

Texas Essential Knowledge and Skills - Health Education

Coordinated Approach to Child Health - Kindergarten

Strand 1: Physical Health & Hygiene Education		Physical health and hygiene education helps to prepare students for improved lifelong health outcomes.			
Strand 2: Mental Health & Wellness		The mental health and wellness strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential.			
Strand 3: Healthy Eating and Physical Activity		The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle.			
Strand 4: Injury and Violence Prevention		By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations.			
Strand 5: Alcohol, Tobacco, and Other Drugs		The standards under the alcohol, tobacco, and other drugs strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions.			
Lesson Title	Lesson Objectives	TEKS Covered	TEK Expanded	TEK Expanded	TEK Expanded
Session 1: Being Healthy is Fun!					
Activity 1 Story & Discussion	Identify positive consequences of being healthy	(115.12) 2B, 6B, 7B	Strand 1: Physical Health & Hygiene (2B) identify personal hygiene and health habits that help individuals stay healthy such as hand washing and brushing teeth	Strand 1: Physical Health & Hygiene (6B) identify healthy portion sizes for common food items;	Strand 3: Healthy Eating and Physical Activity 7B identify habits that help individuals stay healthy such as getting the proper amount of sleep and daily physical activity.
Activity 2 Song	Identify physical activity and healthy eating as behaviors that promote health	(115.12) 6B, C, D	Strand 3: Healthy Eating and Physical Activity (6B) identify healthy portion sizes for common food items;	Strand 3: Healthy Eating and Physical Activity (6C) identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein; and	Strand 3: Healthy Eating and Physical Activity (6D) identify healthy and unhealthy snack choices.
Session 2: GO Foods					
Activity 1 Discussion	Identify GO foods as healthy foods Distinguish between GO foods and WHOA foods	(115.12) 6B,C,D	Strand 3: Healthy Eating and Physical Activity (6B) identify healthy portion sizes for common food items;	Strand 3: Healthy Eating and Physical Activity (6C) identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein; and	Strand 3: Healthy Eating and Physical Activity (6D) identify healthy and unhealthy snack choices.
Session 3: Jumping Jacki and Gus Goodfood Love Vegetables!					
Activity 1 Riddles	Identify vegetables, including some that may be unfamiliar Recognize that vegetables are part of a healthy daily diet Identified the importance of eating a variety of colors of vegetables	(115.12) 6C	Strand 3: Healthy Eating and Physical Activity (6C) identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein		
Session 4: Roots and Stems and Other Parts of Plants					
Activity 1 Snack Preparation	Identify vegetables as different parts of plants.	(115.12) 6C	Strand 3: Healthy Eating and Physical Activity (6C) identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein		
Activity 2 Game	Identify how often vegetable should be eaten: every day whenever possible.	(115.12) 6C	Strand 3: Healthy Eating and Physical Activity (6C) identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein		
Session 5: Let's Eat Some Vegetables!					
Activity 1	Prepare a healthy snack	(115.12) 6A, 6B, 6C	Strand 3: Healthy Eating and Physical Activity (6A) demonstrate an understanding that the human body is composed mostly of water and explain the importance of drinking water daily.	Strand 3: Healthy Eating and Physical Activity (6B) identify healthy portion sizes for common food items;	Strand 3: Healthy Eating and Physical Activity (6C) identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein;
Activity 2 Game	Taste-test vegetables as an example of a healthy snack Set a goal to eat two different vegetables	(115.12) 4B	Strand 2: Mental Health and Wellness (4B) discuss the meaning of goals and identify at least one health-related goal.		
Session 6: Moving to a Beat					
Activity 1	Identify the role of the lungs and heart in being physically active.	(115.12) 1	Strand 1: Physical Health & Hygiene (1) The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to name the five senses.		
Activity 2 Game	Associate two body cues (a faster heartbeat and faster breathing) with GO activities.	(115.12) 1	Strand 1: Physical Health & Hygiene (1) The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to name the five senses.		
Session 7: GO Activities Are Fun Anywhere!					
Activity 1 Discussion	Identify how much they should do GO activities.	(115.12) 7B	Strand 3: Healthy Eating and Physical Activity (7B) identify habits that help individuals stay healthy such as getting the proper amount of sleep and daily physical activity.		
Activity 2 Family Tip Sheet	Receive a Family Tip Sheet to take home	(115.12A) 3A, 4A	Strand 2: Mental Health & Wellness (3A) identify their own feelings and emotions;	Strand 2: Mental Health & Wellness (4B) discuss the meaning of goals and identify at least one health-related goal.	

Session 8: Colorful Fruits					
Activity 1 Discussion	Recognize that fruits are part of a healthy diet.	(115.12) 6C, 6D	Strand 3: Healthy Eating and Physical Activity (6C) identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein; and	Strand 3: Healthy Eating and Physical Activity (6D) identify healthy and unhealthy snack	
Activity 2 Game	Identify the importance of eating a variety of colors of fruits.	(115.12) 6B, 6C	Strand 2: Mental Health and Wellness (6B) discuss the meaning of goals and identify at least one health-related goal.		Strand 3: Healthy Eating and Physical Activity (6C) identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein
Activity 3 Homework	Receive a Family Tip Sheet to take home	(115.12A) 6C	Strand 3: Healthy Eating and Physical Activity (6C) identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein		
Session 9: Delicious Fresh Fruit					
Activity 1 Song & Discussion	Identify the maximum amount of 100% fruit juice they should drink in a day. Identify how often fruit should be eaten: every day whenever possible.	(115.12) 6A, 6C, 6D	Strand 3: Healthy Eating and Physical Activity (6A) demonstrate an understanding that the human body is composed mostly of water and explain the importance of drinking water daily;	Strand 3: Healthy Eating and Physical Activity (6C) identify types of foods	Strand 3: Healthy Eating and Physical Activity (6D) identify healthy and unhealthy snack choices.
Session 10: Tricky Drinks/Program Wrap-Up					
Activity 1 Story & Discussion	Distinguish between 100% fruit juices and fruit-flavored drinks.	(115.12) 6B, C	Strand 2: Mental Health and Wellness (6B) discuss the meaning of goals and identify at least one health-related goal.	Strand 3: Healthy Eating and Physical Activity (6C) identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein	
Activity 2 Homework	Family Tip Sheet	(115.12)3A	Strand 2: Mental Health & Wellness (3A) identify their own feelings and emotions;		

Texas Essential Knowledge and Skills - Health Education					
Coordinated Approach to Child Health - GRADE 1					
Strand 1: Physical Health & Hygiene Education		Physical health and hygiene education helps to prepare students for improved lifelong health outcomes.			
Strand 2: Mental Health & Wellness		The mental health and wellness strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential.			
Strand 3: Healthy Eating and Physical Activity		The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle.			
Strand 4: Injury and Violence Prevention		By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations.			
Strand 5: Alcohol, Tobacco, and Other Drugs		The standards under the alcohol, tobacco, and other drugs strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions.			
Lesson Title	Lesson Objectives	TEKS Covered	TEK Expanded	TEK Expanded	TEK Expanded
Lesson 1: GO Foods, GO Activity					
Activity 1 Story & Discussion	Identify healthy eating and physical activity as important health behaviors. Distinguish between GO foods and WHOA foods. Identify GO activities.	(115.13) 1.6A, 1.8B	Strand 1: Physical Health & Hygiene Education (6A) explain that fruits, proteins, vegetables, and dairy provide essential vitamins and minerals	Strand 3: Healthy Eating and Physical Activity (8B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.	
Lesson 2: A Rainbow of Fruits and Vegetables					
Activity 1 Discussion	Identify fruits and vegetables, including some that may be unfamiliar	(115.13) 1.6A, 1.6C	Strand 1: Physical Health & Hygiene Education (6A) explain that fruits, proteins, vegetables, and dairy provide essential vitamins and minerals	Strand 1: Physical Health & Hygiene Education (6C) identify the food groups and classify examples of foods into each group;	
Activity 2 Game	Identify how often fruits and vegetables should be eaten Identify an important reason for eating a variety of colors of fruits and vegetables	(115.13) 1.6A, 1.8B	Strand 1: Physical Health & Hygiene Education (6A) explain that fruits, proteins, vegetables, and dairy provide essential vitamins and minerals	Strand 3: Healthy Eating and Physical Activity (8B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.	
Lesson 3: What's Missing?					
Activity 1 Riddles	Identify fruits and vegetables in a game format.	(115.13) 1.6A	Strand 3: Healthy Eating and Physical Activity (6A) explain that fruits, proteins, vegetables, and dairy provide essential vitamins and minerals		
Activity 2 Meal Planning	Identify ways to eat fruits and vegetables with meals	(115.13) 1.6A, 1.6B, 1.6C	Strand 3: Healthy Eating and Physical Activity (6A) explain that fruits, proteins, vegetables, and dairy provide essential vitamins and minerals;	Strand 3: Healthy Eating and Physical Activity (6B) identify recommended portion sizes by comparing portions to familiar objects such as a golf ball for a cookie or a frisbee for a dinner plate;	Strand 3: Healthy Eating and Physical Activity (6C) identify the food groups and classify examples of foods into each group;
Activity 3 Homework	Receive a Family Tip Sheet to take home	(115.13) 1.7, 1.8B	Strand 3: Healthy Eating and Physical Activity (7) nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to identify examples of health information provided by various media and how the examples affect nutritional habits and physical activity.	Strand 3: Healthy Eating and Physical Activity (8B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.	
Lesson 4: Let's Eat Some Fruits and Vegetables!					
Activity 1 Snack Preparation	Prepare and taste-test a healthy snack that includes vegetables and fruits.	(115.13) 1.6B, 1.6D	Strand 3: Healthy Eating and Physical Activity (6B) identify recommended portion sizes by comparing portions to familiar objects such as a golf ball for a cookie or a frisbee for a dinner plate;	Strand 3: Healthy Eating and Physical Activity (6D) identify ingredients that make foods and drinks unhealthy such as added sugar and other sweeteners.	
Activity 2 Summary	Identify positive consequences of being healthy Identify physical activity and healthy eating as behaviors that promote health	(115.13) 1.4B, 1.8B	Strand 2: Mental Health and Wellness (4B) explain the importance of goal setting and task completion.	Strand 2: Mental Health and Wellness (8B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.	
Lesson 5: Sugary WHOA Beverages					
Activity 1 Discussion & Demonstration	Identify sugary beverages as WHOA foods.	(115.13) 1.6C, 1.6D	Strand 3: Healthy Eating and Physical Activity (6C) identify the food groups and classify examples of foods into each group;	Strand 3: Healthy Eating and Physical Activity (6D) identify ingredients that make foods and drinks unhealthy such as added sugar and other sweeteners.	
Activity 3 Homework	Receive a Family Tip Sheet to take home	(115.13) 1.7, 1.8B	Strand 3: Healthy Eating and Physical Activity (7) nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to identify examples of health information provided by various media and how the examples affect nutritional habits and physical activity.	Strand 3: Healthy Eating and Physical Activity (8B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.	
Lesson 6: Let's GO!					
Activity 1 Discussion	Identify benefits of regularly doing GO activities.	(115.13) 1.8B	Strand 3: Healthy Eating and Physical Activity (8B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.		
Activity 2 Summary	Associate four body cues with GO activities.	(115.13) 1.1, 1.3F	Strand 1: Physical Health and Hygiene (1) body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to demonstrate use of the five senses.	Strand 2: Mental Health and Wellness (3F) identify ways to respectfully communicate verbally and nonverbally;	

Lesson 7: Move Instead of Sit!					
Activity 1 Discussion & Song	Identify negative consequences of too much screen-time.	(115.13) 1.8B	Strand 1: Physical Health and Hygiene (1) body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to demonstrate use of the five senses.	Strand 1: Physical Health and Hygiene (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.	Strand 3: Healthy Eating and Physical Activity (8B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.
Activity 2 Exercise	Identify GO activities that can be done instead of screen-time.	(115.13) 1.3C, 1.7, 1.8B	Strand 2: Mental Health and Wellness (3C) describe and practice calming and self-management strategies;	Strand 3: Healthy Eating and Physical Activity (7) nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to identify examples of health information provided by various media and how the examples affect nutritional habits and physical activity.	Strand 3: Healthy Eating and Physical Activity (8B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.
Activity 3 Homework	Receive a Family Tip Sheet to take home	(115.13) 1.7, 1.8B	Strand 3: Healthy Eating and Physical Activity (7) Nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to identify examples of health information provided by various media and how the examples affect nutritional habits and physical activity.	Strand 3: Healthy Eating and Physical Activity (8B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.	
Lesson 8: How GO Can Become WHOA					
Activity 1 Story and Discussion	Identify how GO foods can become WHOA foods.	(115.13) 1.6B, 1.6D 1.8B	Strand 3: Healthy Eating and Physical Activity (6B) identify recommended portion sizes by comparing portions to familiar objects such as a golf ball for a cookie or a frisbee for a dinner plate;	Strand 3: Healthy Eating and Physical Activity (6D) identify ingredients that make foods and drinks unhealthy such as added sugar and other sweeteners.	Strand 3: Healthy Eating and Physical Activity (8B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.
Activity 2 Game	Identify GO and WHOA foods.	(115.13) 1.6B, 1.6C, 1.6D	Strand 3: Healthy Eating and Physical Activity (6B) identify recommended portion sizes by comparing portions to familiar objects such as a golf ball for a cookie or a frisbee for a dinner plate;.	Strand 3: Healthy Eating and Physical Activity (6C) identify the food groups and classify examples of foods into each group;	Strand 3: Healthy Eating and Physical Activity (6D) identify ingredients that make foods and drinks unhealthy such as added sugar and other sweeteners
Lesson 9: Let's Eat a GO Breakfast!					
Activity 1 Breakfast Preparation	Prepare and taste-test a breakfast made up of GO foods.	(115.13)1.6A, 1.6B	Strand 3: Healthy Eating and Physical Activity (6A) explain that fruits, proteins, vegetables, and dairy provide essential vitamins and minerals	Strand 3: Healthy Eating and Physical Activity (6B) identify recommended portion sizes by comparing portions to familiar objects such as a golf ball for a cookie or a frisbee for a dinner plate	
Activity 2 Goal Setting	Set a goal to eat GO foods for breakfast	(115.13) 1.4B, 1.8B	Strand 2: Mental Health and Wellness (4B) explain the importance of goal setting and task completion.	Strand 3: Healthy Eating and Physical Activity (8B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.	
Lesson 10: Into the Future					
Activity 1 Program Review	Review the main concepts of the classroom program.	(115.13) 1.1, 1.2B; 1.8B	Strand 1: Physical Health and Hygiene (1) body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to demonstrate use of the five senses.	Strand 1: Physical Health & Hygiene Education (2B) describe personal hygiene and health habits that enhance individual health such as personal hygiene, oral hygiene, and getting enough sleep	Strand 3: Healthy Eating and Physical Activity (8B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.
Activity 2 Game	Set long-term goals to eat more GO foods and do more GO activities.	(115.13) 1.4B, 1.7, 1.8B	Strand 2: Mental Health and Wellness (4B) explain the importance of goal setting and task completion.	Strand 3: Healthy Eating and Physical Activity (7) The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to identify examples of health information provided by various media and how the examples affect nutritional habits and physical activity.	Strand 3: Healthy Eating and Physical Activity (8B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.

Texas Essential Knowledge and Skills - Health Education

Coordinated Approach to Child Health - GRADE 2

Strand 1: Physical Health & Hygiene Education
 Strand 2: Mental Health & Wellness
 Strand 3: Healthy Eating and Physical Activity
 Strand 4: Injury and Violence Prevention
 Strand 5: Alcohol, Tobacco, and Other Drugs

Lesson Title	Lesson Objectives	TEKS Covered	TEK Expanded	TEK Expanded	TEK Expanded
Lesson 1: A Good Balance					
Activity 1 Story & Discussion	Identify healthy eating and physical activity as important health behaviors and as factors that contribute to energy balance.	(115.14) 2.6C, 2.6D, 2.8B	Strand 3: Healthy Eating and Physical Activity (6C) identify healthy and unhealthy choices within the food groups;	Strand 3: Healthy Eating and Physical Activity (6D) identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages such as soda and sports drinks.	Strand 3: Healthy Eating and Physical Activity (8B) identify the benefits of establishing healthy eating and physical activity habits that will last a lifetime.
Activity 2 Game	Distinguish between GO foods and WHOA foods.	(115.14) 2.6A, 2.6C, 2.6D	Strand 3: Healthy Eating and Physical Activity (6A) identify types of nutrients;	Strand 3: Healthy Eating and Physical Activity (6C) identify healthy and unhealthy choices within the food groups; and	Strand 3: Healthy Eating and Physical Activity (6D) identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages such as soda and sports drinks.
Lesson 2: Health and Unhealthy Fats					
Activity 1 Discussion	Distinguish between healthy and unhealthy fats.	(115.14) 2.6A, 2.6C, 2.7	Strand 3: Healthy Eating and Physical Activity (6A) identify types of nutrients;	Strand 3: Healthy Eating and Physical Activity (6C) identify healthy and unhealthy choices within the food groups;	Strand 3: Healthy Eating and Physical Activity (7) The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to identify various media that provide health information and how media can influence an individual's health choices such as television advertisements for fast foods and breakfast cereals.
Activity 2 Game	Compare amounts of saturated fat in foods by reading Nutrition Facts	(115.14) 2.6C, 2.8B	Strand 3: Healthy Eating and Physical Activity (6C) identify healthy and unhealthy choices within the food groups	Strand 3: Healthy Eating and Physical Activity (8B) identify the benefits of establishing healthy eating and physical activity habits that will last a lifetime.	
Lesson 3: Too Much Sugar!					
Activity 1 Story & Discussion	Distinguish between natural and added sugars.	(115.14) 2.6A, 2.6D	Strand 3: Healthy Eating and Physical Activity (6A) identify types of nutrients;	Strand 3: Healthy Eating and Physical Activity (6D) identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages such as soda and sports drinks.	
Activity 2 Modifying Meals	Identify reasons to consume fewer foods with added sugars.	(115.14) 2.6A, 2.6C	Strand 3: Healthy Eating and Physical Activity (6A) identify types of nutrients;	Strand 3: Healthy Eating and Physical Activity (6C) identify healthy and unhealthy choices within the food groups	
Activity 3 Summary	Modify meals to reduce the amount of added sugars.	(115.14) 2.6B, 2.6C, 2.6D	Strand 3: Healthy Eating and Physical Activity (6B) use familiar objects to identify healthy food portions from different food groups;	Strand 3: Healthy Eating and Physical Activity (6C) identify healthy and unhealthy choices within the food groups	Strand 3: Healthy Eating and Physical Activity (6D) identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages such as soda and sports drinks.
Lesson 4: Too Much Salt!					
Activity 1 Discussion & Demo	Identify a reason to consume fewer high-sodium foods.	(115.14) 2.6A, 2.6C	Strand 3: Healthy Eating and Physical Activity (6A) identify types of nutrients;	Strand 3: Healthy Eating and Physical Activity (6C) identify healthy and unhealthy choices within the food groups;	
Activity 2 Stations Activity	Distinguish between whole foods and processed foods.	(115.14) 2.6A, 2.6C, 2.6D	Strand 3: Healthy Eating and Physical Activity (6A) identify types of nutrients;	Strand 3: Healthy Eating and Physical Activity (6C) identify healthy and unhealthy choices within the food groups;	Strand 3: Healthy Eating and Physical Activity (6D) identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages such as soda and sports drinks.
Activity 3 Homework	Identify higher-sodium and lower-sodium processed foods.	(115.14) 2.6A, 2.6C, 2.6D	Strand 3: Healthy Eating and Physical Activity (6A) identify types of nutrients;	Strand 3: Healthy Eating and Physical Activity (6C) identify healthy and unhealthy choices within the food groups;	Strand 3: Healthy Eating and Physical Activity (6D) identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages such as soda and sports drinks.
Lesson 5: Hearts and Lungs, Bones and Muscles					
Activity 1 Discussion & Exercise	Identify health benefits of doing moderate-to-vigorous, muscle-strengthening, and bone-strengthening types of physical activity.	(115.14) 2.1, 2.8B	Strand 1: Physical Health & Hygiene Education (1) The student examines the structure, function, and relationships of body systems and their relevance to personal health.	Strand 3: Healthy Eating and Physical Activity (8B) identify the benefits of establishing healthy eating and physical activity habits that will last a lifetime.	
Activity 2 Fitness Leader Activity	To identify moderate-to-vigorous, muscle-strengthening, and bone-strengthening types of physical activity.	(115.14) 2.1, 2.8B	Strand 1: Physical Health & Hygiene Education (1) The student examines the structure, function, and relationships of body systems and their relevance to personal health.	Strand 3: Healthy Eating and Physical Activity (8B) identify the benefits of establishing healthy eating and physical activity habits that will last a lifetime.	
Activity 3 Goal Setting	Set a goal to do a physical activity in each category.	(115.14) 2.4B, 2.4C, 2.8B	Strand 2: Mental Health & Wellness (4B) define personal growth and identify areas for one's personal growth	Strand 2: Mental Health & Wellness (4C) list the steps and describe the importance of goal setting and task completion.	Strand 3: Healthy Eating and Physical Activity (8B) identify the benefits of establishing healthy eating and physical activity habits that will last a lifetime.

Lesson 6: Barriers to Physical Activity				
Activity 1 Discussion and Goal Check	Identify barriers to doing GO activities.	(115,14A) 2.3D, 2.8B	Strand 2: Mental Health & Wellness (3D) explain the effect of peer influence on an individual's social and emotional health	Strand 3: Healthy Eating and Physical Activity (8B) identify the benefits of establishing healthy eating and physical activity habits that will last a lifetime.
Activity 2 Stations Activity	Identify ways to get around barriers to doing GO activities.	(A)2.3B, 2.4B, 2.6A	Strand 3: Physical Health & Hygiene (3B) describe and practice calming and self-management strategies	Strand 2: Mental Health & Wellness (4B) define personal growth and identify areas for one's personal growth Strand 3: Healthy Eating and Physical Activity (8B) identify the benefits of establishing healthy eating and physical activity habits that will last a lifetime.
Lesson 7: Whole Grains				
Activity 1 Story & Discussion	Identify health benefits of whole-grain foods.	5.14)2.6A, 2.6C	Strand 3: Healthy Eating and Physical Activity (6A) identify types of nutrients	Strand 3: Healthy Eating and Physical Activity (6C) identify healthy and unhealthy choices within the food groups;
Activity 2 Team Race	Identify whole-grain goods and refined-grain foods.	4)2.3F, 2.6A, 2.6B	Strand 2: Mental Health & Wellness (3F) describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others.	Strand 3: Healthy Eating and Physical Activity (6A) identify types of nutrients Strand 3: Healthy Eating and Physical Activity (6C) identify healthy and unhealthy choices within the food groups;
Lesson 8: Amazing Fiber				
Activity 1 Discussion	Identify health benefits of eating high-fiber foods.	5.14)2.6A, 2.6C	Strand 3: Healthy Eating and Physical Activity (6A) identify types of nutrients	Strand 3: Healthy Eating and Physical Activity (6C) identify healthy and unhealthy choices within the food groups;
Activity 2 Game	Identify high-fiber foods, including snack foods.	4) 2.6A, 2.6B, 2.6C	Strand 3: Healthy Eating and Physical Activity (6A) identify types of nutrients;	Strand: Mental Health & Wellness (6B) use familiar objects to identify healthy food portions from different food groups; Strand 3: Healthy Eating and Physical Activity (6C) identify healthy and unhealthy choices within the food groups;
Lesson 9: Eat a GO Snack				
Activity 1 Snack Preparation	Prepare and taste-test a whole-grain, high-fiber snack.	4)2.3F, 2.6B, 2.6C	Strand 2: Mental Health & Wellness (3F) describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others.	Strand 3: Healthy Eating and Physical Activity (6B) use familiar objects to identify healthy food portions from different food groups; Strand 3: Healthy Eating and Physical Activity (6C) identify healthy and unhealthy choices within the food groups;
Activity 2 Goal Setting	Set a goal to eat a whole-grain, high-fiber GO food.	(115,14) 2.4C, 2.6A, 2.8B	Strand 2: Mental Health & Wellness (4C) list the steps and describe the importance of goal setting and task completion.	Strand 3: Healthy Eating and Physical Activity (6A) identify types of nutrients Strand 3: Healthy Eating and Physical Activity (8B) identify the benefits of establishing healthy eating and physical activity habits that will last a lifetime.
Lesson 10: Celebrate Health Today and in the Future				
Activity 1 Program Review	Review the main concepts of the classroom program.	(115,14) 2.6C, 2.6D, 2.8B	Strand 3: Healthy Eating and Physical Activity (6C) identify healthy and unhealthy choices within the food groups;	Strand 3: Healthy Eating and Physical Activity (6D) identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages such as soda and sports drinks. Strand 3: Healthy Eating and Physical Activity (8B) identify the benefits of establishing healthy eating and physical activity habits that will last a lifetime.
Activity 2 Drawing Activity	Illustrate a way they intend to personally apply the CATCH healthy eating and physical activity messages.	(115,14) 2.4B, 2.4C, 2.6D	Strand 2: Mental Health & Wellness (4B) define personal growth and identify areas for one's personal growth; and	Strand 2: Mental Health & Wellness (4C) list the steps and describe the importance of goal setting and task completion. Strand 3: Healthy Eating and Physical Activity (6D) identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages such as soda and sports drinks.

Texas Essential Knowledge and Skills - Health Education

Coordinated Approach to Child Health - GRADE 3

Strand 1: Physical Health & Hygiene Education		Physical health and hygiene education helps to prepare students for improved lifelong health outcomes.		
Strand 2: Mental Health & Wellness		This strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential.		
Strand 3: Healthy Eating and Physical Activity		The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle.		
Strand 4: Injury and Violence Prevention		By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations.		
Strand 5: Alcohol, Tobacco, and Other Drugs		This strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions.		
Lesson Title	Lesson Objectives	TEKS Covered	TEK Expanded	TEK Expanded
Session 1: Hi There, Earthlings				
Activity 1 Character Identification	Identify cartoon characters that represent heart health concepts.	(115.15) 3.2, 3.2D	Strand 1: Physical Health and Hygiene (3.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.	Strand 1: Physical Health and Hygiene (3.2D) identify the importance of taking personal responsibility for developing and maintaining personal hygiene and health habits
Activity 2 Letter Writing	Identify in letters they compose what they want to learn about healthy eating and physical activity.	(115.15) 3.4, 3.7	Strand 2: Mental Health and Wellness (3.4) developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept.	Strand 3: Healthy Eating and Physical Activity (3.7) The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions.
Session 2: Hearty Goes on a Mission				
Activity 1 Circulatory System	Review the basic function and maintenance of the circulatory system.	(115.15) 3.1, 3.8B	Strand 1: Physical Health and Hygiene (3.1) body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to name, locate, and describe the primary functions and major components of body systems, including the skeletal, muscular, circulatory, and respiratory systems.	Strand 3: Healthy Eating and Physical Activity (3.8B) describe how healthy and unhealthy behaviors affect body systems and demonstrate refusal skills in dealing with unhealthy eating situations.
Activity 2 Draw & Label Pictures	Illustrate their own message of healthful eating and exercise. Identify healthful eating, exercise, and food label reading as behaviors that promote heart health.	(115.15) 3.7	Strand 3: Healthy Eating and Physical Activity (3.7) The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to describe the importance of accessing health information through a variety of credible health resources.	
Session 3: Breakfast of the Stars				
Activity 1 Importance of Breakfast	Read and understand the parts of a recipe. Prepare a healthful breakfast.	(115.15) 3.6B	Strand 3: Healthy Eating and Physical Activity (3.6B) plan a balanced meal that follows government nutrition guidelines;	
Activity 2 Breakfast Preparation	Explain why the breakfast they prepared is healthful. Explain the importance of eating breakfast in terms of levels of concentration and energy.	(115.15) 3.2C, 3.6B, 3.8B	Strand 3: Healthy Eating and Physical Activity (3.2C) identify the benefits of decision making about personal health	Strand 3: Healthy Eating and Physical Activity (3.6B) plan a balanced meal that follows government nutrition guidelines;
Session 4: Hearty and His Friends, Land on Earth				
Activity 1 Cardiovascular System	Define and identify specific WHOA foods such as potato chips, candy bars, and cookies.	(115.15) 3.6C, 3.6D	Strand 3: Healthy Eating and Physical Activity (3.6C) examine nutrition labels to identify the difference between foods containing natural sugars and foods with added sugars or sweeteners;	Strand 3: Healthy Eating and Physical Activity (3.6D) identify and categorize foods based on saturated and unsaturated fat content.
Activity 2 GO, SLOW, WHOA Foods	Distinguish between GO, SLOW, and WHOA foods from two food groups: milk and dairy, and fruits.	(115.15) 3.6A, 3.6C, 3.6D	Strand 3: Healthy Eating and Physical Activity (3.6A) classify foods by the nutrients they provide;	Strand 3: Healthy Eating and Physical Activity (3.6C) examine nutrition labels to identify the difference between foods containing natural sugars and foods with added sugars or sweeteners;
Session 5: Helping Hearty Identify GO, SLOW, and WHOA Foods				
Activity 1 GO, SLOW, WHOA Foods	Distinguish between GO, SLOW, and WHOA foods from two food groups: vegetables, and meat and beans.	(115.15) 3.6, 3.7	Strand 3: Healthy Eating and Physical Activity (3.6) Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan.	Strand 3: Healthy Eating and Physical Activity (3.7) The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to describe the importance of accessing health information through a variety of credible health resources.
Activity 2 Homework	Discuss the family component of the CATCH Program	(115.15) 3.4B	Strand 2: Mental Health and Wellness (B) describe the importance of seeking guidance from a parent or another trusted adult in setting goals	

Session 6: Barriers to Physical Activity				
Activity 1 Adventure Story	Explain the importance of warming up before and cooling down after physical activity.	(115.15) 3.8B	Strand 3: Healthy Eating and Physical Activity (3.8B) describe how healthy and unhealthy behaviors affect body systems and demonstraterefusal skills in dealing with unhealthy eating situations.	
Activity 2 Physical Activity	Explain the importance of physical activity in terms of energy level and heart health.	(115.15) 3.2C, 3.8B	Strand 2: Mental Health and Wellness (3.2C) identify the benefits of decision making about personal health	Strand 3: Healthy Eating and Physical Activity (3.8B) describe how healthy and unhealthy behaviors affect body systems and demonstraterefusal skills in dealing with unhealthy eating situations.
Activity 3 Goal Setting	Describe what it means to be sedentary and why being sedentary is not healthful.	(115.15) 3.8B	Strand 3: Healthy Eating and Physical Activity (3.8B) describe how healthy and unhealthy behaviors affect body systems and demonstraterefusal skills in dealing with unhealthy eating situations.	
Activity 4 Summary	Set a goal to change a health-related behavior; physical activity.	(115.15) 3.7, 3.3A, 3.4	Strand 2: Mental Health and Wellness (3.3A) communicate needs, wants, and emotions in healthy ways;	Strand 2: Mental Health and Wellness (3.4) developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept.
Session 7: Hearty and Dynamite Meet Food Fat				
Activity 1 Adventure Story	Identify gaining weight as a consequence of eating too many WHOA foods.	(115.15) 3.8	Strand 3: Healthy Eating and Physical Activity (3.8) risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity.	
Activity 2 Changing a Menu	Specify ways to reduce consumption of WHOA foods through the selection and preparation of foods.	(115.15) 3.6	Strand 3: Healthy Eating and Physical Activity (3.6) food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan.	
Session 8: Hearty and Dynamite Meet Food Fat...Again				
Activity 1 Adventure Story	Describe why advertisements for WHOA foods are sometimes misleading.	(115.15) 3.2B, 3.7	Strand 1: Physical Health and Hygiene (3.2B) describe methods of accessing information about health;	Strand 3: Healthy Eating and Physical Activity (3.7) nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to describe the importance of accessing health information through a variety of credible health resources.
Activity 2 Goal Setting	Set a goal to change a health-related behavior; substitute GO or SLOW snacks for WHOA snacks.	(115.15) 3.2D, 3.4	Strand 1: Physical Health and Hygiene (3.2D) identify the importance of taking personal responsibility for developing and maintaining personal hygiene and health habits;	Strand: Mental Health and Wellness (3.4) developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept.
Activity 3 Homework	Discuss the family component of the CATCH Program	(115.15) 3.4B	Strand 2: Mental Health and Wellness (B) describe the importance of seeking guidance from a parent or another trusted adult in setting goals	
Session 9: Hearty Learns About Whole Grains				
Activity 1 Adventure Story	Compare whole grains and refined grains in terms of health benefits.	(115.15) 3.6A	Strand 3: Healthy Eating and Physical Activity (3.6A) classify foods by the nutrients they provide	
Activity 2 GO, SLOW, WHOA Foods	Locate and describe clues on food packaging that identify whole-grain foods.	(115.15) 3.6C	Strand 3: Healthy Eating and Physical Activity (3.6C) examine nutrition labels to identify the difference between foods containing natural sugars and foods with added sugars or sweeteners	
Session 10: Celebrate Health Today and in the Future				
Activity 1 Goal Setting	Read and understand the parts of a recipe.	(115.15) 3.7	Strand 3: Healthy Eating and Physical Activity (3.7) nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to describe the importance of accessing health information through a variety of credible health resources.	
Activity 2 Homework	Explain the importance of eating snacks in terms of heart health and energy.	(115.15) 3.8B	Strand 3: Healthy Eating and Physical Activity (3.8B) describe how healthy and unhealthy behaviors affect body systems and demonstraterefusal skills in dealing with unhealthy eating situations.	
Activity 3 Summary	Discuss the family component of the CATCH Program.	(115.15) 3.4B	Strand 2: Mental Health and Wellness (B) describe the importance of seeking guidance from a parent or another trusted adult in setting goals	
Session 11: Hearty Learns About GO Beverages				
Activity 1 Adventure Story	Specify why it is important to drink six to eight glasses of water daily.	(115.15) 3.6	Strand 3: Healthy Eating and Physical Activity (3.6) food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan.	

Activity 2 Goal Check	Identify gaining weight as a consequence of drinking too much flavored (high-sugar), high-fat milk. Name the characteristics of a GO beverage: low in solid fats and low in added sugars.	(115.15) 3.6C, 3.6D	Strand 3: Healthy Eating and Physical Activity (3.6C) examine nutrition labels to identify the difference between foods containing natural sugars and foods with added sugars or sweeteners	Strand 3: Healthy Eating and Physical Activity (6D) identify and categorize foods based on saturated and unsaturated fat content.
Session 12: Helping Hearty Read Beverage Labels				
Activity 1 Label Reading	Determine whether beverages are SLOW, or WHOA beverages based on information on food labels.	(115.15) 3.8A	Strand 3: Healthy Eating and Physical Activity (3.8A) identify the common food allergens listed on food packaging;	
Activity 2 Planning and Reporting Favorite GO Meals	Select GO foods as they plan meals and snacks.	(115.15) 3.6B	Strand 3: Healthy Eating and Physical Activity (3.6B) plan a balanced meal that follows government nutrition guidelines;	
Session 13: Hearty Learns About Heart Health Around the World and Leaves Earth				
Activity 1 Hearty Heart Adventure Story	Discover that eating and physical activity habits vary around the world.	(115.15) 3.3C	Strand 2: Mental Health and Wellness (3.3C) discuss how others may experience situations differently than oneself;	
Activity 2 Homework	Plan long-term strategies for healthful eating and exercise behaviors.	(115.15) 3.6, 3.7	Strand 3: Healthy Eating and Physical Activity (3.6) food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan.	Strand 3: Healthy Eating and Physical Activity (3.7) nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to describe the importance of accessing health information through a variety of <u>credible health resources</u> .
Activity 3 Lesson Summary	Discuss the family component of the CATCH Program.	(115.15) 3.4B	Strand 2: Mental Health and Wellness (B) describe the importance of seeking guidance from a parent or another trusted adult in setting goals	
Session 14: Supersonic Soda and Popcorn Party				
Activity 1 Goal Check	Report the GO and SLOW beverages they drank to achieve the goal they set.	(115.15) 3.6	Strand 3: Healthy Eating and Physical Activity (3.6) food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan.	
Activity 2 Summary	Explain the importance of eating snacks in terms of heart health and energy.	(115.15) 3.8	Strand 3: Healthy Eating and Physical Activity (3.8) risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity.	

Texas Essential Knowledge and Skills - Health Education

Coordinated Approach to Child Health - Grade 4

Strand 1: Physical Health & Hygiene Education	Physical health and hygiene education helps to prepare students for improved lifelong health outcomes.
Strand 2: Mental Health & Wellness	This strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential.
Strand 3: Healthy Eating and Physical Activity	The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle.
Strand 4: Injury and Violence Prevention and Safety	By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations.
Strand 5: Alcohol, Tobacco, and Other Drugs	This strand focuses on a number of protective factors that develop empowered students who are able to make better-informed decisions.
Strand 6: Reproductive & Sexual Health	Students learn about changes associated with adolescent development in the reproductive and sexual health strand.

Lesson Title	Lesson Objectives	TEKS Covered	TEK Expanded	TEK Expanded
Lesson 1: Ready-Set-Go for Health				
Activity 1 Introduction	Identify characters from the third grade CATCH Program and review the health concepts they represent.	(115.16) 4.1, 4.2	Strand 1: Physical Health and Hygiene (4.1) body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to name, locate, and describe the primary function and major components of the body systems, including the nervous, immune, digestive, and integumentary systems.	Strand 1: Physical Health and Hygiene (4.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.
Activity 2 Interviews	Interview other students to identify why they think it is important to be healthy, what they do to stay healthy, and what keeps them from doing healthful behaviors.	(115.16) 4.2A, 4.8A	Strand 1: Physical Health and Hygiene (4.2A) explain the importance of health information and how it can be used	Strand 3: Healthy Eating and Physical Activity (4.8A) describe the importance of goal setting and set a goal for making healthy food choices;
Lesson 2: GO-SLOW-WHOA foods				
Activity 1 GO-SLOW-WHOA Review	Recognize that healthy eating means eating more GO foods than SLOW foods, and more SLOW foods than WHOA foods.	(115.16) 4.6	Strand 3: Healthy Eating and Physical Activity (4.6) Food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan.	
Activity 2 Summary	Introduce and discuss the family component of the CATCH Program.	(115.16) 4.2C	Strand 1: Physical Health and Hygiene (4.2C) explain strategies for maintaining personal hygiene and health habits	
Lesson 3: Physical Activity Means GO				
Activity 1 Discussion	Understand the concept of energy balance.	(115.16) 4.6A	Strand 3: Healthy Eating and Physical Activity (4.6A) explain why the body needs each of the six major nutrients contained in foods	
Activity 2 Summary	Associate certain body cues with doing GO activities.	(115.16) 4.7	Strand 3: Healthy Eating and Physical Activity (4.7) The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to identify the physical, mental, and social benefits of physical fitness.	
Lesson 4: Fat Facts				
Activity 1 Discussion	Distinguish between healthy and unhealthy fats.	(115.16) 4.6	Strand 3: Healthy Eating and Physical Activity (4.6) food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan.	
Activity 2 Homework	Discuss the family component of the CATCH Program.	(115.16) 4.2C	Strand 1: Physical Health and Hygiene (4.2C) explain strategies for maintaining personal hygiene and health habits	

Lesson 5: Take Out the Sugar!			
Activity 1 Discussion & Label Reading	Identify (a) types of added sugars in foods and (b) reasons that added sugars should be consumed in moderation.	(115.16)4.6D	Strand 3: Healthy Eating and Physical Activity (4.6D) identify the recommended guidelines for added sugar consumption and explain how excess sugar consumption can impact health, including causing dental cavities and obesity;
Activity 2 Homework	Discuss the family component of the CATCH Program.	(115.16) 4.2C	Strand 1: Physical Health and Hygiene (4.2C) explain strategies for maintaining personal hygiene and health habits
Lesson 6: So-o-o Much Sodium			
Activity 1 Demonstration	Identify healthy and unhealthy amounts of sodium.	(115.16) 4.6	Strand 3: Healthy Eating and Physical Activity (4.6) food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan.
Activity 2 Group Work	Rank foods according to their sodium content.	(115.16) 4.6	Strand 3: Healthy Eating and Physical Activity (4.6) food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan.
Lesson 7: The "Whole" Truth About Foods			
Activity 1 Discussion	Distinguish between whole foods and processed foods.	(115.16) 4.6E	Strand 3: Healthy Eating and Physical Activity (4.6E) identify healthy fast food choices such as ordering smaller serving sizes and substituting salads for fries and grilled foods for fried foods and their associated impacts on health.
Activity 2 Modify Meals & Snacks	Modify meals and snacks to include more healthful foods.	(115.16) 4.6E, 4.9B	Strand 3: Healthy Eating and Physical Activity (4.6E) identify healthy fast food choices such as ordering smaller serving sizes and substituting salads for fries and grilled foods for fried foods and their associated impacts on health. Strand 3: Healthy Eating and Physical Activity (4.9B) differentiate between healthy and unhealthy eating habits and demonstrate refusal skills in dealing with unhealthy eating situations.
Lesson 8: Good Choices			
Activity 1 Review	Recognize the importance of choosing GO foods to keep their body in energy balance.	(115.16) 4.6A	Strand 3: Healthy Eating and Physical Activity (4.6A) explain why the body needs each of the six major nutrients contained in foods
Activity 2 Action Game	Compare the calories and nutrients in GO and WHOA foods.	(115.16) 4.9B	Strand 3: Healthy Eating and Physical Activity (4.9B) differentiate between healthy and unhealthy eating habits and demonstrate refusal skills in dealing with unhealthy eating situations.
Lesson 9: On Your Mark - Get Set - GO!			
Activity 1 Goal Check	Record the GO activities they did the day before.	(115.16) 4.7	Strand 3: Healthy Eating and Physical Activity (4.7) The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to identify the physical, mental, and social benefits of physical fitness.
Activity 2 Personal GO Activities Record	Pantomime and identify GO activities.	(115.16) 4.7	Strand 3: Healthy Eating and Physical Activity (4.7) The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to identify the physical, mental, and social benefits of physical fitness.
Lesson 10: Snack-vertising GO Foods			
Activity 1 Brainstorming & Discussion	Identify advertising techniques for WHOA snack foods, and differentiate among GO, SLOW, and WHOA foods in advertisements for snacks.	(115.16) 4.8B	Strand 3: Healthy Eating and Physical Activity (4.8B) gather data from a variety of credible sources to help make informed nutritional and physical activity choices.

Activity 2 Homework	Discuss the family component of the CATCH Program.	(115.16) 4.2C	Strand 1: Physical Health and Hygiene (4.2C) explain strategies for maintaining personal hygiene and health habits	
Lesson 11: WHOA Busters				
Activity 1 Goal Check	Set a goal to change a health-related behavior: eat a GO snack instead of a WHOA snack.	(115.16) 4.4B, 4.6E	Strand 2: Mental Health and Wellness (4.4B) explain the advantages of setting short- and long-term goals	Strand 3: Healthy Eating and Physical Activity (4.6E) identify healthy fast food choices such as ordering smaller serving sizes and substituting salads for fries and grilled foods for fried foods and their associated impacts on health.
Activity 2 Goal Setting	Identify GO snacks that can be substituted for WHOA snacks by playing a game	(115.16) 4.6E	Strand 3: Healthy Eating and Physical Activity (4.6E) identify healthy fast food choices such as ordering smaller serving sizes and substituting salads for fries and grilled foods for fried foods and their associated impacts on health.	
Lesson 12: Snacks for Party GO-ers				
Activity 1 Group Work: Party Planning	Practice planning healthful snacks for a party.	(115.16) 4.6E	Strand 3: Healthy Eating and Physical Activity (4.6) food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan.	
Activity 4 Summary	Discuss the homework program.	(115.16) 4.2C	Strand 1: Physical Health and Hygiene (4.2C) explain strategies for maintaining personal hygiene and health habits	
Lesson 13: Taking Off				
Activity 1 Goal Check	Review the main ideas of the GO for Health: Taking Off program.	(115.16) 4.7, 4.8	Strand 3: Healthy Eating and Physical Activity (4.7) The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to identify the <u>physical, mental, and social benefits of physical fitness.</u>	Strand 3: Healthy Eating and Physical Activity (4.8) The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions.
Activity 2 Group Work	Set long-term goals to do physical activities and eat healthful foods.	(115.16) 4.4B, 4.46	Strand 2: Mental Health and Wellness (4.4B) explain the advantages of setting short- and long-term goals;: Healthy Eating and Physical Activity	Strand 2: Mental Health and Wellness (4.46) The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan.

Texas Essential Knowledge and Skills - Health Education

Coordinated Approach to Child Health - GRADE 5

Strand 1: Physical Health & Hygiene Education	Physical health and hygiene education helps to prepare students for improved lifelong health outcomes.
Strand 2: Mental Health & Wellness	This strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential.
Strand 3: Healthy Eating and Physical Activity	The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle.
Strand 4: Injury and Violence Prevention and Safety	By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations.
Strand 5: Alcohol, Tobacco, and Other Drugs	This strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions.
Strand 6: Reproductive & Sexual Health	Students learn about changes associated with adolescent development in the reproductive and sexual health strand.

Lesson Title	Lesson Objectives	TEKS Covered	TEK Expanded	TEK Expanded	TEK Expanded
Lesson 1: Let's Get GO-ing					
Activity 1 Introductory Play	Act out and discuss a play that reviews health behaviors learned in the fourth grade Go For Health program.	(115.17) 5.8	Strand 3: Healthy Eating and Physical Activity (5.8) The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to explain the physical.		
Activity 2 Group Work	Identify barriers that prevent healthful behaviors.	(115.17) 5.5A	Strand 2: Mental Health & Wellness (5.5A) identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health		
Lesson 2: Energy Balance & GO Eating					
Activity 1 Review	Review GO, SLOW and WHOA food categories.	(115.17) 5.2, 5.7A, 10A	Strand 1: Physical Health & Hygiene Education (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.	Strand 3: Healthy Eating and Physical Activity (5.7A) identify foods that are sources of one or more of the six major nutrients	Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes
Activity 2 Group Work	Review the connection between energy balance and GO eating.	(115.17) 5.7, 5.10A	Strand 3: Healthy Eating and Physical Activity (5.7) The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan.	Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes	
Lesson 3: GO-ing for FIT					
Activity 1 Review and Intro of FIT Formula	Review the importance of physical activity.	(115.17) 5.2, 5.2D	Strand 1: Physical Health & Hygiene Education (5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households	
Activity 2 Measurement and Calculation	Recognize that physical activities should be done frequently, with intensity, and for 60 minutes a day.	(115.17) 5.6A, 5.10B	Strand 2: Mental Health & Wellness (5.6A) compare and contrast healthy and unhealthy methods for managing concerns related to long-term health conditions for self and others	Strand 1: Physical Health & Hygiene Education (5.10B) identify attitudes and behaviors that can reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes.	
Lesson 4: Choose Your Plate					
Activity 1 Review	Explore MyPlate to recognize that eating a variety of healthful foods in recommended amounts and doing physical activities will help their body stay in energy balance.	(115.17) 5.7A, 5.10A	Strand 3: Healthy Eating and Physical Activity (5.7A) identify foods that are sources of one or more of the six major nutrients	Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes	
Activity 2 Worksheet	Apply the MyPlate guidelines to their eating habits	(115.17) 5.7A, 5.7, 5.9B	Strand 3: Healthy Eating and Physical Activity (5.7A) identify foods that are sources of one or more of the six major nutrients	Strand 3: Healthy Eating and Physical Activity (5.7B) examine food labels and menus for nutritional content, calories, and serving sizes	Strand 3: Healthy Eating and Physical Activity (5.9B) research and evaluate health products and information about physical activity and nutritional choices.
Lesson 5: Bag a GO Lunch					
Activity 1 Goal Setting	Set a goal to change a health-related behavior: eat the amount of food in one food group that is recommended by their MyPlate Daily Food Plan.	(115.17) 5.4D, 5.9A, 5.10B	Strand 2: Mental Health & Wellness 4(D) identify goals that one wishes to achieve, including identifying areas for one's personal growth and ways to gather constructive feedback.	Strand 3: Healthy Eating and Physical Activity 9(A) describe the importance of goal setting and set a goal for achieving appropriate levels of physical activity	Strand 3: Healthy Eating and Physical Activity 10(B) identify attitudes and behaviors that can reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes.
Activity 2 Discussion	Evaluate a bag lunch and modify it so that it includes a variety of GO foods.	(115.17) 5.7B, 5.10A	Strand 3: Healthy Eating and Physical Activity (5.7B) examine food labels and menus for nutritional content, calories, and serving sizes	Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes	

Lesson 6: A Very Important Meal					
Activity 1 Goal Check	Recognize that eating breakfast is essential to good health.	(115.17) 5.10A	Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes.		
Activity 2 Discussion	Eat and evaluate a breakfast composed of a variety of GO foods.	(115.17) 5.10B	Strand 3: Healthy Eating and Physical Activity (5.10B) identify attitudes and behaviors that can reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes.		
Lesson 7: Bright Ideas for Breakfast					
Activity 1 Group Work	Evaluate and modify breakfasts so that they include a variety of GO foods.	(115.17) 5.10A	Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes.		
Activity 2 Goal Setting	Set a goal to change a health-related behavior: eat at least two breakfasts made up of a variety of GO foods.	(115.17) 5.4D, 5.9A, 5.10B	Strand 2: Mental Health & Wellness (5.4D) identify goals that one wishes to achieve, including identifying areas for one's personal growth and ways to gather constructive feedback.	Strand 3: Healthy Eating and Physical Activity (5.9A) describe the importance of goal setting and set a goal for achieving appropriate levels of physical activity.	Strand 3: Healthy Eating and Physical Activity (5.10B) identify attitudes and behaviors that can reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes.
Lesson 8: Plan of Action					
Activity 1 Action Game	Play an action game that reviews the concept of energy balance.	(115.17) 5.2D, 5.10A	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households.	Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes.	
Activity 2 Goal Setting	Develop a plan of action and set a goal to change a health-related behavior: do three moderate or vigorous physical activities.	(115.17) 5.4D, 5.9A, 5.10B	Strand 2: Mental Health & Wellness (5.4D) identify goals that one wishes to achieve, including identifying areas for one's personal growth and ways to gather constructive feedback.	Strand 3: Healthy Eating and Physical Activity (5.9A) describe the importance of goal setting and set a goal for achieving appropriate levels of physical activity.	Strand 3: Healthy Eating and Physical Activity (5.10B) identify attitudes and behaviors that can reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes.
Lesson 9: GO for Health Options					
Activity 1 Goal Check	Practice making healthful decisions by applying four options they can use to overcome barriers to doing GO activities and eating GO foods.	(115.17) 5.2C, 5.4C	Strand 1: Physical Health & Hygiene Education (5.2C) identify decision-making skills that promote individual, family, and community health.	Strand 3: Healthy Eating and Physical Activity (5.4C) discuss choices and decision making as part of goal setting.	
Lesson 10: Building Blocks					
Activity 1 Goal Check	Review the four options they can use to overcome barriers to doing GO activities and eating GO foods.	(115.17) 5.10B	Strand 3: Healthy Eating and Physical Activity (5.10B) identify attitudes and behaviors that can reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes.		
Activity 2 Group Work	Analyze a problem that prevents people their age from eating GO foods or doing GO activities, and apply the GO for Health Options by writing advice letters to these people.	(115.17) 5.2B, 5.2C, 5.5A	Strand 1: Physical Health & Hygiene Education (5.2B) identify how to distinguish between myth and fact when accessing information about health;	Strand 1: Physical Health & Hygiene Education (5.2C) identify decision-making skills that promote individual, family, and community health.	Strand 2: Mental Health & Wellness (5.5A) identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health.
Lesson 11: Play Out the Options					
Activity 1 Group Work	Analyze a situation involving healthful eating and/or physical activity, apply the GO for Health Options, and prepare a role play about the situation.	(115.17) 5.2B, 5.2C, 5.5A	Strand 1: Physical Health & Hygiene Education (5.2B) identify how to distinguish between myth and fact when accessing information about health;	Strand 1: Physical Health & Hygiene Education (5.2C) identify decision-making skills that promote individual, family, and community health.	Strand 2: Mental Health & Wellness (5.5A) identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health.
Activity 2 Presentations	Present a role play about a situation involving healthful eating and/or physical activity.	5.17) 5.8, 5.9A, 5.9	Strand 3: Healthy Eating and Physical Activity (5.8) Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to explain the physical, mental, and social benefits of fitness.	Strand 3: Healthy Eating and Physical Activity (5.9A) describe the importance of goal setting and set a goal for achieving appropriate levels of physical activity.	Strand 3: Healthy Eating and Physical Activity (5.9B) research and evaluate health products and information about physical activity and nutritional choices.
Lesson 12: Breaking Through Barriers					
Activity 1 Group Work	Review the barriers to healthful eating and physical activity discussed in Lesson 1 and plan specific ways to overcome them.	(115.17) 5.4D, 5.9A, 5.10B	Strand 2: Mental Health & Wellness (5.4D) identify goals that one wishes to achieve, including identifying areas for one's personal growth and ways to gather constructive feedback.	Strand 3: Healthy Eating and Physical Activity (5.9A) describe the importance of goal setting and set a goal for achieving appropriate levels of physical activity.	Strand 3: Healthy Eating and Physical Activity (5.10B) identify attitudes and behaviors that can reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes.

Texas Essential Knowledge and Skills - Health Education

Coordinated Approach to Child Health - GRADE 6

Strand 1: Physical Health & Hygiene Education	Physical health and hygiene education helps to prepare students for improved lifelong health outcomes.
Strand 2: Mental Health & Wellness	This strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential.
Strand 3: Healthy Eating and Physical Activity	The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle.
Strand 4: Injury and Violence Prevention and Safety	By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations.
Strand 5: Alcohol, Tobacco, and Other Drugs	This strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions.
Strand 6: Reproductive & Sexual Health	Students learn about changes associated with adolescent development in the reproductive and sexual health strand.

Lesson Title	Lesson Objectives	TEKS Covered	TEK Expanded	TEK Expanded	TEK Expanded
Lesson 1: Food Fights					
Part A GO-SLOW-WHOA Concepts	Identify important GO-SLOW-WHOA concepts	(115.26) 6.7, 6.10D	Strand 3: Healthy Eating and Physical Activity (6.7) The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan.	Strand 3: Healthy Eating and Physical Activity (6.10D) discuss the nutritional differences between preparing and serving fresh or minimally processed foods and commercially prepared or	
Part B Small-Group	Identify important information on Nutrition Facts labels, analyze information on the Nutrition Facts labels of two similar foods	(115.26) 6.7, 6.7B, 6.10D	Strand 3: Healthy Eating and Physical Activity (6.7) The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan.	Strand 3: Healthy Eating and Physical Activity (6.7B) compare and contrast common food labels and menus for nutritional content and calories;	Strand 3: Healthy Eating and Physical Activity (6.10D) discuss the nutritional differences between preparing and serving fresh or minimally processed foods and commercially prepared or highly processed foods.
Lesson 2: Build-A-Meal					
Part A Small Group Work	Compare GO, SLOW, and WHOA foods in terms of calories, sodium, and saturated fat	(115.26) 6.7B	Strand 3: Healthy Eating and Physical Activity (6.7B) compare and contrast common food labels and menus for nutritional content and calories		
Part B Graphing Activity	Identify the relationship between food choices and their consumption of calories, sodium, and saturated fat	(115.26) 6.7E	Strand 3: Healthy Eating and Physical Activity (6.7E) evaluate the importance of choosing lower sodium alternatives to foods that have high levels of sodium such as salty snacks and canned vegetables.		
Lesson 3: How Much Sugar is in Your Favorite Drinks?					
Part A Ranking	Identify important information on Nutrition Facts labels on beverages	(115.26) 6.7A	Strand 3: Healthy Eating and Physical Activity (6.7A) define micronutrients, including calcium and iron, and their recommended daily allowances		
Part B Small Group Work	Perform calculations using information on Nutrition Facts labels on beverages, identify alternatives to sugar-sweetened beverages	(115.26) 6.7, 6.7B	Strand 3: Healthy Eating and Physical Activity (6.7) Healthy eating and physical activity--food and beverage daily recommendations. The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan.	Strand 3: Healthy Eating and Physical Activity (6.7B) compare and contrast common food labels and menus for nutritional content and calories	
Lesson 4: Choose It or Lose It					
Part A Small Group Work	Compare menu options at fast food restaurants based on nutrition information	(115.26) 6.7B	Strand 3: Healthy Eating and Physical Activity (6.7B) compare and contrast common food labels and menus for nutritional content and calories		
Part B Reporting Results	Identify healthier menu options at fast food restaurants, recognize the importance of energy balance and moderation	(115.26) 6.7, 6.9A	Strand 3: Healthy Eating and Physical Activity (6.7) The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan.	Strand 3: Healthy Eating and Physical Activity (6.9A) make a variety of healthy personal food choices and develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels	
Lesson 5: The Heart is a Muscle					
Part A Calculations and Counting Pulse	Calculate their target heart rate	(115.26) 6.3A	Strand 2: Mental Health & Wellness (6.3A) demonstrate healthy methods for communicating emotions in a variety of scenarios;		
Part B Monitoring and Graphing Heart Rate	Identify the relationship between target heart rate and physical activity	(115.26) 6.3A	Strand 2: Mental Health & Wellness (6.3A) demonstrate healthy methods for communicating emotions in a variety of scenarios;		

Lesson 6: MyPlate					
Part A Q & A	Identify the food groups and other features of MyPlate, as well as foods within each group	(115.26) 6.8A, 6.10A	Strand 3: Healthy Eating and Physical Activity (6.10A) analyze the impact of moderate physical activity and dietary choices on the prevention of obesity, heart disease, and diabetes	Strand 3: Healthy Eating and Physical Activity (6.8A) identify the CDC guidelines for daily physical activity throughout the lifespan	
Part B Poster Activity	Recognize the importance of energy balance and moderation, create posters that illustrate MyPlate concepts	(115.26) 6.8B, 6.10A	Strand 3: Healthy Eating and Physical Activity (6.8B) analyze the benefits of regular physical activity on mental, physical, and social health.	Strand 3: Healthy Eating and Physical Activity (6.10A) analyze the impact of moderate physical activity and dietary choices on the prevention of obesity, heart disease, and diabetes	
Lesson 7: GO for Breakfast					
Part A Discussion	Identify reasons not to skip breakfast	(115.26) 6.7C	Strand 3: Healthy Eating and Physical Activity (6.7C) describe healthy and unhealthy dietary practices;		
Part B Small Group Work	Identify healthier breakfast food choices	(115.26) 6.7B	Strand 3: Healthy Eating and Physical Activity (6.7B) compare and contrast common food labels and menus for nutritional content and calories;		
Lesson 8: There's More to Life Than Screens					
Part A Calculations and Discussion	Calculate the average amount of screen-time of young people, identify negative consequences of too much screen-time,	(115.26) 6.9B	Strand 3: Healthy Eating and Physical Activity (6.9B) explain the role of media and technology in influencing individual and community health related to physical activity and nutritional choices.		
Part B Goal Setting	Set a goal to limit their daily nonacademic screen-time to two hours	(115.26) 6.9B	Strand 3: Healthy Eating and Physical Activity (6.9B) explain the role of media and technology in influencing individual and community health related to physical activity and nutritional choices.		
Lesson 8: Plan of Action					
Activity 1 Action Game	Play an action game that reviews the concept of energy balance.	(115.26) 6.9A	Strand 3: Healthy Eating and Physical Activity (6.9A) make a variety of healthy personal food choices and develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels		
Activity 2 Goal Setting	Develop a plan of action and set a goal to change a health-related behavior: do three moderate or vigorous physical activities.	(115.26) 6.9A, 6.10A, 6.10C	Strand 3: Healthy Eating and Physical Activity (6.9A) make a variety of healthy personal food choices and develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels	Strand 3: Healthy Eating and Physical Activity (6.10A) analyze the impact of moderate physical activity and dietary choices on the prevention of obesity, heart disease, and diabetes	Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors
Lesson 9: GO for Health Options					
Activity 1 Goal Check	Practice making healthful decisions by applying four options they can use to overcome barriers to doing GO activities and eating GO foods.	(115.26) 6.6A, 6.9A, 6.10C	Strand 2: Mental Health & Wellness (6.6A) examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others	Strand 3: Healthy Eating and Physical Activity (6.9A) make a variety of healthy personal food choices and develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels; and	Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and
Lesson 10: Building Blocks					
Activity 1 Goal Check	Review the four options they can use to overcome barriers to doing GO activities and eating GO foods.	(115.26) 6.6A, 6.9A, 6.10C	Strand 2: Mental Health & Wellness (6.6A) examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others	Strand 3: Healthy Eating and Physical Activity (6.9A) make a variety of healthy personal food choices and develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels; and	Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and
Activity 2 Group Work	Analyze a problem that prevents people their age from eating GO foods or doing GO activities, and apply the GO for Health Options by writing advice letters to these people.	(115.26) 6.6A, 6.6C,	Strand 2: Mental Health & Wellness (6.6A) examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others;	Strand 2: Mental Health & Wellness (6.6C) identify how to respond positively to develop resiliency	
Lesson 11: Play Out the Options					
Activity 1 Group Work	Analyze a situation involving healthful eating and/or physical activity, apply the GO for Health Options, and prepare a role play about the situation.	(115.26): 6.7B, 6.7C, 6.7D	Strand 3: Healthy Eating and Physical Activity (6.7B) compare and contrast common food labels and menus for nutritional content and calories	Strand 3: Healthy Eating and Physical Activity (6.7C) describe healthy and unhealthy dietary practices;	Strand 3: Healthy Eating and Physical Activity (6.7D) explain the importance of a realistic personal dietary plan; and
Activity 2 Presentations	Present a role play about a situation involving healthful eating and/or physical activity.	(115.26): 6.7B, 6.7C, 6.7D	Strand 3: Healthy Eating and Physical Activity (6.7B) compare and contrast common food labels and menus for nutritional content and calories	Strand 3: Healthy Eating and Physical Activity (6.7C) describe healthy and unhealthy dietary practices;	Strand 3: Healthy Eating and Physical Activity (6.7D) explain the importance of a realistic personal dietary plan

Lesson 12: Breaking Through Barriers					
Activity 1 Group Work	Review the barriers to healthful eating and physical activity discussed in Lesson 1 and plan specific ways to overcome them.	(115.26) 6.6A, 6.6B, 6.6C	Strand 2: Mental Health & Wellness (6.6A) examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others	Strand 2: Mental Health & Wellness (6.6B) identify and describe lifetime strategies for managing conditions that impact learning such as attention-deficit disorder (ADD), attention-deficit/hyperactivity disorder (ADHD), dyslexia, dysgraphia , and sensory issues	Strand 2: Mental Health & Wellness (6.6C) identify how to respond positively to develop resiliency
Activity 2 Goal Setting	Set long-term goals to eat healthful foods and do moderate and vigorous physical activities.	(115.26) 6.9A, 6.10A	Strand 3: Healthy Eating and Physical Activity (6.9A) make a variety of healthy personal food choices and develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels	Strand 3: Healthy Eating and Physical Activity (6.10A) analyze the impact of moderate physical activity and dietary choices on the prevention of obesity, heart disease, and diabetes	

Texas Essential Knowledge and Skills - Health Education

Coordinated Approach to Child Health - GRADE 7

Strand 1: Physical Health & Hygiene Education	Physical health and hygiene education helps to prepare students for improved lifelong health outcomes.
Strand 2: Mental Health & Wellness	This strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential.
Strand 3: Healthy Eating and Physical Activity	The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle.
Strand 4: Injury and Violence Prevention and Safety	By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations.
Strand 5: Alcohol, Tobacco, and Other Drugs	This strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions.
Strand 6: Reproductive & Sexual Health	Students learn about changes associated with adolescent development in the reproductive and sexual health strand.

Lesson Title	Lesson Objectives	TEKS Covered	TEK Expanded	TEK Expanded
Lesson 1: A Balanced Life				
Part A Physical Activity Discussion	Identify short-term health benefits of doing physical activity	(115.27) 7.1, 7.9A	Strand 1: Physical Health & Hygiene Education (7.1) The student examines the structures, functions, and relationships of body systems and their relevance to personal health. The student is expected to describe the relationships among the body systems.	Strand 3: Healthy Eating and Physical Activity (7.9A) develop and examine progress of short- and long-term goals toward achieving appropriate levels of physical activity, improving personal physical fitness level, and making healthy personal food choices
Part B Brainstorming: Physical Activity	Identify physical activity opportunities, Identify barriers to doing physical activity	(115.27) 7.1, 7.8C	Strand 1: Physical Health & Hygiene Education (7.1) The student examines the structures, functions, and relationships of body systems and their relevance to personal health. The student is expected to describe the relationships among the body systems.	Strand 3: Healthy Eating and Physical Activity (7.8C) apply the CDC guidelines for daily physical activity to develop a physical fitness plan using appropriate technology.
Lesson 2: Project Lesson: A Balanced Life				
Part 1 Small-Group Discussion	Identify physical activity opportunities	(115.27) 7.1, 7.8C	Strand 1: Physical Health & Hygiene Education (7.1) The student examines the structures, functions, and relationships of body systems and their relevance to personal health. The student is expected to describe the relationships among the body systems.	Strand 3: Healthy Eating and Physical Activity (7.8C) apply the CDC guidelines for daily physical activity to develop a physical fitness plan using appropriate technology.
Part 2 Conclusion	Identify barriers to doing physical activity	(115.27) 7.1, 7.8	Strand 1: Physical Health & Hygiene Education (7.1) The student examines the structures, functions, and relationships of body systems and their relevance to personal health. The student is expected to describe the relationships among the body systems.	Strand 3: Healthy Eating and Physical Activity (7.8) The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to: explain the relationships between nutrition, physical activity, quality of life, and disease in terms of their mental, physical, and social benefits; identify how to balance caloric intake and physical activity
Lesson 3: The Reason for Those Milk Mustaches				
Part A Small Group Quiz	Students will perceive that their peers consume calcium-rich foods Promote the consumption of low-fat and fat-free calcium-rich foods	(115.27) 7.3C, 7.9B	Strand 2: Mental Health & Wellness (7.3C) evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness	Strand 3: Healthy Eating and Physical Activity (7.9B) explain how the media influences buying decisions regarding physical fitness equipment or nutritional products
Part B Poster Assignment	Determine their current knowledge level of calcium and calcium-rich foods	(115.27) 10D	Strand 3: Healthy Eating and Physical Activity (D) investigate and compare the nutritional differences between preparing and serving fresh food or minimally processed food and serving commercially prepared or highly processed foods	
Lesson 4: Portion Distortion				
Part A Worksheet & Comparison	Identify healthier items offered at places where fast food is sold	(115.27) 7.7A, 7.7C	Strand 3: Healthy Eating and Physical Activity (7.7A) analyze food labels and menus to determine the nutritional value of foods and make healthy decisions about daily caloric intake ;	Strand 3: Healthy Eating and Physical Activity (7.7C) identify and practice strategies for choosing healthy foods and beverages in diverse social environments, including at home, at school, and while dining out.
Part B Applying Strategies	Identify strategies for making healthier fast food choices	(115.27) 7.7A, 7.7C	Strand 3: Healthy Eating and Physical Activity (7.7A) analyze food labels and menus to determine the nutritional value of foods and make healthy decisions about daily caloric intake ;	Strand 3: Healthy Eating and Physical Activity (7.7C) identify and practice strategies for choosing healthy foods and beverages in diverse social environments, including at home, at school, and while dining out.
Lesson 5: Project Lesson: Portion Distortion				
Part A Small-Group Discussion	Apply strategies for making healthier fast food choices	(115.27) 7.10A	Strand 3: Healthy Eating and Physical Activity (7.10A) analyze the impact of moderate physical activity and healthy dietary practices in the prevention of obesity, heart disease, and diabetes;	
Part B Pledge and Conclusion	Set a goal to use the strategies at places where fast food is sold	(115.27) 7.9A, 7.7C	Strand 3: Healthy Eating and Physical Activity (7.9A) develop and examine progress of short- and long-term goals toward achieving appropriate levels of physical activity, improving personal physical fitness level, and making healthy personal food choices; and	Strand 3: Healthy Eating and Physical Activity (7.7C) identify and practice strategies for choosing healthy foods and beverages in diverse social environments, including at home, at school, and while dining out.

Lesson 6: Empty Liquid Calories			
Part A Discussion	Identify benefits of limiting the consumption of sugar-sweetened beverages	(115.27) 7.7A, 7.7C	Strand 3: Healthy Eating and Physical Activity (7.7A) analyze food labels and menus to determine the nutritional value of foods and make healthy decisions about daily caloric intake ;Strand 3: Healthy Eating and Physical Activity
Part B Goal Setting	Calculate the amount of added sugars and number of calories in sugar-sweetened beverages	(115.27) 7.7A	Strand 3: Healthy Eating and Physical Activity (7.7A) analyze food labels and menus to determine the nutritional value of foods and make healthy decisions about daily caloric intake ;
Part C Conclusion	Challenge themselves to reduce their current consumption of sugar-sweetened beverages	(115.27) 7.7B	Strand 3: Healthy Eating and Physical Activity (7.7B) develop a personal dietary plan
Lesson 7: The Color Power of Fruits and Veggies			
Part A Discussion	Identify the benefits of consuming a variety of fruits and vegetables,	(115.27) 7.7C	Strand 3: Healthy Eating and Physical Activity (7.7C) identify and practice strategies for choosing healthy foods and beverages in diverse social environments, including at home, at school, and while dining out.
Lesson 8: Screen-Time and Its Consequences			
Part A Discussion	Compare personal screen-time with the recommended amount for people their age	(115.27) 10A	Strand 3: Healthy Eating and Physical Activity (7.10A) analyze the impact of moderate physical activity and healthy dietary practices in the prevention of obesity, heart disease, and diabetes
Part B Small-Group Discussion	Identify the effects of too much screen-time on physical activity, sleep, and energy balance	(115.27) 7.9A	Strand 3: Healthy Eating and Physical Activity (7.9A) develop and examine progress of short- and long-term goals toward achieving appropriate levels of physical activity, improving personal physical fitness level, and making healthy personal food choices
Lesson 9: Project Lesson: Screen-Time and Its Consequences			
Part A Data Worksheet	Calculate, graph, and analyze personal screen-time and MVPA time	(115.27) 7.8	Strand 3: Healthy Eating and Physical Activity Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan.
Part B Small-Group Discussion	Set goals to reduce screen-time and increase MVPA time	(115.27) 7.4B, 7.9A	Strand 2: Mental Health & Wellness (7.4B) identify and develop strategies for Strand 3: Healthy Eating and Physical Activity (7.9A) develop and examine progress of short- and long-term goals toward achieving appropriate levels of physical activity, improving personal physical fitness level, and making healthy personal food choices

Texas Essential Knowledge and Skills - Health Education

Coordinated Approach to Child Health - GRADE 8

Strand 1: Physical Health & Hygiene Education	Physical health and hygiene education helps to prepare students for improved lifelong health outcomes.
Strand 2: Mental Health & Wellness	This strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential.
Strand 3: Healthy Eating and Physical Activity	The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle.
Strand 4: Injury and Violence Prevention and Safety	By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations.
Strand 5: Alcohol, Tobacco, and Other Drugs	This strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions.
Strand 6: Reproductive & Sexual Health	Students learn about changes associated with adolescent development in the reproductive and sexual health strand.

Lesson Title	Lesson Objectives	TEKS Covered	TEK Expanded	TEK Expanded
Lesson 1: Water, Pure, and Simple				
Part A True-False Quiz	Identify health benefits of drinking water	(115.27) 8.3C, 8.7C	Strand 2: Mental Health & Wellness (8.3C) evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness;	Strand 3: Healthy Eating and Physical Activity (8.7C) identify and practice strategies for choosing healthy foods and beverages in diverse social environments, including at home, at school, and while dining out.
Part B Case Studies	Identify reasons to reduce consumption of sports drinks and caffeinated soft drinks and increase water consumption	(115.27) 8.7C	Strand 3: Healthy Eating and Physical Activity (8.7C) identify and practice strategies for choosing healthy foods and beverages in diverse social environments, including at home, at school, and while dining out.	
Lesson 2: We Won't Get Fooled Again				
Part 1 Small-Group Discussion	Identify media ad techniques create soft drink ads that reflect truth in advertising	(115.27) 8.9B	Strand 3: Healthy Eating and Physical Activity (8.9B) explain how media influences buying decisions regarding physical fitness equipment or nutritional products.	
Part 2 Creating TV Ads	Discuss reasons to reduce soft drink consumption	(115.27) 8.7C	Strand 3: Healthy Eating and Physical Activity (8.7C) identify and practice strategies for choosing healthy foods and beverages in diverse social environments, including at home, at school, and while dining out.	
Lesson 3: Project Lesson: We Won't Get Fooled Again				
Part A Creating & Practicing TV Ads	Present soft drink ads that reflect truth in advertising	(115.27) 8.9B	Strand 3: Healthy Eating and Physical Activity (8.9B) explain how media influences buying decisions regarding physical fitness equipment or nutritional products.	
Part B Present TV Ads	Apply knowledge of ad techniques to the advertising of energy drinks and fast food	(115.27) 8.9B	Strand 3: Healthy Eating and Physical Activity (8.9B) explain how media influences buying decisions regarding physical fitness equipment or nutritional products.	
Lesson 4: Breakfast: More Is Less				
Part A Food Labels	Identify nutrition information on food labels	(115.27) 8.7A	Strand 3: Healthy Eating and Physical Activity (8.7A) analyze food labels and menus to determine the nutritional value of foods and make healthy decisions about daily caloric intake ;	
Part B Small-Group Work	Use nutrition information on food labels to determine how healthy certain breakfasts are	(115.27) 8.7A	Strand 3: Healthy Eating and Physical Activity (8.7A) analyze food labels and menus to determine the nutritional value of foods and make healthy decisions about daily caloric intake ;	
Lesson 5: Weight-Bearing Activities				
Part A Small-Group Discussion	Identify short-term health benefits of doing physical activity	(115.27) 8.3C, 8.9A	Strand 2: Mental Health & Wellness (8.3C) evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness;	Strand 3: Healthy Eating and Physical Activity (8.9A) develop and examine progress of short- and long-term goals toward achieving appropriate levels of physical activity, improving personal physical fitness level, and making healthy personal food choices; and
Part B Opportunity Map	Identify the benefits of weight-bearing activities Identify places and opportunities to do weight-bearing activities	(115.27) 8.8	Strand 1: Physical Health & Hygiene Education (8.8) explain the relationships between nutrition, physical activity, quality of life, and disease in terms of their mental, physical, and social benefits	
Lesson 6: Project Lesson: Weight-Bearing Activities				
Part A Creating Visual Presentations	Create a visual presentation that promotes opportunities for WBA's	(115.27) 8.8	Strand 1: Physical Health & Hygiene Education (8.8) explain the relationships between nutrition, physical activity, quality of life, and disease in terms of their mental, physical, and social benefits	

Lesson 7: Power Snacking			
Part A Personal Snacking Quiz	Identify personal snacking habits	(115.27) 8.7C	Strand 3: Healthy Eating and Physical Activity (8.7C) identify and practice strategies for choosing healthy foods and beverages in diverse social environments, including at home, at school, and while dining out.
Part B Small-Group Work	Compare calories in certain snacks	(115.27) 8.7A	Strand 3: Healthy Eating and Physical Activity (8.7A) analyze food labels and menus to determine the nutritional value of foods and make healthy decisions about daily caloric intake