

Fifth 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:

- 5.1 The student knows ways to enhance and maintain personal health throughout the life span.
- 5.2 The student recognizes the basic structures and functions of the human body and how they relate to personal health throughout the life span.
- 5.5 The student comprehends behaviors that reduce health risks throughout the life span.
- 5.7 The student comprehends ways in which media and technology influence individual and community health.
- 5.9 The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions.
- 5.10 The student understands positive bystander prevention strategies in helping to maintain positive relationships and respect.

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. School and extracurricular activities can take a toll on mental health, so students will learn how to appropriately manage stress. They will understand the differences between healthy and unhealthy friendships in order to eliminate additional stress. Learners will discover the fine line that exists in different social situations and how to avoid stepping over that line into disrespectful territory, including the ability to distinguish between honest joking and mean-spirited teasing. Students will learn the four types of conflict and how to find a resolution that is considered a win-win by all parties.

Big Ideas:

- Stress can affect you physically and mentally by causing headaches, stomach aches, anxiety, and even depression. Use of effective coping skills reduces these symptoms and allows you to be more productive and successful.
- While healthy relationships are based on mutual respect for one another, unhealthy relationships put one person in a weaker position. Mutual respect for friends and classmates keep you fostering healthy relationships that allow everyone to be equal in power.

- Learning to navigate different social situations is tricky. Sometimes you are joking around with someone and cross a line, like when you forget that you are talking to a grown-up or you take a joke too far. It is important to learn how to be a social chameleon and tailor your communication to the situation.
- The four types of conflict resolution (win-win, win-lose, lose-win, and lose-lose) have an impact on our relationships with others. If you are constantly trying to win by hoping others lose, then people pull away from you. But if you can learn to work toward a win-win scenario, then friendships will grow stronger and conflict will lessen.
- Everyone engages in good-natured teasing with friends. But joking, kidding, and teasing cross the line when it becomes disrespectful and another person's feelings are hurt.

Essential Questions

- How does stress affect your physical and emotional health and how can effective coping skills reduce stress?
- How do you differentiate between healthy and unhealthy relationships and how do people foster healthy relationships?
- Why is it important to understand how communication changes based on the setting and how to effectively communicate in various situations?
- Why is it important to understand the four types of conflict resolution and how can conflict have a positive outcome?
- When does teasing, joking, kidding cross the line to disrespect?

Concepts within Unit #1	TEKS
Concept #1: Social/Coping Skills, Friendship & Communication	5.6, 5.6A, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.8A, 5.10A, 5.10B, 5.10C
Concept #2: Conflict Resolution	5.6, 5.10, 5.9B, 5.9C, 5.10B, 5.10C, 5.10D

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 labels, nutrition facts, food group variety, quantities of foods and physical activity. Learners will be able to explain how nutrients and food choice effects how you grow and stay 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:

- Ability to identify ways to enhance health allows for the practice of those behaviors as well as the ability to advocate for personal health.
- Ability to practice health-enhancing behaviors promotes health and reduce health risks throughout the lifespan increasing quality and quantity of life.
- Ability to explain how nutrients and healthy habits help us grow and stay healthy.
- Ability to summarize the benefits of limiting the consumption of solid fats, added sugars, and sodium.

Essential Questions

- What choices can I make to become and stay healthy?
- Why is it important to eat a variety of foods from all of the food groups?

- What foods should I eat less of, and why? How can I make better choices?
- What can I use to make better choices on what I eat?

Concepts within Unit #2

TEKS

Concept #1: Nutrition

5.1, 5.1A, 5.1B, 5.1C, 5.1D

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 the interrelationships of major body systems. Students will learn the components of creating healthy maintenance plans and setting fitness goals. Students will be able to differentiate between health myths and facts to explain how they grow and stay healthy. Students will also learn the short term and long term effects of alcohol, tobacco, and other drugs on the human body. Students will learn the effects of different viruses, importance of immunizations, and how media can further 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.
- Learning the structure, functions, and interdependence of major body systems students will begin to see the cause and effects of human health.
- The time in which a student enters puberty can vary in time and duration with each person's body being unique. Puberty is the period during which adolescents reach sexual maturity and become capable of reproduction.
- Learning to create healthy fitness and maintenance plans will assist students as they begin puberty and transition into young adulthood.
- Learning to identify symptoms and indicators of illnesses will assist students with the preventing infections or diseases.
- Early education on alcohol, tobacco, and drug use educates the students about the harmful effects and potential legal consequences that can come from its use equip students with the knowledge to make healthy life choices.
- Technology embedded within different media sources affects student physical, mental, and social benefits of fitness.

Essential Questions:

- How do you know you are healthy?
- Why is it important to know how germs are spread?
- How are healthy behaviors and different body systems related upon each other
- Why does the major body systems and functions change in puberty and continue into young adulthood?
- Why should healthy maintenance plans and fitness goals be created?
- How can diseases, viruses, and other minor illnesses effect the human body?
- How does alcohol, tobacco, and other drugs effect the human body?

- How does technology and media can affect your health?

Concepts within Unit #3	TEKS
Concept #1: Healthy Behaviors	5.1, 5.1E, 5.4B, 5.4D, 5.4E, 5.5A, 5.5B, 5.5C, 5.8B, 5.9D, 5.9F
Concept #2: Body Systems	5.2, 5.2A, 5.2B, 5.5C

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 fifth grade, students continue to become better at putting their decisions into practice by using of the SUPER Decision-Making model to develop skills for managing their thinking as well as their feelings.

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	5.3A, 5.3B, 5.5D, 5.6C, 5.6D, 5.6F, 5.6G, 5.7A, 5.7B, 5.9B, 5.9C, 5.10A
Grading Period 4	
Unit 4: Safety Estimated Date Range: 3/16-5/21 Estimated Time Frame: 9 Weeks	
<p>Unit Overview: In this unit, students will be equipped with best practices for safety and health enhancing behaviors. Eliminating risk of unnecessary injury, response to emergency situations, and engaging in meaningful conversations are all tools learners will need to develop and practice.</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. • Students must be aware of their surroundings and be able to identify risky behavior, so that they avoid unnecessary harm or injury. • Ability to engage in conversations with trusted adults that improves overall health, increases quality, and quantity of life throughout the lifespan. • Following safety procedures while at home and at school will decrease, accidental injuries and emergencies by becoming cognizant of potential hazards. • By equipping students with strategies for responding to different types of emergencies, student will be able to respond promptly, rationally, and safely in an emergency situation. <p>Essential Questions:</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. • Students must be aware of their surroundings and be able to identify risky behavior, so that they avoid unnecessary harm or injury. • Ability to engage in conversations with trusted adults that improves overall health, increases quality, and quantity of life throughout the lifespan. • Following safety procedures while at home and at school will decrease, accidental injuries and emergencies by becoming cognizant of potential hazards. • By equipping students with strategies for responding to different types of emergencies, student will be able to respond promptly, rationally, and safely in an emergency situation. 	
Concepts within Unit #5	TEKS
Concept #1: Safety	5.5D, 5.5E, 5.5G, 5.5H, 5.5I, 5.8C, 5.5D

