

Health I

Time on Task: 3.5 hours per week

Course Philosophy

Health education teaches the student of the stewardship of his/her own body as the temple of the living God. Developing this knowledge of God, as Creator, is essential in understanding that God holds people responsible for their actions, attitudes, and thoughts.

Course Description

In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate.

<p>Goals and Objectives Texas Essential Knowledge and Skills (TEKS)</p> <p>§115.32. Health 1, Grades 9-10 (One-Half Credit).</p> <p>(a) Introduction.</p> <p>(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.</p> <p>(2) In Health 1, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.</p>	<p>Scope and Sequence</p> <ul style="list-style-type: none">• Physical Health<ul style="list-style-type: none">○ Welcome to the Human Body○ Eleven Systems: One Body○ Nutrition○ Fitness and Exercise○ Infectious Disease○ Noninfectious Disease• Mental Health<ul style="list-style-type: none">○ Stress and Anxiety○ L.I.F.E. Management○ Made in His Image• Social Health<ul style="list-style-type: none">○ Head to Toes○ Risky Business○ What's Your Responsibility?○ Maturity: what's It All About?○ Changing Relationships	<p>Spiritual Goals</p> <p>God's intended purpose for health:</p> <ol style="list-style-type: none">1. To develop a knowledge of God as Creator.2. To develop a desire for spiritual health.3. To recognize that to be truly happy and truly healthy can only be attained through following the laws of God who created them.4. To encourage the student to look at life right now and to make positive lifestyle changes in order to fulfill his expectations set forth by God.5. To draw the student into a more intimate relationship with Jesus.6. To allow students to acknowledge their responsibility for their actions, attitudes, thoughts. <p>Biblical Integration Truth Statements</p> <ol style="list-style-type: none">1. <i>What is prime reality, the really real?</i> God exists and is the ultimate reality.
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<p>(b) Knowledge and skills.</p> <p>(1) Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. <i>The student is expected to:</i></p> <p>(A) relate the nation's health goals and objectives to individual, family, and community health;</p> <p>(B) examine the relationship among body composition, diet, and fitness;</p> <p>(C) explain the relationship between nutrition, quality of life, and disease;</p> <p>(D) describe the causes, symptoms, and treatment of eating disorders;</p> <p>(E) examine issues related to death and grieving;</p> <p>(F) discuss health-related social issues such as organ donation and homelessness;</p> <p>(G) analyze strategies to prevent suicides;</p> <p>(H) examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression; and</p> <p>(I) describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages.</p> <p>(2) Health information. The student is health literate in disease prevention and health promotion throughout the life span. <i>The student is expected to:</i></p> <p>(A) analyze the relationship between health promotion and disease prevention;</p> <p>(B) analyze the influence of laws, policies, and practices on health-related issues including those related to disease</p>	<p>Correlation with TEKS <u>Total Health: Choices for a Winning Lifestyle (2nd ed)</u> Purposeful Design/ACSI Student ISBN 978-1-58331-226-1 Teacher ISBN 0-9646843-1-4</p> <p>Chapters 7, 9, 10</p> <p>Chapters 3, 4</p> <p>Chapter 3</p> <p>Chapter 3</p> <p>Chapter 7 Chapter 12</p> <p>Chapter 7 Chapters 7, 8</p> <p>Chapters 4, 10</p> <p>Chapters 2, 10</p> <p>Chapters 5, 6</p>	<p>(Psalm 90:2, Revelation 22:13)</p> <p>a. God designed, created, and sustains His creation. (Genesis 1:1-31)</p> <p>b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</p> <p>c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</p> <p>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</p> <p>e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</p> <p>2. <i>What is the nature of external reality, that is, the world around us?</i></p> <p>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</p> <p>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</p> <p>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</p> <p>d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1)</p> <p>3. <i>What is a human being?</i></p> <p>a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)</p>
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<p>prevention;</p> <p>(C) identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion; and</p> <p>(D) develop and analyze strategies related to the prevention of communicable and non-communicable diseases.</p> <p>(3) Health information. The student recognizes the importance and significance of the reproductive process as it relates to the health of future generations. <i>The student is expected to:</i></p> <p>(A) explain fetal development from conception through pregnancy and birth;</p> <p>(B) 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;</p> <p>(C) analyze the harmful effects of certain substances on the fetus such as alcohol, tobacco, other drugs, and environmental hazards such as lead; and</p> <p>(D) explain the significance of genetics and its role in fetal development.</p> <p>(4) Health information. The student investigates and evaluates the impact of media and technology on individual, family, community, and world health. <i>The student is expected to:</i></p> <p>(A) analyze the health messages delivered through media and technology; and</p> <p>(B) explain how technology has impacted the health status of individuals, families, communities, and the world.</p> <p>(5) Health information. The student understands how to evaluate health information for appropriateness. <i>The student is expected to:</i></p> <p>(A) develop evaluation criteria for health information;</p> <p>(B) demonstrate ways to utilize criteria to evaluate health information for appropriateness;</p> <p>(C) discuss the legal implications regarding sexual activity as it relates to minor persons; and</p> <p>(D) demonstrate decision-making skills based on health information.</p>	<p>Chapters 2, 10</p> <p>Chapters 2, 5, 6</p> <p>Chapter 2</p> <p>Chapter 2</p> <p>Chapter 13</p> <p>Chapter 2</p> <p>Chapters 3, 5, 6, 7, 9</p> <p>Chapters 3, 5, 6, 7</p> <p>Chapters 1, 2, 5, 6 Chapter 13</p> <p>Chapter 13</p> <p>Chapters 3, 13</p>	<p>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</p> <p>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</p> <p>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</p> <p>e. Sin is rebellion against God's wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p>4. <i>What happens to a person at death?</i></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as</p>
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<p>(6) Health behaviors. The student assesses the relationship between body structure and function and personal health throughout the life span. <i>The student is expected to:</i></p> <p>(A) examine the effects of health behaviors on body systems; (B) relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care; and (C) appraise the significance of body changes occurring during adolescence.</p> <p>(7) Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. <i>The student is expected to:</i></p> <p>(A) analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences; (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; (C) develop strategies for preventing use of tobacco, alcohol, and other addictive substances; (D) analyze the importance of alternatives to drug and substance use; (E) analyze and apply strategies for avoiding violence, gangs, weapons, and drugs; (F) analyze strategies for preventing and responding to deliberate and accidental injuries; (G) analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence; (H) analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases; (I) analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods including the</p>	<p>Chapters 1, 2, 4 Chapters 1, 2, 5, 6 Chapters 1, 2, 3, 4</p> <p>Chapter 13 Chapter 13 Chapter 13 Chapter 13 Chapter 13 Chapter 11 Chapter 11, 13 Chapters 5, 6, 13 Chapters 5, 6, 13</p>	<p>our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p>5. <i>Why is it possible to know anything at all?</i></p> <p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p> <p>b. God’s own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31,</p>
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<p>prevention of Sexually Transmitted Diseases (STDs), keeping in mind the effectiveness of remaining abstinent until marriage;</p> <p>(J) analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape;</p> <p>(K) 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; and</p> <p>(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.</p> <p>(8) Influencing factors. The student analyzes the effect of relationships on health behaviors. <i>The student is expected to:</i></p> <p>(A) evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends; and</p> <p>(B) explain the benefits of positive relationships among community health professionals in promoting a healthy community.</p> <p>(9) Influencing factors. The student differentiates between positive and negative family influences. <i>The student is expected to:</i></p> <p>(A) describe the roles of parents, grandparents, and other family members in promoting a healthy family; and</p> <p>(B) analyze the dynamics of family roles and responsibilities relating to health behavior.</p> <p>(10) Influencing factors. The student evaluates the effect of a variety of environmental factors on community and world health. <i>The student is expected to:</i></p> <p>(A) assess the impact of population and economy on community and world health;</p> <p>(B) analyze the impact of the availability of health services in the community and the world; and</p> <p>(C) describe a variety of community and world environmental</p>	<p>Chapters 11, 13</p> <p>Chapter 13</p> <p>Chapters 5, 6, 13</p> <p>Chapters 7, 8, 9</p> <p>Chapters 7, 8</p> <p>Chapters 7, 8</p> <p>Chapters 3, 8</p> <p>Chapter 12</p> <p>Chapters 10, 12</p> <p>Chapters 10, 12</p>	<p>Psalm 19:1)</p> <ul style="list-style-type: none"> ➤ The Bible is internally consistent and unified in its principles and claims. ➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold. ➤ It is relevant to all the cultures of the world <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p>6. <i>How do we know what is right and wrong?</i></p> <ul style="list-style-type: none"> a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4) b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3) c. As a result of sin, morally, we have become less able to discern
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<p>protection programs.</p> <p>(11) Influencing factors. The student understands how to access school and community health services for people of all ages. <i>The student is expected to:</i></p> <p>(A) research various school and community health services for people of all ages such as vision and hearing screenings and immunization programs; and</p> <p>(B) compare and analyze the cost, availability, and accessibility of health services for people of all ages.</p> <p>(12) Influencing factors. The student understands situations in which people of all ages require professional health services. <i>The student is expected to:</i></p> <p>(A) identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care; and</p> <p>(B) explain how to access health services for people of all ages.</p> <p>(13) Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. <i>The student is expected to:</i></p> <p>(A) demonstrate communication skills in building and maintaining healthy relationships;</p> <p>(B) distinguish between a dating relationship and a marriage;</p> <p>(C) analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage;</p> <p>(D) evaluate the effectiveness of conflict resolution techniques in various situations;</p> <p>(E) demonstrate refusal strategies;</p> <p>(F) explore methods for addressing critical-health issues; and</p> <p>(G) evaluate the dynamics of social groups.</p> <p>(14) Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. <i>The student is expected to:</i></p> <p>(A) demonstrate strategies for communicating needs, wants, and emotions;</p>	<p>Chapters 10, 11</p> <p>Chapters 10, 11</p> <p>Chapters 10, 11</p> <p>Chapters 10, 11</p> <p>Chapters 8, 12, 14</p> <p>Chapters 8, 13</p> <p>Chapters 8, 13</p> <p>Chapters 8, 13</p> <p>Chapters 8, 13</p> <p>Chapters 8, 12, 13</p> <p>Chapters 8, 12, 13</p>	<p>good and evil and less able to know God as He truly is. (Proverbs 1:7)</p> <p>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)</p> <ul style="list-style-type: none"> ➤ He has dictated absolute moral truth to us. ➤ Every truth must conform to Biblical principles. ➤ Every choice must reflect God’s moral truth. ➤ We must promote, defend, and teach these truths to others. <p>7. <i>What is the meaning of human history?</i></p> <p>a. History is a meaningful sequence of events leading to the fulfillment of God’s purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28)</p>
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<p>(B) examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse; and</p> <p>(C) communicate the importance of practicing abstinence.</p> <p>(15) Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:</p> <p>(A) apply communication skills that demonstrate consideration and respect for self, family, and others;</p> <p>(B) demonstrate empathy towards others; and</p> <p>(C) analyze ways to show disapproval of inconsiderate and disrespectful behavior.</p> <p>(16) Personal/interpersonal skills. The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. <i>The student is expected to:</i></p> <p>(A) identify decision-making skills that promote individual, family, and community health;</p> <p>(B) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills;</p> <p>(C) classify forms of communication such as passive, aggressive, or assertive; and</p> <p>(D) associate risk-taking with consequences such as drinking and driving.</p> <p>(17) Personal/interpersonal skills. The student applies strategies for advocating and evaluating outcomes for health issues. <i>The student is expected to:</i></p> <p>(A) research information about a personal health concern;</p> <p>(B) demonstrate knowledge about personal and family health concerns; and</p> <p>(C) develop strategies to evaluate information relating to a variety of critical health issues.</p>	<p>Chapters 11, 13</p> <p>Chapters 13, 14</p> <p>Chapters 8, 9, 12, 14</p> <p>Chapters 8, 12, 13</p> <p>Chapters 8, 9, 12, 13</p> <p>Chapters 3, 12</p> <p>Chapters 12, 13</p> <p>Chapters 12, 13</p> <p>Chapter 13</p> <p>Chapters 1, 2</p> <p>Chapters 1, 2</p> <p>Chapters 1, 2</p> <p>Student Activities Games</p>	<p><i>What should our response be to God?</i> <i>What were we made for?</i></p> <p>We were made to Love – Matthew 22:37, Worship – Romans 12:1, Obey – 2 John 6, and Give Glory – Psalm 96:3.</p>
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