Middle School (7th Grade) Health Overview
2026-2027

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A glossary of curriculum components
- The content area instructional model
- Parent resources for this content area
- Link to PE TEKS

To advance to a particular grading period, click on the link below.

- Grading Period 1& 3
- Grading Period 2 & 4

Health Process Standards: Health education does not have process standards, but we do have TEKS that run across subject areas. The student uses these standards to acquire and demonstrate health education understanding. The student is expected to:

- 7.2 Physical health and hygiene-personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.
- 7.3 Mental health and wellness-social and emotional health - The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships.
- 7.8 Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan.
- 7.12 Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment.
- 7.16 Alcohol, tobacco, and other drugs-short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.
- 7.21 Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault.
- 7.23 Reproductive and sexual health-sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks

Grading Period 1 & 3

Unit 1: You and Your Health

Estimated Date Range: 8/11-26 – 8/19/26 and 1/6/27 – 1/15/27

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. Students 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 unnecessary risks?
- How do short term and long-term goals improve health?

At Home Connections

- Ask your child to tell you about the three components of health.
- Ask your child to draw a health triangle.
- Ask your child to draw a health triangle that depicts their personal health.

Concepts within Unit #1	Success Criteria for this Unit
Concept #1: Three Aspects of Health 7.1, 7.2, 7.8A	I will describe my own personal health triangle and the three aspects of health. I will create my own health triangle and create diagrams for each aspect of health
Concept #2: Making Responsible Decisions 7.2, 7.8A, 7.2C, 7.4D	I will describe strategies that I will use to make responsible decisions about my health. I will create my own personal health triangle

Unit 2: Physical Activity & Fitness

Estimated Date Range: 8/20/26 – 8/26/26 and 1/19/27 - 1/26/27

Unit Overview: Learners will analyze the social, emotional and physical benefits of physical activity. Students 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.

Big Ideas:

- Physical activity strengthens your lungs, heart, muscles and bones.
- Preventative health measures reduce your risk of developing preventable diseases such as preventing obesity, diabetes, and heart disease.
- The body needs different nutrients to function properly. When your body gets the nutrients it needs, you feel great. When the body is depleted of the nutrients it needs, you feel tired and irritable.
- Media sources such as the internet and television promote unhealthy choices and portray them as being "cool" or what everyone is doing.
- When you eat, your body breaks the food down into smaller parts so that it can use the nutrients in the food for fuel.

Essential Questions

- How does being physically active improve your health?
- Why do the foods you eat affect the way you feel?
- Why should you engage in preventative health measures?
- How does the media affect healthy choices?
- How does the process of digestion work?

At Home Connections

- Ask your child to tell you how a physically active lifestyle is beneficial.
- Help your child develop a fitness plan.
- Ask your child to tell you how to evaluate items that you want to buy.

Concepts within Unit #2	Success Criteria for this Unit
Concept #1: Physical Activity 7.2, 7.8, 7.8A, 7.8B, 7.9A, 7.10A, 7.10B	I will describe the three elements of physical activity. I will describe how physical activity affects a person's mental health.

	I will describe how a physically active lifestyle can affect my body composition, flexibility, muscular endurance and muscular strength. I will develop a personal fitness plan to obtain the benefits of physical activity.
Concept #2: Making Responsible Decisions - Fitness Plan 7.2, 7.8A, 7.9, 7.9A, 7.10A	I will describe strategies I will use to evaluate the items I buy. I will explain what a consumer is and strategies for making healthy consumer choices. I will describe the ways companies use advertising and the media to influence the things I buy.

Unit 3: Nutrition

Estimated date range: 8/27/26 - 9/9/26 and 1/27/27 -2/8/27

Unit Overview: Learners will analyze the social, emotional and physical benefits of physical activity. Students 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.

Big Ideas:

- The body needs different nutrients to function properly. When your body gets the nutrients it needs, you feel great. When the body is depleted of the nutrients it needs, your feel tired and irritable.
- Media sources such as the internet and television promote unhealthy choices and portray them as being "cool" or what everyone is doing.
- When you eat, your body breaks the food down into smaller parts so that it can use the nutrients in the food for fuel.

Essential Questions

- Why do the foods you eat affect the way you feel?
- Why should you engage in preventative health measures?
- How does the media affect healthy choices?
- How does the process of digestion work?

At Home Connections

- Ask your child to tell you about the nutrients in food.
- Look at the MYPLATE recommendations with your child.
- Read food labels with your child and ask which foods are healthy.

Concepts within Unit #3	Success Criteria for this Unit
Concept #1: Food & Nutrition 7.7, 7.6D, 7.7A, 7.7B, 7.7D, 7.9B	I will look at a food label to determine which snack is the healthiest and why. I will create my own healthy food snack and describe why I think it is healthy. I will describe how each of the five food groups fit in the "MyPlate" food diagram. Describe the warning signs of bulimia, anorexia, or overeating.
Concept #2: Making Responsible Decisions- Choosing Healthy Foods 7.2, 7.8A, 7.9A, 7.10A	I will describe strategies I will use to evaluate the items I buy. I will explain what a consumer is and strategies for making healthy consumer choices. I will describe the ways companies use advertising and the media to influence the things I buy.

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Unit 4: Substance Use & Addiction Estimated Date Range: 9/10/26 -10/8/26 and 2/9/27 – 3/4/27	
Unit Overview: Learners will analyze and become aware of the dangers of tobacco use, alcohol, and other drugs. **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 be bad to take a medicine after its expiration date has passed? • Why might you think someone is suffering from alcoholism? **At Home Connections** • Ask your child to tell you about the dangers of smoking and vaping • Ask your child to tell you about the dangers of drugs and alcohol. • Ask your child to tell you strategies for avoiding drugs, alcohol and tobacco.	
Concepts within Unit #4	**Success Criteria for this Unit**
Concept #1: Tobacco 7.15, 7.16, 7.15D, 7.16A, 7.16C,7.17, 7.17B, 7.17C,7.18B, 7.18D	I will identify the different cancers caused by tobacco use. I will describe all the chemicals in cigarettes. I will analyze the health risks of using tobacco. I will analyze the health risks of vaping. I will define addiction. I will describe evidence-based strategies for avoiding tobacco use.
Concept #2: Drugs and Alcohol 7.15, 7.16, 7.15A, 7.15B, 7.15D,7.16A, 7.16C, 7.17, 7.17A, 7.17B	I will define a drug. I will describe how alcohol use affects the body systems. I will identify different parts of the nervous system by drawing and labeling it. I will describe the difference between a prescription drug and an over the counter drug.
Concept #3: Making Responsible Decisions-Consequences 7.18, 7.19, 7.15A, 7.16C, 7.17A, 7.17B, 7.18A, 7.18B, 7.18C	I will analyze the consequences of using alcohol, tobacco, and drugs. I will examine physical and social influence on alcohol, tobacco, and other drug use behaviors. I will discuss the role that tobacco, alcohol and drugs play in unsafe situations.

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Grading Period 2 & 4

Unit 5: Safety, CPR and Digital Citizenship

Estimated Date Range: 10/19/26 – 10/26/26 and 3/15/27 – 3/25/27

Unit Overview: 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.

Big Ideas:

- 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.
- 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.
- Depending on the situation, anyone should be able to provide 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.
- Knowing the contents of a container tells a medical team the kind of poison swallowed so that appropriate treatment can be provided.

Essential Questions

- Why would a situation be unsafe and require a victim to be moved?
- How would you determine if a situation is safe or not?
- Who is allowed to perform first aid?
- Why is it important to save the container of the substance responsible for poisoning?

At Home Connections

- Ask your child to discuss basic first aid.
- Ask your child to walk you through the steps of CPR.

Concepts within Unit #5	Success Criteria for this Unit
Concept #1: CPR, First Aid & Stop the Bleed 7.11, 7.2B	I will describe strategies you should take when responding to deliberate and accidental injuries. I will describe basic first aid. I will describe how first aid can be used to save lives. I will describe what type of first aid should be done if someone starts choking. I will describe the purpose of CPR. I will perform CPR correctly on a dummy. I will describe the procedure to stop external bleeding.
Concept #2: Making Responsible Decisions – Digital Citizenship 7.13, 7.12E, 7.13A, 7.13B, 7.13C, 7.13E, 7.14B, 7.14D, 7.14F	I will evaluate strategies for identity protection in digital environments. I will discuss consequences resulting from inappropriate online communication. I will research the current legal consequences of cyberbullying.

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Unit 6: **Mental Health and Relationships**

Estimated Date Range: 10/27/26 – 11/6/26 and 3/29/27 – 4/9/27

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?

At Home Connections

- Ask your child to talk about stress and share causes of stress in their life.
- Ask your child to describe bullying and ways to help.

Concepts within Unit #6	Success Criteria for this Unit
Concept #1: Mental/Emotional and Social Health 7.3, 7.3A, 7.3B, 7.3C, 7.3D, 7.6C, 7.6E	I will identify sources of negative stress at home, at school, at work and with friends. I will identify the causes of stress. I will analyze how stress affects my emotions and how my emotions affect my actions. I will describe how negative stress can cause me to make unhealthy decisions. I will describe one effective strategy for dealing with negative stress
Concept #2: Conflict and Conflict Resolution 7.14, 7.3E, 7.3F, 7.14B, 7.14C,7.14D, 7.14E	I will describe evidence-based strategies for avoiding violence, gangs, weapons, and drugs. I will describe what bullying is and the signs of various forms of bullying. I will describe bullying as inappropriate behavior and ways to help myself or others being bullied.

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Unit 7: Social Health and Violence Prevention Estimated Date Range: 11/9/26 -11/17/26 and 4/12/27 – 5/4/27	
Unit Overview: Learners will identify strategies to develop social health. Learners will analyze and examine situations that may cause conflict and learn to recognize the indications for violence and abuse. Learners will discuss and demonstrate strategies for avoiding violence. Learners will understand the importance of seeking help to maintain personal safety. **Big Ideas:** • Importance of social health and impact on wellness. • Both positive and negative peer pressure can influence a teen's decisions. • Bullying has a serious impact on the victim and the bully. • Violence in the media can affect people by those individuals wanting to emulate what they see or hear • Violence prevention strategies assist with avoiding violence, gangs, weapons and human trafficking. • Violence can come from people you know as well as people that you don't know. • Creating boundaries during dating relationships is necessary to reduce risk of sexual harassment, assault or abuse. **Essential Questions** • How is good social health related to the other aspects of health? • Explain the effects of peer pressure on decision-making? • How can students avoid conflict? • How do you avoid violence? • How does violence affect your community? • How do you set boundaries in a dating relationship? **At Home Connections** • Ask your child to talk about social groups at school and ways to avoid peer pressure. • Ask your child how to avoid violence. • Ask your child about where to go for help if they are worried about a violent relationship?	
Concepts within Unit #6	**Success Criteria for this Unit**
Concept #1: Social Health 7.3, 7.3C, 7.3D, 7.3F, 7.6C, 7.6E	I will list characteristics of a healthy relationship I evaluate what mutual respect looks like. I will explain the importance of good communication. I will discuss the effects of peer pressure.
Concept #2: Conflict Resolution 7.14, 7.3D, 7.3E, 7.3F, 7.14B, 7.14C,7.14D, 7.14E, 7.14F	I will describe positive ways to manage anger. I will analyze how to resolve conflict by peaceful means. I will describe conflict resolution strategies. I will describe ways to help myself and others being bullied.
Concept #3: Safety and Violence Prevention 7.12, 7.14, 7.12A, 7.12C, 7.14a, 714B, 7.14C, 7.14d, 7.14E, 7.14F	I will describe evidence-based strategies for avoiding violence, gangs, weapons, and drugs. I will describe what bullying is and the signs of various forms of bullying. I will analyze methods of violence prevention. I will analyze how to break the cycle of abuse.
Concept #4: Dating Relationships 7.20, 7.21, 7.20A, 7.20B, 7.20C, 7.20D, 7.20E, 7.20F, 7.20G, 7.21A, 7.21B, 7.21C, 7.21D, 7.21E, 7.21F, 7.21G, 7.21H	I will list characteristics of a healthy dating relationship. I will describe ways to communicate personal boundaries. I will define dating violence. I will identify strategies to avoid unsafe dating situations.

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Unit 8: Growth and Development (Choosing the Best Path)

Estimated Date Range: 11/18/26 -12/7/26 and 5/5/27 – 5/14/27

Unit Overview: Learners will evaluate the Choosing the Best Path abstinences curriculum. Abstinence 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 diseases. STDs can affect a person's physical and emotional 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 active 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?

At Home Connections

- Ask your child to tell you about the changes that occur during adolescence.
- Have a conversation with your child about choosing abstinence.
- Answer the questions from "Choosing the Best Path" honestly.

Concepts within Unit #7	Success Criteria for this Unit
Concept #1: Abstinence 7.23, 7.22A, 7.22B, 7.22C, 7.23A	I will describe why abstinence is the only safe choice for preventing pregnancy and STDs. I will describe the consequences of being sexually active. I will list and describe the specific STDs that can be contracted as a result of sexual activity. I will describe the body changes a male and female experience during puberty
Concept #2: Human Development and Sexual Health 7.20, 7.21, 7.20A, 7.20C, 7.20D, 7.20E, 7.20F, 7.20G, 7.21C, 7.21G, 7.23A, 7.23B,7.23I, 7.23J, 7.23K, 7.23N	I will describe the physical, emotional/mental and social changes that occur during adolescence. I will explain the physical changes that occur during adolescence. I will explain the mental changes that occur during adolescence. I will compare and contrast the male and female reproductive system by creating a venn diagram. I will analyze how adolescence affects various body systems including the endocrine system and reproductive system by creating. I will describe the stages of life. I will describe that at least three STDs can be contracted by participating in sexual activity.

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Unit 9: Diseases and Prevention Estimated Date Range: 12/8/25 -12/18/25 and 5/13/26 – 5/22/26	
Unit Overview: Learners will analyze and focus on ways to reduce their risk of acquiring communicable and non-communicable diseases. **Big Ideas:** • 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. • Identifying a disease as communicable or non-communicable assists students understand prevention and treatment. **Essential Questions** • How are pathogens spread? • What is a non-communicable disease? • What are some lifestyle choices that could contribute to getting a disease? • What is a communicable disease? • What are the parts of the immune system? **At Home Connections** • Ask your child to describe safety practices to prevent the spread of communicable diseases. • Help your child practice safety measures to prevent the spread of disease.	
Concepts within Unit #8	**Success Criteria for this Unit**
Concept #1: Communicable and Non-communicable Diseases 7.10, 7.2, 7.10A, 7.10B, 7.23C, 7.23D	I will describe how germs spread. I will describe ways to prevent the spread of germs. I will describe communicable diseases and non-communicable diseases. I will describe how a person can get a communicable disease and non-communicable diseases. I will describe the function of the immune system.
Concept #3: Making Responsible Decisions-Disease Prevention 7.2, 7.10B, 7.2A, 7.2C, 7.2D, 7.10A, 7.10B	I will identify prevention measures for diseases. I will identify refusal skills. I will practice avoiding the risks of catching a disease

Health Education

Glossary of Curriculum Components

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.
Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.
Concept – A subtopic of the main topic of the unit
Success Criteria – a description of what it looks like to be successful in this concept

Parent Resources

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

Resource	How it supports parents and students
Choosing the Best Path	Abstinence program that focuses on building strong relationships
CATCHMyBreath	Tobacco Education program
4th R Healthy Relationships	Understanding the legal and financial side of parenting
ASPIRE	Tobacco Education program
Project Alert	Alcohol and Drugs Program

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 some 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 todays learning with the next lesson.