

3-5 Overview & Alignments

Unit 1: Foundational Health	Objective(s)	National Health Standards	TEKS
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.	1.5.2 Identify examples of emotional, intellectual, physical, and social health.	Grade 3, 3 (a, f, g) & 7 Grade 4, 3 (f, g) & 8(a) Grade 5, 3 (d,e) & 8
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.	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.	Grade 3, 2 (a, d) Grade 4, 2(c) Grade 5, 2(c, d)
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	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.	Grade 3, 2(a, b, c) Grade 4, 2 (a, b) Grade 5, 2 (b, c, d)
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	1.5.5 Describe when it is important to seek health care.	Grade 3, 2(f) Grade 4, 2(d,e) Grade 5, 2(a, e)
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	1.5.4 Describe ways to prevent common childhood injuries and health problems.	Grade 3, 2 (e,g) Grade 4, 2(f) Grade 5, 2 (e, f)
My Health Journey	Goal Setting & Summative Assessment Activities	1.5.2 Identify examples of emotional, intellectual, physical, and social health.	Grade 3, 4 (a, b) Grade 4, 3 (e), 4 (a, b, c) Grade 5, 4 (b, c, d)

Unit 2: Nutrition & Physical Activity	Objective(s)	National Health Stds	TEKS
Nutrients Get Us GO-ing!	Explain why the body needs each of the six major nutrients contained in foods	4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.	Grade 3, 6 (a) Grade 4, 6(a) Grade 5, 7(a)
Physical Activity Means GO!	Explain the physical, mental, and social benefits of fitness	1.5.2 Identify examples of emotional, intellectual, physical, and social health.	Grade 3, 7 Grade 4, 7 Grade 5, 8

3-5 Overview & Alignments

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	8.5.1 Express opinions and give accurate information about health issues. 5.5.3 List healthy options to health-related issues or problems.	Grade 3, 6(d) Grade 4, 6(a) Grade 5, 7(a)
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	3.5.2 Locate resources from home, school, and community that provide valid health information.	Grade 3, 6 (c) Grade 4, 6(d) Grade 5, 7(c, d)
Knowing What You Eat	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	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.	Grade 3, 6 (b, c) & 8(b) Grade 4, 6(b,c, e), 8(b) & 9(b) Grade 5, 7(b)
Disease and Allergy Awareness	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	7.5.1 Identify responsible personal health behaviors. 5.5.4 Predict the potential outcomes of each option when making a health-related decision.	Grade 3, 8(a) Grade 4, 6(d) & 9(a) Grade 5, 9(b) & 10 (a, b)
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	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.	Grade 3, 7 Grade 4, 4(b,c) & 8 (a, b) Grade 5, 4(b, c, d) & 9(a, b)
My Health Journey	Goal Check-In & Summative Assessment Activities	1.5.2 Identify examples of emotional, intellectual, physical, and social health.	Grade 3, 4 (a, b) Grade 4, 3 (e), 4 (a, b, c) Grade 5, 4 (b, c, d)

Unit 3: Physical Health & Hygiene	Objective(s)	National Health Stds	TEKS
Body Systems	Identify and describe the primary functions and major components of body systems and understand their relevance to personal health	7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.	Grade 3, 1 Grade 4, 1 Grade 5, 1
Clean Body, Healthy Smile	Identify the importance of taking personal responsibility for developing and maintaining personal hygiene and health habits	7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	Grade 3, 2(d) Grade 4, 2 (c) Grade 5, 2(d)
Injury Prevention	Demonstrate safety knowledge and responsible decision-making skills to prevent injuries and accidents.	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.	Grade 3, 9 Grade 4, 10 Grade 5, 11

3-5 Overview & Alignments

Unit 4: Mental Health & Wellness	Objective(s)	National Health Stds	TEKS (SEL Journeys covers additional SEL TEKS)
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	2.5.2 Identify the influence of culture on health practices and behaviors.	Grade 3, 3(b, c) & 5(d) Grade 4, 3(a, c) & 5(c) Grade 5, 3 (a), 5(b, c) & 6(c)
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	1.5.2 Identify examples of emotional, intellectual, physical, and social health.	Grade 3, 5(e) Grade 4, 3(b) & 5 (a, d, e) Grade 5, 3(b), 4(a), & 6 (a, d, e, f)
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	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.	Grade 3, 3(h) & 5 (a, b) Grade 4, 5(a) Grade 5, 3(f), 5(a) & 6(a)
My Health Journey	Goal Check-In & Summative Assessment Activities	1.5.2 Identify examples of emotional, intellectual, physical, and social health.	Grade 3, 4 (a, b) Grade 4, 3 (e), 4 (a, b, c) Grade 5, 4 (b, c, d) & 6(b)

Unit 5: Substance Misuse Prevention	Objective(s)	National Health Stds	TEKS
Understanding Consequences	Describe the physiological effects of alcohol, vaping products, tobacco, other drugs, and dangerous substances	5.5.3 List healthy options to health-related issues or problems.	Grade 3, 14 (a, b) Grade 4, 15 (a, b) Grade 5, 15 (a, b, c)
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	7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.	Grade 3, 15 Grade 4, 16 (a, b) Grade 5, 16 (a, b)
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	2.5.2 Identify the influence of culture on health practices and behaviors.	Grade 3, 18 Grade 4, 19 (a, b) Grade 5, 19 (a, b, c)
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	7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.	Grade 3, 16 Grade 4, 17 Grade 5, 17

3-5 Overview & Alignments

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	5.5.1 Identify health-related situations that might require a thoughtful decision.	Grade 3, 4(b) & 17 (a, b) Grade 4, 3(d) & 18 (a, b) Grade 5, 3(c) & 18 (a, b)
My Health Journey	Goal Check-In & Summative Assessment Activities	1.5.2 Identify examples of emotional, intellectual, physical, and social health.	Grade 3, 4 (a, b) Grade 4, 3 (e), 4 (a, b, c) Grade 5, 4 (b, c, d)

Unit 6: Staying Safe	Objective(s)	National Health Stds	TEKS
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	4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.	Grade 3, 10 Grade 4, 11 Grade 5, 12 (c, d)
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.	4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.	Grade 3, 11 (a, c) Grade 4, 12 (a, b, c) Grade 5, 12 (a, b, c)
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	5.5.2 Analyze when assistance is needed in making a health-related decision.	Grade 3, 11 (b, d) Grade 4, 12 (c, d) Grade 5, 12 (c, d)
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	2.5.6 Describe ways that technology can influence personal health.	Grade 3, 12 (a, b, c, d) Grade 4, 13 (a, b, c) Grade 5, 13 (a, b, c)
Say No to Bullying	Describe how to effectively respond to bullying of oneself or others; explain consequences that result from bullying; Identify methods available to report bullying; Describe the negative impact bullying has on both the victim and the bully	2.5.3 Identify how peers can influence healthy and unhealthy behaviors.	Grade 3, 3(d, e, h) Grade 4, 3(h) & 14 (a, b, c) Grade 5, 14 (a, b)

3-5 Overview & Alignments

Abuse & Neglect	Identify types of abuse and neglect and ways to seek help from a parent or another trusted adult	8.5.2 Encourage others to make positive health choices.	Grade 3, 13 (c) Grade 4, 14 (c, d) Grade 5, 14 (c)
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	5.5.1 Identify health-related situations that might require a thoughtful decision.	Grade 3, 11(d) Grade 4, 12(d) Grade 5, 12 (d)
My Health Journey	Goal Check-In & Summative Assessment Activities	1.5.2 Identify examples of emotional, intellectual, physical, and social health.	Grade 3, 4 (a, b) Grade 4, 3 (e), 4 (a, b, c) Grade 5, 4 (b, c, d)