Fifth Grade Health Education Overview
2026-2027

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A glossary of curriculum components
- The content area instructional model
- Parent resources for this content area
- Link to PE TEKS

To advance to a particular grading period, click on the link below.

- Grading Period 1
- Grading Period 2
- Grading Period 3
- Grading Period 4

Health Education Process Standards: Physical 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 physical education understanding. The student is expected to:

- 5.2 Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.
- 5.3 Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships.
- 5.10 Healthy eating and physical activity--risk and protective factors. The student analyzes and applies risk and protective factors related to healthy eating and physical activity.
- 5.12 Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment.
- 5.18 Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help.

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Health Education

Grading Period 1

Unit 1: Healthy Relationships & Conflict Resolution

Estimated Date Range: 8/11/2026– 10/8/2026

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. 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:

- 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.
- 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

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?
- How can you support children's growing abilities for effective decision-making?

At Home Connections

- Ask your child to tell you the characteristics of a good friend.
- Practice good communication skills with your child.
- Practice conflict resolution skills with your child.

Concepts within Unit #1	Success Criteria for this Unit
Concept #1: Social/Coping Skills, Friendship & Communication 5.3, 5.4, 5.5, 5.6, 5.3A, 5.3B, 5.3C, 5.3D, 5.3E, 5.3F, 5.4A, 5.B, 5.4C, 5.5A, 5.5B, 5.6A, 5.6B, 5.6C, 5.6D, 5.6E, 5.6F	I will identify the characteristics of a good friend. I will describe respectful communication. I will identify social skills for making new friends. I will demonstrate the social skills needed to make new friends through role play.
Concept #2: Conflict Resolution 5.3, 5.14, 5.3A, 5.3B, 5.3C, 5.3D, 5.3E, 5.3F, 5.14A, 5.14B, 5.14C	I will identify effective and non-effective methods of verbal communication. I will identify effective and non-effective methods of nonverbal communication. I will identify good listening skills. I will practice listening to someone, restating what they said, and making a respectful comment or suggestion. I will identify the benefits of responding to conflict in a positive manner.

	I will identify the consequences of responding to conflict in a disrespectful manner.
Concept #3: Making Healthy Decisions 5.2, 5.4, 5.2B, 5.2C, 5.2D, 5.4A, 5.4B, 5.4C, 5.4D, 5.19A	I will identify ways to discourage bullying. I will explain how to get help from an adult when I feel uncomfortable or unsafe. I will use the S.U.P.E.R decision making model to make decisions about conflict.

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Health Education

Grading Period 2

Unit 2: Healthy Behaviors

Date Range: 10/19/2026 -12/18/2026

Unit Overview: In this unit, students will learn about healthy behaviors, such as proper hygiene to prevent the spread of disease. 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 ways medicines can affect personal health. Students will understand situations in which medicines are used and practice medicine safety. 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:

- 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.
- 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

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?
- How can you support children's growing abilities for effective decision-making?

At Home Connections

- Ask your child to tell you about physical activity and its effects on social and mental health.
- Ask your child to tell you why sleep is important.
- Ask your child to tell you about medicine safety and health risks of drug use.

Concepts within Unit #2	Success Criteria for this Unit
Concept #1: Healthy Behaviors 5.2, 5.15, 5.16, 5.2A, 5.2B, 5.2C, 5.2D, 5.2E, 5.2F, 5.16A, 5.16B	I will describe social, mental and physical benefits of participate in daily physical activity. I will describe the benefits of getting enough sleep and the number of hours of sleep a student my age should get. I will describe the short and long-term health risks of drug use.
Concept #2: Making Healthy Decisions 5.2, 5.4, 5.17, 5.18, 5.19, 5.2B, 5.2C, 5.2D, 5.4A, 5.4B, 5.4C, 5.4D, 5.18A, 5.18B, 5.19A, 5.19B, 5.19C	I will describe what a decision is. I will identify decisions that affect my health. I will use the S.U.P.E.R decision making model to make decisions about my health.

Health Education

Grading Period 3

Unit 3: Nutrition

Estimated Date Range: 1/6/2027- 3/4/2027

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. 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:

- 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 your 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, yogurt 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.
- 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

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?
- How can you support children's growing abilities for effective decision-making?

At Home Connections

- Ask your child to describe a healthy meal according to MyPlate standards.
- Ask your child to help you prepare a healthy meal.
- Ask your child to identify "sometimes" foods.

Concepts within Unit #3	Success Criteria for this Unit
Concept #1: Nutrition 5.7, 5.8, 5.7A, 5.7B, 5.7C, 5.7D	I will describe the five food groups and why foods are placed in food groups. I will identify the number of servings a person needs daily from each food group. I will create and describe a healthy meal containing food from each food group.

	I will show their knowledge of healthy foods and create a healthy meal or snack. I will give examples of healthier snack choices. I will explain what a "sometimes" food is and why these foods should not be eaten all the time. I will identify foods high in sugar and tell why we should limit these foods in our diets.
Concept #2: Making Healthy Decisions 5.2, 5.4, 5.9, 5.10, 5.2B, 5.2C, 5.2D, 5.4A, 5.4B, 5.4C, 5.4D, 5.9A, 5.9B, 5.10A, 5.10B	I will identify common food allergies. I will choose healthy foods for my daily diet. I will eat foods from all food groups. I will explain why eating healthy foods is important for my health. I will use the S.U.P.E.R decision making model to make decisions about my health.

Health Education

Grading Period 4

Unit 4: Safety

Estimated Date Range: 3/15/2027 – 5/27/2027

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 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. 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:

- 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 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.
- 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

Essential Questions:

- 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?

At Home Connections

- Ask your child to talk about safety in different environments (home, school, outside, public places).
- Ask your child to list safe places and unsafe places.
- Ask your child to tell you how to know if something is an emergency and who to call for an emergency.
- Help your child make a list of adult information that might be needed in an emergency.

Concepts within Unit #5	Success Criteria for this Unit
Concept #1: Safety 5.11, 5/12, 5.12A, 5.12B, 5.12C, 5.12D,5.21C, 5.21D	I will describe ways to stay safe at home, at school, and in the community. I will list examples of unsafe and safe places and/or situations. I will identify strategies for avoiding unsafe situations I will compare and contrast an emergencies and non-emergencies. I will identify situations where you may need health information from your parent of a trusted adult.

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Concept #2: Making Healthy Decisions 5.2, 5.4, 5.13, 5.14, 5.2B, 5.2C, 5.2D, 5.4A, 5.4B, 5.4C, 5.4D, 5.13A, 5.13B, 5.13A, 5.14A. 5.14B, 5.14C, 5.21C, 5.21D,	I will discuss the importance of making safe decisions. will demonstrate strategies for staying safe. I will choose to stay away from dangerous situations. I will tell a trusted adult when I need help. I will use the S.U.P.E.R decision making model to make decisions about my health.

Health Education

Glossary of Curriculum Components

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.
Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.
Concept – A subtopic of the main topic of the unit
Success Criteria – a description of what it looks like to be successful in this concept

Parent Resources

The following resources provide parents with ideas to support students in physical education understanding.

Resource	How it supports parents and students
USDA Team Nutrition.	Nutrition and activity resource.
MyPlate	Nutrition resource**.**

Instructional Model

Elementary Health lessons are taught within the PE setting each day. Elementary Health lessons are 5 minutes a day or 20 minutes a week. There is a lesson plan exemplar for each unit. The lesson should start with the teacher determining what students know about a topic and allow students to use past knowledge to make connections. Health concepts will be taught and reinforced throughout the PE lesson. Visuals will be posted to support concepts. The teacher will review with the students what they learned and connect each day's learning with the next lesson.