

## Third 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:

- 3.1 The student understands that personal health decisions and behaviors affect health throughout the life span.
- 3.2 The student recognizes and performs behaviors that reduce health risks throughout the life span.
- 3.4 The student names the basic structures and functions of the human body and explains how they relate to personal health throughout the life span.
- 3.6 The student understands factors that influence individual and community health.
- 3.7 The student comprehends ways in which media and technology influence individual and community health.
- 3.9 The student uses social skills in building and maintaining healthy and respectful relationships.
- 3.10 The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.
- 3.11 The student recognizes 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. Students will practice positive self-talk and understand its significance on an individual's self-esteem. Learners will discover the need to empower others in an effort to build their self-worth. Students will recognize and practice active listening skills and appropriate non-verbal communication. They will learn the impact of allowing a conflict to escalate out of control, visualize how to start the process of de-escalation, discover the value of compromise, and rehearse positive negotiation tactics.

**Big Ideas:**

- Self-talk greatly influences your overall self-concept. Positive self-talk leads to positive thoughts about yourself and increased feelings of self-worth. This positive self-esteem gives you the confidence to persevere when things get hard or try again when you have failed.
- When you empower others, you help them realize their abilities and potential. You have the power to motivate and inspire others through positive words and actions, which makes friendships stronger and builds an encouraging classroom and school climate.

- Active listening means you are fully present when others are speaking. By facing the speaker and using appropriate non-verbal communication, you show the speaker what they are saying is important.
- Sometimes you get so upset with a situation that you allow it to get worse rather than better. By understanding the concept of escalation, you can remind yourself to calm down and de-escalate the problem, which will keep a conflict from growing too big.
- An effective compromise is when each party involved in the conflict gives up a part of what they want in order to reach an agreement. For example, two friends are playing at recess. Friend 1 wants to play soccer. Friend 2 wants to play basketball. They compromise and decide to play each sport for 10 minutes. Each person gives up a portion of their game time so they can still play with their friend.

**Essential Questions**

- How does positive self-talk influence our thoughts, feelings, behaviors, and actions?
- How do we recognize and foster empowerment in others?
- Why is active listening important and how does it convey respect to those you communicate with?
- How do you we realize that a conflict is escalating out of control and do something to calm things down?
- How do we compromise in order to resolve conflict?

Concepts within Unit #1	TEKS
Concept #1: Social/Coping Skills, Friendship & Communication	3.10, 3.9A, 3.9B, 3.9E, 3.9F, 3.10B, 3.11E
Concept #2: Conflict Resolution	3.9, 3.10, 3.9A, 3.9C, 3.9D, 3.9E, 3.9G, 3.10A, 3.10B, 3.10C

**Unit 2: Nutrition**

Estimated Date Range: 9/19-10/10

Estimated Time Frame: 4 Weeks

**Unit Overview:** In this unit, students will learn a variety of food examples for each of the five food groups. Students will learn how to create and describe a healthy snack and meal. Students will be able to make better healthy food choices and explain that nutrients in food help us grow and stay healthy. Students will learn to identify foods that are high in sugar and how limiting the consumption of "sometimes" foods is best for you.

**Big Ideas:**

- In order to stay healthy, one must eat a variety of foods from all five food groups and be physically active every day.
- Each of the food groups provide your body with different nutrients. It's important to eat a variety of foods from all the food groups to nourish your body.
- It is best to use "sometimes" food as a treat and not eat them everyday. They are high in fat and sugar and do not provide good nutrients for your body.

**Essential Questions**

- How do you live a healthy lifestyle?
- Why is it important to eat a variety of foods from all food groups?
- What are "sometimes" foods and why are they called that?

Concepts within Unit #2	TEKS
Concept #1: Nutrition	3.1, 3.1C, 3.1D

**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 and different body systems. Students will learn the importance of creating personal health plans and setting fitness goals. Students will be able to make better health choices and explain that proper behavior effects how they grow and stay healthy. Students will learn to identify prevention and transmission of diseases along with how media can effect health behaviors.

**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.
- Identifying and understanding the bodies major systems and functions helps the student undertake responsibility for developing and maintaining personal health.
- There is huge evidence-based correlation between sleep and academic performance. A student's sleeping habits can create barriers or benefits to physical and mental health.
- Technology embedded within different media sources affects student physical, mental, and social benefits of fitness.
- Communicable and non-communicable diseases are commonly found amongst us every day. Disease prevention and strategies for prevent the transmission of diseases are essential knowledge to protecting the body against pathogens such as bacteria, fungi, and viruses.

**Essential Questions:**

- How do you know you are healthy?
- Why is it important to know how germs are spread?
- Why do students need to be able to identify and describe the function of the circulatory and digestive systems?
- Why is it important to get enough sleep and how can this affect your health?
- How does technology and media can affect your health?
- Why is it important to know multiple strategies or tactics to prevent or transmit diseases.

Concepts within Unit #3	TEKS
Concept #1: Healthy Behaviors	3.1, 3.1A, 3.1E, 3.1F, 3.2B, 3.3A
Concept #2: Body Systems	3.4, 3.3B, 3.4A, 3.4B, 3.4C

**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. In second grade, students reviewed the SUPER Decision-Making Model and started

using the model to make decisions that directly affect their health. In third grade, students will start making decisions that will shape their values and expectations for themselves.

**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	3.10, 3.9B, 3.9D, 3.9F, 3.10A, 3.10C, 3.11A, 3.11B, 3.11C, 3.11E, 3.11F

**Grading Period**

**Unit 5: Safety**  
Estimated Date Range: 3/16-5/21  
Estimated Time Frame: 9 Weeks

**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.

**Big Ideas:**

- 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.
- Drugs and alcohol are both mind altering substances that hinder a person's ability function normally and make good decisions.
- Resources such as the police and fire departments help in the community by making communities aware and protecting them from hazards such as drugs, alcohol, gangs and fires.

**Essential Questions:**

- 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 avoid drugs and alcohol?
- How can resources such as the police and the fire departments help in the community?

Concepts within Unit #5	TEKS
Concept #1: Safety	3.2A, 3.2B, 3.2C, 3.2D, 3.2E, 3.5A, 3.6A