

# HEALTH

## Kindergarten

**FIRST NINE WEEKS: Disease Prevention, Safety and Injury Prevention, Violence Prevention, Personal and Mental Health**

**TEKS Subject: *Health/Behaviors***

<p><b>Personal Health Decisions</b></p> <ul style="list-style-type: none"> <li>❑ K.1 Identify and practice personal health habits that help individuals stay healthy such as a proper amount of sleep and clean hands. (TEKS/SE)(K.1A)</li> </ul>	<p><b>District Focus and Resources</b></p> <p><b>Disease Prevention HIV/AIDS</b></p> <p><b><u>Personal Hygiene</u></b></p> <p><b><u>Proper Sleep Habits</u></b></p> <ul style="list-style-type: none"> <li>• HPW – Disease Prevention Game, demonstrate hand washing</li> <li>• HPW-Herbie the Duck puppet and Flashcards</li> </ul>
<p><b>Healthy or Unhealthy Decisions</b></p> <ul style="list-style-type: none"> <li>❑ K.4 Identify the purpose of protective equipment such as a seat belt and a bicycle helmet. (TEKS/SE)(K.2A)</li> </ul>	<p><b>District Focus and Resources</b></p> <p><b>Safety and Injury Prevention</b></p> <p><b><u>Seat Belt Safety</u></b></p> <ul style="list-style-type: none"> <li>• SafeRiders – Michelle 1-800-252-8255 ext. 4953</li> <li>• Seat Belt Kid – SafeRiders</li> <li>• Crash Dummy Video</li> <li>• Boost America video</li> <li>• <a href="http://www.boostamerica.org">www.boostamerica.org</a></li> <li>• Risk Watch Tub and Lesson</li> </ul> <p><b><u>Bicycle Safety</u></b></p> <ul style="list-style-type: none"> <li>• Video - Neighborhood Adventure Bike Safety (Frost Library)</li> <li>• HPW Video “Zone of Danger”</li> <li>• HPW-Bike Safety Game-1<sup>st</sup> grade</li> <li>• Purl Lesson Plans</li> <li>• Risk Watch Tub and Lesson</li> </ul> <p><b><u>Roller Skate Safety</u></b></p> <ul style="list-style-type: none"> <li>• Purl Lesson Plan</li> <li>• Risk Watch Tub and Lesson</li> </ul>
<ul style="list-style-type: none"> <li>❑ K.5 Identify safe and unsafe places to play such as a back yard and a street. (TEKS/SE)(K.2B)</li> </ul>	<p><b>Safety and Injury Prevention</b></p> <p><b><u>Playground Safety</u></b></p> <ul style="list-style-type: none"> <li>• Frost/Purl Lesson Plan</li> <li>• Gym and Playground Safety Rules</li> </ul>

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<ul style="list-style-type: none"> <li>❑ K.7 Identify ways to avoid harming oneself or another person. (TEKS/SE)(K.2D)</li> </ul>	<p><b>Violence Prevention</b></p> <ul style="list-style-type: none"> <li>• Campus and Classroom Expectations (ex: Cooper QC2R)</li> <li>• HPW Safety-page 233, Obj. 1 “Avoiding Hurtful Behavior”, Act. 1 book: <u>Hitting and Hurting</u> Act. 2 “New Vocabulary”</li> <li>• HPW Safety-page 202-203, Obj. 2 “Learning About Safety”, Act. 1: “The ABC’s of Safety”, Act. 2 “Safe and Unsafe Behaviors”</li> </ul>
<ul style="list-style-type: none"> <li>❑ K.8 Practice safety rules during physical activity such as water safety and bike safety. (TEKS/SE)(K.2E)</li> </ul>	<p><b>Safety and Injury Prevention</b></p>
<ul style="list-style-type: none"> <li>❑ K.9 Identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult. (TEKS/SE)(K.2F)</li> </ul>	<p><b>Safety and Injury Prevention</b>  <b><u>Stranger Danger</u></b>  <b><u>911 Program</u></b></p> <ul style="list-style-type: none"> <li>• McGruff Puppet Lesson</li> <li>• Purl Lesson Plan</li> <li>• Fire Dept. 930-3606</li> <li>• Michael Massey-Massie’s Martial Arts (Stranger Danger Certified Program- 869-2615)</li> <li>• HPW Video 2<sup>nd</sup> grade-“Berenstain Bears Learn About Strangers”</li> <li>• Children’s Advocacy Center @ 930-1933</li> <li>• ‘SAFE PLACE” community-owned utilities- Gabriel Dominguez 918-0670 or 930-3555 (this might have to be scheduled in a different 9-weeks period based on their availability)</li> </ul>
<ul style="list-style-type: none"> <li>❑ K.10 Demonstrate procedures for responding to emergencies including dialing 911. (TEKS/SE)(K.2G)</li> </ul>	<p><b>Safety and Injury Prevention</b>  <b><u>Fire Safety</u></b></p> <ul style="list-style-type: none"> <li>• Texas 9-1-1 Commission 333 Guadalupe Austin <a href="http://www.911.state.tx.us">www.911.state.tx.us</a></li> <li>• Capital Area Planning Council</li> <li>• Emergency Services Activity Book (512) 443-7653</li> <li>• HPW-Fire Safety Game (K,1)</li> <li>• “Smoke Detectives”</li> <li>• “Family Fire Escape Plan”</li> <li>• Purl Lesson Plan</li> </ul>

K.11 Name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful. (TEKS/SE)(K.2H)	<b>Safety and Injury Prevention</b> <b>School Safety</b> <ul style="list-style-type: none"> <li>• Pedernales Electric-Safety City Diana 219-2620</li> <li>• Purl Lesson Plan</li> </ul>
<input type="checkbox"/> K.903 Know address and phone number.	<b>Safety and Injury Prevention</b> <b>Fire Safety-911</b> <ul style="list-style-type: none"> <li>• Texas 9-1-1 Commission 333 Guadalupe Austin <a href="http://www.911.state.tx.us">www.911.state.tx.us</a></li> <li>• Capital Area Planning Council</li> <li>• Emergency Services Activity Book (512) 443-7653</li> </ul>

**TEKS Subject: Health/Information**

<b>Recognize Health Information</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> K.17 Name people who can provide helpful health information such as parents, doctors, teachers, and nurses. (TEKS/SE)(K.5A)	<b>Personal and Mental Health</b> <ul style="list-style-type: none"> <li>• Purl Lesson Plan-Community Helpers</li> </ul>
<input type="checkbox"/> K.18 Explain the importance of health Information. (TEKS/SE)(K.5B)	<b>Personal and Mental Health</b>

**TEKS Subject: Health/Influencing Factors**

<b>Sickness and Health</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> K.19 Tell how germs cause illness and disease in people of all ages. (TEKS/SE)(K.6A)	<b>Disease Prevention HIV/AIDS</b> <b>Hygiene</b> <ul style="list-style-type: none"> <li>• HPW-book: <a href="#">Be Healthy Be Wise</a></li> </ul>
<input type="checkbox"/> K.20 Name symptoms of common illnesses and diseases. (TEKS/SE)(K.6B)	<b>Disease Prevention HIV/AIDS</b> <b>Hygiene</b> <ul style="list-style-type: none"> <li>• HPW-book-<a href="#">Be Healthy Be Wise</a></li> </ul>
<input type="checkbox"/> K.21 Explain practices used to control the spread of germs such as washing hands. (TEKS/SE)(K.6C)	<b>Disease Prevention HIV/AIDS</b> <b>Hygiene</b> <ul style="list-style-type: none"> <li>• Demonstrate Handwashing (sing alphabet song to show how long it should take)</li> <li>• HPW-book-<a href="#">Germs, Germs, Germs</a></li> </ul>
<input type="checkbox"/> K.22 Discuss basic parts of the body s defense system against germs such as the skin. (TEKS/SE)(K.6D)	<b>Disease Prevention HIV/AIDS</b> <b>Skin (reason for hygiene)</b> <ul style="list-style-type: none"> <li>• HPW page 316, obf. 1, Act. 1: "Disease Prevention Game"</li> <li>• Book: <a href="#">Your Skin and Mine</a> (nurse-Village)</li> </ul>

<b>Personal Health</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ K.24 Identify ways to prevent the transmission of head lice such as sharing brushes and caps. (TEKS/SE)(K.7B)</li> </ul>	<b>Disease Prevention HIV/AIDS</b> <b>Hair Hygiene</b> <ul style="list-style-type: none"> <li>• Discuss spread of head lice with head check (1<sup>st</sup> 9 weeks) – School Nurse</li> </ul>

**TEKS Subject: *Health/Personal/Interpersonal Skills***

<b>Consideration and Respect</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ K.25 Recognize and describe individual differences and communicate appropriately with all individuals. (TEKS/SE)(K.8A)</li> </ul>	<b>Violence Prevention</b> <b><u>Recognizing and Accepting Individual Differences / Getting Along With Others</u></b> <ul style="list-style-type: none"> <li>• HPW Personal/ Mental Health page 2-3, Obj. 1 “Uniqueness and Individuality”, Act. 1&amp;2</li> <li>• HPW Personal/ Mental Health page 30, Obj. 1 “Learning About Differences”, Act. 1 Book: <u>Why Am I Different?</u></li> <li>• 2<sup>nd</sup> Nine Weeks- <b>Family Life</b></li> </ul>
<ul style="list-style-type: none"> <li>❑ K.27 Recognize and explain the importance of manners and rules for healthy communication. (TEKS/SE)(K.8C)</li> </ul>	<b>Personal and Mental Health</b> <ul style="list-style-type: none"> <li>• Purl Lesson Plan</li> <li>-School Safety</li> <li>-Manners</li> </ul>
<ul style="list-style-type: none"> <li>❑ K.28 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. (TEKS/SE)(K.9A)</li> </ul>	<b>Violence Prevention</b> <b><u>Stranger Danger</u></b> <ul style="list-style-type: none"> <li>• Michael Massie-Stranger Danger Certified: 869-2615</li> <li>• “McGruff Puppet”</li> <li>• Purl Lesson Plan</li> <li>• HPW-Berenstain Bears Learn About Strangers Video (2<sup>nd</sup>)</li> </ul> <b><u>Identifying Unsafe Situations</u></b> (Note: K.9 TEKS/SE K.2F) <ul style="list-style-type: none"> <li>• HPW-Safety p.235-236, Obj. 2 “Learning About 2 Kinds of Touch”, Activity 1: “Good and Bad Touch”</li> </ul>
<ul style="list-style-type: none"> <li>❑ K.29 Demonstrate skills for making new acquaintances. TEKS/SE)(K.9B)</li> </ul>	<b>Personal and Mental Health</b> <ul style="list-style-type: none"> <li>• HPW (K)-Video: “Making Friends”</li> </ul>
<ul style="list-style-type: none"> <li>❑ K.909 List and demonstrate good listening skills. (TEKS/SE)(2.9B)</li> </ul>	<b>Personal and Mental Health</b> <ul style="list-style-type: none"> <li>➤ Whole Body Listening</li> </ul>

## SECOND 9-WEEKS: Alcohol, Tobacco and Other Drugs, Nutrition and Fitness, Family Life, Safety and Injury Prevention, Human Growth and Development

### TEKS Subject: *Health/Behaviors*

Personal Health Decisions	District Focus and Resources
<p>❑ K.1 Identify and practice personal health habits that help individuals stay healthy such as a proper amount of sleep and clean hands.(TEKS/SE)(K.1A)</p>	<p><b>Nutrition and Fitness</b></p> <ul style="list-style-type: none"> <li>• HPW (K)-Nutrition and Fitness Game</li> <li>• HPW (K)-Nutrition Cards</li> <li>• HPW (K)-Book: <u>Be Healthy Wise</u></li> <li>• HPW (K)-Book: <u>Germs, Germs, Germs</u></li> <li>• HPW (K)-Healthy Choices Poster</li> <li>• HPW (K)-Video: "Healthy Teeth"</li> <li>• HPW (1<sup>st</sup>)-Germs Make Me Sick</li> <li>• HPW (2<sup>nd</sup>)-Video: "Feeling Good With Good Hygiene"</li> <li>• HPW (K)-Video: "Clean Up Your Act"</li> <li>• HPW (2<sup>nd</sup>)-Healthy Choices Cards</li> <li>• Wellness Rest Exercise-Purl Lesson Plan</li> <li>• Book: <u>Sleep is for Everyone</u></li> <li>• Video: "Fit For Fun"-Purl</li> <li>• HPW (1<sup>st</sup>)-Dental Health Video</li> </ul>
<p>❑ K.2 Identify types of food that help the body grow such as healthy breakfast foods and snacks. (TEKS/SE)(K.1B)</p>	<p><b>Nutrition and Fitness</b></p> <ul style="list-style-type: none"> <li>• HPW (K)-Nutrition and Fitness Game</li> <li>• Nutrition Cards (1<sup>st</sup>)</li> <li>• Healthy Choices Cards (1<sup>st</sup>)</li> <li>• HPW (1<sup>st</sup>)-Book: <u>Berenstain Bears "Too Much Junk Food"</u></li> <li>• Purl Lesson Plan</li> </ul>
<p>❑ K.3 Identify types of exercise and active play that are good for the body. (TEKS/SE)(K.1C)</p>	<p><b>Nutrition and Fitness</b></p> <ul style="list-style-type: none"> <li>• HPW (K)-Video: "Get Ready, Get Set"</li> <li>• HPW (1<sup>st</sup>)-Video: "Fitness For Good Health"</li> <li>• Wellness, Rest, Exercise-Purl Lesson Plan</li> <li>• Book: <u>Sleep is for Everyone</u></li> <li>• Video: "Fit For Fun"-Purl Lesson Plan</li> </ul>

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<b>Healthy and Unhealthy Decisions</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> K.6 Name the harmful effects of tobacco, alcohol, and other drugs. (TEKS/SE)(K.2C)	<b>Alcohol, Tobacco and Other Drugs</b> <ul style="list-style-type: none"> <li>• See 2.8 (2.2A)</li> </ul>

<b>Decision Making Skills</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> K.12 Demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems. (TEKS/SE)(K.3A)	<b>Alcohol, Tobacco and Other Drugs</b> <ul style="list-style-type: none"> <li>• Cyndie Coulter-Counselor Lesson</li> </ul>
<input type="checkbox"/> K.13 Plan a healthy meal and/or snack. (TEKS/SE)(K.3B)	<b>Nutrition and Fitness</b> <ul style="list-style-type: none"> <li>• HPW (K)-Nutrition and Fitness Game</li> <li>• Nutrition Cards (1<sup>st</sup>)</li> <li>• Healthy Choices Cards (1<sup>st</sup>)</li> <li>• HPW (1<sup>st</sup>)-Book: <u>Berenstain Bears "Too Much Junk Food"</u></li> <li>• Purl Lesson Plan</li> </ul>
<input type="checkbox"/> K.907 Demonstrate the ability to be responsible for one's own actions.	<b>Alcohol, Tobacco and Other Drugs</b> <ul style="list-style-type: none"> <li>• See 2.8 (2.2A)</li> </ul>
<input type="checkbox"/> K.908 Explain steps in the decision-making process and the importance of following the steps. (Introduce) (TEKS/SE)(2.11A)	<b>Alcohol, Tobacco and Other Drugs</b> <ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Counselor Lesson</li> <li>• McGruff Drug Video-Purl</li> <li>• Trooper Bud-Mike Perez-(254)634-3447</li> </ul>

**TEKS Subject: Health/Information**

<b>Human Body</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> K.14 Name the five senses. (TEKS/SE)(K.4A)	<b>Human Growth and Development</b> <ul style="list-style-type: none"> <li>• HPW-1 "My Five Senses" Book</li> </ul>
<input type="checkbox"/> K.15 Name major body parts and their functions. (TEKS/SE)(K.4B)	<b>Human Growth and Development</b> <ul style="list-style-type: none"> <li>• HPW-1 Body Chart with organs; teacher identify body parts</li> </ul>
<input type="checkbox"/> K.16 Name and demonstrate good posture principles such as standing straight with shoulders back (TEKS/SE)(K.4C)	<b>Human Growth and Development</b> Skeleton Emphasis <ul style="list-style-type: none"> <li>• HPW-1 Skeleton Poster</li> </ul>

**TEKS Subject: Health/Personal/Interpersonal Skills**

<b>Consideration and Respect</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> K.25 Recognize and describe individual differences and communicate appropriately with all individuals (TEKS/SE)(K.8A)	<b>Family Life</b> <b>Communicating Appropriately</b> <ul style="list-style-type: none"> <li>• HPW Family Life, page 68, Obj. 2, "Resolving Conflict", Act. 2 "Helping Herbie Scenarios"</li> </ul> <p><b>*NOTE:</b> on-going reinforcement of this TEK throughout each 9 weeks</p>

<input type="checkbox"/> K.26 Explain the importance of showing consideration and respect for parents, grandparents, other family members, friends, and other individuals (TEKS/SE)(K.8B)	<b>Family Life</b> <ul style="list-style-type: none"> <li>• Purl Lesson Plan, "Family Team"</li> </ul>
<input type="checkbox"/> K.28 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 (TEKS/SE)(K.9A)	<b>Safety and Injury Prevention, Violence Prevention</b> <b><u>Halloween Safety</u></b> <ul style="list-style-type: none"> <li>• Purl/Frost Lesson Plan</li> <li>• Purl Puppet Show</li> <li>• "Trooper Bud" Officer Mike Perez 254-634-3447</li> </ul>
<input type="checkbox"/> K.910 Practice refusal skills to avoid and resolve conflicts. (Introduce) (TEKS/SE)(1.10B)	<b>Personal and Mental Health, Family Life</b> <ul style="list-style-type: none"> <li>• HPW-Flintstones Video, "Just Say NO"</li> </ul>

**THIRD 9-WEEKS: Human Growth and Development, Stress Management/Suicide Prevention, Community and Consumer Health, Safety and Injury Prevention, Violence Prevention, Disease Prevention**

**TEKS Subject: *Health/Behaviors***

<b>Personal Health Decisions</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> K.3 Identify types of exercise and active play that are good for the body. (TEKS/SE)(K.1C)	<b>Human Growth and Development</b> <ul style="list-style-type: none"> <li>• HPWK, p. 244, Obj. 1 Act 1, Riddle</li> <li>• Teacher led discussion: safeplay vs. dangerous play</li> </ul>
<input type="checkbox"/> K.901 Identify personal responsibilities as a family member in promoting and practicing healthy behaviors. (TEKS/SE)(2.5C)	<b>Community and Consumer Health</b> <ul style="list-style-type: none"> <li>• Purl Lesson Plan-Family Team</li> </ul>
<input type="checkbox"/> K.902 Describe and demonstrate personal health habits such as brushing and flossing teeth and exercise. (TEKS/SE)(2.1B)	<b>Disease Prevention</b> <b><u>Dental Health</u></b>

<b>Healthy or Unhealthy Decisions</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> K.904 Identify safety rules that help to prevent poisoning. (TEKS/SE)(1.2E)	<b>Safety and Injury Prevention</b> <b><u>Poison Prevention</u></b> <ul style="list-style-type: none"> <li>• HPW-Video "Sniffy Escapes Poisoning"</li> <li>• Caroline Ensel (254)724-7404</li> <li>• Purl Lesson Plan</li> </ul>

<b>Decision-Making Skills</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ K.12 Demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems. (TEKS/SE)(K.3A)</li> </ul>	<b>Stress Management/Suicide Prevention</b> <ul style="list-style-type: none"> <li>• Counselor-Social Skills</li> </ul>

**TEKS Subject: *Health/Influencing Factors***

<b>Sickness and Health</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ K.22 Discuss basic parts of the body s defense system against germs such as the skin. (TEKS/SE)(K.6D)</li> </ul>	<b>Disease Prevention</b> <b>Dental Hygiene</b> <ul style="list-style-type: none"> <li>• HPW page 289, Obj.3, Act. 1, handout #32, pg. 295</li> <li>• HPW page 291, Obj. 3, Act. 2, Handout #33, pg. 296</li> <li>• Demonstrate correct brushing and flossing with dental model</li> <li>• Video: Mr. Wiggly Tooth – (nurse-Village)</li> </ul>

**TEKS Subject: *Health/Personal/Interpersonal Skills***

<b>Consideration and Respect</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ K.25 Recognize and describe individual differences and communicate appropriately with all individuals. (TEKS/SE)(K.8A)</li> </ul>	<b>Violence Prevention, Stress Management/ Suicide Prevention</b> <ul style="list-style-type: none"> <li>• Purl Counselor-Respecting Differences</li> </ul>
<ul style="list-style-type: none"> <li>❑ K.28 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. (TEKS/SE)(K.9A)</li> </ul>	<b>Violence Prevention</b> <ul style="list-style-type: none"> <li>• HPW Safety-pg. 237-238, Obj. Practicing Personal Safety, Act. 2:”Practicing Safety Skills with Herbie the Duck</li> </ul>
<ul style="list-style-type: none"> <li>❑ K.911 Identify how to effectively communicate our needs, wants, and emotions in healthy ways.</li> </ul>	<b>Violence Prevention, Stress Management/Suicide Prevention</b> <b>Effectively Communicate to Alleviate Stress and Avoid Self-Harm or Suicide</b> <ul style="list-style-type: none"> <li>• HPW-Growth &amp; Dev., page 267, Obj. 1, “Growing Pains”, Act. 1: book-I’ll Fix Anthony</li> <li>• School Counselor Presentation</li> </ul>

**FOURTH 9-WEEKS: Disease Prevention, Safety and Injury Prevention**

**TEKS Subject: *Health/Behaviors***

<b>Healthy or Unhealthy Decisions</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ K.5 Identify safe and unsafe places to play such as a back yard and a street.(TEKS/SE)(K.2B)</li> </ul>	<b>Safety and Injury Prevention</b>

<ul style="list-style-type: none"> <li>❑ K.8 Practice safety rules during physical activity such as water safety and bike safety. (TEKS/SE)(K.2E)</li> </ul>	<p><b>Safety and Injury Prevention</b> <b><u>Water Safety</u></b></p> <ul style="list-style-type: none"> <li>• LCRA-Lakewatch</li> <li>• Roger Woods: 473-3286 473-3200 ext 7410</li> <li>• Corps of Engineers: 930-2283 coloring books</li> <li>• HPW (2<sup>nd</sup>)-Water Safety Poster</li> <li>• Texas Parks and Wildlife Video- “Aqua Smart”-Boating and Water Safety</li> </ul>
<ul style="list-style-type: none"> <li>❑ K.906 Discuss strategies for protecting the environment and the relationship between the environment and individual health, such as air pollution and ultraviolet rays.</li> </ul>	<p><b>Community and Consumer Health</b></p> <ul style="list-style-type: none"> <li>• Purl Lesson Plan-Video: “Earth and Me”</li> </ul>

**TEKS Subject: *Health/Influencing Factors***

<b>Sickness and Health</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ K.19 Tell how germs cause illness and disease in people of all ages. (TEKS/SE)(K.6A)</li> </ul>	<p><b>Disease Prevention</b> HPW-book-<u>Germs, Germs, Germs</u></p>
<ul style="list-style-type: none"> <li>❑ K.20 Name symptoms of common illnesses and diseases (TEKS/SE)(K.6B)</li> </ul>	<p><b>Disease Prevention</b> <b><u>Disease Spreading/Infection Control</u></b></p> <ul style="list-style-type: none"> <li>• Discuss symptoms of illness</li> </ul>
<ul style="list-style-type: none"> <li>❑ K.22 Discuss basic parts of the body s defense system against germs such as the skin (TEKS/SE)(K.6D)</li> </ul>	<p><b>Disease Prevention</b> <b><u>Germs Spreading / Infection Control</u></b></p> <ul style="list-style-type: none"> <li>• HPW Page 301, Obj. 2, Act. 1, handout/transparency #34, pg. 305</li> </ul>

<b>Personal Health</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ K.23 Tell how weather affects individual health such as dressing for warmth, protecting skin from the sun, and keeping classrooms and homes are warm and cool. (TEKS/SE)(K.7A)</li> </ul>	<p><b>Safety and injury Prevention</b> <b><u>Sun Safety</u></b></p> <ul style="list-style-type: none"> <li>• American Cancer Society-Video “Slip Slap Slop”</li> <li>• HPW (2<sup>nd</sup>)-“Cover Up”</li> <li>• Purl Lesson Plan</li> </ul>