

Health Education Interdisciplinary Curriculum Framework Grade 4

UNIT	TEKS	INSTRUCTIONAL OBJECTIVE	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
4	4.1 F	<p>The student is expected to:</p> <ul style="list-style-type: none"> explain where to cross the streets safely and tell where to walk if the road has no side walks-Teacher 	-					
	4.1 F	<ul style="list-style-type: none"> list safety rules for driving a bicycle list rules for safe swimming-Physical Ed. 						
	4.4 EF	<ul style="list-style-type: none"> tell how to rescue someone in an emergency-Nurse 	-					
	4.4 EF	<ul style="list-style-type: none"> explain what to do in an emergency and describe the first aid for minor injuries Nurse 						
	4.4 E	<ul style="list-style-type: none"> describe safe behavior when home alone and tell what telephone numbers are needed in case of an emergency-Counselor 	-					
6	4.1 AB 4.2 A	<ul style="list-style-type: none"> explain what causes feelings of hunger and tell why the body needs food-Teacher 	-					
	4.1 A 4.1 B	<ul style="list-style-type: none"> tell what the four food groups are, name foods from each group, and tell how many servings will provide needed nutrients Teacher 						
	4.5 D	<ul style="list-style-type: none"> explain what rickets and scurvy are and what causes these diseases-Nurse 	-					
	4.1 A 4.5 A	<ul style="list-style-type: none"> list healthy eating habits, including limiting foods that are high in sugar, fat, and salt -Teacher 						
	4.3 A	<ul style="list-style-type: none"> explain how food spoils and tell how to avoid eating spoiled food by storing, preparing, and buying foods thoughtfully and carefully-Teacher 		-				
7	4.4 A 4.4 B	<ul style="list-style-type: none"> define medicines including the difference between over-the-counter and prescription medicines and describe the safe uses of medicines-Nurse 		-				

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7	4.4 C 4.4 D	<p>The student is expected to:</p> <ul style="list-style-type: none"> • tell how tobacco can harm health and describe how tobacco smoke can affect others-Nurse 		-					
		<ul style="list-style-type: none"> • list ways that alcohol harms health and describe how a person who depends on alcohol can affect others in a family-Nurse 		-					
	4.4 C 4.4D	<ul style="list-style-type: none"> • describe the harmful effects of marijuana and cocaine on the body, and explain why fumes from certain products are dangerous Teacher 			-				
	4.8 AB 4.9 B	<ul style="list-style-type: none"> • describe a way to refuse unneeded medicines or other drugs, and explain why many people do not smoke tobacco or abuse alcohol-Counselor 			-				
	3	4.1 C 4.2 D	<ul style="list-style-type: none"> • state ways physical fitness helps people stay active and healthy-Physical Ed. • tell what flexibility, muscle strength and endurance are, and tell some benefits of each-Physical Ed. 			-			
		4.2 A 4.1F	<ul style="list-style-type: none"> • explain how muscle fitness helps improve posture-Physical Ed. 			-			
		4.1 D 4.1 F	<ul style="list-style-type: none"> • state that doing exercise helps build muscle fitness and strengthens the heart and lungs-Physical Ed. 						
	4.1 C 4.1 D	<ul style="list-style-type: none"> • tell what sport skills are, how to build them, and how they can be helpful-Physical Ed. 				-			
	4.1 D	<ul style="list-style-type: none"> • describe ways to enjoy active play and understand that participating in active play can help a person improve fitness Physical Ed. 							

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1	4.1 D 4.1 F 4.2 A 4.10 B 4.10 C	<p>The student is expected to:</p> <ul style="list-style-type: none"> • explain how having a good self-image and learning to accept individual differences can help a person-Counselor • explain the changes feelings can cause in the ways parts of the body work -Counselor • explain how to feel better about oneself by using healthy ways to deal with anger -Counselor 			-			
	4.11 A 4.11 E 4.11 E	<ul style="list-style-type: none"> • explain how disagreements can happen and tell some ways to settle a disagreement -Counselor • list the five steps to take when making a decision and tell how following these steps can help a person feel better about himself or herself-Counselor 			-			
8	4.5 D 4.5 B 4.5 D 4.5 C 4.5 D	<ul style="list-style-type: none"> • explain what causes communicable diseases and tell how they spread to others-Nurse • state ways disease germs are kept out of the body or are destroyed if they enter the body-Nurse • tell how the AIDS virus affects the body -Nurse • explain ways that people can prevent disease germs from spreading to others -Nurse • explain what noncommunicable diseases are and how heart disease, cancer, diabetes, arthritis, and allergy affect the body-Nurse • list actions that help build a healthy lifestyle-Physical Ed. 			-	-		

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2	4.2B	<p>The student is expected to:</p> <ul style="list-style-type: none"> • explain how a healthy lifestyle can help prevent diseases-Physical Ed.. • explain how cells are organized into tissues, organs, and systems-Teacher • explain what happens during a heartbeat, and tell what blood carries to and away from body cells-Teacher • explain how food is changed into a form cells can use-Teacher • explain what happens during breathing-Teacher • explain that nerves bring information from the sense organs to the brain, which thinks about the messages and sends messages along other nerves to different parts of the body-Teacher • explain ways the body changes from infancy to adulthood-Nurse 				-		
5	4.1 D 4.1 E 4.2 A	<ul style="list-style-type: none"> • describe changes that take place during sleep and tell how sleep and rest affects learning and feelings-Counselor • name the four kinds of teeth, explain the job of each kind and tell how crooked teeth are straightened-Nurse • explain why brushing, flossing, using fluoride, and eating healthy foods are important to healthy teeth and gums and tell what happens during a dental check-up-Nurse • explain how skin protects against disease and controls temperatures, tell how to care for skin-Nurse 				-		

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5		The student is expected to:						
	4.3 A	<ul style="list-style-type: none"> • describe signs of vision and hearing problems and how to care for the eyes and ears-Nurse • give sources of information about health products and tell what information the source provides-Nurse 						
	9	4.6 A 4.6 B	<ul style="list-style-type: none"> • identify what a healthy environment provides and why it is important to keep the environment healthy and safe-Teacher 					
	4.6 A 4.6 B	<ul style="list-style-type: none"> • state causes of air pollution, how it harms health, and ways people in a community try to reduce it-Teacher 						
	4.6 AB	<ul style="list-style-type: none"> • state causes of water pollution-Teacher 						
	4.6AB	<ul style="list-style-type: none"> • tell how polluted water harms health-Teacher 						
	4.7 B, 4.6 AB	<ul style="list-style-type: none"> • tell two ways water is treated-Teacher 						
	4.6AB	<ul style="list-style-type: none"> • tell how noise pollution can harm health-Teacher 						
	4.6 AB	<ul style="list-style-type: none"> • describe ways to reduce noise-Teacher 						
	4.6 AB	<ul style="list-style-type: none"> • state ways food becomes unsafe to eat, and explain how sanitarians work to keep a community's food supply safe-Teacher 						
	4.6B	<ul style="list-style-type: none"> • describe ways a community helps people enjoy themselves, learn, meet others, and solve health problems-Teacher 						
	4.8 A	<ul style="list-style-type: none"> • explain the influence of peer pressure on an individual's social and emotional health-Counselor 						
	4.8 B	<ul style="list-style-type: none"> • describe the importance of being a positive role model for health-Physical Ed. 						

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	4.9 F	<p>The student is expected to:</p> <ul style="list-style-type: none"> • analyze strength and weakness in personal communication skills-Teacher • 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-Teacher • identify positive and negative characteristics of social groups such as gangs, clubs, and cliques-Teacher • demonstrate refusal skills-Teacher • explain the advantages of setting short or long-term goals-Teacher • describe the importance of parental guidance and other trusted adults in goal setting-Teacher • explain the dangers of yielding to peer pressure by assessing risks/consequences-Teacher <p>• Human Sexuality Refer to: Family Life Human Sexuality Curriculum</p>					-	
	4.10 A							
	4.9 G						-	
	4.9 H							
	4.11 B							-
	4.11 D							
	4.11 D							
	4.2 A 4.4 B 4.9 E							-

Health Education Interdisciplinary Curriculum Framework Grade 5

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8	5.5 E 5.5 H 5.5 E 5.1 F 5.1 F 5.8C 5.1 F 5.5 G	<p>The student is expected to:</p> <ul style="list-style-type: none"> • list safety rules that can help prevent accidents-Teacher • explain safe walking, car riding, and bicycle driving practices that help prevent accidents-Physical Ed. • list camping and water safety rules that help ensure safety in outdoor recreation areas-Physical Ed. • describe how a safe school environment relates to a healthy community-Teacher • describe the proper actions to be taken in case of a fire to avoid injury and prevent accidents-Teacher • describe the first aid procedure in case of an emergency-Nurse 	-					
5	5.1 A 5.1 B 5.1 C 5.9 E	<ul style="list-style-type: none"> • name the essential nutrients and explain how to get the needed amounts by eating a balanced diet from the four food groups -Teacher • describe the dietary goals as eating less salt, sugar, and fat-Teacher • explain how goals can be achieved -Counselor • explain how to use the four food groups to choose nutritious snacks that will help complete a balanced diet-Teacher • describe the types of ingredients and nutrition information that can appear on a food label-Teacher • explain how allergies can affect a person's choice of foods-Nurse 	-					