High School (Grades 9-12) 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
- Grading Period 2

Health Process Standards: Physical 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 physical education understanding. The student is expected to:

- H1.1 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.
- H1.2 Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships.
- H1.8 Healthy eating and physical activity--risk and protective factors. The student analyzes and applies risk and protective factors related to healthy eating and physical activity.
- H1.10. 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.
- H1.14 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.
- H1.18 Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships.
- H1.21 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

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Health Education

Grading Period 1 & 3

Unit 1: A Healthy Foundation and Disease Prevention

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

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?

At Home Connections

- Ask your teen to talk about the different components of health.
- Talk to your teen about wellness.
- Have a conversation about the importance of refusal skills throughout life.

Concepts within Unit #1	Success Criteria for this Unit
Concept #1: Living A Healthy Life H1.1, H1.1A, H1.1B, H1.1C	I will describe effective strategies for enhancing and maintaining personal health. I will define health. I will describe the importance of maintaining good health. I will describe what good health means to me. I will describe how relationships affect health. I will describe how might maintaining my wellness helps me reach my goals.
Concept #2: Building Health Skills for Prevention H1.1, H1.1A, H1.1B, H1.1C	I will describe effective refusal skills I can use when faced with situations that could negatively affect my health. I will practice refusal skills through role play. I will describe effective communication skills that I will use when asking for help or communicating a need. I will practice communication skills through role play.
Concept #3: Being a Health- Literate Consumer H1.1, H1.1A, H1.1B, H1.1C	I will analyze strategies for being a healthy consumer I will identify harmful chemicals often hidden in products. I will analyze products to see what harmful chemicals are present.

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Unit 2: Physical Activity and Nutrition Estimated Date Range: 8/20/26 – 9/2/26 and 1/19/27 -1/29/27	
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. **Big Ideas:** • 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. **Essential Questions** • 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? **At Home Connections** • Talk to your teen about why it is important to lead a physically active life. • Read food labels with your child and talk about which foods are better for you. • Ask your teen to plan and prepare a meal with you.	
Concepts within Unit #2	**Success Criteria for this Unit**
Concept #1: Physical Activity for Life H1.7, H1.7A, H1.7B, H1.8B	I will describe the benefits of living a physically active life. I will describe the national fitness standards and objectives for a person my age. I will compare my current physical fitness level to national standards and objectives.
Concept #2: Nutrition and Your Health H1.6, H1.6A, H1.6B, H1.6C, H1.7A, H1.7B, H1.8A, H1.8B	I will describe the benefits of the different nutrients in certain foods. I will describe how eating a diet high in fat affects how you feel and your body composition. Identify and describe the six major nutrients. Evaluate food labels and determine which is the most nutrient rich snack you eat
Concept #3: Managing Weight and Body Composition H1.7, H1.8, H1.6A, H1.6B, H1.6C, H1.7A, H1.7B, H1.8A, H1.8B	I will describe the health consequences of eating disorders. I will describe diseases that are associated with a diet high in fat and sugar. I will describe the risks of different fad diets.

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Unit 3: Mental and Emotional Health Estimated Date Range: 9/8/25 – 9/15/25 and 2/1/27 – 2/9/27	
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. **Big Ideas:** • 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 threating 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? **At Home Connections** • Have an open discussion about mental health. • Ask your teen if they understand stress. • Help your teen talk about their stress and explore solutions.	
Concepts within Unit #3	**Success Criteria for this Unit**
Concept #1: Achieving Good Mental Health H1.2, H1.2A, H1.2B, H1.3, H1.4A, H1.5A, H1.5B	I will describe what mental health is and what it looks likes to have good mental health. I will describe how mental health and physical health directly affect each other and are affected by each other. I will define stress.
Concept #2: Managing Stress and Anxiety H1.2, H1.2A, H1.2B, H1.4A, H1.5A, H1.5B	I will define anxiety and depression. I will identify the stressors that affect my life daily. I will examine the causes and effects of stress.
Concept #3: Mental and Emotional Problems H1.5, H1.2A, H1.2B, H1.4A, H1.5A, H1.5B	I will define stress. I will identify stressors that affect me each day. I will define and describe anxiety and depression. I will define suicide.

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Unit 4: Tobacco, Alcohol and Other Drugs

Estimated Date Range: 9/16/26 – 10/8/26 and 2/17/27 – 3/4/27

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

At Home Connections

- Talk to your teen about the dangers of smoking and vaping.
- Talk to your teen about the dangers of alcohol use.
- Talk to your teen about the dangers of a variety of drugs including prescription and over the counter drugs.

Concepts within Unit #4	Success Criteria for this Unit
Concept #1: Tobacco H1.13, H1.14, H1.15, H1.16, H1.17, H1.13A, H1.13B, H1.13C, H1.14A, H1.14B, H1.15A, H1.15B, H1.15C, H1.16A, H1.16B, H1.16C, H1.17A, H1.17B	I will describe the physical, mental, social, and legal consequences of tobacco use. I will describe how tobacco use affects the respiratory system and other body systems. I will describe unsafe situations tobacco use could lead to.
Concept #2: Drugs and Alcohol H1.13, H1.14, H1.15, H1.16, H1.17, H1.13A, H1.13B, H1.13C, H1.14A, H1.14B, H1.15A, H1.15B, H1.15C, H1.16A, H1.16B, H1.16C, H1.17A, H1.17B	I will describe the physical, mental, social, and legal consequences of drug use. I will describe how drug use effects the nervous system and other body systems. I will describe unsafe situations alcohol and drug use could lead to. I will demonstrate strategies for avoiding and preventing drug use.

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Health Education

Grading Period 2 & 4

Unit 5: Safety and CPR

Estimated Date Range: 10/26/26 -10/30/26 and 3/22/27– 3/30/27

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. Students will learn CPR, first aid and Stop the Bleed procedures.

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.
- According to state law, students will be instructed in hand-only CPR and demonstrate competency of the skills.
- Students will learn Stop the Bleed procedures in the event of traumatic bleeding.
- Knowing basic first aid will be helpful in many possible life situations with family and friends.

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.
- Ask your child to describe the procedure to stop severe bleeding.

Concepts within the Unit	TEKS
Concept #1: Safety, CPR and Stop the Bleed H1.9, H1.10	I will describe the procedure for CPR. I will demonstrate hands-only CPR on a mannequin. I will discuss proper first-aid procedures. I will discuss preventive actions for safety in many situations. I will understand how my own actions can impact safety.

Health Education

Unit 6: Healthy Relationships and Violence Prevention

Estimated Date Range: 11/2/26 – 11/13/26 and 3/31/27-4/16/27

Unit Overview: In this unit, students will investigate different forms of violence and how communication can impact relationships. They will investigate current concerns in safety such as bullying, cyber bullying, gang violence, sexual harassment, sexual abuse, dating violence, and human trafficking. 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:

- With social media and digital platforms, appropriate online communication is important to avoid risk.
- 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.
- 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 jealously arise.
- Analyzing strategies for staying safe can assist teens with preparing for unsafe situations before they arise.
- Our health and safety depend 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?
- How do communication skills affect relationships?
- How do family relationships affect your health?
- How do peer relationships affect your health?
- How is your health and safety dependent on your own actions?
- What are some actions you can take to avoid unsafe situations?

At Home Connections

- Talk to your teen openly about peer relationships.
- Discuss what a healthy peer relationship should be like.
- Discuss some commonsense ways to stay safe in several different environments.

Concepts within Unit #6	Success Criteria for this Unit
Concept #1: Violence and Bullying Prevention H1.10, H1.11, H1.12, H1.10A, H1.10B, H1.11A, H1.11B, H1.12A, H1.12B, HI.12C	I will describe healthy communication skills for asking for help or expressing a need or opinion. I will describe strategies for keeping yourself safe from violence at home, school, and the community. I will describe ways to develop safety habits to maintain their safety. I will explain the impact of interpersonal violence I will describe how to be safe in online environments.
Concept #2: Healthy Relationships and Dating H1.18, H1.2A, H1.2B, H1.18A, H1.18B, H1.18C	I will describe types of peer relationships I will identify ways to strengthen family relationships. I will describe the characteristics of healthy relationships. I will explain how friendships provide a foundation for a healthy dating relationship.
Concept #3: Setting Limits and Boundaries H1.19, H1.19A, H1.19B, H1.19C, H1.19D, H1.19E, H1.19F, HI.19G, H1.19H	I will describe the characteristic of a healthy peer relationship. I will describe what a healthy relationship looks and sounds like. I will explain how to set and respect personal boundaries. I will describe the characteristics of sex trafficking. I will analyze strategies for preventing physical, sexual, and emotional abuse.

Health Education

Unit 7: Sexual Health and Disease Prevention

Estimated Date Range: 11/19/26 -12/4/26 and 4/19/27 -5/7/27

Unit Overview: Learners will evaluate the Choosing the Best Journey 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 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.
- 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.
- Prenatal care is essential to proper growth and development. It protects 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?

At Home Connections

- Discuss adolescence with your teen.
- Review information that your teen learned in class about adolescence.
- Answer questions from Choosing the Best Journey assignment honestly.

Concepts within Unit #7	Success Criteria for this Unit
Concept #1: Anatomy and Reproduction H1.20, H1.20A, H1.21A	I will describe how the male and female reproductive system changes during adolescence. I will analyze the process of fertilization and fetal development.
Concept #2: Risk H1.21, H1.20A, H1.21B, H1.21C, H1.21D, H1.21E, H1.21F, H1.21G, H1.21H, H1.21I, H1.21J	I will understand that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. I will identify the importance of telling a trusted adult about pregnancy concerns. I will identify STD's and modes of transmission.
Concept #3: Abstinence H1.18 H1.21, H1.18A, H1.18B, H1.18C, H1.19A, H1.19B, H1.19C, H1.19D, H1.19E, H1.19F, H1.19G, H1.19H, H1.20A H1.21A H1.21B, H1.21C, H1.21D, H1.21E, H1.21F, H1.21G, H1.21H, H1.21I, H1.21J	I will describe strategies for managing stress and coping with anxiety and depression. I will describe body changes during adolescences. I will describe the relationship between substance abuse and HIV during adolescence.

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Unit 8: Parenting and Paternity Awareness (P.A.P.A)

Estimated Date Range: 12/7/26 – 12/13/26 and 5/10/27 – 5/20/27

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.

Big Ideas:

- 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 jealously 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?

At Home Connections

- Talk to your teen about what it means to be a parent. Include the emotional aspect, financial aspect, etc.

Concepts within Unit #8	Success Criteria for this Unit
Concept #1: P.A.P.A - Parenting and Paternity Awareness H1.21, H1.18A, H1.18B, H1.18C, H1.19A, H1.19B, H1.19C, H1.19D, H1.19E, H1.19F, H1.19G, H1.19H, H1.20A H1.21A H1.21B, H1.21C, H1.21D, H1.21E, H1.21F, H1.21G, H1.21H, H1.21I, H1.21J	I will describe refusal skills to help me avoid unsafe situations. I will describe how various relationships effect my physical and emotional health I will describe the role of parents, grandparents, and other family members in promoting a healthy family

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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 physical education understanding.

Resource	How it supports parents and students
Choosing the Best Journey	Abstinence program that focuses on building strong relationships
CATCHMyBreath	Tobacco Education program
Parenting and Paternity Awareness (P.A.P.A.)	Understanding the legal and financial side of parenting
LifeSkills	Alcohol Education 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.