



Cross Curricular + Arts Integration

Grades K–5





Cross Curricular + Arts Integration

Kindergarten TEKS



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Kindergarten TEKS



Module	Lesson #	Lesson Name	English/ Language Arts	Math	Science	Social Studies	Arts	Screen Activity Connections
General Health	1	Introducing My Health, My Responsibility	1.A 7.B	2.A	9.B		3.D 2.A,C	Picture of Health <ul style="list-style-type: none"> Explain that before playing the game, it's important to listen carefully to the instructions. Ask students to count the total number of health dimensions (4), then briefly describe each one. Enhance the game concepts by working together to act out each scene, or create simple puppets to dramatize each scenario. Healthy Me <ul style="list-style-type: none"> Identify and describe the main character in the song. (apple) Create simple art props to help students dramatize the song concepts while singing and moving to the music. Stress the fact that living organisms, such as humans, need basic nutrition to grow and stay healthy. Cooperate with each other as you improvise movements to the music.
General Health	2	What Is a Healthy Behavior?	2.A	2.A 2.C 2.D 6.A	9.B	8.A		What is a Healthy Behavior <ul style="list-style-type: none"> Ask students to tell you how many circles there are without counting them. (subitizing) (6) Invite students to look at the screen and discuss ways to keep healthy. Ask students if they were to choose 5 of the circles, which would they choose? Ask them if they were to choose 2 of the circles which would they choose Ask if they were to choose half the circles which would they choose The Healthy Eating Song <ul style="list-style-type: none"> Take a simple poll count of which activity they think is the most fun, and which activity they think is the most difficult to remember to do?
Social Behavior	1	Learning to Listen				10		How Do You Show You're Listening <ul style="list-style-type: none"> Recognize kinship with others Use movement to music
Social Behavior	2	Making New Friends		2.A		10		Making New Friends <ul style="list-style-type: none"> Recognize kinship with others Use movement to music Count seconds of time
Social Behavior	3	What Are Healthy Relationships?	1.A	2.D				Relationship Four Corners <ul style="list-style-type: none"> Listen carefully to each question and all answer options, asking questions if needed to clarify meaning. Recognize right away, without counting, that there are four rectangles with answer options. Move to the corner representing your answer without bumping into other students.

Cross Curricular + Arts Integration

Kindergarten TEKS



Module	Lesson #	Lesson Name	English/ Language Arts	Math	Science	Social Studies	Arts	Screen Activity Connections
Responsible Decision Making	3	Discovering Short and Long-Term Goals		2.A	9.B			Check In <ul style="list-style-type: none"> Count fruits and vegetables. Stress that people, as living organisms, need food, water, etc.
Healthy Practices and Hygiene	1	Hygiene Skills	1.A		2.B	12.B		Clean Up Your Act <ul style="list-style-type: none"> Listen closely to Mr. Jones, the teacher, asking questions if necessary to clarify his instructions. Report on what happens when you use the hygiene tools to help Austin clean up his act. Describe how a technological innovation as simple as the toothbrush has helped people maintain good oral health.
Healthy Practices and Hygiene	4	Introducing the Importance of Sleep		9.B	2.A			Sleep is Amazing <ul style="list-style-type: none"> Living organisms, such as humans, have a basic need for sleep. Count the number of hours for a good sleep
Mental Health	2	When I Feel Worried	1.D				112.b.3.A 113.b.3.D 113.b.1.C	Managing My Worries <ul style="list-style-type: none"> Work collaboratively to create a short script for each of Jude's worry situations. Cooperate with each other to decide who will act out each role as well as what props should be used. Work together to create movements that fit the music and enhance the dramatizations.
Mental Health	3	Controlling Myself	3.C	2.A		3.B		I'm in Control <ul style="list-style-type: none"> Identify action words that are appropriate for each setting, whether always, sometimes, or never. Count the number of green, red, and yellow actions in each column to determine which color category is highest. Based on rules, procedures, and safety practices, decide which movements are appropriate during recess and gym class.
Mental Health	4	How Do I Feel?	1.A			11.A		My Happy Feelings <ul style="list-style-type: none"> Listen actively as each activity bubble is described, asking questions if needed for clarity. Explain why certain family traditions, such as playing board games, make us feel happy. When playing the Happy Game, remember to watch your teacher for starting and stopping signals.
Healthy Eating and Nutrition	1	Food and My Body			9.B			What My Food Does <ul style="list-style-type: none"> Explain that humans need food, water, and other forms of nutrition.

Cross Curricular + Arts Integration

Kindergarten TEKS



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Healthy Eating and Nutrition	2	Can I Eat Anything I Want?	1.A	2.I	2.D	5.A		Whole or Processed? <ul style="list-style-type: none"> Listen carefully to the pro as he explains the difference between whole and processed foods. In game mode, pause periodically to ask how many food items are left (out of ten) to be placed in the whole or processed category. Use reasoning and observation skills to place each food item into the correct category. Explain that two reasons companies process foods in factories are: the process is cheaper and the profits are higher.
Healthy Eating and Nutrition	3	Eating Habits	3.B	8.C				Not Enough, Too Much, Just Right <ul style="list-style-type: none"> Listen to directions, then use pictures to determine the meaning before beginning the activity. Use math to add or subtract food items until the bar graph indicates "just right." Determine when and how much nutrition Jude should consume right before his soccer game so he has enough energy, but doesn't get stomach cramps.
Disease and Illness Prevention	1	What Is a Checkup?		4.A	2.A			What Happens at a Checkup? <ul style="list-style-type: none"> Doctors use scientific instruments to measure bodily functions. Count the measurements using medical devices.
Disease and Illness Prevention	3	Understanding Vaccines			2.D	12.B,C		How Vaccines Work <ul style="list-style-type: none"> Understand how technology has helped develop vaccines. Describe how vaccines work to protect our bodies.
Disease and Illness Prevention	4	Staying Healthy					2.B,C 1.B	
Safety and Accident Prevention	4	Introducing Head Lice			1.A	12.B		All About Head Lice <ul style="list-style-type: none"> Describe safe practices to prevent and treat lice. Explain how to diagnose head lice.



Cross Curricular + Arts Integration

First Grade TEKS



Cross Curricular + Arts Integration

First Grade TEKS



Module	Lesson #	Lesson Name	English/ Language Arts	Math	Science	Social Studies	Arts	Screen Activity Connections
General Health	2	What Influences My Health Behaviors?	6.F	2.A	2.B			Be A Super Sleuth <ul style="list-style-type: none"> After reading each question, draw conclusions based on evidence, experience, and reasoning, seeking help if needed. See if you recognize instantly that the bowl and cone each contain three scoops of ice cream. Conduct a simple investigation to determine if watching hours of television at a time is good for your body and brain.
Social Behavior	1	Expressing Your Feelings	1.A			14.A		I Message <ul style="list-style-type: none"> Demonstrate active listening skills. Explain the importance of language.
Social Behavior	2	Sharing My Strengths	1.E	1.A				Share Your Strengths <ul style="list-style-type: none"> Develop social communication by sharing a strength with a classmate. Use the stopwatch to determine how long it takes to share a strength, reducing the time if you're overdoing it. When sharing a strength, be sure to listen respectfully and work cooperatively.
Social Behavior	3	Building Relationships With Trusted Adults	1.A	2.A		11.A		Trustful Relationships <ul style="list-style-type: none"> Listen actively to the descriptions, asking questions for clarification if needed. Drop the faces into the three categories, then see if you instantly recognize how many are in each category. As trusted adults, authority figures in the home, school, and community have sacred responsibilities for which they should be held accountable.
Social Behavior	4	Standing Up for Myself	1.E				105.b.3.D 106.b.3.B 107.b.3.D	Speak Up <ul style="list-style-type: none"> Speaking up in an assertive way involves respectfully expressing needs and feelings. Work together to act out each scenario problem, using music and simple art props to enhance the dramatic effect.
Responsible Decision Making	1	Working Through Problems	3.D	8.C	2.A			Problem Solving Steps <ul style="list-style-type: none"> Identify words on the graph that name actions, such as "name, brainstorm, choose," and "try." Explain that if we follow the stepwise sequence on the bar graph, we can generate one or more workable solutions to a problem. Clarify that brainstorming possible solutions for the girl who gets headaches after recess first involves asking probing questions.

Cross Curricular + Arts Integration

First Grade TEKS



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Responsible Decision Making	3	Short and Long-Term Goals	11.B.ii	9.D		15.B		My Heath Goals <ul style="list-style-type: none"> Pick a goals category, reflect on your goal, then fill in the appropriate blank. Carry out the social goal of helping someone in need by donating to a charitable cause. Achieve the physical goal of building muscle by hopping, jumping, and supporting your body weight by hanging on the monkey bars. Describe how technology has affected transportation so much so that the student who wants to become an astronaut may actually reach her goal.
Healthy Practices and Hygiene	1	Hygiene Skills – Going Deeper	2.A.i	2.A	1.A		106.b.3.A,C 105.b.3.D	Wash Our Hands <ul style="list-style-type: none"> Use rhyming words. Count steps to wash hands. Outline safety procedures. Use movement during a song.
Healthy Practices and Hygiene	4	Importance of Sleep	6.E	1.A	3.B			Sleep is Amazing <ul style="list-style-type: none"> Take a poll and see how many students relate to the benefits of a good, long sleep. Clarify that most children experience problems as they get less than or more than 10-12 hours of sleep each night. Based on research and experience, predict what would likely happen if you got less than 5 hours of sleep several days in a row.
Mental Health	4	Showing My Feelings	1.E		2.B			How Do You Feel <ul style="list-style-type: none"> When you communicate your emotions to someone else, do so with respect. Do a simple investigation to discover how your body reacts when experiencing various emotions such as anger, surprise, or confusion.
Healthy Eating and Nutrition	1	Portion Control		2.A	9.B			Portion Distortion <ul style="list-style-type: none"> Count and measure portion sizes. Identify nutrients needed for life.
Healthy Eating and Nutrition	2	Food Allergies		2.A	9.B	12.B,C	2.C 3.D	All About Food Allergies <ul style="list-style-type: none"> Recognize how technology has helped us understand food allergies. Count foods that cause common allergies and relate to symptoms. Describe how certain nutrients (foods) cause allergic reactions in some people. Be respectful of others with food allergies by not eating those foods around them.
Healthy Eating and Nutrition	3	A Balanced Diet		2.A	9.B		1.D	About the Food Groups <ul style="list-style-type: none"> Break the 5 food groups down into smaller groups. Describe how each food group contributes to good health.

Cross Curricular + Arts Integration

First Grade TEKS



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Healthy Eating and Nutrition	4	Avoidance	6.E		1.A			General Health vs. Dangerous Substances <ul style="list-style-type: none"> Describe how these dangerous substances have harmed friends or society in general. Explain ways to stay safe by avoiding toxic substances.
Disease and Illness Prevention	2	Cold and Flu – Going Deeper		1.A	3.A			Germ-Finding Super Gogs <ul style="list-style-type: none"> Count and classify areas likely to harbor high levels of germs and bacteria. Identify germ-related problem areas and suggest ways to eliminate or minimize.
Safety and Accident Prevention	1	Common Injuries	1.E			7.B		Be a Safety Star <ul style="list-style-type: none"> Explain how to use safety equipment for different situations. Describe ways companies help people and make a profit by producing safety equipment.
Safety and Accident Prevention	3	Safe and Unsafe Touch		1.A		3.A	1.D 2.C	Think Quick (Types of Touch) <ul style="list-style-type: none"> Count and categorize questions and answer options. Create and use puppets to dramatize different touch situations. (next sheet) Explain how to play this Think Quick game. Describe location options to move to for answers.



Cross Curricular + Arts Integration

Second Grade TEKS



Cross Curricular + Arts Integration

Second Grade TEKS



Module	Lesson #	Lesson Name	English/ Language Arts	Math	Science	Social Studies	Arts	Screen Activity Connections
General Health	1	Exploring My Health at School	1.E	1.A		10.A	107.b.2.C	Health at School <ul style="list-style-type: none"> • Demonstrate social communication such as that shown in the scenarios. • Count and categorize health dimensions for each scenario. • Act out each scenario for dramatic emphasis. • Demonstrate respect when acting out each scenario. • Identify and demonstrate good citizenship by showing respect for self and others.
General Health	2	Influences at Home and School	11.A.ii			7.A 16.F	110.b.3.C,D 110.b.5.C	Healthy Choice Ads <ul style="list-style-type: none"> • Describe the difference between those who produce protective equipment and those who use it. • Generate ideas for original healthy choice ads using the graphics for inspiration. • Create original written ad copy to promote the benefits of the superhero icons. • Create and act out simple scenarios, including music and movement, to add dramatic emphasis to original commercials.
General Health	4	Reducing Emergency-Causing Hazards	1.B					Stronger and Safer <ul style="list-style-type: none"> • Listen to and confirm stretching exercises. • Participate in flexibility exercises to help prevent injuries.
Social Behavior	1	Asking for Help	1.E 1.A	1.D		16.E	110.b.3.C,D 110.b.5.C	Life-Saver Flow Chart <ul style="list-style-type: none"> • Explain how the child in each scenario should ask for help. • Describe in general how you would respond to each request for help. Everybody Needs a Little Help (Lyrics) <ul style="list-style-type: none"> • Sing and act out the words of the song, adding movement or dance for extra effect.
Social Behavior	2	Qualities of a Good Friend	8/B	8.A	8.C		107.b.1.D 107.b.2.C	The Sun, the Star, and the Window (story) <ul style="list-style-type: none"> • Describe each character's internal and external traits. • Identify and classify each character's geometric shape. • Observe and describe patterns of objects depicted in the sky (of the story). • Create and use art designs for the three characters, including props and music, to better dramatize and convey the story.
Social Behavior	3	Building Relationships With Trusted Adults - Going Deeper	1.A			16.E	108.b.2.B 109.b.3.A 110.b.3.D	Someone I Can Talk To (Lyrics) <ul style="list-style-type: none"> • Demonstrate how to ask relevant questions and clarify answers. • Express ideas verbally from your experience when trying to help someone with a problem. • Create props and other pieces of art to help students dramatize the scenarios within the song. Compare the theme with literary works, such as Little Women, to highlight the universality of friendship.

Cross Curricular + Arts Integration

Second Grade TEKS



Module	Lesson #	Lesson Name	English/ Language Arts	Math	Science	Social Studies	Arts	Screen Activity Connections
Social Behavior	4	Bullies, Bystanders, and Victims		4.A		10.A	107.b.2.C	The Four W's <ul style="list-style-type: none"> Incorporate the 4 W's into bullying scenarios. Act out each scenario for dramatic emphasis. Identify and explain why practicing truthfulness, justice, equality, and respect is the right thing to do.
Responsible Decision Making	4	Introduce - Communicating Online	6.E	1.A	1.A	10.A		Tech Talk <ul style="list-style-type: none"> Before writing and sending something online, think about how you would feel to receive it. Use math to calculate the possible positive and negative consequences of sending an online communication. Identify, describe, and demonstrate safe practices when using online technology. Explain why practicing truthfulness and respect is the right thing to do when communicating online.
Healthy Practices and Hygiene	1	Consequences of Poor Hygiene	6.C	1.D 1.A	9.A 3.B	13.B	117.109.b.3.B,C	Consequences of Poor Hygiene <ul style="list-style-type: none"> Based on evidence and experience, predict what will likely happen if you don't shower, wash hands, or brush teeth for a month or more. Explain that the + (plus) symbol increases the time on the graph while the - (minus) symbol decreases the time. Clarify that research and experience have confirmed that a basic need people have is to maintain good personal hygiene and keep harmful bacteria in check. Describe how science and technology have made it much easier for people to maintain good hygiene through innovations such as the toothbrush, indoor plumbing, and personal cleansers. Hygiene Benefits <ul style="list-style-type: none"> Use math to determine sequencing and frequency of hygiene practices. Predict that good health will result as germs and bacteria are eliminated based on regular hygiene practices. Feelin' Fresh Every Day (Music Video) <ul style="list-style-type: none"> Use math to describe the frequency and sequencing of hygiene routines mentioned in the song. Perform rhythmic movements with the music to mirror those by students in the video. Invite students to sing the song while copying the dance moves shown in the video.

Cross Curricular + Arts Integration

Second Grade TEKS



Module	Lesson #	Lesson Name	English/ Language Arts	Math	Science	Social Studies	Arts	Screen Activity Connections
Healthy Practices and Hygiene	2	Brushing and Flossing		1.A	3.B		117.109.b.3.B,C	Brush Your Teeth (Music Video) <ul style="list-style-type: none"> Use math to describe the frequency and sequencing of dental routines. Invite students to sing the song while copying the dance moves shown in the video. Check In <ul style="list-style-type: none"> Use math to describe the frequency and sequencing of dental routines. Predict that good health will result as germs and bacteria are eliminated based on dental hygiene practices.
Healthy Practices and Hygiene	3	Discovering What Exercise is Right for Me		1.A	2.B		109.b.3.B,C	What Do I Like? <ul style="list-style-type: none"> Use math to describe the frequency and sequencing of exercise routines. Experiment by doing each exercise to determine which one(s) provide the greatest benefit. Identify and participate in exercises that increase flexibility while strengthening the heart, lungs, and muscles. Move and Groove (Lyrics) <ul style="list-style-type: none"> Invite students to sing the song while copying the dance moves shown in the video.
Healthy Practices and Hygiene	4	What Does Sleep Do for Me?		1.A	3.B	13.B		Benefits of Sleep <ul style="list-style-type: none"> Use math to describe the relationship between how you would feel and function based on the number of hours you sleep. Explain how technology has helped people understand and improve their sleep patterns. Predict how a person would feel and function who slept less than four hours per night for two weeks in a row.
Mental Health	2	My Personal Stressors	1.A		3.A	13.B		Solve the Case <ul style="list-style-type: none"> Explain that Jude would have known how to solve the math problem had he listened carefully and asked questions to clarify Mr. Jones' instructions. Identify and describe a problem that's causing Jude stress, then propose a possible solution. Describe how technological innovations, such as portable oxygen tanks, have allowed people to live longer and breathe easier.
Mental Health	3	Choosing a Growth Mindset	12.B				110.b.3.C,D 110.b.5.C	Tug of Mindset <ul style="list-style-type: none"> Compose growth mindset responses to counter the fixed mindset statements. Explain how an actual tug-of-war could provide a fun challenge. The Mindset Battle (Lyrics) <ul style="list-style-type: none"> Sing and act out the words of the song, adding movement or dance for extra effect.

Cross Curricular + Arts Integration

Second Grade TEKS



Module	Lesson #	Lesson Name	English/ Language Arts	Math	Science	Social Studies	Arts	Screen Activity Connections
Healthy Eating and Nutrition	1	The Role of Vitamins and Minerals	6.F	10.D	9.A	12.A 13.B	110.b.3.C,D 110.b.5.C	Major Vitamins and Minerals <ul style="list-style-type: none"> Based on the information presented, describe how major vitamins and minerals support health in different ways. Identify the fact that major vitamins and minerals help meet our basic nutritional needs. Explain how science and technology have historically helped humans meet our basic needs. Nutrients <ul style="list-style-type: none"> Describe how the nutrients mentioned in the song support health in different ways. Discuss the fact that the six nutrients presented are essential for good health. Stress the fact that the six nutrients sung about help meet our basic nutritional needs. Demonstrate the ability to copy the dance moves of the children in the video. Explain that the music, dance moves, and vocal inflections are related to traditional Latin culture celebrations. Invite students to sing the song while copying the dance moves shown in the video. Create visuals to emphasize the fact that the music and dance moves are derived from Latin culture.
Healthy Eating and Nutrition	3	The Role Water Plays		1.A	9.A	13.B		All About Water <ul style="list-style-type: none"> Describe mathematical relationships in the body, such as the body being 60% water or the brain being 75% water. Emphasize the fact that drinking lots of water everyday is absolutely essential, not only to staying healthy, but to staying alive. Explain that science and technology have helped us understand how water detoxes the body and keeps us healthy.
Healthy Eating and Nutrition	4	Reporting	1.A		9.B	16.E		Too Much, Too Soon <ul style="list-style-type: none"> If it ever becomes necessary to call 911, explain why it would be important to listen carefully to the operator, to answer questions thoroughly, and to ask relevant questions to clarify information. Explain why it's important to be able to express ideas and information orally based on our knowledge and experiences. Describe how environmental factors that we choose to expose ourselves to (such as alcohol) can be harmful.

Cross Curricular + Arts Integration

Second Grade TEKS



Module	Lesson #	Lesson Name	English/ Language Arts	Math	Science	Social Studies	Arts	Screen Activity Connections
Disease and Illness Prevention	1	What Happens At the Doctor?		8.B	3.C	2.A		Doctors on Duty <ul style="list-style-type: none"> Explain that optometrists use complex devices to accurately measure the precise shape of our eyes. Convey the contributions from historic figures such as Roentgen who discovered x-rays and Freud who pioneered the field of psychiatry. Describe what a scientist is and how they invented amazing medical devices such as the x-ray machine and the phoropter.
Disease and Illness Prevention	2	Introducing Disease Awareness			3.A	13.B		Ask a Doctor <ul style="list-style-type: none"> Describe one of the five diseases, such as heart disease, and propose a way to possibly prevent it, such as regular exercise and healthy low-fat foods. Explain that through research, science and technology have helped us understand common disease processes.
Disease and Illness Prevention	4	Dimensions of Health	6.H	10.D	3.B			More Than One Dimension <ul style="list-style-type: none"> Synthesize the information in each action statement to determine which dimensions of health are affected. Place each action on the venn diagram in such a way that anyone could determine which dimensions of health are affected. Predict which dimension(s) of health would be positively affected by an action statement. For example, exercising daily tends to help all four dimensions of health.
Safety and Accident Prevention	1	Playground Safety	4.D 6.I				108.b.2.B 109.b.3.A	Problem-Solving Super Gogs <ul style="list-style-type: none"> After sliding the super gogs across, make sure you understand what each visual cue and warning means. Explain why it's important to follow playground rules and use equipment properly and safely. Be Safe, Be Smart, Be Aware <ul style="list-style-type: none"> Read the lyrics on the screen, paying special attention as each word being sung is highlighted in orange. Use visual props (life saver, helmet, etc.) to dramatize the safety themes in the song. Add dance moves to communicate energy and excitement. Describe physical activities mentioned in the song that provide opportunities for enjoyment and challenge.

Cross Curricular + Arts Integration

Second Grade TEKS



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Safety and Accident Prevention	4	Safety with Spiders and Insects	1.D 6.A	4.A	9.B,C			<p>All About Spiders and Insects</p> <ul style="list-style-type: none"> Explain that the purpose of this activity is to help students understand that certain spiders and insects are dangerous and should be avoided. Identify factors that might cause a spider or insect to bite or sting you, such as trying to pick it up by hand. Select "roll and move" to participate in exercises designed to warm you up and get your breathing and heart rate up. <p>Gonna Catch You (Gym Game)</p> <ul style="list-style-type: none"> Enjoy the game by agreeing to follow rules and guidelines for play. If 1 out of every 5 students will be designated as a spider (tagger), ask how many spiders there will be if there are 20 students in your class. (4) Explain that insects such as spiders depend on other insects (flies, mosquitoes, etc.) for food, while those insects depend on avoiding spiders for survival. Demonstrate the skills of chasing, fleeing, and dodging during game play.



Cross Curricular + Arts Integration

Third Grade TEKS



Cross Curricular + Arts Integration

Third Grade TEKS



Module	Lesson #	Lesson Name	English/ Language Arts	Math	Science	Social Studies	Arts	Screen Activity Connections
General Health	2	Cultural Influences on Health		8.A 5.C	10.A	2.D 1.A		Family and Cultural Traditions <ul style="list-style-type: none"> Summarize the bar graph data by saying the valentines activity has high social value but low physical health value. Convey that holidays and celebrations have deep historic and cultural roots. Analysis of the bar graph data for the birthday celebration reveals that it has very high social value, moderate movement value, and very low nutritional value. Explain that although virtually all holiday and family celebrations reinforce healthy social interactions, most do not promote healthy (vigorous) physical activity.
Social Behavior	2	Healthy and Unhealthy Friendships	7.G 1.A	1.F 1.A				Healthy Friendships <ul style="list-style-type: none"> On the last page, discuss the meaning of each word on the list to determine if it should go in the healthy or unhealthy category. Once all words from the list have been placed in either category, determine the ratio of healthy words versus unhealthy words, such as 7 to 6 or 7:6.
Social Behavior	4	Assertiveness and Bullying	1.C				112.b.3.A 113.b.3.D 113.b.1.C	Stand Up For Yourself (Lyrics) <ul style="list-style-type: none"> The song encourages students to speak clearly and assertively when confronted by a bully who tries to humiliate them. Work together to dramatize the storyline by singing, acting out, and moving to the song. When creating movements for the song, choose moves that will make everyone feel successful and that everyone can do.
Responsible Decision Making	1	Evaluating Solutions and Consequences	1.D				111.b.2.B 113.b.2.B,C	The Situations Report <ul style="list-style-type: none"> Each group should work collaboratively to choose roles and follow the activity protocol. Act out the scenarios through pantomime, dramatic play, shadow play, puppetry, or story dramatization, creating simple pieces of art to enhance the visual effect. Emphasize that the reason your friend tripped, fell, and hurt his knee (2nd scenario) is because he wasn't careful to tie his shoe laces.
Responsible Decision Making	3	Time Management and Goal Setting	11.B.ii	1.A				Setting and Achieving My Goal <ul style="list-style-type: none"> Use examples to show how to create a goal, then list steps to reach the goal, organizing and prioritizing the steps for an effective plan. Use the principles of math and logic to determine the sequencing of steps to reach your goal. Discuss whether you think the steps for the sample goal "Make My Muscles Stronger" would be effective in reaching this goal.

Cross Curricular + Arts Integration

Third Grade TEKS



Module	Lesson #	Lesson Name	English/ Language Arts	Math	Science	Social Studies	Arts	Screen Activity Connections
Responsible Decision Making	4	Communicating Online	1.D,E		1.A	12.B	112.b.3.A 113.b.3.D 113.b.1.C	Be Careful How You Use the Internet (Lyrics) <ul style="list-style-type: none"> Communicate online in a way that's safe and respectful for everyone by following appropriate rules, norms, and protocols. Work together to dramatize the storyline by singing, acting out, and moving to the song. When using the Internet for scientific inquiry, follow safety guidelines to avoid getting invalid information or even a computer virus. Describe how scientific innovations such as the Internet have both improved our lives and created challenges, such as protecting our private information.
Mental Health	1	Healthy Coping Strategies	12.B		2.F			Coping Statements <ul style="list-style-type: none"> When considering who to ask for help, try thinking about and writing out what you want to say. Explain that if your doctor gave you a diagnosis, it would be based symptoms you told him about as well his own thorough medical examination.
Mental Health	2	Managing My Stress	1.A	4.B				Stress Deflators <ul style="list-style-type: none"> Practice deflating stress by talking with a partner, being careful to listen actively, ask relevant questions, and make helpful comments. When using the timer, round to the nearest 10 when estimating the amount of time that has elapsed; such as :40 gone when 2:19 is showing on the clock. Describe the movement activities and explain how they can provide enjoyment as well as stress reduction.
Mental Health	3	Overcoming My Weaknesses	1.D		8.D		112.b.3.A 113.b.3.D 113.b.1.C	I'll Get Through It (Lyrics) <ul style="list-style-type: none"> Explain that the song encourages us to work together as a team by following rules of cooperation and protocol. Work together to dramatize the storyline by singing, acting out, and moving to the song. Using the song for inspiration, work together to identify the planets in our solar system and their position around the sun.
Mental Health	4	When I Feel Angry	10.E	1.D	5.B			Anger Pump <ul style="list-style-type: none"> Identify the use of third person voice as you read the five pump scenarios. Explain that the five balloons represent five progressive stages of anger. Describe the substance pumped into the balloons as a gas that takes the shape of the balloon into which it is inserted.
Healthy Eating and Nutrition	2	Making Nutritional Choices	6.B,F		2.D			Finding Valid Nutrition Information <ul style="list-style-type: none"> After listening to the three vignettes, ask questions about the information to determine if it is valid. Analyze, interpret, and explain the information presented in each vignette to determine if it is based on solid evidence. Identify foods and other nutritional sources that have been proven to increase athletic performance.

Cross Curricular + Arts Integration

Third Grade TEKS



Module	Lesson #	Lesson Name	English/ Language Arts	Math	Science	Social Studies	Arts	Screen Activity Connections
Healthy Eating and Nutrition	4	Peer Influence	6.E,F			9.D	110.b.3.C,D 110.b.5.C	Do What's Right For Me (Music Video) <ul style="list-style-type: none"> Emphasize the theme from the song that more children today are making better decisions for their own health by refusing tobacco, alcohol, and drugs. Invite students to sing the song while copying the dance moves shown in the video. Create visuals of cigarettes and alcohol for dramatic effect. Demonstrate the sequenced and repeated dance moves performed by the children in the video.
Disease and Illness Prevention	3	Avoiding Misuse of Medications	7.G	1.A		1.A		All About Medicine <ul style="list-style-type: none"> Stress that for safety, it's vital to read the specific information on medication labels to know who it's for and how much to take. Using the over-the-counter and prescription medication examples, determine the exact recommended dosage. Explain that due to past despicable acts where medication bottles were opened and laced with poison, laws were changed requiring all OTC medications be fitted with tamper resistant containers.
Disease and Illness Prevention	4	Healthy Balance	1.E	1.D			112.b.2.C 112.b.3.A,C	Four Dimensions of Health (Lyrics) <ul style="list-style-type: none"> Convey that a great way to strengthen your social health dimension is to engage in respectful and polite dialog in all situations. Explain that the four health dimensions each contain descriptive subsets, such as exercise, sleep, nutrition, etc. for the physical dimension. Sing and move to the song as you work together to create pieces of visual and media art to enhance the song's message. Create fun reasonably challenging movements to perform with the song.
Safety and Accident Prevention	3	Safe Spaces in the Community	1.D			4.C	112.b.3.A 113.b.3.D 113.b.1.C	Community Map <ul style="list-style-type: none"> Join together to recite and follow mayor Walker's motto for the virtual town of Brookview: rules, respect, and community helpers. Use the map to identify and locate schools, libraries, places of worship, and so on.



Cross Curricular + Arts Integration

Fourth Grade TEKS



Cross Curricular + Arts Integration

Fourth Grade TEKS



Module	Lesson #	Lesson Name	English/ Language Arts	Math	Science	Social Studies	Arts	Screen Activity Connections
General Health	2	Discover - Managing My Health Influences	6.F		2.F		114.b.1.A 114.b.2.B 116.b.1.F 116.b.3.D	Decision Machine <ul style="list-style-type: none"> Based on the lack of evidence, explain why it's a good idea to pass on the Hopsalot capsules. Explain that you will pass on the soda because credible research indicates that caffeine interrupts sleep and carbonation could increase dehydration. What Influences Mateo? <ul style="list-style-type: none"> Collaborate to briefly dramatize the three stories, drawing ideas from Mateo's life experiences. Create simple props or use common objects to enhance the presentation.
General Health	4	Preventing an Emergency	1.D	1.A				Anticipating Emergencies <ul style="list-style-type: none"> Work together to decide the best course of action for each potential emergency. Use math to figure out how much time you can spend discussing each of the five potential emergencies. (36 seconds each)
Social Behavior	2	Respecting Individual Differences	1.A	1.A		17.A		Let's Connect <ul style="list-style-type: none"> As you connect and share, be sure to listen carefully and respectfully. Explain why rotating the inside or outside circle is an efficient way of having different discussion partners. As partners share cultural and family traditions, identify those that are shared by other Texans.
Social Behavior	3	Healthy and Unhealthy Influences - Going Deeper	6.A	1.A		20.A		Trial Run (Gym Game) <ul style="list-style-type: none"> Confirm the purpose for this activity: learn by using trial and error to navigate through a maze. Use geometry to plot a course through the grid, using it as a map to see who can correctly navigate the grid to the finish line. Demonstrate ability to change direction and speed while trying to move through the course to the finish line. Demonstrate the ability to read and interpret a map of the grid to guide other students through the maze.
Social Behavior	4	Standing Up for Others					114.b.2.A 115.b.3.A 116.b.3.D	Speak Up (Lyrics) <ul style="list-style-type: none"> Work together cooperatively to dramatize the song's storyline, singing, playing classroom instruments, and creating simple pieces of art [props] for added effect.
Responsible Decision Making	3	Steps to Achieving My Goal	12.B	1.A				Goals Checklist <ul style="list-style-type: none"> Show how Samir's goal is broken down into a well thought out series of logical and informative steps. Clarify that the steps to achieving Samir's goal represent a mathematical sequence in that he won't go on to step 2 until completing step 1.

Cross Curricular + Arts Integration

Fourth Grade TEKS



Module	Lesson #	Lesson Name	English/ Language Arts	Math	Science	Social Studies	Arts	Screen Activity Connections
Healthy Practices and Hygiene	3	Exercise and My Well-Being					115.b.3.A 115.b.3.C 116.b.3.D	Don't Quit (Lyrics) <ul style="list-style-type: none"> Cooperate to dramatize the theme of the song by singing, playing classroom instruments, and moving to the music.
Mental Health	1	Managing Overwhelming Emotions	12.A					Select Your Strategy <ul style="list-style-type: none"> Explain that one good way to process emotions in a healthy way is to compose poetry expressing how you feel. Describe exercises, such as running, that are both enjoyable and effective in relieving stress and pent up emotions.
Healthy Eating and Nutrition	1	Introducing Food Labels	6.F	1.D	9.B			Reading Food Labels <ul style="list-style-type: none"> Based on accurately reading food labels, we can infer that most raw, organic fruits and vegetables are healthier than non-organic processed foods. Explain that to understand food labels, we must also understand math concepts such as percentages, weight (grams), and energy units (calories). Clarify that as consumers, people need foods with enough calories to sustain them and give them energy.
Healthy Eating and Nutrition	4	Refusal Skills	6.G		5.B			Know the Facts <ul style="list-style-type: none"> After analyzing the facts about each category, we can determine that the key idea is to always steer clear of all toxic substances. Compare and contrast the toxic substances found in alcohol, tobacco, vapes, and drugs such as cocaine and marijuana. Play the game to have fun and develop or maintain muscular strength while giving facts about each drug.
Disease and Illness Prevention	1	Caring for My Mental Health	1.A	1.A				Mental Health Circuit <ul style="list-style-type: none"> When interacting with other students in each station, listen carefully, ask relevant questions, and offer helpful comments. For the activity, if you had 30 students and divided them equally into 5 groups, ask how many would be in each group. (6) Explain how exercise, such as jumping jacks, can help relieve stress and improve one's mental health.
Disease and Illness Prevention	2	Communicable and Noncommunicable Diseases	7.G	2.F		18.B		Be The Doctor <ul style="list-style-type: none"> After reading a set of symptoms, discuss and arrive at a diagnosis. Explain that doctors can correctly diagnose an illness only after listening to a patient's symptoms, conducting a physical exam, and administering tests such as blood and urine tests. Describe scientific discoveries that have made the treatment of illnesses such as diabetes and allergies much more effective.

Cross Curricular + Arts Integration

Fourth Grade TEKS



Module	Lesson #	Lesson Name	English/ Language Arts	Math	Science	Social Studies	Arts	Screen Activity Connections
Safety and Accident Prevention	3	Situational Awareness					114.b.2.A 115.b.3.A 116.b.3.D	Break Down (Lyrics) <ul style="list-style-type: none"> Work together cooperatively to dramatize the song's scenarios, singing, playing classroom instruments, and creating simple pieces of art [props] for added effect.
Safety and Accident Prevention	4	Understanding Dangers of Guns and Other Weapons	6.G	1.A				Know the Facts (Dangers of Guns) <ul style="list-style-type: none"> As you read the safety rules and other facts about guns, evaluate the details to determine the key ideas. During the activity, determine the number of seconds allotted per sit-up if asked to do 5 sit-ups in 30 seconds. (6 seconds)



Cross Curricular + Arts Integration

Fifth Grade TEKS



Cross Curricular + Arts Integration

Fifth Grade TEKS



Module	Lesson #	Lesson Name	English/ Language Arts	Math	Science	Social Studies	Arts	Screen Activity Connections
General Health	1	Planning My Healthy Future	6.D				112.b.3.A 113.b.3.D 113.b.1.C	Working On My Dreams (Lyrics) <ul style="list-style-type: none"> As you listen to the words of the song, visualize a dream you have in your mind to deepen your understanding of the song. Work together to dramatize the storyline by singing, acting out, and moving to the song.
Social Behavior	2	Appreciating Diversity	1.A	1.A		21.A		Diversity Circles <ul style="list-style-type: none"> During the game, be sure to listen actively, ask questions on the screen, and make helpful comments. Explain why rotating the inside or outside circle is an efficient way of having different discussion partners. As partners share cultural, ethnic, and family traditions, identify those that are shared by other Americans.
Responsible Decision Making	3	Tracking My Progress and Perseverance	8.D			21.B	112.b.3.A 113.b.3.D 113.b.1.C	One Step at a Time (Lyrics) <ul style="list-style-type: none"> Discuss how the setting, including the historical setting of Helen Keller and Sir Edmund Hillary, influenced the plot of the song. Describe how Helen Keller and Anne Sullivan contributed to America and the world. Work together to dramatize the storyline and historical vignettes by singing, acting out, and moving to the song.
Mental Health	1	When to Ask for Help	1.D					STAR Support <ul style="list-style-type: none"> Working collaboratively or individually, create scenarios in which someone needs help. Demonstrate how to use STAR support to help your friend.
Mental Health	2	Consequences of Stress	1.A	1.D				Stress Talk <ul style="list-style-type: none"> Take a few moments to reflect on stressors you are experiencing today and create a personal Venn diagram. On the back of the Venn-diagram, write a plan to transform your negative stress to positive. Think about strategies to reduce negative stress, including physical activity.
Mental Health	4	Managing Multiple Feelings	1.D					Juggling My Feelings <ul style="list-style-type: none"> Before beginning the activity, review the meaning of empathy. Ask each child to write down a feeling on a slip of paper and places it in a bowl. The teacher will draw 3 slips from the bowl and read the three feelings. In small groups, create scenarios in which someone has to juggle those three feelings.

Cross Curricular + Arts Integration

Fifth Grade TEKS



Module	Lesson #	Lesson Name	English/ Language Arts	Math	Science	Social Studies	Arts	Screen Activity Connections
Healthy Eating and Nutrition	1	Food Labels	7.D,F	1.A,B	2.D,F			Reading Food Labels <ul style="list-style-type: none"> Take an in-school field trip to the cafeteria and examine food labels. Discuss what you observe using nutrition vocabulary. In small groups, create lunch menus. Apply mathematics and scientific analysis to determine the total amount of each type of nutrient listed on the labels and total calories for the meal. Post your conclusions and then discuss the merits of each meal.
Healthy Eating and Nutrition	2	Eating Disorders	120.5.b.3.A				117.117.b.2.A,C 117.119.b.2.E	Seeking Support <ul style="list-style-type: none"> Compose a story about someone who may have an eating disorder. Include the feelings they are experiencing and how they interact with other people. Common Eating Disorders Make posters of eating disorder warning signs and healthy eating guidelines.
Healthy Eating and Nutrition	3	Nutritional Goals - Going Deeper	2.A 7.B	1.A	2.D			Journal Entry <ul style="list-style-type: none"> Discuss how to take responsibility for your health. Determine if your daily food choices are healthy or unhealthy by calculating the nutritional information for each meal, evaluating them, and setting goals for personal change
Healthy Eating and Nutrition	4	Effects on My Body and Mind	120.5.b.2.A 110.7.b.1.A				117.119.b.1.E 117.119.b.3.C,D	My Reasons to Say No <ul style="list-style-type: none"> Create scenarios involving alcohol, drugs, tobacco, or vaping and practice saying No.
Disease and Illness Prevention	1	Where to Go if I Feel Sad	120.5.b.3.C 120.5.b.3.A 110.7.b.7.A				117.119.b.1.E 117.119.b.3.C,D	Feelings of Sadness <ul style="list-style-type: none"> In small groups, create additional scenarios that depict situations that make people feel sad. With a trusted friend, share a time when you felt sad and how you handled it. Create and begin using a feelings journal.
Disease and Illness Prevention	2	Managing Common Illnesses and Diseases	1.C 13.B,D,E					Medical Myths <ul style="list-style-type: none"> Discuss the criteria for determining the credibility of medical resource. Work together to locate and list the resources. Choose one the illnesses from the lesson, and use one of the identified credible resources to gain deeper understanding of the illness. Present the information to the class.
Disease and Illness Prevention	3	Importance of Reading Medication Labels		1.A	2.D,F		117.119.b.1.E 117.119.b.3.C,D	Medicine Cabinet Clean-up <ul style="list-style-type: none"> Analyze and discuss medication information located on over-the-counter medication labels. Locate information about prescription medications, noticing that the information is not on the medication bottles Pretend to be health professionals and use multiplication to determine dosages for your patients.

Cross Curricular + Arts Integration

Fifth Grade TEKS



Module	Lesson #	Lesson Name	English/ Language Arts	Math	Science	Social Studies	Arts	Screen Activity Connections
Disease and Illness Prevention	4	Home, School, and Community	6.D				117.119.b.5.C 117.118.b.3.C	Four Dimesions of Health (Lyrics) <ul style="list-style-type: none"> While listening to the song, think about your four dimensions of health and how you can strengthen each dimension. Work together to create movements to accompany the song, then dance to the beat.
Safety and Accident Prevention	1	Advocating for Accident Prevention	1.C 7.A		2.D,F		117.119.b.1.E 117.119.b.3.C,D	Problem Solving Super-Gogs (Accident Prevention) <ul style="list-style-type: none"> Analyze the scenarios to identify potential hazards Share/discuss personal accidents, their consequences, and how they might have been prevented. Advocating for Accident Prevention <ul style="list-style-type: none"> SEL: Show with facial expressions and body language how you feel when you have an accident, observe someone else have an accident, when you avoid having an accident.
Safety and Accident Prevention	2	Setting Personal Boundaries - Going Deeper	1.A			5.A		Saying No <ul style="list-style-type: none"> Discuss visual and non-visual clues that help you decide when you should say No. Describe a historical event in which a person or group acted because they believed a boundary had been broken.
Safety and Accident Prevention	3	Human Trafficking and Gangs	120.5.b.4.C 110.6.b.6.G					Human Trafficking and Gang Awareness <ul style="list-style-type: none"> Discuss how human trafficking and gang activities break the law and how both try to entice young people by making the activities appear glamorous. Evaluate the facts about human trafficking and gang activities and identify key ideas.
Safety and Accident Prevention	4	Dangers of Guns and Other Weapons	120.5.b.2.A,B 110.7.b.7.C 110.7.b.6.E					Dangers of Weapons <ul style="list-style-type: none"> When discussing the scenarios, provide examples of responsible behaviors. When discussing the scenarios, describe the consequences of positive and negative decisions, using text evidence to support your responses. Search the local newspaper for news articles about gun/weapons. Discuss how the articles relate to what you have learned about gun safety.