

**Middle School Health (7<sup>th</sup> Grade)  
 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](#)

[Middle School Health TEKS](#)

[ASPIRE](#)

[CATCHMyBreath](#)

[4<sup>th</sup> R Healthy Relationships](#)

**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](#)

[ASPIRE](#)

[CATCHMyBreath](#)

[4<sup>th</sup> R Healthy Relationships](#)

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:

- 7.2A Plan and implement comparative and descriptive investigations by making observations, asking well-defined questions and using appropriate equipment and technology.
- 7.2E Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.
- 7.3A In all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student.

**Grading Periods 1 & 3**

**Unit 1: You and Your Health**

Estimated Date Range: 8/14-8/30 & 1/13-1/24

**Unit Overview:** Learners will analyze the three aspects of the health triangle and assess their own physical, emotional and social health. Student will describe risky behaviors and will describe the consequences of engaging in risky behaviors. Student will analyze short and long-term goals that will prepare them for the health choices they will be faced with in their future.

**Big Ideas:**

- Analyzing the three aspects of the health triangle is important because it teaches students to recognize not only their physical health but also their emotional/mental and social side.
- Accessing information, interpersonal communication, self-management, decision-making/goal setting, analyzing influences, and advocacy are health skills that are used to make responsible decisions about one's health because they emphasize direction and organization in a person's life.
- Avoiding an unnecessary risk involves knowing your limits, considering the consequences, paying close attention to details, resisting pressure and staying away from risk takers.
- Short and long-term goals give direction to your behavior and a pattern to your decisions. They allow for development of focus for the future.

**Essential Questions**

- Why is it important for the learner to analyze the three aspects of health?
- How are health skills used to make responsible decisions?
- How do you avoid taking an unnecessary risk?
- How do short term and long-term goals improve health?

Concept #1: Three Aspects of Health	7.1A, 7.4C, 7.7A
Concept #2: Making Responsible Decisions	7.1A, 7.4C, 7.7A, 7.12B, 7.12E, 7.12F, 7.13B
<b>Unit 2: Keeping Your Body Healthy</b> Estimated Date Range: 9/3-9/6 & 1/27-2/7	
<p><b>Unit Overview:</b> Learners will analyze the social, emotional and physical benefits of physical activity. Student will identify health risks and explore the health choices they can make to help reduce their chances of developing many diseases.</p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Physical activity strengthens your lungs, heart, muscles and bones.</li> <li>Preventative health measures reduce your risk of developing preventable diseases such as preventing obesity, diabetes, and heart disease.</li> <li>Media sources such as the internet and television promote unhealthy choices and portray them as being “cool” or what everyone is doing.</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>How does being physical active improve your health?</li> <li>Why should you engage in preventative health measures?</li> <li>How does the media affect healthy choices?</li> </ul>	
<b>Concepts within Unit #2</b>	<b>TEKS</b>
Concept #1: Physical Activity & Fitness	7.1A, 7.4B, 7.4C, 7.13C
Concept #2: Making Responsible Decisions	7.4B, 7.1A, 7.4C, 7.4A, 7.9B, 7.9C, 7.11B, 7.13B
<b>Unit 3: Nutrition</b> Estimated Date Range: 9/24-9/25 & 2/10-2/28	
<p><b>Unit Overview:</b> Learners will analyze the social, emotional and physical benefits of physical activity. Student will identify health risks and explore the health choices they can make to help reduce their chances of developing many diseases. Students will evaluate the six major nutrients of health. Students analyze and discuss the way media sources promote unhealthy choices.</p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>The body needs different nutrients to function properly. When your body gets the nutrients it needs, you feel great. When the body is depilated of the nutrients it needs, your feel tired and irritable.</li> <li>Media sources such as the internet and television promote unhealthy choices and portray them as being “cool” or what everyone is doing.</li> <li>When you eat, your body breaks the food down into smaller parts so that it can use the nutrients in the food for fuel.</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>Why do the foods you eat affect the way you feel?</li> <li>Why should you engage in preventative health measures?</li> <li>How does the media affect healthy choices?</li> <li>How does the process of digestion works?</li> </ul>	
<b>Concepts within Unit #3</b>	<b>TEKS</b>
Concept #1: Nutrition	7.4, 7.1A, 7.4C, 7.9B, 7.9C, 7.13B, 7.13C

<b>Unit 4: CPR &amp; First Aid</b>	
Estimated Date Range: 9/19-9/20 & 3/2-3/6	
<p><b>Unit Overview:</b> Learners will evaluate and become familiar with behaviors and attitudes that can help them prevent injuries and protect their own safety and the safety of others. Students will learn that behaving carefully, whether indoors or outdoors, prevents many accidents and emergencies.</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• There are situations where the environment is unsafe and a victim must be moved. An example would be when a victim is in a car accident and the accident is on the freeway with moving traffic. Another example would be if a person had fallen and they are close to a fire.</li> <li>• If a person is in a safe zone and away from the incident or if the person trying to help interprets and makes a judgement call to the incident.</li> <li>• Depending on the situation, anyone should be able to perform some type of first aid. In situations in which someone needs CPR for example, only someone that is certified to perform CPR should administer it until help arrives.</li> <li>• Knowing the contents of a container tells a medical team the kind of poison swallowed so that appropriate treatment can be provided.</li> </ul>	
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Why would a situation be unsafe and require a victim to be moved?</li> <li>• How would you determine if a situation is safe or not?</li> <li>• Who is allowed to perform first aid?</li> <li>• Why is it important to save the container of the substance responsible for poisoning?</li> </ul>	
Concepts within Unit #44	TEKS
Concept #1: CPR & First Aid	7.5A, 7.4C, 7.6G
<b>Grading Periods 2&amp;4</b>	
<b>Unit 5: Substance Use &amp; Addiction</b>	
Estimated Date Range: 9/23-10/10 & 3/23-4/22	
<p><b>Unit Overview:</b> Learners will analyze and become aware of the dangers of tobacco use, alcohol, and other drugs. Learners will analyze and focus on ways to reduce their risk of acquiring communicable and non-communicable diseases.</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Cilia trap and particles and prevent them from entering the respiratory system. The epiglottis prevents food from entering the trachea.</li> <li>• Reduced exposure to secondhand smoke lessens the risk of health problems caused by this environmental hazard.</li> <li>• If you take a prescription past its expiration date, the medicine may no longer be effective or it may cause unknown adverse effects.</li> <li>• 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.</li> </ul>	

- Pathogens are spread by direct contact with others, indirect contact with others, contact with animals or insects, contaminated food and water, contact with someone else’s blood, and sexual contact.

**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 be bad to take a medicine after its expiration date has passed?
- Why might you think someone is suffering from alcoholism?
- How are pathogens spread?

Concepts within Unit #4	TEKS
Concept #1: Tobacco	7.5B, 7.1A, 7.4B, 7.4C, 7.4H, 7.6H, 7.6I, 7.6J, 7.11A, 7.13B
Concept #2: Drugs and Alcohol	7.5B, 7.1A, 7.1E, 7.1F, 7.2F, 7.4C, 7.4G, 7.7C, 7.5A, 7.6H, 7.6I, 7.6J, 7.6K, 7.6L, 7.6M, 7.9B, 7.11A, 7.11E, 7.13B
Concept #3: Communicable and Non-Communicable Diseases	7.3B, 7.3C, 7.4B, 7.4C, 7.5C

**Unit 6: Healthy Relationships and Decision Making**

Estimated Date Range: 10/21-11/8 & 4/23-5/1

**Unit Overview:** Learners will interpret their own influences on their own mental/emotional and social health. Learners will analyze important health skills to manage stress, improve communication and, and resist negative peer pressure. Learners will analyze and examine situations that may cause conflict and learn to recognize the indications for violence and abuse.

**Big Ideas:**

- Healthy self-esteem is essential to mental and emotional health. A healthy self-esteem means a person possess self-respect, the ability to accept criticism, confidence to try new things and take on challenges, a sense of responsibility, and the ability to see beyond negative events in her or his life.
- Stress can motivate, stimulate, and challenge people to perform to the best of their abilities and reach high goals.
- Both positive and negative peer pressure can influence a teen’s decisions.
- Positive peer pressure can deter conflict when a teen’s peer group shows disapproval of fighting.
- Violence in the media can affect people by those individuals wanting to emulate what they see or hear on the internet, television, radio, and newspapers.

**Essential Questions**

- How is good mental health related to self-esteem?
- How can stress be a positive influence in your life?
- Explain the effects of peer pressure on decision-making?
- How can positive peer pressure be a factor in effective conflict resolution?
- How do you think violence in the media affects people?

Concepts within Unit #5	TEKS
Concept #1: Mental/Emotional and Social Health	7.11E, 7.1A, 7.1C, 7.8B, 7.11A, 7.11B, 7.11F, 7.12C, 7.12D, 7.13B
Concept #2: Conflict and Conflict Resolution	7.6J, 7.6B, 7.6C, 7.8B, 7.11B, 7.11D, 7.12B, 7.12D, 7.13B, 7.14A, 7.14B

**Unit 7: Growth and Development (Chapter 6 and Choosing the Best Path)**

Estimated Date Range: 11/11-12/6 & 5/4-5/22

**Unit Overview:** Learners will evaluate the Choosing the Best Path abstinences curriculum. Abstinences will be defined as the only choose 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 physically 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.
- Adolescence is the stage of life between childhood and adulthood, usually beginning somewhere between the ages of 11 and 15.

**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?
- What age does adolescence occur?

Concepts within Unit #6	TEKS
Concept #1: Mental/Emotional and Social Health	7.6E, 7.2A, 7.2C, 7.3B, 7.4B, 7.4C, 7.4D, 7.6C, 7.6D, 7.6F, 7.8B, 7.11A, 7.11D, 7.12D, 7.13A, 7.13B
Concept #2: Conflict and Conflict Resolution	7.1A, 7.2A, 7.2B, 7.2C, 7.2D, 7.2E, 7.1D