

Kindergarten 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:

- K.1 The student recognizes that personal health decisions and behaviors affect health throughout life.
- K.2 The student understands that behaviors result in healthy or unhealthy conditions throughout the life span.
- K.5 The student understands how to recognize health information.
- K.7 The student understands that various factors influence personal health.
- K.8 The student understands ways to communicate consideration and respect for self, family, friends, and others.
- K.9 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 discover the importance and necessity of good manners and practice the steps to making new friends. Students will learn how to communicate their emotions through various feeling words. Students will gain necessary skills in sharing, taking turns, and learning how to get along with others.

Big Ideas:

- Using good manners is a social expectation and shows respect for self and others as well as consideration for how other people think and feel, what they believe in, and how they act.
- Friendship is when two or more people build a supportive relationship based on common interests. Making new friends requires both sides to be kind and respectful to one another.
- Emotions are the feelings we have. Understanding emotions and the feeling words associated with them helps us express needs and wants to others in an effective way.
- Learning to take turns is an important social skill that communicates to the other person that they are important. Sharing is a beginning problem solving skill and allows us to learn how to work cooperatively.
- Getting along with others is a necessary and important skill. You have to work with other students during school, and you want to keep the friends you make. Learning to get along even when you are frustrated or upset helps you find success in friendships and partnerships.

Essential Questions

- Why is it important to show good manners and how does using good manners communicate respect to others?

- What is friendship and how do you make new friends?
- What are emotions and how do feeling words help us communicate our needs/wants to others?
- Why is taking turns important and how does sharing communicate respect to others?
- Why is it important to learn how to get along with others?

Concepts within Unit #1	TEKS
Concept #1: Social/Coping Skills, Friendship & Communication	K.8, K.8A, K.8B, K.8C, K.9B
Concept #2: Conflict Resolution	K.9, K.8A, K.9A, K.10A, K.10D

Unit 2: Nutrition

Estimated Date Range: 9/19 - 10/10

Estimated Time Frame: 3-4 Weeks

Unit Overview: In this unit, students will learn the importance of a balanced diet and the essential foods needed for a healthy life. Learners will discover that the health decisions made will help shape their health over a lifespan. Students will gain necessary skills in food and beverage selection for their future meals and snacks.

Big Ideas:

- Many things effect your health. Some things are out of your control, but other things like personal health decisions can have a huge influence on your health. What you eat, if you exercise, and how much sleep you get all make a huge difference in your health. Bad personal health choices can increase your risk for getting certain diseases, and good personal health choices can decrease your risk for getting certain disease.
- Personal behaviors, specifically a healthy diet can expand your life by significantly reducing the risk of many chronic diseases, which can lead to death. Through healthy eating, you can cut your risk of conditions such as heart disease, type 2 diabetes and many types of cancers.
- The five food groups consist of fruits, vegetables, protein, grains, and dairy. All are very important to a balanced diet and overall health.
- Ability to categorize foods in all five food groups. Foods are grouped into food groups because they provide similar amounts of key nutrients. Milk, yogart and cheese provide protein, while fruits are a good source of vitamins. For a person to meet the nutrient requirements essential for good health, they would need to eat the recommended amounts of foods from all five food groups each day.
- Children often get hungry between meals and snacking on nutritious food can keep your energy level high. Healthy snacks must provide the body with important nutrients, in the same way their meals do. Healthy snacks contain fiber like whole-grain breads, cereals, fruit, and vegetables and are often combined with protein-rich snacks such as peanut butter or low-fat yogurt or cheese.
- It is very important for children to learn good eating habits. Children often know they are hungry because their stomach growls and they can feel their appetite growing.

Essential Questions

- How do personal health decisions effect your health?
- Why do your personal behaviors effect your health?
- What are the names of the five food groups?
- Which foods belong in each group?
- What is a healthy snack?
- How does your body tell us that it is time to eat?

Concepts within Unit #2		TEKS
Concept #1: Nutrition		K.1, K.1B, K.3B
Grading Period 2		
Unit 3: Healthy Behaviors		
Estimated Date Range: 10/11-12/13		
Estimated Time Frame: 8 Weeks		
<p>Unit Overview: In this unit, students will learn about healthy behaviors, such as proper hygiene to prevent the spread of disease. Learners will explore the systems of the body 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. Learners will determine proper dress related to the weather and activity engagement. Students will learn the five senses and relate them to the human body's major systems. Students will learn the ways medicines can affect personal health. Students will understand situations in which medicines are used and practice medicine safety.</p>		
<p>Big Ideas:</p> <ul style="list-style-type: none"> • 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. 		
<p>Essential Questions</p> <ul style="list-style-type: none"> • 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	K.2, K.1A, K,2C
Concept #2: Body Systems	K.4, K.4A, K.4B

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 will be introduced to the SUPER Decision-Making Model, and learn how 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	K.3, K.8A, K.8C, K.3A
Grading Period 4	
Unit 5: Safety Estimated Date Range: 3/16-5/21 Estimated Time Frame: 9 Weeks	
<p>Unit Overview: In this unit, students will learn the importance of a keeping safe in a variety of situations. Learners will discover that safe decisions made will help shape 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 will 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.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> • Making safe decisions can affect one’s health now and throughout the lifespan. • Following safety procedures will aid in avoiding serious injuries that can affect one’s health now and throughout the lifespan. • Avoiding harmful objects will 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. • 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 water safety can prevent drowning and other water related injuries. <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to learn how to make safe decisions? • 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 water safety? 	
Concepts within Unit #5	TEKS
Concept #1: Safety	K.2A, K.2B, K.2E, K.2F, K.2G, K.2H, K.5A, K.7A

