health information  9A. Describe the roles parents, grandparents, and other family members in promoting a healthy family  13A. Demonstrate communication skills in building and maintaining healthy relationships.  16A. Identify decision making skills that promote individual, family, and community health.  **Chapter 3**  2C. Identify, describe, and assess available health related services in the community that relate to disease prevention and health promotion.  4A. Analyze the health messages delivered through media and technology.  5A. Develop evaluation criteria for health information  12A. Identify situations requiring professional health services for people of all ages, such as primary, preventive, and emergency care. | **Glencoe Health I Course**  **Chapters 1-3**  **Individual Activities**   * Interactive Notebooks –*Using a spiral notebook, students write the vocabulary words on the left page. Draw a picture of the word with an explanation of what they think the word means. On the right side, students write the textbook definition.* * Foldables**-** *See beginning of Chapter for foldable activity ideas.* * Word Wall- *Have vocabulary words on wall for student reference.* * Private Health Journals- *Students are able to right down their personal thoughts and feelings about a certain topic being discussed.* * Quick Starts**-** *See beginning of each section for ideas.*   **Cooperative Learning Activities**   * *Divide students into small groups and provide them with necessary materials; poster board, scissors, magazines, glue. Have each group draw a health triangle and use pictures to illustrate healthful behaviors for each side. Group will then present to class and discuss their illustrations and how they impact their overall health. (Ch. 1)* * *Have each group brainstorm a list of behaviors that can have positive effects on school environment. Then have groups discuss how each behavior effects each side of health triangle. (Ch. 1)* * *Have students read to one another in groups and discuss refusal strategies. Then have students take turns demonstrating these strategies to one another. (Ch. 2)* * *Have students draw a three columned chart with these headings: Home, School, and Community. In each column students will list specific things one can do to make a positive difference in each area. Then discuss with class. (Ch. 2)* * *Assign groups an advertising technique. Groups must present an advertisement that uses this technique and present it to the class. (Ch. 3)* * *Have students explore comparison shopping. Each group must decide on specific health product and gather necessary information from two brands; price, features, quality, warranty, and safety. Group will then present to class which item they would purchase and their reasoning. (Ch. 3)*   **Technology Activities**   * *Go to health.glencoe.com, to view various discussions and updates to learn more about health topics.* * *Have students use online sources to learn more about Healthy People 2010. Assign each group an objective; who created it, what is its primary focus what are its health indicators, etc. Using their own creativity each group will present to class their findings. (Ch. 1)* * *Write a report that summarizes the influences of laws, policies, and practices of a health related issue; smoking regulations in buildings, policies and practices for fire safety in school, traffic laws, etc. (Ch. 1)* * *Have students use various sources to summarize their findings about the physical symptoms of stress. (Ch. 2)* * *Choose an organization with volunteer opportunities. Research its mission and programs. What characteristics do members of organization possess, and why are they necessary? Have students be creative in their presentation to class. (Ch. 2)* * *Bring in a few labels of a health care product to use as guides. Using internet and other resources have students research more about product and present findings to class. Discuss whether you would continue to use product, why or why not? (Ch. 3)* * *Students can compare and contrast the health care systems in the U.S. and Canada. Identify advantages, disadvantages, or ways to combine the two. Present to class in groups or individually write a summarization. (Ch. 3)* | | | | **Assessment(s)**  **Chapter 1**  **Assessments**  Lesson 1 Review p.9  Lesson 2 Review p.16  Lesson 3 Review p. 21  Chapter 1 Review p.24-25  Chapter 1 Test  **Chapter 2**  **Assessments**  Lesson 1 Review p. 32  Lesson 2 Review p. 36  Lesson 3 Review p. 41  Chapter 2 Review p. 44-45  Chapter 2 Test  **Chapter 3**  **Assessments**  Lesson 1 Review p. 53  Lesson 2 Review p.59  Lesson 3 Review p. 63  Lesson 4 Review p. 67  Chapter 3 Review p. 70-71  Chapter 3 Test | | |
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| **English Language Proficiency Standards**  ***“In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffold) commensurate with the student’s level of English language proficiency.”***  **Chapter 74.4 English Language Proficiency Standards** | | | | **Refer to *English Language Proficiency Standards (ELPS) Implementation Guide*** | | | |