

**Second 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:

- 2.1 The student understands that personal health decisions and behaviors affect health throughout the life span.
- 2.2 The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span.
- 2.3 The student understands the basic structures and functions of the human body and how they relate to personal health throughout the life span.
- 2.5 The student recognizes factors that influence the health of an individual.
- 2.7 The student recognizes the influence of media and technology on personal health.
- 2.8 The student understands how relationships influence personal health.
- 2.9 The student comprehends the skills necessary for building and maintaining healthy relationships.
- 2.10 The student knows healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others.
- 2.11 The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions.

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 what respectful behaviors look like, as well as the obligations we owe to our friends. Students will discuss and understand the difference between a good secret and a bad secret and the skills to say "no" in a respectful but assertive way. Students will learn how to behave as upstanders rather than bystanders in order to stand up for themselves and others.

Big Ideas:

- Respect for self can be defined as feeling good about yourself and your abilities. Respect for others can be defined as treating others in a way that shows you care about the person and their feelings. Showing respect happens in many ways and always conveys positive regard.
- Developing and maintaining friendships takes work from all parties involved. Each person must show others in the friendship group respect and acceptance, provide encouragement, and be willing to compromise when disagreements occur.

- Good secrets are temporary, do no harm to the people involved, and end in happiness. An example of a good secret would be keeping a surprise birthday party secret from your friend. Bad secrets make you feel uncomfortable because someone could get hurt. An example of a bad secret might be when a friend tells you his brother punched him, but not to tell anyone. Adults should always be involved when a secret makes you feel uncomfortable.
- Boundaries are very important, though some struggle with them. People do not like to disappoint or upset others. But the ability to say "no," especially in uncomfortable situations, keeps you from doing something you don't really want to do.
- Bystanders stand by and watch as mean or bullying behavior occurs. Upstanders have the courage to stand up for others who are the targets of this unkind behavior. It is important to be an upstander to show aggressors that unkind behavior is not allowed and the target has a supportive friend.

Essential Questions

- How do you show respect to yourself, peers, and adults?
- Why are the responsibilities of each person important in building and maintaining a friendship?
- How do you differentiate between a good secret and bad secret? When is it appropriate to involve a trusted adult?
- Why is it important to learn to say "NO"?
- How do you differentiate between Bystanders and Upstanders, and why is it important to stand up for yourself and others?

Concepts within Unit #1	TEKS
Concept #1: Social/Coping Skills, Friendship & Communication	2.10, 2.9A, 2.9B, 2.10A, 2.10B, 2.10C, 2.10E
Concept #2: Conflict Resolution	2.11, 2.12, 2.9C, 2.11D, 2.12A

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 lifestyle?
- Why is it important to eat a variety of food from all food groups?
- What foods should I eat less of, and why?
- How do personal health decisions and behaviors affect your life?

Concepts within Unit #2	TEKS
Concept #1: Nutrition	2.1, 2.1C, 2.1D, 2.1G, 2.5C

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 is the key to good health.
- Germs are spread from one person to another through contact. Understanding how germs are spread allows us to engage in healthy behaviors that prevent germs from being spread such as washing our hands and sneezing into our elbow.
- Personal health behaviors related to sleep and exercise affect you for your lifespan. Sleep and exercise directly affect a person's physical, mental/emotional and social health.
- Teeth allow humans to take bites and break food up in to smaller pieces so that it can be digested. It is important to practice proper dental hygiene now and throughout your life, so your teeth do not become infected or fall out.
- Personal behaviors have a direct effect on how the body develops and maintains health throughout the lifespan. Abusing drugs can lead to addiction and other serious health concerns.
- Identifying the major body systems and describing their function, allows students to make healthy decisions that will keep those systems strong and functioning properly.

Essential Questions:

- How do you know you are healthy?
- Why is it important to know how germs are spread?
- Why is it important to get enough sleep?
- Why do we need teeth?

- How do your personal behaviors effect your health?
- Why do students need to be able to identify and describe the major body systems?

Concepts within Unit #3	TEKS
Concept #1: Healthy Behaviors	2.1, 2.1B, 2.2A, 2.4A, 2.4B, 2.4C, 2.4D, 2.5C
Concept #2: Body Systems	2.3, 2.3B, 2.3C

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 and first grade. In second grade, students will review the SUPER Decision-Making Model and start using the model to make decisions that directly affect their health.

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	2.11, 2.9B, 2.10A, 2.10B, 2.10C, 2.11A, 2.11B, 2.11C
Grading Period	
Unit 5: Safety Estimated Date Range: 3/16-5/21 Estimated Time Frame: 9 Weeks	
<p>Unit Overview: In this unit, students 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</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> • Comprehension of safe, unsafe, and/or harmful behaviors resulting in positive and negative consequences throughout the life span will. determine whether a person's life span will increase or decrease • Following safety procedures while at home and at school will decrease accidental injuries and emergencies by becoming cognizant of potential hazards. • Friends that practice unsafe behaviors may become a hazard to your health because they are taking a risk not only with their life but with your life as well. • Practicing using protective equipment in recreational activities limits the chances of a person getting seriously injured. Recreational activities such as biking, skateboarding, and rollerblading require that knee pads, elbow pads, and a helmet be used. <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can safe, unsafe and harmful behaviors affect health positively or negatively over the lifespan? • Why is it important to follow safety procedures while at home and school? • Why is it important to know how to react safely to various situations when friends are concerned? • Why is it important to practice using protective equipment in recreational activities? 	
Concepts within Unit #5	TEKS
Concept #1: Safety	2.2A, 2.2C, 2.2D, 2.2E, 2.2F, 2.5A, 2.6A, 2.8A, 2.8B