Texas Ess	sential Knowledge a	nd Skill	s - Health Education						
	ted Approach to Chi								
Strand 1: Physical F	Health & Hygiene Education	Physical hea	th and hygiene education helps to prepare students for imp	proved lifelonghealth outcomes.					
Strand 2: Mental H Strand 3: Healthy F		The mental h	nealth and wellness strand recognizes that the knowledge a	nd skills necessaryto manage emotions, reactions, and relationships ar e of nutrition and physical activity to support a healthy lifestyle.	e essential to reaching one's full potential.				
Strand 4: Injury an	d Violence Prevention	By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations. 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.							
		The standard							
Lesson Title	Lesson Objectives	Covered	TEK Expanded	TEK Expanded	TEK Expanded				
Session 1: Being H	lealthy is Fun!		Strand 1: Physical Health & Hygiene						
Activity 1 Story & Discussion	Identify positive consequences of being healthy	(115.12) 2B, 6B, 7B	Strand I: Physical nearth & rygiene (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	s								
Activity 1 Discussion	Identify CO foods as healthy foods Distinguish between CO 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: Jumpin	g Jacki and Gus Goodfood Love Veg	etables!							
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 and Stems and Other Parts of Plants	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 a	and Stems and Other Parts of Plants		Strand 3: Healthy Eating and Physical Activity						
Activity 1 Snack Preparation	Identify vegetables as different parts of plants.	(115.12) 6C	(6C) identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein						
			Strand 3: Healthy Eating and Physical Activity						
Activity 2 Same	Identify how often vegetable should be eaten: every day whenever possible.	(115.12) 6C	(6C) identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein						
Session 5: Let's Ea	at 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 Same	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	g to a Beat		Strang I: Physical Health & Hyglene						
Activity 1	Identify the role of the lungs and heart in being physically active.	(115.12) 1	(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. Strand I: Physical Health & Hyglene						
Activity 2 Dame	Associate two body cues (a faster heartbeat and faster breathing) with GO activities.	(115.12) 1	Strand I: Physical Health & Hyglene (I) 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 Act	tivities Are Fun Anywhere!		Strand 3: Healthy Eating and Physical Activity						
Activity 1 Discussion	Identify how much they should do GO activities.	(115.12) 7B	(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: Colorfu	ul Fruits				
Activity 1 Discussion	Recognize that fruits are part of a healthy diet.	(115.12) 6C, 6D	(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 unh	healthy 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 th	hat 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 type	es of foods that help the body grow, including fruits and vegetables, dairy, and	d protein
Session 9: Deliciou	us 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;	IStrand 3: Healthy Fating and Physical Activity (6C) identify types of foods to	Strand 3: Healthy Eating and Physical Activity (6D) identify healthy and unhealthy snack choices.
Session 10: Tricky	y 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 th	hat 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;		

	ted Approach to Child I	icai <u>tii -</u>						
rand 1: Physical F	Health & Hygiene Education	Physical healt	health and hygiene education helps to prepare students for improved lifelonghealth outcomes.					
rand 2: Mental H	lealth & Wellness	The mental he	nealth and wellness strand recognizes that the knowledge and skills necessaryto manage emotions, reactions, and relationships are essential to reaching one's full potential.					
	Eating and Physical Activity		eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle.					
	d Violence Prevention			ds promote student well-being and awareness of dangerous				
rand 5: Alchohol	, Tobacco, and Other Drugs		under the alcohol, tobacco, and other drugs strand foc	us on a number of protective factors that develop empower	ed students who are able to make better-informed decisions.			
esson Title	Lesson Objectives	TEKS Covered	TEK Expanded	TEK Expanded	TEK Expanded			
esson 1: GO Food	Is, GO Activity Identify healthy eating and physical activity							
Activity 1 tory & Discussion	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.				
esson 2: A Rainb	pow of Frits 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.				
esson 3: What's	wissing:							
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	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	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	Strand 3: Healthy Eating and Physical Activity (8B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.				
sson 4: Let's Ea	t Some Fruits and Vegetables!		THE OWN ALCOHOLD					
Activity l nack 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.				
	WHOA Beverages		Cananal 7: Hanishy Fasing and Disserted Assistan	Carend 7: Healthy Fating and Physical A at the				
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	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	(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.				
esson 6: Let's GC):		Strand 7: Healthy Esting and Physical Activity					
Activity 1 Discussion	Identify benefits of regularly doing GO activities.	(115.13) 1.8B	Strand 3: Healthy Eating and Physical Activity (BB) 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 (I) 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 In	stead of Sit!				
			Strand 1: Physical Health and Hygiene	Strand 1: Physical Health and Hygiene	
			(1) body systems. The student examines the structure,	(2) Physical health and hygienepersonal health and hygiene.	Strand 3: Healthy Eating and Physical Activity
Activity 1	Identify negative consequences of too much	(115.13)	function, and relationships of body systems and their	The student understands health literacy, preventative health	(8B) describe habits that improve individual health such as
Discussion & Song	screen-time.	1.8B	relevance to personal health. The student is expected to	behaviors, and how to access and evaluate health care	getting enough sleep, eating nutritious foods, and
			demonstrate use of the five senses.		exercising.
			demonstrate ase of the five senses.	information to make informed decisions. Strand 3: Healthy Eating and Physical Activity	
				(7) nutrition and physical activity literacy. The student obtains,	Strand 3: Healthy Eating and Physical Activity
Activity 2	Activity 2 Identify GO activities that can be done Exercise instead of screen-time.		Strand 2: Mental Health and Wellness	processes, and understands basic physical activity and nutrition	(8B) describe habits that improve individual health such as
Exercise		(115.13)	(3C) describe and practice calming and self-management	information needed to make health-promoting decisions. The	getting enough sleep, eating nutritious foods, and
LXelCise	Illistead of scieeri-time.	1.3C, 1.7, 1.8B	strategies;	student is expected to identify examples of health information	exercising.
				provided by various media and how the examples affect	exercising.
			Strand 3: Healthy Eating and Physical Activity	nutritional habits and physical activity.	
			(7) Nutrition and physical activity literacy. The student		
			In the second se		
A -+1: -1+ - 7		(315.37)	obtains, processes, and understands basic physical activity	Strand 3: Healthy Eating and Physical Activity	
Activity 3 Homework	Receive a Family Tip Sheet to take home	(115.13) 1.7. 1.8B	and nutrition information needed to make health-	(8B) describe habits that improve individual health such as	
Homework		1.7, 1.88	promoting decisions. The student is expected to identify	getting enough sleep, eating nutritious foods, and exercising.	
			examples of health information provided by various media		
			and how the examples affect nutritional habits and		
Lesson 8: How GC	Can Become WHOA		nhysical activity		
	Can become whom		Strand 3: Healthy Eating and Physical Activity		Strand 3: Healthy Eating and Physical Activity
Activity 1	Identify how GO foods can become WHOA	(115.13)	(6B) identify recommended portion sizes by comparing	Strand 3: Healthy Eating and Physical Activity	(8B) describe habits that improve individual health such as
Story and	foods.	1.6B, 1.6D 1.8B	portions to familiar objects such as a golf ball for a cookie	(6D) identify ingredients that make foods and drinks unhealthy	getting enough sleep, eating nutritious foods, and
Discussion	10003.		or a frisbee for a dinner plate;	such as added sugar and other sweeteners.	exercising.
			Strand 3: Healthy Fating and Physical Activity		Strand 3: Healthy Eating and Physical Activity
Activity 2	LI US OF THE STATE OF	(115.13)	(6B) identify recommended portion sizes by comparing	Strand 3: Healthy Eating and Physical Activity (6C) identify the food groups and classify examples of foods into	(6D) identify ingredients that make foods and drinks
Game	Identify GO and WHOA foods.	1.6B, 1.6C, 1.6D			unhealthy such as added sugar and other sweeteners
			or a frisbee for a dinner plate;	each group;	
Lesson 9: Let's Ea	t a GO Breakfast!				
Activity 1			Strand 3: Healthy Eating and Physical Activity	Strand 3: Healthy Eating and Physical Activity	
Breakfast	Prepare and taste-test a breakfast made up	115 1311 6A 1 6B	(6A) explain that fruits, proteins, vegetables, and dairy	(6B) identify recommended portion sizes by comparing	
Preparation	of GO foods.	113.13/1.04, 1.08	provide essential vitamins and minerals	portions to familiar objects such as a golf ball for a cookie or a	
Freparation			l'	frisbee for a dinner plate	
Activity 2		(115.13)	Strand 2: Mental Health and Wellness	Strand 3: Healthy Eating and Physical Activity	
Goal Setting	Set a goal to eat GO foods for breakfast	1.4B, 1.8B	(4B) explain the importance of goal setting and task	(8B) describe habits that improve individual health such as	
,		,	completion.	getting enough sleep, eating nutritious foods, and exercising.	
Lesson 10: Into the	e Future		Strand 1: Physical Health and Hygiene		
			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Strand 1: Physical Health & Hygiene Education	Strand 3: Healthy Eating and Physical Activity
Activity 1	Review the main concepts of the classroom	(115.13)	(1) body systems. The student examines the structure,	(2B) describe personal hygiene and health habits that enhance	(8B) describe habits that improve individual health such as
Program Review	program.	1.1, 1.2B; 1.8B	function, and relationships of body systems and their	individual health such as personal hygiene, oral hygiene, and	getting enough sleep, eating nutritious foods, and
			relevance to personal health. The student is expected to	getting enough sleep	exercising.
			demonstrate use of the five senses.		
				Strand 3: Healthy Eating and Physical Activity	
		(22.5.27)	Strand 2: Mental Health and Wellness	(7) The student obtains, processes, and understands basic	Strand 3: Healthy Eating and Physical Activity
	Set long-term goals to eat more GO foods	(115.13)	(4B) explain the importance of goal setting and task	physical activity and nutrition information needed to make	(8B) describe habits that improve individual health such as
Game	and do more GO activities.	1.4B, 1.7, 1.8B	completion.	health-promoting decisions. The student is expected to identify	getting enough sleep, eating nutritious foods, and
				examples of health information provided by various media and	exercising.
				how the examples affect nutritional habits and physical activity.	

	Essential Knowledge a				
	nated Approach to Chi				
	sical Health & Hygiene Education ntal Health & Wellness	Physical hea	alth and hygiene education helps to prepare stude	nts for improved lifelonghealth outcomes. owledge and skills necessaryto manage emotions, reactions, and i	relationships are essential to reaching one's full notential
Strand 3: Hea	lthy Eating and Physical Activity	The healthy	eating and physical activity strand addresses the i	mportance of nutrition and physical activity to support a healthy li	ifestvle.
		The standar		standards promote student well-being and awareness of dangero and focus on a number of protective factors that develop empowe	
Lesson Title	Lesson Objectives	TEKS	TEK Expanded	TEK Expanded	TEK Expanded
Lesson 1: A C	ood Balance	Covered			
Activity 1	Identify healthy eating and physical activity	(115.14)	Strand 3: Healthy Eating and Physical Activity	Strand 3: Healthy Eating and Physical Activity (6D) identify the benefits of making healthy beverage choices,	Strand 3: Healthy Eating and Physical Activity
Story &	as important health behaviors and as factors	2.6C, 2.6D,	(6C) identify healthy and unhealthy choices within the	including water and milk, and limiting sweetened beverages such as	(8B) identify the benefits of establishing healthy eating and physical
Discussion	that contribute to energy balance.	2.8B	food groups;	soda and sports drinks.	activity habits that willlast a lifetime. Strand 3: Healthy Eating and Physical Activity
Activity 2	Distinguish between GO foods and WHOA	(115.14)	Strand 3: Healthy Eating and Physical Activity	Strand 3: Healthy Eating and Physical Activity	(6D)identify the benefits of making healthy beverage choices,
Game	foods.	2.6A, 2.6C, 2.6D	(6A) identify types of nutrients;	(6C) identify healthy and unhealthy choices within the food groups; and	
Lesson 2: He	alth and Unhealthy Fats	2.00			soda and sports drinks.
					Strand 3: Healthy Eating and Physical Activity
		(115.14)			(7) The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting
Activity 1 Discussion	Distinguish between healthy and unhealthy fats.	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;	decisions. The student is expected to identify various media that
Discussion	iats.	2.7	(OA) Identity types of ridtherts,	(oc) identify fleating and difficulting choices within the lood groups,	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	Compare amounts of saturated fat in foods	(115.14)	Strand 3: Healthy Eating and Physical Activity	Strand 3: Healthy Eating and Physical Activity	
Game	by reading Nutrition Facts	2.6C, 2.8B	(6C) identify healthy and unhealthy choices within the food groups	(8B) identify the benefits of establishing healthy eating and physical activity habits that will last a lifetime.	
Lesson 3: Too	Much Sugar!				
Activity 1	Distinguish between natural and added	(115.14)	Strand 3: Healthy Eating and Physical Activity	Strand 3: Healthy Eating and Physical Activity (6D)identify the benefits of making healthy beverage choices, including	
Story & Discussion	sugars.	2.6A, 2.6D	(6A)identify types of nutrients;	water and milk, and limiting sweetened beverages such as soda and	
Activity 2				sports drinks.	
Modifying	Identify reasons to consumer fewer foods with added sugars.	(115.14) 2.6A, 2.6C	Strand 3: Healthy Eating and Physical Activity	Strand 3: Healthy Eating and Physical Activity (6C) identify healthy and unhealthy choices within the food groups	
Meals	with added sugars.	2.6A, 2.6C	(6A) identify types of nutrients;		Strand 3: Healthy Eating and Physical Activity
Activity 3	Modify meals to reduce the amount of added	(115.14)	Strand 3: Healthy Eating and Physical Activity	Strand 3: Healthy Eating and Physical Activity	(6D) identify the benefits of making healthy beverage choices,
Summary	sugars.	2.6B, 2.6C, 2.6D	(6B) use familiar objects to identify healthy food portions from different food groups;	(6C) identify healthy and unhealthy choices within the food groups	including water and milk, and limiting sweetened beverages such as
Lesson 4: To	o Much Salt!				soda and sports drinks.
Activity 1	Identify a reason to consume fewer high-	(115.14)	Strand 3: Healthy Eating and Physical Activity	Strand 3: Healthy Eating and Physical Activity	
Discussion &	sodium foods.	2.6A, 2.6C	(6A) identify types of nutrients;	(6C) identify healthy and unhealthy choices within the food groups;	
Activity 2	Distinguish between whole foods and	(115.14)	Canana d 7. Haralaha, Frasinan and Bhanina I Anaisia.		Strand 3: Healthy Eating and Physical Activity
Stations	processed foods.	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;	(6D) identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages such as
Activity	·	2.6D	. , , , , , , , , , , , , , , , , , , ,		soda and sports drinks.
Activity 3	Identify higher-sodium and lower-sodium	(115.14)	Strand 3: Healthy Eating and Physical Activity	Strand 3: Healthy Eating and Physical Activity	Strand 3: Healthy Eating and Physical Activity (6D) identify the benefits of making healthy beverage choices,
Homework	processed foods.	2.6A, 2.6C, 2.6D	(6A) identify types of nutrients;	(6C) identify healthy and unhealthy choices within the food groups;	including water and milk, and limiting sweetened beverages such as
Lesson 5: He	arts and Lungs, Bones and Muscles	2.00			soda and sports drinks.
Activity 1	Identify health benefits of doing moderate-to-		Strand 1: Physical Health & Hygiene Education	Strand 3: Healthy Eating and Physical Activity	
Discussion &	vigorous, muscle-strengthening, and bone-	(115.14) 2.1, 2.8B	(1) The student examines the structure, function, and	(8B) identify the benefits of establishing healthy eating and physical	
Exercise	strengthening types of physical activity.	Z.1, Z.0D	relationships of body systems and their relevance to personal health. Strand I: Physical Health & Hygiene Education	activity habits that willlast a lifetime.	
Activity 2 Fitness	To identify moderate-to-vigorous, muscle-	(115.14)	Strand 1: Physical Health & Hygiene Education (1) The student examines the structure, function, and	Strand 3: Healthy Eating and Physical Activity	
Leader	strengthening, and bone-strengthening	2.1, 2.8B	relationships of body systems and their relevance to	(8B) identify the benefits of establishing healthy eating and physical	
Activity	types of physical activity.	(115.14)	personal health Strand 2: Mental Health & Wellness	activity habits that willlast a lifetime. Strand 2: Mental Health & Wellness	Strand 3: Healthy Eating and Physical Activity
Activity 3 Goal Setting	Set a goal to do a physical activity in each category.	2.4B, 2.4C,	(4B) define personal growth and identify areas for	(4C) list the steps and describe the importance of goal setting and task	(8B) identify the benefits of establishing healthy eating and physical
Juai settirig	categoly.	2.8B	one's personal growth	completion.	activity habits that willlast a lifetime.
			l	ı	1

Lesson 6: Ba	rriers 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 williast a lifetime.	
Activity 2 Stations Activity Lesson 7: W	Identify ways to get around barriers to doing GO activities.		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 willlast a lifetime.
Lesson 7: wi	noie 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.	14)2.3F, 2.6A, 2	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: Am	nazing Fiber				
Activity 1 Discussion	Identify health benefits of eating high-fiber foods.	15.14)2.6A, 2.60	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	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.	14)2.3F, 2.6B, 2	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		(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 willlast a lifetime.
Lesson 10: Ce	elebrate 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 willlast 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 Es	sential Knowledge and	Skills -	Health Education	
Coordina	ted Approach to Child			
	Health & Hygiene Education	Physical health	n and hygiene education helps to prepare students for improved lifelonghe	alth outcomes.
Strand 3: Healthy Strand 4: Injury a	Health & Wellness Eating and Physical Activity nd Violence Prevention Jl, Tobacco, and Other Drugs	This strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full. The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle. By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations. 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		TEK Expanded	TEK Expanded
Session 1: Hi The	re, Earthlings			
Activity 1 Character Identification	Identify cartoon characters that represent 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 activit and nutrition information needed to make health-promoting decisions.
Session 2: Hearty	Goes on a Mission			
Activity l 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	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 Session 3: Break	Illustrate their own message of healthful eating and exercise. Identify healthful eating, exercise, and food label reading as behaviors that promote heart health. ast of the Stars	(115.15) 3.7	respiratory systems. 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 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	y 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.
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: Helpin	g Hearty Identify GO, SLOW, and WHOA F	oods		
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 activityfood and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. Strand 2: Mental Health and Wellness	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	(B) describe the importance of seeking guidance from a parent or another trusted adult in setting goals	

Session 6: Barrie	ers to Physical Activity			
Activity 1	Explain the importance of warming up before	(115.15)	Strand 3: Healthy Eating and Physical Activity	
Adventure Story	and cooling down after physical activity.	3.8B	(3.8B) describe how healthy and unhealthy behaviors affect body systems and	
Adventure Story	and cooming down area physical derivity.	3.00	demonstraterefusal skills in dealing with unhealthy eating situations.	C
Activity 2	Explain the importance of physical activity in	(115.15)	Strand 2: Mental Health and Wellness	Strand 3: Healthy Eating and Physical Activity (3.8B) describe how healthy
Physical Activity	terms of energy level and heart health.	3.2C, 3.8B	(3.2C) identify the benefits of decision making about personal health	and unhealthy behaviors affect body systems and demonstraterefusal
			Strand 3: Healthy Eating and Physical Activity	skills in dealing with unhealthy eating situations.
Activity 3	Describe what it means to be sedentary and	(115.15)	(3.8B)describe how healthy and unhealthy behaviors affect body systems and	
Goal Setting	why being sedentary is not healthful.	3.8B	demonstraterefusal skills in dealing with unhealthy eating situations.	
			demonstrate or dear state of the state of th	Strand 2: Mental Health and Wellness
Activity 4	Set a goal to change a health-related	(115.15)	Strand 2: Mental Health and Wellness	(3.4) developing a healthy self-concept. The student develops the capacity
Summary	behavior: physical activity.	3.7, 3.3A, 3.4	(3.3A)communicate needs, wants, and emotions in healthy ways;	for self-assessment and evaluation, goal setting, and decision making in
Soccion 7: Heart	y and Dynamite Meet Food Fat			order to develop a healthy self-concept.
Session 7. Heart	y and Dynamite Meet Food Fat		Strand 3: Healthy Eating and Physical Activity	
Activity 1	Identify gaining weight as a consequence of	(115.15)	(3.8) risk and protective factors. The student identifies and explains risk and	
Adventure Story	eating too many WHOA foods.	3.8	protective factors related to healthy eating and physical activity.	
			Strand 3: Healthy Eating and Physical Activity	
Activity 2	Specify ways to reduce consumption of WHOA foods through the selection and preparation	(115.15)	(3.6) food and beverage daily recommendations. The student identifies and	
Changing a Menu	of foods.	3.6	explains healthy eating strategies for enhancing and maintaining personal	
			health throughout the lifespan.	
Session 8: Heart	y and Dynamite Meet Food FatAgain			Changed 7: Use labor Festings and Dhoming I Astinity
				Strand 3: Healthy Eating and Physical Activity
Activity 1	Describe why advertisements for WHOA feeds	(115.15)	Strand I: Physical Health and Hygiene	(3.7) nutrition and physical activity literacy. The student obtains, processes,
Activity 1 Adventure Story	Describe why advertisements for WHOA foods are sometimes misleading.	3.2B, 3.7	Strand 1: Physical Health and Hygiene (3.2B) describe methods of accessing information about health;	and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to describe
Adventure Story	are sometimes misleading.	3.20, 3.7	(3.25) describe metrious of accessing information about health,	the importance of accessing health information through a variety of
				credible health resources.
	Cat a goal to shange a health related		Strand 1: Physical Health and Hygiene	Strand: Mental Health and Wellness
Activity 2	Set a goal to change a health-related behavior: substitute GO or SLOW snacks for	(115.15)	(3.2D) identify the importance of taking personal responsibility for developing	(3.4) developing a healthy self-concept. The student develops the capacity
Goal Setting	WHOA snacks.	3.2D, 3.4	and maintaining	for self-assessment and evaluation, goal setting, and decision making in
	WITOA STIECKS.		personal hygiene and health habits; Strand 2: Mental Health and Wellness	order to develop a healthy self-concept.
Activity 3	Discuss the family component of the CATCH	(115.15)	(B) describe the importance of seeking guidance from a parent or another	
Homework	Program	3.4B	trusted adult in setting goals	
Session 9: Hearty	y Learns About Whole Grains		trasted data in secting goals	
Activity 1	Compare whole grains and refined grains in	(115.15)	Strand 3: Healthy Eating and Physical Activity	
Adventure Story	terms of health benefits.	3.6A	(3.6A) classify foods by the nutrients they provide	
Activity 2			Strand 3: Healthy Eating and Physical Activity	
GO, SLOW, WHOA	Locate and describe clues on food packaging	(115.15) 3.6C	(3.6C) examine nutrition labels to identify the difference between foods	
Foods	that identify whole-grain foods.	3.60	containing natural sugars and foods with added sugars or sweeteners	
Session 10: Celeb	prate Health Today and in the Future			
			Strand 3: Healthy Eating and Physical Activity	
Activity 1		(115.15)	(3.7) nutrition and physical activity literacy. The student obtains, processes, and	
Goal Setting	Read and understand the parts of a recipe.	3.7	understands basic physical activity and nutrition information needed to make	
Joan Setting		3.7	health-promoting decisions. The student is expected to describe the importance	
			of accessing health information through a variety of credible health resources.	
Activity 2	Explain the importance of eating snacks in	(115.15)	Strand 3: Healthy Eating and Physical Activity	
Homework	terms of heart health and energy.	(115.15) 3.8B	(3.8B)describe how healthy and unhealthy behaviors affect body systems and	
Homework	terms of fleart fleathf and effergy.	J.OD	demonstraterefusal skills in dealing with unhealthy eating situations. Strand 2: Mental Health and Wellness	
Activity 3	Discuss the family component of the CATCH	(115.15)	(B) describe the importance of seeking guidance from a parent or another	
Summary	Program.	3.4B	trusted adult in setting goals	
	y Learns About GO Beverages		trasted addit in setting godis	
Session II: Heart	y Learns About GO Beverages		Strand 3: Healthy Eating and Physical Activity	
Actvitiy 1	Specify why it is important to drink six to eight	(115.15)	(3.6) food and beverage daily recommendations. The student identifies and	
		3.6	explains healthy eating strategies for enhancing and maintaining personal	
	<u> </u>		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: Helpi	ng 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: Heart	ty Learns About Heart Health Around the V	Vorld and Leav	es Earth	
Activity 1 Hearty Heart Adventure Story	Discover that eating and physical activity habits vary around the world.	(115.15) 3.3G	Strand 2: Mental Health and Wellness (3.3G) 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 credible health resources.
Activty 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	STORE TOWN I SOURCE.
Session 14: Supe	rsonic 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

	I Health & Hygiene Education		and hygiene education helps to prepare students for improved lifelonghea	alth outcomes		
	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.				
	y Eating and Physical Activity	The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle.				
	and Violence Prevention and Safety		injury and violence prevention and safety, the standards promote student			
Strand 5: Alchoh	ol, Tobacco, and Other Drugs		ises on a number of protective factors that develop empowered students v			
Strand 6: Reproduc	ctive & Sexual Health	Students learn a	about changes associated with adolescent development in the reproductiv	e 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-SL	OW-WHOA foods					
	Recognize that healthy eating means		Strand 3: Healthy Eating and Physical Activity			
Activity 1	eating more GO foods than SLOW	(115.16)	(4.6) Food and beverage daily recommendations. The student			
GO-SLOW-WHOA	foods, and more SLOW foods than	4.6	identifies and explains healthy eating strategies for enhancing			
Review	WHOA foods.		1			
		(235.36)	and maintaining personal health throughout the lifespan. Strand 1: Physical Health and Hygiene			
Activity 2	Introduce and discuss the family	(115.16)	(4.2C) explain strategies for maintaining personal hygiene and			
Summary	component of the CATCH Program.	4.2C	health habits			
Lesson 3: Physic	cal Activity Means GO					
A matinistrus 3	Lindoustand the company of an army	(115.16)	Strand 3: Healthy Eating and Physical Activity			
Activity 1	Understand the concept of energy	(115.16)	(4.6A) explain why the body needs each of the six major nutrients			
Discussion	balance.	4.6A	contained in foods			
			Strand 3: Healthy Eating and Physical Activity			
Activity 2	Associate certain body cues with doing	(115.16)	(4.7) The student identifies, analyzes, and applies strategies for			
-	3	1 ` ′	enhancing and maintaining optimal personal physical fitness			
Summary	GO activities.	4.7	throughout the lifespan. The student is expected to identify the			
			physical, mental, and social benefits of physical fitness.			
Lesson 4: Fat Fa	cts					
			Strand 3: Healthy Eating and Physical Activity			
Activity 1	Distinguish between healthy and	(115.16)	(4.6) food and beverage daily recommendations. The student			
Discussion	unhealthy fats.	4.6	identifies and explains healthy eating strategies for enhancing			
			and maintaining personal health throughout the lifespan. Strand 1: Physical Health and Hygiene			
Activity 2	Discuss the family component of the	(115.16)				
Homework	CATCH Program.	4.2C	(4.2C) explain strategies for maintaining personal hygiene and			
			health habits			

Lesson 5: Take 0	Out the Sugar!			
Activity 1	Identify (a) types of added sugars in		Strand 3: Healthy Eating and Physical Activity	
Discussion &	foods and (b) reasons that added sugars	(115.16)4.6D	(4.6D) identify the recommended guidelines for added sugar	
Label Reading	should be consumed in moderation.	(113.10)4.00	consumption and explain how excess sugar consumption can	
Laber Reading	should be consumed in moderation.		impact health, including causing dental cavities and obesity; Strand 1: Physical Health and Hygiene	
Activity 2	Discuss the family component of the	(115.16)	(4.2C) explain strategies for maintaining personal hygiene and	
Homework	CATCH Program.	4.2C	health habits	
Lesson 6: So-o-o	Much Sodium		Treater Hubits	
2033011 01 30 0			Strand 3: Healthy Eating and Physical Activity	
Activity 1	Identify healthy and unhealthy	(115.16)	(4.6) food and beverage daily recommendations. The student	
Demonstration	amounts of sodium.	4.6	identifies and explains healthy eating strategies for enhancing	
			and maintaining personal health throughout the lifespan.	
			Strand 3: Healthy Eating and Physical Activity	
Activity 2	Rank foods according to their sodium	(115.16)	(4.6) food and beverage daily recommendations. The student	
Group Work	content.	4.6	identifies and explains healthy eating strategies for enhancing	
Lancau D. Tha III	Madell Twiste About Coods		and maintaining personal health throughout the lifespan.	
Lesson 7: The "V	Vhole" Truth About Foods			
			Strand 3: Healthy Eating and Physical Activity	
Activity 1	Distinguish between whole foods and	(115.16)	(4.6E) identify healthy fast food choices such as ordering smaller	
Discussion	processed foods.	4.6E	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	Strand 3: Healthy Eating and Physical Activity
Activity 2	Modify meals and snacks to include	(115.16)	(4.6E) identify healthy fast food choices such as ordering smaller	(4.9B) differentiate between healthy and unhealthy eating
Modify Meals &	more healthful foods.	, ,		[· ·
Snacks	more nealthful loods.	4.6E, 4.9B	serving sizes and substituting salads for fries and grilled foods for fried foods and their associated impacts on health.	habits and demonstrate refusal skills in dealing with unhealthy eating situations.
			med roods and their associated impacts on health.	eating situations.
Lesson 8: Good				
Activity 1	Recognize the importance of choosing	(115.16)	Strand 3: Healthy Eating and Physical Activity	
Review	GO foods to keep their body in energy	4.6A	(4.6A) explain why the body needs each of the six major nutrients	
	balance.		contained in foods Strand 3: Healthy Eating and Physical Activity	
A satisfies a C		(115.16)		
Activity 2	Compare the calories and nutrients in	(115.16)	(4.9B) differentiate between healthy and unhealthy eating habits	
Action Game	GO and WHOA foods.	4.9B	and demonstrate refusal skills in dealing with unhealthy eating	
Lesson 9: On Yo	ur Mark - Get Set - GO!		situations.	I .
	ur Mark - Get Set - GO:		Strand 3: Healthy Eating and Physical Activity	
A ctivity 7		(115.16)	Strand 3: Healthy Eating and Physical Activity (4.7) The student identifies, analyzes, and applies strategies for	
Activity 1	Record the GO activities they did the	(115.16)		
Activity 1 Goal Check		(115.16) 4.7	(4.7) The student identifies, analyzes, and applies strategies for	
	Record the GO activities they did the	, ,	(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.	
Goal Check	Record the GO activities they did the	, ,	(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. Strand 3: Healthy Eating and Physical Activity	
Goal Check Activity 2	Record the GO activities they did the day before.	, ,	(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. Strand 3: Healthy Eating and Physical Activity (4.7) The student identifies, analyzes, and applies strategies for	
Goal Check Activity 2 Personal GO	Record the GO activities they did the	4.7	(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. Strand 3: Healthy Eating and Physical Activity (4.7) The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness	
Goal Check Activity 2	Record the GO activities they did the day before.	(115.16)	(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. 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	
Goal Check Activity 2 Personal GO Activities Record	Record the GO activities they did the day before. Pantomime and identify GO activities.	(115.16)	(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. Strand 3: Healthy Eating and Physical Activity (4.7) The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness	
Goal Check Activity 2 Personal GO Activities Record	Record the GO activities they did the day before. Pantomime and identify GO activities.	(115.16)	(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. 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	
Activity 2 Personal GO Activities Record Lesson 10: Snace Activity 1	Record the GO activities they did the day before. Pantomime and identify GO activities. k-vertising GO Foods Identify advertising techniques for	(115.16) 4.7	(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. 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. Strand 3: Healthy Eating and Physical Activity	
Activity 2 Personal GO Activities Record Lesson 10: Snac	Record the GO activities they did the day before. Pantomime and identify GO activities. k-vertising GO Foods Identify advertising techniques for WHOA snack foods, and differentiate	(115.16) 4.7 (115.16)	(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. 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 Lesson 10: Snacl	Record the GO activities they did the day before. Pantomime and identify GO activities. k-vertising GO Foods Identify advertising techniques for	(115.16) 4.7	(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. 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. Strand 3: Healthy Eating and Physical Activity	

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: WHO	A 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: Snack	s 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: Takin	g Off			
Activity l 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 physical, mental, and social benefits of physical fitness.	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				
	nated Approach to Ch				
	cal Health & Hygiene Education al Health & Wellness		h and hygiene education helps to prepare students for im cognizes that the knowledge and skills necessaryto manag		ntial to reaching one's full potential
	hy Eating and Physical Activity		ating and physical activity strand addresses the important		
	y and Violence Prevention and Safety		n injury and violence prevention and safety, the standards		
	ohol, Tobacco, and Other Drugs		cus on a number of protective factors that develop empown about changes associated with adolescent development		ned decisions.
Strand 6: Reprod	ductive & Sexual Health	TEKS	Tabout changes associated with adolescent development	·	
Lesson Title	Lesson Objectives	Covered	TEK Expanded	TEK Expanded	TEK Expanded
Lesson 1: Let's	Get GO-ing		Strand 3: Healthy Eating and Physical Activity		
Activity 1	Act out and discuss a play that reviews		(5.8) The student identifies, analyzes, and		
Introductory	health behaviors learned in the fourth	(115.17)	applies strategies for enhancing and maintaining optimal		
Play	grade Go For Health program.	5. 8	personal physical fitness throughout the		
			lifespan. The student is expected to explain the physical,		
			Strand 2: Mental Health & Wellness		
Activity 2	Identify barriers that prevent healthful	(115.17)	(5.5A) identify factors such as school climate and safety		
Group Work	behaviors.	5.5A	measures that affect an individual's physical, emotional, and		
Lesson 2: Ener	rgy Balance & GO Eating		social health		
1000011 E. Ellel	Januarise a 50 Earning		Strand 1: Physical Health & Hygiene Education		
			(5.2) Physical health and hygienepersonal health and	S. 12.11 III 2.11 IBI 1 1A.11.11	Strand 3: Healthy Eating and Physical Activity
Activity 1	Review GO, SLOW and WHOA food	(115.17)	hygiene. The student understands health literacy,	Strand 3: Healthy Eating and Physical Activity	(5.10A) describe the connection between dietary
Review	categories.	5.2, 5.7A, 10A	preventative health behaviors, and how to access and	(5.7A) identify foods that are sources of one or more	choices and the prevention of obesity, heart
			evaluate health care information to make informed	of the six major nutrients	disease, and diabetes
			decisions. Strand 3: Healthy Eating and Physical Activity	Strand 3: Healthy Eating and Physical Activity	
Activity 2	Review the connection between energy	(115.17)	(5.7) The student analyzes and applies healthy eating	(5.10A) describe the connection between dietary	
Group Work	balance and GO eating.	5.7, 5.10A	strategies for enhancing and maintaining personal health	choices and the prevention of obesity, heart disease,	
Gloup Work	building and do cutting.	3.7, 3.10A	throughout the lifespan.	and diabetes	
Lesson 3: GO-i	ing for FIT			and diabetes	
Activity 1			Strand 1: Physical Health & Hygiene Education		
Activity 1 Review and	Review the importance of physical	(115.17)	(5.2) The student understands health literacy, preventative	Strand 1: Physical Health & Hygiene Education	
Activity 1 Review and Intro of FITT		(115.17) 5.2, 5.2D	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care		
Activity 1 Review and	Review the importance of physical		(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 1 Review and Intro of FITT	Review the importance of physical	5.2, 5.2D	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. Strand 2: Mental Health & Wellness	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households Strand 1: Physical Health & Hygiene Education	
Activity 1 Review and Intro of FITT Formula	Review the importance of physical activity.	5.2, 5.2D (115.17)	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. Strand 2: Mental Health & Wellness (5.6A) compare and contrast healthy and unhealthy methods	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households Strand 1: Physical Health & Hygiene Education (5.10B) identify attitudes and behaviors that can	
Activity 1 Review and Intro of FITT Formula Activity 2 Measurement	Review the importance of physical activity. Recognize that physical activities should	5.2, 5.2D	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. Strand 2: Mental Health & Wellness (5.6A) compare and contrast healthy and unhealthy methods for managing concerns related to long-term health	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households Strand 1: Physical Health & Hygiene Education (5.10B) identify attitudes and behaviors that can reduce the likelihood of developing chronic	
Activity 1 Review and Intro of FITT Formula Activity 2 Measurement and Calculation	Review the importance of physical activity. Recognize that physical activities should be done frequently, with intensity, and for 60 minutes a day.	5.2, 5.2D (115.17)	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. Strand 2: Mental Health & Wellness (5.6A) compare and contrast healthy and unhealthy methods	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households Strand 1: Physical Health & Hygiene Education (5.10B) identify attitudes and behaviors that can	
Activity 1 Review and Intro of FITT Formula Activity 2 Measurement and Calculation	Review the importance of physical activity. Recognize that physical activities should be done frequently, with intensity, and for 60 minutes a day. ose Your Plate	5.2, 5.2D (115.17) 5.6A, 5.10B	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. Strand 2: Mental Health & Wellness (5.6A) compare and contrast healthy and unhealthy methods for managing concerns related to long-term health	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households Strand 1: Physical Health & Hygiene Education (5.10B) identify attitudes and behaviors that can reduce the likelihood of developing chronic	
Activity 1 Review and Intro of FITT Formula Activity 2 Measurement and Calculation Lesson 4: Choo	Review the importance of physical activity. Recognize that physical activities should be done frequently, with intensity, and for 60 minutes a day. ose Your Plate Explore MyPlate to recognize that eating	5.2, 5.2D (115.17) 5.6A, 5.10B	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. 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 (5.2D) describe the benefits of promoting health maintenance for individuals and households 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 Strand 3: Healthy Eating and Physical Activity	
Activity 1 Review and Intro of FITT Formula Activity 2 Measurement and Calculation Lesson 4: Choo	Review the importance of physical activity. Recognize that physical activities should be done frequently, with intensity, and for 60 minutes a day. ose Your Plate Explore MyPlate to recognize that eating a variety of healthful foods in	5.2, 5.2D (115.17) 5.6A, 5.10B	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. 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 3: Healthy Eating and Physical Activity	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households 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 Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary	
Activity 1 Review and Intro of FITT Formula Activity 2 Measurement and Calculation Lesson 4: Choo	Review the importance of physical activity. Recognize that physical activities should be done frequently, with intensity, and for 60 minutes a day. ose Your Plate Explore MyPlate to recognize that eating a variety of healthful foods in recommended amounts and doing	5.2, 5.2D (115.17) 5.6A, 5.10B	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. 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 3: Healthy Eating and Physical Activity (5.7A) identify foods that are sources of one or more of the six	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households 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 Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary choices and the prevention of obesity, heart disease,	
Activity 1 Review and Intro of FITT Formula Activity 2 Measurement and Calculation Lesson 4: Choo	Review the importance of physical activity. Recognize that physical activities should be done frequently, with intensity, and for 60 minutes a day. OSE YOUR Plate Explore MyPlate to recognize that eating a variety of healthful foods in recommended amounts and doing physical activities will help their body	5.2, 5.2D (115.17) 5.6A, 5.10B	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. 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 3: Healthy Eating and Physical Activity	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households 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 Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary	
Activity 1 Review and Intro of FITT Formula Activity 2 Measurement and Calculation Lesson 4: Choo Activity 1 Review	Review the importance of physical activity. Recognize that physical activities should be done frequently, with intensity, and for 60 minutes a day. ose Your Plate 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.	5.2, 5.2D (115.17) 5.6A, 5.10B (115.17) 5.7A, 5.10A	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. 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 3: Healthy Eating and Physical Activity (5.7A) identify foods that are sources of one or more of the six major nutrients	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households 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 Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes	Strand 3: Healthy Eating and Physical Activity
Activity 1 Review and Intro of FITT Formula Activity 2 Measurement and Calculation Lesson 4: Choo Activity 1 Review Activity 2	Review the importance of physical activity. Recognize that physical activities should be done frequently, with intensity, and for 60 minutes a day. ose Your Plate 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. Apply the MyPlate guidelines to their	5.2, 5.2D (115.17) 5.6A, 5.10B (115.17) 5.7A, 5.10A	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. 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 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	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households 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 Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes Strand 3: Healthy Eating and Physical Activity	(5.9B) research and evaluate health products and
Activity 1 Review and Intro of FITT Formula Activity 2 Measurement and Calculation Lesson 4: Choo Activity 1 Review	Review the importance of physical activity. Recognize that physical activities should be done frequently, with intensity, and for 60 minutes a day. ose Your Plate 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.	5.2, 5.2D (115.17) 5.6A, 5.10B (115.17) 5.7A, 5.10A	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. 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 3: Healthy Eating and Physical Activity (5.7A) identify foods that are sources of one or more of the six major nutrients	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households 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 Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes	(5.9B) research and evaluate health products and information about physical activity and nutritional
Activity 1 Review and Intro of FITT Formula Activity 2 Measurement and Calculation Lesson 4: Choo Activity 1 Review Activity 2 Worksheet	Review the importance of physical activity. Recognize that physical activities should be done frequently, with intensity, and for 60 minutes a day. OSE YOUR Plate Explore MyPlate to recognize that eating a variety of healthful foods in recommended amounts and doing physical activities will help their body stav in energy balance. Apply the MyPlate guidelines to their eating habits	5.2, 5.2D (115.17) 5.6A, 5.10B (115.17) 5.7A, 5.10A	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. 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 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 (5.7A) identify foods that are sources of one or more of the six	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households 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 Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes Strand 3: Healthy Eating and Physical Activity (5.7B) examine food labels and menus for nutritional	(5.9B) research and evaluate health products and
Activity 1 Review and Intro of FITT Formula Activity 2 Measurement and Calculation Lesson 4: Choo Activity 1 Review Activity 2	Review the importance of physical activity. Recognize that physical activities should be done frequently, with intensity, and for 60 minutes a day. ose Your Plate Explore MyPlate to recognize that eating a variety of healthful foods in recommended amounts and doing physical activities will help their body stav in energy balance. Apply the MyPlate guidelines to their eating habits a GO Lunch	5.2, 5.2D (115.17) 5.6A, 5.10B (115.17) 5.7A, 5.10A	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. 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 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 (5.7A) identify foods that are sources of one or more of the six major nutrients	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households 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 Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes Strand 3: Healthy Eating and Physical Activity (5.7B) examine food labels and menus for nutritional content, calories, and serving sizes	(5.9B) research and evaluate health products and information about physical activity and nutritional
Activity 1 Review and Intro of FITT Formula Activity 2 Measurement and Calculation Lesson 4: Choo Activity 1 Review Activity 2 Worksheet Lesson 5: Bag	Review the importance of physical activity. Recognize that physical activities should be done frequently, with intensity, and for 60 minutes a day. OSE YOUR Plate Explore MyPlate to recognize that eating a variety of healthful foods in recommended amounts and doing physical activities will help their body stav in energy balance. Apply the MyPlate guidelines to their eating habits a CO Lunch Set a goal to change a health-related	5.2, 5.2D (115.17) 5.6A, 5.10B (115.17) 5.7A, 5.10A	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. 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 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 (5.7A) identify foods that are sources of one or more of the six major nutrients Strand 3: Healthy Eating and Physical Activity (5.7A) identify foods that are sources of one or more of the six major nutrients	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households 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 Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes 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.
Activity 1 Review and Intro of FITT Formula Activity 2 Measurement and Calculation Lesson 4: Choo Activity 1 Review Activity 2 Worksheet Lesson 5: Bag Activity 1	Review the importance of physical activity. Recognize that physical activities should be done frequently, with intensity, and for 60 minutes a day. ose Your Plate Explore MyPlate to recognize that eating a variety of healthful foods in recommended amounts and doing physical activities will help their body stav in energy balance. Apply the MyPlate guidelines to their eating habits a GO Lunch Set a goal to change a health-related behavior: eat the amount of food in one	(115.17) 5.6A, 5.10B (115.17) 5.7A, 5.10A (115.17) 5.7A, 5.7, 5.9B	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. 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 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 (5.7A) identify foods that are sources of one or more of the six major nutrients Strand 3: Healthy Eating and Physical Activity (5.7A) identify foods that are sources of one or more of the six major nutrients Strand 2: Mental Health & Wellness 4(D) identify goals that one wishes to achieve, including	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households 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 Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes 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 (9.4) describe the importance of goal setting and set	(5.9B) research and evaluate health products and information about physical activity and nutritional choices. Strand 3: Healthy Eating and Physical Activity
Activity 1 Review and Intro of FITT Formula Activity 2 Measurement and Calculation Lesson 4: Choo Activity 1 Review Activity 2 Worksheet Lesson 5: Bag	Review the importance of physical activity. Recognize that physical activities should be done frequently, with intensity, and for 60 minutes a day. ose Your Plate Explore MyPlate to recognize that eating a variety of healthful foods in recommended amounts and doing physical activities will help their body stav in energy balance. Apply the MyPlate guidelines to their eating habits a GO Lunch Set a goal to change a health-related behavior: eat the amount of food in one food group that is recommended by	5.2, 5.2D (115.17) 5.6A, 5.10B (115.17) 5.7A, 5.10A (115.17) 5.7A, 5.7, 5.9B	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. 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 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 (5.7A) identify foods that are sources of one or more of the six major nutrients 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	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households 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 Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes 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 (9.4) describe the importance of goal setting and set a goal for achieving appropriate levels of physical	(5.9B) research and evaluate health products and information about physical activity and nutritional choices. Strand 3: Healthy Eating and Physical Activity 10(B) identify attitudes and behaviors that can
Activity 1 Review and Intro of FITT Formula Activity 2 Measurement and Calculation Lesson 4: Choo Activity 1 Review Activity 2 Worksheet Lesson 5: Bag Activity 1	Review the importance of physical activity. Recognize that physical activities should be done frequently, with intensity, and for 60 minutes a day. ose Your Plate Explore MyPlate to recognize that eating a variety of healthful foods in recommended amounts and doing physical activities will help their body stav in energy balance. Apply the MyPlate guidelines to their eating habits a GO Lunch Set a goal to change a health-related behavior: eat the amount of food in one	(115.17) 5.6A, 5.10B (115.17) 5.7A, 5.10A (115.17) 5.7A, 5.7, 5.9B (115.17) 5.4D, 5.9A,	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. 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 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 (5.7A) identify foods that are sources of one or more of the six major nutrients Strand 3: Healthy Eating and Physical Activity (5.7A) identify foods that are sources of one or more of the six major nutrients Strand 2: Mental Health & Wellness 4(D) identify goals that one wishes to achieve, including	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households 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 Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes 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 (9.4) describe the importance of goal setting and set a goal for achieving appropriate levels of physical activity	(5.9B) research and evaluate health products and information about physical activity and nutritional choices. Strand 3: Healthy Eating and Physical Activity 10(B) identify attitudes and behaviors that can reduce the likelihood of developing chronic
Activity 1 Review and Intro of FITT Formula Activity 2 Measurement and Calculation Lesson 4: Choo Activity 1 Review Activity 2 Worksheet Lesson 5: Bag Activity 1 Goal Setting	Review the importance of physical activity. Recognize that physical activities should be done frequently, with intensity, and for 60 minutes a day. ose Your Plate Explore MyPlate to recognize that eating a variety of healthful foods in recommended amounts and doing physical activities will help their body stav in energy balance. Apply the MyPlate guidelines to their eating habits a CO Lunch 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) 5.6A, 5.10B (115.17) 5.7A, 5.10A (115.17) 5.7A, 5.7, 5.9B (115.17) 5.4D, 5.9A, 5.10B	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. 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 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 (5.7A) identify foods that are sources of one or more of the six major nutrients 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	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households 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 Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes 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 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	(5.9B) research and evaluate health products and information about physical activity and nutritional choices. 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
Activity 1 Review and Intro of FITT Formula Activity 2 Measurement and Calculation Lesson 4: Choo Activity 1 Review Activity 2 Worksheet Lesson 5: Bag Activity 1 Goal Setting	Review the importance of physical activity. Recognize that physical activities should be done frequently, with intensity, and for 60 minutes a day. OSE YOUR Plate Explore MyPlate to recognize that eating a variety of healthful foods in recommended amounts and doing physical activities will help their body stav in energy balance. Apply the MyPlate guidelines to their eating habits a GO Lunch 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. Evaluate a bag lunch and modify it so	(115.17) 5.6A, 5.10B (115.17) 5.7A, 5.10A (115.17) 5.7A, 5.7, 5.9B (115.17) 5.4D, 5.9A, 5.10B	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. 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 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 (5.7A) identify foods that are sources of one or more of the six major nutrients Strand 3: Healthy Eating and Physical Activity (5.7A) identify foods that are sources of one or more of the six major nutrients 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 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households 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 Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes 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 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 (5.10A) describe the connection between dietary	(5.9B) research and evaluate health products and information about physical activity and nutritional choices. 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
Activity 1 Review and Intro of FITT Formula Activity 2 Measurement and Calculation Lesson 4: Choo Activity 1 Review Activity 2 Worksheet Lesson 5: Bag Activity 1 Goal Setting	Review the importance of physical activity. Recognize that physical activities should be done frequently, with intensity, and for 60 minutes a day. ose Your Plate Explore MyPlate to recognize that eating a variety of healthful foods in recommended amounts and doing physical activities will help their body stav in energy balance. Apply the MyPlate guidelines to their eating habits a CO Lunch 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) 5.6A, 5.10B (115.17) 5.7A, 5.10A (115.17) 5.7A, 5.7, 5.9B (115.17) 5.4D, 5.9A, 5.10B	(5.2) The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. 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 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 (5.7A) identify foods that are sources of one or more of the six major nutrients 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	Strand 1: Physical Health & Hygiene Education (5.2D) describe the benefits of promoting health maintenance for individuals and households 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 Strand 3: Healthy Eating and Physical Activity (5.10A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes 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 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	(5.9B) research and evaluate health products and information about physical activity and nutritional choices. 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

Lesson 6: A Ve	ry Important Meal				
Activity 1	Recognize that eating breakfast is	(115.17)	Strand 3: Healthy Eating and Physical Activity		
Goal Check	essential to good health.	5.10A	(5.10A) describe the connection between dietary choices and		
Goal Crieck	essential to good fleatin.	3.10A	the prevention of obesity, heart disease, and diabetes		
			Strand 3: Healthy Eating and Physical Activity		
Activity 2	Eat and evaluate a breakfast composed	(115.17)	(5.10B) identify attitudes and behaviors that can reduce the		
Discussion	of a variety of GO foods.	5.10B	likelihood of developing chronic conditions such as obesity,		
Lesson 7: Brigi	ht Ideas for Breakfast		heart disease, or diabetes.		
			Strand 3: Healthy Eating and Physical Activity		
Activity 1	Evaluate and modify breakfasts so that	(115.17)	(5.10A) describe the connection between dietary choices and		
Group Work	they include a variety of GO foods.	5.10A	the prevention of obesity, heart disease, and diabetes		
			Strand 2: Mental Health & Wellness	Strand 3: Healthy Eating and Physical Activity	Strand 3: Healthy Eating and Physical Activity
Activity 2	Set a goal to change a health-related	(115.17)	(5.4D) identify goals that one wishes to achieve, including	(5.9A) describe the importance of goal setting and	(5.10B) identify attitudes and behaviors that can
Goal Setting	behavior: eat at least two breakfasts	5.4D, 5.9A,	identifying areas for one's personal growth and ways to	set a goal for achieving appropriate levels of physical	reduce the likelihood of developing chronic
9	made up of a variety of GO foods.	5.10B	gather constructive feedback.	activity	conditions such as obesity, heart disease, or
Lesson 8: Plan	of Action				diabetes.
Lesson o. Plan	of Action			Strand 3: Healthy Eating and Physical Activity	
Activity 1	Play an action game that reviews the	(115.17)	Strand 1: Physical Health & Hygiene Education	(5.10A) describe the connection between dietary	
Action Game	concept of energy balance.	5.2D, 5.10A	(5.2D) describe the benefits of promoting health	choices and the prevention of obesity, heart disease,	
			maintenance for individuals and households	and diabetes	
	Develop a plan of action and set a goal		Strand 2: Mental Health & Wellness	Strand 3: Healthy Eating and Physical Activity	Strand 3: Healthy Eating and Physical Activity
Activity 2	to change a health-related behavior: do	(115.17)	(5.4D) identify goals that one wishes to achieve, including	(5.9A) describe the importance of goal setting and	(5.10B) identify attitudes and behaviors that can
Goal Setting	three moderate or vigorous physical	5.4D, 5.9A,	identifying areas for one's personal growth and ways to	set a goal for achieving appropriate levels of physical	reduce the likelihood of developing chronic
J	activities.	5.10B	gather constructive feedback.	activity	conditions such as obesity, heart disease, or
Lesson 9: GO f	or Health Options				diabetes.
Lesson 9. 00 h	Practice making healthful decisions by				
Activity 1	applying four options they can use to	(115.17)	Strand 1: Physical Health & Hygiene Education	Strand 3: Healthy Eating and Physical Activity	
Goal Check	overcome barriers to doing GO activities	5.2C, 5.4C	(5.2C) identify decision-making skills that promote individual,	(5.4C) discuss choices and decision making as part of	
	and eating GO foods.		family, and community health	goal setting	
Lesson 10: Buil	ding Blocks				
	Review the four options they can use to		Strand 3: Healthy Eating and Physical Activity		
Activity 1	overcome barriers to doing GO activities	(115.17)	(5.10B) identify attitudes and behaviors that can reduce the		
Goal Check	and eating GO foods.	5.10B	likelihood of developing chronic conditions such as obesity,		
	Analyze a problem that prevents people		heart disease, or diabetes.		
	their age from eating GO foods or doing		Strand 1: Physical Health & Hygiene Education	Strand 1: Physical Health & Hygiene Education	Strand 2: Mental Health & Wellness
Activity 2	GO activities, and apply the GO for	(115.17)	(5.2B) identify how to distinguish between myth and fact	(5.2C) identify decision-making skills that promote	(5.5A) identify factors such as school climate and
Group Work	Health Options by writing advice letters	5.2B, 5.2C, 5.5A	when accessing information about health;	individual, family, and community healt	safety measures that affect an individual's physical,
	to these people.				emotional, and social health
Lesson 11: Play	Out the Options				
	Analyze a situation involving healthful		Strand 1: Physical Health & Hygiene Education	Strand 1: Physical Health & Hygiene Education	Strand 2: Mental Health & Wellness
Activity 1	eating and/or physical activity, apply the	(115.17)	(5.2B) identify how to distinguish between myth and fact	(5.2C) identify decision-making skills that promote	(5.5A) identify factors such as school climate and
Group Work	GO for Health Options, and prepare a	5.2B, 5.2C, 5.5A	when accessing information about health;	individual, family, and community healt	safety measures that affect an individual's physical,
	role play about the situation.		Strand 3: Healthy Eating and Physical Activity		emotional, and social health
			(5.8) Healthy eating and physical activity-physical activity.	Strand 3: Healthy Eating and Physical Activity	Strand 3: Healthy Eating and Physical Activity
Activity 2	Present a role play about a situation		The student identifies, analyzes, and applies strategies for	(5.9A) describe the importance of goal setting and	(5.9B) research and evaluate health products and
Presentations	3 ,	5.17) 5.8, 5.9A, 5.9	enhancing and maintaining optimal personal physical fitness	set a goal for achieving appropriate levels of physical	information about physical activity and nutritional
	physical activity.		throughout the lifespan. The student is expected to explain	activity	choices
			the physical, mental, and social benefits of fitness.	-	
Lesson 12: Brea	aking Through Barriers				
	Review the barriers to healthful eating		Strand 2: Mental Health & Wellness	Strand 3: Healthy Eating and Physical Activity	Strand 3: Healthy Eating and Physical Activity
Activity 1	and physical activity discussed in Lesson	(115.17)	(5.4D) identify goals that one wishes to achieve, including	(5.9A) describe the importance of goal setting and	(5.10B) identify attitudes and behaviors that can
Group Work	1 and plan specific ways to overcome	5.4D, 5.9A,	identifying areas for one's personal growth and ways to	set a goal for achieving appropriate levels of physical	reduce the likelihood of developing chronic
	them.	5.10B	gather constructive feedback.	activity	conditions such as obesity, heart disease, or
	1	1	[=	1	diabetes.

Texas Ess	Texas Essential Knowledge and Skills - Health Education					
	ted Approach to Chil					
Strand 1: Physical H	lealth & Hygiene Education	Physical healt	th and hygiene education helps to prepare students for ir			
Strand 2: Mental H Strand 3: Healthy F	ealth & Wellness Eating and Physical Activity		cognizes that the knowledge and skills necessaryto mana ating and physical activity strand addresses the importar			
Strand 4: Injury an	d Violence Prevention and Safety	By focusing o	n injury and violence prevention and safety, the standard	s promote student well-being and awareness of da	angerous situations.	
	Tobacco, and Other Drugs ctive & Sexual Health		cus on a number of protective factors that develop empo n about changes associated with adolescent developmer		med decisions.	
·		TEKS				
Lesson Title	Lesson Objectives	Covered	TEK Expanded	TEK Expanded	TEK Expanded	
Lesson 1: Food Fig	ihts I					
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 betweenpreparing 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 betweenpreparing and serving fresh or minimally processed foods and commercially prepared or highly processed foods.	
Lesson 2: Build-A-						
Part A	Compare GO, SLOW, and WHOA foods in terms of calories, sodium, and	(115.26)	Strand 3: Healthy Eating and Physical Activity (6.7B) compare and contrast common food labels and			
Small Group Work	saturated fat	6.7B	, , .			
	Identify the relationship between food	(115,26)	menus for nutritional content and calories Strand 3: Healthy Eating and Physical Activity			
Part B	choices and their consumption of	6.7E	(6.7E) evaluate the importance of choosing lower sodium			
Graphing Activity	calories, sodium, and saturated fat		alternatives to foods that have high levels of sodium such as			
Lesson 3: How Mu	ch Sugar is in Your Favorite Drinks?		Cally charke and ranned veneranies			
Part A	Identify important information on	(115.26)	Strand 3: Healthy Eating and Physical Activity			
Ranking	Nutrition Facts labels on beverages	6.7A	(6.7A) define micronutrients, including calcium and iron, and			
			their recommended daily allowances Strand 3: Healthy Eating and Physical Activity			
	Perform calculations using information		(6.7) Healthy eating and physical activityfood and beverage	Strand 3: Healthy Eating and Physical Activity		
Part B	on Nutrition Facts labels on beverages,	(115.26)	daily recommendations. The student analyzes and applies	(6.7B) compare and contrast common food labels		
Small Group Work	identify alternatives to sugar-sweetened	6.7, 6.7B	healthy eating strategies for enhancing and maintaining	and menus for nutritional content and calories		
	beverages		personal health throughout the lifespan.			
Lesson 4: Choose						
Part A	Compare menu options at fast food	(115.26)	Strand 3: Healthy Eating and Physical Activity			
Small Group Work	restaurants based on nutrition information	6.7B	(6.7B) compare and contrast common food labels and menus for nutritional content and calories			
		1		Strand 3: Healthy Eating and Physical Activity		
Part B	Identify healthier menu options at fast food restaurants, recognize the	(115.26)	Strand 3: Healthy Eating and Physical Activity (6.7) The student analyzes and applies healthy eating	(6.9A) make a variety of healthy personal food choices		
Reporting Results	importance of energy balance and	6.7. 6.9A	strategies for enhancing and maintaining personal health	and develop short- and long-term goals to achieve		
eporting Results	moderation	0.7, 0.5A	throughout the lifespan.	appropriate levels of physical activity and improve		
Lesson 5: The Hea				personal physical fitness levels		
Part A	TELS & MUSCIE		Strand 2: Mental Health & Wellness			
Calculations and	Calculate their target heart rate	(115.26)	(6.3A) demonstrate healthy methods for communicating			
Counting Pulse		6.3A	emotions in a variety of scenarios;			
Part B			Strand 2: Mental Health & Wellness			
Monitoring and	Identify the relationship between target	(115.26)	(6.3A) demonstrate healthy methods for communicating			
Graphing Heart	heart rate and physical activity	6.3A	emotions in a variety of scenarios;			
Rate		1				

Lesson 6: MvPlate					
Ecoson of My late			Strand 3: Healthy Eating and Physical Activity	Strong 7: Hoolthy Fating and Dhysical Activity	
Part A	Identify the food groups and other features of MyPlate, as well as foods	(115.26)	(6.10A) analyze the impact of moderate physical activity and	Strand 3: Healthy Eating and Physical Activity (6.8A) identify the CDC guidelines for daily physical	
Q & A	within each group	6.8A, 6.10A	dietary choices on the prevention of obesity, heart disease,	activity throughout the lifespan	
	Within each group		and diabetes	Strand 3: Healthy Eating and Physical Activity	
Part B	Recognize the importance of energy	(115.26)	Strand 3: Healthy Eating and Physical Activity	(6.10A) analyze the impact of moderate physical	
Poster Activity	balance and moderation, create posters	6.8B, 6.10A	(6.8B) analyze the benefits of regular physical activity on	activity and dietary choices on the prevention of	
Poster Activity	that illustrate MyPlate concepts	0.0B, 0.10A	mental, physical, and social health.	obesity, heart disease, and diabetes	
Lesson 7: GO for B	Breakfast			obesity, fleart disease, and diabetes	
Part A		(115.26)	Strand 3: Healthy Eating and Physical Activity		
Discussion	Identify reasons not to skip breakfast	6.7C	(6.7C) describe healthy and unhealthy dietary practices;		
Part B		(115.26)	Strand 3: Healthy Eating and Physical Activity		
Small Group Work	Identify healthier breakfast food choices	6.7B	(6.7B) compare and contrast common food labels and		
·			menus for nutritional content and calories;		
Lesson 8: There's	More to Life Than Screens		Strand 3: Healthy Eating and Physical Activity		
Part A	Calculate the average amount of screen-	(115.26)	(6.9B) explain the role of media and technology in		
Calculations and	time of young people, identify negative	6.9B	influencing individual and community health related to		
Discussion	consequences of too much screen-time,	0.56	physical activity and nutritional choices.		
			Strand 3: Healthy Eating and Physical Activity		
Part B	Set a goal to limit their daily	(115.26)	(6.9B) explain the role of media and technology in		
Goal Setting	nonacademic screen-time to two hours	6.9B	influencing individual and community health related to		
			physical activity and nutritional choices.		
Lesson 8: Plan of A	Action		Strang 3: Healthy Eating and Physical Activity		
			(6.9A) make a variety of healthy personal food choices and		
Activity 1	Play an action game that reviews the	(115.26)	develop short- and long-term goals to achieve appropriate		
Action Game	concept of energy balance.	6.9A	levels of physical activity and improve personal physical		
			fitness levels		
	Develop a plan of action and set a goal		Strang 3: Healthy Eating and Physical Activity	Strand 3: Healthy Eating and Physical Activity	Strand 3: Healthy Eating and Physical Activity
	Develop a plan of action and set a goal	(335.06)	(6.9A) make a variety of healthy personal food choices and	Strand 3: Healthy Eating and Physical Activity	Strand 3: Healthy Eating and Physical Activity
A 41: -14: 2	The state of the s	(115.26)		(6304)	(6.10.6)
Activity 2	to change a health-related behavior: do	(115.26) 6.9A, 6.10A,	develop short- and long-term goals to achieve appropriate	(6.10A) analyze the impact of moderate physical	(6.10C) analyze internal and external factors that
Activity 2 Goal Setting	three moderate or vigorous physical		develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical	activity and dietary choices on the prevention of	influence healthy eating and physical activity
Goal Setting	three moderate or vigorous physical activities.	6.9A, 6.10A,	develop short- and long-term goals to achieve appropriate		
-	three moderate or vigorous physical activities.	6.9A, 6.10A,	develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical	activity and dietary choices on the prevention of obesity, heart disease, and diabetes	influence healthy eating and physical activity
Goal Setting	three moderate or vigorous physical activities.	6.9A, 6.10A, 6.10C	develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical	activity and dietary choices on the prevention of	influence healthy eating and physical activity
Goal Setting	three moderate or vigorous physical activities.	6.9A, 6.10A, 6.10C	develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels	activity and dietary choices on the prevention of obesity, heart disease, and diabetes Strang 3: Healthy Eating and Physical Activity	influence healthy eating and physical activity behaviors
Goal Setting Lesson 9: GO for H	three moderate or vigorous physical activities. Health Options Practice making healthful decisions by	6.9A, 6.10A, 6.10C (115.26) 6.6A, 6.9A,	develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels Strand 2: Mental Health & Wellness	activity and dietary choices on the prevention of obesity, heart disease, and diabetes Strand 3: Healthy Eating and Physical Activity (6.9A) make a variety of healthy personal food choices	influence healthy eating and physical activity behaviors Strand 3: Healthy Eating and Physical Activity
Goal Setting Lesson 9: GO for H Activity 1	three moderate or vigorous physical activities. Health Options Practice making healthful decisions by applying four options they can use to	6.9A, 6.10A, 6.10C	develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels Strand 2: Mental Health & Wellness (6.6A) examine the outcomes of healthy and unhealthy	activity and dietary choices on the prevention of obesity, heart disease, and diabetes 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	influence healthy eating and physical activity behaviors Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that
Goal Setting Lesson 9: GO for H Activity 1	three moderate or vigorous physical activities. tealth Options Practice making healthful decisions by applying four options they can use to overcome barriers to doing GO activities and eating GO foods.	6.9A, 6.10A, 6.10C (115.26) 6.6A, 6.9A,	develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels Strand 2: Mental Health & Wellness (6.6A) examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term	activity and dietary choices on the prevention of obesity, heart disease, and diabetes 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	influence healthy eating and physical activity behaviors Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity
Goal Setting Lesson 9: GO for H Activity 1 Goal Check	three moderate or vigorous physical activities. tealth Options Practice making healthful decisions by applying four options they can use to overcome barriers to doing GO activities and eating GO foods.	6.9A, 6.10A, 6.10C (115.26) 6.6A, 6.9A,	develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels 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	activity and dietary choices on the prevention of obesity, heart disease, and diabetes 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	influence healthy eating and physical activity behaviors Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and
Goal Setting Lesson 9: GO for H Activity 1 Goal Check Lesson 10: Buildin	three moderate or vigorous physical activities. Health Options Practice making healthful decisions by applying four options they can use to overcome barriers to doing GO activities and eating GO foods. Blocks Review the four options they can use to	6.9A, 6.10A, 6.10C (115.26) 6.6A, 6.9A, 6.10C	develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels 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	activity and dietary choices on the prevention of obesity, heart disease, and diabetes 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 (6.9A) make a variety of healthy personal food choices	influence healthy eating and physical activity behaviors Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and Strand 3: Healthy Eating and Physical Activity
Goal Setting Lesson 9: GO for H Activity 1 Goal Check Lesson 10: Buildin Activity 1	three moderate or vigorous physical activities. Health Options Practice making healthful decisions by applying four options they can use to overcome barriers to doing GO activities and eating GO foods. Belocks Review the four options they can use to overcome barriers to doing GO activities	6.9A, 6.10A, 6.10C (115.26) 6.6A, 6.9A, 6.10C (115.26) 6.6A, 6.9A,	develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels 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 (6.6A) examine the outcomes of healthy and unhealthy	activity and dietary choices on the prevention of obesity, heart disease, and diabetes 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 (6.9A) make a variety of healthy personal food choices and develop short- and long-term goals to achieve	influence healthy eating and physical activity behaviors Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that
Goal Setting Lesson 9: GO for H Activity 1 Goal Check Lesson 10: Buildin	three moderate or vigorous physical activities. Health Options Practice making healthful decisions by applying four options they can use to overcome barriers to doing GO activities and eating GO foods. Blocks Review the four options they can use to	6.9A, 6.10A, 6.10C (115.26) 6.6A, 6.9A, 6.10C	develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels 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 (6.6A) examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term	activity and dietary choices on the prevention of obesity, heart disease, and diabetes 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 (6.9A) make a variety of healthy personal food choices and develop short- and long-term goals to achieve appropriate levels of physical activity and improve	influence healthy eating and physical activity behaviors Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity
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Goal Setting Lesson 9: GO for H Activity 1 Goal Check Lesson 10: Buildin Activity 1	three moderate or vigorous physical activities. lealth Options Practice making healthful decisions by applying four options they can use to overcome barriers to doing GO activities and eating GO foods. Belocks Review the four options they can use to overcome barriers to doing GO activities and eating GO foods. Analyze a problem that prevents people their age from eating GO foods or doing	6.9A, 6.10A, 6.10C (115.26) 6.6A, 6.9A, 6.10C (115.26) 6.6A, 6.9A,	develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels 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 (6.6A) examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others	activity and dietary choices on the prevention of obesity, heart disease, and diabetes 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 (6.9A) 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 2: Mental Health & Wellness	influence healthy eating and physical activity behaviors Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity
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Goal Setting Lesson 9: GO for H Activity 1 Goal Check Lesson 10: Buildin Activity 1 Goal Check Activity 2	three moderate or vigorous physical activities. tealth Options Practice making healthful decisions by applying four options they can use to overcome barriers to doing GO activities and eating GO foods. Review the four options they can use to overcome barriers to doing GO activities and eating GO foods. Review the four options they can use to overcome barriers to doing GO activities and eating GO foods. 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, 6.9A, 6.10C (115.26) 6.6A, 6.9A, 6.10C (115.26)	develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels 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 (6.6A) 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 (6.6A) examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term methods for managing challenges related to long-term	activity and dietary choices on the prevention of obesity, heart disease, and diabetes 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 (6.9A) 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 2: Mental Health & Wellness (6.6C) identify how to respond positively to develop	influence healthy eating and physical activity behaviors Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity
Goal Setting Lesson 9: GO for H Activity 1 Goal Check Lesson 10: Buildin Activity 1 Goal Check Activity 2 Group Work	three moderate or vigorous physical activities. tealth Options Practice making healthful decisions by applying four options they can use to overcome barriers to doing GO activities and eating GO foods. Review the four options they can use to overcome barriers to doing GO activities and eating GO foods. Review the four options they can use to overcome barriers to doing GO activities and eating GO foods. 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, 6.9A, 6.10C (115.26) 6.6A, 6.9A, 6.10C (115.26)	develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels 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 (6.6A) 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 (6.6A) examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others;	activity and dietary choices on the prevention of obesity, heart disease, and diabetes 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 (6.9A) 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 2: Mental Health & Wellness (6.6C) identify how to respond positively to develop resiliency	influence healthy eating and physical activity behaviors Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and
Goal Setting Lesson 9: GO for H Activity 1 Goal Check Lesson 10: Buildin Activity 1 Goal Check Activity 2 Group Work Lesson 11: Play Ou Activity 1	three moderate or vigorous physical activities. lealth Options Practice making healthful decisions by applying four options they can use to overcome barriers to doing GO activities and eating GO foods. Blocks Review the four options they can use to overcome barriers to doing GO activities and eating GO foods. 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, 6.9A, 6.10C (115.26) 6.6A, 6.9A, 6.10C (115.26) 6.6A, 6.6C, (115.26) (115.26) 6.6A, 6.6C,	develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels 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 (6.6A) 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 (6.6A) 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	activity and dietary choices on the prevention of obesity, heart disease, and diabetes 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 (6.9A) 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 2: Mental Health & Wellness (6.6C) identify how to respond positively to develop resiliency Strand 3: Healthy Eating and Physical Activity	influence healthy eating and physical activity behaviors Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and Strand 3: Healthy Eating and Physical Activity behaviors; and
Goal Setting Lesson 9: GO for H Activity 1 Goal Check Lesson 10: Buildin Activity 1 Goal Check Activity 2 Group Work Lesson 11: Play Ou	three moderate or vigorous physical activities. tealth Options Practice making healthful decisions by applying four options they can use to overcome barriers to doing GO activities and eating GO foods. Review the four options they can use to overcome barriers to doing GO activities and eating GO foods. 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. t the Options Analyze a situation involving healthful	(115.26) 6.6A, 6.9A, 6.10C (115.26) 6.6A, 6.9A, 6.10C (115.26) 6.6A, 6.6C,	develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels 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 (6.6A) 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 (6.6A) 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 (6.7B) compare and contrast common food labels and	activity and dietary choices on the prevention of obesity, heart disease, and diabetes 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 (6.9A) 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 2: Mental Health & Wellness (6.6C) identify how to respond positively to develop resiliency Strand 3: Healthy Eating and Physical Activity (6.7C) describe healthy and unhealthy dietary	influence healthy eating and physical activity behaviors Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and Strand 3: Healthy Eating and Physical Activity behaviors; and
Goal Setting Lesson 9: GO for H Activity 1 Goal Check Lesson 10: Buildin Activity 1 Goal Check Activity 2 Group Work Lesson 11: Play Ou Activity 1	three moderate or vigorous physical activities. tealth Options Practice making healthful decisions by applying four options they can use to overcome barriers to doing GO activities and eating GO foods. Review the four options they can use to overcome barriers to doing GO activities and eating GO foods. Review the four options they can use to overcome barriers to doing GO activities and eating GO foods. 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. The Options 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) 6.6A, 6.9A, 6.10C (115.26) 6.6A, 6.9A, 6.10C (115.26) 6.6A, 6.6C, (115.26) (115.26) 6.6A, 6.6C,	develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels 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 (6.6A) 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 (6.6A) 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 (6.7B) compare and contrast common food labels and menus for nutritional content and calories	activity and dietary choices on the prevention of obesity, heart disease, and diabetes 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 (6.9A) 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 2: Mental Health & Wellness (6.6C) identify how to respond positively to develop resiliency Strand 3: Healthy Eating and Physical Activity (6.7C) describe healthy and unhealthy dietary practices;	influence healthy eating and physical activity behaviors Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and Strand 3: Healthy Eating and Physical activity behaviors; and
Goal Setting Lesson 9: GO for H Activity 1 Goal Check Lesson 10: Buildin Activity 1 Goal Check Activity 2 Group Work Lesson 11: Play Ou Activity 1	three moderate or vigorous physical activities. lealth Options Practice making healthful decisions by applying four options they can use to overcome barriers to doing GO activities and eating GO foods. Review the four options they can use to overcome barriers to doing GO activities and eating GO foods. 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. It the Options Analyze a situation involving healthful eating and/or physical activity, apply the GO for Health Options, and prepare a role play about the situation. Present a role play about a situation	(115.26) 6.6A, 6.9A, 6.10C (115.26) 6.6A, 6.9A, 6.10C (115.26) 6.6A, 6.6C, (115.26) (115.26) 6.6A, 6.6C,	develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels 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 (6.6A) 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 (6.6A) examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others Strand 3: 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 (6.7B) compare and contrast common food labels and menus for nutritional content and calories Strand 3: Healthy Eating and Physical Activity	activity and dietary choices on the prevention of obesity, heart disease, and diabetes 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 (6.9A) 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 2: Mental Health & Wellness (6.6C) identify how to respond positively to develop resiliency Strand 3: Healthy Eating and Physical Activity (6.7C) describe healthy and unhealthy dietary practices; Strand 3: Healthy Eating and Physical Activity	influence healthy eating and physical activity behaviors Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and Strand 3: Healthy Eating and Physical Activity (6.7D) explain the importance of a realistic personal dietary plan; and Strand 3: Healthy Eating and Physical Activity
Goal Setting Lesson 9: GO for H Activity 1 Goal Check Lesson 10: Buildin Activity 1 Goal Check Activity 2 Group Work Lesson 11: Play Ou Activity 1 Group Work	three moderate or vigorous physical activities. tealth Options Practice making healthful decisions by applying four options they can use to overcome barriers to doing GO activities and eating GO foods. Review the four options they can use to overcome barriers to doing GO activities and eating GO foods. 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. te the Options Analyze a situation involving healthful eating and/or physical activity, apply the GO for Health Options, and prepare a role play about the situation. Present a role play about a situation involving healthful eating and/or	(115.26) 6.6A, 6.9A, 6.10C (115.26) 6.6A, 6.9A, 6.10C (115.26) 6.6A, 6.6C, (115.26) 6.6A, 6.6C,	develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels 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 (6.6A) 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 (6.6A) 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 (6.6A) 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 (6.7B) compare and contrast common food labels and menus for nutritional content and calories Strand 3: Healthy Eating and Physical Activity (6.7B) compare and contrast common food labels and	activity and dietary choices on the prevention of obesity, heart disease, and diabetes 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 (6.9A) 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 2: Mental Health & Wellness (6.6C) identify how to respond positively to develop resiliency Strand 3: Healthy Eating and Physical Activity (6.7C) describe healthy and unhealthy dietary practices; Strand 3: Healthy Eating and Physical Activity (6.7C) describe healthy and unhealthy dietary	influence healthy eating and physical activity behaviors Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and Strand 3: Healthy Eating and Physical Activity (6.7D) explain the importance of a realistic personal dietary plan; and Strand 3: Healthy Eating and Physical Activity (6.7D) explain the importance of a realistic
Goal Setting Lesson 9: GO for H Activity 1 Goal Check Lesson 10: Buildin Activity 1 Goal Check Activity 2 Group Work Lesson 11: Play Ou Activity 1 Group Work Activity 2	three moderate or vigorous physical activities. lealth Options Practice making healthful decisions by applying four options they can use to overcome barriers to doing GO activities and eating GO foods. Review the four options they can use to overcome barriers to doing GO activities and eating GO foods. 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. It the Options Analyze a situation involving healthful eating and/or physical activity, apply the GO for Health Options, and prepare a role play about the situation. Present a role play about a situation	(115.26) 6.6A, 6.9A, 6.10C (115.26) 6.6A, 6.9A, 6.10C (115.26) 6.6A, 6.6C, (115.26): 6.7B, 6.7C, 6.7D	develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels 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 (6.6A) 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 (6.6A) examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others Strand 3: 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 (6.7B) compare and contrast common food labels and menus for nutritional content and calories Strand 3: Healthy Eating and Physical Activity	activity and dietary choices on the prevention of obesity, heart disease, and diabetes 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 (6.9A) 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 2: Mental Health & Wellness (6.6C) identify how to respond positively to develop resiliency Strand 3: Healthy Eating and Physical Activity (6.7C) describe healthy and unhealthy dietary practices; Strand 3: Healthy Eating and Physical Activity	influence healthy eating and physical activity behaviors Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and Strand 3: Healthy Eating and Physical Activity (6.10C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and Strand 3: Healthy Eating and Physical Activity (6.7D) explain the importance of a realistic personal dietary plan; and Strand 3: Healthy Eating and Physical Activity

Lesson 12: Breaki	ng Through Barriers				
Activity l 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	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	

			ills - Health Education	
Coordin	ated Approach to Ch	nild Hea	olth - GRADE 7	
	cal Health & Hygiene Education	Physical heal	th and hygiene education helps to prepare students for improved lifelongh	
	al Health & Wellness		ecognizes that the knowledge and skills necessaryto manage emotions, rea	
	hy Eating and Physical Activity and Violence Prevention and Safety		eating and physical activity strand addresses the importance of nutrition are on injury and violence prevention and safety, the standards promote stude	
	hol, Tobacco, and Other Drugs		ocus on a number of protective factors that develop empowered students is	
	oductive & Sexual Health		n about changes associated with adolescent development in the reproduc	
Lesson Title	Lesson Objectives	TEKS Covered	TEK Expanded	TEK Expanded
Lesson 1: A Ba	anced Life			
Part A			Strand 1: Physical Health & Hygiene Education	Strand 3: Healthy Eating and Physical Activity
Physical Activity	Identify short-term health benefits of	(115.27)	(7.1) The student examines the structures, functions, and relationships of body	(7.9A) develop and examine progress of short- and long-term goals toward
Discussion	doing physical activity	7.1, 7.9A	systems and their relevance to personal health. The student is expected to	achieving appropriate levels of physical activity, improving personal physical
Discussion			describe the relationships among the body systems.	fitness level, and making healthy personal food choices
Part B	Identify physical activity opportunities,		Strand 1: Physical Health & Hygiene Education	Strand 3: Healthy Eating and Physical Activity
Brainstorming:	Identify barriers to doing physical	(115.27)	(7.1) The student examines the structures, functions, and relationships of body	(7.8C) apply the CDC guidelines for daily physical activity to develop a physical
Physical Activity	activity	7.1, 7.8C	systems and their relevance to personal health. The student is expected to	fitness plan using appropriate technology.
Lesson 2: Proje	ect Lesson: A Balanced Life		describe the relationships among the body systems.	
	Bot Ecopori. A Balancea Ene		Strand 1: Physical Health & Hygiene Education	Show divide the First ward Plant of Author
Part 1		(115.27)	(7.1) The student examines the structures, functions, and relationships of body	Strand 3: Healthy Eating and Physical Activity
Small-Group	Identify physical activity opportunities	7.1, 7.8C	systems and their relevance to personal health. The student is expected to	(7.8C) apply the CDC guidelines for daily physical activity to develop a physical
Discussion			describe the relationships among the body systems.	fitness plan using appropriate technology.
				Stranto S: nearting and Physical Activity
			Strand 1: Physical Health & Hygiene Education	(7.8) The student identifies, analyzes, and applies strategies for enhancing and
Part 2	Identify barriers to doing physical	(115.27)	(7.1) The student examines the structures, functions, and relationships of body	maintaining optimal personal physical fitness throughout the lifespan. The
Conclusion	activity	7.1, 7.8	systems and their relevance to personal health. The student is expected to	student is expected to: explain the relationships between nutrition, physical
			describe the relationships among the body systems.	activity, quality of life, and disease in terms of their mental, physical, and social
Lesson 7. The	Reason for Those Milk Mustaches			benefits; identify how to balance caloric intake and physical activity
	Students will perceive that their peers			
Part A	consume calcium-rich foods	(115.27)	Strand 2: Mental Health & Wellness	Strand 3: Healthy Eating and Physical Activity
Small Group	Promote the consumption of low-fat	7.3C, 7.9B	(7.3C) evaluate the importance of social groups and peer influences and	(7.9B) explain how the media influences buying decisions regarding physical
Quiz	and fat-free calcium-rich foods		explain how they can affect individual mental health and wellness	fitness equipment or nutritional products
Part B			Strand 3: Healthy Eating and Physical Activity	
Poster	Determine their current knowledge level	(115.27)	(D) investigate and compare the nutritional differences between preparing	
Assignment	of calcium and calcium-rich foods	10D	and serving fresh food or minimally processed food and serving commercially	
Ŭ.			prepared or highly processed foods	
Lesson 4: Port	ion Distortion			Strand 3: Healthy Eating and Physical Activity
Part A	Identify healthier items offered at places	(115.27)	Strand 3: Healthy Eating and Physical Activity	(7.7C) identify and practice strategies for choosing healthy foods and beverages
Worksheet &	where fast food is sold	7.7A, 7.7C	(7.7A) analyze food labels and menus to determine the nutritional value of	in diverse social environments, including at home, at school, and while dining
Comparison	Where last lood is sold	7.7A, 7.7C	foods and make healthy decisions about daily caloric intake;	out.
				Strand 3: Healthy Eating and Physical Activity
Part B	Identify strategies for making healthier	(115.27)	Strand 3: Healthy Eating and Physical Activity	(7.7C) identify and practice strategies for choosing healthy foods and beverages
Applying	fast food choices	7.7A, 7.7C	(7.7A) analyze food labels and menus to determine the nutritional value of	in diverse social environments, including at home, at school, and while dining
Strategies		,	foods and make healthy decisions about daily caloric intake;	out.
	ect Lesson: Portion Distortion			
Part A	Apply strategies for making healthier	(115.27)	Strand 3: Healthy Eating and Physical Activity	
Small-Group	fast food choices	7.10A	(7.10A) analyze the impact of moderate physical activity and healthy dietary	
Discussion		1	practices in the prevention of obesity, heart disease, and diabetes;	Caronal 7: Hoolahy Feeting and Dhysical Assister
Part B		(115.25)	Strand 3: Healthy Eating and Physical Activity	Strand 3: Healthy Eating and Physical Activity
Pledge and	Set a goal to use the strategies at places	(115.27)	(7.9A) develop and examine progress of short- and long-term goals toward	(7.7C) identify and practice strategies for choosing healthy foods and beverages
Conclusion	where fast food is sold	7.9A, 7.7C	achieving appropriate levels of physical activity, improving personal physical	in diverse social environments, including at home, at school, and while dining
		 	fitness level, and making healthy personal food choices; and	out.
		<u> </u>		
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Lesson 6: Emp	oty 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	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 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 dieta	ary 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: Scre	en-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: Proj	ect Lesson: Screen-Time and Its Cons	equences		
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 activityphysical 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	(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 Coordinated Approach to Child I	
Strand 1: Physical Health & Hygiene Education	Physical health and hygiene education helps
Strand 2: Montal Hoalth & Wollnoss	This strand recognizes that the knowledge a

Strand 1: Physical Health & Hygiene Education

Physical health and hygiene education helps to prepare students for improved lifelonghealth outcomes.

Strand 2: Mental Health & Wellness

This strand recognizes that the knowledge and skills necessaryto 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 students well-being and awareness of dangerous situations.

Strand 6: Reproductive & Sexual Health

Students learn about changes associated with adolescent development in the reproductive and sexual health strand.

Strand 5: Alchoho	ol, 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: Reprodu	uctive & Sexual Health	Students lear	n about changes associated with adolescent development in t	he reproductive and sexual health strand.	
Lesson Title	Lesson Objectives	TEKS Covered	TEK Expanded	TEK Expanded	
Lesson 1: Water,	Pure, and Simple		Channel 2: Mandal Haalida () Walliansa		
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.		
Part 1	on't Get Fooled Again		Strand 3: Healthy Eating and Physical Activity		
Small-Group Discussion	Identify media ad techniques create soft drink ads that reflect truth in advertising	(115.27) 8.9B	(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: 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: Breakf	ast: 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	t-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	health and wellness; Strand I: 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	t Lesson: Weight-Bearing Activities				
Part A Creating Visual Presentations	Create a visual presentation that promotes opportunities for WBA's	(115.27) 8.8	Strand I: 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	^r Snacking			
Part A Personal Snacking Quiz	Identify personal snacking habits	(115.27)	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)	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	