

High School Health (Grades 9-12)
Overview
2019-2020

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.

Definitions

Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Process Standards – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Parent Supports

The following resources provide parents with ideas to support students in physical education understanding.

[Choosing the Best Path](#)

[High School Health TEKS](#)

[CATCHMyBreath](#)

[Parenting and Paternity Awareness \(P.A.P.A.\)](#)

Instructional Model

A health lesson should follow the instructional model below. The lesson should start with the teacher asking students questions or having them participate in a short activity to determine what students know about a topic and allow students to use past knowledge to make connections. The teacher will then teach the students something new information for 10-15 minutes, this is the learning experience. The next 20-30 minutes will include

guided practice. Students will participate in an activity that allows them to experience the new information that was taught and grasp new concepts. The last 2-5 minutes of class will include a closure activity. The teacher will review with the students what they learned and connect today's learning with the next lesson.

Adopted Resources

[Choosing the Best Path](#)

[CATCHMyBreath](#)

[Parenting and Paternity Awareness \(P.A.P.A.\)](#)

Health Process Standards: Health does not have process standards, but we use science process standards that align with the health TEKS. The student uses these standards to acquire and demonstrate health education understanding. The student is expected to:

- ELA9.1A Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes.
- ELA.9A Summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion.

Grading Period 1

Unit 1: A Healthy Foundation

Estimated Date Range: 8/14-8/28

Unit Overview: In this unit, students will understand the definition of health. They will accept that individual choices affect personal health and assume responsibility for their health. Communication skills will be analyzed with regards to health and students will demonstrate the ability to set goals with regards to their health. Students will evaluate health products, services and care for effectiveness and appropriateness in their personal health care.

Big Ideas:

- Personal responsibility is a major influence on an individual's health. The individual choices a person makes directly affects their chances of developing many diseases and cancers.
- Students can become health literate by being open to learning about and understanding basic health information and services to promote his or her wellness.
- Goal setting plays an important role in an individual taking responsibility for their health. Setting personal health goals is an effective way to build self-confidence, increase your self-esteem, and improve your overall health.
- Being a knowledgeable health consumer is important for students because the media (TV, radio, newspapers, magazines, and the internet) is a huge influence on your health choices.

Essential Questions

- How is health affected by individual choices?
- How can a student become health literate?
- Why is it important to set personal health goals?
- How are your health choices influenced?

Concepts within Unit #1	TEKS
Concept #1: Living A Healthy Life	H1.1,H1.1A

Concept #2: Building Health Skills & Character	H1.1, H1.1I, H1.4A, H1.4B, H1.5D
Concept #3: Being a Health- Literate Consumer	H1.1, H1.4A, H1.5D, H1.17C
Unit 2: Physical Activity and Nutrition Estimated Date Range: 8/29-9/10 & 1/27-2/7	
<p>Unit Overview: In this unit, you will identify the benefits of regular physical activity and how it can help you lower the risk of many diseases. You will also identify the elements necessary for proper nutrition and describe how you can make more healthful food choices. Lastly, you will learn how to create your own weight management plan and develop healthy eating habits.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Physical activity benefits all three aspects of Health and lowers the risk of many diseases. Information on food labels can help people make wiser food choices. The human body needs nutrients found in foods to function properly. A weight management plan involves developing healthy eating habits and being physically active throughout life Fad diets and other quick weight-loss strategies carry certain risks and can lead to eating disorders. <p>Essential Questions</p> <ul style="list-style-type: none"> Why do you need physical activity in your life? Why is it important to read a food label? How do you know if you are getting the proper nutrients in your food choices? Why is it important to manage your weight and have a weight management plan? Why are fad diets and quick weight loss plans not healthy for you? 	
Concepts within Unit #2	
Concept #1: Physical Activity for Life	H1.1B, H1.1I
Concept #2: Nutrition and Your Health	H1.1B, H1.1C, H1.1I, H1.5D
Concept #3: Managing Weight and Body Composition	H1.1B, H1.1C, H1.1I
Unit 3: Mental and Emotional Health Estimated Date Range: 9/17 – 9/26 & 2/10-2/21	
<p>Unit Overview: In this unit, student will learn about mental/emotional health. They will analyze Maslow’s Hierarchy of needs and identify those needs essential to human growth and development. Student will define stress, anxiety, depression, mental disorders and suicide. Students will identify their emotions and strategies they can use to deal with them in a healthy way and become resilient individuals.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Good mental/emotional health allows a person to handle a variety of feelings and situations. They are able to make choices that promote health and demonstrate strong values and responsible behavior. There are many factors that affect your mental/emotional health. Knowing the factors that affect your mental/emotional health allows you to be informed to improve your mental/emotional health. A person must first, identify the personal causes of stress in their life and develop refusal skills for avoiding those stressors or situations. Students must develop stress-management techniques to reduce daily anxiety. Students can engage in physical activity and seek support from their friends, family and community. 	

- Stress affects your health physically, emotionally and socially. Prolonged stress can result in stress-related illnesses ranging from sleeplessness to life threatening conditions such as heart disease or stroke.

Essential Questions

- Why do we need good mental/emotional health?
- How can achieve good mental/emotional health?
- How do you manage stress?
- How do you cope with anxiety?
- How does stress affect your health?

Concepts within Unit #3	TEKS
Concept #1: Achieving Good Mental Health	H1.1B, H1.5D
Concept #2: Managing Stress and Anxiety	H1.1H, H1.5D
Concept #3: Mental and Emotional Problems	H1.1H, H1.1D, H1.1E, H1.1G

Unit 4: Promoting Safe and Healthy Relationships

Estimated Date Range: 9/30-10/11 & 2/24-3/6

Unit Overview: In this unit, students will investigate their communication styles and how their style can impact relationships. They will discuss how communication, cooperation, compromise, and conflict resolution skills are needed to build healthy relationships. Students will engage in opportunities to practice and evaluate interactions. Finally, students will observe unhealthy interactions and relationships to identify the characteristics and investigate sources of assistance.

Big Ideas:

- Relationships are the bond between people. Relationships shape our social, mental/emotional and physical health by meeting our needs to be loved, wanted and valued.
- Effective communication skills can improve our relationships, relay our thoughts and needs, and acquire assistance in challenging times.
- Communication develops and builds healthy relationships. Communication allows us to speak and listen to others.
- Family provides the physical health needs of food, clothing and shelter. Family provides the social needs of learning how to get along with others and how to effectively communicate. Family affects your mental/emotional health by providing a sense of security and belonging to its members.
- Peer relationships help shape your personal identity, affect your health and well-being.
- During the teen years, the body releases a lot of different hormones. These hormones cause teens to have many sexual feelings that teens are not able to control. Abstinence teaches teens to be aware of their feels and how to avoid high-risk behaviors such as sexual activity and drug use. Abstinence is the only 100% sure ways of eliminating pregnancy and contracting STDs.
- Our health and safety depends on a continual evaluation of our surroundings, our communications, and with our choice of people to build relationships.

Essential Questions

- Why do we need relationships?
- Why do I need communication skills?
- How do communication skills affect relationships?

- How do family relationships affect your health?
- How do peer relationships affect your health?
- Why do students learn about abstinence?
- • How is your health and safety dependent on your own actions?

Concepts within Unit #4	TEKS
Concept #1: Skills for Healthy Relationships	H1.14A, H1.5D, H1.8A, H1.9A, H1.14A, H1.14C, H1.14D, H1.14E, H1.14G, HI.15A
Concept #2: Family Relationships	H1.14A, H1.8A, H1.9A, H1.10A, H1.10B, H1.14A, H1.15A, H1.18B
Concept #3: Peer Relationships	H1.8A, H1.7G, H1.9A, H1.14A, H1.14B, H1.14C, H1.14D, HI.14E, H1.14G, H1.15A
Concept #4: Violence Prevention	H1.8A, H1.4C, H1.5D, H1.7G, H1.12A, H1.14A, H1.14C, H1.14D, HI.14E, H1.14G, H1.15A, H1.15B, H1.16A, H1.16B, H1.16C

Unit 5: Personal Care and Body Systems

Estimated Date Range: 10/15-10/18-10/11 & 3/16- 3/20

Unit Overview: In this unit, learners will gain an understanding of the various body systems including the structures and functions of each one. They will then learn how to care for their body systems and make good health choices.

Big Ideas:

- A good understanding of body systems is essential in order to assess personal health.
- Understanding structures and functions of body systems leads to informed decisions in regards to health.
- Understanding how outside factors and decisions can affect the different body systems can lead to better decisions about health.

Essential Questions

- What are my main body systems?
- What is the purpose of each system?
- What are the structures in each system?
- What is the function of each system?
- How can I care for each system?
- • What are risky behaviors associated with each system?

Concepts within Unit #5	TEKS
Concept #1: Personal Care and Healthy Behaviors	H1.1, H1.1A, H1.1B, H1.1I, H1.5D, H1.6B, H1.13B, H1.14F
Concept #2: Skeletal, Muscular, and Nervous Systems	H1.1, H1.6A, H1.6B
Concept #3: Cardiovascular and Respiratory Systems	H1.1, H1.6A, H1.6B
Concept #4: Digestive and Urinary Systems	H1.1, H1.6A, H1.6B

Grading Period 2

Unit 6: Growth and Development (Choosing the Best Journey)

Estimated Date Range: 10/21-11/1 & 3/23-4/3

Unit Overview: Learners will evaluate the Choosing the Best Path abstinences curriculum. Abstinences will be defined as the only choice that can prevent pregnancy and the spread of STDs at 100%. Students will explore the male and female reproductive systems. Students will analyze growth and development and discuss the social, emotional and physical changes that occur during adolescence.

Big Ideas:

- Some health choices can have a significant impact on your life. Choosing to remain abstinent relieves you from all the physical and emotional consequences associated with sexual activity.
- Being sexually active, lowers a person’s self-esteem and can lead to depression. Sexual activity can lead to the acquisition of sexually transmitted disease. STDs can affect a person’s physical and emotionally health. Sexual activity can lead to pregnancy. Pregnancy is life changing, and affects a person’s physical, emotional, and social health.
- The male and female reproductive systems are essential to the procreation of life. Males and females must be aware and maintain a clean bill of health in order to reproduce.
- Some adolescents may feel embarrassed by some of the physical changes that have taken place during puberty. Some adolescents may feel intimidated or threatened by their counterparts if they have shown growth in certain areas of the body and their counterparts have not.

- Prenatal care is essential to proper growth and development. It protect the health and wellbeing of the mother and the fetus.

Essential Questions

- Why is abstinence the best preparation for the future?
- How does being sexually activity affect your health?
- Why is it important to know the parts and functions of the male and female reproductive systems?
- How do physical changes affect your mental/emotional and social health?
- How does prenatal care affect growth and development?

Concepts within Unit #6	TEKS
Concept #1: The Endocrine and Reproductive Systems	H1.6A, H1.6B, H1.6C
Concept #2: Prenatal Development and Birth	H1.6A, H1.3A, H1.3B, H1.3C, H1.3D
Concept #3: Adolescence	H1.1H, H1.6A, H1.6B, H1.6C, H1.7C
Concept #4: STDs	H1.8E, H1.6A, H1.6B, H1.7C, H1.8B, H1.8C
Concept #5: Abstinence	H1.8E, H1.6A, H1.7C, H1.8A, H1.8B, H1.8C, H1.8D, H1.8E, H1.8F, H1.9A, H1.14C, H1.14D, H1.14E, H1.15A, H1.15B, H1.15C

Unit 7: Tobacco, Alcohol and Other Drugs

Estimated Date Range: 11/4-11/15 & 4/6-4/21

Unit Overview: Learners will analyze and become aware of the dangers of tobacco use, alcohol, and other drugs. They will learn the harmful effects of tobacco, alcohol and drugs. Student will learn and practice strategies for avoiding these substances and living a drug free life.

Big Ideas:

- Cilia trap and particles and prevent them from entering the respiratory system. The epiglottis prevents food from entering the trachea.
- Reduced exposure to secondhand smoke lessens the risk of health problems caused by this environmental hazard.
- If you take a prescription past its expiration date, the medicine may no longer be effective or it may cause unknown adverse effects.
- Some of the signs and symptoms of alcoholism include: becomes drunk often, drinks alone, stops participating in other activities so that he or she can drink, acts like a different person when drinking alcohol, makes excuses for drinking, promises to quit but does not.

Essential Questions

- How do cilia and the epiglottis protect the respiratory system?
- How have the laws passed to reduce people’s exposure to secondhand smoke had a positive impact on health?
- Why might it b bad to take a medicine after its expiration date has passed?
- Why might you think someone is suffering from alcoholism?

Concepts within Unit #7	TEKS
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Concept #1: Tobacco	H1.7A, H1.14C, H1.7B, H1.7C, H1.7D, H1.7F, H1.7G, H1.12A
Concept #2: Drugs and Alcohol	H1.7A, H1.14C, H1.2G, H1.2H, H1.4A, H1.4C, H1.5D, H1.6A, H1.7B, H1.7C, H1.7D, H1.7E, H1.7F, H1.7G, H1.12A, H1.17E
Unit 8: Diseases and Disorders Estimated Date Range: 11/18-11/22 & 4/22-5/1	
<p>Unit Overview: Learners will learn the difference between communicable and non-communicable diseases. They will analyze and focus on ways to reduce their risk of acquiring communicable and non-communicable diseases.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Communicable diseases are spread by pathogens such as viruses, bacteria and fungi. They are transmitted by direct contact, indirect contact, and through the air. Cilia trap and particles and prevent them from entering the respiratory system. The epiglottis prevents food from entering the trachea. Physical barriers can be used to prevent pathogens from entering the body. Noncommunicable diseases are not spread from person to person. They are acquired by participation in certain behaviors that increase the risk of developing the disease. Many cancers harm the body by spreading all over the body and eating nutrients that healthy body cells would normally consume for energy. Cancer cells form tumors that put pressure on body organs and often create blockage pathways, arteries and veins. <p>Essential Questions</p> <ul style="list-style-type: none"> How are communicable diseases spread? How can you prevent the spread of communicable diseases? How do cilia and the epiglottis protect the respiratory system? How does a person get a noncommunicable disease? How does cancer harm the body? 	
Concepts within Unit #8	
Concept #1: Communicable Diseases	H1.6A, H1.1C, H1.1D, H1.2A, H1.2D, H1.5D
Concept #2: Non-Communicable Diseases	H1.6A, H1.1C, H1.1D H1.2A, H1.2D, H1.5D
Unit 9: Parenting and Paternity Awareness (P.A.P.A.) Estimated Date Range: 12/2-12/13 & 5/4-5/15 Note: Semester Exams and Review 12/16-12/21 & 5/18- 5/28	
<p>Unit Overview: Students will participate in 10 P.A.P.A. Lessons that teach parenting and paternity awareness for students. Students will learn the importance of parenting, what a parent is, the legal benefits of being a legal father, the cost associated with having and raising a child, how child support works and the warning signs of dangerous relationships.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Teen pregnancy affects the lives of their parents by adding the responsibility of taking care of another life. This affects the mother's physical, mental, and social health. Teens often have to re-evaluate their short and long-term goals and make adjustments to their life plans. 	

- Being a legal father requires the parent to be financially responsible for the child.
- Child support is paid by the legal parent that is not the custodial parent. The amount paid is calculated by the court system based on many different factors.
- Signs that a relationship may become violent include one person not feeling as if they can say "NO", feeling pressured to have sex and extreme emotions of possession and jealousy arise.

Essential Questions

- How does teen pregnancy affect the lives of the parents?
- How is being a legal father and a supportive father different?
- Who has to pay child support and how is it determined?
- Why might you suspect a relationship could turn dangerous?

Concepts within Unit #9	TEKS
Concept #1: P.A.P.A - Parenting and Paternity Awareness	H1.9A, H1.5D, H1.6C, H1.7C, H1.10B, H1.14A, H1.14B, H1.14C, H1.14D, H1.14E, H1.14F, H1.14G