

# Health Education, Grades 6, 7, 8

**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. 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><b>Goals and Objectives</b>  <b>Texas Essential Knowledge and Skills (TEKS)</b></p> <p><b>§115.23. Health Education, Grade 7-8.</b>  <b>(a) Introduction.</b></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 middle school, students learn about health behaviors that will safeguard their health as well as information related to understanding puberty and the reproductive process. Students are taught about factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Middle school students</p>	<p><b>Scope and Sequence</b>  <b>Unit 1 Physical Health</b>  <b>The Power of Choice</b></p> <ul style="list-style-type: none"> <li>• Facing a Choice</li> <li>• Choosing to Change</li> <li>• Exploring Design and Purpose</li> </ul> <p><b>Human Biology</b></p> <ul style="list-style-type: none"> <li>• Exploring Biology and Health</li> <li>• Exploring the Body</li> <li>• Exploring the Body's Systems</li> </ul> <p><b>Nutrition: Entering the Food Zone</b></p> <ul style="list-style-type: none"> <li>• The Great Pizza Potential: A Balanced Diet</li> <li>• Food Zone 101: Good Health from Good Choices</li> <li>• What's the Buzz on</li> </ul>	<p><b>Spiritual Goals</b>  <b>God's intended purpose for health:</b></p> <ol style="list-style-type: none"> <li>1. To develop a knowledge of God as Creator.</li> <li>2. To develop a desire for spiritual health.</li> <li>3. To recognize that to be truly happy and truly healthy can only be attained through following the laws of God who created them.</li> <li>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.</li> <li>5. To draw the student into a more intimate relationship with Jesus.</li> <li>6. To allow students to acknowledge their responsibility for their actions, attitudes, thoughts.</li> </ol>
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<p>learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community.</p>	<p>Dieting?</p> <p><b>Fitness and Exercise</b></p> <ul style="list-style-type: none"> <li>• Feeling the Benefits of Exercise</li> <li>• Knowing Your Fitness Condition</li> <li>• Increasing Your Activity Level</li> <li>• Comparing Yourself with Yourself</li> <li>• Staying Strong and Motivated</li> </ul> <p><b>The Body Under Attack</b></p> <ul style="list-style-type: none"> <li>• Infectious Diseases</li> <li>• Sexually Transmitted Diseases</li> <li>• Noninfectious Diseases</li> </ul> <p><b>Unit 2: Mental Health</b></p> <p><b>“Who Am I?”</b></p> <ul style="list-style-type: none"> <li>• Change Is Normal</li> <li>• “Why All These Changes?”</li> <li>• Your Character Counts</li> </ul> <p><b>Let’s Talk About “Success”</b></p> <ul style="list-style-type: none"> <li>• Success: What Does It Mean to You?</li> <li>• The Seven Steps to Success</li> <li>• Rebounding from Mistakes</li> </ul> <p><b>Unit 3 Social Health</b></p> <p><b>Building Strong Friendships</b></p> <ul style="list-style-type: none"> <li>• The Value of Friendships</li> <li>• Communication Skills</li> <li>• Guy/Girl Friendships</li> <li>• How to Life Others Up</li> </ul>	<p><b>Biblical Integration Truth Statements</b></p> <p>1. <i>What is prime reality, the really real?</i></p> <p>God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <ol style="list-style-type: none"> <li>God designed, created, and sustains His creation. (Genesis 1:1-31)</li> <li>God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</li> <li>God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</li> <li>God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</li> <li>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)</li> </ol> <p>2. <i>What is the nature of external reality, that is, the world around us?</i></p> <ol style="list-style-type: none"> <li>God is the source of everything and created the universe out of nothing. (Genesis 1:1)</li> <li>The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</li> <li>God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</li> <li>The universe reflects His glory.</li> </ol>
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	<p>in a Put-Down Culture</p> <ul style="list-style-type: none"> <li>• Learning to Forgive</li> </ul> <p><b>The 7 Habits of Highly Popular Teens</b></p> <ul style="list-style-type: none"> <li>• The Popularity Predicament</li> <li>• What’s the Buzz on Skin Care:</li> <li>• Choose the Hairstyle That’s Best for You</li> <li>• Let’s See Those Hands and Nails</li> <li>• Have You Seen Your Dentist Lately?</li> <li>• Protecting Your Eyes and Ears</li> <li>• How Do You Stand?</li> </ul> <p><b>Living the Supernatural High</b></p> <ul style="list-style-type: none"> <li>• Why Some Christian Teens Abuse Substances</li> <li>• Alcohol: A Depressing Story</li> <li>• Drugs: A Substitute for the Real Thing</li> <li>• Tobacco: A Deadly Habit</li> <li>• Jesus: The Supernatural High</li> </ul> <p><b>Unit 4 Spiritual Health</b></p> <p><b>“Tell Me Why...”: Teens &amp; Their Questions</b></p> <ul style="list-style-type: none"> <li>• Building Your Bridge to Maturity</li> <li>• Developing the Leader Within You</li> <li>• Coming Closer to God</li> <li>• Talking with Your</li> </ul>	<p>(Psalm 8:1, Psalm 19:1)</p> <p><b>3. <i>What is a human being?</i></b></p> <ol style="list-style-type: none"> <li>God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)</li> <li>Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</li> <li>Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</li> <li>All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</li> <li>Sin is rebellion against God’s wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</li> <li>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)</li> <li>Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</li> </ol> <p><b>4. <i>What happens to a person at death?</i></b></p> <ol style="list-style-type: none"> <li>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)</li> </ol>
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<p>(b) <b>Knowledge and skills.</b></p> <p>(1) <b>Health information.</b> The student comprehends ways to enhance and maintain personal health throughout the life span. <i>The student is expected to:</i></p> <p>(A) analyze the interrelationships of physical, mental, and social health;</p> <p>(B) identify and describe types of eating disorders such as bulimia, anorexia, or overeating;</p> <p>(C) identify and describe lifetime strategies for prevention and early identification of disorders such as depression and anxiety that may lead to long-term disability; and</p> <p>(D) describe the life cycle of human beings including birth, dying, and death.</p> <p>(2) <b>Health information.</b> The student recognizes ways that body structure and function relate to personal health throughout the life span. <i>The student is expected to:</i></p>	<p>Parents</p> <p><b>Me, Myself, and God</b></p> <ul style="list-style-type: none"> <li>• What’s Your View of God?</li> <li>• What Kind of Relationship Do You Have with God?</li> <li>• What Are You Allowing to Influence Your Life?</li> <li>• Will You Count the Cost of Being a Christian?</li> <li>• What Does Your future Hold?</li> </ul> <p><b>Correlation with TEKS</b></p> <p><b><u>Total Health: Talking About Life’s Changes</u></b></p> <p>RiversEdge Publishing Company Student ISBN _____ Teacher ISBN _____ 0-9646843-8-1</p> <p>Chapter 1</p> <p>Chapter 3</p> <p>Chapters 6, 7</p> <p>Chapter 2</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 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><b>5. <i>Why is it possible to know anything at all?</i></b></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</p>
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<p>(A) explain how differences in growth patterns among adolescents such as onset of puberty may affect personal health;</p> <p>(B) describe the influence of the endocrine system on growth and development;</p> <p>(C) compare and contrast changes in males and females;</p> <p>(D) describe physiological and emotional changes that occur during pregnancy; and</p> <p>(E) examine physical and emotional development during adolescence.</p> <p><b>(3) Health information.</b> The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. <i>The student is expected to:</i></p> <p>(A) explain the role of preventive health measures, immunizations, and treatment in disease prevention such as wellness exams and dental check-ups;</p> <p>(B) analyze risks for contracting specific diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors;</p> <p>(C) distinguish risk factors associated with communicable and noncommunicable diseases; and</p> <p>(D) summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases.</p> <p><b>(4) Health information.</b> The student knows how to research, access, analyze, and use health information. <i>The student is expected to:</i></p> <p>(A) use critical thinking to analyze and use health information such as interpreting media messages;</p> <p>(B) develop evaluation criteria for health information;</p> <p>(C) demonstrate ways to use health information to help self and others; and</p> <p>(D) discuss the legal implications regarding sexual activity as it relates to minor persons.</p> <p><b>(5) Health behaviors.</b> The student engages in behaviors that reduce health risks throughout the life span. <i>The student is expected to:</i></p> <p>(A) analyze and demonstrate strategies for preventing and</p>	<p>Chapters 2, 6, 9</p> <p>Chapter 2</p> <p>Chapters 2, 6 ?</p> <p>Chapters 6, 8, 9</p> <p>Chapters 3, 4, 5, 9</p> <p>Chapters 2, 5</p> <p>Chapter 5</p> <p>Chapter 5</p> <p>Chapters 6, 7</p> <p>Chapter 7</p> <p>Chapters 6, 7</p> <p>Chapters 5, 8</p> <p>Chapters 5, 7, 10</p>	<p>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, Psalm 19:1)</p> <ul style="list-style-type: none"> <li>➤ The Bible is internally consistent and unified in its principles and claims.</li> <li>➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold.</li> <li>➤ It is relevant to all the cultures of the world</li> </ul> <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><b>6. How do we know what is right and wrong?</b></p> <p>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</p> <p>b. There is an absolute standard by which all moral judgments are</p>
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<p>responding to deliberate and accidental injuries;</p> <p>(B) describe the dangers associated with a variety of weapons;</p> <p>(C) identify strategies for prevention and intervention of emotional, physical, and sexual abuse;</p> <p>(D) identify information relating to abstinence;</p> <p>(E) 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;</p> <p>(F) 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>(G) demonstrate basic first-aid procedures including Cardiopulmonary Resuscitation (CPR) and the choking rescue;</p> <p>(H) explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs and other substances;</p> <p>(I) relate medicine and other drug use to communicable disease, prenatal health, health problems in later life, and other adverse consequences;</p> <p>(J) identify ways to prevent the use of tobacco, alcohol, and other drugs such as alternative activities;</p> <p>(K) apply strategies for avoiding violence, gangs, weapons and drugs; and</p> <p>(L) explain the importance of complying with rules prohibiting possession of drugs and weapons.</p> <p><b>(6) Influencing factors.</b> The student understands how physical and social environmental factors can influence individual and community health throughout the life span. <i>The student is expected to:</i></p> <p>(A) relate physical and social environmental factors to individual and community health such as climate and gangs; and</p> <p>(B) describe the application of strategies for controlling the environment such as emission control, water quality, and waste management.</p>	<p>Chapter 10 ?</p> <p>Chapters 5, 10 Chapter 5</p> <p>Chapter 5</p> <p>Chapter 2</p> <p>Chapter 10</p> <p>Chapters 5, 10</p> <p>Chapter 10</p> <p>Chapter 10</p> <p>Chapter 10</p> <p>Chapter 8</p> <p>Teacher-generated Lesson</p>	<p>measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</p> <p>c. As a result of sin, morally, we have become less able to discern 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"> <li>➤ He has dictated absolute moral truth to us.</li> <li>➤ Every truth must conform to Biblical principles.</li> <li>➤ Every choice must reflect God’s moral truth.</li> <li>➤ We must promote, defend, and teach these truths to others.</li> </ul> <p>7. <b><i>What is the meaning of human history?</i></b></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</p>
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<p><b>(7) Influencing factors.</b> The student investigates positive and negative relationships that influence individual, family, and community health.  <i>The student is expected to:</i></p> <p>(A) analyze positive and negative relationships that influence individual and community health such as families, peers, and role models; and</p> <p>(B) develop strategies for monitoring positive and negative relationships that influence health.</p> <p><b>(8) Influencing factors.</b> The student researches ways in which media and technology influence individual and community health throughout the life span.  <i>The student is expected to:</i></p> <p>(A) explain the role of media and technology in influencing individuals and community health such as watching television or reading a newspaper and billboard; and</p> <p>(B) explain how programmers develop media to influence buying decisions.</p> <p><b>(9) Influencing factors.</b> The student understands how social factors impact personal, family, community, and world health.  <i>The student is expected to:</i></p> <p>(A) describe personal health behaviors and knowledge unique to different generations and populations; and</p> <p>(B) describe characteristics that contribute to family health.</p> <p><b>(10) Personal/interpersonal skills.</b> The student recognizes and uses communication skills in building and maintaining healthy relationships.  <i>The student is expected to:</i></p> <p>(A) differentiate between positive and negative peer pressure;</p> <p>(B) describe the application of effective coping skills;</p> <p>(C) distinguish between effective and ineffective listening such as paying attention to the speaker versus not making eye-contact;</p> <p>(D) summarize and relate conflict resolution/mediation skills to personal situations; and</p> <p>(E) appraise the importance of social groups.</p> <p><b>(11) Personal/interpersonal skills.</b> The student understands, analyzes, and applies healthy ways to communicate</p>	<p>Chapters 6, 7, 11, 12</p> <p>Chapters 6, 7, 8, 11</p> <p>Chapters 7, 8, 11, 12</p> <p>Chapters 7, 11</p> <p>Chapters 7, 8, 11</p> <p>Chapter 11</p> <p>Chapters 8, 11</p> <p>Chapters 7, 8, 11</p> <p>Chapters 7, 8</p> <p>Chapter 8</p> <p>Chapter 8</p>	<p>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> <p><b><i>What should our response be to God?</i></b>  <b><i>What were we made for?</i></b></p> <p><b>We were made to</b>  <b>Love</b> – Matthew 22:37,  <b>Worship</b> – Romans 12:1,  <b>Obey</b> – 2 John 6, and  <b>Give Glory</b> – Psalm 96:3.</p>
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<p>consideration and respect for self, family, friends, and others.  <i>The student is expected to:</i></p> <ul style="list-style-type: none"> <li>(A) describe techniques for responding to criticism;</li> <li>(B) demonstrate strategies for coping with problems and stress;</li> <li>(C) describe strategies to show respect for individual differences including age differences;</li> <li>(D) describe methods of communicating emotions;</li> <li>(E) describe the effect of stress on personal and family health; and</li> <li>(F) describe the relationships between emotions and stress.</li> </ul> <p><b>(12) Personal/interpersonal skills.</b> The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions.  <i>The student is expected to:</i></p> <ul style="list-style-type: none"> <li>(A) interpret critical issues related to solving health problems;</li> <li>(B) relate practices and steps necessary for making health decisions;</li> <li>(C) appraise the risks and benefits of decision-making about personal health;</li> <li>(D) predict the consequences of refusal skills in various situations;</li> <li>(E) examine the effects of peer pressure on decision making;</li> <li>(F) develop strategies for setting long-term personal and vocational goals; and</li> <li>(G) demonstrate time-management skills.</li> </ul>	<p>Chapters 7, 8  Chapters 7, 8, 11, 12</p> <p>Chapter 11</p> <p>Chapters 8, 11, 12  Chapters 7, 8</p> <p>Chapters 7, 8</p> <p>Chapters 1, 2, 5  Chapters 7, 8, 11, 12</p> <p>Chapters 7, 8, 11, 12</p> <p>Chapters 7, 8, 11, 12</p> <p>Chapters 8, 11, 12  Chapters 8, 11, 12</p> <p>Chapter 7</p> <p><b>Student Activities</b>  Games  Books  Role Play  Projects  Journal</p> <p><b>Teaching Strategies</b>  Oral Instruction</p>	
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