

# K-2 Health Journeys



Unit 1: Foundational Health	Objective(s)	TEKS	National Health Stds
Ready, Set GO! A Journey to Health	Describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising; learn the importance of respectful communication and forming positive friendships.	Grade K, 3 (c, d) & 7(b) Grade 1, 3(e) & 8(b) Grade 2, 3 (d,e,g) & 8(b)	1.2.2 Recognize that there are multiple dimensions of health.
Every Journey Needs a Guide	Name people who can provide health care guidance such as parents, family members, other trusted adults, teachers, and health care professionals	Grade K, 2(a) Grade 1, 2(a) Grade 2, 2(a)	2.2.1 Identify how the family influences personal health practices and behaviors. 2.2.2 Identify what the school can do to support health practices and behaviors. 3.2.1 Identify trusted adults and professionals who can help promote health. 5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed. 6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.
Healthy Habits	Describe personal hygiene and health habits that enhance individual health such as hand washing, oral hygiene, and getting enough sleep	Grade K, 2(b) Grade 1, 2(b) Grade 2, 2(c)	1.2.1 Identify that healthy behaviors impact personal health.
Health Check-ups	Identify types of health care professionals and describe the services they provide such as medical checkups, dental exams, and vision and hearing screenings	Grade K, 2(a) Grade 1, 2(a) Grade 2, 2(a)	1.2.5 Describe why it is important to seek health care. 3.2.2 Identify ways to locate school and community health helpers. 5.2.1 Identify situations when a health-related decision is needed.
Germ Busters	Discuss ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; Identify common illnesses and diseases, including asthma, diabetes, and epilepsy, and their symptoms	Grade K, 2(c) Grade 1, 2(c) Grade 2, 2(d)	1.2.3 Describe ways to prevent communicable diseases.
Bitty Bugs	Describe where head lice and biting insects that may cause illness, including ticks and mosquitos, are commonly encountered and the signs and symptoms of illness that may occur from contact with them	Grade K, 2(d) Grade 1, 2(d, e) Grade 2, 2(f)	7.2.2 Demonstrate behaviors that avoid or reduce health risks.
My Health Journey	Goal Setting & Summative Assessment Activities	Grade K, 3(e) & 4 (a,b) Grade 1, 3 (d, f) & 4 (a, b) Grade 2, 3(f) & 4(b, c)	1.2.1 Identify that healthy behaviors impact personal health.

Unit 2: Nutrition & Physical Activity	Objective(s)	TEKS	National Health Stds
Gobble, Gobble, GO!	Identify food groups and the types of foods that help the body grow, including fruits and vegetables, dairy, and protein	Grade K, 6(c) Grade 1, 6(c) Grade 2, 6(c)	7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
Eat the Rainbow	Explain that fruits, protein, vegetables and dairy provide essential vitamins and minerals	Grade K, 6(c) Grade 1, 6(a) Grade 2, 6(a)	8.2.2 Encourage peers to make positive health choices.
Water - GO! Sugar - WHOA!	Identify ingredients that make foods and drinks unhealthy such as added sugar and other sweeteners; Demonstrate an understanding that the human body is composed mostly of water and explain the importance of drinking water daily; Identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages such as soda and sports drinks	Grade K, 6(a) Grade 1, 6(d) Grade 2, 6(d)	7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
Let's Go! Exercise & Energy Balance	Describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising	Grade K, 7(b) Grade 1, 8(b) Grade 2, 8(b)	6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.
How Go Becomes Whoa & Media Influence	Identify healthy portion sizes for common food items; Explain how media can influence an individual's health choices such as television advertisements for fast foods and breakfast cereals	Grade K, 6(b) Grade 1, 6(b) & 7 Grade 2, 6(b) & 7	2.2.3 Describe how the media can influence health behaviors. 7.2.2 Demonstrate behaviors that avoid or reduce health risks.
Food Sensitivity	Describe basic facts of food allergy safety such as not sharing food; Explain the importance of respecting others who have allergies and know when and how to seek help in a food-related emergency	Grade K, 7(a) Grade 1, 8(a) Grade 2, 8(a)	5.2.1 Identify situations when a health-related decision is needed.
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade K, 3(e) & 4 (a,b) Grade 1, 3 (d, f) & 4 (a, b) Grade 2, 3(f) & 4(b, c)	1.2.1 Identify that healthy behaviors impact personal health.

Unit 3: Physical Health & Hygiene	Objective(s)	TEKS	National Health Stds
Body Systems	Examine the structure, function, and relationships of body systems and their relevance to personal health	Grade K, 1 Grade 1, 1 Grade 2, 1	4.2.2 Demonstrate listening skills to enhance health.
The Fives Senses	Identify and demonstrate use of the five senses	Grade K, 1 Grade 1, 1 Grade 2, 1	4.2.2 Demonstrate listening skills to enhance health.
My Healthy Smile	Understand the importance of oral health	Grade K, 2(b) Grade 1, 2(b) Grade 2, 2(c)	7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
Brushing & Flossing	Practice proper techniques for good oral health	Grade K, 2(b) Grade 1, 2(b) Grade 2, 2(c)	7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
The Dentist	Understand the importance of regular oral health checkups	Grade K, 2(b) Grade 1, 2(b) Grade 2, 2(c)	1.2.5 Describe why it is important to seek health care.
Tooth-Friendly Food & Drink	Identify the effect of various types of food on oral health	Grade K, 6(d) Grade 1, 6(d) Grade 2, 6(d)	8.2.1 Make requests to promote personal health.
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade K, 3(e) & 4 (a,b) Grade 1, 3 (d, f) & 4 (a, b) Grade 2, 3(f) & 4(b, c)	1.2.1 Identify that healthy behaviors impact personal health.

Unit 4: Mental Health & Wellness	Objectives(s)	TEKS (SEL Journeys covers additional SEL TEKS)	National Health Stds
Understanding Mental Health	Develop and use appropriate skills to identify and manage conditions related to mental health and wellness; Discuss and explain how thoughts and emotions are related	Grade K, 3(a, b) & 5 Grade 1, 3(a, b) & 5 (b,c) Grade 2, 3(c) & 5(b)	4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.
Taking Care of Myself	Discuss the signs and symptoms associated with negative stress such as loss or grief; Identify positive and negative stressors and how they impact emotions and learning; Describe and practice calming and self-management strategies	Grade K, 3(b) & 5 Grade 1, 3(c) & 5 (b,c) Grade 2, 3(b), 4(a) & 5(b)	4.2.1 Demonstrate healthy ways to express needs, wants, and feelings. 5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.
Being There for Others	Identify and practice ways to solve conflicts with friends and peers; Discuss how to treat peers with different learning needs with dignity and respect; Explain the effect of peer influence on an individual's social and emotional health	Grade K, 3(f) & 5 Grade 1, 3(g, h) & 5(a) Grade 2, 3(h) & 5(a)	2.2.1 Identify how the family influences personal health practices and behaviors.
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade K, 3(e) & 4 (a,b) Grade 1, 3 (d, f) & 4 (a, b) Grade 2, 3(f) & 4(b, c)	1.2.1 Identify that healthy behaviors impact personal health.

Unit 5: Substance Misuse Prevention	Objective(s)	TEKS	National Health Stds
Understanding Medication	Describe the purposes of prescription and over-the-counter drugs and their intended benefits; Explain the harmful effects on physical health and how to avoid alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products	Grade K, 13(a, b) Grade 1, 14 (a,b) Grade 2, 14(a,b)	7.2.2 Demonstrate behaviors that avoid or reduce health risks.
Emergency 911	Demonstrate refusal skills and how to get help from a parent or another trusted adult in unsafe situations involving the use or misuse of alcohol, tobacco, and other drugs; Understand what poisoning or overdose could look like and identify how to respond, including who to contact for help	Grade K, 14 Grade 1, 15, 16 & 17 Grade 2, 15, 16 & 17	4.5.2 Demonstrate refusal skills that avoid or reduce health risks.
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade K, 3(e) & 4 (a,b) Grade 1, 3 (d, f) & 4 (a, b) Grade 2, 3(f) & 4(b, c)	1.2.1 Identify that healthy behaviors impact personal health.

Unit 6: Staying Safe	Objective(s)	TEKS	National Health Stds
My space	Identify appropriate personal boundaries, privacy, and space; Identify roles and characteristics of a trusted adult; Identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations.	Grade K, 9 (b,c) Grade 1, 10 (a,b,d) Grade 2, 10 (a,b)	4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation. 4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.
Avoiding danger	Identify the purpose and demonstrate the proper use of protective equipment such as seat belts, booster seats, and bicycle helmets; Describe the difference between safe and unsafe environments; Describe unsafe situations, including interacting with strangers; Name objects that may be dangerous such as knives, scissors, and screwdrivers and explain how they can be harmful; Identify ways to avoid weapons and harming oneself or others by staying away from dangerous situations and reporting to a parent or another trusted adult; Describe steps one can take to reduce hazards, avoid accidents, and prevent accidental injuries for self and others	K, 8(b) & 9 (a, b, c) & 10 (a,b) Grade 1, 9 (a,b) & 11 (a, b) Grade 2, 9 & 11(a, b, c)	1.2.4 List ways to prevent common childhood injuries.
Say No to Bullying	Describe appropriate actions to take in response to bullying such as telling a parent or another trusted adult; Explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person; Explain the differences between teasing, joking, and playing around and bullying; Describe consequences for both the victim and the bully and the impact of bullying on the victim; Describe the difference between reporting and tattling & explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety	Grade K, 12( a, b, c, d) Grade 1, 13 (a, b, c) Grade 2, 13 (a, b, c)	4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation. 4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.
Staying Safe Online	Explain why obtaining help, especially from parents or other trusted adults, is critical when making decisions regarding digital and online use; Identify consequences that result from cyberbullying and inappropriate digital and online usage; Identify unsafe requests made in a digital or online environment and how to take appropriate action	Grade K, 11 Grade 1, 12 Grade 2, 12 (a, b, c)	4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation. 4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.
Personal safety plan	Recall parents'/caregivers' phone numbers and home address as part of a personal safety plan	Grade K, 10(c) Grade 1, 10(c) & 13(d) Grade 2, 11(d)	4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.
The Power of the Sun	Describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising	Grade K, 7(b) Grade 1, 8(b) Grade 2, 8(b)	7.2.2 Demonstrate behaviors that avoid or reduce health risks.
Safe Summer	Identify the purpose and demonstrate the proper use of protective equipment such as seat belts, booster seats, and bicycle helmets; Describe the difference between safe and unsafe environments	Grade K, 8(a,b) Grade 1, 9 Grade 2, 9	6.2.1 Identify a short-term personal health goal and take action toward achieving the goal. 8.2.1 Make request to promote personal health.
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade K, 3(e) & 4 (a,b) Grade 1, 3 (d, f) & 4 (a, b) Grade 2, 3(f) & 4(b, c)	1.2.1 Identify that healthy behaviors impact personal health.

## 3-5 Health Journeys



Unit 1: Foundational Health	Objective(s)	TEKS	National Health Standards
Why I'm a CATCH MVP	Explain the physical, mental, and social benefits of fitness; Describe the importance of goal setting and set goals for making healthy food choices and achieving appropriate levels of physical activity; discuss the importance of respectful communication, showing empathy for others, and forming positive friendships.	Grade 3, 3 (a, f, g) & 7 Grade 4, 3 (f, g) & 8(a) Grade 5, 3 (d,e) & 8	1.5.2 Identify examples of emotional, intellectual, physical, and social health.
Healthy Me	Understand strategies for maintaining personal hygiene and health habits; Identify decision-making skills that promote individual, family, and community health; Identify examples of emotional, intellectual, physical, and social health.; Describe the relationship between healthy behaviors and personal health.; Identify the influence of culture on health practices and behaviors.	Grade 3, 2 (a, d) Grade 4, 2(c, d) Grade 5, 2(c, d)	1.5.1 Describe the relationship between healthy behaviors and personal health. 2.5.4 Describe how the school and community can support personal health practices and behaviors.
Health Options	Explain the importance of health information and how to seek assistance in making decisions about health; Describe how health care decision making is influenced by external factors such as cost and access; Identify how to distinguish between myth and fact when accessing information about health	Grade 3, 2(a, b, c) Grade 4, 2 (a, b) Grade 5, 2 (b, c, d)	2.5.2 Identify the influence of culture on health practices and behaviors. 4.5.4 Demonstrate how to ask for assistance to enhance personal health.
Dealing with Illness	Explain how to manage common minor illnesses such as colds and skin infections; Distinguish between communicable and noncommunicable illnesses; Explain actions to take when illness occurs, including asthma, diabetes, and epilepsy	Grade 3, 2(f) Grade 4, 2(d,e) Grade 5, 2(a, e)	1.5.5 Describe when it is important to seek health care.
What's contagious?	Explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; Identify common vectors, including ticks and mosquitos, and explain how and when to perform a self-check for vectors	Grade 3, 2 (e,g) Grade 4, 2(f) Grade 5, 2 (e, f)	1.5.4 Describe ways to prevent common childhood injuries and health problems.
My Health Journey	Goal Setting & Summative Assessment Activities	Grade 3, 4 (a, b) Grade 4, 3 (e), 4 (a, b, c) Grade 5, 4 (b, c, d)	1.5.2 Identify examples of emotional, intellectual, physical, and social health.

Unit 2: Nutrition & Physical Activity	Objective(s)	TEKS	National Health Stds
Go, Slow and WHOA Foods	Explain why the body needs each of the six major nutrients contained in foods	Grade 3, 6 (a) Grade 4, 6(a) Grade 5, 7(a)	4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
Physical Activity Means GO!	Explain the physical, mental, and social benefits of fitness	Grade 3, 7 Grade 4, 7 Grade 5, 8	1.5.2 Identify examples of emotional, intellectual, physical, and social health.
Take Out the Sugar & Caffeine	Identify the recommended guidelines for added sugar consumption and explain how excess sugar consumption can impact health, including causing dental cavities and obesity; Identify caffeine content of common beverages and health concerns associated with excess caffeine consumption	Grade 3, 6 (c) Grade 4, 6(d) Grade 5, 7(c, d)	3.5.2 Locate resources from home, school, and community that provide valid health information.
The "Whole" Truth About Foods	Explain why the body needs each of the six major nutrients contained in foods; Identify and categorize foods based on saturated and unsaturated fat content	Grade 3, 6(d) Grade 4, 6(a) Grade 5, 7(a)	8.5.1 Express opinions and give accurate information about health issues. 5.5.3 List healthy options to health-related issues or problems.
Good Food Choices	Identify nutritional information on menus and food labels; Identify healthy fast food choice; such as ordering smaller serving sizes and substituting salads for fries and grilled foods for fried foods; Describe the importance of accessing health information through a variety of credible health resources; Describe how healthy and unhealthy behaviors affect body systems and demonstrate refusal skills in dealing with unhealthy eating situations	Grade 3, 6 (b, c) & 8(b) Grade 4, 6(b,c, e), 8(b) & 9(b) Grade 5, 7(b)	3.5.1 Identify characteristics of valid health information, products, and services. 4.5.2 Demonstrate refusal skills that avoid or reduce health risks. 2.5.5 Explain how media influences thoughts, feelings, and health behaviors. 5.5.5 Choose a healthy option when making a decision.
Unhealthy Outcomes	Describe the connection between physical activity & dietary choices with the prevention of obesity, heart disease, and diabetes; Identify the common food allergens listed on food packaging	Grade 3, 8(a) Grade 4, 6(d) & 9(a) Grade 5, 9(b) & 10 (a, b)	7.5.1 Identify responsible personal health behaviors. 5.5.4 Predict the potential outcomes of each option when making a health-related decision.
Goal Setting for a Lifetime of Health	Describe the importance of goal setting and set goals for making healthy food choices and achieving appropriate levels of physical activity	Grade 3, 7 Grade 4, 4(b,c) & 8 (a, b) Grade 5, 4(b, c, d) & 9(a, b)	6.5.1 Set a personal health goal and track progress toward its achievement. 6.5.2 Identify resources to assist in achieving a personal health goal.
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade 3, 4 (a, b) Grade 4, 3 (e), 4 (a, b, c) Grade 5, 4 (b, c, d)	1.5.2 Identify examples of emotional, intellectual, physical, and social health.

Unit 3: Physical Health & Hygiene		Objective(s)	TEKS	National Health Stds
Body Systems	Identify and describe the primary functions and major components of body systems and understand their relevance to personal health	Grade 3, 1 Grade 4, 1 Grade 5, 1	7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.	
My Healthy Smile	Identify the importance of taking personal responsibility for developing and maintaining personal hygiene and health habits	Grade 3, 2(d) Grade 4, 2 (c) Grade 5, 2(d)	7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	
Injury Awareness	Demonstrate safety and first aid knowledge to prevent and treat injuries	Grade 3, 9 Grade 4, 10 Grade 5, 11	7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks. 1.5.4 Describe ways to prevent common childhood injuries and health problems.	
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade 3, 4 (a, b) Grade 4, 3 (e), 4 ( a, b, c) Grade 5, 4 (b, c, d)	1.5.2 Identify examples of emotional, intellectual, physical, and social health.	

Unit 4: Mental Health & Wellness	Objective(s)	TEKS (SEL Journeys covers additional SEL TEKS)	National Health Stds
Brain Development	Discuss and explain how the brain develops during childhood and the role the brain plays in behavior; Define sources of stress, including trauma, loss, and grief	Grade 3, 3(b, c) & 5(d) Grade 4, 3(a, c) & 5(c) Grade 5, 3 (a), 5(b, c) & 6(c)	2.5.2 Identify the influence of culture on health practices and behaviors.
Taking Care of Your Brain & Body	Identify ways to express and manage overwhelming emotions without harming oneself, others, or property such as calming strategies or talking to a parent or another trusted adult; Describe and practice healthy behaviors that reduce stress; Describe situations that call for professional mental health services; Define eating disorders and disordered eating patterns as mental health concerns and the importance of seeking help from a parent or another trusted adult for self or others if these patterns are observed; Discuss healthy alternatives to harming oneself , others, or property and the importance of telling a parent or another trusted adult when someone is struggling to manage overwhelming emotions or lacks support	Grade 3, 5(e) Grade 4, 3(b) & 5 (a, d, e) Grade 5, 3(b), 4(a), & 6 (a, d, e, f)	1.5.2 Identify examples of emotional, intellectual, physical, and social health.
Caring Communities	Demonstrate strategies for resolving conflict; Describe strategies to support others in managing different learning needs; Describe methods for managing concerns related to long-term health conditions for self and others; Identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health	Grade 3, 3(h) & 5 (a, b) Grade 4, 5(a) Grade 5, 3(f), 5(a) & 6(a)	1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health. 2.5.1 Describe how family influences personal health practices and behaviors.
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade 3, 4 (a, b) Grade 4, 3 (e), 4 ( a, b, c) Grade 5, 4 (b, c, d) & 6(b)	1.5.2 Identify examples of emotional, intellectual, physical, and social health.

Unit 5: Substance Misuse Prevention	Objective(s)	TEKS	National Health Stds
Understanding Consequences	Describe the physiological effects of alcohol, vaping products, tobacco, other drugs, and dangerous substances	Grade 3, 14 (a, b) Grade 4, 15 (a, b) Grade 5, 15 (a, b, c)	5.5.3 List healthy options to health-related issues or problems.
Making Your Own Choices	Know the legal consequences of the illegal use of alcohol, tobacco, other drugs, and dangerous substances; Analyze the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on the functions of the body systems and mental and social health	Grade 3, 15 Grade 4, 16 (a, b) Grade 5, 16 (a, b)	7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.
Don't Let Them Lie & Win	Identify a variety of scenarios and the different types of refusal skills that can be used to avoid the use of alcohol, tobacco, and other drugs Identify and describe healthy alternative activities to the use of drugs and other substances	Grade 3, 18 Grade 4, 19 (a, b) Grade 5, 19 (a, b, c)	2.5.2 Identify the influence of culture on health practices and behaviors.
Your Life. Your Choice.	Understand the signs of poisoning or overdose and identify how to respond, including who to contact for help; Describe the physiological effects of alcohol, vaping products, tobacco, other drugs, and dangerous substances; Know the legal consequences of the illegal use of alcohol, tobacco, other drugs, and dangerous substances; Analyze the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on the functions of the body systems and mental and social health	Grade 3, 16 Grade 4, 17 Grade 5, 17	7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.
Staying Safe and Setting Goals	Identify a variety of scenarios and the different types of refusal skills that can be used to avoid the use of alcohol, tobacco, and other drugs Identify and describe healthy alternative activities to the use of drugs and other substances; Distinguish between positive and negative peer influences and their effects on a person's decision to use or not use alcohol or drugs; Describe the importance of seeking help and reporting unsafe situations related to alcohol, tobacco, and other drugs	Grade 3, 4(b) & 17 (a, b) Grade 4, 3(d) & 18 (a, b) Grade 5, 3(c) & 18 (a, b)	5.5.1 Identify health-related situations that might require a thoughtful decision.
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade 3, 4 (a, b) Grade 4, 3 (e), 4 ( a, b, c) Grade 5, 4 (b, c, d)	1.5.2 Identify examples of emotional, intellectual, physical, and social health.

Unit 6: Staying Safe	Objective(s)	TEKS	National Health Stds
My Space	Differentiate between healthy and unhealthy relationships and demonstrate effective strategies to address conflict; Identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected	Grade 3, 10 Grade 4, 11 Grade 5, 12 (c, d)	4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.
Avoiding Danger	Discuss the hazards of unsupervised and improper handling of guns and other weapons; Explain strategies for avoiding violence, gangs, weapons and human trafficking; Identify characteristics of gang behavior.	Grade 3, 11 (a, b, c) Grade 4, 12 (a, b, c) Grade 5, 12 (a, b, c)	4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.
Personal Safety Plan	Identify characteristics of safe home, school, and community environments; Identify safety procedures that can be used in various situations, including violence in the home, school, and community; Create a personal safety plan	Grade 3, 11 (b, d) Grade 4, 12 (c, d) Grade 5, 12 (c, d)	5.5.2 Analyze when assistance is needed in making a health-related decision.
Online Safety	Identify appropriate ways to communicate in digital and online environments & discuss who is appropriate to communicate with and what is appropriate information to share in digital and online environments; Identify and discuss the need for safety awareness in a digital or online environment; Explain the benefits of identity protection in digital and online environments; Analyze distinguishing characteristics of cyberbullying	Grade 3, 12 (a, b, c, d) Grade 4, 13 (a, b, c) Grade 5, 13 (a, b, c)	2.5.6 Describe ways that technology can influence personal health.
Say No to Bullying	Describe how to effectively respond to bullying and cyberbullying of oneself or others; explain consequences that result from cyberbullying and inappropriate digital and online usage; Identify methods available to report bullying; Describe the negative impact bullying, including cyberbullying, has on both the victim and the bully	Grade 3, 3(d, e, h) & 14 (a, b) Grade 4, 3(h) & 14 (a, b, c) Grade 5, 13 (a, b)	2.5.3 Identify how peers can influence healthy and unhealthy behaviors.
Abuse & Neglect	Identify types of abuse and neglect and ways to seek help from a parent or another trusted adult	Grade 3, 13 (c) Grade 4, 14 (c, d) Grade 5, 14 (a, b, c)	8.5.2 Encourage others to make positive health choices.
You to the Rescue	Demonstrate safety and first aid knowledge to prevent and treat injuries identify and demonstrate strategies for preventing and responding to injuries; Develop a home-safety and emergency response plan such as a fire safety plan	Grade 3, 11(d) Grade 4, 12(d) Grade 5, 12 (d)	5.5.1 Identify health-related situations that might require a thoughtful decision.
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade 3, 4 (a, b) Grade 4, 3 (e), 4 (a, b, c) Grade 5, 4 (b, c, d)	1.5.2 Identify examples of emotional, intellectual, physical, and social health.

## 6-8 Health Journeys



Unit 1: Foundational Health	Objective(s)	TEKS	National Health Standards
Why I'm a CATCH MVP	Describe the benefits of and barriers to practicing healthy behaviors. Identify current health-related issues and recommendations or guidelines; explain the role of preventative health measures, immunizations, and treatment such as wellness exams and dental check-ups in disease prevention.	Grade 6, 2(c, d, e) Grade 7/8, 2(c)	1.8.1 Analyze the relationship between healthy behaviors and personal health. 2.8.1 Examine how family influences the health of adolescents.
Mind-Heart-Body Health	Explain the relationship between nutrition, physical activity, quality of life and disease in terms of mental, physical and social benefits; Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence	Grade 6, 8(b) Grade 7/8, 8(a)	1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors. 5.8.1 Identify circumstances that can help or hinder healthy decision-making.
Body systems	Examine structure & function of body systems and their relationship to health	Grade 6, 1 Grade 7/8, 1	1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
Taking on Illness	Explain vector-borne illnesses such as Lyme disease or West Nile virus; Describe ways to reduce or prevent injuries and other adolescent health problems; Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.	Grade 6, 2(f, g) Grade 7/8, 2(d)	1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors. 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
Health Options	Explain ways to use health info to help self & others including seizure awareness, diabetes education, first aid and CPR; List specific resources or facilities where students and members of the community can obtain medical care; develop criteria for evaluating the validity of health information and sources; Apply effective verbal and nonverbal communication skills to enhance health	Grade 6, 2(a, b) Grade 7/8, 2(a, b)	4.8.1 Apply effective verbal and nonverbal communication skills to enhance health. 1.8.6 Explain how appropriate health care can promote personal health 3.8.5 Locate valid and reliable health products and services.
My Health Journey	Goal Setting & Summative Assessment Activities	Grade 6, 3(d, e) & 4(a, b, c, d) Grade 7/8, 3(e), 4(a, b, c, d)	4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

Unit 2: Nutrition & Physical Activity	Objective(s)	TEKS	National Health Stds
Go, Slow and WHOA Foods	Explain the relationships between nutrition, physical activity, quality of life, and disease in terms of their mental, physical, and social benefits; Analyze internal and external factors that influence health behaviors.	Grade 6, 8(b) & 10(c) Grade 7/8, 8(a)	2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
Physical Activity Means GO!	Analyze the balance between caloric intake and physical activity	Grade 6, 7(c) Grade 7/8, 8(b)	4.8.1 Apply effective verbal and nonverbal communication skills to enhance health. 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
Get Fresh with Food	Investigate and compare nutritional differences between preparing fresh food vs. highly processed foods; Define micronutrients, including calcium and iron, and their recommended daily allowances	Grade 6, 7(a) & 10(d) Grade 7/8, 10(d)	5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision. 3.8.3 Determine the accessibility of products that enhance health (will probably have to add something about food access)
Look at the Label	Analyze food labels and menus to determine the nutritional value of foods and make healthy decisions about daily caloric intake; Evaluate the importance of choosing lower sodium alternatives to foods that have high levels of sodium such as salty snacks and canned vegetables	Grade 6, 7(b, e) Grade 7/8, 7(a)	3.8.1 Analyze the validity of health information, products, and services. 3.8.5 Locate valid and reliable health products and services.
Unhealthy Outcomes	Analyze the impact of physical activity and healthy diet in preventing obesity, heart disease, diabetes; Analyze risk factors for chronic conditions and strategies to reduce likelihood of developing chronic conditions; Identify strategies to adopt healthy behaviors to reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes	Grade 6, 10(a, b) Grade 7/8, 10(a, b)	1.8.7 Describe the benefits of and barriers to practicing healthy behaviors. 1.8.4 Describe how family history can affect personal health. 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
Media Influences	Explain how media influences buying decisions regarding physical fitness equipment and nutritional products; Explain the role of media and technology in influencing individual and community health related to physical activity and nutritional choices	Grade 6, 9(b) Grade 7/8, 9(b)	4.8.1 Apply effective verbal and nonverbal communication skills to enhance health. 1.8.6 Explain how appropriate health care can promote personal health 2.8.4 Analyze how the school and community can affect personal health practices and behaviors. 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
My Health Plan	Develop a personal dietary plan & use CDC guidelines for daily physical activity to develop a personal fitness plan; Identify community and digital resource to help develop healthy behaviors; Make a variety of healthy personal food choices and develop short- and long-term goals to achieve appropriate levels of physical activity, improve personal physical fitness levels, and make healthy personal food choices	Grade 6, 8(a) & 9(a) Grade 7/8, 7(b, c), 8(c), 9(a) & 10(c)	6.8.1 Assess personal health choices. 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice. 6.8.3 Apply strategies and skills needed to attain a personal health goal. 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade 6, 3(d, e) & 4(a, b, c, d) Grade 7/8, 3(e), 4(a, b, c, d)	4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.



Unit 3: Mental Health & Wellness	Objective(s)	TEKS (SEL Journeys covers additional SEL TEKS)	National Health Stds
Brain Development	Identify and discuss how adolescent brain development influences emotions, decision making, and logic	Grade 6, 3(a) & 5(a) Grade 7/8, 3(a) & 5(a)	2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
Understanding and Coping with Challenges	Examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others; Discuss the influence of childhood trauma and how to recognize, process, and overcome negative events; 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; Identify eating disorders such as bulimia, anorexia, and binge eating disorder and the importance of seeking help from a parent or another trusted adult for oneself or others related to disordered eating; Discuss the suicide risk and suicide protective factors identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning signs in self or others; Explain the role of a healthy self-concept in avoiding self-harming behaviors that can occur when someone is struggling to manage overwhelming emotions and identify suicide prevention resources such as the National Suicide Prevention Hotline	Grade 6, 6 (a-h) Grade 7/8, 5(c) & 6 (a-g)	3.8.4 Describe situations that may require professional health services.
Community Resources & Supporting One Another	Relate physical environmental factors such as school climate and availability of resources to individual, family, and community health; Identify and describe how environmental influences such as air, water, or noise can affect an individual's mental health; Identify strategies for using non-violent conflict resolution skills; Evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness	Grade 6, 3(f) & 5(b) Grade 7/8, 3(b, f) & 5(b)	1.8.3 Analyze how the environment affects personal health. 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade 6, 3(d, e) & 4 (a, b, c, d) Grade 7/8, 3(e), 4(a, b, c, d)	4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

Unit 4: Substance Misuse Prevention	Objective(s)	TEKS	National Health Stds
Understand the Choice	Explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs	Grade 6, 3(c) & 18(a) Grade 7/8, 3(c) & 18(a)	3.8.1 Analyze the validity of health information, products, and services. 5.8.5 Predict the potential short-term impact of each alternative on self and others.
The Brain Rewired	Describe substance abuse and addiction to alcohol, vaping products, tobacco, other drugs, and dangerous substances	Grade 6, 15 (a, d) Grade 7/8, 15 (a, d)	2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
Stand Firm on Your Choices	Demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present & identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids	Grade 6, 19 (a,b,c) Grade 7/8, 16(b) & 19	4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
Your Life. Your Choice.	Identify support systems and describe ways to report the suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult	Grade 6, 17 (a, b, c) Grade 7/8, 17 (a, b, c)	2.8.10 Explain how school and public health policies can influence health promotion and disease prevention. 3.8.2 Access valid health information from home, school, and community. 7.8.1 Explain the importance of assuming responsibility for personal health choices.
Beyond the Vape	Describe the misuse and abuse of prescription and over-the-counter drugs, including combining drugs, and the dangers associated with each; Compare and contrast examples of prescription and over-the-counter drug labels and identify and describe practices used to safely store and properly dispose of prescription and over-the-counter drugs; Describe substance abuse and addiction to alcohol, vaping products, tobacco, other drugs, and dangerous substances; Discuss the legal consequences related to the use, misuse, and possession of drugs, including prescription drugs; Identify examples of who, when, where, and how to get help related to unsafe situations regarding the use and misuse of alcohol, tobacco, drugs, and other substances	Grade 6, 15 (b,c) & 16 (a, b) Grade 7/8, 15 (b,c) & 16 (a, c)	7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others. 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealth behaviors.



All About Avoidance	Explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs; Describe methods for differentiating between positive and negative relationships that can influence alcohol, tobacco, and other drug use; Explain the relationships between alcohol, tobacco, drugs, and other substances and the role each can play in unsafe situations such as drinking and driving; Identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances; Demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present & identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids; Identify support systems and describe ways to report the suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult	Grade 6, 3(c) & 18(a) Grade 7/8, 3(c) & 18(a, d)	2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
Just the Facts Virtual Field Trip	Identify examples of who, when, where, and how to get help related to unsafe situations regarding the use and misuse of alcohol, tobacco, drugs, and other substances	Grade 6, 18 (d) Grade 7/8, 18( c, d)	8.8.1 State a health-enhancing position on a topic and support it with accurate information. 2.8.7 Explain how the perception of norms influence healthy and unhealthy behaviors. 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
Clearing the Air Virtual Field Trip	Explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs	Grade 6, 3(c) & 18(a, b, c) Grade 7/8, 3(c) & 18(a,b)	2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors. 2.8.5 Analyze how messages from media influence health behaviors. 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade 6, 3(d, e) & 4 (a, b, c, d) Grade 7/8, 3(e), 4(a, b, c, d)	4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

Unit 5: Staying Safe	Objective(s)	TEKS	National Health Stds
My Space	Healthy vs. unhealthy relationships, conflict resolution, saying no and setting boundaries for privacy and personal space	Grade 6, 3(b), Grade 7/8, 3(d)	4.8.3 Demonstrate effective conflict management or resolution strategies.
Avoiding Danger	Discuss and demonstrate strategies for avoiding violence, gangs, weapons, and human trafficking; Describe the dangers associated with a variety of weapons and explain the importance of complying with rules prohibiting possession of weapons	Grade 6, 12 (a, c, d) Grade 7/8, 12 (a, c, d)	5.8.3 Distinguish when individual or collaborative decision making is appropriate.
Personal Safety Plan	Define safe haven and identify dedicated safe haven locations in the community; Create a personal safety plan; Summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills related to personal safety	Grade 6, 12 (b, e) Grade 7/8, 12 (b, e)	5.8.3 Distinguish when individual or collaborative decision making is appropriate. 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process. 5.8.5 Predict the potential short-term impact of each alternative on self and others.
Online Safety	Discuss appropriate personal digital and online communication boundaries; Develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; Discuss and analyze the consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; Discuss strategies and techniques for identity protection in digital and online environments; Identify how technology is used to recruit or manipulate potential victims of sex trafficking; Identify the current legal consequences of cyberbullying and inappropriate digital and online communication	Grade 6, 13 (a-f) Grade 7/8, 13 (a-e)	2.8.6 Analyze the influence of technology on personal and family health.
Say No to Bullying	Describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual; Explain the responsibility to report bullying behavior, including cyberbullying; Analyze the impact that bullying has on both victims and bullies; Identify strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual; Discuss ways to seek the input of parents and other trusted adults in problem solving issues relating to violence and bullying	Grade 6, 14 (b-e) Grade 7/8, 14 (b-e)	2.8.3 Describe how peers influence healthy and unhealthy behaviors. 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.
Abuse & Neglect	Know the various types of abuse & neglect, how to seek help and strategies to promote safety in homes, schools and communities; Identify forms of family violence, including physical, mental, and emotional violence; Identify how exposure to family violence can influence behavior and the importance of reporting suspected abuse; Summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills related to personal safety	Grade 6, 4(d) & 14 (a, e) Grade 7/8, 4(d) & 14 (a, f)	8.8.2 Demonstrate how to influence and support others to make positive health choices.
You To the Rescue	Demonstrate safety and first aid knowledge to prevent and treat injuries, including CPR and the choking rescue	Grade 6, 11 Grade 7/8, 11	5.8.7 Analyze the outcomes of a health-related decision. 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade 6, 3(d, e) & 4 (a, b, c, d) Grade 7/8, 3(e), 4(a, b, c, d)	4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.