

Texas Essential Knowledge and Skills - Health Education			
Strand 1: Physical Health & Hygiene Education			
Strand 2: Mental Health & Wellness			
Strand 3: Healthy Eating and Physical Activity			
Strand 4: Injury and Violence Prevention			
Strand 5: Alcohol, Tobacco, and Other Drugs			
Grade	TEKS	TEKS Expanded	CATCH Journeys Lesson
K	3A	identify their own feelings and emotions	Unit 1, lessons 1, 2, 3
K	3B	describe and practice calming and self-management strategies	Unit 2, lessons 1, 2, 3
K	3C	discuss how friends can influence a person's behavior	Unit 6, lesson 3 (mental health - coming in Jan)
K	3D	demonstrate skills for making new acquaintances	Unit 3, lesson 1, 2, 3, 4
K	3E	demonstrate respect and communicate appropriately with individuals	Unit 3, lesson 1, 2, 3, 4; Unit 4, Lesson 5; Unit 6 Lesson 3
K	3F	identify and practice ways to solve conflicts with a friend	Unit 6, lesson 3
K	4A	describe positive social skills and personal qualities such as truth, kindness, reliability, and respectfulness;	Unit 1, lesson 4; Unit 5, lesson 5
K	4B	discuss the meaning of goals and identify at least one health-related goal	Unit 2, lesson 5 (also in CCK!)
Grade	TEKS	TEKS Expanded	CATCH Journeys Lesson
1st	3A	identify their own feelings and emotions	Unit 1, lessons 1, 2, 3
1st	3B	discuss and explain how emotions can interrupt thinking and the self-management process;	Unit 2, lesson 1, 2, 3, 4
1st	3C	describe and practice calming and self-management strategies;	Unit 2, lessons 1, 2, 3
1st	3D	describe ways in which peers and families can work together to build healthy relationships;	Unit 4, lesson 1, 4, 6; Unit 6, lesson 2 & 3
1st	3E	describe ways to build and maintain friendships	Unit 3, lesson 1, 2, 3, 4
1st	3F	identify ways to respectfully communicate verbally and nonverbally	Unit 1, lesson 2; Unit 3, lesson 1, 2; Unit 4 lesson 2, 3, 5
1st	3G	identify feelings and emotions expressed by others	Unit 3, lesson 1, 2; Unit 3, lesson 2, 3
1st	3H	identify and practice ways to solve conflicts with friends and peers	Unit 6, lesson 3
1st	4A	discuss ways to be kind to self and how to identify areas for growth	Unit 1 lesson 4, 6; Unit 2 lesson 1, 2, 5; Unit 6 lesson 2
1st	4B	explain the importance of goal setting and task completion	Unit 2 lesson 5 & 6
1st	5A	discuss and demonstrate how to treat peers with different learning needs with dignity and respect;	Unit 4 lesson 4, 5; Unit 6 lesson 3
1st	5B	Identify situations that can create positive stress and positive emotions	Unit 2, lessons 1, 2, 3
1st	5C	discuss the signs and symptoms associated with negative stress such as loss or grief	Unit 6 lesson 1, 2
Grade	TEKS	TEKS Expanded	CATCH Journeys Lesson
2nd	3A	communicate needs, wants, and emotions in healthy ways	Unit 1, Lesson 2 Unit 5, lesson 5; Unit 6, lesson 2
2nd	3B	describe and practice calming and self-management strategies	Unit 2, lesson 1, 2, 3
2nd	3C	discuss and explain how thoughts and emotions are related	Unit 6, lesson 1, 2
2nd	3E	describe the qualities of a good friend & identify ways to prevent and repair broken friendships	Unit 6, lesson 3

2nd	3D	explain the effect of peer influence on an individual's social and emotional health	Unit 3, lesson 3, 4; Unit 4 lesson 2, 3; Unit 6, lesson 3
2nd	3F	describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others;	Unit 3 lesson 1, 2, 3, 4, 6; Unit 4, lesson 2, 4, 5
2nd	4A	discuss ways to be kind to self and others	Unit 1 lesson 4, 6; Unit 2 lesson 1, 2; Unit 3, lesson 1, 2, 3, 4, 5; Unit 4, lesson 2, 3, 4, 5, 6
2nd	4C	list the steps and describe the importance of goal setting and task completion	Unit 2, lesson 5; Unit 5, lesson 2, 3, 4, 5
2nd	4B	define personal growth and identify areas for one's personal growth	Unit 1, lesson 4, 6; Unit 2, lesson 4, 5
2nd	5A	identify strategies for managing different learning needs of self and others	Unit 4, lesson 4, 6; Unit 6, lesson 2
2nd	5B	identify positive and negative stressors and how they impact emotions and learning	Unit 2 lesson 2, 3, 4; Unit 6 lesson 1, 2
Grade	TEKS	TEKS Expanded	CATCH Journeys Lesson
3rd	3A	communicate needs, wants, and emotions in healthy ways	Unit 1, Lesson 2; Unit 5, lesson 5; Unit 6, lesson 2
3rd	3C	discuss and explain how the brain develops through maturation	Unit 6, lesson 1
3rd	3B	describe strategies for assessing thoughts and applying calming and self-management practices	Unit 2, lesson 1, 2, 3; Unit 6, lesson 2
3rd	3E	describe the characteristics of healthy and unhealthy friendships	Unit 6, lesson 3
3rd	3D	distinguish between healthy and harmful influences of friends and others	Unit 3, lesson 3, 4; Unit 4 lesson 3, 4; Unit 6, lesson 3
3rd	3F	describe the value of respectful communication	Unit 3, lesson 1, 2, 3, 4; Unit 4 lesson 5
3rd	3G	discuss how others may experience situations differently than oneself	Unit 4, lesson 1, 2, 3, 4, 6
3rd	4B	describe the importance of acceptance of oneself and others	Unit 1 lesson 4, 6; Unit 2 lesson 1, 2; Unit 3, lesson 1, 2, 3, 4, 5; Unit 4, lesson 2, 3, 4, 5, 6
3rd	3H	demonstrate strategies for resolving conflicts	Unit 6, lesson 3
3rd	4A	define self-esteem and ways it is formed , including identifying areas for one's personal growth	Unit 6, lesson 2, 3
3rd	4B	describe the importance of seeking guidance from a parent or another trusted adult in setting goals	Unit 1, lesson 4, 5, 6; Unit 2 lesson 5
3rd	5A	describe methods for managing challenges related to long-term health conditions	Unit 4, lesson 4, 6; Unit 6, lesson 2
3rd	5B	describe strategies to support others in managing different learning needs	Unit 6, lesson 2, 3
3rd	5C	describe positive outcomes of stress, including creativity, focus, energy, drive, and purpose;	Unit 2, lesson 1, 2, 3
3rd	5D	describe and practice healthy behaviors that reduce stress	Unit 6, lesson 2
3rd	5E	describe the importance of acceptance of oneself and others	Unit 1 lesson 4, 6; Unit 2 lesson 1, 2; Unit 3, lesson 1, 2, 3, 4, 5; Unit 4, lesson 2, 3, 4, 5, 6
Grade	TEKS	TEKS Expanded	CATCH Journeys Lesson
4th	3B	describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger;	Unit 1, Lesson 2; Unit 5, lesson 5; Unit 6, lesson 2

4th	3C	discuss and explain how the brain develops during childhood and the role the brain plays in behavior;	Unit 2, lesson 1, 2, 3; Unit 6, lesson 2
4th	3D	identify positive and negative characteristics of social groups	Unit 6, lesson 1
4th	3E	explain the importance of being a positive role model	Unit 3, lesson 3, 4; Unit 4 lesson 3, 4; Unit 6, lesson 3
4th	3F	explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as different languages or adaptive methods	Unit 6, lesson 3
4th	3G	identify verbal, physical, and situational cues that indicate how others may feel	Unit 3, lesson 1, 2, 3, 4; Unit 4 lesson 5
4th	3H	explain the difference between assertive behavior and aggressive behavior	Unit 4, lesson 1, 2, 3, 4, 6
4th	4A	discuss ways to help build self-esteem of self, friends, and others , including areas for one's personal growth and ways to gather constructive feedback	Unit 6, lesson 3
4th	4C	explain the importance of time management with respect to a goal	Unit 1, lesson 4, 5, 6; Unit 2 lesson 5
4th	4B	explain the advantages of setting short- and long-term goals; and	Unit 6, lesson 2, 3
4th	5A	describe methods for managing concerns related to long-term health conditions for self and others;	Unit 6, lesson 2, 3
4th	5B	differentiate between positive and negative stress	Unit 4, lesson 4, 6; Unit 6, lesson 2
4th	5C	define sources of stress, including trauma, loss, and grief	Unit 6, lesson 2
4th	5D	discuss ways to promote a healthy body image	Unit 2, lesson 1, 2, 3
4th	5E	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	Unit 1 lesson 4, 6; Unit 2 lesson 1, 2; Unit 3, lesson 1, 2, 3, 4, 5; Unit 4, lesson 2, 3, 4, 5, 6
Grade TEKS TEKS Expanded			CATCH Journeys Lesson
5th	4A	identify and demonstrate strategies to help build self-esteem for self, friends, and others;	Unit 1, lesson 4, 5, 6; Unit 2 lesson 5
5th	4B	discuss choices and decision making as part of goal setting ; and identify goals that one wishes to achieve, including identifying areas for one's personal growth and ways to gather constructive feedback	Unit 2, lesson 4, 5
5th	4C	describe benefits of setting and implementing short- and long-term goals and perseverance to achieve those goals;	Unit 2, lesson 4, 5; Unit 5 lesson 2, 3, 4, 5
5th	4D	identify goals that one wishes to achieve, including identifying areas for one's personal growth and ways to gather constructive feedback.	Unit 2, lesson 4, 5; Unit 5 lesson 2, 3, 4, 5
5th	5A	identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health; and	Unit 6, lesson 3
5th	5B	discuss how brain development during childhood affects emotions and decision making	Unit 6, lesson 1, 2
5th	6A	compare and contrast healthy and unhealthy methods for managing concerns related to long-term health conditions for self and others	Unit 6, lesson 2, 3
5th	6B	identify situations in which stress can help to achieve goals and build resiliency	Unit 6, lesson 2
5th	6C	examine ways to reduce the impact of stress, trauma, loss, and grief	Unit 6, lesson 1, 2

5th	6D	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	Unit 6, lesson 2
5th	6E	describe situations that call for professional mental health services; and	Unit 6, lesson 2, 3
5th	6F	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.	Unit 6 lesson 2, 3
Grade	TEKS	TEKS Expanded	CATCH Journeys Lesson
6th	3A	demonstrate healthy methods for communicating emotions in a variety of scenarios	Unit 1, lesson 2; Unit 3 lesson 2, 3, 4; Unit 6 lesson 1, 2, 3
6th	3B	assess and demonstrate healthy ways of responding to conflict	Unit 3, lesson 1, 2; Unit 4, lesson 2, 3;
6th	3C	differentiate between positive and negative peer influence	Unit 3, lesson 5, 6
6th	3D	describe methods for communicating important issues with and understanding perspectives of parents and peers	Unit 4, lesson 3, 4; Unit 6 lesson 2
6th	3E	discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios; and	Unit 3, lesson 1, 2, 4, 5, 6; Unit 4 lesson 2, 3, 4, 5
6th	3F	identify strategies for using non-violent conflict resolution skills	Unit 5, lesson 2; Unit 6, lesson 3
6th	4A	identify how physical and social changes impact self-esteem	Unit 6, lesson 1, 2
6th	4B	identify possible health benefits of setting and implementing long-term personal goals	Unit 2 lesson 5; Unit 6 lesson 2, 3
6th	4C	create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children; and	Unit 2 lesson 5; Unit 6 lesson 3
6th	4D	explain the steps in the decision-making process and the importance of following the steps	Unit 6, lesson 1
6th	5A	identify and discuss how adolescent brain development influences emotions, decision making, and logic; and	Unit 6, lesson 1
6th	5B	relate physical environmental factors such as school climate and availability of resources to individual, family, and community health	Unit 6, lesson 3
6th	6A	examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others	Unit 6, lesson 2, 3
6th	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	Unit 6, lesson 2
6th	6C	identify how to respond positively to develop resiliency	Unit 6, lesson 2
6th	6D	describe healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief;	Unit 6, lesson 1, 2, 3

6th	6E	identify causes and effects associated with disordered eating and 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	Unit 6, lesson 3
6th	6F	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;	Unit 6, lesson 2, 3
6th	6G	explain the role of a healthy self-concept in avoiding self-harming behaviors that can occur when someone is struggling to manage overwhelming emotions	Unit 6, lesson 2, 3
6th	6H	identify suicide prevention resources such as the National Suicide Prevention Hotline	Unit 6, lesson 2, 3
Grade TEKS TEKS Expanded			CATCH Journeys Lesson
7th/8th	3A	identify and analyze different emotions and causal thoughts in self	Unit 1, lesson 2; Unit 2 lesson 2, 3, 4
7th/8th	3B	analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress	Unit 1, lesson 1; Unit 2 lesson 1, 2, 3; Unit 6 lesson 1, 2
7th/8th	3C	evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness;	Unit 3, lesson 5, 6; Unit 6, lesson 3
7th/8th	3D	demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships	Unit 3, lesson 1, 2; Unit 4, lesson 2, 3;
7th/8th	3E	analyze similarities and differences between one's own and others' perspectives and practice conflict resolution and mediation skills	Unit 4, lesson 2, 3, 4, 5
7th/8th	4A	describe how internal and external factors influence self-esteem	Unit 1, lesson 3, 4, 5
7th/8th	4B	identify and develop strategies for setting long-term personal goals	Unit 2, lesson 5
7th/8th	4C	create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children; and	Unit 2 lesson 5; Unit 6 lesson 3
7th/8th	4D	identify decision-making skills that promote individual, family, and community mental health	Unit 6, lesson 1, 2, 3
7th/8th	5A	explain how adolescent brain development influences cognitive processing, emotions, and decision making	Unit 6, lesson 1
7th/8th	5B	identify and describe how environmental influences such as air, water, or noise can affect an individual's mental health	Unit 6, lesson 3
7th/8th	5C	discuss the influence of childhood trauma and how to recognize, process, and overcome negative events	Unit 6, lesson 2
7th/8th	6A	describe methods to support others who have long-term physical health conditions	Unit 6, lesson 3
7th/8th	6B	examine ways to influence peers positively and promote resiliency in others in stressful situations;	Unit 6, lesson 2

7th/8th	6C	differentiate between healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief;	Unit 6, lesson 1, 2, 3
7th/8th	6D	describe the consequences of disordered eating and 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	Unit 6, lesson 3
7th/8th	6E	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	Unit 6, lesson 2, 3
7th/8th	6F	research and discuss protective factors and healthy self-management strategies to avoid self-harming behaviors and	Unit 6, lesson 2, 3
7th/8th	6G	examine how the use of suicide prevention resources such as the National Suicide Prevention Hotline can reduce the likelihood of suicide.	Unit 6, lesson 2, 3

