

# HEALTH

## Grade 3

### FIRST 9-WEEKS: Safety and Injury Prevention, Personal and Mental Health, Disease Prevention

**TEKS Subject: *Health Behaviors***

<p><b>Enhance and Maintain Health</b></p> <ul style="list-style-type: none"> <li>□ 3.6 Explain strategies for maintaining a personal-health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills. (TEKS/SE)(3.1F)</li> </ul>	<p><b>District Focus and Resources</b></p> <p><b>Personal and Mental Health</b>  <u>Health Plan/Hygiene, Check ups and Safety Skills</u></p> <ul style="list-style-type: none"> <li>• Posters/3<sup>rd</sup> HPW-St. Act. 2</li> <li>-Healthy Choices from 3<sup>rd</sup> student act. Master</li> <li>• Risk Watch Set</li> <li>• Williamson County and Cities Health District</li> </ul>
<p><b>Reduce Health Risks</b></p> <ul style="list-style-type: none"> <li>□ 3.7 Explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons. (TEKS/SE)(3.2A)</li> </ul>	<p><b>District Focus and Resources</b></p> <p><b>Safety and Injury Prevention</b></p> <ul style="list-style-type: none"> <li>• <b><u>Bus</u></b>  <ul style="list-style-type: none"> <li>✓ Video-“Be Cool, Follow the Rules”, Bus Barn, Buses</li> </ul> </li> <li>• <b><u>Bicycle</u></b>  <ul style="list-style-type: none"> <li>✓ Video-“Neighborhood Adventures”, Risk Watch-Safe Riders Lesson 7</li> </ul> </li> <li>• <b><u>Pedestrian</u></b>  <ul style="list-style-type: none"> <li>✓ Scenario-Helmet Safety-HPW</li> </ul> </li> <li>• <b><u>Vehicle</u></b>  <ul style="list-style-type: none"> <li>✓ Lesson 7, Risk Watch, Safe Riders, Safety Signs</li> </ul> </li> <li>• <b><u>Playground</u></b>  <ul style="list-style-type: none"> <li>- Own School Rules, Common Area Procedures</li> </ul> </li> <li>• <b><u>School</u></b>  <ul style="list-style-type: none"> <li>- Common Area Procedures, “Foundations”</li> </ul> </li> <li>• <b><u>Fire</u></b>  <ul style="list-style-type: none"> <li>- Clown Show-Fire Dept</li> <li>- Evacuation Procedure-School/Home</li> </ul> </li> </ul>

<p>□ 3.11 Describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries. (TEKS/SE)(3.2E)</p>	<p><b>Safety and Injury Prevention</b></p> <p><b><u>Bus</u></b></p> <ul style="list-style-type: none"> <li>• Video- “Be Cool, Follow the Rules”, Bus Barn, Buses</li> </ul> <p><b><u>Bicycle</u></b></p> <ul style="list-style-type: none"> <li>• Video “Neighborhood Adventures”-Risk Watch, Safe Riders Lesson 7</li> <li>• Scenario-Helmet Safety</li> </ul> <p><b><u>Pedestrian</u></b></p> <ul style="list-style-type: none"> <li>• Lesson 7</li> </ul> <p><b><u>Vehicle</u></b></p> <ul style="list-style-type: none"> <li>• Risk Watch/Safe Riders/Safety Signs</li> </ul> <p><b><u>Playground</u></b></p> <ul style="list-style-type: none"> <li>• Common Area Rules/Foundations Site Base</li> </ul> <p><b><u>School</u></b></p> <ul style="list-style-type: none"> <li>• Common Area Rules</li> </ul> <p><b><u>Fire</u></b></p> <ul style="list-style-type: none"> <li>• Fire evacuation procedure for school and home</li> <li>• Clarence Purky-930 3606 F.D.</li> </ul> <p><b><u>Choking/Suffocation</u></b></p> <ul style="list-style-type: none"> <li>• Risk Watch Hidden Pictures Lesson</li> </ul>
<p>□ 3.901 Describe the importance of going to and from school safely (walking, bicycle, car and bus).</p>	<p><b>Safety and Injury Prevention</b></p> <p><b><u>Bus</u></b></p> <ul style="list-style-type: none"> <li>• Video- “Be Cool, Follow the Rules”, Bus Barn, Buses</li> </ul> <p><b><u>Bicycle</u></b></p> <ul style="list-style-type: none"> <li>• Video “Neighborhood Adventures”-Risk Watch, Safe Riders Lesson 7</li> <li>• Scenario-Helmet Safety</li> </ul> <p><b><u>Pedestrian</u></b></p> <ul style="list-style-type: none"> <li>• Lesson 7</li> </ul> <p><b><u>Vehicle</u></b></p> <ul style="list-style-type: none"> <li>• Risk Watch/Safe Riders/Safety Signs</li> </ul> <p><b><u>Train</u></b></p> <ul style="list-style-type: none"> <li>• Rhonda Quinlan 463-7115</li> </ul>
<p>□ 3.902 Demonstrate expected behavior during crisis.</p>	<p><b>Safety and Injury Prevention</b></p> <p><b><u>Fire</u></b></p> <ul style="list-style-type: none"> <li>• Evacuation Procedure/Fire Dept Site Base</li> </ul> <p><b><u>Tornado</u></b></p> <ul style="list-style-type: none"> <li>• Evacuation Procedure/Site Base</li> </ul> <p><b><u>Crisis Procedures</u></b></p> <ul style="list-style-type: none"> <li>• Code Words, Procedures/Site Base</li> </ul>

<input type="checkbox"/> 3.903 Know address and phone number.	<b>Safety and Injury Prevention</b> <ul style="list-style-type: none"> <li>• Video-“On Your Own at Home”, HPW in 3<sup>rd</sup> Grade Section</li> </ul>
<input type="checkbox"/> 3.904 Identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person.	<b>Disease Prevention</b>

<b>Prevention of Disease/Speed Recovery</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> 3.14 Explain actions to take when illness occurs such as informing parents/adults. (TEKS/SE)(3.3C)	<b>Disease Prevention</b>

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

<b>Social Skills</b>	
<input type="checkbox"/> 3.29 Demonstrate strategies for resolving conflicts. (TEKS/SE)(3.9B)	<b>Disease Prevention</b>
<input type="checkbox"/> 3.30 Explain how to be a good friend.(TEKS/SE)(3.9C)	<b>Personal and Mental Health</b> <ul style="list-style-type: none"> <li>• HPW-FL p.11-13, Obj. 1 and 2</li> <li>• Focus Words: Friendship, Loyalty</li> <li>• HPW-3<sup>rd</sup>-Student Activity 4, “What to look for in a friend”</li> </ul>

<b>Consideration and Respect</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> 3.33 Demonstrate respectful communication with family members, peers, teachers, and others. (TEKS/SE)(3.10A)	<b>Personal and Mental Health</b> <b><u>Good Communication</u></b> <ul style="list-style-type: none"> <li>• HPW-3<sup>rd</sup>-Poster: The 3 P’s of constructive criticism</li> <li>• HPW-3<sup>rd</sup> p.38, Obj.1/Act.2</li> <li>• Focus Word: Communication</li> </ul>
<input type="checkbox"/> 3.908 Demonstrate respectful communication with diverse groups of people.	<b>Personal and Mental Health</b> <b><u>Violence Prevention</u></b> <ul style="list-style-type: none"> <li>• Tell sign language</li> <li>• Special Ed teacher guest speaker</li> </ul>
<input type="checkbox"/> 3.909 Recognize and accept the differences of others (i.e., racial, physical, cultural).	<b>Disease Prevention</b> <ul style="list-style-type: none"> <li>• Discuss Friendships, Understanding different cultures and races. HPW-pg. 34, Objective 2, Activities 1 and 2</li> </ul>

<b>Decision Making</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> 3.39 Explain the importance of seeking assistance in making decisions about health. (TEKS/SE)(3.11D)	<b>Personal and Mental Health</b> <b><u>Decisions About Health</u></b> <ul style="list-style-type: none"> <li>• HPW-3<sup>rd</sup> p.4-5, Obj. 2</li> </ul>
<input type="checkbox"/> 3.40 Practice assertive communication and refusal skills. (TEKS/SE)(3.11E)	<b>Disease Prevention</b>

**SECOND 9-WEEKS: Alcohol, Tobacco and Other Drugs, Violence Prevention, Nutrition and Fitness, Family Life, Personal and Mental Health, \*Safety and Injury Prevention, Human Growth and Development**

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

<b>Enhance and Maintain Health</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.1 Explain how personal-health habits affect self and others. (TEKS/SE)(3.1A)</li> </ul>	<p><b>Alcohol, Tobacco and other Drugs</b></p> <ul style="list-style-type: none"> <li>• HPW-Objective 1 Activity 1, Intro: Activity (Drug Prevention) pg. 111</li> </ul> <p><b><u>Red Ribbon Week</u></b></p> <ul style="list-style-type: none"> <li>• Daily Red Ribbon Themes</li> </ul>
<ul style="list-style-type: none"> <li>❑ 3.2 Describe ways to improve personal fitness. (TEKS/SE)(3.1B)</li> </ul>	<p><b>Nutrition and Fitness</b></p> <p><b><u>Improve Personal Fitness</u></b></p> <ul style="list-style-type: none"> <li>• HPW-p.80,81-Obj. 1-Act. 1</li> </ul>
<ul style="list-style-type: none"> <li>❑ 3.3 Identify types of nutrients. (TEKS/SE)(3.1C)</li> </ul>	<p><b>Nutrition and Fitness</b></p> <ul style="list-style-type: none"> <li>• HPW-p.73, Obj. 3, Act. 1</li> </ul>
<ul style="list-style-type: none"> <li>❑ 3.4 Describe food combinations in a balanced diet such as a food pyramid. (TEKS/SE)(3.1D)</li> </ul>	<p><b>Nutrition and Fitness</b></p> <ul style="list-style-type: none"> <li>• HPW-p.75, Obj. 1, Act. 1</li> <li>• HPW-p.77, Obj. 3, Act. 1</li> </ul>
<b>Reduce Health Risks</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.8 Describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them. (TEKS/SE)(3.2B)</li> </ul>	<p><b>Alcohol, Tobacco and Other Drugs</b></p> <ul style="list-style-type: none"> <li>• HPW-Objective 2, Activities 1, 2- Drug Prevention pg. 112</li> <li>• Tobacco Prevention pg. 118-123</li> <li>• Alcohol pg. 124-129</li> </ul> <p><b><u>Red Ribbon Week</u></b></p> <ul style="list-style-type: none"> <li>• Daily Red Ribbon Themes</li> </ul>
<ul style="list-style-type: none"> <li>❑ 3.9 Identify reasons for avoiding violence, gangs, weapons and drugs. (TEKS/SE)(3.2C)</li> </ul>	<p><b>Violence Prevention/Safety and Injury Prevention</b></p> <ul style="list-style-type: none"> <li>• HPW-pg. 63 Weapons Safety, Activities 1 and 2, Guest Speaker (Police Department)</li> </ul>
<ul style="list-style-type: none"> <li>❑ 3.905 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. (TEKS/SE)(2.2F)</li> </ul>	<p><b>Violence Prevention/ Safety and Injury Prevention</b></p> <ul style="list-style-type: none"> <li>• HPW-pg. 66, Objective 3, Choose form Activities 1,2,3</li> </ul>

**TEKS Subject: Health Information**

<b>Human Body</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.16 Name and locate major components of the body systems. (TEKS/SE)(3.4B)</li> </ul>	<p><b>Human Growth and Development</b> <b>Bones</b></p> <ul style="list-style-type: none"> <li>• Posters (nurse can provide)</li> <li>• Skeleton-make puzzle</li> <li>• Poly bones skeleton-Mr. Bones, (Sportime PE catalog)</li> </ul>
<ul style="list-style-type: none"> <li>❑ 3.17 Explain the interrelationships of the body systems (TEKS/SE)(3.4C)</li> </ul>	<p><b>Human Growth and Development</b></p>

**TEKS Subject: Health and Influencing Factors**

<b>Media and Technology</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.24 Describe how the media can influence knowledge and health behaviors. (TEKS/SE)(3.7A)</li> </ul>	<p><b>Alcohol, Tobacco and Other Drugs</b></p> <ul style="list-style-type: none"> <li>• Activity: Show video of commercials and magazine advertisements and discuss</li> </ul>

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

<b>Healthy Relationships</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.26 Distinguish between positive and negative peer pressures and their effects on personal health behaviors. (TEKS/SE)(3.8A)</li> </ul>	<p><b>Personal and Mental Health / Alcohol, Tobacco and Other Drugs</b> <b>Positive/Negative Peer Pressure</b></p> <ul style="list-style-type: none"> <li>• HPW-3<sup>rd</sup> p.130, Student Activity 25 and 26</li> <li>• Focus Word: Role Model, Teacher Lecture-give examples</li> </ul>

<b>Social Skills</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.28 Demonstrate effective verbal and nonverbal communication. (TEKS/SE)(3.9A)</li> </ul>	<p><b>Family Life</b></p> <ul style="list-style-type: none"> <li>• Explain differences of verbal and non-verbal communication</li> <li>• Pg. 29-31, Objective 1, Activity 1</li> </ul>
<ul style="list-style-type: none"> <li>❑ 3.30 Explain how to be a good friend. (TEKS/SE)(3.9C)</li> </ul>	<p><b>Family Life</b></p> <ul style="list-style-type: none"> <li>• HPW-Family Life pg. 32, Objective 1, Activity 1; Objective 2, Activity 1,2</li> </ul>
<ul style="list-style-type: none"> <li>❑ 3.31 Demonstrate effective listening skills. (TEKS/SE)(3.9D)</li> </ul>	<p><b>Family Life</b></p> <ul style="list-style-type: none"> <li>• Go over pre-discussed cues. Open discussion on listening skills and discuss “whole body listening”</li> </ul>
<ul style="list-style-type: none"> <li>❑ 3.32 Identify ways to communicate with parents/trusted adults about health concerns. (TEKS/SE)(3.9E)</li> </ul>	<p><b>Family Life</b></p> <ul style="list-style-type: none"> <li>• HPW-Parent Component, Family Support pg. 31, Objective 2, Activity 1; Objective 3, Activity 1</li> </ul>

<b>Consideration and Respect</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.33 Demonstrate respectful communication with family members, peers, teachers, and others. (TEKS/SE)(3.10A)</li> </ul>	<b>Family Life</b> <ul style="list-style-type: none"> <li>• HPW-pg. 36&amp;37, Objective 1, Activity 1; Objective 2, Activity 1</li> </ul>
<ul style="list-style-type: none"> <li>❑ 3.34 Describe the mental-health value of respectful communication such as reducing the potential or angry behavior. (TEKS/SE)(3.10B)</li> </ul>	<b>Violence and Prevention</b>
<ul style="list-style-type: none"> <li>❑ 3.35 Express needs, wants, and emotions in healthy ways. (TEKS/SE)(3.10C)</li> </ul>	<b>Family Life</b> <ul style="list-style-type: none"> <li>• Discussion “Ways to Express”. Students identify needs, wants and emotions. Distribute prepared note cards to groups and role play within each group, then ask how they can positively express their needs</li> </ul>

<b>Decision-Making</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 3.36 Practice critical-thinking skills when making health decisions. (TEKS/SE)(3.11A)</li> </ul>	<b>Violence Prevention/Family Life</b>
<ul style="list-style-type: none"> <li>❑ 3.38 Explain the positive and negative consequences of making a health-related choice. (TEKS/SE)(3.11C)</li> </ul>	<b>Alcohol, Tobacco and Other Drugs</b> <ul style="list-style-type: none"> <li>• Open discussion on effects of alcohol, tobacco and other drugs. How it affects the body and mind and limits ones ability to function correctly. NOTE: Drug Prevention in HPW starting on pg. 110</li> </ul>
<ul style="list-style-type: none"> <li>❑ 3.40 Practice assertive communication and refusal skills. (TEKS/SE)(3.11E)</li> </ul>	<b>Alcohol, Tobacco and Other Drugs / Personal and Mental Health</b> <ul style="list-style-type: none"> <li>• HPW-Drug Prevention Objective 3, Activity 1, pg. 132</li> </ul> <b><u>Red Ribbon Week</u></b> <ul style="list-style-type: none"> <li>• Red Ribbon Theme</li> </ul>

## THIRD 9-WEEKS: Personal and Mental Health, Human Growth and Development, Stress Management/Suicide Prevention, Community and Environmental Health, Violence Prevention

### TEKS Subject: *Health Behaviors*

Enhance and Maintain Health	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.5 Explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music. (TEKS/SE)(3.1E)</li> </ul>	<b>Stress Management/Suicide Prevention</b> <ul style="list-style-type: none"> <li>• HPW- Stress signs p.R1 in Teachers Resource</li> <li>-Discuss how to manage stress p.R3</li> </ul>
<ul style="list-style-type: none"> <li>❑ 3.6 Explain strategies for maintaining a personal-health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills. (TEKS/SE)(3.1F)</li> </ul>	<b>Human Growth and Development</b> *Dental Health <u><b>Hygiene</b></u> <u><b>Teeth</b></u> <ul style="list-style-type: none"> <li>• Colgate Video-Dr. Rabbits World Tour</li> </ul> <u><b>Bathing/Hair Care</b></u> <ul style="list-style-type: none"> <li>• Lecture</li> </ul> <u><b>Hand Washing</b></u> <ul style="list-style-type: none"> <li>• Glow light</li> </ul> <u><b>Lice</b></u> <ul style="list-style-type: none"> <li>• (HPW 3<sup>rd</sup>) Yikes-Lice Books</li> </ul> <u><b>Safety</b></u> <u><b>Discussion:</b></u> <ul style="list-style-type: none"> <li>• Not running with toothbrush</li> <li>• Hot water safety</li> <li>• Slipping in tub-no playing</li> <li>• Not drinking mouth wash</li> </ul>

Reduce Health Risks	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.10 Identify examples of abuse and describe appropriate responses. (TEKS/SE)(3.2D)</li> </ul>	<b>Violence Prevention</b> <ul style="list-style-type: none"> <li>• HPW-pg. 64-66, Objective 2, Activities 1 and 2; Objective 3, Activities 1,2,3</li> </ul>

### TEKS Subject: *Health Information*

Human body	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 3.15 List and explain the stages of growth and development. (TEKS/SE)(3.4A)</li> </ul>	<b>Human Growth and Development Changes/Physical Abilities</b> HPW-G&D-Act. 1, p 96 Ex.-bring old, too-small shirt, bring handwriting from younger yrs.

<p>❑ 3.16 Name and locate major components of the body systems. (TEKS/SE)(3.4B)</p>	<p><b>Human Growth and Development Muscles</b>          Posters (nurse can provide)          Stations (exercising different muscle groups)          GISD Curr. 3-5-Topic: Health/Wellness, Stations 1-10</p>
<p>❑ 3.17 Explain the interrelationships of the body systems. (TEKS/SE)(3.4C)</p>	<p><b>Human Growth and Development Heart and Lungs</b>          Handout-Health Flash          HPW-4<sup>th</sup> Gr., Heart Smart, Stud. Master 1,          Nurse Handout-<i>You and Your Body</i>          GISD 3-5 Curr.-Health/Wellness, word games, puzzles, diagram of heart, etc.          HPW-Video, <i>Let's Learn About Your Lungs, Focus on Your Health</i>          HPW-NF, pp 23-24</p>

<p><b>Access Health Information</b></p>	<p><b>District Focus and Resources</b></p>
<p>❑ 3.19 Demonstrate the ability to locate school and community health helpers. (TEKS/SE)(3.5B)</p>	<p><b>Community and Environmental Health</b></p> <ul style="list-style-type: none"> <li>• Safe Place-Gabriel 930-3509</li> </ul>

**TEKS Subject: Health/Influencing Factors**

<p><b>Media and Technology</b></p>	<p><b>District Focus and Resources</b></p>
<p>❑ 3.24 Describe how the media can influence knowledge and health behaviors. (TEKS/SE)(3.7A)</p>	<p><b>Community and Environmental Health</b></p> <ul style="list-style-type: none"> <li>• Open discussion on media influence, bring advertisements dealing with environmental issues. Ex: electric vehicle, ozone action days, etc.</li> </ul> <p><b>Outside Influences on Drug Uses</b></p> <ul style="list-style-type: none"> <li>• DA/44-45/2 p.134</li> </ul> <p><b>Healthy Choices</b></p> <ul style="list-style-type: none"> <li>• NF/28-29/2,3,,4,5 p.86-88</li> </ul>
<p>❑ 3.25 Identify ways in which health care has improved as a result of technology. (TEKS/SE)(3.7B)</p>	<p><b>Community and Environmental Health Technology</b></p> <ul style="list-style-type: none"> <li>• See Computer Teacher</li> </ul>
<p>❑ 3.906 Discuss the Influence of violence in video games, television and movies.</p>	<p><b>Violence Prevention / Family Life</b></p> <ul style="list-style-type: none"> <li>• Discussion: Related influences of video games and television then create questions to be answered by groups regarding each topic (Violence)</li> </ul>

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

<p><b>Healthy Relationships</b></p>	<p><b>District Focus and Resources</b></p>
<p>□ 3.27 Describe ways in which peers and families can work together to build a healthy community. (TEKS/SE)(3.8B)</p>	<p><b>Community and Environmental Health</b>  <u>Recycling</u>  <ul style="list-style-type: none"> <li>• Call Recycling Center</li> </ul> <u>Ozone Day</u>  <ul style="list-style-type: none"> <li>• Car Pool</li> </ul> </p>
<p><b>Social Skills</b></p>	<p><b>District Focus and Resources</b></p>
<p>□ 3.29 Demonstrate strategies for resolving conflicts. TEKS/SE)(3.9B)</p>	<p><b>Stress Management/Suicide Prevention</b>  <ul style="list-style-type: none"> <li>• HPW-pg. 36-37, Objective 1, Activities 1 and 2; Objective 2, Activities 1 and 2</li> <li>• Kelso's Conflict Management-Pickett</li> <li>• Getting along with others Obj. 2, p.39</li> </ul> </p>
<p><b>Consideration and Respect</b></p>	<p><b>District Focus and Resources</b></p>
<p>□ 3.34 Describe the mental-health value of respectful communication such as reducing the potential for angry behavior. (TEKS/SE)(3.10B)</p>	<p><b>Violence Prevention</b>  <ul style="list-style-type: none"> <li>• HPW-pg. 44-46, Objective 1, Activities 1 and 2; Objective 2, Activities 1 and 2</li> </ul> </p>
<p><b>Decision-Making</b></p>	<p><b>District Focus and Resources</b></p>
<p>□ 3.36 Practice critical-thinking skills when making health decisions. (TEKS/SE)(3.11A)</p>	<p><b>Stress Management/Suicide Prevention</b>  <u>Family Life</u>  <ul style="list-style-type: none"> <li>• HPW-Nutrition and Fitness pg. 86, Objective 2, Activity 1</li> <li>• Problem Solving Act- Pickett</li> </ul> </p>
<p>□ 3.37 Gather data to help make informed health choices. (TEKS/SE)(3.11B)</p>	<p><b>Community and Environmental Health</b>  <u>Healthy Choices</u>  <ul style="list-style-type: none"> <li>• DA 40-41 p.118, 119, 122, 123</li> </ul> </p>
<p>□ 3.39 Explain the importance of seeking assistance in making decisions about health. (TEKS/SE)(3.11D)</p>	<p><b>Community and Environmental Health</b>  <u>Preventing Drug Use</u>  <ul style="list-style-type: none"> <li>• DA/44-45/3 p.124</li> </ul> <u>Doctor Visits-Annual Dentist</u>  <ul style="list-style-type: none"> <li>• Nurse</li> </ul> </p>
<p>□ 3.40 Practice assertive communication and refusal skills. (TEKS/SE)(3.11E)</p>	<p><b>Stress Management/Suicide Prevention</b>  <ul style="list-style-type: none"> <li>• Prevention/Refusal Skills p.132</li> </ul> </p>

<input type="checkbox"/> 3.41 Describe goal-setting skills. (TEKS/SE)(3.11F)	<b>Personal and Mental Health</b> <ul style="list-style-type: none"> <li>HPW-5<sup>th</sup> p.29/Obj.1/Act.1, Student Activity 4</li> </ul>
<input type="checkbox"/> 3.42 Explain the importance of time passage with respect to a goal. (TEKS/SE)(3.11G)	<b>Personal and Mental Health</b> <ul style="list-style-type: none"> <li>HPW-5<sup>th</sup> p.29/Obj.1/Act.2 with evaluation 5</li> </ul>

## FOURTH 9-WEEKS: Safety and Injury Prevention, Community and Environmental, Disease Prevention HIV/AIDS, Family Life

### TEKS Subject: *Health/Behaviors*

Prevention of Disease/Speed Recovery	District Focus and Resources
<input type="checkbox"/> 3.12 Identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease. (TEKS/SE)(3.3A)	<b>Disease Prevention HIV/AIDS</b>
<input type="checkbox"/> 3.13 Explain the body s defense systems and how they fight disease. (TEKS/SE)(3.3B)	<b>Disease Prevention HIV/AIDS</b>
<input type="checkbox"/> 3.14 Explain actions to take when illness occurs such as informing parents/adults. (TEKS/SE)(3.3C)	<b>Disease Prevention HIV/AIDS</b>

### TEKS Subject: *Health Information*

Access Health Information	District Focus and Resources
<input type="checkbox"/> 3.18 Demonstrate the ability to locate resources from parents and family members, school, and the community. (TEKS/SE)(3.5A)	<b>Community and Environmental Communication</b> <ul style="list-style-type: none"> <li>Librarian, Nurse, Counselor, Teacher, Parents, Internet Communication</li> </ul> <b>Career Day</b> <ul style="list-style-type: none"> <li>Career Day-Counselor</li> </ul>

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

Individual, Family and Community Health	District Focus and Resources
<input type="checkbox"/> 3.20 Relate how protecting the environment promotes individual and community health. (TEKS/SE)(3.6A)	<b>Community and Environmental Neighborhood Map</b> <ul style="list-style-type: none"> <li>HPW-SA/19-20/2 p.54</li> </ul>
<input type="checkbox"/> 3.21 Identify common health problems that result from unhealthy environment such as skin cancer, poisoning, and respiratory illness. (TEKS/SE)(3.6B)	<b>Community and Environmental Outdoor Safety</b> <ul style="list-style-type: none"> <li>SA/19-20/3 p.57</li> </ul>
<input type="checkbox"/> 3.22 Identify ways to protect personal health from environmental hazards such as lead removal and no smoking laws. (TEKS/SE)(3.6C)	<b>Community and Environmental TOB-No Smoking Laws</b> <ul style="list-style-type: none"> <li>DA/40-41/4 p.122</li> </ul>

<ul style="list-style-type: none"> <li>❑ 3.23 Describe roles and responsibilities of family members in promoting and practicing health behaviors. TEKS/SE)(3.6D)</li> </ul>	<p><b>Family Life</b></p> <ul style="list-style-type: none"> <li>• HPW-pg. 24-27, Objective 1, Activity 1; Objective 2, Activity 1</li> </ul>
<p><b>Media and Technology</b></p> <ul style="list-style-type: none"> <li>❑ 3.907 Discuss the influence of violence in video game, television and the movies.</li> </ul>	<p><b>District Focus and Resources</b></p> <p><b>Family Life / Violence Prevention</b></p>