

First Grade Health Education 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.

[Health TEKS](#)

[USDA Team Nutrition.](#)

Instructional Model

Elementary Health lessons should be taught in a classroom setting once a week. Elementary Health lessons are 20 minutes long. There is a lesson plans exemplar for each unit. 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 5-7 minutes, this is the learning experience. The next 10-15 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 2-3 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

[MyPlate](#)

Physical Education 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:

- 1.1 The student understands that personal health decisions and behaviors affect health throughout the life span.
- 1.2 The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span.
- 1.3 The student demonstrates basic critical-thinking, decision-making, goal setting, and problem-solving skills for making health-promoting decisions.
- 1.8 The student understands factors that influence the health of an individual.
- 1.9 The student knows healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others.
- 1.10 The student comprehends the skills necessary for building and maintaining healthy relationships.

Grading Period 1

Unit 1: Healthy Relationships & Conflict Resolution

Estimated Date Range: 8/14-9/18

Estimated Time Frame: 5 Weeks

Unit Overview: In this unit, students will learn the importance of healthy relationships through social skills, friendship acquisition, communication, and conflict resolution. Learners will be able to explain the need for self-control and what that looks like in a classroom. Students will be able to describe the qualities of a good friend, as well as differentiate between tattling and telling to adults and small problems that can be handled quickly and big problems that need an adult to solve. Students will understand how unkind words and behaviors have lasting impact on others.

Big Ideas:

- Self-control is the ability to stop and think before acting. By employing self-control, you are more likely to use problem-solving skills in order to make better choices. Using self-control around others communicates respect by showing others you value their thoughts, ideas, and feelings.
- Understanding the qualities of friendship as well as each person's role in developing and maintaining the friendship ensures that the relationship is healthy and beneficial for all students involved. When a student knows the characteristics to look for in a good friend, they can develop the same qualities in themselves to benefit friendships.

- Tattling can be described as one person telling the harmless, accidental actions of another person in order to get them in trouble. Telling, or reporting, can be described as one person telling about the purposeful or dangerous actions of another in order to protect themselves or others from harm. Understanding the difference is essential in knowing when to get help.
- Small problems can be solved through cooperative problem-solving and do not require adult intervention. Big problems often need adult intervention because someone is hurt either physically or emotionally.
- Whether done on purpose or an mistake that hurt another person's feelings, unkind behavior is damaging to friendships. Unkind behavior can be obvious and aggressive or unintentional and accidental, but when students learn to identify types of unkind behavior and how they negatively affect peers, they are better able to own their behavior, improve unkind actions, and fix friendships.

Essential Questions

- Why is it important to use self-control and how does this show respect to others?
- Why is it important for students to identify the qualities of a good friend?
- How do you differentiate between tattling and telling? When is it appropriate to report to a trusted adult?
- How do you differentiate between small (student) problems and big (teacher) problems? How do you problem solve solutions for small problems?
- In what ways can unkind behavior adversely affect others?

Concepts within Unit #1	TEKS
Concept #1: Social/Coping Skills, Friendship & Communication	1.9, 1.9A, 1.9B, 1.9C, 1.9D, 1.10A
Concept #2: Conflict Resolution	1.11, 1.3A, 1.3B, 1.9F, 1.10B

Unit 2: Nutrition

Estimated Date Range: 9/19-10/10

Estimated Time Frame: 4 Weeks

Unit Overview: In this unit, students will learn the importance of nutrition through healthy food choices, food group variety, quantities of foods and physical activity. Learners will be able to explain what it means to be healthy and to eat healthy. Students will be able to describe the importance of eating a variety of foods from all food groups. Students will understand there are certain foods they should eat less of and the impact of eating those types of foods have on personal health.

Big Ideas:

- In order to be healthy one should eat healthy and be physically active each day. Making healthy food choices means eating foods each day from the five food groups.
- Eating a variety of foods allows one to consume a variety of nutrients. A nutrient is something that is found in some foods that is good for you and helps you grow and stay healthy. Each food group gives us different nutrients we need to grow, learn and be healthy.
- Foods that are higher in solid fats and added sugars fill us up and do not leave room for foods we need to eat to get nutrients.
- Personal health decisions and behaviors related to nutrition affect you for your lifespan.
- Eating nutritious meals now and throughout your life will improve and maintain health throughout the lifespan.
- Proper nutrition is essential to giving your body the energy it needs during the day along with what it needs to grow and be healthy.

- Personal behaviors related to nutrition have a direct effect on how the body develops and maintains health throughout the lifespan.

Essential Questions

- How do you live a healthy life style?
- Why is it important to eat a variety of food from all food groups?
- How do personal health decisions effect your health?
- Why do your personal behaviors effect your health?

Concepts within Unit #2	TEKS
Concept #1: Nutrition	1.1, 1.1A, 1.6A

Unit 3: Healthy Behaviors
Estimated Date Range: 10/11-12/13
Estimated Time Frame: 8 Weeks

Unit Overview: In this unit, students will learn about healthy behaviors, body systems, and the five senses. Students will learn the importance of taking responsibility for their own health by showing that practicing good personal health can keep one healthy. Students will learn that exercise, sleep and dental hygiene are important to achieving good health. Students will learn the five senses and relate them to the human body’s major systems. Students will learn the ways healthcare providers and medicines can affect personal health. Students will understand situations in which medicines are used and practice medicine safety.

Big Ideas:

- In order to be healthy one should feel good and be able to do things to the best of their ability. Engaging in healthy behaviors such as eating a healthy diet, exercising and getting enough sleep is key to good health.
- Getting enough sleep each night is important because sleep allows your body to rest and recharge for the next day.
- Practicing proper dental hygiene now and throughout your life will improve and maintain health throughout the lifespan. Kids should brush their teeth twice a day and floss once a day. If you don't take care of your teeth, plaque will grow and create cavities and unhealthy gums, which will cause your mouth to hurt.
- Regular physical activity is an important part of getting healthy and staying healthy. Physical activity helps you build strong bones and muscles, improve balance, develop skills, develop flexibility, maintain a healthy weight, improve cardiovascular fitness, reduce stress, and is a way to have fun with friends and make new ones.
- Medicines are important to personal health by treating disease to improve one’s health. Medicines should be used as directed by a doctor. Students should never take medicine not prescribed to them. If medicine is found or offered to them, they should tell a trusted adult immediately.
- Personal behaviors have a direct effect on how the body develops and maintains health throughout the lifespan.

Essential Questions:

- How do you know you are healthy?
- Why is it important to get enough sleep each night?
- Why is it important to take care of your teeth?

- Why is it important to be physically active each day?
- How do health care providers and medicine affect personal health?
- Why do your personal behaviors effect your health?

Concepts within Unit #3	TEKS
Concept #1: Healthy Behaviors	1.2, 1.1A, 1.5B
Concept #2: Body Systems	1.4, 1.4A, 1.4B, 1.7A, 1.7C

Grading Period 3

Unit 4: Healthy Decisions

Estimated Date Range: 1/7-3/6

Estimated Time Frame: 9 Weeks

Unit Overview: In this unit, students will develop skills for logical thinking and problem solving to supports their abilities for effective decision-making. Students were introduced to the SUPER Decision-Making Model in kindergarten. In first grade, students will review the SUPER Decision-Making Model and continue to use the model to make decisions they make each and every day.

Big Ideas:

- Decision making skills are influenced by the expectations and values of those (usually family) around you. Students learn from the behaviors they observe and hear around them.
- Children learn from their mistakes when having opportunities to make decisions and experience their consequences. Adults can guide children’s decision-making by limiting the choices they make available and also explaining the values that guide their decisions. By explaining the reasons for your decisions, you help children learn the kinds of values you want them to use as they become more able to make decisions for themselves.
- Developing skills for logical thinking and problem-solving supports children’s growing abilities for effective decision-making. Students become better at putting their decisions into practice when children develop skills for managing their thinking as well as their feelings. Children must be taught to use thinking to manage their behavior, so that they think before they act.
- The key skills for decision making are:
S – Stay Calm
U – Understand Different Points of View
P – Put Feelings into Words
E – Explore Options
R – Reach a Solution and Reflect
- Strong emotions can get in the way of a child making a good decision. When negative feels such as fear, anger or the sense of being overwhelmed are very strong, the chances of a child making a good decision go down.
- Skills for managing feelings can help children to calm down and make better decisions.

Essential Questions:

- How do decision making skills develop?
- How do people learn from their mistakes?
- How can you support children’s growing abilities for effective decision-making?
- What’s involved in making decisions?
- What can get in the way of making good decisions?

Concepts within Unit #4	TEKS
Concept #1: Healthy Decisions	1.9, 1.9A, 1.9B, 1.9C, 1.9D, 1.10A

Grading Period 4

Unit 5: Safety

Estimated Date Range: 3/16-5/21

Estimated Time Frame: 9 Weeks

Unit Overview: In this unit, students will learn the importance of a keeping safe in a variety of situations. Learners will understand that safe, unsafe and/or harmful behaviors well have a positive or negative impact on their health throughout the lifespan. Students will gain necessary skills in order to put safety procedures in place for activities related to wearing seat belts, riding a bike, safe and unsafe places, harmful objects and sun safety. Learners with be able to identify community helpers and react safely when approached by strangers as well as in safety situations such as fire, water and school safety.

Big Ideas:

- Being able to make safe decisions can affect one’s health now and throughout the lifespan.
- Behaviors that are safe in nature can have positive impacts now and throughout the lifespan such as practicing bike safety avoids potential injury now and throughout the lifespan. Unsafe and/or harmful behaviors such as not avoid drugs can have immediate health affects as well as lasting long term health issues.
- Following safety procedures will aid in avoiding serious injuries that can affect one’s health now and throughout the lifespan.
- Avoiding harmful objects can aid in avoiding serious injuries that can affect one’s current health and have lasting effects throughout the lifetime.
- Understanding what places are safe and which places are unsafe, will aid in avoiding harm do to environmental hazards that can have lasting impacts on health throughout the lifespan.
- Community helpers such as doctors and nurses can provide a helpful health services and information related to safety.
- It is important to understand how to react safely when faced with an emergency in order to avoid personal injury as well as call for help when necessary such as a during fire emergency to get out and call 911 for assistance. The ability to react appropriately when approached by a stranger to ensure one stays safe and can get out of the dangerous situation.
- Practicing sun safety at an early age can aid in the prevention of skin cancer, which can have a last impact on one’s health. Practicing school safety can prevent injury when playing on the playground as well as avoid harm during an emergency.

Essential Questions:

- Why is it important to learn how to make safe decisions?
- How can safe, unsafe and harmful behaviors affect health positively or negatively over the lifespan?
- Why is it important to follow safety procedures?
- Why is it important to avoid harmful objects?
- Why is it important to know about safe and unsafe places?
- How do community helpers help to keep you safe?
- Why is it important to know how to react safely to various situations?
- Why is it important to practice sun and school safety?

Concepts within Unit #5	TEKS
Concept #1: Safety	1.2A, 1.2B, 1.2D, 1.2E, 1.2F, 1.2G, 1.2H, 1.5A, 1.8A