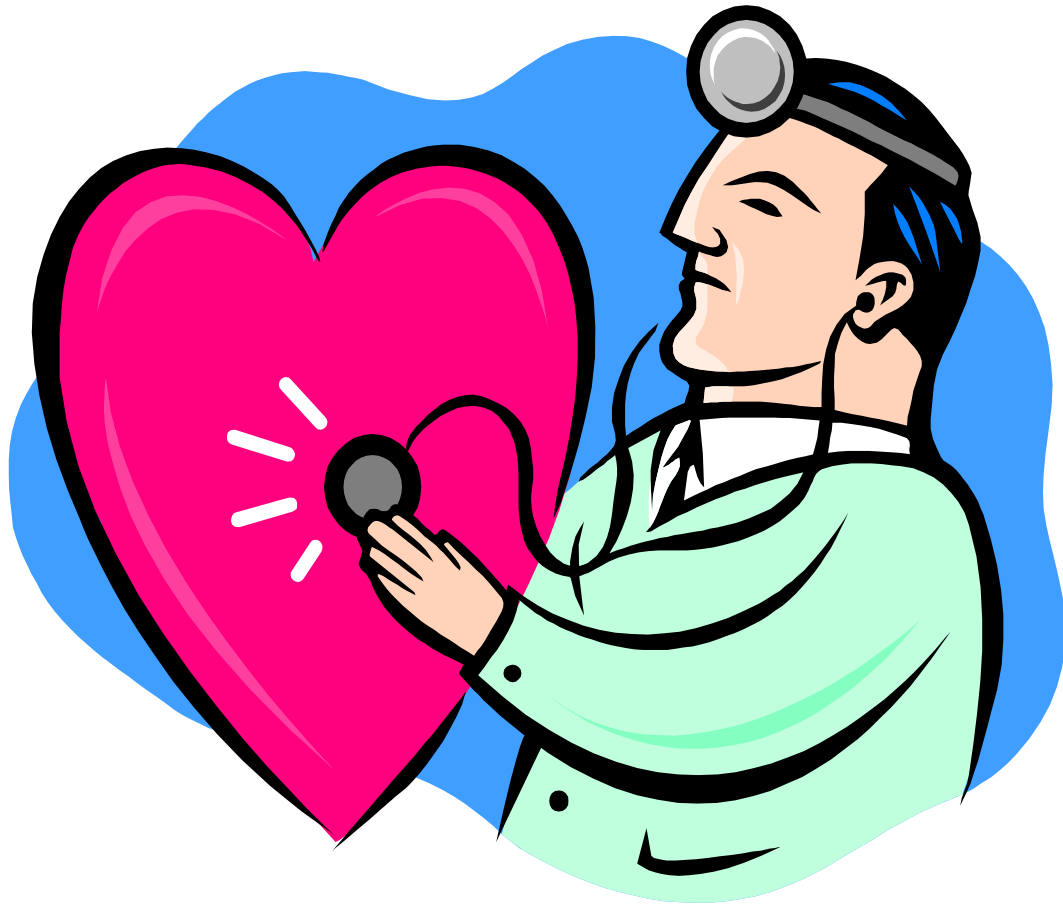


Brownsville Independent School District Interdisciplinary Curriculum Framework



Elementary Health Quest K-5

Department of Curriculum & Instruction

2002-2003



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Acknowledgment Curriculum Framework

The Brownsville Independent School District gratefully acknowledges the contributions given by the 2001-2002 Health Education/Quest teachers who participated in the development of this elementary health education interdisciplinary curriculum framework. Health Education teachers from the following campuses assisted in the development of this framework:

Aiken

Benavides

Burns

Canales

Castañeda

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Egly

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Garza

Gonzalez

Longoria

Martin

Perez

Yturria

Putegnat

Resaca

Russell

Sharp

Skinner

Southmost

Victoria Heights

Villa Nueva

Elizabeth Hinojosa

Typist

Liz Avitia

Health Education/Quest Lead Teacher

Brownsville Independent School District Philosophy

The philosophy of the Brownsville Independent School District includes the complete development of its students by providing a well balanced learning program that will help individuals to reach satisfying goals, to find their place in society, to contribute to their culture within the community, and to understand their rights, privileges and responsibilities as members of a democratic nation.

The schools present a well-rounded program of education adapted to the needs, ambitions, and abilities of each student, as well as to the needs of a bicultural school community. Each administrator and each teacher helps students to develop their own unique personality, at the same time developing an appreciation of their responsibilities to themselves, their fellow citizens, their community and their country.

The schools, in cooperation with the home, the church, and social agencies, will strive to produce individuals who are physically, mentally and emotionally capable of fulfilling their responsibilities as good citizens.

The teachers are recognized as the foundation of the educational system. The teacher takes into consideration the individual qualities, personalities, desires and aspirations of the students in their charge.

The schools will work towards the promotion of school pride. This centralizing factor unites the student body, instills spirit in the individual through group effort and reinforces the positive points of the school environment.

Mission Statement

The mission of the Brownsville Independent School District, an international community respected for its rich cultural heritage, is to produce responsible, well-rounded graduates

Who: -have the ability to pursue a post-secondary education; and
-posses a capability for independent learning and thinking with a competitive edge
in a multicultural, multilingual world

By: -identifying and maximizing physical, financial, and human resources; and
-unifying community and school commitment to excellence in education and equal
educational opportunity

Belief Statements

- Excellence is our common goal.**
- Parental responsibility is an integral factor in student success.**
- Beliefs in self is fundamental to success.**
- Everyone deserves respect as a human being.**
- Perseverance and hard work are essential for success.**
- Change creates opportunities for growth.**
- Truthfulness is important for effective communication.**
- Public schools are an extension of the community.**
- Sensitivity is essential for understanding the needs of others.**
- Great achievements follow high expectations.**
- Cooperation is necessary to get things done.**
- Active listening is essential for effective communication.**
- Successful students are active participants in the learning process.**

Objectives

- By 2001, Brownsville Independent School District Elementary, Middle School, and High School students will meet or exceed national norms in reading and math.**
- By 2001, Brownsville Independent School District will graduate 90% of students entering 7th grade.-By 2001, 80% of the graduates will pursue a post- secondary program.**
- By 2001, all Brownsville Independent School district graduates will be able to express their thoughts and ideas in written and oral communication**

Goal Statements

- Goal #1 That the budget be reflective of state, district, and campus goals.**
- Goal #2 That a well-balanced and appropriate curriculum be provided to all students so that students will achieve their full educational potential.**
- Goal #3 That parents become full partners in the education of their children.**
- Goal #4 That BISSD support and provide facilities which enhance the quality of educational programs of the district and are utilized to their maximum potential.**
- Goal #5 That the Board of Trustees continue to work with itself, the administration, and with the community for the betterment of the district.**

Brownsville Independent School District
Department of Curriculum and Instruction

Philosophy: There is comprehensive curriculum which provides quality instruction and education for all learners and is aligned with campus, district, state, and national goals.

Vision Statement:

To: Implement coordination and promote quality communication within the Department of Curriculum and Instruction of the Brownsville Independent School District.

IN A WAY THAT:

provides for the individual diverse needs of our multilingual, multicultural students;

expects that all students be given equal educational opportunity;

supplements and **supports** the instructional program through allocation of personnel, materials, resources, and professional development opportunities based on student and teacher needs;

delivers and **facilitates** a unified, coordinated service to campus personnel;

involves the community in the education of the child; and

exemplifies collegially, leadership, and cooperation among departments

SO THAT: students, teachers, and the BISD educational community are enriched, supported and empowered in their efforts to achieve educational and academic excellence.

Philosophy For Health Education/Quest

BISD, through Health Education and Quest, seeks to motivate students to build healthy lifestyles for today and for the future. Healthy students are able to function at their optimum level; thus Health Education and Quest, enhances the total curriculum.

By acquiring the knowledge, attitudes, and skills necessary to lead a healthful life, students will learn to take responsibility for their own health.

Introduction

Texas Legislature requires that all Texas school districts develop, implement, and evaluate a comprehensive educational program aimed at student mastery of the Texas Essential Knowledge and Skills as defined in Chapter 75.

The purpose of this secondary health education curriculum framework is to key learning objectives to the Texas Essential Knowledge and Skills, provide a suggested sequence of objectives, and to align the tested TAAS objectives to the Texas Essential Knowledge and Skills.

In addition, this document includes objectives to be taught in each course. These objectives are intended to ensure consistency in instruction throughout the district. It should further serve to avoid over emphasis in one area while neglecting another, and thus, focus on student needs.

Adaptations for special populations will be made as needed but the basic curriculum is the same for all students.

This developmentally sequenced secondary health education curriculum framework is designed to correlate the Texas Essential Knowledge and Skills, TAAS Reading, Writing and Math objectives with Health Education/Quest objectives.

District Curriculum Framework

This curriculum framework is primarily a working document that gives both structure and direction to the educational program. The philosophy of the grade level course is consistent with the stated philosophy of the campus and the school district. This curriculum framework prescribes what is to be taught in a given subject or area of study. It broadly defines the educational program in terms of philosophy, goals, and objectives. As a legal document, it is an official statement of the curriculum and a teacher's guide to instruction.

Program Goals

To develop an understanding of personal health practices.

To develop an understanding of growth and development.

To develop an understanding of nutrition.

To develop an understanding of building self-discipline, responsibility and self-confidence.

To develop an understanding of communicating effectively and cooperating with others.

To develop an understanding of managing attitudes and emotions.

To develop an understanding of strengthening positive relationships with family and peers.

To develop an understanding of mental health and appropriate coping devices.

To develop an understanding and practice steps to use in solving problems and making healthy decisions/thinking critically.

To develop an understanding of the body systems and how they interrelate.

To develop an understanding of disease prevention, control and health assessment.

To develop an understanding of drugs, alcohol, and tobacco.

To develop an understanding and identify steps for resisting negative peer pressure and sex as well as drug use.

To develop an understanding of safety and first aid.

To develop an understanding of setting goals and following through.

To develop an understanding of providing service to others.

To develop an understanding of community and consumer health.

**TERMINAL PERFORMANCE OBJECTIVES
FOR
HEALTH EDUCATION/QUEST
AND
FAMILY LIFE HUMAN SEXUALITY**

The learner will develop an understanding of concepts and skills that foster personal health and safety.

The learner will develop an understanding of concepts and skills that involve interaction between individuals.

The learner will develop an understanding of concepts and skills that affect people collectively.

Recommendations

This curriculum framework was developed with the intention of aligning the instructional objectives of BISD with the tested objectives of BISD and the State of Texas. In order to facilitate this alignment the following recommendations are being made:

- 1. The teacher needs to follow the curriculum framework to provide consistency of instruction in the district and to ensure that all Texas Essential Knowledge and Skills and TAAS objectives are taught for each grade level of course.**
- 2. The teacher should utilize effective teaching strategies.**
- 3. The teacher should integrate reading, writing, and math into the Health Education/Quest and Family Life Human Sexuality frameworks.**
- 4. The teacher should utilize the curriculum framework as the basis for weekly lesson planning, co-planning within and across grade levels.**
- 5. The teacher should supplement and enrich the curriculum framework with other materials.**
- 6. The teacher should integrate the Health Education/Quest and Family Life Human Sexuality framework with other curriculum areas.**
- 7. Special program personnel and regular instructional personnel should work together for the effective delivery of instruction to students comprising “special populations.”**
- 8. The teacher should provide an ongoing feedback regarding this curriculum framework to the Curriculum Instruction Department.**
- 9. The teacher should follow scope and sequence in order to provide continuity within the district’s Health Education/Quest and Family Life Human Sexuality programs.**
- 10. The recommended resource for Quest is only available to Quest trained/certified teachers.**
- 11. The recommended resource for Health Education in grades K-3 is Harcourt, Brace, Jovanovich: “Growing Healthy.”**
- 12. The recommended resource for Health Education in grades 4-5 is Scott Foresman: “Health for Life.”**
- 13. The recommended resource for Family Life Human Sexuality for grades K-5 is “Health Promotion Wave.”**

DEFINITION OF TERMS

Philosophy

Broad general principles of education.

Mission

A statement expressing the specific purpose and function of the district. A mission statement provides the focus for instruction.

Curriculum

A plan incorporating a structured series of intended learning outcomes and associated learning experiences—generally organized as a related combination of series of courses.

Program Goals

Broad statements which define the desired results of instruction in a specific subject area. The program goal statements are generalized to include the subject area's values, content, and practices.

Curriculum Framework

The curriculum framework is the official statement of what shall be taught in the classrooms of the school district. It tells school personnel clearly and concisely what is to be taught in a given subject area and grade. This document gives structure and direction to the educational program. It includes a philosophy, instruction, goals, concepts and skills for each grade level and the sequence in which concepts are introduced and reinforced.

Scope and Sequence

Objectives placed in a sequenced manner that reflect a hierarchy of skill and concept development.

Enabling Objective

The objective that specified the teaching activity used to meet the broader terminal performance objective. The enabling objective specifies that action which must be performed to demonstrate that a student has reached the desired level of achievement. The enabling objective is grade level and/or subject specific.

Terminal Performance Objective

Broad based objective which identifies intended outcome of instruction. The terminal performance objective serves as a transitional element between the broad program goal and the specific enabling objective. A terminal performance objective determines the desired result of teaching, whereas, the enabling objective presents the means through which learning is accomplished.

Texas

Essential Knowledge

And Skills

Grades K-5

Chapter 115. Texas Essential Knowledge and Skills for Health Education

Subchapter A. Elementary

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.

§115.1. Implementation of Texas Essential Knowledge and Skills for Health Education, Elementary.

The provisions of this subchapter shall supersede §75.29(a)-(f) of this title (relating to Health Education) beginning September 1, 1998.

Source: The provisions of this §115.1 adopted to be effective September 1, 1998, 22 TexReg 7740.

§115.2. Health Education, Kindergarten.

(a) Introduction.

- (1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.
 - (2) Kindergarten students are taught basic factors that contribute to health literacy. Students learn about their bodies and the behaviors necessary to protect them and keep them healthy. Students also understand how to seek help from parents and other trusted adults.
-

(b) Knowledge and skills.

(K.1) **Health behaviors.** The student recognizes that personal health decisions and behaviors affect health throughout life.

The student is expected to:

- (A) identify and practice personal health habits that help individuals stay healthy such as a proper amount of sleep and clean hands;
- (B) identify types of foods that help the body grow such as healthy breakfast foods and snacks; and
- (C) identify types of exercise and active play that are good for the body.

(K.2) **Health behaviors.** The student understands that behaviors result in healthy or unhealthy conditions throughout the life span.

The student is expected to:

- (A) identify the purpose of protective equipment such as a seat belt and a bicycle helmet;
- (B) identify safe and unsafe places to play such as a back yard and a street;

- (C) name the harmful effects of tobacco, alcohol, and other drugs;
- (D) identify ways to avoid harming oneself or another person;
- (E) practice safety rules during physical activity such as water safety and bike safety;
- (F) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult;
- (G) demonstrate procedures for responding to emergencies including dialing 911; and
- (H) name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful.

(K.3) **Health behaviors.** The student demonstrates decision-making skills for making health-promoting decisions.

The student is expected to:

- (A) demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems; and
- (B) plan a healthy meal and/or snack.

(K.4) **Health information.** The student knows the basic structures and functions of the human body and how they relate to personal health.

The student is expected to:

- (A) name the five senses;
- (B) name major body parts and their functions; and
- (C) name and demonstrate good posture principles such as standing straight with shoulders back.

(K.5) **Health information.** The student understands how to recognize health information.

The student is expected to:

- (A) name people who can provide helpful health information such as parents, doctors, teachers, and nurses; and
- (B) explain the importance of health information.

(K.6) **Influencing factors.** The student understands the difference between being sick and being healthy.

The student is expected to:

- (A) tell how germs cause illness and disease in people of all ages;
- (B) name symptoms of common illnesses and diseases;

- (K.7) **Influencing factors.** The student understands that various factors influence personal health.
- (C) explain practices used to control the spread of germs such as washing hands; and
- (D) discuss basic parts of the body's defense system against germs such as the skin.
- The student is expected to:
- (A) tell how weather affects individual health such as dressing for warmth, protecting skin from the sun, and keeping classrooms and homes warm and cool; and
- (B) identify ways to prevent the transmission of head lice such as sharing brushes and caps
- (K.8) **Personal/interpersonal skills.** The student understands ways to communicate consideration and respect for self, family, friends, and others.
- The student is expected to:
- (A) recognize and describe individual differences and communicate appropriately with all individuals;
- (B) explain the importance of showing consideration and respect for parents, grandparents, other family members, friends, and other individuals; and
- (C) recognize and explain the importance of manners and rules for healthy communication
- (K.9) **Personal/interpersonal skills.** The student comprehends the skills necessary for building and maintaining healthy relationships.
- The student is expected to:
- (A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened; and
- (B) demonstrate skills for making new acquaintances

Source: The provisions of this §115.2 adopted to be effective September 1, 1998, 22 TexReg 7740.

§115.3. Health Education, Grade 1.

- (a) Introduction.
- (1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

- (2) In Grade 1, students learn more about their bodies and how to care for themselves. Students also begin to learn that relationships exist between behaviors and health, and that there are community helpers such as nurses and doctors who help them stay healthy. In Grade 1, students also learn skills to help them make friends, resolve conflicts, and solve problems.
-

(b) Knowledge and skills.

- (1.1) **Health behaviors.** The student understands that personal health decisions and behaviors affect health throughout the life span.

The student is expected to:

- (A) describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise; and
- (B) describe activities that are provided by health care professionals such as medical check-up and dental exams.

- (1.2) **Health behaviors.** The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span.

The student is expected to:

- (A) identify and use protective equipment to prevent injury;
- (B) name safe play environments;
- (C) explain the harmful effects of, and how to avoid, alcohol, tobacco, and other drugs;
- (D) identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult;
- (E) identify safety rules that help to prevent poisoning;
- (F) identify and describe safe bicycle skills;
- (G) identify and practice safety rules during play; and

- (1.3) **Health behaviors.** The student demonstrates basic critical-thinking, decision-making, goal setting, and problem-solving skills for making health-promoting decisions.
- (H) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.
- The student is expected to:
- (A) explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems;
- (B) describe how decisions can be reached and problems can be solved; and
- (C) explain the importance of goal setting and task completion.
- (1.4) **Health information.** The student understands the basic structure and functions of the human body and how they relate to personal health throughout the life span.
- The student is expected to:
- (A) identify and demonstrate use of the five senses;
- (B) identify major body structures and organs and describes their basic functions; and
- (C) identify and apply principles of good posture for healthy growth and development.
- (1.5) **Health information.** The student recognizes health information.
- The student is expected to:
- (A) identify people who can provide helpful health information such as parents, teachers, nurses, and physicians; and
- (B) list ways health information can be used such as knowing how to brush teeth properly.
- (1.6) **Health information.** The student recognizes the influence of media and technology on health behaviors.
- The student is expected to:
- (A) identify examples of health information provided by various media; and
- (B) cite examples of how media and technology can affect behaviors such as television, computers, and video games.
- (1.7) **Influencing factors.** The student understands the difference between sickness and health in people of all ages.
- The student is expected to:
- (A) name types of germs that cause illness and disease;
- (B) identify common illnesses and diseases and their symptoms; and

- (1.8) **Influencing factors.** The student understands factors that influence the health of an individual.
- (C) explain common practices that control the way germs are spread.

The student is expected to:

- (A) name various members of his/her family who help them to promote and practice health habits; and
- (B) describe ways in which a person's health may be affected by weather and pollution.

- (1.9) **Personal/interpersonal skills.** The student knows healthy ways to communicate consideration and respect for self, family, friends, and others.

The student is expected to:

- (A) demonstrate respectful communication;
- (B) list unique ways that individuals use to communicate such as using body language and gestures;
- (C) express needs, wants, and emotions in appropriate ways; and
- (D) describe and practice techniques of self-control such as thinking before acting.

- (1.10) **Personal/interpersonal skills.** The student comprehends the skills necessary for building and maintaining healthy relationships.

The student is expected to:

- (A) describe ways to build and maintain friendships; and
- (B) practice refusal skills to avoid and resolve conflicts.

Source: The provisions of this §115.3 adopted to be effective September 1, 1998, 22 TexReg 7740.

§115.4. Health Education, Grade 2.

- (a) Introduction.

- (1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.
- (2) In Grade 2, students learn age-appropriate skills to help them stay healthy and safe. Students are taught, in a basic way, that there are external factors that influence our health, and that the students can take responsibility for protecting their health. Students are taught ways to communicate in a healthy way with friends, families, and classmates.

(b) Knowledge and skills.

(2.1) **Health behaviors.** The student understands that personal health decisions and behaviors affect health throughout the life span.

(2.2) **Health behaviors.** The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span.

The student is expected to:

- (A) explain actions an individual can take when not feeling well;
- (B) describe and demonstrate personal health habits such as brushing and flossing teeth and exercise;
- (C) identify food groups and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities;
- (D) identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices;
- (E) define stress and describe healthy behaviors that reduce stress such as exercise;
- (F) describe the importance of individual health maintenance activities such as regular medical and dental checkups; and
- (G) describe how a healthy diet can help protect the body against some diseases.

The student is expected to:

- (A) identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body;
- (B) identify ways to avoid deliberate and accidental injuries;
- (C) explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming;
- (D) explain the importance of avoiding dangerous substances;
- (E) explain ways to avoid weapons and report the presence of weapons to an adult; and
- (F) identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe by another person/adult.

(2.3) **Health information.** The student understands the basic structures and functions of the human body and how they relate to personal health throughout the life span.

(2.4) **Health information.** The student understands the difference between sickness and health in persons of all ages.

(2.5) **Health information.** The student recognizes factors that influence the health of an individual.

(2.6) **Health information.** The student understands how to recognize health information

(2.7) **Influencing factors.** The student recognizes the influence of media and technology on personal health.

The student is expected to:

- (A) describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet;
- (B) identify the major organs of the body such as the heart, lungs, and brain and describe their primary function; and
- (C) identify the major systems of the body.

The student is expected to:

- (A) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization;
- (B) identify causes of disease other than germs such as allergies and heart disease;
- (C) explain how the body provides protection from disease; and
- (D) apply practices to control spread of germs in daily life such as hand washing and skin care.

The student is expected to:

- (A) identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;
- (B) describe strategies for protecting the environment and the relationship between the environment and individual health such as air pollution and ultra-violet rays; and
- (C) identify personal responsibilities as a family member in promoting and practicing health behaviors.

The student is expected to:

- (A) identify people who provide health information; and
- (B) identify various media that provide health information.

The student is expected to:

(A) describe how the media can influence an individual's health choices such as television ads for fast foods and breakfast cereals; and

(2.8) **Influencing factors.** The student understands how relationships influence personal health.

(2.9) **Personal/interpersonal skills.** The student comprehends the skills necessary for building and maintaining healthy relationships.

(2.10) **Personal/interpersonal skills.** The student understands healthy ways to communicate consideration and respect for self, family, friends, and others.

(2.11) **Personal/interpersonal skills.** The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions.

(B) discuss how personal health care products have been improved by technology such as sunblock and safety equipment.

The student is expected to:

- (A) describe how friends can influence a person's health; and
- (B) recognize unsafe requests made by friends such as playing in the street.

The student is expected to:

- (A) identify characteristics needed to be a responsible family member or friend;
- (B) list and demonstrate good listening skills; and
- (C) demonstrate refusal skills.

The student is expected to:

- (A) describe how to effectively communicate;
- (B) express needs, wants, and emotions in healthy ways; and
- (C) explain the benefits of practicing self-control.

The student is expected to:

- (A) explain steps in the decision-making process and the importance of following the steps;
- (B) describe how personal-health decisions affect self and others;
- (C) list the steps and describe the importance of task completion and goal setting; and
- (D) explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health.

Source: The provisions of this §115.4 adopted to be effective September 1, 1998, 22 TexReg 7740.

§115.5. Health Education, Grade 3.

(a) *Introduction.*

- (1) *In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.*
 - (2) *In Grade 3, students build on the knowledge and skills learned in the second grade. In addition to students learning health knowledge that can help them improve or maintain health habits, students begin to learn about body systems, growth and development, and the relationship between health and the environment. Students are also introduced to interpersonal skills that they will use to communicate and interact with friends and family.*
-

(b) Knowledge and skills.

(3.1) **Health behaviors.** The student explains ways to enhance and maintain health throughout the life span.

The student is expected to:

- (A) explain how personal-health habits affect self and others;
- (B) describe ways to improve personal fitness;
- (C) identify types of nutrients;
- (D) describe food combinations in a balanced diet such as a food pyramid;
- (E) explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music; and
- (F) explain strategies for maintaining a personal-health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.

(3.2) **Health behaviors.** The student recognizes and performs behaviors that reduce health risks throughout the life span.

The student is expected to:

- (A) explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons;
- (B) describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them;
- (C) identify reasons for avoiding violence, gangs, weapons and drugs

- (D) identify examples of abuse and describe appropriate responses; and
- (E) describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries.

(3.3) **Health behaviors.** The student knows and engages in behaviors that prevent disease and speed recovery from illness.

The student is expected to:

- (A) identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease;
- (B) explain the body's defense systems and how they fight disease; and
- (C) explain actions to take when illness occurs such as informing parents/ adults.

(3.4) **Health information.** The student names the basic structures and functions of the human body and explains how they relate to personal health throughout the life span.

The student is expected to:

- (A) list and explain the stages of growth and development;
- (B) name and locate major components of the body systems; and
- (C) explain the interrelationships of the body systems.

(3.5) **Health information.** The student knows how to access health information.

The student is expected to:

- (A) demonstrate the ability to locate resources from parents and family members, school, and the community; and
- (B) demonstrate the ability to locate school and community health helpers.

(3.6) **Influencing factors.** The student understands factors that influence individual and community health.

The student is expected to:

- (A) relate how protecting the environment promotes individual and community health;
- (B) identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness;
- (C) identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws; and

(3.7) **Influencing factors.** The student comprehends ways in which media and technology influence individual and community health.

(3.8) **Personal/interpersonal skills.** The student understands how relationships can positively and negatively influence individual and community health.

(3.9) **Personal/interpersonal skills.** The student uses social skills in building and maintaining healthy relationships.

(3.10) **Personal/interpersonal skills.** The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.

(3.11) **Personal/interpersonal skills.** The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.

(D) describe roles and responsibilities of family members in promoting and practicing health behaviors.

The student is expected to:

- (A) describe how the media can influence knowledge and health behaviors; and
- (B) identify ways in which health care has improved as a result of technology.

The student is expected to:

- (A) distinguish between positive and negative peer pressures and their effects on personal health behaviors; and
- (B) describe ways in which peers and families can work together to build a healthy community.

The student is expected to:

- (A) demonstrate effective verbal and nonverbal communication;
- (B) demonstrate strategies for resolving conflicts;
- (C) explain how to be a good friend;
- (D) demonstrate effective listening skills;
- (E) identify ways to communicate with parents/trusted adults about health concerns; and
- (F) demonstrate refusal skills.

The student is expected to:

- (A) demonstrate respectful communication with family members, peers, teachers, and others;
- (B) describe the mental-health value of respectful communication such as reducing the potential for angry behavior; and
- (C) express needs, wants, and emotions in healthy ways.

The student is expected to:

- (A) practice critical-thinking skills when making health decisions;
- (B) gather data to help make informed health choices;

- (C) explain the positive and negative consequences of making a health-related choice;
- (D) explain the importance of seeking assistance in making decisions about health;
- (E) practice assertive communication and refusal skills;
- (F) describe goal-setting skills; and
- (G) explain the importance of time passage with respect to a goal.

Source: The provisions of this §115.5 adopted to be effective September 1, 1998, 22 TexReg 7740.

§115.6. Health Education, Grade 4.

(a) Introduction.

- (1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.
- (2) In addition to learning age-specific health information on a variety of health topics, students in Grade 4 learn how their behaviors affect their body systems. Students are taught the consequences of unsafe behaviors, and how to protect themselves from harm. Students also learn the value and use of social skills in dealing with peer pressure, communicating effectively, and assisting in forming healthy social relationships.

(b) Knowledge and skills

(4.1) **Health information.** The student recognizes ways to enhance and maintain health throughout the life span.

The student is expected to:

- (A) identify the benefits of six major nutrients contained in foods;
- (B) identify information on menus and food labels;
- (C) differentiate between aerobic and anaerobic exercise;
- (D) explain the physical, mental, and social benefits of fitness;

- (E) explain how sleep affects academic performance; and
- (F) identify the importance of taking personal responsibility for developing and maintaining a personal health plan such as fitness, nutrition, stress management, and personal safety.

(4.2) **Health information.** The student recognizes the basic structures and functions of the human body and how they relate to personal health throughout the life span.

The student is expected to:

- (A) describe how health behaviors affect body systems; and
- (B) describe the basic function of major body systems such as the circulatory and digestive systems.

(4.3) **Health information.** The student knows how to access health information.

The student is expected to:

- (A) identify characteristics of health information; and
- (B) describe the importance of accessing health information through a variety of health resources.

(4.4) **Health behaviors.** The student understands and engages in behaviors that reduce health risks throughout the life span.

The student is expected to:

- (A) identify the use and abuse of prescription and non-prescription medication such as over-the-counter;
- (B) explain the similarities of and the differences between medications and street drugs/substances;
- (C) describe the short-term and long-term harmful effects of tobacco, alcohol, and other substances such as physical, mental, social, and legal consequences;
- (D) identify ways to avoid drugs and list alternatives for the use of drugs and other substances;
- (E) explain how to develop a home-safety and emergency response plan such as fire safety;
- (F) identify strategies for avoiding deliberate and accidental injuries such as gang violence and accidents at school and home; and
- (G) identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.

(4.5) **Health behavior.** The student comprehends and practices behaviors that prevent disease and speed recovery from illness.

The student is expected to:

- (A) set personal-health goals for preventing illness;
- (B) identify different pathogens and explain how the body protects itself from pathogens such as viruses, bacteria, and fungi;
- (C) discuss ways in which prevention and transmission of disease are affected by individual behaviors; and
- (D) distinguish between communicable and noncommunicable diseases.

(4.6) **Influencing factors.** The student comprehends factors that influence individual, family, and community health.

The student is expected to:

- (A) identify similarities in which healthy environments can be promoted in homes, schools, and communities; and
- (B) explain the importance of a community environmental health plan.

(4.7) **Influencing factors.** The student comprehends ways in which the media and technology can influence individual and community health.

The student is expected to:

- (A) explain how the media can influence health behaviors; and
- (B) describe ways technology can influence health.

(4.8) **Personal/interpersonal skills.** The student understands how relationships can positively and negatively influence individual and community health.

The student is expected to:

- (A) explain the influence of peer pressure on an individual's social and emotional health; and
- (B) describe the importance of being a positive role model for health.

(4.9) **Personal/interpersonal skills.** The student uses social skills for building and maintaining healthy relationships throughout the life span.

The student is expected to:

- (A) describe the qualities of a good friend;
- (B) explain steps in conflict resolution;
- (C) explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted;
- (D) demonstrate healthy ways of gaining attention;
- (E) identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions;

- (4.10) **Personal/interpersonal skills.**
The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.
- (F) analyze strengths and weaknesses in personal communication skills;
 - (G) identify positive and negative characteristics of social groups such as gangs, clubs, and cliques; and
 - (H) demonstrate refusal skills.
- The student is expected to:
- (A) demonstrate consideration when communicating with individuals who communicate in unique ways such as someone having a speech defect, someone not speaking English, or someone being deaf;
 - (B) describe healthy ways of responding to disrespectful behavior; and
 - (C) describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors.
- (4.11) **Personal/interpersonal skills.**
The student demonstrates critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.
- The student is expected to:
- (A) explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems;
 - (B) explain the advantages of setting short and long-term goals;
 - (C) describe the importance of parental guidance and other trusted adults in goal setting;
 - (D) explain the dangers of yielding to peer pressures by assessing risks/consequences; and
 - (E) describe steps in decision making and problem solving.

Source: The provisions of this §115.6 adopted to be effective September 1, 1998, 22 TexReg 7740.

§115.7. Health Education, Grade 5.

- (a) Introduction.
- (1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

- (2) In addition to age-appropriate information about personal health habits, students in Grade 5 are taught about the human body and the changes that come with puberty. Students are taught how to maintain healthy body systems and prevent disease. Students also learn how technology and the media influence personal health and how to apply problem-solving skills to improve or protect their health.
-

(b) Knowledge and skills.

- (5.1) **Health information.** The student knows ways to enhance and maintain personal health throughout the life span.

The student is expected to:

- (A) examine and analyze food labels and menus for nutritional content;
- (B) apply information from the food guide pyramid to making healthy food choices;
- (C) identify foods that are sources of one or more of the six major nutrients;
- (D) calculate the relationship between caloric intake and energy expenditure;
- (E) differentiate between health-related and skill-related physical activities; and
- (F) analyze the components of a personal health maintenance plan for individuals and families such as stress management and personal safety.

- (5.2) **Health information.** The student recognizes the basic structures and functions of the human body and how they relate to personal health throughout the life span.

The student is expected to:

- (A) describe the structure, functions, and interdependence of major body systems; and
- (B) identify and describe changes in male and female anatomy that occur during puberty.

(5.3) **Health information.** The student knows how to utilize health information.

The student is expected to:

- (A) describe methods of accessing health information; and
- (B) demonstrate ways to communicate health information such as posters, videos, and brochures.

(5.4) **Health behaviors.** The student recognizes behaviors that prevent disease and speed recovery from illness.

The student is expected to:

- (A) explain how to maintain the healthy status of body systems such as avoiding smoking to protect the lungs;
- (B) relate the importance of immunizations in disease prevention;
- (C) distinguish between myth and fact related to disease and disease prevention;
- (D) list the effects of harmful viruses on the body such as polio, Human Immunodeficiency Virus (HIV), and the common cold; and
- (E) explain how to manage common minor illnesses such as colds and skin infections.

(5.5) **Health behaviors.** The student comprehends behaviors that reduce health risks throughout the life span.

The student is expected to:

- (A) describe the use and abuse of prescription and non-prescription medications such as over-the-counter;
- (B) compare and contrast the effects of medications and street drugs;
- (C) analyze the short-term and long-term harmful effects of alcohol, tobacco, and other substances on the functions of the body systems such as physical, mental, social, and legal consequences;
- (D) identify and describe alternatives to drug and substance use;
- (E) demonstrate strategies for preventing and responding to deliberate and accidental injuries;
- (F) explain strategies for avoiding violence, gangs, weapons and drugs;
- (G) describe response procedures for emergency situations;

- (H) describe the value of seeking advice from parents and educational personnel about unsafe behaviors; and
- (I) explain the impact of neglect and abuse.

(5.6) **Influencing factors.** The student understands how relationships influence individual and family health including the skills necessary for building and maintaining relationships.

The student is expected to:

- (A) distinguish between healthy and harmful influences of friends and others;
- (B) describe the characteristics of healthy and unhealthy friendships;
- (C) identify ways to enhance personal communication skills;
- (D) analyze respectful ways to communicate with family, adults, and peers;
- (E) demonstrate ways of communicating with individuals who communicate in unique ways such as having a speech defect and not speaking English;
- (F) apply and practice strategies for self-control; and
- (G) describe strategies for stress management.

(5.7) **Influencing factors.** The student comprehends ways in which media and technology influence individual and community health.

The student is expected to:

- (A) research the effect of media on health-promoting behaviors; and
- (B) identify the use of health-related technology in the school such as audiometry and the Internet.

(5.8) **Influencing factors.** The student knows how various factors influence individual, family, and community health throughout the life span.

The student is expected to:

- (A) explain the importance of communication skills as a major influence on the social and emotional health of the individual and family;
- (B) describe daily and weekly activities that promote the health of a family;
- (C) describe how a safe school environment relates to a healthy community; and
- (D) identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging

(5.9) **Personal/interpersonal skills.**

The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions.

The student is expected to:

- (A) describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor;
- (B) assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving;
- (C) utilize critical thinking in decision making and problem solving;
- (D) describe benefits in setting and implementing short and long-term goals;
- (E) explain the necessity of perseverance to achieve goals; and
- (F) explain the importance of parent/trusted adult guidance in goal setting.

Source: The provisions of this §115.7 adopted to be effective September 1, 1998, 22 TexReg 7740

Health Education/Quest Simplified Scope & Sequence Grade K

UNIT	TITLE	TEKS	TIMELINE
Unit 1	Building A School Community	K.8 A,B,C	4 weeks
Unit 2	Growing As A Group	K.8 A,B K.9 B	4 weeks
Unit 3	Making Positive Decisions	K.3 A K.9 A	4 weeks
Unit 4	Growing Up Drug Free	K.2 C,D K.4 A,B,C K.5 A,B	6 weeks
Unit 5	Celebrating You & Me	K.8 A,B	4 weeks

*These topics are not included in the textbook, however need to be addressed.

Resources	TEKS Objectives	TEKS	Timeline
HBJ Unit 2	Personal Health Practices	K.1 A,B,C K.3 B K.7 A,B	2 weeks
HBJ Unit 8	Safety & First Aid	K.2 A,B,E,F,G,H	2 weeks
HBJ Unit 5	Disease Prevention & Control	K.6 A,B,C,D	2 weeks
Health Promotion Wave (Family Life Human Sexuality Objectives)		K.2 F K.4 B	3 weeks

Total 31 weeks

Recommended Resources:

HBJ Health
Health Promotion Wave
Quest-Growing Healthy
DAVE

Health Education/Quest Interdisciplinary Curriculum Framework Grade K

UNIT	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks	
1	K.8 A	<p>The student is expected to:</p> <ul style="list-style-type: none"> • name feelings associated with starting school-Teacher • explain ways he or she can help create a caring classroom community-Teacher • say the name he or she wants to be called in class-Teacher • say the names of the teacher and other classmates-Teacher • introduce himself or herself to other classmates-Teacher • demonstrate appropriate ways of asking for help or getting permission in the classroom-Teacher • participate in making classroom rules for treating each other with respect-Teacher • name jobs or responsibilities he or she can assist within the classroom or school-Teacher • demonstrate or illustrate helping behaviors-Teacher • contribute his or her skills to a group project-Teacher 	—						
	K.8 B		—						
	K.8 A		—						
	K.8 A		—						
	K.8 A		—						
	K.8 B K.8 C		—						
	K.8 B K.8 C		—						
	K.8 C		—						
2	K.8 A	<ul style="list-style-type: none"> • participate in an activity that requires cooperation-Physical Ed. • identify listening behaviors-Counselor • demonstrate listening to the messages others-Counselor • demonstrate sharing behaviors-Counselor • demonstrate how to carry out group work roles-Teacher • work cooperatively to complete an assignment-Teacher • identify times when he or she feels angry at school-Counselor 	—						
	K.8 B K.9 B		—						
	K.8 B K.9 B		—						
	K.8 B K.9 B		—						
	K.8 A		—						
	K.8 A		—						

Health Education/Quest Interdisciplinary Curriculum Framework Grade K

UNIT	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
2	K.8 A	<p>The student is expected to:</p> <ul style="list-style-type: none"> demonstrate positive ways to respond to anger-Counselor 						
3	K.3 A	<ul style="list-style-type: none"> name some decisions he or she makes everyday-Counselor 		—				
	K.3 A	<ul style="list-style-type: none"> name choices offered by trusted adults-Counselor 						
	K.3 A	<ul style="list-style-type: none"> classify decisions as positive/helpful or negative/harmful-Counselor 						
	K.3 A	<ul style="list-style-type: none"> name and describe the steps in a decision-making process -Counselor use steps to choose among safe choices-Counselor 		—				
	K.3 A K.9 A	<ul style="list-style-type: none"> demonstrate ways to say “Yes” to helpful decisions and “No” to harmful ones-Counselor 						
4	K.2 C K.4 A	<ul style="list-style-type: none"> say what to do with an unknown substance-Nurse 			—			
	K.4 B	<ul style="list-style-type: none"> describe the function and location of body organs-Nurse 						
	K.4 C	<ul style="list-style-type: none"> state ways to take care of his or her body-Nurse 						
	K.2 D	<ul style="list-style-type: none"> recognize products found at home that can be poisonous-Nurse 			—			
	K.2 D	<ul style="list-style-type: none"> explain rules for poisons-Nurse 						
	K.2 C	<ul style="list-style-type: none"> explain the terms “drug”and “medicine” -Nurse 			—			
	K.2 C K.2 D	<ul style="list-style-type: none"> state reasons for learning about the dangers of using drugs-Nurse 						
	K.5 A	<ul style="list-style-type: none"> describe things to do when he or she isn’t feeling well-Nurse 						
	K.5 A	<ul style="list-style-type: none"> explain how medicines can be both helpful and harmful-Nurse 				—		

Health Education/Quest Interdisciplinary Curriculum Framework Grade K

UNIT	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks	
4	K.5 A	The student is expected to: <ul style="list-style-type: none"> name some ways to get well without taking medicine- Nurse identify trusted adults who can give medicine-Nurse name safety rules for medicine-Nurse 							
	K.5 A								
	K.5 A								
5	K.8 A	<ul style="list-style-type: none"> say what happens when we give and receive compliments-Teacher name ways classmates are similar and ways they are unique-Teacher make positive statements about the unique characteristics of classmates-Teacher name something he or she likes to do and does well-Teacher name activities he or she likes to do with family members-Teacher identify skills he or she has learned in kindergarten-Teacher name ways classmates have shared their skills with others-Teacher identify and practice personal health habits that help individuals stay healthy such as proper amount of sleep and clean hands-Teacher identify types of foods that help the body grow such as healthy breakfast foods and snacks-Teacher plan a healthy meal and/or snack-Teacher identify types of exercise and active play that are good for the body-Physical Ed. tell how weather affects individual health such as dressing for warmth, protecting skin from the sun, and keeping classrooms and homes warm and cool-Physical Ed. 				—			
	K.8 B								
	K.8 A								
	K.8 B								
							—		
	K.1 A						—		
	K.1 B								
	K.3 B								
	K.1C								
	K.7 A							—	

Health Education/Quest Interdisciplinary Curriculum Framework Grade K

UNIT	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
8	K.7 B	<p>The student is expected to:</p> <ul style="list-style-type: none"> • identify ways to prevent the transmissions of head lice such as sharing brushes and caps-Nurse 						
	K.2 A	<ul style="list-style-type: none"> • identify purpose of protective equipment such as a seat belt and a bicycle helmet-Physical Ed. 						
	K.2 B	<ul style="list-style-type: none"> • identify safe and unsafe places to play such as a backyard and a street -Physical Ed. 						
	K.2 E	<ul style="list-style-type: none"> • practice safety rules during physical activity such as water safety and bike safety-Physical Ed. 						
	K.2 F	<ul style="list-style-type: none"> • identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult-Counselor 						
	K.2 G	<ul style="list-style-type: none"> • demonstrate procedures for responding to emergencies including dialing 911 -Counselor 						
	K.2 H	<ul style="list-style-type: none"> • name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful-Counselor 						
	5	K.6 A	<ul style="list-style-type: none"> • tell how germs cause illness and disease in people of all ages-Nurse 					
K.6 B		<ul style="list-style-type: none"> • name symptoms of common illnesses and diseases-Nurse 						
K.6 C		<ul style="list-style-type: none"> • explain practices used to control the spread of germs such as washing hands-Nurse 						
K.6 D		<ul style="list-style-type: none"> • discuss basic parts of the body's defense system against germs such as the skin-Nurse 						

Health Education/Quest Interdisciplinary Curriculum Framework Grade K

UNIT	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
	K.2F K.4 B	<p>The student is expected to:</p> <ul style="list-style-type: none"> • Human Sexuality Refer to: Family Life Human Sexuality Curriculum Health Promotin Wave Materials 						