

Agenda of Regular Meeting

The Board of Trustees Canutillo ISD

A Regular meeting of the Board of Trustees of Canutillo ISD will be held April 26, 2022, beginning at 5:30 PM in the Canutillo ISD Administration Office, 7965 Artcraft, El Paso, TX 79932.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

1. **GENERAL FUNCTIONS-OTHER**

- A. Call to Order
- B. Pledge of Allegiance
- C. Texas Pledge of Allegiance
- D. Roll Call
- E. CISD Vision and Mission Statements 5
- F. Trustee Ethical Guidelines 6

2. **OPEN FORUM-OTHER**

Any person wishing to address the Board during the period reserved for public comment at a Board meeting must sign up to be heard, in accordance with District policy BED(LOCAL):

Each participant will be limited to **THREE MINUTES** to make comments to the Board. The Board is **NOT** permitted to discuss or act upon any issues that are not posted on the agenda for tonight's meeting.

For further information on those policies, contact the Superintendent's Administrative Assistant.

3. **BOARD HONORS**

- A. Recognition of the Canutillo High School Women's Soccer Team for Becoming Bi-District Champions
Presenter: L. Rodriguez
- B. Recognition of Canutillo High School student, Logan Olson, for Receiving an All-District Honor and Regional Qualifier in UIL Golf
Presenter: L. Rodriguez
- C. Recognition of the Reyes Elementary School Chamber Choir on Their Performance at the Texas Music Educators Association (TMEA) Annual Convention in San Antonio, Tx
Presenter: L. Rodriguez
- D. Recognition of Jose J Alderete Middle Future Business Leaders of America Team, of 6th-Grade Students, Who Claimed First and Second Place Spots in Various Categories with Canutillo ISD Being the Only District in El Paso Representing the Middle Level at State
Presenter: L. Rodriguez

- E. Recognition of Canutillo High School Theater UIL 1 Act Play for Taking First Place at District, First Place at Bi-District, and Alternate in Area, the Highest in the El Paso Region
Presenter: L. Rodriguez
- F. Recognition of Canutillo High School Student, Fatima Jehada Baid, for Winning the District 2-5A Girls Single Champion in UIL Tennis
Presenter: L. Rodriguez
- 4. **SPECIAL PRESENTATION-OTHER**
 - A. High School Graduation Presentation
 - 1. Canutillo High School 13
Presenter: T. Clapsaddle
 - 2. Northwest Early College High School 24
Presenter: J. Arellano
 - B. Discussion and Possible Action on Lone Star Governance (LSG) Student Outcome 35 Goal Progress
Presenter: Dr. D. Kerney
- 5. **BOARD OF TRUSTEE BUSINESS**
 - A. Discussion and Possible Action Regarding TASB Grassroots Student Scholarship 46
Presenter: P. Galaviz
 - B. Discussion and Possible Action Regarding TASB's 2022-24 Advocacy Resolution 47
Presenter: S. Coronado
 - C. Discussion and Possible Action to Select a Trustee for the 50 Delegate/Alternate Assembly September 24, 2022, in San Antonio, Tx
Presenter: S. Coronado
 - D. Overview of the 2022 COSA School Law Seminar and 2022 NSBA Annual Conference and Exposition
Presenter: S. Coronado, P. Mendoza, A. Rodriguez, B. Trout, T. Hernandez (Online)
 - E. Overview of the Legislative Advisory Council (LAC) Meeting on April 9, 2022
Presenter: B. Trout
- 6. **CONSENT AGENDA-VOTING**
 - A. *BUSINESS SERVICES*
 - 1. Approval of the Meeting Minutes
 - a. Approval of the January 27, 2022 Regular Board Meeting Minutes 51
 - b. Approval of the February 22, 2022 Regular Board Meeting Minutes 56
 - 2. Approval of the Monthly Financials 62
Presenter: C. Pulley
 - 3. Approval of the Monthly Warrant List. 63
Presenter: C. Pulley
 - 4. Approval of the Monthly Donations.
Presenter: C. Pulley
 - 5. Approval of the Budget Amendments. 64
Presenter: C. Pulley
 - 6. Approval of Award Request for Proposal (RFP) 220012244 E-Rate FY 2022- 70 2023 Category 1, Fiber Internet Access to Spectrum Enterprises. Total Amount Not to Exceed \$160,000.00.

- Presenter:** Dr. O. Rico
7. Approval of Award Request for Proposal (RFP) 220012244 E-Rate FY 2022- 71
2023 Category 2, Network Infrastructure to Advanced network Management
(ANM) in the Total Amount Not to Exceed \$990,000.00
- Presenter:** Dr. O. Rico
8. Approval of Recommendation for Professional Engineering Services for 72
Miscellaneous Projects
- Presenter:** B. Vasquez
- B. *HUMAN RESOURCES*
1. Discussion and Possible Action for Approval of Teacher Contracts
Presenter: M. Carrasco
- C. Approval of the Creation of a Student Advisory Council to Include 73
Revision of Local Policy BE
- Presenter:** A. Rodriguez
- D. Discussion and Possible Action Regarding the School Health Advisory Council 76
(SHAC) Annual Report
- Presenter:** N. Torres
7. **EXECUTIVE SESSION**
To consult with attorney under 551.071, 551.072 and 551.074 of the Texas Government Code:
- A. Discussion Regarding Administration's Recommendation for Deanna Davenport Elementary School Principal; Pursuant to Texas Government Code Section 551.074
- B. To Receive and Discuss the Recommendation of Administration to Propose Non-Renewal of the Term Contracts of J.S., a Teacher at Canutillo High School, J.A., a Teacher at Canutillo Middle School and K.C., a Teacher at Deanna Davenport Elementary; Pursuant to Texas Government Code Sections 551.071 and 551.074
- C. Consultation with Legal Counsel Regarding Intervention in Public Utility Commission of Texas (PUC) Proceeding PUC Docket No. 52195, SOAH Docket No. 473-21-2606, Application of El Paso Electric Company to Change Rates; Pursuant to Texas Government Code Section 551.071
- D. Discussion Regarding Possible Sale of CISD Real Property; Pursuant to Texas Government Code Section 551.072
8. **NEW BUSINESS (continued); OTHER**
- A. Discussion and Possible Action Regarding Administration's Recommendation for Deanna Davenport Elementary School Principal
- B. Discussion and Possible Action Regarding the Recommendation of Administration to Propose Non-Renewal of the Term Contracts of:
1. J.S., a Teacher at Canutillo High School
2. J.A., a Teacher at Canutillo Middle School
3. K.C., a Teacher at Deanna Davenport Elementary
- C. Discussion and Possible Action Related to Intervention in Public Utility Commission of Texas (PUC) Proceeding PUC Docket No. 52195, SOAH Docket No. 473-21-2606, Application of El Paso Electric Company to Change Rates
- D. Discussion and Possible Action Regarding Possible Sale of CISD Real Property
9. **ADJOURNMENT**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

CANUTILLO A Premier District



Vision

Canutillo ISD is the premier district.
We lead today to positively impact tomorrow.

Mission

Canutillo ISD supports and embraces diversity in a multi-cultural society. Our school community thrives in a safe, engaging, inclusive learning environment. We provide equitable opportunities to ensure our future-ready students are inspired to explore, learn, grow and excel.

#BeCanutillo
Tomorrow's Best Today

TRUSTEE ETHICAL GUIDELINES

CANUTILLO INDEPENDENT SCHOOL DISTRICT

1. Student-Centered Focus

- 1.1 I will be continuously guided by what is best for all students of the District.

TRUSTEE ETHICAL GUIDELINES

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2. Equity in Attitude

- 2.1 I will be fair, just, and impartial in all my decisions and actions.
- 2.2 I will accord others the respect I wish for myself.
- 2.3 I will encourage expressions of different opinions and listen with an open mind to others' ideas.

3. Honor in Conduct

- 3.1 I will tell the truth.
- 3.2 I will share my views while working for consensus.
- 3.3 I will arrive at conclusions only after discussing all aspects of the issue at hand with my fellow Board members in meetings. I will respect the opinions of others and abide by the principle of majority-rule.
- 3.4 I will base my decisions on fact rather than supposition, opinion, or public favor.

4. Integrity of Character

- 4.1 I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- 4.2 I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- 4.3 I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed.

5. Trustworthiness in Stewardship

- 5.1 I will be accountable to the public by representing District policies, programs, priorities, and progress accurately.
- 5.2 I will strive to involve the community by ensuring that it is fully and accurately informed about our schools and will try to interpret community aspirations to the school staff.
- 5.3 I will work to ensure prudent and accountable use of District resources.
- 5.4 I will recognize that authority rests only with the whole Board assembled in meeting and will make no personal promise to take private action that may compromise my performance or my responsibilities.
- 5.5 I will refer all complaints through the proper 'chain of command' within the system and will act on such complaints at public meetings only when administrative solutions fail.

TRUSTEE ETHICAL GUIDELINES

6. Commitment to Service

- 6.1 I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- 6.2 I will diligently prepare for and attend Board meetings;
I will notify, in advance, either the Board President or the Superintendent when I am unable to attend a Board meeting.
- 6.3 I will avoid personal involvement in activities the Board has delegated to the Superintendent.
- 6.4 I will seek continuing education that will enhance my ability to fulfill my duties effectively.

CANUTILLO HIGH SCHOOL

GRADUATION 2022

CLASS OF 2022

- ❖ SENIOR COHORT— 378
- ❖ 3yr GRADS- 9
- ❖ TOP 10%- 38
- ❖ PERFORMANCE ACKNOWLEDGEMENT/CCMR GRADS- 155 (as of 4/4/2022)
- ❖ Identifying another 75-100 seniors that we can get Word certification to earn CCMR point- goal=300

Individual graduation committee (IGC)

- ❖ Seniors eligible for Individual Graduation Committee Project- 49
- ❖ 1 test not passed: 33
- ❖ 2 tests not passed: 8
- ❖ 3 tests not passed: 5
- ❖ 4 tests not passed: 4
- ❖ We will bring kids in to complete IGC project by May 15

AT-RISK Senior

❖ Principal's Plan

- Students exceeded the 90% state attendance rule- 120 (majority due to COVID in fall)

❖ At-Risk

- Due to grades or completion of IGC -89 seniors
- The Opportunity Academy- 22 enrolled due to being so far behind in credit- 2 already completed

❖ Seniors Task Force Team

- T. Clapsaddle
- D,. Hardison
- Counseling Team (4 counselors and registrar)
- At-Risk Coordinator
- Credit Recovery Team- (Mr. De Leon, Mrs. Erler, Ms. Arellano)
- Principal's Plan Team -(Mrs₆ Lopez, Mrs. Palacios, Mrs. Bueno)

At-Risk Senior Plan

- ❖ Emails and phone calls
- ❖ Mentors since Fall 2021- FAFSA, Scholarships, Grades
- ❖ Weekly meeting to monitor progress and grades in classes and TLC
- ❖ Senior meetings- Intervention Specialist is meeting with each Senior and calling parents
- ❖ Counselors meeting with parents of at-risk seniors- Zoom and in person
- ❖ Ms. Clapsaddle and Mr. Hardison will be meeting with seniors as well
- ❖ Parent senior meeting end of April

SCHOLARSHIPS/FINANCIAL AID

- ❖ Scholarships— \$1.4 million (NMSU only; UTEP has only awarded 1 scholarship so far)
- ❖ FAFASA Grants—Pending
- ❖ Dual Credit pending (65 seniors enrolled- final amount determined in May)
- ❖ Military Awards pending (6 confirmation letters)
- ❖ **TOTAL— \$1.4 million and growing**

CLASS OF 2022- TESTING

❖ ACT and SAT: Schoolwide administration

- SAT in March-- 2020
- Average ACT score: 17
- Average SAT score: 917

❖ AP Tests

- Testing takes place in May, 2022

COLLEGE APPLICATIONS/READINESS

- ❖ **TOTAL NUMBER OF APPLY TEXAS APPLICANTS- 340 Completed**
(Applied to UTEP, EPCC, NMSU)
- ❖ UTEP- 308 accepted
- ❖ EPCC-- 266 accepted
- ❖ NMSU—207 accepted (84 received Scholarship)
- ❖ **FAFSA COMPLETED- 70%+**
- ❖ **DUAL CREDIT- 65 seniors have completed 446 hrs**

New Tech Network and Naviance

- ❖ New Tech Network is a partnership to aid in boosting college and career readiness for our students.
 - ❖ NTN Team: Ms. Clapsaddle, Mr. Canchola (Gateway to college), Mrs. Lee (AVID/Grad Coach), all 4 counselors, Ms. Hernandez (English), Ms. Morales
- ❖ Canutillo NTN team was giving a \$6000 grant to help boost college and career readiness on our campus
- ❖ Through NTN we are using Naviance, college planning and career assessment tool.
- ❖ Seniors are completing FAFSA SARs uploads and Identifying 3 or more colleges that they have applies to, if they have applied to less than three, they are then prompted to go and complete the steps the juniors are currently in.

Counselors' Corner

❖ **Google Classroom for Seniors**

- Educational Materials
 - Scholarships, FAFSA, Admissions

❖ **Social Emotional Support Material:**

- Support Services for all students on call (M-F 8-4)
- Classroom presentations

❖ **Senior College & Career days**

- November 2, 2021– TACRO Fair
- Q&A, assistance/guidance with pending college paperwork, scholarships applications,
- FAFSA completion and Celebration

❖ **Other means of reaching out: Counselor Initiated for all students:**

- Remind APP, Facebook, Twitter,
- Emails, Texts, Phone calls, Letters, ZOOM meetings

Graduation 2022

- ❖ **May 31 at 2:00pm @ UTEP Don Haskins**
 - ❖ Gates open at 1pm
 - ❖ Senior Week :
 - May 20: Senior Sunset/Celebration
 - May 23: Senior check-out- small groups all day
 - May 24: Senior Breakfast @ CHS Plaza
 - May 25: Senior Awards (3 sessions by Counselor) CHS Auditorium
 - May 26: Graduation rehearsal/ Elementary grad walks
 - May 27: Final Flight
- (Dates are subject to change)



NORTHWEST EARLY COLLEGE HIGH SCHOOL

*2022
SENIOR
UPDATE*

GRIFFIN CLASS OF 2022

Total #	95
Female	59
Male	36
GT	17%
At-Risk	23%
Economically Disadvantaged	47%
Home Language Other Than English	8%
First Generation College Student	53%

Hispanic	93%
White	6%
Black or African American	1%
Asian	0%
Two or More Races	0%

“The ECHS shall identify, recruit and enroll subpopulations (in addition to those who are at-risk as defined by PEIMS) that are historically underrepresented in college courses (first generation college goers, students of low socioeconomic status, African American, Hispanic).”

Breakdown of NW Students Elementary and Middle Schools

The following information is to fulfill the board request regarding elementary and middle school feeder data for 9th and 10th graders at NWECHS.

Elementary school attended and 5th grade class size	Total 9th graders = 95
BCE 66	14
CES 85	13
DDE 43	5
GES 82	18
JDE 91	8
RES 101	13
CISD students that attended other elementary	13
Out of district	11
Middle school attended and 8th grade class size	
Attended AMS 222	32
Attended CMS 236	52
CISD students that attended another MS	11

Elementary school attended and 5th grade class size	Total 10th graders = 92
BCE 55	14
CES 87	14
DDE 61	5
GES 83	18
JDE 85	7
RES 78	14
CISD students that attended other elementary	6
Out of district	14
Middle school attended and 8th grade class size	
Attended AMS 212	36
Attended CMS 219	50
CISD students that attended another MS	6

**The first graduating class of students from Reyes Elementary will be the 22-23 school year.*

NWECHS recruitment efforts include the following:

- Social media promotions of campus life and accolades year round
- District community services to include reading at elementary schools, science fair judging, and food pantry distributions
- Middle school recruitment visits with students and parents
- Winter Lights Community recruitment event @ campus

Street Address:
65 Artcraft Rd.
Paso, TX 79932

Counselor, College Readiness, & Social Worker

- Gateway to College, ACT and PSAT Prep Courses
 - Assistance with FAFSA, scholarships, essays, and applications.
 - Speakers from colleges
 - In PSAT/ACT classes, strategies to improve test scores
 - In Gateway to College classes, real-life skills presentations
- College Prep Course
 - Lessons on mental health and social-emotional well-being
 - Academic progress monitoring
- Student Academic Planning
 - Counselor held individual meetings with all seniors to plan for graduation
 - Held Intervention meetings with at-risk students
- Resources and Referrals
 - Worked with district support staff and campus social worker
 - Referrals to Project Vida and TCHAT agencies
 - Worked with EBCC's Early Alert program to progress

ACT AND PSAT PERFORMANCE

	Test Taken	Average Score
ACT	100%	20
PSAT	87%*	1079



National Merit Commended:

Andrew Cabrera

National Hispanic Scholars:

Dafne Arreola	Briana Gutierrez
Samantha Baez	Eric Gutierrez
Isabella Bejarano	Hanna Ibarra
Andrew Cabrera	Alexa Levario
Lindsay Calvillo	Jonathan Marquez
Aliea Carbajal	Luis Ramos
Damian Carranza	John Valenzuela
(received	
Daniel Flores	
National Indigenous	
Ambar Galaviz	
Scholar as well)	
Cesar Gomez-Guillen	

How do we compare?

Average ACT Composite for El Paso County: 16.5

Average ACT Composite for State of Texas: 20.6

Average PSAT Score for District: 910

Average PSAT Score for State of Texas: 963

UTEP EARLY ADMISSION PROGRAM

Number of Seniors Attending UTEP's Early Admission Program	
2022	15
2021	27
2020	61
2019	45
2018	34



- More students are attending NMSU and outside Universities
- Students have made the decision to take advantage of dual credit Calculus and Physics at NW vs UTEP

ARE WE MEETING OUR EARLY COLLEGE GOALS?

	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Region 19 ECHS AVG
HS Graduate	79 (100%)	88 (100%)	65 (100%)	80 (100%)	95 (100%)	
Earned 0-30 College Credits	79 (100%)	88 (100%)	65 (100%)	80 (100%)	95 (100%)	
Earned 31-45 College Credits	75 (94%)	88 (100%)	64 (98%)	80 (100%)	92 (97%)	
Earned 46-59 College Credits	75 (94%)	85 (96%)	59 (91%)	72 (90%)	90 (95%)	
Earned 60 credits AA Degree	73 (94%)	85 (96%)	59 (91%)	61 (76%)	80* (84%)	71% Associate Degree

*An additional 5 students will complete the required hours for their Associate degree during EPCC Summer I Term.

SCHOLARSHIP DATA

As of March 28, 2022

Scholarship monies earned Class of 2022*

\$4.4 MIL
(and counting)

NMSU Tuition Discount for our 85 seniors who applied

\$5,772,180

Apply Texas Completion Rate

100%

FAFSA/TASFA Completion Rate

100%

Seniors Who Applied to 4 Scholarships

100%

Seniors Who Applied to more than 1 College

100%

Number of Community Service Hours so far

8,116.5 Hrs

*Scholarship monies are still being determined since many schools are announcing admission decisions this month.

WHERE OUR STUDENTS ARE GOING

UTEP	18
NMSU	35
UNM	4
Texas A&M	3
Other	19
Undecided	16



CEREMONY DETAILS

UTEP's Don Haskins Center

DATE: Wednesday, May 18, 2022

TIME: 2:00 p.m

- Audience members will be allowed into the ceremony at 1pm
- Board members are asked to arrive by 1pm
- Parking passes will be provided



OTHER NWECHS EVENTS

- Senior Banquet, April 28, 2022
- Graduation Rehearsal, Tuesday May 17
- All EPCC Graduation Dinners have been cancelled
- EPCC Graduation May 13, 2022- Time TBD





CURRICULUM & INSTRUCTION

CANUTILLO A Premier District

TO: CISD Board of Trustees and Superintendent Galaviz

FROM: Dr. Debra Y. Kerney, Executive Director of Curriculum & Instruction

DATE: April 8, 2022

RE: Lone Star Governance Student Outcome Goal Progress

Pursuant to the Lone Star Governance (LSG) framework, Canutillo ISD administration is required to update the board on student outcome goals in College, Career Readiness (CCR). According to the adopted LSG calendar, CCR is the focus for the month of April. CCR progress data will be presented for discussion at the April 26th Regular Board Meeting. This information is being provided to ensure collective awareness toward student outcome progress measures and goals.

Street Address:
7965 Artcraft Rd.
El Paso, TX 79932

Mailing Address:
P.O. Box 100
Canutillo, TX 79835

P: (915) 877-7440
F: (915) 877-7527
canutillo-isd.org

Canutillo Independent School District does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law in employment practices or in providing education services, activities, and programs, including career and technical education (vocational programs).

For additional information regarding Canutillo Independent School District's policy of nondiscrimination contact the Human Resources Division: (915) 877-7423 | 7965 Artcraft Dr. | El Paso TX 79932.

LONE STAR GOVERNANCE



GOALS AND PROGRESS MONITORING INDICATORS

College, Career Readiness

April 2022

CCR Historical Data



YEAR	Student Achievement
2018	62.7%
2019	69.5%
2020	75.9%
2021	58.4%

CANUTILLO INDEPENDENT SCHOOL DISTRICT
A Premier District



Class of 2022

Progress Towards Goal

	Number of 12th graders	Current Number of students with CCR Points	GOAL 70% of students will receive CCR
CHS	354	84 (24%)	248 (70%)
NWECHS	95	95 (100%)	66 (70%)
Total	449	179 (40%)	314 (70%)

We are more than halfway to our district goal of 70%.

TSIA Texas Success Initiative Assessment

What is the TSIA?

- ELAR (Reading, Writing, and Essay)
- Math (Quantitative, Algebraic, Geometric, Spatial, Probabilistic and Statistical Reasoning)

All current 8th grade students have taken the ELAR TSIA

- Data was analyzed and a group of students received tutoring and retested
- Some 8th grade students have requested to be tested again in May

50 8th grade Students	Completed TSIA ELAR and are ready for EDU 1300 as a 9th grader
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NWECHS offers ongoing TSIA prep and testing

CHS offers tutoring for TSIA

- Grad Coach organizes and administers the TSIA
- Multiple large testing events have been held throughout the year to help students who did not receive and opportunities to test as an 8th or 9th grader because of COVID

CANUTILLO INDEPENDENT SCHOOL DISTRICT
A Premier District



Dual Credit Courses Offered

	Enrollment 2021-2022 (S1:semester 1, S2: semester 2)			
Top Dual Credit Courses (foundational courses required for most degrees)	NWECHS		CHS	
HIST 1301 & 1302	S1: 70	S2: 70	S1: 18	S2: 18
ENGL 1301 & 1302	S1: 70	S2: 70	S1: 30	S2: 30
GOVT 2305	S1: 69	S2: 38	S1: 34	S2: 33
GOVT 2306	S1: 30	S2: 56	- -	- -
SPCH 1321	S1: 26	S2: 90	S1: 9	S2: 7
EDUC 1300	S1: 64	S2:69	S1: 30	S2:13

COLLEGE, CAREER READINESS

Dual Credit Awarded Class of 2022

	Students	Completed Dual Credit
District	155	2,292
CHS	65	446
NWECHS	90	1,846

Industry Based Certifications Class of 2022

CHS	102 more seniors are expected to earn IBC for a total of 163
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College Prep Classes

CHS	26 seniors enrolled in College Prep Class and 122 students enrolled in Gateway to College
NWECHS	92 enrolled in College Prep Class

Dual Credit Action Plans

NWECHS

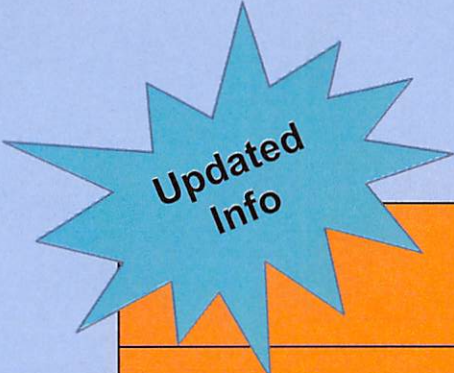
- Offering SPCH 1321/1315 Fall 2022
- Griffin Academy for rising 9th graders
- College prep/advising course-all students, every year
- TSIA Summer Camp
- Focus on Math course to help with TSIA success
- Build Dual Credit and AP course requirements into program

CHS

- Monthly TSIA testing
- Using EOC scores as prerequisite for dual credit when possible
- Increase TSIA summer camp enrollment
- Parent meetings during Eagle Legacy
- Dual Credit Information Fair
- Offer more facilitated classes as DC accredited faculty grows
- Focus on Algebra 2 scores with staffing changes and interventions (direct relation to TSIA Scores)

District

- Survey for current teachers regarding dual credit credentialing
- Purchase TSIA preparation materials for summer interventions and advisory courses
- Train high school personnel on the use of accuplacer reports



FAFSA Completion

	As of Feb 14, 2022	As of April 8, 2022
Canutillo High School	74%	75%
Northwest Early College	95%	100%

Apply Texas



85% of high school seniors have completed *Apply Texas* (Applications for Texas Universities and Scholarships)

Goal Progress Measures Calendar

Goal 1 - Reading The percentage of 3rd grade students that score meets grade level or above will increase from 34% (2021) to 70% by June 2026.					Goal 2 - Math The percentage of 3rd grade students that score meets grade level or above will increase from 22% on June 2021 to 70% by June 2026.					Goal 3 - CCMR The percentage of graduates that earn a CCMR Indicator will increase from 58% (2021) to 88% by June 2026.				
2022	2023	2024	2025	2026	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
43%	50%	57%	64%	70%	30%	40%	50%	60%	70%	64%	70%	76%	82%	88%
GPM 1.1	GPM 1.2	GPM 1.3			GPM 2.1	GPM 2.2	GPM 2.3			GPM 3.1	GPM 3.2	GPM 3.3		
The percentage of kindergarten students reading on grade level will increase from 33% on June 2021 to 70% by June 2026.					The percentage of kindergarten students performing on grade level in math will increase from 13% on June 2021 to 70% by June 2026.					The percentage of graduates earning a dual credit indicator will increase from 37% on June 2021 to 61% by June 2026.				
The percentage of 1st grade students reading on grade level will increase from 46% on June 2021 to 70% by June 2026.					The percentage of 1st grade students performing on grade level in math will increase from 24% on June 2021 to 70% by June 2026.					The percentage of graduating seniors at or above SAT/ACT criterion will increase from 25% on June 2021 to 45% by June 2026.				
The percentage of 2nd grade students reading on grade level will increase from 54% on June 2021 to 70% by year 2026.					The percentage of 2nd grade students performing on grade level in math will increase from 32% (2021) to 70% by the year 2026.					The percentage of graduating seniors who earned approved industry based certification (IBC) will increase from 5.3% on June 2021 to 30% by June 2026.				
Baseline 2020-2021	33%	46%	54%		13%	24%	32%			37%	25%	5%		
2021-2022	40%	55%	60%		25%	30%	45%			43%	27%	10%		
2022-2023	50%	60%	63%		40%	40%	55%			49%	30%	15%		
2023-2024	55%	63%	65%		50%	50%	60%			53%	35%	20%		
2024-2025	65%	67%	67%		60%	60%	65%			58%	40%	25%		
2025-2026	70%	70%	70%		70%	70%	70%			61%	45%	30%		

Superintendent Constraints				
SC 1: Do not allow a rating of Proficient or above on a Principal's or Teacher's Evaluation if expected growth at campus/classroom is not evident.				
SC 2: Do not allow campus budget equity to create obvious disparity.				
Board Constraints				
BC 1: Board members may not remove items from the consent agenda if they have not discussed the item with the superintendent or his/her designee during the previous 7 days.				
BC 2: Board members may not add items to the board agenda without approval of the board chair or 3 trustees.				
BC 3: The board may not invest less than 50% of its board authorized public meeting minutes per month monitoring progress toward student outcome goals.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Goal 1	Oct.	January	March	June
Goal 2	Oct.	January	March	June
Goal 3	Nov.	February	April	July

CANUTILLO INDEPENDENT SCHOOL DISTRICT
A Premier District



Questions?

CANUTILLO INDEPENDENT SCHOOL DISTRICT
A Premier District





March 16, 2022

Pedro Galaviz
Canutillo ISD
PO Box 100
Canutillo, TX 79835-0100

RE: TASB Grassroots Student Scholarship Winner

Dear Mr. Galaviz:

We are grateful that your school board members attended the 2022 TASB Grassroots Meeting at your Education Service Center. Your district's attendance and input to the process of building the advocacy agenda that TASB will represent on behalf of all members in the next legislative session is critical to meeting the on-going needs of all Texas public schools.

The TASB Risk Management Fund (Fund) has provided comprehensive risk solutions that support your efforts to maintain healthy and safe learning environments since 1974. That's why we wanted to participate in the Grassroots Meetings in a meaningful way. To that end, the Fund's Board of Trustees approved a \$500 student scholarship to award Fund member attendees at each of these regional meetings.

I am delighted to inform you that your board member, Armando Rodriguez, won this scholarship on behalf of your district. Please accept this scholarship and award it to a deserving student in your district in hopes that they will go on to further their educational endeavors to great success!

Thank you for your membership in the Fund. We look forward to being of continued service to you. If you have any questions about the Fund's 2022 Grassroots Scholarship, please reach out to your marketing consultant or contact me at 800.482.7276, ext. 3528.

Sincerely,

Todd Shade
Assistant Director
Risk Management Services
Texas Association of School Boards, Inc
Todd.shade@tasb.org

CC: Jackie Spencer



Texas Association of School Boards

P.O. Box 400 • Austin, Texas 78767-0400 • 512.467.0222
12007 Research Blvd. • Austin, Texas 78759-2439 • tasb.org

Serving Texas Schools Since 1949

March 28, 2022

Dear School Leader:

Your school board is invited to submit resolutions for TASB's 2022–24 Advocacy Agenda. Resolutions guide the Association's response to issues during the legislative session. Submitting resolutions important to your board helps TASB reflect your stances in our advocacy efforts. Proposed resolutions are reviewed by the TASB Resolutions Committee and TASB Board. The 2022 Delegate Assembly will adopt approved resolutions for the Advocacy Agenda.

How to Submit a Resolution

The submission period begins April 1, 2022, and closes June 15, 2022, at 11:59 p.m. Your board must approve any proposed resolution, so put an item on your board's agenda before the submission deadline. **Submit your resolutions using the enclosed form, which is also available at gr.tasb.org.**

Note: All current resolutions expire in September. Resolutions your board wishes to see on the 2022–24 Agenda must be submitted again.

Delegate Assembly in September

We strongly encourage you to select a trustee to represent your board at the Delegate Assembly, September 24, 2022, in San Antonio. The Delegate Assembly will debate and vote on the Advocacy Agenda. Delegates advocate for their boards' interests and advocacy positions. Registration opens May 1. Learn more at delegate.tasb.org.

Late Resolutions

Proposals submitted after June 15 will only be considered on an emergency basis. Emergencies are defined not by the seriousness of the subject, but by whether or not the issue was triggered by an event that occurred after the deadline or that prevented the board from submitting in a timely manner. Late resolutions must be accompanied by a statement describing the nature of the emergency.

More information about the Advocacy Agenda is posted at gr.tasb.org. Please contact me if you have any questions. Thank you for contributing to your Association's Advocacy Agenda!

Sincerely,

Dax González
TASB Governmental Relations
800.580.4885

Advocacy Resolution

Please note:

- Your district may propose a new resolution or a resolution adopted by a previous Delegate Assembly. **Resolutions must be submitted on this form.** Attachments will not be considered, and each resolution must have its own district rationale supporting its adoption.
- Express each proposal as a **short, simple sentence** stating the position you wish TASB to take regarding a matter of interest to your school district.
- Use copies of this form if submitting more than one resolution.
- Express **in paragraph form** your district’s rationale for the proposed resolution in the “statement of reasons” section below.
- The language of the proposal and rationale will be edited for length, style, and clarity. Substantive changes in the language of the proposed resolution or amendment shall be referred to the district for approval by a district representative.
- Similar submissions will be combined. Each district will then appear as a cosponsor of the combined proposal.

Proposed resolution: TASB advocates for _____

Statement of reasons: _____

I hereby certify that the above proposed resolution was approved by our board on _____.
(Date of meeting)

Board president’s signature _____

Name of school district _____

County-district number _____

Please e-mail your board’s proposed resolution(s) by June 15, 2022, to Athena Frangeskou with TASB Governmental Relations at athena.frangeskou@tasb.org.

Region 19 Grassroots Online Survey Results

1. Mental health resources for students
2. Sustained funding of school finance system
3. Reduction of required state testing
4. Support for school facilities
5. Changes to automatic voter-approval tax rate elections or tax rate flexibility without elections

Statewide Online Survey Results

1. Sustained funding of school finance system
2. Staff recruitment and retention
3. Reduction of required state testing
4. Mental health resources for students
5. A-F ratings



Texas Association of School Boards

P.O. Box 400 • Austin, Texas 78767-0400 • 512.467.0222
12007 Research Blvd. • Austin, Texas 78759-2439 • tasb.org

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More information about the Advocacy Agenda is posted at gr.tasb.org. Please contact me if you have any questions. Thank you for contributing to your Association's Advocacy Agenda!

Sincerely,

Dax González
TASB Governmental Relations
800.580.4885

1. GENERAL FUNCTIONS-OTHER

1.A. Call to Order

The meeting was called to order at **5:30 p.m.** by Board President Coronado.

1.B. Pledge of Allegiance

1.C. Texas Pledge of Allegiance

1.D. Roll Call

Trustees Coronado, Hernandez, Mendoza, Payan, Searls and Trout were present.

Trustee Rodriguez joined the meeting at 5:37 p.m.

1.E. CISD Vision and Mission Statements

The Vision and Mission Statements were read by Trustee Hernandez and Trout, respectively.

2. OPEN FORUM-OTHER

Any person wishing to address the Board during the period reserved for public comment at a Board meeting must sign up to be heard, in accordance with District policy BED(LOCAL): Each participant will be limited to **THREE MINUTES** to make comments to the Board. The Board is **NOT** permitted to discuss or act upon any issues that are not posted on the agenda for tonight's meeting. For further information on those policies, contact the Superintendent's Administrative Assistant.

Ms. Beti Stanghellini addressed the board sharing her concerns of the book *Gender Queer* and asked to consider removing it from school libraries.

Ms. Inez Quiroz addressed the board sharing her concerns of the book *Gender Queer*.

Mr. Ray Baca addressed the board and asked about having people apply to be appointed to a parent commission who will review reading material and deem whether it is age appropriate for students.

Mr. Noa Maynez addressed the board sharing her concerns of the book *Gender Queer*.

Ms. Breanne Barnes addressed the board and spoke about the book *Gender Queer* and asked why it has not been placed on as an agenda item for discussion.

Mr. Bernardo Barela addressed the board and asked to consider increasing the deferred maintenance budget along with the multi-purpose buildings for elementary schools for safety reasons. He also spoke about school board members running for office.

Ms. Jacqueline Martinez, teacher, addressed the board and shared her concerns regarding the overcrowding at Reyes Elementary School.

3. SPECIAL PRESENTATION-OTHER

3.A. Presentation of School Board Recognition Month Program.

Ms. Liza Rodriguez, Public Information Officer, recognized the Canutillo ISD School Board for their service and listed some of the district's accomplishments.

4. PUBLIC HEARING-OTHER

4.A. A Public Hearing will be held on Jan. 27, 2022, regarding the Texas Academic Performance Report (TAPR). The Public will be invited for public comment.

Ms. Jessica Harrison presented the 2021 annual report. She stated that in 2021 Texas school districts were not rated due to a declared state of disaster. Ms. Harrison continued by stating that the district's special education determination status was, needs assistance, but this was better than the rating received for 2020. Ms. Harrison also noted that an accreditation status was not issued due to a declared state of disaster. She continued through the presentation and reported that Canutillo ISD remains competitive in all areas of assessment.

Board President Coronado opened the floor for public comment.

Ms. Jacquelin Melendez addressed the board and asked about HB99 regarding EOCs. Ms. Harrison stated that there was an exemption for EOC passing in 2020 but noted that in 2021 students could opt of the live STAAR test but the requirement for the EOC remained. Ms. Melendez also asked whether the district would be transparent with parents and the community on the continued option of having students opt out of the STAAR test. Ms. Marnie Rocha, Associate Superintendent stated transparency will continue; however, currently there are no exemptions for high school students.

5. BOARD OF TRUSTEE BUSINESS

5.A. Lone Star Governance

5.A.1. Discussion and possible action to adopt one or more theories of action to drive overall strategic direction.

Dr. Kerney presented on goals and performance levels. She stated that quarterly reports on student progress will be provided from date to 2026.

Ms. Jaloma from the Texas Education Agency (TEA) also addressed the board. She noted that the board already has the Superintendent constraints and has already developed some board self-constraints. Ms. Jaloma continued by discussing the next steps.

Trustee Searls asked to have changes made to the board constraints as she felt it would become a legal issue. She went on to explain that if she is attempting to have an item placed

on an agenda, by contacting other board members she could be engaging in a walking quorum. Ms. Priscilla Mata, legal counsel for the district, stated for the record: “We can have that conversation. Generally speaking, it’s not exactly a walking quorum if you are not discussing the district business but without more, no it’s not a violation of the Open Meetings Act. Now, if you want to strike up a conversation about the subject matter while you’re checking with your colleagues to see if they want the item on the agenda, that’s another question; but, I think you know where to draw the line and so I hope that in considering what agenda items are going to come forward in the future, all trustees are very conscious of the fact that you cannot be discussing or deliberating anything outside of this public. The public has the right and is entitled to know what deliberations are happening about district business, so I’m happy to discuss this with any one of the trustees because I do want to make sure you understand that when you’re considering what matters are going to make it to your agenda per your procedures, right, something you’ve already agreed to, that the discussion stops at: this is what I want to put on the agenda. Yes or no?”

Ms. Searls interjected by stating that is not her outcome, as she gets questioned as to why she wants the item on the agenda and interactions ensue.

Ms. Jaloma continued with her presentation stating that the constraints that were developed pre-covid may have to be revisited. She suggested to schedule a Board Workshop to work on the board and superintendent constraints, along with current constraints. Ms. Jaloma made a recommendation for the board to schedule a three (3) hour workshop to take a deeper dive into the community and to begin looking at the constraints.

It was motioned by Trustee Hernandez, seconded by Trustee Trout and passed with 6 affirmative votes, to table this item until the next board meeting on February 22nd. Trustee Searls abstained.

It was motioned by Trustee Rodriguez, seconded by Trustee Trout and passed with 6 affirmative votes, to table agenda items 5.A.2 and 5.A.3. Trustee Searls abstained.

5.A.2. Discussion and possible action to develop and adopt student outcome goals based on a comprehensive needs assessment (1. a population; 2. a five-year deadline; 3. a baseline; and 4. annual student group targets).

5.A.3. Discussion and possible action to develop and adopt goal-progress measures that align to each student outcome goal (1. a population; 2. a five -year deadline; 3. a baseline; and 4. annual student group targets).

5.B. Overview of the Equity and Advocacy Symposium in Washington D.C. January 22 to January 25, 2022

Trustees Searls, Trout, Rodriguez, Mendoza and Coronado each gave an overview of their experience at the conference.

5.C. Discussion and possible action regarding the creation of student, campus and community representative positions to serve on the Board of Trustees.

Trustee Rodriguez discussed the possibility of having students serve on the board of trustees. He stated that Dr. Galaviz will be working with TASB regarding a policy. Mr. Rodriguez stated that it is being looked at to have the student government president and a delegate appointed and approved by the principal of that campus. There would be some roles and responsibilities in place; however, everything is still a work in progress.

Trustee Trout asked if there will be someone to represent every campus. Trustee Rodriguez stated that currently this is only being looked at for the secondary schools. The discussion was only to provide an update.

6. CONSENT AGENDA-VOTING

It was motioned by Trustee Trout, seconded by Trustee Searls, and unanimously passed to approve the consent agenda, with the exception of item 6.A.3.

6.A. BUSINESS SERVICES

6.A.1. Approval of the Meeting Minutes

6.A.1.a. December 14, 2021, Regular Board Meeting

6.A.2. Approval of the Monthly Financials

6.A.3. Approval of the Monthly Warrant List.

Item was pulled by Trustee Searls and asked that Trustee Rodriguez abstain from page 121 if he still works for Hellas Construction. She stated that there was a check for \$158,485.87 to the company. Ms. Searls also asked to make sure that Mr. Rodriguez has filled out a conflict of interest form.

It was motioned by Trustee Payan, seconded by Trustee Coronado and passed with 6 affirmative votes to approve item 6.A.3. Trustee Rodriguez abstained.

6.A.4. Approval of the Monthly Donations.

6.A.5. Approval of the Budget Amendments.

6.A.6. Approval to Renew Interlocal Agreement between Canutillo ISD and West Texas Cooperative Region 17 for the Child Nutrition Program for 2022-2023

6.A.7. Approval of the Memorandum of Understanding between Canutillo ISD and Project Vida Be You Initiative.

6.B. CURRICULUM AND INSTRUCTION

6.B.1. Approval of Campus Committee Members, Voting Delegates and Alternates for the Proclamation 2022

6.B.2. Approval of the Academic Calendar for school year 2022-23 for Northwest Early College High School & Canutillo Independent School District

6.B.3. Approval of Memorandum of Understanding between Canutillo ISD and UT Austin for Grade 1 Math Early Intervention Program

6.B.4. Approval of Affiliation Agreement between Canutillo ISD and NMSU College of Health Education and Social Transformation

6.B.5. Approval of District and Campus Improvement Plans

6.B.6. Approval to change Legal Counsel Services to guide CISD Special Education Department to O'Hanlon, Demerath, and Castillo.

7. EXECUTIVE SESSION

To consult with attorney under 551.071, 551.072 and 551.074 of the Texas Government Code:

The meeting closed at 8:34 p.m. under Texas Government Code Sections 551.071 and 551.074.

7.A. Discussion with legal counsel regarding status of Rate 41 Group's Intervention in Public Utility Commission of Texas (PUC) Proceeding PUC Docket No. 52195, SOAH Docket No. 473-21-2606, Application of El Paso Electric Company to Change Rates.

7.B. Discussion regarding administration's recommendation for Jose H. Damian School Principal.

8. NEW BUSINESS (continued); OTHER

The meeting reconvened at 9:13 p.m. into Open Session.

8.A. Discussion and possible action regarding administration's recommendation for Jose H. Damian School Principal.

It was motioned by Trustee Trout, seconded by Trustee Payan, and unanimously passed to accept administration's recommendation for Ana Elisa Lee for the position as Principal of Jose Damian Elementary School.

9. ADJOURNMENT

The meeting adjourned at 9:14 p.m. under unanimous consent.

Presented to the Board of Trustees for approval on April 26, 2022. The minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which they were discussed.

1. GENERAL FUNCTIONS-OTHER

1.A. Call to Order

The meeting was called to order at **5:32 p.m.** by Board President Coronado.

1.B. Pledge of Allegiance

1.C. Texas Pledge of Allegiance

1.D. Roll Call

Trustees Coronado, Hernandez, Mendoza, Rodriguez and Searls were present.

Trustee Trout joined the meeting at 6:34 p.m.

1.E. CISD Vision and Mission Statements

The Vision and Mission Statements were read by Trustee Hernandez and Mendoza, respectively.

1.F. Trustee Ethical Guidelines

Dr. Galaviz requested to forego this item and move into Item #3, Board Honors.

2. OPEN FORUM-OTHER

Any person wishing to address the Board during the period reserved for public comment at a Board meeting must sign up to be heard, in accordance with District policy BED(LOCAL): Each participant will be limited to **THREE MINUTES** to make comments to the Board. The Board is **NOT** permitted to discuss or act upon any issues that are not posted on the agenda for tonight's meeting. For further information on those policies, contact the Superintendent's Administrative Assistant.

Ms. Elizabeth Perez addressed the board sharing her concerns about certain books in the libraries and stated that it has repeatedly been requested to have the books removed. She also referenced having it placed on the agenda for a vote and stated that the board defies parent's wishes to have the books removed.

Ms. Claudia Reding addressed the board about her two sons who attend Canutillo Elementary School. She stated that she feels that her son's rights were violated when a book was read to them without her permission.

Ms. Mayra Martinez addressed the board by stating that she was representing her children. She went on to say that she feels that the school is not allowing her to be the main educator, as certain books have explicit photographs. Ms. Martinez stated that she respected the board in their job but asked for the respect of family values.

Ms. Breanne Barnes addressed the board sharing her concerns over an agenda item that has been requested for over six (6) months. She also shared concerns about morale being low at campuses. Ms. Barnes also stated that she feels that staff is being bullied because if they resign, they are having their stipend taken away, leaving them without a paycheck. She also expressed concerns over a couple of agenda items.

Ms. Stacey Reding addressed the board sharing her concerns about a certain book at the school libraries and it being there without parental consent.

Mr. David Villanueva addressed the board regarding the retirement of the culinary program at the high school. He asked that the Board reconsider the retirement of the program.

Dr. Ana Elisa Lee addressed the board by thanking them for the opportunity to serve as the new Principal for Jose Damian Elementary School.

3. BOARD HONORS

3.A. Recognition of the Canutillo HS Eagles Football Team for winning the 1-5A (DII) District Championship.

The Canutillo HS football team was recognized for a victorious season, resulting in winning the 1-5A Division II District Championship, the Bi-District Championship and the Area Championship.

3.B. Recognition of the School of Music and Canutillo High School who earned a First Division on February 5th and qualified to compete at the Texas State UIL Solo and Ensemble Competition at Austin, Texas in May 2022.

This item was not addressed.

3.C. Recognition of CISD school counselors in celebration of National Counselors Week February 7-11.

Canutillo ISD counselors were recognized in honor of National Counselors Week.

4. BOARD OF TRUSTEE BUSINESS

4.A. Presentation on Possible Public Facility Corporation Financing Structure and Instructions to District Staff and Consultants on How to Proceed

Mr. Paul Braden and Mr. Rudy Mejia presented on the Public Facility Corporation, which he stated in Texas are periodically used by school districts as an alternative method to finance new construction. Mr. Braden went on to explain that the school district in essence forms a Public Facilities Corporation (PFC) which is a separate corporation formed by the district and has a special purpose non-profit corporation that acts on behalf of the services of the district. He then went into more depth on the structure of the PFC. Mr. Braden continued through his presentation to explain how funding of a newly constructed facility works.

Board President Coronado opened the floor to questions and comments from the board.

Trustee Rodriguez asked if this could be combined with the tax maintenance note or if it would be separated. Mr. Braden stated that he was uncertain but could look into it. Mr Rodriguez

stated that his concern was having to many different proposals on the bond referendum. He stated that his preference would be to take this to a bond election.

Trustee Mendoza stated that in the past Canutillo has used the PFC and asked when it was used and what it was used for. Mr. Braden informed Ms. Mendoza that the first time it was used was in 1999 for an elementary school addition and in 2001 it was used for the current administration building.

Trustee Searls asked what this was going to be used for. Dr. Galaviz answered that it would be used for central office. A discussion ensued between Ms. Searls and Dr. Galaviz regarding the timeframe and boundaries. Bruno Vasquez, Executive Director of Facilities and Transportation interjected and stated that the boundaries of the project are not finalized but they are already in schematic design. He continued by saying that he has attempted to get more information from TxDOT on the design project, but they do not have it just yet. Ms. Searls also asked if the TxDOT project has already been funded, to which Mr. Vasquez stated yes, TxDOT has confirmed that they have funding for their project.

Trustee Coronado asked in terms of the cost what the interest rate would be and the cost of the process be? Mr. Mejia stated that it could be expected anywhere from half percentage to a full percentage point difference in a PFC financing versus a regular Canutillo ISD PSF transaction.

After much discussion on the matter, Mr. Coronado suggested to the board that they instruct administration and both the bond and financial advisors to proceed with a plan as if they were going to use the PFC to be able to give a more definite picture on the cost and any other issues. Ms. Searls also suggested that the plan say if it is a temporary building or permanent building but would like some kind of plan before deciding if the PFC will be used. Ms. Martha Piekarski addressed the board and stated that this time was being used to become familiar with the PFC so that the board can ask questions and learn about the process so that when administration comes with a plan, the board will have already had received this information, should it be that the PFC is the best option.

It was motioned by Trustee Hernandez, seconded by Trustee Searls, and unanimously passed to instruct administration and our bond council and our financial advisors to explore the possible Public Facility Corporation financing structure for new administration facility and bring option on whether it's going to be rehab or new build and whether there is other financing structure options available.

Trustee Searls requested that her response be placed on the record as: "yes, for exploratory purposes only".

Trustee Trout also requested that her response be placed on the record as: "for the exploratory and bring some options and then we will take the decision".

4.B. Discussion and Possible Action to Adopt a Resolution That Supports the IDEA Full Funding Act (H.R. 5984 and S. 3213, 117th Congress).

Trustee Trout read aloud the Resolution and stated that support was needed for this House Bill.

It was motioned by Trustee Searls, seconded by Trustee Coronado, and unanimously passed to approve.

4.C. Discussion and possible action on Lone Star Governance (LSG) Student Outcome Goal Progress

Ms. Stacy Parker, Advanced Academics Coordinator and Ms. Nicole Morales, Director of Student and Community Services, presented on this item. They informed the board of progress monitoring that is being looked at as they are working towards making sure that students are college career ready.

No action was taken on this item.

5. CONSENT AGENDA-VOTING

It was motioned by Trustee Trout, seconded by Trustee Searls, and unanimously passed to approve the consent agenda, with the exception of items 5.A.4, 5.A.7 and 5.C.3.

5.A. BUSINESS SERVICES

5.A.1. Approval of the Monthly Financials

5.A.2. Approval of the Monthly Warrant List.

5.A.3. Approval of the Monthly Donations.

5.A.4. Approval of Budget Amendments for January 2022.

Trustee Trout stated that she requested to have this item pulled because she had a question on the budget amendments regarding an allocation of \$1,100,000.00. She requested information on the reasoning. Mr. Bruno Vasquez informed the board that they recently approved the recoding of tracks at the middle schools and high school. He continued and stated that during the process Coach Brooks and Mr. Vasquez met with the contractor that was performing the work at the middle schools and certain deficiencies were found in the existing subsurface. Mr. Vasquez explained how this could eventually cause problems. He stated that in addition to the anticipated cost of at least \$750,000.00, for the turf project alone, there were additional costs anticipated for engineering and construction to remove existing soil material, re-grade and properly prepare the subsurface for the installation for the very expensive system.

It was motioned by Trustee Searls, seconded by Trustee Trout, and passed with 5 affirmative votes to approve. Trustee Rodriguez abstained.

5.A.5. Approval of the Quarterly Investment Report for the Quarter Ended December, 2021.

5.A.6. Approval of Quotes Submitted by DLC Construction Inc. for the Work Required to Repair the Asphalt Surface at Alderete Middle School and Canutillo Middle School's Tracks, in the Amount of \$63,000.00.

5.A.7. Approval to Purchase Panorama Education SEL Curriculum from Panorama Education Inc., Utilizing Harris County Choice Partners Contract #21/031KN-44 in the amount of \$71,050.00

This item was tabled for a later board meeting.

5.B. CURRICULUM AND INSTRUCTION

5.B.1. Approval of Memorandum of Understanding Between Canutillo ISD and Region 19, Headstart

5.B.2. Approval of Educational Experience Affiliation Agreement and Undergraduate Program Agreement with the School of Nursing

5.B.3. Approval of Educational Experience Affiliation Agreement and Undergraduate Program Agreement with the College of Health Sciences, UTEP

5.C. HUMAN RESOURCES

5.C.1. Approval of Resolution of the Board Regarding Wage Payments During Emergency Closure Due to Inclement Weather

5.C.2. Approval for Garcia Elementary Campus Improvement Plan

5.C.3. Approval of TASB Policy Update 118. **1st Reading**

Trustee Searls requested to have this item pulled as she had a question regarding some new wording in the policy. She continued by reading the language as “all resignations shall be submitted in writing to the superintendent” with the new wording “or other person designated by board action...”. Ms. Searls continued by saying that she understood the policy to mean that the board would have to designate that person by board action, who could possibly take a resignation. Mr. Steve Blanco, legal counsel for Canutillo ISD, interjected and stated that the reason that the wording was added to the policy was because there may be times where the superintendent may not be available. He informed the board that they would be required to authorize someone to act as the superintendent, in the place of the superintendent. He continued and gave an example of, in the case of resignations, the superintendent could designate Ms. Martha Carrasco. Discussion ensued and it was later clarified that the wording was intended more for cases where there was no one in the position of superintendent. Currently, the superintendent has the authority to make the delegation.

It was motioned by Trustee Searls, seconded by Trustee Mendoza, and unanimously passed to approve.

6. EXECUTIVE SESSION

To consult with attorney under 551.071, 5510.72 and 551.074 of the Texas Government Code:

The meeting was closed at 7:37 p.m. under Texas Government Code Section 551.071.

6.A. Discussion with legal counsel regarding Intervention in Public Utility Commission of Texas (PUC) Proceeding PUC Docket No. 52195, SOAH Docket No. 473-21-2606, Application of El Paso Electric Company to Change Rates; Pursuant to Texas Government Code Section 551.071

7. NEW BUSINESS (continued); OTHER

The meeting was reconvened at 7:53 p.m. into Open Session.

7.A. Discussion and Possible Action Related to Intervention in Public Utility Commission of Texas (PUC) Proceeding PUC Docket No. 52195, SOAH Docket No. 473-21-2606, Application of El Paso Electric Company to Change Rates

It was motioned by Trustee Trout, seconded by Trustee Mendoza, and passed with 5 affirmative votes to allow the attorney's Rate 41 case to move forward, the hearing, and to bring any settlement discussed, before the board. Trustee Hernandez abstained.

8. ADJOURNMENT

The meeting adjourned at **7:55 p.m.** under unanimous consent.

Presented to the Board of Trustees for approval on **April 26, 2022.** The minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which they were discussed.

Board of Trustees

Meeting Date: _____

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

Justification Statement:

Purpose of Agenda Item:

Information Discussion Action

Item Type:

Curriculum & Instruction HumanResources Business Services

Staff Responsible:

Signature of Requester(s)

Signature of Presenter(s)

CPulley
Business Services Approval (Initials)

Date

Agenda Summary:

RECOMMENDATION:

PRIOR BOARD ACTION:

AWARDED:

AWARDED AMOUNT:

AMOUNT(S):

ACCOUNT NO(S):

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)

REQUESTING DEPARTMENT:

CONSEQUENCES OF NON-APPROVAL:

IMPLEMENTATION TIMELINE:

ATTACHMENT(S):



Board of Trustees

Meeting Date: _____

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

Justification Statement:

Purpose of Agenda Item:

Information Discussion Action

Item Type:

Curriculum & Instruction HumanResources Business Services

Staff Responsible:

Signature of Requester(s)

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CPulley
Business Services Approval (Initials)

Date

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AWARDED AMOUNT:

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REQUESTING DEPARTMENT:

CONSEQUENCES OF NON-APPROVAL:

IMPLEMENTATION TIMELINE:

ATTACHMENT(S):



Board of Trustees

Meeting Date: _____

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

Justification Statement:

Purpose of Agenda Item:

Information Discussion Action

Item Type:

Curriculum & Instruction HumanResources Business Services

Staff Responsible:

Signature of Requester(s)

Signature of Presenter(s)

CPulley
Business Services Approval (Initials)

Date

Agenda Summary:

RECOMMENDATION:

PRIOR BOARD ACTION:

AWARDED:

AWARDED AMOUNT:

AMOUNT(S):

ACCOUNT NO(S):

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)

REQUESTING DEPARTMENT:

CONSEQUENCES OF NON-APPROVAL:

IMPLEMENTATION TIMELINE:

ATTACHMENT(S):





FINANCIAL SERVICES

CANUTILLO A Premier District

TO: Board of Trustees
Dr. Pedro Galaviz, Superintendent

FROM: Cristina Pulley, Director of Financial Services

DATE: April 1, 2022

SUBJECT: Budget Amendments for March 2022

Budget Amendments submitted are summarized below for your review and consideration.

Admin Cost Ratio Formula:

21 Instructional Leadership + 41 General Administration

11 Instruction + 12 Instructional Resources/Media Services +
13 Curriculum/Staff Development + 31 Guidance/Counseling Services

BJE 341747 – This budget amendment will allocate funds from Function 21 - Instructional Leadership, Function 11 - Instruction and Function 13 - Curriculum/Staff Development to Function 11 - Instruction for general supplies needed to provide activities for growth in behavior management, social skills and character education for Disciplinary Alternative Education Program (DAEP) students. This budget amendment will have a positive impact on the administrative cost ratio.

BUDGET ACCOUNT NUMBER		CURRENT BUDGET	CHANGE	AMENDED BUDGET
185.21.6411.00.923.28	In-City Mileage Reimbursement	\$ 1,300	\$ (1,000)	\$ 300
185.13.6411.00.923.28	In-City Mileage Reimbursement	\$ 2,600	\$ (1,241)	\$ 1,359
185.11.6141.05.923.28	Medicare	\$ 30	\$ (30)	\$ 0
185.11.6146.05.923.28	Teacher Retirement	\$ 5	\$ (5)	\$ 0
185.11.6145.05.923.28	Unemployment Compensation	\$ 3	\$ (3)	\$ 0
185.11.6143.05.923.28	Workers Compensation	\$ 10	\$ (10)	\$ 0
185.11.6149.05.923.28	TRS Entity Contribution	\$ 11	\$ (11)	\$ 0
185.11.6117.05.923.28	Extra Duty -Professional	\$ 761	\$ (761)	\$ 0
185.11.6399.00.923.28	General Supplies	\$ 2,062	\$ 2,041	\$ 4,103
185.11.6398.00.923.28	Controlled Assets Technology	\$ 9,511	\$ 1,020	\$ 10,531

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Canutillo Independent School District does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law in its employment practices or in providing education services, activities, and programs, including career and technical education (vocational programs).

For additional information regarding Canutillo Independent School District's policy of nondiscrimination contact the Human Resources Division: (915) 877-7425 | 7965 Arcraft Dr. | El Paso TX 79932.

BJE 341787 - This budget amendment will allocate funds from Function 41 - General Administration to 31 - Guidance/Counseling Services to assist Testing Coordinator with annual membership renewal to Lead4ward Accountability Connect for FY2022-2023. This budget amendment will have a positive impact on the administrative cost ratio.

BUDGET ACCOUNT NUMBER		CURRENT BUDGET	CHANGE	AMENDED BUDGET
199.41.6299.00.732.99	Miscellaneous Contracted Services	\$ 3,607	\$ (2,500)	\$ 1,107
199.31.6495.00.921.99	Membership Dues/Fees	\$ 1,430	\$ 2,500	\$ 3,930

BJE 341792 - This budget amendment will allocate funds from Function 41 - General Administration to 31 - Guidance/Counseling Services to assist Director for Student & Community Services with end of year expenditures such as ASCA Summer Conference and resources for district counselors. This budget amendment will have a positive impact on the administrative cost ratio.

BUDGET ACCOUNT NUMBER		CURRENT BUDGET	CHANGE	AMENDED BUDGET
199.41.6399.00.732.99	General Supplies	\$ 4,000	\$ (2,757)	\$ 1,243
199.41.6411.00.732.99	Employee Travel	\$ 5,100	\$ (2,243)	\$ 2,857
199.31.6499.00.920.99	Miscellaneous Operating Expense	\$ 1,342	\$ 2,000	\$ 3,342
199.31.6411.00.920.99	Employee Travel	\$ 6,000	\$ 3,000	\$ 9,000

BJE 341812 – This budget amendment will allocate funds from Function 13 – Curriculum/Staff Development to Function 11 – Instruction to purchase additional materials and supplies for all at-risk students/struggling learners to use throughout the year. This budget amendment will have no impact on the administrative cost ratio.

BUDGET ACCOUNT NUMBER		CURRENT BUDGET	CHANGE	AMENDED BUDGET
185.13.6499.00.106.24	Miscellaneous Operating Costs	\$ 1	\$ (1)	\$ 0
185.13.6411.00.106.24	Travel	\$ 4,636	\$ (2,261)	\$ 2,375
185.11.6399.00.106.24	General Supplies	\$ 18,782	\$ 2,262	\$ 21,044

BJE 341833 – This budget amendment will allocate funds from Function 11 – Instruction to Function 13 – Curriculum/Staff Development to cover staff development costs for Reading Academies by Region 19 for teachers and administrators. This budget amendment will have no impact on the administrative cost ratio.

BUDGET ACCOUNT NUMBER		CURRENT BUDGET	CHANGE	AMENDED BUDGET
199.11.6299.00.916.11	Miscellaneous Contracted Services	\$ 208,282	\$ (9,600)	\$ 198,682
199.13.6239.00.916.36	Contracted Services Region 19	\$ 5,000	\$ 9,600	\$ 14,600

BJE 341888 – This budget amendment will allocate funds from Function 35 – Food Service to Function 51 – Plant Maintenance Operations to cover expenses of wall wrap remodeling at Childress ES, Canutillo ES, Davenport ES, Damian ES, Garcia ES and Canutillo HS. This budget amendment will have no impact on the administrative cost ratio.

BUDGET ACCOUNT NUMBER		CURRENT BUDGET	CHANGE	AMENDED BUDGET
101.35.6397.00.909.99	Controlled Assets Other-Furniture and	\$ 505,000	\$ (40,000)	\$ 465,000
101.51.6299.00.909.99	Miscellaneous Contracted Services	\$ 165,000	\$ 40,000	\$ 205,000

BJE 341891 – This budget amendment will allocate funds from Function 35 – Food Service to Function 51 – Plant Maintenance Operations to purchase a replacement water heater and to cover the increase for maintenance supplies and parts. This budget amendment will have no impact on the administrative cost ratio.

BUDGET ACCOUNT NUMBER		CURRENT BUDGET	CHANGE	AMENDED BUDGET
101.35.6397.00.909.99	Controlled Assets Other-Furniture and Equipment	\$ 502,000	\$ (40,000)	\$ 462,000
101.51.6349.00.909.99	Food Service Supplies	\$ 50,000	\$ 40,000	\$ 90,000

BJE 341960 – This budget amendment will allocate funds from Function 13 - Curriculum/Staff Development to Function 11 - Instruction to cover deficits in accounts due to HB4545 Intersession tutoring. This budget amendment will have no impact on the administrative cost ratio.

BUDGET ACCOUNT NUMBER		CURRENT BUDGET	CHANGE	AMENDED BUDGET
185.13.6411.00.042.30	In-City Mileage Reimbursement	\$ 2,650	\$ (655)	\$ 1,995
185.11.6141.05.042.30	Medicare	\$ 143	\$ 360	\$ 503
185.11.6149.05.042.30	TRS Entity Contribution	\$ 0	\$ 146	\$ 146
185.11.6145.05.042.30	Unemployment Compensation	\$ 9	\$ 25	\$ 34
185.11.6143.05.042.30	Workers Compensation	\$ 49	\$ 124	\$ 173

BJE 342000 – This budget amendment will allocate funds from Function 35 – Foodservice to Function 51 – Plant Maintenance Operations to cover air unit replacement costs for Alderete Middle School and Canutillo High School. This budget amendment will have no impact on the administrative cost ratio.

BUDGET ACCOUNT NUMBER		CURRENT BUDGET	CHANGE	AMENDED BUDGET
101.35.6639.00.909.99	Capital Outlay Furniture & Equipment	\$ 390,000	\$ (60,000)	\$ 330,000
101.51.6639.00.909.99	Furniture/Equipment > \$5000	\$ 14,000	\$ 60,000	\$ 74,000

BJE 342081 – This budget amendment will allocate funds from Function 13 - Curriculum/Staff Development to Function 11 - Instruction to cover deficits in accounts. This budget amendment will have no impact on the administrative cost ratio.

BUDGET ACCOUNT NUMBER		CURRENT BUDGET	CHANGE	AMENDED BUDGET
185.13.6499.00.103.30	Miscellaneous Operating Costs	\$ 675	\$ (205)	\$ 470
185.11.6143.05.103.30	Workers Compensation	\$ 48	\$ 1	\$ 49
185.11.6149.05.103.30	TRS Entity Contribution	\$ 144	\$ 3	\$ 147
185.11.6145.05.103.30	Unemployment Compensation	\$ 11	\$ 1	\$ 12
185.11.6146.05.103.30	Teacher Retirement	\$ 743	\$ 15	\$ 758
185.11.6141.05.103.30	Medicare	\$ 139	\$ 3	\$ 142
185.11.6128.05.103.30	Extra Duty Pay - Hourly	\$ 611	\$ 182	\$ 793

BJE 342107 – This budget amendment will allocate funds from Function 11 – Instruction and Function 13 – Curriculum/Staff Development to Function 11 – Instruction to cover deficits in accounts. This budget amendment will have no impact on the administrative cost ratio.

BUDGET ACCOUNT NUMBER		CURRENT BUDGET	CHANGE	AMENDED BUDGET
185.11.6399.00.042.30	General Supplies	\$ 32,922	\$ (39)	\$ 32,883
185.13.6411.00.042.30	In-City Mileage Reimbursement	\$ 2,650	\$ (1,995)	\$ 655
185.11.6494.00.042.30	Transportation Charges	\$ 0	\$ 2,034	\$ 2,034

BJE 342185 – This budget amendment will allocate funds from Function 11 - Instruction and Function 13 - Curriculum/Staff Development to Function 11 - Instruction to cover cost of teaching personnel for TSI Math and Reading and Summer STEM Program. This budget amendment will have no impact on the administrative cost ratio.

BUDGET ACCOUNT NUMBER		CURRENT BUDGET	CHANGE	AMENDED BUDGET
185.11.6299.00.003.30	Miscellaneous Contracted Services	\$ 5,000	\$ (5,000)	\$ 0
185.11.6329.00.003.30	Reading Materials	\$ 5,000	\$ (306)	\$ 4,694
185.13.6411.00.003.30	Travel	\$ 5,000	\$ (5,000)	\$ 0
185.13.6239.00.003.30	Contracted Maintenance and Repair	\$ 5,000	\$ (5,000)	\$ 0
185.11.6117.40.003.30	Salaries for Teachers & Other Professional Personnel	\$ 0	\$ 15,306	\$ 15,306

Board of Trustees

Meeting Date: _____

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting: Recommendation to approve award of Request for Proposal (RFP) 220012244 E-Rate FY2022-23 Category 1 Fiber Internet Access to Spectrum Enterprises. Total amount not to exceed \$160,000.00.

Justification Statement: Canutillo ISD has benefited from the discounts available through the E-Rate Schools and Libraries Program.

Purpose of Agenda Item: Information Discussion Action
 Item Type: Curriculum & Instruction Human Resources Business Services

Staff Responsible:

[Handwritten Signature]
 Signature of Presenter(s)

[Handwritten Signature]
 Signature of Presenter(s)

Business Services Approval (Initials)

Date

Agenda Summary:

As stated in Board Policy CH (Local), any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

We are currently participating in the Schools and Libraries Program commonly known as the E-Rate Program. This program helps ensure that schools and libraries can obtain high-speed Internet access and telecommunications at affordable rates. The following recommendations are made to continue participating in the E-Rate program based on the National School lunch program percentages which provides the District an 80% discount. Canutillo ISD will be responsible for paying 20% of the total cost and 80% will be paid through the E-Rate Program.

Adding another Internet connection to our current infrastructure will allow a seamless user experience that will facilitate learning District-wide. Adding such line using E-Rate provides the opportunity to take on this task at a fraction of the cost.

RECOMMENDATION: Evaluation Committee recommends to award Spectrum Enterprises the contract for Fiber Internet Access.

PRIOR BOARD ACTION: Approved AWARDED: 02/27/18 AWARDED AMOUNT: \$25,000.00

AMOUNT(S): Not to exceed \$160,000.00

ACCOUNT NO(S): 199.51.6257.26.999.99

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)
E-Rate Request For Proposal facilitated by Region 12

REQUESTING DEPARTMENT: Information Technology Services

CONSEQUENCES OF NON-APPROVAL: Non-compliant with E-Rate submission deadlines. Risk of losing E-Rate funding.

IMPLEMENTATION TIMELINE: July 1, 2022

ATTACHMENT(S): ✓ Evaluation and Letter of award recommendation



Board of Trustees

Meeting Date: _____

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting: Recommendation to approve award of Request for Proposal (RFP) 220012244 E-Rate FY 2022-2023 Category 2, Network Infrastructure to Advanced Network Management (ANM) in the total amount not to exceed \$990,000.00.

Justification Statement: The District has benefited from previous E-Rate discounts made available for District-wide network infrastructure and services.

Purpose of Agenda Item:

Information Discussion Action

Item Type:

Curriculum & Instruction Human Resources Business Services

Staff Responsible:

[Handwritten Signature]

Signature of Requester(s)

[Handwritten Signature]

Signature of Presenter(s)

Business Services Approval (Initials)

Date

Agenda Summary:

As stated in Board Policy CH (Local), any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

We are currently participating in the Schools and Libraries Program commonly known as the E-Rate Program. This program helps ensure that schools and libraries can obtain high-speed Internet access and telecommunications at affordable rates. The following recommendations are made to continue participating in the E-Rate program based on the National School Lunch program percentages which provides the District an 80% discount. Canutillo ISD will be responsible for paying 20% of the total cost and 80% will be paid through the E-Rate Program. This is part of the Districts 5 year plan for modernization and will allow for students to benefit from instructional technology. Furthermore, we will be able to carry on with statewide testing. This will modernize all High Schools and Middle Schools. Our next rollout will be for all Elementary Schools.

The evaluation committee reviewed all proposals received for the Districts E-Rate Category 2 projects, including the following network infrastructure services:

-Switches, Components, and Software & Licenses

It is recommended that the Board of Trustees approved the selected vendor(s) for the projects as described in the attached documentation.

RECOMMENDATION:

PRIOR BOARD ACTION:

AWARDED:

AWARDED AMOUNT:

AMOUNT(S): Not to exceed \$990,000.00

ACCOUNT NO(S): 199.53.6398.00.728.99

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)

E-Rate Request For Proposal facilitated by Region 12

REQUESTING DEPARTMENT:

Information Technology Services

CONSEQUENCES OF NON-APPROVAL:

Non-compliant with E-Rate submission deadlines. Risk of losing E-Rate funding.

IMPLEMENTATION TIMELINE:

July 1, 2022

ATTACHMENT(S): ✓ Evaluation and Letter of award recommendation

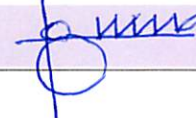


Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting: Discussion and recommendation regarding the Request for Qualifications issued for the solicitation of Professional Engineering Services for miscellaneous projects.

Justification Statement: In accordance with CH (Legal): "...A district may not select a provider of professional services or a group or association of providers or award a contract for the services on the basis of competitive bids submitted for the contract or for the services, but shall make the selection and award on the basis of demonstrated competence and qualifications to perform the services..."

Purpose of Agenda Item: Information Discussion Action
Item Type: Curriculum & Instruction Human Resources Business Services

Staff Responsible:  Bruno Vasquez 4/ 01/2022
Signature of Requester(s)
Signature of Presenter(s)
Business Services Approval (Initials) *Date*

Agenda Summary:
The administration issued a Request for Qualifications to select a Professional Engineering firm to provide miscellaneous engineering projects for the District. The Purchasing and Facilities Departments assembled a selection committee comprised of administrators, campus staff, and a community member. This committee reviewed the nine submissions received and conducted in-person interviews with the three highest-ranked firms.
After these interviews, the selection committee hereby recommends Quantum Engineering Consultants Inc.

RECOMMENDATION: The selection committee and the administration recommends Quantum Engineering Consultants Inc to provide Engineering Services for miscellaneous projects for Canutillo ISD.

PRIOR BOARD ACTION: None AWARDED: N/A AWARDED AMOUNT: N/A

AMOUNT(S): N/A

ACCOUNT NO(S): N/A

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)
Competitive proposal

REQUESTING DEPARTMENT:
Facilities Department

CONSEQUENCES OF NON-APPROVAL:
Inability to proceed with miscellaneous infrastructure projects, District wide.

IMPLEMENTATION TIMELINE:
Upon approval

ATTACHMENT(S): 



DISTRICT REQUESTED REVISIONS

Meeting Place and Time

The notice for a Board meeting shall reflect the date, time, and location of the meeting.

Regular Meetings

Regular meetings of the Board shall normally be held on the fourth Tuesday of each month at 5:30 p.m. When determined necessary and for the convenience of Trustees, the Board President may change the date, time, or location of a regular meeting with proper notice.

Special or Emergency Meetings

The Board President shall call special meetings at the Board President's discretion or on request by two Trustees.

The Board President shall call an emergency meeting when it is determined by the Board President and two Trustees that an emergency or urgent public necessity, as defined by law, warrants the meeting.

Agenda

Deadline

The deadline for submitting items for inclusion on the agenda is noon on the seventh calendar day before regular meetings and noon on the third calendar day before special meetings.

Preparation

In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings. Any Trustee may request that a subject be included on the agenda for a meeting, and the Superintendent shall include on the preliminary agenda of the meeting all topics that have been timely submitted by a Trustee.

Before the official agenda is finalized for any meeting, the Superintendent shall consult the Board President to ensure that the agenda and the topics included meet with the Board President's approval. In reviewing the preliminary agenda, the Board President shall ensure that any topics the Board or at least three Trustees have requested to be addressed are on that agenda. The Board President shall not have authority to remove from the agenda a subject requested by at least three Trustees without specific authorization from those Trustees.

Notice to Members

Trustees shall be given notice of regular and special meetings at least 72 hours prior to the scheduled time of the meeting and at least one hour prior to the time of an emergency meeting.

Student Advisory Council

[In accordance with administrative regulations, the District shall create a student advisory council to enhance community involvement and student participation in the Board's work in local government process.](#)

Closed Meeting

Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, in accordance with law.

The Board may conduct a closed meeting when the agenda subject is one that may properly be discussed in closed meeting. [See BEC]

Order of Business

The order of business for regular Board meetings shall be as set out in the agenda accompanying the notice of the meeting. At the meeting, the order in which posted agenda items are taken may be changed by consensus of Trustees. The Pledge of Allegiance to the flags shall be recited at regular Board meetings.

Rules of Order

The Board shall observe the parliamentary procedures as found in *Robert's Rules of Order, Newly Revised*, except as otherwise provided in Board procedural rules or by law. Procedural rules may be suspended at any Board meeting by majority vote of the Trustees present.

Voting

Voting shall be by voice vote or show of hands, as directed by the Board President. Any Trustee may abstain from voting, and a Trustee's vote or failure to vote shall be recorded upon that Trustee's request. [See BDAA(LOCAL) for the Board President's voting rights]

Consent Agenda

When the agenda is prepared, the Board President shall determine items, if any, that qualify to be placed on the consent agenda. A consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Trustee requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote.

Minutes

Board action shall be carefully recorded by the Board Secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board.

The official minutes of the Board shall be retained on file in the office of the Superintendent and shall be available for examination during regular office hours.

Discussions and Limitation

Discussions shall be addressed to the Board President and then the entire membership. Discussion shall be directed solely to the business currently under deliberation, and the Board President shall halt discussion that does not apply to the business before the Board.

The Board President shall also halt discussion if the Board has agreed to a time limitation for discussion of an item, and that time limit has expired. Aside from these limitations, the Board President


shall not interfere with debate so long as Trustees wish to address themselves to an item under consideration.



STUDENT SUPPORT SERVICES

CANUTILLO A Premier District

TO: Board of Trustees

FROM: Dr. Monica Reyes 
Executive Director, Student Support Services

DATE: April 11, 2022

SUBJECT: School Health Advisory Council (SHAC) Annual Report

As per board policy, the Student Support Services Department will present the School Health Advisory Council (SHAC) annual report. This report communicates the 2021-2022 efforts and recommendations addressing meetings and activities throughout the district.

This report does require board action.

Action Requested:

The Canutillo SHAC recommends Board approval of the 2021-2022 School Health Advisory Council (SHAC) Report:

- Positive Potential – 6th, 7th, and 8th grade supplemental health curriculum
- Proclamation 2022
 - Secondary-level: middle and high school
Publisher – Goodheart-Willcox for Health, Physical Education, Athletics
Attached:
 - Correlation of Texas Health Skills for Middle School ©2023
 - Elementary-level:
 - Coordinated Approach To Child Health
Attachments:
 - CATCH-Health-Curriculum-Alignment-to-22-23-TEKS.pdf
 - CATCH-K-8-PE-Alignment-to-22-23-TEKS.pdf
 - CATCH-SEL-Journeys-Alignment-to-22-23-TEKS

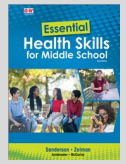
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Canutillo Independent School District does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law in its employment practices or in providing education services, activities, and programs, including career and technical education (vocational programs).

**Goodheart-Willcox Publisher Correlation of
 Essential Health Skills for Middle School ©2023
 to Alabama Course of Study: Health Education
 Course: Health Education, Grades 6-8**



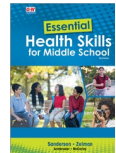
STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
HEALTH PROMOTION – GRADE 6		
Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
6.1.1	Describe the interrelationship between social and emotional health in adolescence.	10, 15, 35 Think Critically (#15), 99 Think Critically (#20), 103–104, 134–136, 142–148, 150–153, 161 Think Critically (#15), 166–172, 181–182, 189 Think Critically (#16), 475–476, 510, 522, 558
	a. Identify how positive relationships can enhance each dimension of health	150–158, 150 (Figure 5.16 Source of Stress), 151 (Figure 5.17 Eustress), 152 (Figure 5.18 Fight or Flight Response), 165–170, 181–187
	b. Explain how stress can affect personal health.	15–21, 17 (Figure 1.8 Environmental Protective and Risk Factors), 20, (The Game of Life), 132, 142, 182, 356
6.1.2	List ways to reduce or prevent injuries and illness.	10, 15–21, 77–96, 110–114, 152–158, 161 Develop Your Skills (#19–22), 183–184, 216, 251, 256–260, 266, 268, 325–328, 391–400, 403 Think Critically (#19), Develop Your Skills (#21), 407–438, 441 Think Critically (#18), Develop Your Skills (#21), 453–454, 589–591, 603 Develop Your Skills (#19)
<i>Examples: stretching techniques, regular exercise, equipment safety, flu shot, obtaining immunizations against HPV and other conditions</i>		
6.1.3	Describe benefits of practicing healthy behaviors.	13, 23–29, 99 Develop Your Skills (#19), 103–106, 116–122, 137–138, 146–147, 177–179, 239 Think critically, (#20) Develop Your Skills (#22), 288–294, 300, 305 Develop Your Skills (#20), 321–324, 355, 485, 491–495, 498–504, 507–508, 531, 538–539, 559, 577
<i>Examples: using household products only for intended purposes, dietary choices, physical activity, drinking plenty of water</i>		
6.1.4	Examine how personal health and wellness are affected positively or negatively by an individual's surroundings	14–19, 15 Health and Wellness Spectrum, 17 (Figure 1.8 Environmental Protective and Risk Factors), 18–20, 21 Lesson 1.2 Review (#2, 5), 21 Hands on Activity, 424–434
6.1.5	Identify how positive family practices and beliefs promote personal health.	15–17, 19–21, 103–104, 165, 210–211, 244, 288, 379–380, 382, 386, 396–398
<i>Examples: regular dental and vision check-ups, regular doctor visits</i>		
ANALYZING INFLUENCES – GRADE 6		
Anchor Standard 2: Students will analyze the influence of family peers, culture, media, technology, and other factors on health behaviors.		
6.2.1	Examine how family and peers influence the health of adolescents.	10, 15–21, 77–96, 110–114, 152–158, 161 Develop Your Skills (#19–22), 183–184, 216, 251, 256–260, 266, 268, 325–328, 391–400, 403 Develop Your Skills (#19–21), 407–438, 453–454, 589–591, 603 Develop Your Skills (#19)
<i>Examples: inactivity, fast food consumption</i>		



STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
	a. List personal family guidelines and rules that enhance health.	10-13, 31-32, 32 (Figure 1.18 Example of Community Resources), 205-209, 213, 246, 271 Develop Your Skills (#18), 296-297, 326, 359-360 (Figure 11.22 Types of Rehabilitation Programs), 431, 436-438, 456-458, 598-599
	b. List peer situations that enhance health.	18, 35 Develop Your Skills (#22), 133-135, 165, 179, 182, 185, 289, 297, 323, 355, 441 Develop Your Skills (#21), 475-476, 503-504, 518, 538, 559, 569-570, 590
6.2.2	Identify health services offered in the school.	17-19, 165, 174-175, 182, 185, 271 Develop Your Skills (#18), 289-290, 290 (Figure 9.14 Triggers), 297, 325, 355, 359, 475-476, 503-504, 518, 537-541, 559
6.2.3	Investigate how messages from media influence health behaviors.	27, 35 Develop Your Skills (#21), 106-107, 120-122, 125 Think Critically (#17) and 21), 150, 155, 167, 172 (Hands-On Activity), 244 (Case Study), 246, 271 Develop Your Skills (#19), 290-291, 441 Think Critically (#18 and 20), 458-459, 462-463, 469 Think Critically (#16), 483, 522
<i>Examples: social media, fast food advertisements, editing photos to enhance physical appearance.</i>		
6.2.4	Explain the influence of values and beliefs on individual health practices and behaviors.	19, 23-24, 133-134, 271 Think Critically (#16- #17), 288, 321-323, 355-360, 492, 507, 540, 568
<i>Examples: family values, religious beliefs</i>		
6.2.5	Identify how bad health choices result in poor personal health.	23-29, 324 (Building Your Skills), 365 (#19), 441 (#21), 570
<i>Example: excessive caloric intake resulting in excess poundage</i>		
ACCESS TO INFORMATION/PRODUCTS/SERVICES – GRADE 6		
Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
6.3.1	Analyze the validity of a variety of Internet sources for health information.	26-29, 80 (Building Your Skills), 99 Develop Your Skills (#22), 161 Think Critically (#18), 223-225, 298-299, 331 Develop Your Skills (#23-24), 337-339, 359-360, 403 Develop Your Skills (#22), 513 Develop Your Skills (#21), 545 Develop Your Skills (#21), 581 Develop Your Skills (#19), 593 (Hands-On Activity), 603 Develop Your Skills (#23)
<i>Examples: valid sites - .edu (education), .org (non-profit), or .gov (government); unreliable health information sites - .com (commercial)</i>		
	a. Identify local resources for reliable health information.	26, 73 Development Your Skills (#23), 176-177, 328, 365 Develop Your Skills (#21), 461 (Building Your Skills), 513 Develop Your Skills (#21), 533, 542 (Hands-On Activity), 581 Develop Your Skills (#19), 593 (Hands-On Activity), 603 Develop Your Skills (#23)
<i>Examples: public health agencies, school nurse, health education teacher</i>		
6.3.2	Determine the accessibility of reliable resources, personnel, and services that enhance health.	223-225, 225 (Figure 7.32 Eat Mindfully), 365 #22, 599-600, 600 (Hands-On Activity), 603 #21, 647-651, 661 Develop Your Skills (#21)



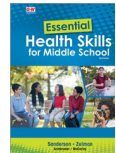
STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
<i>Examples: school counselor, school nurse, dentist, 911</i>		
INTERPERSONAL COMMUNICATION – GRADE 6		
Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
6.4.1	Apply effective verbal and nonverbal communication skills to enhance health.	99 Develop Your Skills (#23), 125, 137, 138 (Hands-On Activity), 140–148, 152–154, 175 (Building Your Skills), 178–179, 183, 189 Develop Your Skills (#22), 290 (Triggers), 299–300, 302 (Hands-On Activity), 319 (Hands-On Activity), 325, 358–360, 362 (Hands-On Activity), 416 (Hands-On Activity), 421–423, 430, 461 (Building Your Skills), 478–483, 492–494, 498–499, 508, 513 Develop Your Skills (#18), 521, 526, 533, 542, 593 (Hands-On Activity)
Examples: praise, high-five, fist bump, thumbs up		
	a. Demonstrate appropriate nonverbal communication skills someone could use when upset.	25–26, 125 Develop Your Skills (#23), 239 Think Critically (#20), 331 Develop Your Skills (#19), 484–487, 492–494, 498–499, 521, 533, 545 Develop Your Skills (#22), 603 Develop Your Skills (#20)
<i>Examples: walking away, remaining calm and quiet</i>		
6.4.2	List refusal and negotiation skills to avoid or reduce health risks.	25–26, 125 Develop Your Skills (#23), 239 Think Critically (#20), 331 Develop Your Skills (#19), 484–487, 492–494, 498–499, 521, 533, 545 Develop Your Skills (#22), 603 Develop Your Skills (#20)
<i>Examples: saying no, suggesting alternative choices</i>		
6.4.3	Determine when and how to utilize different communication strategies to deal with a variety of situations and conflicts.	21 (Hands-On Activity), 23–26, 29–31, 32 (Hands-On Activity), 325, 331 (#21), 358–360, 362 (Hands-On Activity), 365 (#19–20), 416 (Hands-On Activity), 419–423, 441 (#19–20), 478–481, 520–521, 524–526, 533–534, 535 (Hands-On Activity), 542 (Hands-On Activity), 545 (#23), 548 (#22), 590–591, 603 (#20–21 and 23)
<i>Examples: compromising, apologizing, addressing the issue</i>		
DECISION-MAKING – GRADE 6		
Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.		
6.5.1	Describe situations that can help or hinder making a healthy decision.	13, 23–29, 99 Think Critically (#19), 103–106, 116–122, 137–138, 146–147, 177–179, 239 Think Critically (#20 and 22), 288–294, 300, 305 Develop Your Skills (#20), 321–324, 355, 485, 491–495, 498–504, 507–508, 531, 538–539, 559, 577
<i>Examples: socio-economic status, access to medical services, availability of healthful foods, sedentary lifestyle</i>		
6.5.2	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	23–24, 125 Think Critically (#19), 137, 141–148, 152–158, 211–215, 239 Think Critically (#19–20), 271 Develop Your Skills (#21), 288–302, 331 Develop Your Skills (#20), 342 (Hands-On Activity), 356–360, 441 Develop Your Skills (#21), 533–534, 542, 570
<i>Example: role-playing healthy ways to express anger and frustration</i>		



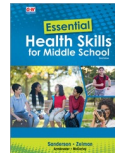
STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
GOAL-SETTING – GRADE 6		
Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
6.6.1	Assess personal health practices.	35 (Develop Your Skills (#20), 131– 138, 174, 181–182 226, 239 Think Critically (#18), 262, 271 Develop Your Skills (#20), 403 Develop Your Skills (#23), 416 (Hands-On Activity), 469 Develop Your Skills (#21–22), 513 Develop Your Skills (#20), 545 (Develop Your Skills #20), 581 Develop Your Skills (#21)
<i>Examples: food choices, physical activity, hygiene</i>		
6.6.2	Describe how setting goals to increase time for physical activity and academic study may reduce stress.	243–245, 243 (Figure 8.1 Finding ways to be physically active), 244 (Case Study), 247 (Hands-On Activity), 247 (Figure 8.3 Going to a community park), 271 Develop Your Skills(#18)
	a. List activities that can improve physical and mental health	243–245, 243 (Figure 8.1 Finding ways to be physically active), 244 (Case Study), 247 (Hands-On Activity), 247 (Figure 8.3 Going to a community park), 271 Develop Your Skills(#18)
SELF-MANAGEMENT – GRADE 6		
Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
6.7.1	Critique examples of responsible behaviors that reduce health risks.	15, 21 (Hands-On Activity), 23–32, 35 Develop Your Skills (#22), 77–96, 116–122, 161 Develop Your Skills (#19, 22–23), 183–185, 203 (Hands-On Activity), 211–216, 222–227, 251, 256–260, 266, 268, 296–302, 319 (Hands-On Activity), 325–328, 337– 339, 391–400, 403 Develop Your Skills (#20), 416–438, 441 Develop Your Skills Develop Your Skills (#19– 22), 501–504, 508, 510, 525–526, 533– 535, 542, 569–570, 589–591, 599–600
<i>Examples: choosing healthy foods, participating in healthy activities, having regular medical and dental check-ups</i>		
6.7.2	Describe practices to avoid or reduce health risks to self and others.	15, 21 (Hands-On Activity), 23–32, 35 Develop Your Skills (#22), 77–96, 116–122, 161 Develop Your Skills (#19, 22–23), 183–185, 203 (Hands-On Activity), 211–216, 222–227, 251, 256–260, 266, 268, 296–302, 319 (Hands-On Activity), 325–328, 337– 339, 391–400, 403 Develop Your Skills (#20), 416–438, 441 Develop Your Skills Develop Your Skills (#19– 22), 501–504, 508, 510, 525–526, 533– 535, 542, 569–570, 589–591, 599–600
<i>Examples: smoking or vaping, drinking alcohol, using illegal drugs, texting while driving</i>		
ADVOCACY – GRADE 6		
Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.		
6.8.1	State a health-enhancing position and support it with accurate information.	26–30, 50 (Building Your Skills), 99 (#22), 108 (Hands-On Activity), 161 (#19-21), 172 (Hands-On Activity), 189 (#20-21), 239 (#20), 271 (#18-19 and 21), 286 (Hands-On Activity), 298 (Building Your Skills), 305 (#19-22), 319 (Hands-On Activity), 353 (Hands-On Activity), 358 (Building Your Skills), 365 (#21), 403 (#24), 441 (#22), 461 (Building Your Skills), 513 (#19), 545 (#24), 603 (#19 and 23)



STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
<i>Examples: applying sunscreen has been proven to help prevent skin cancer</i>		
6.8.2	Identify ways by which health messages can be altered to appeal to different audiences.	286 (Hands-On Activity), 299, 403 Develop Your Skills (#24), 441 Develop Your Skills (#23), 461 (Building Your Skills), 513 Develop Your Skills (#19), 603 Develop Your Skills (#23)
<i>Examples: modifying a snack advertisement to target children, teenagers, or adults</i>		
HEALTH PROMOTION – GRADE 7		
Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
7.1.1	Summarize the interrelationship of emotional, social, and physical health.	10, 15, 35 Think Critically (#15), 99 Develop Your Skills (#20), 103–104, 134–136, 142–148, 150–153, 161 Think Critically (#15), 166–172, 181– 182, 475–476, 510, 522, 558
	a. Determine how peers may affect the six dimensions of health.	18, 35 Think Critically (#17), 133-135, 165, 179, 182, 185, 289, 297, 323, 355, 441 (#21), 475- 476, 503-504, 518, 538, 559, 569-570, 590
	b. Illustrate how changing family dynamics can affect health.	16-17, 165, 182, 232, 288, 379-380, 397 (Building Your Skills), 558-559
<i>Examples: divorce, relocating, death</i>		
7.1.2	Predict the risk of injury or illness if engaging in unhealthy behaviors.	19-21, 80-81, 84-85, 89-91, 95-96, 103-104, 210-211, 216, 218-225, 256-260, 279-286, 291-294, 311-319, 344-353, 379-380, 454, 529-533, 570-571, 585, 596, 603 Develop Your Skills (#19)
	a. Give examples of dangers associated with the use of alcohol, tobacco or other drugs.	279–286, 311–319, 321, 326, 331 Think Critically (#17), 344–353, 353 Household Products Commonly Abused as Inhalants.
<i>Examples: riding in the bed of a pick-up truck, biking without a helmet, riding without a seat belt.</i>		
7.1.3	Determine barriers to practicing healthy behaviors.	13, 23–29, 99 Think Critically (#19), 103–106, 116–122, 137–138, 146– 147, 177–179, 239 Think Critically (#20 and 22), 288–294, 300, 305 Develop Your Skills (#20), 321–324, 355, 485, 491–495, 498–504, 507–508, 531, 538–539, 559, 577
<i>Examples: lack of finances, access to health services, social support</i>		
	a. Examine how nutritional choices and psychological issues may lead to eating disorders.	229–234, 232 (Figure 7.37 Example of Disordered Eating), 233 (Figure 7.38 Types of Eating disorders), 234 (Figure 7.39 Warning Signs of Eating Disorders)
7.1.4	Predict the consequences of engaging in unhealthy behaviors.	19–21, 80–81, 84–85, 89–91, 95–96, 103–104, 210–211, 216, 218–225, 256–260, 279–286, 291–294, 311–319, 344–353, 379–380, 454, 529–533, 570–571, 585, 596, 603 Develop Your Skills (#19)
	a. Discuss ways to prevent obesity.	217, 220(Defined), 221 Figure 7.28 (Reducing Risk for Type 2 Diabetes), 243-244 243 Figure 8.1 Finding ways to be Physically Active, 387 (Signs of Diabetes)
	b. Determine health risks associated with body piercings or tattoos.	78-79, 78, (Tattoos and Piercings, may cause skin conditions, 79, Case Study, 83 (Figure 3.6 Risks of Body Art



STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
7.1.5	Research family medical history and how it impacts personal health now and in the future.	16–17, 165, 182 (Figure 6.13 Healthy relationships), 232, 288 (Figure 9.12 Stages of Substance Use Disorder), 379–380, 386, 396-397 (Building Your Skills, (Family History), (Charting Your Family’s History of Disease), 558–559
	a. Discuss hereditary diseases that impact personal health and wellness.	Influence on health, 15–17, 165 Figure 6.1 Bullying can have effect on Mental Health, 288 Figure 9.12 Stages of Substance Use Disorder, 379–380, 379 Noncommunicable Diseases Effects), 382, 398
ANALYZING INFLUENCES – GRADE 7		
Anchor Standard 2: Students will analyze the influence of family peers, culture, media, technology, and other factors on health behaviors.		
7.2.1	Describe how family values and behaviors influence the health of adolescents.	10, 15–21, 77–96, 110–114, 152–158, 161 Develop Your Skills (#19–22), 183– 184, 216, 251, 256–260, 266, 268, 325–328, 391–400, 403 Develop Your Skills (#19–21), 407–438, 453–454, 589–591, 603 Develop Your Skills (#19)
<i>Examples: eating family daily, participating in physical activity, practicing open communication</i>		
7.2.2	Explain how communities can affect personal health practices and behaviors.	17-19, 30 (Building Your Skills), 165, 174-175, 182, 185, 271 Develop Your Skills (#18), 289-290, 297, 325, 355, 359, 475-476, 503-504, 518, 537-541,559
<i>Examples: public policies regarding water pollution, air quality, tobacco use</i>		
7.2.3	Describe how the media can send mixed messages about health.	27-32, 80, 167, 234-235, 290-291, 298- 299, 324, 355 420-423, 421(Figure 13.5 THINK), 421(Case Study), 441 (Develop Your Skills) (#20), 441 (Think Critically (#18), 483, 499 (Figure 15.23 Be Physically Present with Friends), 524- 526, 526 (Figure 16.7 (THINK Before You Post)
<i>Examples: advertisements concerning tobacco, alcohol, and nutrition</i>		
7.2.4	Explain how school and public health policies can influence health promotion and disease prevention.	10-13, 31-32, 32 (Figure 1.18 Example of Community Resources), 205-209, 213, 246, 271 Develop Your Skills (#18), 296-297, 326, 359-360 (Figure 11.22 Types of Rehabilitation Programs), 431, 436-438, 456-458, 598-599
<i>Examples: vending machine selections, vaccination requirements, wellness check-ups</i>		
7.2.5	Discuss how risky choices influence the likelihood of unhealthy behaviors, including tobacco use increasing the risk of using other drugs and peer pressure to consume alcohol.	19-21, 80-81, 84-85, 89-91, 95-96, 103-104, 210-211, 216, 218-225, 256-260, 279-286, 291-294, 311- 319, 344-353, 379-380, 454, 529- 533, 570-571, 585, 596, 603 Develop Your Skills (#19)
ACCESS TO INFORMATION/PRODUCTS/SERVICES – GRADE 7		
Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
7.3.1	Distinguish between facts and myths of health information.	26, 73 Develop Your Skills (#23), 176-177, 283 The Myths and Facts of Vaping, 328, 365 Develop Your Skills (#21), 461 (Building Your Skills), 513 Develop Your Skills (#21), 533, 542 (Hands-On Activity), 581



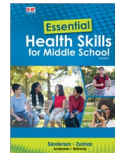
STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
		Develop Your Skills (#19), 593 (Hands- On Activity), 603 Develop Your Skills (#23)
	a. Examine beliefs concerning the transmission of HIV/AIDS; distinguish between fact and fallacy.	581 (Develop Your Skills (#19), 592–593, 592 Building Your Skills, 593 (Hands-On Activity), 603 (Develop Your Skills (#23)
7.3.2	Demonstrate the ability to locate valid school and community health resources.	10-13, 31-32, 32 (Figure 1.18 Example of Community Resources), 205-209, 213, 246, 271 Develop Your Skills (#18), 296-297, 326, 359-360 (Figure 11.22 Types of Rehabilitation Programs), 431, 436-438, 456-458, 598-599
<i>Examples: health clinic, school wellness committee, school nurse, local health department</i>		
INTERPERSONAL COMMUNICATION – GRADE 7		
Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
7.4.1	Discuss effective conflict management or resolution strategies.	25–26, 125 Develop Your Skills (#23), 239 Think Critically (#2), 331 Develop Your Skills (#19), 484–487, 492–494, 498–499, 521, 533, 545 Develop Your Skills (#22), 603 Develop Your Skills (#20)
<i>Example: five steps to resolve conflict: calm down, state and understand the problem, apologize, promote solution finding, follow-up</i>		
7.4.2	Model refusal skills that avoid or reduce health risks.	25–26, 32 (Hands-On Activity), 125 Develop Your Skills (#22), 286 (Hands-On Activity), 299–300, 302 (Hands-On Activity), 325, 331 Develop Your Skills (#21–22), 358– 359, 362 (Hands- On Activity), 365 Develop Your Skills (#19–20), 403 Develop Your Skills (#20), 441 Develop Your Skills (#20), 484–487, 508, 542, 545 Develop Your Skills (#22), 590, 603 Develop Your Skills (#20)
<i>Examples: role playing how to effectively handle bullying, harassment, and peer pressure situations</i>		
7.4.3	Demonstrate skills that avoid conflict.	25–26, 125 Develop Your Skills (#23), 239 Think Critically (#20), 331 Develop Your Skills (#19), 484–487, 492–494, 498–499, 521, 533, 545 Develop Your Skills (#22), 603 Develop Your Skills (#20)
<i>Examples: asking someone respectfully not to smoke, practice active listening, reacting sensibly, communicating clearly, practicing patience</i>		
DECISION-MAKING – GRADE 7		
Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.		
7.5.1	Distinguish when a self-decision should be made or if help should be sought from a responsible adult.	23-24, 137, 189 Think Critically (#17), 271 Develop Your Skills (#21), 298-299, 324 (Building Your Skills), 331 Develop Your Skills (#19), 356, 365 Think Critically (#18), 441 Develop Your Skills (#21), 541, 569-571, 581 Develop Your Skills (#21)
<i>Examples: friends begin drinking, unsafe situation arises at school, suicidal friend, suspected abuse, seat belt use, suicidal thoughts</i>		
	a. Determine when it is necessary to ask for assistance when making a health choice.	23-24, 137, 189 Think Critically (#17), 271 Develop Your Skills (#21), 298-299, 324 (Building Yours Skills), 331 Develop Your Skills (#19), 356, 365 Think Critically



STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
		(#18), 441 Develop Your Skills (#21), 541, 569- 571, 581 Develop Your Skills (#21)
	<i>Examples: friend begins to self-harm, negative peer pressure</i>	
7.5.2	Analyze healthy alternatives over unhealthy alternatives when making decisions.	23–24, 211–215, 239 Develop Your Skills (#19–20), 324 (Building Yours Skills), 342 (Hands-On Activity), 356–360, 365 Develop Your Skills (#19– 20), 407–416, 441 Develop Your Skills, 581 Develop Your Skills (#21)
	<i>Examples: eating regular meals vs. skipping meals, choosing healthy snacks vs. junk food, getting proper exercise vs. too much screen time</i>	
GOAL-SETTING – GRADE 7		
Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
7.6.1	Assess current personal health practices and set a goal to adopt, maintain, or improve one or more health practices.	24-25, 32 Think Critically (#5), 35 Develop Your Skills (#20), 70 (Hands- On Activity), 92 (Building Yours Skills), 117 (Building Yours Skills), 135, 211 (Building Yours Skills), 222, 239 Develop Your Skills (#22), 263-265, 271 Develop Your Skills (#20), 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 513 Develop Your Skills (#20), 545 Think Critically (#20)
7.6.2	Describe changing abilities, priorities, and responsibilities that impact personal health goals.	24-25, 117 (Building Yours Skills), 239 Develop Your Skills (#22)
	<i>Examples: age, injuries, changing jobs, leaving active school life to work, sedentary to walking, walking to jogging, jogging to running; eating poorly to making healthy food choices leading to weight loss or weight gain</i>	
SELF-MANAGEMENT – GRADE 7		
Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
7.7.1	State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.	19-21, 23-26, 141-144, 152-158, 161 Develop Your Skills (#22), 174, 178, 181-185, 211-216, 222-227, 256-260, 262-265, 328, 356-360, 403 Think Critically (#18), Develop Your Skills (#21), 461-466, 541-542, 603 Think Critically (#15)
	<i>Examples: fast food vs. My Plate recommendations, screen time vs. active living</i>	
7.7.2	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	19–21, 29–32, 45, 53, 61, 70 (Hands- On Activities), 73 Think Critically (#18), Develop Your Skills (#23), 77– 96, 116–122, 135 (Building Yours Skills), 140–148, 152–158, 161 Develop Your Skills (#20), 174–179, 181–186, 203 (Hands-On Activity), 211–216, 222–227, 243–247, 251, 256–260, 262–268, 286 (Hands-On Activity), 296–302, 319 (Hands-On Activity), 325–328, 356–362, 376 (Hands-On Activity), 391–400, 403 Develop Your Skills (#20), 407–438, 461–466
	<i>Examples: practicing proper use of prescription medications, good nutrition, proper rest, regular exercise; avoiding driver distractions</i>	
ADVOCACY – GRADE 7		
Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.		
7.8.1	Create ways to influence and support others in making positive health choices.	26-30, 108 (Hands-On Activity), 161 Develop Your Skills (#19-21), 172 (Hands-On Activity), 189 Develop Your Skills (#20-21), 239 Think Critically (#20), 286 (Hands-On Activity), 305 Develop Your Skills (#19-22),



STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
		319 (Hands- On Activity), 353 (Hands-On Activity), 358 (Building Yours Skills), 365 Develop Your Skills (#21)
	<i>Examples: using social media campaigns, YouTube live campaign, posters; addressing local school board with the need for quality physical education and healthier food choices</i>	
7.8.2	Describe which advertising appeals are being used in various advertisements.	27-32 ,27 (Figure 1.14 Health literacy), 80, 234 – 235, 290-291, 290 (Figure 9.14 Triggers), 298-289, 324, 355 (Figure 11.18 A Young Person’s Environment)
	<i>Examples: bandwagon appeal, brand loyalty appeal, sex appeal</i>	
HEALTH PROMOTION – GRADE 8		
Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
8.1.1	Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.	131-138, 131 (Figure 5.1 Characteristic of People with Positive Mental and Emotional Health), 135 (Figure 5.5 Factors Affecting Self-Esteem), 135, (Building Your Skills), 136, Questions to Help Assess Mental and Emotional Health, 138, Critically Thinking (#4)
	a. Determine how social influences can affect physical health.	10, 15, 35 Think Critically (#15), 99 Develop Your Skills (#20), 103–104, 134–136, 142–148, 150–153, 161 Think Critically (#15), 166–172, 181– 182, 475–476, 510, 522, 558
	b. Describe how risky health behaviors affect the emotional, physical, and social health of adolescents.	10, 15, 35 Think Critically (#15), 99 Think Critically (#20), 103–104, 134– 136, 142–148, 150–153, 161 Think Critically (#15), 166–172, 181–182, 189 Think Critically (#16), 475–476, 510, 522, 558
8.1.2	Analyze how the environment, family history, personal behaviors, and health care can affect individual healthful living.	445-454, 445 (Figure 14.1 Humans Affect the Environment), 446-450 Pollution, 451–454 Chemical, 456-466, 456 Figure 14.14 (The EPA), 457 Safe Drinking Water Act), (Figure 14.21 Decisions About the Environment)
	a. Describe ways to reduce or prevent injuries and illness in adolescents as it pertains to family history, personal behaviors, and health care.	10, 15–21, 77–96, 110–114, 152– 158, 161 Develop Your Skills (#19– 22), 183–184, 216, 251, 256–260, 266, 268, 325–328, 391–400, 403 Think Critically (#19), Develop Your Skills (#21), 407–438, 441 Think Critically (#18), Develop Your Skills (#21), 453–454, 589–591, 603 Develop Your Skills
8.1.3	Create a plan for eliminating personal unhealthy behaviors.	24-25, 32 Think Critically (#5), 35 Develop Your Skills (#20), 70 (Hands- On Activity), 211 (Building Your Skills), 222, 239 Develop Your Skills (#22), 263-265, 271 Develop Your Skills (#20), 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 513 Develop Your Skills (#20), 545 Think Critically (#20), 581 Develop Your Skills (#21)
	<i>Examples: inappropriate use of needles, tobacco use, physical inactivity, sexual contact, alcohol consumption, inadequate sleep</i>	
8.1.4	Analyze the relationship between engaging in regular physical activity and healthy eating as ways to improve personal health.	219 (Figure 7.24 Your body composition), 222–227, 577



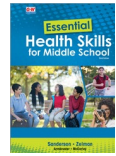
STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
8.1.5	Analyze family history to determine the effects of health conditions that may be chronic or acute diseases.	16–17, 165, 182 (Figure 6.13 Healthy relationships), 232, 288 (Figure 9.12 Stages of Substance Use Disorder), 379–380, 397 (Building Your Skills, (Family History), (Charting Your Family’s History of Disease), 558–559
<i>Examples: diabetes, high-cholesterol, high blood pressure, cancer, mental health issues</i>		
ANALYZING INFLUENCES – GRADE 8		
Anchor Standard 2: Students will analyze the influence of family peers, culture, media, technology, and other factors on health behaviors.		
8.2.1	Describe the influence of culture on health beliefs, practices, and behaviors.	14, 19-21, 19 (Figure 1.9 Cultural Practice), 21 (Hand-On Activity), 23, 131 (Figure 5.1 The characteristics of someone who has positive mental and emotional health), 133-134, 133 (Personality Traits), 231, 490-491, 497-498
<i>Examples: religious beliefs, gang activity, family customs</i>		
8.2.2	Examine ways the school and community encourage students to use appropriate life skills to improve health.	17-19, 30 (Building Your Skills), 165, 174-175, 182, 185, 271 Develop Your Skills (#18), 289-290, 297, 325, 355, 359, 475-476, 503-504, 518, 537-541, 559
<i>Examples: participating in conflict resolution practices, Red Ribbon Week, Walk to School Day</i>		
8.2.3	Analyze the influences of technology on personal and family health.	27, 35 Develop Your Skills (#21), 106- 107, 120- 122, 125 Think Critically (#17), Develop Your Skills (#21), 150, 155, 167, 172 (Hands-On Activity), 246, 271 Develop Your Skills (#19), 290-291, 441 Think Critically (#18)
<i>Examples: screen time, video game addictions, activity trackers, diabetes monitor, heart monitor, fitness assessment tools</i>		
8.2.4	Explain how societal perceptions influence healthy and unhealthy behaviors.	229–231, 325, 336, 347-349, 355, 476-477, 477 (Signs Of An Unhealthy Relationship), 503–504, 508, 521, 538, 590-591
<i>Examples: acceptance of teenage smoking and teenage pregnancy by peers, certain communities, and cultures</i>		
8.2.5	Give examples of how substance abuse can increase the likelihood of other health risk behaviors.	19-21, 80-81, 84-85, 89-91, 95-96, 103-104, 210-211, 216, 218-225, 256-260, 279-286, 291-294, 311- 319, 344-353, 379-380, 454, 529- 533, 570-571, 585, 596, 603 Develop Your Skills (#19)
<i>Examples: alcohol consumption lowering inhibitions, e-cigarettes or vaping leading to smoking</i>		
ACCESS TO INFORMATION/PRODUCTS/SERVICES – GRADE 8		
Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
8.3.1	Analyze the validity of health claims made concerning health products, and services.	26–29, 80 (Building Your Skills), 99 Develop Your Skills (#22), 161 Think Critically (#18), 223–225, 298– 299, 331 Develop Your Skills (#23–24), 337– 339, 359–360, 403 Develop Your Skills (#22), 513 Develop Your Skills (#21), 545 Develop Your Skills (#21), 581 Develop Your Skills (#19), 593 (Hands-On Activity), 603 Develop Your Skills (#23)
<i>Examples: use of herbal medicines, nutritional supplements, weight loss supplements, steroids use</i>		



STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
8.3.2	Identify situations that may require professional health services, including self-harm, suicidal thoughts, substance abuse, sexual abuse, and harm toward others.	138, 158, 174-175, 181-184, 232-234, 256-260, 279-282, 291-294, 312, 318- 319, 327-328, 344-353, 360-361, 371- 376, 378-389, 430-438, 453-454, 513 Develop Your Skills (#21), 541, 577, 591-592, 597-598
INTERPERSONAL COMMUNICATION – GRADE 8		
Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
8.4.1	Analyze how strategies using verbal and nonverbal communication effectively can enhance health.	99 Develop Your Skills (#23), 125 Develop Your Skills (#21 and 22), 137, 138 (Hands-On Activity), 140– 148, 152–154, 161 Develop Your Skills (#23), 175 (Building Your Skills), 178–179, 183, 189 Develop Your Skills (#22), 271 Develop Your Skills (#20), 290 (Triggers), 299–300, 302 (Hands-On Activity), 305 Develop Your Skills (#20), 319 (Hands-On Activity), 325, 331 Develop Your Skills (#19 and 21–22), 358–360, 362 (Hands-On Activity), 365 Develop Your Skills (#19–20), 403 Develop Your Skills (#21 and 24), 416 (Hands- On Activity), 421–423, 430, 441 Develop Your Skills (#19–20), 461 (Building Your Skills), 478–483, 492– 494, 498–499, 508, 513 Develop Your Skills (#18), 521, 526, 533, 542, 545 Develop Your Skills (#22), 569 (Building Yours Skills), 581 Develop Your Skills (#20), 593 (Hands-On Activity), 603 Develop Your Skills (#20)
<p>Examples: verbal – using positive interpersonal communication to avoid conflict non-verbal – shaking hands, displaying positive facial expressions, making eye contact</p>		
8.4.2	Demonstrate negotiation skills which help resolve conflict in bullying situations.	23-24, 137, 189 Think Critically (#17), 271 Develop Your Skills (#21), 298-299, 324 (Building Yours Skills), 331 Develop Your Skills (#19), 356, 365 Think Critically (#18), 441 Develop Your Skills (#21), 541, 569- 571, 581 Develop Your Skills (#21)
8.4.3	Demonstrate effective communication when confronted with mental or emotional problems in others.	99 Develop Your Skills (#23), 125, 137, 138 (Hands-On Activity), 140– 148, 152–154, 175 (Building Your Skills), 178–179, 183, 189 Develop Your Skills (#22), 290 (Triggers), 299– 300, 302 (Hands-On Activity), 319 (Hands-On Activity), 325, 358–360, 362 (Hands-On Activity), 416 (Hands- On Activity), 421–423, 430, 461 (Building Your Skills), 478–483, 492– 494, 498–499, 508, 513 Develop Your Skills (#18), 521, 526, 533, 542, 593 (Hands-On Activity)
<p>Examples: respect vs. disrespect, empathy vs. complacency, calmness vs excitability, confronting vs non-confrontational</p>		
DECISION-MAKING – GRADE 8		
Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.		
8.5.1	Predict the impact on self and others when making a health-related decision.	23–24, 210, 331 Think Critically (#17), 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 570, 581Develop Your Skills (#21)
<p>Examples: following a time-management plan, walking to school, limiting caffeine intake, riding with an impaired driver</p>		



STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
	a. Analyze options as well as outcomes, when pressured by peers to perform illegal acts.	23–24, 210, 331 Think Critically (#17), 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 570, 581 Develop Your Skills (#21)
	<i>Examples: underage drinking leading to being arrested, injury or death when not wearing a seat belt, riding a motorcycle without a helmet resulting in head injury</i>	
8.5.2	Critique the positive and negative outcomes of a health-related decision.	23–24, 210, 331 Think Critically (#17), 403 Develop Your Skills (#23), 469 Develop Your Skills (#21), 570, 581 Develop Your Skills (#21)
	<i>Examples: positive – keeping calendar to manage time, reading food labels, getting adequate sleep; negative – tobacco use, eating disorders, drug use</i>	
GOAL-SETTING – GRADE 8		
Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
8.6.1	Apply strategies and skills needed to attain a personal health goal.	22–25, 22 (Figure 1.10 Decision- Making Process), 222 (Figure 7.29 Healthy Calorie Balance), 263–265, 263 Building Your Skills, (Setting a SMART Physical Activity Goal
8.6.2	Analyze how keeping an activity record will help an individual to attain a personal health goal.	22–25, 22 (Figure 1.10 Decision- Making Process), 222 (Figure 7.29 Healthy Calorie Balance), 263–265, 263 Building Your Skills, (Setting a SMART Physical Activity Goal
	<i>Examples: using food journal to track nutritional intake, My Fitness Pal, Fitbit, digital tracking device, track daily activity with activity log</i>	
SELF-MANAGEMENT – GRADE 8		
Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
8.7.1	Perform overall self-assessments and identify behaviors that will impact personal health.	15, 21 (Hands-On Activity), 23–32, 35 Develop Your Skills (#22), 77–96, 116–122, 161 Develop Your Skills (#19, 22–23), 183–185, 203 (Hands- On Activity), 211–216, 222–227, 251, 256–260, 266, 268, 296–302, 319 (Hands-On Activity), 325–328, 337– 339, 391–400, 403 Develop Your Skills (#20), 416–438, 441 Develop Your Skills Develop Your Skills (#19– 22), 501–504, 508, 510, 525–526, 533– 535, 542, 569–570, 589–591, 599–600
	<i>Examples: assessing sleeping, eating, and exercising patterns</i>	
8.7.2	Document healthy practices and behaviors that will improve the health of self and others.	19–21, 29–32, 45, 53, 61, 70 (Hands- On Activities), 73 Think Critically (#18), Develop Your Skills (#23), 77– 96, 116–122, 135 (Building Yours Skills), 140–148, 152–158, 161 Develop Your Skills (#20), 174–179, 181–186, 203 (Hands-On Activity), 211–216, 222–227, 243–247, 251, 256–260, 262–268, 286 (Hands-On Activity), 296–302, 319 (Hands-On Activity), 325–328, 356–362, 376 (Hands-On Activity), 391–400, 403 Develop Your Skills (#20), 407–438, 461–466
	<i>Example: maintaining a personal health journal</i>	
ADVOCACY – GRADE 8		
Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.		
8.8.1	Demonstrate ways to influence and support others in making positive health choices.	29–32, 99 Develop Your Skills (#21), 125 Develop Your Skills (#20 and 21), 161 Develop Your Skills (#20), 178–179, 185, 239 Think Critically (#19), Develop Your Skills



STANDARDS / ANCHOR STANDARDS		CORRELATING PAGES
		(#21), 271 Develop Your Skills (#18 and 20), 286 (Hands- On Activity), 289, 296–298, 305 Develop Your Skill (#20–22), 319 (Hands-On Activity), 325–328, 331 Develop Your Skills (#19–20), 358–360, 365 Develop Your Skills (#19–21), 403 #20), 461 (Building Your Skills), 466, 513 Develop Your Skills (#19), 533, 538, 540, 545 Develop Your Skills (#24), 603 Develop Your Skills (#20 and 23)
	<i>Examples: public service announcements, persuasive writing, YouTube videos, skits</i>	
8.8.2	Work collaboratively to advocate for healthy individuals, families, and schools.	29–32, 99 Develop Your Skills (#21), 179 (Hands-On Activity), 185, 203 (Hands-On Activity), 239 Think Critically (#20), 286 (Hands-On Activity), 298 (Building Yours Skills), 319 (Hands-On Activity), 325–328, 331 Develop Your Skills (#20), 358 (Building Yours Skills), 365 Develop Your Skills (#21), 403 Develop Your Skills (#20–21 and 24), 469 Develop Your Skills (#20), 513 Develop Your Skills (#19), 538, 540, 545 Develop Your Skills (#24), 603 Develop Your Skills (#19)
	<i>Examples: designing healthy recipes, supporting the school wellness policy, school newscasts, school newsletters</i>	

Canutillo Independent School District

7000 5th Street
Canutillo, Texas 79835

Nancy Torres, MS, ABD
Coordinated School Health Facilitator, CSHF

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ntorres@canutillo-isd.org

April 26, 2022

Canutillo Independent School District
Superintendent and Members of the Board of Trustees
7965 Artcraft
El Paso, Texas 79932

Dear Dr. Galaviz and Members of the Board of Trustees,

According to EHAA (LEGAL), local SHACs shall submit to the Board, at least annually, a written report that includes:

1. Any SHAC recommendation concerning the District's health education curriculum and instruction or related matters that the SHAC has not previously submitted to the Board;
2. Any suggested modification to a SHAC recommendation previously submitted to the Board;
3. A detailed explanation of the SHAC's activities during the period between the date of the current report and the date of the last prior written report.
4. The Board shall select any instruction relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) with the advice of the SHAC.

Furthermore, Texas Education Code (TEC) 28.004 states the SHAC shall establish a physical activity and fitness planning subcommittee to consider issues relating to student physical activity and fitness and make policy recommendations to increase physical activity and improve fitness among students, TEC 28.004 (l-1). Additionally, the Board shall determine the specific content of the District's instruction in human sexuality, TEC 28.004 (h).

This annual report will include the activities and accomplishments for the 2021-2022 school year.

Sincerely,

Nancy Torres, MS, ABD
Coordinated School Health Facilitator, CSHF

Katie Guerra
SHAC Chair, Parent

The Canutillo Independent School District does not discriminate on the basis of race, color, national origin, gender, age or disability in its employment practices, or in providing education services, activities and programs, including technical education programs. For more information regarding the Canutillo Independent School District's policy of non-discrimination contact: Executive Director for Human Resources, (915) 877-7423, 7965 Artcraft Rd., El Paso, TX 79932.

El Distrito Escolar Independiente de Canutillo no discrimina en cuanto a raza, color, origen, género, edad o discapacidad en lo que se refiere a sus prácticas de empleo, o al proveer servicios, actividades y programas educativos y vocacionales. Para mayor información respecto a la política de no discriminación del Distrito Escolar Independiente de Canutillo, favor de contactar a: Director Ejecutivo de Recursos Humanos, (915) 877-7423, 7965 Artcraft Rd., El Paso, TX 79932.

2021-2022 School Health Advisory Council (SHAC) Mid-year Report

I. SHAC Meetings

4 General session meetings
Coming up: April 25th Meeting and May Retreat

Recruitment Efforts

- Parent Liaisons
- SHAC Team
- Staff and Parent Sessions
- Coordinator School Health Facilitator (CSHF) at parent nights/parent meetings
- SHAC conducted meetings via virtual setting, evening hours

58 SHAC members from Canutillo ISD

21 parents or grandparents

* represents more than one campus in table below

CANUTILLO ISD SCHOOL HEALTH ADVISORY COUNCIL

* represents more than one campus in table below

<u>Campus/Department</u>	<u>Parent (P) / Staff (S)/Administration(A)/Grandparent (GP)</u>
SHAC Chair (2)	Katie Guerra (P)* Nancy Torres (S)*
Childress Elementary (6)	Raul Villanueva (S) Isaac Oliva (S) Bernardo Barela (P) Lourdes Soliz (S/GP)* Fred Flores (S) Katie Guerra (P)*
Canutillo Elementary (4)	Martin Carrillo (S/P) Yvonne Carrillo (S) Enrique Castaños (S/P)* Imelda Salgado (S) Cesar Hernandez (P)* Lucy Hernandez (P)*
Davenport Elementary (3)	Kenneth Cooper (S) Elisabeth Galan (S) Paulina Cuellar (S/P)*
Garcia Elementary (7)	Adrian Flores (S) Victor Luces (S) Sonia Cisneros (S/P) Amanda Cereceres (S/P)* Carla Acevedo (S) Patricia Gutierrez (S) Monica Barraza (S)

2021-2022 School Health Advisory Council (SHAC) Mid-Year Report

Damian Elementary (3)	Joel Olivas (S/P) Cynthia Coronado (S/P)* Magdalena Rodriguez (S)
Reyes Elementary (5)	Cesar Perez (S) Sergio Ledezma (S) Debbie Garcia (S/GP)* Mariana Rubio (S) Celia Apodaca (S) Paulina Cuellar (S/P)*
Alderete Middle (8)	Chris Edwards (S/GP)* Jonathan Porras (S) Peter Carrillo (S) Selena Solis (S) Cynthia Gallegos (P) Cesar Hernandez (P)* Lucy Hernandez (P)*
Canutillo Middle (10)	Karly Dreher (S) Diana Sanchez (S) Enrique Castaños (S/P)* Martin Arvizuo (S) Elsa Romero (S) Dr. Monica Reyes (A/P)* Amanda Cereceres (S/P)* Elisa Pavia (S/P)* Cynthia Coronado (S/P)* Patricia Montiel (S)
Canutillo High School (13)	Alex De la Cruz (S/P) Timothy Kirby (S) Armando Almanza (S) Larry Morales (S) Lourdes Soliz (S/GP)* Debbie Garcia (S/GP)* Janet Corral (S) Ana Ortiz (P) Katie Guerra (P)* Chris Edwards (S/GP)* Dr. Monica Reyes (A/P)* Amanda Cereceres (S/P)* Sonia Frayre (P)*
Northwest Early College High School (4)	Kim Cardenas (S) Victor Corral (S) Roberta Baird (S) Sonia Frayre (P)*
Student Support Division (13)	Dr. Monica Reyes (A/P)* Nancy Torres (S)* Debbie Garcia (S/GP)* Lydia Hernandez (S)

2021-2022 School Health Advisory Council (SHAC) Mid-year Report

	Daya Carrillo (S) Jocelyn Cepeda (S) Rosario Olivera (S) Janet Corral (S)* Jesus Juarez (S) Loretta Berumen (S) Dr. Maria Fuentes (S) Salvador Garcia (S) Elisa Pavia (S/P)* Nicole Morales (S) Margarita Abrego (S) Marco Macias (S)
Community	Breanne Barnes Jesus Ramos

II. Health and Wellness Committee

Health Supplemental Curriculum - Project Vida Continuation Grant - \$340,000

Prior Grant

- Implementation of SHAC approved & TEKS aligned health curriculum in MS & HS since 2019 with Project Vida grant funding and previously approved SHAC and Canutillo ISD Board of Trustee approvals
 - Positive Prevention Plus - High School
 - Making a Difference – Middle School
- Project Vida provided teachers with technical assistance in implementation
- Connect youth to health, social and behavioral health services

Current Grant

- Department of Health & Human Services
 - Family & Youth Services Bureau (FYSB)
 - Grant total is \$340,000
- Be You Canutillo Grant will consist of the following team:
 - 4 Outreach Wellness Facilitators
 - Adulthood Preparation Lead
 - Navigator
 - Program Coordinator & Program Manager
- Evaluation team will assess the success of the program
- MOU was approved on January 27, 2022
- SHAC approved on February 28, 2022

The Positive Potential program is an evidence-based, medically accurate, age-appropriate, and parent-friendly curriculum that focuses on helping students recognize their value and shape their future by making positive choices. This curriculum contains 5-6 lessons that provides positive youth development opportunities to cultivate this idea of the whole person health throughout 6th, 7th, and 8th

2021-2022 School Health Advisory Council (SHAC) Mid-Year Report

grade progressively. The primary goal for the Positive Potential program is to provide information that will enable students to understand that they are valuable and that attached to that value is their purpose.

The Positive Potential curriculum provides the information and the tools necessary to create a strong foundation from which young people can launch their own dreams. This curriculum challenges students to think ahead concerning things like discovering their interests and planning their career. Students will learn the value of putting a plan in place that will allow them to achieve their dreams in a responsible manner, while giving all they have to make it happen.

Canutillo ISD Coordinated School Health with work with Project Vida to provide teacher training and parent sessions for them to learn and ask questions about the program. The Positive Potential supplemental curriculum has been reviewed by the SHAC Human Sexuality Chair, members of Student Support Services, all CISD middle school health teachers, and the SHAC.

The Adult Preparation Subjects (APS) are intended to support and enhance programming that provides youth with skills to promote abstinence, return youth to a risk-free lifestyle, and reduce risks associated with sexual activity. Each section (conceptual model) includes tasks on how to apply the concepts they are learning. Examples of implementation activities, tips for integration in their daily lives, and resources.

Healthy Relationships are based on trust, honesty, listening, and respect. To build healthy relationships, adolescents need to learn to **communicate, demonstrate empathy, set boundaries, manage conflict, and resist peer pressure**. Students will gain knowledge of the characteristics of healthy and unhealthy relationships. Beliefs that they can create healthy relationships and avoid unhealthy relationships.

Healthy Life Skills are the competencies that enable people to solve problems and deal in positive ways with challenges they face in their everyday lives. In addition, this component can help youth increase their emotional coping skills so that they can increase their self-regulation and improve their personal confidence. APS programs can help youth improve their social skills by developing effective communication, negotiation, refusal, assertiveness, cooperation, and empathy skills. Enable them to make positive choices.

Financial Literacy is having the knowledge and skills needed to understand the financial terminology and concepts that enable adolescents to acquire and manage financial resources successfully. Short-term financial literacy skills include opening a bank account, saving, managing credit, and preparing and tracking personal budgets. Medium- and long-term financial literacy skills include knowledge of financial services, interest rates, debt and credit management, and future planning, including planning for college. Learning how to have a better relationship with money.

Project Vida Outreach Wellness Facilitator's Responsibilities:

- Curriculum Content
- Implementation
- Materials
- Documentation

2021-2022 School Health Advisory Council (SHAC) Mid-year Report

CISD Teachers' Responsibilities:

- Implementation
- Pre and Post surveys

Rosters Developed for Grant Data Collection:

- Consent Forms
- Implementation dates
- Pre and Post Surveys
- Attendance
- Potential days for implementation: after March 28, 2022

To: Project Vida Outreach Wellness Department
From: Dr. Pedro Galaviz
Through: Dr. Monica Reyes
Date: March 22, 2022
Subject: Be You Canutillo Positive Potential Supplemental Curriculum

Canutillo ISD is participating in the Project Vida continuation grant slated to begin Spring 2022. At the January 27, 2022 regular School Board meeting, the Be You Canutillo MOU was formally approved to continue the services from the now expired Canutillo Teen Wellness Initiative grant. As part of this grant, we understand that a health supplemental curriculum called Positive Potential is to be used at the secondary campuses. It is also our understanding that this supplemental curriculum has been reviewed and approved by the District School Health Advisory Council (SHAC) on February 28, 2022. One-on-one secondary-level principal meetings were conducted to provide an overview of the supplemental curriculum, parent guide, and additional lessons.

All secondary principals support these additional services provided through this grant. To better prepare for the grant requirements, training for health and physical education teachers was conducted in both vertical and horizontal alignment. Parenting sessions have also been scheduled to inform parents about the student lessons and parenting guide.

We also understand as part of the grant requirements, an opt-in/opt-out consent form must be completed by each student's parent/guardian in order to participate in these lessons. As a common practice in our district, any student without consent to participate will not be penalized and will receive an alternate activity.

The final step of approval is for our Board of Trustees to approve the SHAC recommendation of utilizing the Positive Potential Program with our students and parents. This item will be placed on the April regular board meeting to get formal approval. At this time, knowing we have a SHAC recommendation, we respectfully request that grant requirements continue. The Board of Trustees will receive all aforementioned information concerning this Project Vida continuation grant in our next weekly informational Board packet.

We are committed to the services and partnership we have with Project Vida. We also understand the importance of the Be You Canutillo Wellness continuation grant and ensure to implement the components to comply with grant guidelines. Canutillo ISD will work to complete the final items as a priority.

2021-2022 School Health Advisory Council (SHAC) Mid-Year Report

Proclamation 2022

Health and Physical Education Textbook Adoption Secondary-level: middle and high schools (MS/HS)

SBOE Adopted

Supports opt-in requirements of HB 1525 and SB 19
100% TEKS

Publisher: Goodheart-Willcox

One class text and a digital bookshelf with updates

Lessons in the MS and HS companion texts will separate the human sexuality and other relevant **opt-in** lessons.

***The committee will be meeting to review the separate human sexuality curriculum in the April 25th meeting.**

Health Education – links to access the Health curriculum/textbooks:

- [Texas Health Skills for Middle School, Curriculum Center](#)
- [Companion Text to Accompany Texas Health Skills for Middle School, Curriculum Center](#)
[Texas Health Skills for High School, Curriculum Center](#)
- [Companion Text to Accompany Texas Health Skills for High School, Curriculum Center](#)

Physical Education and Athletics – two textbooks:

- Texas Fitness and Wellness Skills Curriculum Center
- Nutrition & Wellness for Life

Health and Physical Education Textbook Adoption Elementary and middle school level

CATCH – Coordinated Approach To Child Health Curriculum

- **TEA approved program for Coordinated School Health K-8**
Supports coordinated school health components
- All CATCH instructional resources are aligned to the new 2022 Texas Essential Knowledge and Skills

Health Strands

Physical health and hygiene; healthy eating and physical activity; mental health and wellness; alcohol, tobacco and other drugs; injury and violence prevention and safety

Physical Education Strands

Movement patterns and movement skills; performance strategies; health, physical activity, and fitness; social and emotional health; lifetime wellness

2021-2022 School Health Advisory Council (SHAC) Mid-year Report

III. Human Sexuality Committee

Programs Updates and Recommendations

As a part of the district’s curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction. State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome must:

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity.
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

***The committee will be meeting to review the separate human sexuality curriculum in the April 25th meeting.**

Board Action Summary

Board Meeting: April 2022

Requested By: 2021-2022 School Health Advisory Council (SHAC)

Action Requested:

The Canutillo SHAC recommends Board approval of the 2021-2022 School Health Advisory Council (SHAC) Report:

- Positive Potential – 6th, 7th, and 8th grade supplemental health curriculum
- Proclamation 2022
 - Secondary-level: middle and high school
 - Publisher – Goodheart-Willcox for Health, Physical Education, Athletics
 - Attached:
 - Correlation of Texas Health Skills for Middle School ©2023
 - Elementary-level:
 - Coordinated Approach To Child Health
 - Attachments:
 - CATCH-Health-Curriculum-Alignment-to-22-23-TEKS.pdf
 - CATCH-K-8-PE-Alignment-to-22-23-TEKS.pdf
 - CATCH-SEL-Journeys-Alignment-to-22-23-TEKS

2021-2022 School Health Advisory Council (SHAC) Mid-Year Report

Who Has Been Involved?

SHAC Members
SHAC Health and Wellness Committee Members
SHAC Human Sexuality Committee Members
Student Support Services Staff
Middle School Health Teachers

Action Taken:

Date: April 2022

WHEREAS, the local School Health Advisory Council has considered that local community values are reflected in any recommendations made by the council; and

WHEREAS, the local School Health Advisory Council has considered research concerning the current health, wellness, and human sexuality issues; and

WHEREAS, the health, wellness, and human sexuality programs will continue to promote abstinence and will provide information on decision making; and

NOW, THEREFORE, based on this information, **BE IT RESOLVED** that the Canutillo Independent School District School Health Advisory Council's Annual Report be recognized and approved;

Approved and adopted the 28th day of February 2022. We, the undersigned, hereby certify that the foregoing Resolution was duly adopted by the Canutillo ISD SHAC.

Name of SHAC members:

Katie Guerra	Kim Cardenas
Nancy Torres	Martin Carrillo
Fred Flores	Imelda Salgado
Kenneth Cooper	Debbie Garcia
Grace Carbajal	Isaac Oliva
Sonya Villareal	Bernardo Barela
Karly Dreher	Imelda Solis
Alex De la Cruz	Amanda Cereceres
Monica Reyes	Adrian Flores
Victor Luces	Magdalena Rodriguez
Selena Solis	Chris Edwards
Lourdes Soliz	Sonia Frayre
Ana Ortiz	Nicole Morales
Timothy Kirby	Elisa Pavia
Janet Corral	Victor Corral
Yvonne Carrillo	Raul Villanueva
Sonia Cisneros	Joel Olivas
Cynthia Coronado	Cesar Perez
Sergio Ledezma	Diana Sanchez
Enrique Castanos	Elsa Romero

2021-2022 School Health Advisory Council (SHAC) Mid-year Report

Jesus Juarez
Marco Macias
Martin Arvizuo
Armando Almanza
Lucy Hernandez
Paulina Cuellar
Patricia Gutierrez
Mariana Rubio
Peter Carrillo
Cesar Hernandez
Patricia Gutierrez
Mariana Rubio
Peter Carrillo
Cynthia Gallegos
Larry Morales
Lydia Hernandez
Jocelyn Cepeda
Dr. Maria Fuentes
Jesus Ramos

Loretta Berumen
Paulina Cuellar
Jonathan Porras
Margarita Abrego
Cesar Hernandez
Carla Acevedo
Monica Barraza
Celia Apodaca
Lucy Hernandez
Carla Acevedo
Monica Barraza
Celia Apodaca
Salvador Garcia
Patricia Montiel
Roberta Baird
Daya Carrillo
Rosario Olivera
Breanne Barnes

Approved and adopted the 26th of April 2022. We, the undersigned, hereby certify that the foregoing recommendations were duly adopted by the **Canutillo Independent School District Board of Trustees**.

Board Members

Signature

Sergio Coronado, President

Salvador Payan, Vice President

Patsy Mendoza, Secretary

Tristan Hernandez, Trustee

Blanca Trout, Trustee

Armando Rodriguez, Trustee

Laure Searls, Trustee

Texas Essential Knowledge and Skills - Health Education			
Strand 1: Physical Health & Hygiene Education			
Strand 2: Mental Health & Wellness			
Strand 3: Healthy Eating and Physical Activity			
Strand 4: Injury and Violence Prevention			
Strand 5: Alcohol, Tobacco, and Other Drugs			
Grade	TEKS	TEKS Expanded	CATCH Journeys Lesson
K	3A	identify their own feelings and emotions	Unit 1, lessons 1, 2, 3
K	3B	describe and practice calming and self-management strategies	Unit 2, lessons 1, 2, 3
K	3C	discuss how friends can influence a person's behavior	Unit 6, lesson 3 (mental health - coming in Jan)
K	3D	demonstrate skills for making new acquaintances	Unit 3, lesson 1, 2, 3, 4
K	3E	demonstrate respect and communicate appropriately with individuals	Unit 3, lesson 1, 2, 3, 4; Unit 4, Lesson 5; Unit 6 Lesson 3
K	3F	identify and practice ways to solve conflicts with a friend	Unit 6, lesson 3
K	4A	describe positive social skills and personal qualities such as truth, kindness, reliability, and respectfulness;	Unit 1, lesson 4; Unit 5, lesson 5
K	4B	discuss the meaning of goals and identify at least one health-related goal	Unit 2, lesson 5 (also in CCK!)
Grade	TEKS	TEKS Expanded	CATCH Journeys Lesson
1st	3A	identify their own feelings and emotions	Unit 1, lessons 1, 2, 3
1st	3B	discuss and explain how emotions can interrupt thinking and the self-management process;	Unit 2, lesson 1, 2, 3, 4
1st	3C	describe and practice calming and self-management strategies;	Unit 2, lessons 1, 2, 3
1st	3D	describe ways in which peers and families can work together to build healthy relationships;	Unit 4, lesson 1, 4, 6; Unit 6, lesson 2 & 3
1st	3E	describe ways to build and maintain friendships	Unit 3, lesson 1, 2, 3, 4
1st	3F	identify ways to respectfully communicate verbally and nonverbally	Unit 1, lesson 2; Unit 3, lesson 1, 2; Unit 4 lesson 2, 3, 5
1st	3G	identify feelings and emotions expressed by others	Unit 3, lesson 1, 2; Unit 3, lesson 2, 3
1st	3H	identify and practice ways to solve conflicts with friends and peers	Unit 6, lesson 3
1st	4A	discuss ways to be kind to self and how to identify areas for growth	Unit 1 lesson 4, 6; Unit 2 lesson 1, 2, 5; Unit 6 lesson 2
1st	4B	explain the importance of goal setting and task completion	Unit 2 lesson 5 & 6
1st	5A	discuss and demonstrate how to treat peers with different learning needs with dignity and respect;	Unit 4 lesson 4, 5; Unit 6 lesson 3
1st	5B	Identify situations that can create positive stress and positive emotions	Unit 2, lessons 1, 2, 3
1st	5C	discuss the signs and symptoms associated with negative stress such as loss or grief	Unit 6 lesson 1, 2
Grade	TEKS	TEKS Expanded	CATCH Journeys Lesson
2nd	3A	communicate needs, wants, and emotions in healthy ways	Unit 1, Lesson 2 Unit 5, lesson 5; Unit 6, lesson 2
2nd	3B	describe and practice calming and self-management strategies	Unit 2, lesson 1, 2, 3
2nd	3C	discuss and explain how thoughts and emotions are related	Unit 6, lesson 1, 2
2nd	3E	describe the qualities of a good friend & identify ways to prevent and repair broken friendships	Unit 6, lesson 3

2nd	3D	explain the effect of peer influence on an individual's social and emotional health	Unit 3, lesson 3, 4; Unit 4 lesson 2, 3; Unit 6, lesson 3
2nd	3F	describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others;	Unit 3 lesson 1, 2, 3, 4, 6; Unit 4, lesson 2, 4, 5
2nd	4A	discuss ways to be kind to self and others	Unit 1 lesson 4, 6; Unit 2 lesson 1, 2; Unit 3, lesson 1, 2, 3, 4, 5; Unit 4, lesson 2, 3, 4, 5, 6
2nd	4C	list the steps and describe the importance of goal setting and task completion	Unit 2, lesson 5; Unit 5, lesson 2, 3, 4, 5
2nd	4B	define personal growth and identify areas for one's personal growth	Unit 1, lesson 4, 6; Unit 2, lesson 4, 5
2nd	5A	identify strategies for managing different learning needs of self and others	Unit 4, lesson 4, 6; Unit 6, lesson 2
2nd	5B	identify positive and negative stressors and how they impact emotions and learning	Unit 2 lesson 2, 3, 4; Unit 6 lesson 1, 2
Grade	TEKS	TEKS Expanded	CATCH Journeys Lesson
3rd	3A	communicate needs, wants, and emotions in healthy ways	Unit 1, Lesson 2; Unit 5, lesson 5; Unit 6, lesson 2
3rd	3C	discuss and explain how the brain develops through maturation	Unit 6, lesson 1
3rd	3B	describe strategies for assessing thoughts and applying calming and self-management practices	Unit 2, lesson 1, 2, 3; Unit 6, lesson 2
3rd	3E	describe the characteristics of healthy and unhealthy friendships	Unit 6, lesson 3
3rd	3D	distinguish between healthy and harmful influences of friends and others	Unit 3, lesson 3, 4; Unit 4 lesson 3, 4; Unit 6, lesson 3
3rd	3F	describe the value of respectful communication	Unit 3, lesson 1, 2, 3, 4; Unit 4 lesson 5
3rd	3G	discuss how others may experience situations differently than oneself	Unit 4, lesson 1, 2, 3, 4, 6
3rd	4B	describe the importance of acceptance of oneself and others	Unit 1 lesson 4, 6; Unit 2 lesson 1, 2; Unit 3, lesson 1, 2, 3, 4, 5; Unit 4, lesson 2, 3, 4, 5, 6
3rd	3H	demonstrate strategies for resolving conflicts	Unit 6, lesson 3
3rd	4A	define self-esteem and ways it is formed , including identifying areas for one's personal growth	Unit 6, lesson 2, 3
3rd	4B	describe the importance of seeking guidance from a parent or another trusted adult in setting goals	Unit 1, lesson 4, 5, 6; Unit 2 lesson 5
3rd	5A	describe methods for managing challenges related to long-term health conditions	Unit 4, lesson 4, 6; Unit 6, lesson 2
3rd	5B	describe strategies to support others in managing different learning needs	Unit 6, lesson 2, 3
3rd	5C	describe positive outcomes of stress, including creativity, focus, energy, drive, and purpose;	Unit 2, lesson 1, 2, 3
3rd	5D	describe and practice healthy behaviors that reduce stress	Unit 6, lesson 2
3rd	5E	describe the importance of acceptance of oneself and others	Unit 1 lesson 4, 6; Unit 2 lesson 1, 2; Unit 3, lesson 1, 2, 3, 4, 5; Unit 4, lesson 2, 3, 4, 5, 6
Grade	TEKS	TEKS Expanded	CATCH Journeys Lesson
4th	3B	describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger;	Unit 1, Lesson 2; Unit 5, lesson 5; Unit 6, lesson 2

4th	3C	discuss and explain how the brain develops during childhood and the role the brain plays in behavior;	Unit 2, lesson 1, 2, 3; Unit 6, lesson 2
4th	3D	identify positive and negative characteristics of social groups	Unit 6, lesson 1
4th	3E	explain the importance of being a positive role model	Unit 3, lesson 3, 4; Unit 4 lesson 3, 4; Unit 6, lesson 3
4th	3F	explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as different languages or adaptive methods	Unit 6, lesson 3
4th	3G	identify verbal, physical, and situational cues that indicate how others may feel	Unit 3, lesson 1, 2, 3, 4; Unit 4 lesson 5
4th	3H	explain the difference between assertive behavior and aggressive behavior	Unit 4, lesson 1, 2, 3, 4, 6
4th	4A	discuss ways to help build self-esteem of self, friends, and others , including areas for one's personal growth and ways to gather constructive feedback	Unit 6, lesson 3
4th	4C	explain the importance of time management with respect to a goal	Unit 1, lesson 4, 5, 6; Unit 2 lesson 5
4th	4B	explain the advantages of setting short- and long-term goals; and	Unit 6, lesson 2, 3
4th	5A	describe methods for managing concerns related to long-term health conditions for self and others;	Unit 6, lesson 2, 3
4th	5B	differentiate between positive and negative stress	Unit 4, lesson 4, 6; Unit 6, lesson 2
4th	5C	define sources of stress, including trauma, loss, and grief	Unit 6, lesson 2
4th	5D	discuss ways to promote a healthy body image	Unit 2, lesson 1, 2, 3
4th	5E	identify ways to express and manage overwhelming emotions without harming oneself, others, or property such as calming strategies or talking to a parent or another trusted adult	Unit 1 lesson 4, 6; Unit 2 lesson 1, 2; Unit 3, lesson 1, 2, 3, 4, 5; Unit 4, lesson 2, 3, 4, 5, 6
Grade TEKS TEKS Expanded			CATCH Journeys Lesson
5th	4A	identify and demonstrate strategies to help build self-esteem for self, friends, and others;	Unit 1, lesson 4, 5, 6; Unit 2 lesson 5
5th	4B	discuss choices and decision making as part of goal setting ; and identify goals that one wishes to achieve, including identifying areas for one's personal growth and ways to gather constructive feedback	Unit 2, lesson 4, 5
5th	4C	describe benefits of setting and implementing short- and long-term goals and perseverance to achieve those goals;	Unit 2, lesson 4, 5; Unit 5 lesson 2, 3, 4, 5
5th	4D	identify goals that one wishes to achieve, including identifying areas for one's personal growth and ways to gather constructive feedback.	Unit 2, lesson 4, 5; Unit 5 lesson 2, 3, 4, 5
5th	5A	identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health; and	Unit 6, lesson 3
5th	5B	discuss how brain development during childhood affects emotions and decision making	Unit 6, lesson 1, 2
5th	6A	compare and contrast healthy and unhealthy methods for managing concerns related to long-term health conditions for self and others	Unit 6, lesson 2, 3
5th	6B	identify situations in which stress can help to achieve goals and build resiliency	Unit 6, lesson 2
5th	6C	examine ways to reduce the impact of stress, trauma, loss, and grief	Unit 6, lesson 1, 2

5th	6D	define eating disorders and disordered eating patterns as mental health concerns and the importance of seeking help from a parent or another trusted adult for self or others if these patterns are observed	Unit 6, lesson 2
5th	6E	describe situations that call for professional mental health services; and	Unit 6, lesson 2, 3
5th	6F	discuss healthy alternatives to harming oneself , others, or property and the importance of telling a parent or another trusted adult when someone is struggling to manage overwhelming emotions or lacks support.	Unit 6 lesson 2, 3
Grade	TEKS	TEKS Expanded	CATCH Journeys Lesson
6th	3A	demonstrate healthy methods for communicating emotions in a variety of scenarios	Unit 1, lesson 2; Unit 3 lesson 2, 3, 4; Unit 6 lesson 1, 2, 3
6th	3B	assess and demonstrate healthy ways of responding to conflict	Unit 3, lesson 1, 2; Unit 4, lesson 2, 3;
6th	3C	differentiate between positive and negative peer influence	Unit 3, lesson 5, 6
6th	3D	describe methods for communicating important issues with and understanding perspectives of parents and peers	Unit 4, lesson 3, 4; Unit 6 lesson 2
6th	3E	discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios; and	Unit 3, lesson 1, 2, 4, 5, 6; Unit 4 lesson 2, 3, 4, 5
6th	3F	identify strategies for using non-violent conflict resolution skills	Unit 5, lesson 2; Unit 6, lesson 3
6th	4A	identify how physical and social changes impact self-esteem	Unit 6, lesson 1, 2
6th	4B	identify possible health benefits of setting and implementing long-term personal goals	Unit 2 lesson 5; Unit 6 lesson 2, 3
6th	4C	create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children; and	Unit 2 lesson 5; Unit 6 lesson 3
6th	4D	explain the steps in the decision-making process and the importance of following the steps	Unit 6, lesson 1
6th	5A	identify and discuss how adolescent brain development influences emotions, decision making, and logic; and	Unit 6, lesson 1
6th	5B	relate physical environmental factors such as school climate and availability of resources to individual, family, and community health	Unit 6, lesson 3
6th	6A	examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others	Unit 6, lesson 2, 3
6th	6B	identify and describe lifetime strategies for managing conditions that impact learning such as attention-deficit disorder (ADD), attention-deficit/hyperactivity disorder (ADHD), dyslexia, dysgraphia, and sensory issues	Unit 6, lesson 2
6th	6C	identify how to respond positively to develop resiliency	Unit 6, lesson 2
6th	6D	describe healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief;	Unit 6, lesson 1, 2, 3

6th	6E	identify causes and effects associated with disordered eating and eating disorders such as bulimia, anorexia, and binge eating disorder and the importance of seeking help from a parent or another trusted adult for oneself or others related to disordered eating	Unit 6, lesson 3
6th	6F	discuss the suicide risk and suicide protective factors identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning signs in self or others;	Unit 6, lesson 2, 3
6th	6G	explain the role of a healthy self-concept in avoiding self-harming behaviors that can occur when someone is struggling to manage overwhelming emotions	Unit 6, lesson 2, 3
6th	6H	identify suicide prevention resources such as the National Suicide Prevention Hotline	Unit 6, lesson 2, 3
Grade TEKS TEKS Expanded			CATCH Journeys Lesson
7th/8th	3A	identify and analyze different emotions and causal thoughts in self	Unit 1, lesson 2; Unit 2 lesson 2, 3, 4
7th/8th	3B	analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress	Unit 1, lesson 1; Unit 2 lesson 1, 2, 3; Unit 6 lesson 1, 2
7th/8th	3C	evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness;	Unit 3, lesson 5, 6; Unit 6, lesson 3
7th/8th	3D	demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships	Unit 3, lesson 1, 2; Unit 4, lesson 2, 3;
7th/8th	3E	analyze similarities and differences between one's own and others' perspectives and practice conflict resolution and mediation skills	Unit 4, lesson 2, 3, 4, 5
7th/8th	4A	describe how internal and external factors influence self-esteem	Unit 1, lesson 3, 4, 5
7th/8th	4B	identify and develop strategies for setting long-term personal goals	Unit 2, lesson 5
7th/8th	4C	create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children; and	Unit 2 lesson 5; Unit 6 lesson 3
7th/8th	4D	identify decision-making skills that promote individual, family, and community mental health	Unit 6, lesson 1, 2, 3
7th/8th	5A	explain how adolescent brain development influences cognitive processing, emotions, and decision making	Unit 6, lesson 1
7th/8th	5B	identify and describe how environmental influences such as air, water, or noise can affect an individual's mental health	Unit 6, lesson 3
7th/8th	5C	discuss the influence of childhood trauma and how to recognize, process, and overcome negative events	Unit 6, lesson 2
7th/8th	6A	describe methods to support others who have long-term physical health conditions	Unit 6, lesson 3
7th/8th	6B	examine ways to influence peers positively and promote resiliency in others in stressful situations;	Unit 6, lesson 2

7th/8th	6C	differentiate between healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief;	Unit 6, lesson 1, 2, 3
7th/8th	6D	describe the consequences of disordered eating and eating disorders such as bulimia, anorexia, and binge eating disorder and the importance of seeking help from a parent or another trusted adult for oneself or others related to disordered eating	Unit 6, lesson 3
7th/8th	6E	discuss the suicide risk and suicide protective factors identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning signs in self or others	Unit 6, lesson 2, 3
7th/8th	6F	research and discuss protective factors and healthy self-management strategies to avoid self-harming behaviors and	Unit 6, lesson 2, 3
7th/8th	6G	examine how the use of suicide prevention resources such as the National Suicide Prevention Hotline can reduce the likelihood of suicide.	Unit 6, lesson 2, 3

Texas Essential Knowledge and Skills CATCH Physical Education



Strand 1: Movement Patterns and Movement Skills

Strand 2: Performance Strategies

Strand 3: Health, Physical Activity, and Fitness

Strand 4: Social and Emotional Health

Strand 5: Lifetime Wellness

WARM-UP ACTIVITIES K-2

Name of Activity	#	Section	Kindergarten 116.2	First Grade 116.3	Second Grade 116.4
Alphabet Walk	11	Warm-Up/Cool-Down	1ABC, 2B	1ABC, 2AB,	1ABC, 2A
Fast Walk	6	Warm-Up/Cool-Down	4ABC, 6BC, 8C	4ABC, 6BC, 8C	4ABC, 6BC, 8C
Go Fish	9	Warm-Up/Cool-Down	4ABC, 6BC	4ABC, 6BC	4ABC, 6BC
Let's Get Together	8	Warm-Up/Cool-Down	4ABC, 6BC 8C	4ABC, 6BC, 8C	4ABC, 6BC
Nice to Meet You	10	Warm-Up/Cool-Down	6BC 8C, 13A	6BC, 8C, 13A	2B, 4ABC, 6BC
Partner High 5 Together	12	Warm-Up/Cool-Down	6BC 8C, 13 A	6BC, 8C, 13A	4ABC, 6BC
People Dodge	4	Warm-Up/Cool-Down	4ABC, 6BC 8C	4ABC, 6BC, 8C,	4ABC, 6BC, 8C
Simon Says	5	Warm-Up/Cool-Down	4A, 5A	4AB, 5A	4AB, 5A
Skitter Skatter	13	Warm-Up/Cool-Down	2A, 4A	2A, 4A	2A, 4A
Sticky Popcorn	15	Warm-Up/Cool-Down	4A, 13A	4A,13A	4A, 13A
The S Trail	7	Warm-Up/Cool-Down	4BC	4BC	4BC
The Snake Trail/Double Circle/"X"	16	Warm-Up/Cool-Down	4AB, 13A	4AB, 13A	4AB, 13A
Walking Talking Spelling Bees	14	Warm-Up/Cool-Down	4AB, 13A	4AB, 13A	4AB, 13A
Automobile	57	CATCH'em Quick	4ABC	4ABC	4A
Bendables	166	Limber Limbs	2AB	2AB	2AB
Blob Tag	113	Aerobic Games	4C, 6A	4C, 6A	6A
Body Part Tag	104	Aerobic Games	4C, 6A	4C, 6A	4C, 6A
Countdown	59	CATCH'em Quick	2B, 4A	2B, 4A	2B, 4A
Crabs & Seagulls	127	Mighty Muscles	2AB	1B, 2B, 4A	2A
Critter Crackers	131	Mighty Muscles	2AB	2AB	2AB
Crows And Cranes	116	Aerobic Games	4C, 6A	4C, 6A	6A
Double Agents	112	Aerobic Games	4C, 6A	4C, 6A	6A
Dragon's Tail	119	Aerobic Games	6A	6A	6A
Elbow Tag	118	Aerobic Games	6A, 13A	6A, 13A	6A

GO FITNESS K-2					
Name of Activity	#	Section	Kindergarten 116.2	First Grade 116.3	Second Grade 116.4
Fancy Feet	62	CATCH'em Quick	4A, 8C	4A, 8C	4A
Find The Treasure	100	Aerobic Games	6A 13A	6A 13A	13A
Fitness Tag	120	Aerobic Games	6A, 8C	6A, 8C	6A, 4A
Foot Tag	106	Aerobic Games	6A	6A	6A
Frogs, Flies & Lily Pads	128	Mighty Muscles	1B	1B	1B
Go Activity Tag	101	Aerobic Games	4C, 6A	4C, 6A	4C, 6A
Heart Healthy Hiking	54	CATCH'em Quick	4B	4B	4B
Hibernation	124	Mighty Muscles	2AB	2AB	2A
Keeping Your Flock	108	Aerobic Games	6A	6A	6A
Let's Stick Together	167	Limber Limbs	5A	5A	5A
Limber Letters	168	Limber Limbs	2B	2B	2B
Limber Limbs Stretching Stations	172	Limber Limbs	2B	2B	2B
Locomotion Commotion	110	Aerobic Games	6A, 1A	6A, 1A	6A, 1A
Mighty Muscles Strength Stations	135	Mighty Muscles	7B	7B	7B
Musical Hoops	65	CATCH'em Quick	4A	4A	4A
Octopus Tag	98	Aerobic Games	6A, 8C	6A, 8C	6A, 8C
Partner Dodge	97	Aerobic Games	6A	6A	6A
Picture This	67	CATCH'em Quick	4AC	4AC	4AC
Race & Reach	169	Limber Limbs	2B, 8C	2B, 8C	2B, 8C
Rainbow Crossing	107	Aerobic Games	6A	6A	6A
Rum Pum Pum	53	CATCH'em Quick	4A	4A	4A
See Ya' Later Alligator	115	Aerobic Games	6A, 4A	6A, 4A	6A, 4A
Shaping Up	60	CATCH'em Quick	4AC	4AC	4AC
Short Story Stretching	171	Limber Limbs	2B, 5A	2B, 5A	2B, 5A
Side-by-Side Tag	102	Aerobic Games	6A, 13A	6A, 13A	6A
Squirm, Wiggle, Jiggle	56	CATCH'em Quick	2B	2B	2B
Stretch Routine	164	Limber Limbs	2B	2B	2B
Stunt Double Tag	111	Aerobic Games	12A	12A	12A
The Sky is Falling	130	Mighty Muscles	3G, 4A	3G, 4A	3G, 4A
Tunnel Train	133	Mighty Muscles	2A, 4A	2A, 4A	2A, 4A
Wylie/Wilma & The Hairy Monster	114	Aerobic Games	4A, 6C, 7C	4A, 6C, 7C	4A, 6C, 7C
3 Flies Up	383	Throwing & Catching	6B, 14A, 16A	3A	3A

GO ACTIVITY K-2					
Name of Activity	#	Section	Kindergarten 116.2	First Grade 116.3	Second Grade 116.4
A' My Name Is	227	Dribbling & Passing	3C	3C	3C
Agility Run	321	Moving & Traveling	2A	2A	2A
Automobeat	339	Rhythm Activities	5A	5A	5A
Balance Trains	322	Moving & Traveling	4AB	4AB	4AB
Ball Handling Skills	204	Dribbling & Kicking	3DE	3DE	3DE
Ball Handling Skills	222	Dribbling & Passing	3BC	3C	3C
Balloon Paddle Power	350	Striking & Volleying	3GF	3GF	3GF
Bean Bag Bucket Brigade	385	Throwing & Catching	3A	3A	3A
Bean Bag Buddies	376	Throwing & Catching	6B, 16B	6B, 16B	6B, 16B
Bean Bag Tag	373	Throwing & Catching	3AB, 6C	3AB, 6C	6A
Body Balance	328	Moving & Traveling	4AB	4AB	4AB
Buddy Paddle Poser	353	Striking & Volleying	3F	3F	3F
Busy Bee 'n Bag	367	Throwing & Catching	3A	3A	3A
Can you....?	275	Jump Rope Activities	3H	3H	3H
Carpool Tag	250	Hoop Activities	4A	4A	4A
Catch-up Chase	325	Moving & Traveling	2B, 8C	2B, 8C	2B, 8C
Circle Step Back	380	Throwing & Catching	3AB	3AB	3AB
Circulation	231	Dribbling & Passing	3BC	3BC	3BC
Dribble Math	242	Dribbling & Passing	3C	3C	3C
Dribblers and Defenders	234	Dribbling & Passing	3C, 6A	3C, 6A	3C, 6A
Every Which Way	319	Moving & Traveling	2C, 6A, 4A	6A, 4A	6A, 4A
Fake It	326	Moving & Traveling	2B	2B	2B
Feel the Beat	336	Rhythm Activities	5A	5A	5A
Ferry Boats	358	Striking & Volleying	4AB	4AB	4A
Flap Jacks	355	Striking & Volleying	3F	3F	3F
Flee From Me	324	Moving & Traveling	6A, 4A	6A, 4A	6A, 4A
Follow Me	278	Jump Rope Activities	1B, 3H	1B, 3H	1B, 3H
Follow the Leader	233	Dribbling & Passing	2C, 4A	2C, 4A	2C, 4A
Follow-the-Leader Passing	238	Dribbling & Passing	none	3AB	3AB
Freestyle	274	Jump Rope Activities	3H	3H	3H
Freeze Tag	236	Dribbling & Passing	3C, 6A	3C, 6A	3C, 6A
Frogs on the Lily Pads	347	Throwing & Catching	3A	3A	3A

GO ACTIVITY (continued) K-2					
Name of Activity	#	Section	Kindergarten 116.2	First Grade 116.3	Second Grade 116.4
Frozen Dribble	213	Dribbling & Kicking	3D	3D	3D
Frozen Dribble	229	Dribbling & Passing	3C, 4A	3C, 4A	3C, 4A
Fruit Salad	397	Limited Space	6A, 1A	6A, 1A	6A, 1A
Gotta Wanna Bean Bag	369	Throwing & Catching	1A, 4A	1A, 4A	1A, 4A
Hoop Beat	338	Rhythm Activities	5A	5A	5A
Hoop It Up	248	Hoop Activities	2B	2B	2B
Hoop Go 'Round	249	Hoop Activities	6C, 13A	6C, 13A	6C, 13A
Hoop Jump	320	Moving & Traveling	1B, 2A	1B, 2A	1B, 2A
Hoop Stations	251	Hoop Activities	1ABCD, 2A, 6C	1ABCD, 2A, 6C	1ABCD, 2A, 6C
Hotdog, Mustard, Relish	309	Parachute Activities	6C, 8C	6C, 8C	6C, 8C
Indoor Fitness Trail	403	Limited Space	8C	8C	8C
Interval Running	307	Parachute Activities	1A	1A	1A
Islands	317	Moving & Traveling	1B, 2A	1B, 2A	1B, 2A
Jackhammers	225	Dribbling & Passing	3C	3C	3C
Jump The Circuit	280	Jump Rope Activities	3H	3H	3H
Keep Away	382	Throwing & Catching	3AB	3AB	3AB
Kick for Accuracy	207	Dribbling & Kicking	3DE	3DE	3DE
Kick for Distance	206	Dribbling & Kicking	3DE	3DE	3DE
Kick-Kick	208	Dribbling & Kicking	3E	3EF	3EF
Kids in Space	318	Moving & Traveling	4B	4B	4B
Leapin' Lizards	330	Moving & Traveling	1AB	1AB	1AB
Long Rope Jumping	273	Jump Rope Activities	3I	3I	3I
Look Mom, No Hands!	226	Dribbling & Passing	3C	3C	3C
Lucky Guess	277	Jump Rope Activities	3H	3H	3H
Me and My Bean Bag	327	Moving & Traveling	3A	3A	3A
Mirror, Mirror	329	Moving & Traveling	5A	5A	5A
Musical Ropes	279	Jump Rope Activities	3H	3H	3H
Parachute Warm-up-Balloon	303	Parachute Activities	2B	2B	2B
Parachute Warm-up-Class Portrait	304	Parachute Activities	2B	2B	2B
Parachute Warm-up-Clubhouse	604	Parachute Activities	2B	2B	2B
Parachute Warm-up-Color Exchange	304	Parachute Activities	4A	4A	4A
Parachute Warm-up-Diamond in the Bank	304	Parachute Activities	2B	2B	2B

GO ACTIVITY (continued) K-2					
Name of Activity	#	Section	Kindergarten 116.2	First Grade 116.3	Second Grade 116.4
Parachute Warm-up-Museum	305	Parachute Activities	2B, 16B	2B, 16B	2B, 16B
Parachute Warm-up-Punching Bag	303	Parachute Activities	2B	2B	2B, 3G
Parachute Warm-up-Save the Day	305	Parachute Activities	2B	2B	2B
Parachute Warm-up-Umbrella	303	Parachute Activities	2B	2B	2B
Partner Catch	377	Throwing & Catching	3A	3F	3A
Partner Challenges	402	Limited Space	12A, 12B	12A, 12B	12A, 12B
Partner Dribble & Pass	214	Dribbling & Kicking	3C AB	3C, AB	3C AB
Partner Dribble & Pass	230	Dribbling & Passing	3C, 8C	3C, 8C	3C, 8C
Pass It On	223	Dribbling & Passing	12A, 13A	12A, 13A	12A, 13A
Pass It On	399	Limited Space	13A	3A	15A
Passing Skills	237	Dribbling & Passing	3A	3A	3A
Popcorn	308	Parachute Activities	1B, 2B	1B, 2B	1B, 2B
Rhythmic Movements	337	Rhythm Activities	5A	5A	5A
Round and Round the Hoop	247	Hoop Activities	4BC	4BC	4BC
Scatter Square Dancing	343	Rhythm Activities	4A	4A	4A
See Me Flee	323	Moving & Traveling	2A	4BC	4BC
Shooting Star	378	Throwing & Catching	3AB	3AB	3AB
Snakes	276	Jump Rope Activities	3H, 1A	3H, 1A	3H, 1A
Sock It To Me	400	Limited Space	3A	3A	3A
Solo Catch	372	Throwing & Catching	3AB	3AB	3AB
Spinning Wheel	306	Parachute Activities	4AB	4AB	4AB
Spotlight Dance	311	Parachute Activities	2B, 16B	2B, 16B	2B, 16B
Stationary Rope	271	Jump Rope Activities	1B	1B	1B
Sunbeam	310	Parachute Activities	2B, 4A	2B, 4A	2B, 4A
Swiss Cheese Parachute Activities	312	Parachute Activities	1C, 13A	1C, 13A	1C, 14A
Take a Stroll	341	Rhythm Activities	5A	5A	5A
Team Passing	211	Dribbling & Kicking	3DE	3DE	3DE
Team Passing	240	Throwing & Catching	3ABC	3ABC	3ABC
Team Shapes	388	Throwing & Catching	3AB, 4B ,6C	3AB, 4B ,6C	3AB, 4B ,6C
The Rhythm Train	340	Rhythm Activities	5A	5A	5A
The Snake Trail/Double Circle/"X"	393	Limited Space	4B, 5A	4B, 5A	4B, 5A
Throw for Distance	371	Throwing & Catching	3A	3A	3A

GO ACTIVITY (continued) K-2					
Name of Activity	#	Section	Kindergarten 116.2	First Grade 116.3	Second Grade 116.4
Triangle Pass	209	Dribbling & Kicking	3DE	3DE	3DE
Tumbleweeds	360	Striking & Volleying	3G	3G	3G
Under Control	205	Dribbling & Kicking	3D	3D	3D
Under Control	228	Dribbling & Passing	3CB	3CB	3CB
Walk The Dog	357	Striking & Volleying	3G, 4A	3G, 4A	3G, 4A

Texas Essential Knowledge and Skills

CATCH Physical Education



Strand 1: Movement Patterns and Movement Skills

Strand 2: Performance Strategies

Strand 3: Health, Physical Activity, and Fitness

Strand 4: Social and Emotional Health

Strand 5: Lifetime Wellness

WARM-UP ACTIVITIES 3-5

Name of Activity	#	Section	Third Grade 116.5	Fourth Grade 116.6	Fifth Grade 116.7
Copycat	20	Warm-Up/Cool-Down	1A	1A	1A
Countdown	12	Warm-Up/Cool-Down	4A	4A	4A
Fast Walk	4	Warm-Up/Cool-Down	4C	4B	4B
Flash Fitness Fun	16	Warm-Up/Cool-Down	1B	1B	1B
Go Loco!	13	Warm-Up/Cool-Down	4B	4C	4C
High 5 in the Middle	13	Warm-Up/Cool-Down	8A, B, C	8A, B, C	8A, B, C
Huddle Up	18	Warm-Up/Cool-Down	6B	6B	6B
Partner Jog	11	Warm-Up/Cool-Down	1A	1A	1A
Quick Draw	8	Warm-Up/Cool-Down	13A	13A	13A
Random Running	7	Warm-Up/Cool-Down	1A	1A	1A
The S Trail	5	Warm-Up/Cool-Down	4A	4A	4A
Two-Square Locomotion	14	Warm-Up/Cool-Down	1A	1A	4A
Whistle Fitness	17	Warm-Up/Cool-Down	4A	4A	4A

GO FITNESS 3-5

Name of Activity	#	Section	Third Grade 116.5	Fourth Grade 116.6	Fifth Grade 116.7
Ahoy Mates	123	Aerobic Rhythms	5A	5A	5A
Automobile	34	Quick Cardio Games	1C	1C	1C
Barker's Hoopla	59	Aerobic Games	6B	6B	6B
Bear Tag Crab Tag	237	Muscular Strength	4B	4B	4B
Bears to the Honey Pot	239	Muscular Strength	6A	6A	6A
Bench Aerobics	147	Bench Aerobics	5A	5A	5A
Blob Tag	32	Quick Cardio Games	6A, C	6A, C	6A, C
Boogie Down Circuit	112	Aerobic Rhythms	5A	5A	5A
Boulder Ball	241	Muscular Strength	4C	4C	4C

GO FITNESS (continued) 3-5					
Name of Activity	#	Section	Third Grade 116.5	Fourth Grade 116.6	Fifth Grade 116.7
Kid Card Choreography	114	Aerobic Rhythms	5A	5A	5A
Card Run	71	Aerobic Games	1A, 1B	1A, 1B	1A, 1B
CATCH Cardio Course	44	Quick Cardio Games	4A, B, C	4A, B, C	4A, B, C
CATCH Cardio Kids	350	Fitness Challenges	1A, 1B, 6A, 6B	1A, 1B, 6A, 6B	1A, 1B, 6A, 6B
CATCH Geography Mileage Challenge	347	Fitness Challenges	1A, 1B, 6A, 6B	1A, 1B, 6A, 6B	1A, 1B, 6A, 6B
CATCH Mighty Amigos Strength Stations	245	Muscular Strength	16A	16A	16A
Computer Virus	73	Aerobic Games	1A, 1C	1A, 1C	1A, 1C
Cone Crazy	42	Quick Cardio Games	6B, C	6B, C	6B, C
Crows & Cranes	37	Quick Cardio Games	1A, 1C	1A, 1C	1A, 1C
Deal Me In	75	Aerobic Games	6B	6B	6B
Dicer-er-cise	242	Muscular Strength	16A, B	16A, B	16A, B
Double Tag	33	Quick Cardio Games	6A, B	6A, B	6A, B
Double Trouble	182	Jump Rope	1B, C	1B, C	1B, C
Dragon's Tail	63	Aerobic Games	1A, 1C, 6A	1A, 1C, 6A	1A, 1C, 6A
Dynamite Diet Fitness Shopping	312	Go, Slow, & Whoa	10A	10A	10A
Elbow Tag	28	Quick Cardio Games	6A	6A	6A
Figure It	180	Jump Rope	1B, C	1B, C	1B, C
Find the GO Food	316	Go, Slow, & Whoa	1A, 10A, 10B	1A, 10A, 10B	1A, 10A, 10B
Fire Brigade	78	Aerobic Games	6B, C	6B, C	6B, C
Fitness Tag	61	Aerobic Games	6A	6A	6A
Fitness Trek Day	339	Fitness Challenges	9A, B	9A, B	9A, B
Flash Fitness Flexibility Stations	284	Flexibility	2A, B	2A, B	2A, B
Flexibility Switcharoo	280	Flexibility	2A, B	2A, B	2A, B
Follow & Flex	278	Flexibility	2A, B	2A, B	2A, B
Follow Me	179	Jump Rope	1B	1B	1B
Food Fat Tag	315	Go, Slow, & Whoa	6A	6A	6A
Frequent Flyer	40	Quick Cardio Games	1A	1A	1A
Glue & Stretch	277	Flexibility	4B	4B	4B
Go Food Fitness	308	Go, Slow, & Whoa	1A, 10A	1A, 10A	1A, 10A
Go For Health Jump Rope Challenge	186	Jump Rope	1B	1B	1B
Grid Tag	36	Quick Cardio Games	6A	6A	6A
Home Zone Tag	29	Quick Cardio Games	6A	6A	6A
Hot Feet	77	Aerobic Games	3A	3A	3A

GO FITNESS (continued) 3-5					
Name of Activity	#	Section	Third Grade 116.5	Fourth Grade 116.6	Fifth Grade 116.7
I Need a Pizza	119	Aerobic Rhythms	5A	5A	5A
It's In The Cards	184	Jump Rope	1B, 2C, 3A	1B, 2C, 3A	1B, 2C, 3A
Jump The Circuit	185	Jump Rope	1B, 1C	1B, 1C	1B, 1C
Lucky Guess	181	Jump Rope	1B	1B	1B
Lumos	80	Aerobic Games	6A, B	6A, B	6A, B
Mini Kickball	66	Aerobic Games	3D, E	3D, E	3D, E
Musical Hoops	39	Quick Cardio Games	4A, B, C	4A, B, C	4A, B, C
Musical Ropes	183	Jump Rope	3H, I	3H, I	3H, I
Partner Pump It Up Push Up Challenges	232	Muscular Strength	2A, B	2A, B	2A, B
Pass The Hat	70	Aerobic Games	8A, B, C	8A, B, C	8A, B, C
People Dodge	276	Flexibility	2A, B	2A, B	2A, B
Pirates' Treasure	62	Aerobic Games	6A	6A	6A
Pump It Up Push Up Challenges	230	Muscular Strength	2A, B	2A, B	2A, B
Push-Up Tic-Tac-Toe	234	Muscular Strength	6A, 8C	6A, 8C	6A, 8C
Pyramid Power	317	Go, Slow, & Whoa	1A, 10A	1A, 10A	1A, 10A
Race Day!	68	Aerobic Games	3H, I	3H, I	3H, I
Salad Bar	310	Go, Slow, & Whoa	4A	4A	4A
Scatter Square Dancing	110	Aerobic Rhythms	5A	5A	5A
See Ya Later Alligator	64	Aerobic Games	6A	6A	6A
Snake in the Grass	43	Quick Cardio Games	6A	6A	6A
Statue Garden	116	Aerobic Rhythms	5A	6A	6A
Steel Abs Challenges	235	Muscular Strength	14A	14A	14A
Stop & Drop	238	Muscular Strength	15A	15A	15A
Stop & Stretch	279	Flexibility	2B	2B	2B
Stretch Routine	273	Flexibility	2B	2B	2B
Stretch-er-cise	281	Flexibility	2B	2B	2B
Sunny Day	275	Flexibility	2B	2B	2B
Vamos a la Playa	121	Aerobic Rhythms	1A, 5A, 6A	1A, 5A, 6A	1A, 5A, 6A
Veins & Arteries	30	Quick Cardio Games	4B, 6A	4B, 6A	4B, 6A
Whoa Food Tag	314	Go, Slow, & Whoa	10A, B	10A, B	10A, B
Whoa Sweets	306	Go, Slow, & Whoa	1A, 10A, 10B	1A, 10A, 10B	1A, 10A, 10B
Zoo Meringue	117	Aerobic Rhythms	5A	5A	5A

GO ACTIVITY (continued 3-5)					
Name of Activity	#	Section	Third Grade 116.5	Fourth Grade 116.6	Fifth Grade 116.7
1st and 10	452	Football	6B	6B	6B
4 Downs	455	Football	3A, B	3A, B	3A, B
4-Court Volleyball	596	Volleyball	3F	3F	3F
All Together	574	Tennis	3G	3G	3G
All-Run Flying Disc	433	Flying Disc	3A, B	3A, B	3A, B
All-Run Soccer	525	Soccer	3E	3E	3E
All-Run Softball	549	Softball	3A, B, G	3A, B, G	3A, B, G
Around the World	379	Basketball	3C	3C	3C
Big League Softball Skill Stations	552	Softball	3A, B	3A, B	3A, B
Black Ice	403	Floor Hockey	3G	3G	3G
Block That Kick	457	Football	3A, B, E	3A, B, E	3A, B, E
Break Away	410	Floor Hockey	3G	3G	3G
Bull's-Eye	428	Flying Disc	3A	3A	3A
Bump and Boogie	588	Volleyball	3F, G	3F, G	3F, G
Can't Touch This	385	Basketball	3C, 6A	3C, 6A	3C, 6A
Castles	509	Soccer	3D, 3E	3D, 3E	3D, 3E
CATCH Cup Soccer Skill Stations	528	Soccer	3D, 3E	3D, 3E	3D, 3E
Caterpillar	570	Tennis	3G	3G	3G
Centering Pass	518	Soccer	3D, 3E	3D, 3E	3D, 3E
Circle Keep-it-Up	589	Volleyball	3F, 3G	3F, 3G	3F, 3G
Circle Soccer	512	Soccer	3D, E	3D, E	3D, E
Cleaning House	383	Basketball	1A, 3A, 3B, 3C, 6A	1A, 3A, 3B, 3C, 6A	1A, 3A, 3B, 3C, 6A
Come and Get It	514	Soccer	3D	3D	3D
Crease to Crease	413	Floor Hockey	3C, 6C	3C, 6C	3C, 6C
Doubles (Partner Racket Skills)	562	Tennis	3G, 11A	3G, 11A	3G, 11A
Down & Around	572	Tennis	3G, 12B	3G, 12B	3G, 12B
Dribble Tag	386	Basketball	1A, 3A, 3B, 3C, 6A	1A, 3A, 3B, 3C, 6A	1A, 3A, 3B, 3C, 6A
Eight-Person Softball	546	Softball	3A, 3B	3A, 3B	3A, 3B
Endangered Species	566	Tennis	3G	3G	3G
Fast Break	378	Basketball	3C	3C	3C
Fitness Bowl Football Skill Stations	459	Football	6A, 4A, 4B, 3C	6A, 4A, 4B, 3C	6A, 4A, 4B, 3C
Fitness Football	450	Football	6A, 4A, 4B, 3C	6A, 4A, 4B, 3C	6A, 4A, 4B, 3C
Five CATCH Keep Away	388	Basketball	3A, 3B, 3C	3A, 3B, 3C	3A, 3B, 3C

GO ACTIVITY (continued 3-5)					
Name of Activity	#	Section	Third Grade 116.5	Fourth Grade 116.6	Fifth Grade 116.7
Flying Disc Golf	432	Flying Disc	3A, 7A	3A, 7A	3A, 7A
Four Corner Drill	384	Basketball	3A, 3B	3A, 3B	3A, 3B
Freeze & Pivot	377	Basketball	3C	3C	3C
Full Court Basketball Skill Stations	391	Basketball	1A, 3A, 3B	1A, 3A, 3B	1A, 3A, 3B
Gather Around	587	Volleyball	3F, 3G, 13A	3F, 3G, 13A	3F, 3G, 13A
Georgia Brown Passing Challenges	375	Basketball	3A, 3B	3A, 3B	3A, 3B
Go For the Goal	445	Football	4C	4C	4C
Gold Medal Volleyball Skill Stations	584	Volleyball	3F, 3G, 13A	3F, 3G, 13A	3F, 3G, 13A
Golden Goal (Dribbling/Pass/Shoot)	506	Soccer	3D, 3E	3D, 3E	3D, 3E
Grand Slam Tennis Skill Stations	576	Tennis	3C, 4B, 4C	3C, 4B, 4C	3C, 4B, 4C
Ground Ball Circulation	541	Softball	3A, 3B	3A, 3B	3A, 3B
Ground Ball Pursuit	538	Softball	3A, 3B	3A, 3B	3A, 3B
Grounders and Sliders	539	Softball	3A, 3B	3A, 3B	3A, 3B
Group Hoop Challenges	470	Plastic Hoop	1A, 1B, 6A	1A, 1B, 6A	1A, 1B, 6A
Hat Trick	407	Floor Hockey	3G, 6C	3G, 6C	3G, 6C
Hit & Run	548	Softball	3A, 3B, 3G	3A, 3B, 3G	3A, 3B, 3G
Hit The Beach Volleyball Skill Stations	599	Volleyball	3F, 3G, 13A	3F, 3G, 13A	3F, 3G, 13A
Homer Ball	544	Softball	3A, B, G	3A, B, G	3A, B, G
Hoop Ball	382	Basketball	1A, 1B, 6A	1A, 1B, 6A	1A, 1B, 6A
Hoop It Up - Ball Handling Skills	371	Basketball	3B, C	3B, C	3B, C
Hoop Serve	590	Volleyball	3F, G	3F, G	3F, G
Hoop Stations	471	Plastic Hoop	1A, 1B, 6A	1A, 1B, 6A	1A, 1B, 6A
Hot Tamale	523	Soccer	3D, 3E, 6B	3D, 3E, 6B	3D, 3E, 6B
Hotdog, Mustard, Relish	495	Parachute	1A, 1B, 6A	1A, 1B, 6A	1A, 1B, 6A
I Got Game - Dribbling Skills	373	Basketball	3C	3C	3C
Ice Machines	408	Floor Hockey	3G	3G	3G
In a Pickle	543	Softball	3A, B	3A, B	3A, B
Individual Hoop Challenges	466	Plastic Hoop	1A, 1B, 6A	1A, 1B, 6A	1A, 1B, 6A
Interval Running	493	Parachute	1A, 1B, 6A	1A, 1B, 6A	1A, 1B, 6A
Keep Away (2 on 1)	431	Flying Disc	3A, B	3A, B	3A, B
Kick Away	517	Soccer	3D, E	3D, E	3D, E
Kickoff Return	453	Football	3A, B; 6A	3A, B; 6A	3A, B; 6A
Leaning Tower of Pizza	568	Tennis	4A	4A	4A

GO ACTIVITY (continued) 3-5					
Name of Activity	#	Section	Third Grade 116.5	Fourth Grade 116.6	Fifth Grade 116.7
Leapfrog Passing Relay	404	Floor Hockey	3G	3G	3G
Long Ball	545	Softball	3A, B, G	3A, B, G	3A, B, G
Long Bomb	448	Football	3A, B; 15A	3A, B; 15A	3A, B; 15A
Newcomb	592	Volleyball	3A, 3B	3A, 3B	3A, 3B
One-Bounce Volleyball	593	Volleyball	3A, 3B	3A, 3B	3A, 3B
One-on-One Showdown	409	Floor Hockey	3G	3G	3G
One-on-One Soccer	521	Soccer	3D, E	3D, E	3D, E
Open Ice Floor HockeySkill Stations	415	Floor Hockey	3G	3G	3G
Out for a Pass	425	Flying Disc	3A, B	3A, B	3A, B
Over the Line	389	Basketball	3A,B, C	3A, B, C	3A, B,C
Para Jaws	496	Parachute	6A	6A	6A
Parachute Cool-Down	499	Parachute	6A	6A	6A
Parachute Warm-up	490	Parachute	6A	6A	6A
Partner Hoop Challenges	468	Plastic Hoop	6A	6A	6A
Partner Jog w/ Flying Disc	427	Flying Disc	3A, B	3A, B	3A, B
Pass and Follow	426	Flying Disc	3A, 3B, 6B	3A, 3B, 6B	3A, 3B, 6B
Pass Back	424	Flying Disc	3A, 3B, 15A	3A, 3B, 15A	3A, 3B, 15A
Passing Tag	387	Basketball	3A, 3B, 6A	3A, 3B, 6A	3A, 3B, 6A
Popcorn	492	Parachute	6A	6A	6A
Pre-Game Warm-up	443	Football	3A, 3B, 15A	3A, 3B, 15A	3A, 3B, 15A
Random Grid Passing	380	Basketball	1A, 3A, B	1A, 3A, B	1A, 3A, B
Rapid Fire	405	Floor Hockey	3G	3G	3G
Repair the Ozone	429	Flying Disc	1A, 3A	1A, 3A	1A, 3A
Shark	516	Soccer	4C	4C	4C
Shooting Stars	511	Soccer	14A	14A	14A
Singles (Individual Racket Skills)	560	Tennis	3G	3G	3G
Soccer Mini Kickball	519	Soccer	3D, 3E	3D, 3E	3D, 3E
Soccer Musical Hoops	508	Soccer	3C	3C	3C
Softball Step Back	536	Softball	3A, 3B	3A, 3B	3A, 3B
Softball Virginia Reel	540	Softball	3A, 3B	3A, 3B	3A, 3B
Spinning Wheel	494	Parachute	6A	6A	6A
Statues of Liberty	446	Football	6A	6A	6A
Strike Out	542	Softball	3A	3A	3A

GO ACTIVITY (continued) 3-5					
Name of Activity	#	Section	Third Grade 116.5	Fourth Grade 116.6	Fifth Grade 116.7
Super Stick Handling Skills	399	Floor Hockey	3G, 6C	3G, 6C	3G, 6C
Sweet Feet Ball Handling	504	Soccer	3E	3E	3E
Swiss Cheese Parachute	497	Parachute	6A	6A	6A
Tabletop Tag	573	Tennis	3G	3G	3G
Take a Hike	447	Football	3A, B	3A, B	3A, B
Tennis Pinball	567	Tennis	3G	3G	3G
The Great One Passing & Shooting Skills	401	Floor Hockey	3G	3G	3G
They Shoot, They Score	412	Floor Hockey	3 G	3G	3G
Throw and Go	430	Flying Disc	3A, 1A	3A, 1A	3A, 1A
Ultimate Flying Disc	435	Flying Disc	3A, B	3A, B	3A, B
Volley Serveball	594	Volleyball	3F, 3G	3F, 3G	3F, 3G
Volleyball Team Two-Square	591	Volleyball	3F, 3G	3F, 3G	3F, 3G
Walk & Roll	565	Tennis	3G	3G	3G

Texas Essential Knowledge and Skills

CATCH Physical Education



Strand 1: Movement Patterns and Movement Skills

Strand 2: Performance Strategies

Strand 3: Health, Physical Activity, and Fitness

Strand 4: Social and Emotional Health

Strand 5: Lifetime Wellness

WARM-UP ACTIVITIES 6-8

Name of Activity	#	Section	Sixth Grade 116.22	Seventh Grade 116.23	Eighth Grade 116.24
People Dodge	4	Warm-Up/Cool Down	4A, 8C	4A, 8C	4A, 8C
Fast Walk - Slow Walk	5	Warm-Up/Cool Down	1A, 2A	1A, 2A	1A, 2A
The S Trail	6	Warm-Up/Cool Down	1A	1A	1A
Partner Tug-O-War	7	Warm-Up/Cool Down	7B	7B	7B
Toe-To-Toe	8	Warm-Up/Cool Down	16B	16B	16B
Two-X-Two Fitness	9	Warm-Up/Cool Down	16A	16A	16A
Over, Under, Around, and Through	11	Warm-Up/Cool Down	4A, 4C	4A, 4C	4A, 4C
Which Way Do I Go?	12	Warm-Up/Cool Down	14A, 14B	14A, 14B	14A, 14B
Everybody's It	13	Warm-Up/Cool Down	6A	6A	6A
Team Rock/Paper/Scissors	14	Warm-Up/Cool Down	4A	4A	4A
Home Base	15	Warm-Up/Cool Down	1A, 13C	1A, 13C	1A, 13C
Parachute Warm-Ups	16	Warm-Up/Cool Down	4A, 8B	4A, 8B	4A, 8B
Shark	17	Warm-Up/Cool Down	6A	6A	6A

GO FITNESS 6-8

Name of Activity	#	Section	Sixth Grade 116.22	Seventh Grade 116.23	Eighth Grade 116.24
10-Second Fitness	23	Quick Cardio Games	1B, 4A	1B, 4A	1B, 4A
2, 4, 6, 8 Everybody Participate	24	Quick Cardio Games	4A	4A	4A
Blob	25	Quick Cardio Games	6B, 6D	6B, 6D	6B, 6D
Diagonal Dash	26	Quick Cardio Games	4A	4A	4A
Double Tag	27	Quick Cardio Games	8C	8C	8C
Elbow Tag	28	Quick Cardio Games	4A	4A	4A
Fitness Tag	29	Quick Cardio Games	8C	8C	8C
Pit Stop Relay	30	Quick Cardio Games	6B, 6D	6B, 6D	6B, 6D
Impact Intervals	31	Quick Cardio Games	6.8C	7.8C	8.8C
Meet Me In The Middle	32	Quick Cardio Games	6.8C	7.8C	8.8C
Movement Changes	33	Quick Cardio Games	6.1A	7.1A	8.1A

GO FITNESS 6-8					
Name of Activity	#	Section	Sixth Grade 116.22	Seventh Grade 116.23	Eighth Grade 116.24
Outta Here	34	Quick Cardio Games	1B, 4A	1B, 4A	1B, 4A
Pass It On	35	Quick Cardio Games	8B, 8C	8B, 8C	8B, 8C
Random Running	36	Quick Cardio Games	4A, 4C	4A, 4C	4A, 4C
Team Run & Jump	37	Quick Cardio Games	2B	2B	2B
Traffic Jam	38	Quick Cardio Games	1A	1A	1A
Triangle Tag	39	Quick Cardio Games	4A, 4C	4A, 4C	4A, 4C
Two-Square Locomotion	40	Quick Cardio Games	1A	1A	1A
Spinning Wheel	41	Quick Cardio Games	1A, 2A	1A, 2A	1A, 2A
Cat and Mouse	87	Quick Cardio Games	1A, 6B, 8B	6B, 12C	6B, 12C
Tail Tag	66	Aerobic Games	6A	6A	6A
The Defender	67	Aerobic Games	6A	6A	6A
Barker's Hoopie	68	Aerobic Games	1A, 4A	1A, 4A	1A, 4A
Mini Kickball	69	Aerobic Games	3A, 3C	3A, 3C	3A, 3C
Rapid Fire	70	Aerobic Games	3A	3A	3A
Scatter Fitness	71	Aerobic Games	1A	1A	1A
Pass the Hat	73	Aerobic Games	1A, 4C	1A, 4C	1A, 4C
Quick Touch	74	Aerobic Games	1B, 2B	1B, 2B	1B, 2B
Exercise Hunt	75	Aerobic Games	7A	7A	7A
Card Run	76	Aerobic Games	1A, 8A	1A, 8A	1A, 8A
Team Quiz Hustle	78	Aerobic Games	1A, 8A	1A, 8A	1A, 8A
Interval Running	79	Aerobic Games	1A	1A	1A
Ball Challenges	220	Muscular Strength	2A, 6A, 8A	2A, 6A, 8A	2A, 6A, 8A
Cooperative Strength	223	Muscular Strength	2A, 6A, 8A	2A, 6A, 8A	2A, 6A, 8A
Pit Stop Relay	225	Muscular Strength	1A, 6A, 12B	1A, 6A, 12B	1A, 6A, 12B
Basic Training	226	Muscular Strength	1A, 1B, 4C, 8A, 8B	1A, 1B, 4C, 8A, 8B	1A, 1B, 4C, 8A, 8B
Fitness Trail	228	Muscular Strength	1A, 8C	1A, 8C	1A, 8C
Poker Fitness	229	Muscular Strength	1A, 1B, 4C, 8A, 8B	1A, 1B, 4C, 8A, 8B	1A, 1B, 4C, 8A, 8B
Health Benefits Circuit	230	Muscular Strength	1A, 2B, 8A, 8C	1A, 2B, 8A, 8C	1A, 2B, 8A, 8C
Fitness Activity Circuit	231	Muscular Strength	1A, 2B, 8A, 8C	1A, 2B, 8A, 8C	1A, 2B, 8A, 8C
After You!	232	Muscular Strength	1A, 8C	1A, 8C	1A, 8C
Weight Training	234	Muscular Strength	2A, 6A, 8A	2A, 6A, 8A	2A, 6A, 8A
Around the World E-Band Stations	272	E-Bands	2A, 6A, 8A	8B, 8C	8B, 8C
Ball Push	288	Partner Challenges	2A, 6A, 8A	2A, 6A, 8A	2A, 6A, 8A
Get Up!	289	Partner Challenges	2A, 8B	2A, 8B	2A, 8B
Partner Long Jump	290	Partner Challenges	1B	1B, 4B	1B, 4B
Dribble and Slap	291	Partner Challenges	3C, 6A	3C, 6A	3C, 6A

GO FITNESS 6-8					
Name of Activity	#	Section	Sixth Grade 116.22	Seventh Grade 116.23	Eighth Grade 116.24
Hold It!	292	Partner Challenges	3C, 6A	3C, 6A	3C, 6A
Knee Tapping	293	Partner Challenges	6A	6A	6A
Partner Pull-Up	294	Partner Challenges	8B	8B	8B
Partner Sit-Up	295	Partner Challenges	8B	8B	8B
Sunny Day	298	Flexibility	8C	8B, 8C	8C
Glue & Stretch	299	Flexibility	8C	8C	8C
Follow & Flex	300	Flexibility	6B, 8C	6B, 8C	6B, 8C
Stop & Stretch	301	Flexibility	8C	8C	8C
Flexibility Switharoo	302	Flexibility	6B, 8C	6B, 8C	6B, 8C
Fitness Flexibility Stations	304	Flexibility	8C	8C	8C
Stretch routine	305	Flexibility	6B, 8C	6B, 8C	6B, 8C
Fitness Trek Warm-Up	330	Fitness Challenges	8C	8C	8C
1-Minute Sit-Up Challenge	331	Fitness Challenges	8B	8B	8B
30-Second Push-Up Challenge	332	Fitness Challenges	8B	8B	8B
9-Minute Run/Walk Challenge	333	Fitness Challenges	8B, 9B	8B, 9B	8B, 9B
Fitness Trek	334	Fitness Challenges	8B, 8C	8B, 8C	8B, 8C
CATCH Geography Mileage Challenge	337	Fitness Challenges	1A, 7A, 15A, 16A	1A, 7A, 15A, 16A	1A, 7A, 15A, 16A
Cross-Country Jogging	339	Fitness Challenge	7A, 8B, 16A	7A, 8B, 16A	7A, 8B, 16A
Team Fitness Challenge	341	Fitness Challenge	12A, 14A, 14B	14A, 14B	14A, 14B
Pace Me	342	Fitness Challenge	9A	9A	9A
Distance Fitness Challenge	344	Fitness Challenge	9A	9A	9A
GO ACTIVITY: Invasion Games					
Name of Activity	#	Section	Sixth Grade 116.22	Seventh Grade 116.23	Eighth Grade 116.24
Take It Easy	378	Basketball	3C, 5A, 6B	3A, 6A, 6B	3C, 6A, 6B
Hoop It Up	379	Basketball	3C, 5A	3C, 6A	3C, 6A
Pivot, Pass, Shoot	381	Basketball	3C, 5A	3C, 6A	3C, 6A
Passing Challenges	382	Basketball	3A, 6A	3A, 6A	3A, 6A
Random Grid Passing	384	Basketball	3A, 6A	3A, 6A	3A, 6A
Four-Corner Drill	385	Basketball	3A, 6A	3A, 6A	3A, 6A
Control Ball	386	Basketball	3A, 6A	3A, 6A	3A, 6A
Partner Dribble Challenge	388	Basketball	3C, 5A	3c, 6A	3C, 6A
Move It Out	389	Basketball	3B	3B	3B
Gotcha	390	Basketball	3A, 6A	3A, 6A	3A, 6A
Five-Catch Keep Away	391	Basketball	3C, 5A, 5C	3C, 6A	3C, 6A
Make It, Take It	392	Basketball	8A	8A	8A

The "Ultimate" Game	393	Basketball	3A, 6A	3A, 6A	3A, 6A
Super Stick Handling Skills	413	Floor Hockey	2G, 4C	2G, 4C	2G, 4C
The Great One Passing And Shooting Skills	415	Floor Hockey	2G, 4C, 6A	2G, 4C, 6A	2G, 4C, 6A
Black Ice	417	Floor Hockey	2G, 4C	2G, 4C	2G, 4C
Rapid Fire	418	Floor Hockey	2G, 4C	2G, 4C	2G, 4C
Hat Trick	420	Floor Hockey	2G, 4C, 6A	2G, 4C, 6A	2G, 4C, 6A
Ice Machines	422	Floor Hockey	2G, 4C	2G, 4C	2G, 4C
One-On-One Showdown	423	Floor Hockey	2G	7.2G, 7.4C, 7.6A	8.2G, 8.4C, 8.6A
Break Away	424	Floor Hockey	2G, 4C, 6A	2G, 4C, 6A	2G, 4C, 6A
They Shoot They Score	426	Floor Hockey	2G, 4C	2G, 4C	2G, 4C
Crease to Crease	427	Floor Hockey	2G, 4C, 6A	2G, 4C, 6A	2G, 4C, 6A
Go For the Goal	448	Football	6A, 6B	6A, 6B	6A, 6B
Rocket Runner	449	Football	6A, 6B	6A, 6B	6A, 6B
Dodge The Defenders	450	Football	3A, 6A, 6B	3A, 6A, 6B	3A, 6A, 6B
Kickoff Return	452	Football	3A, 6A, 6B	3A, 6A, 6B	3A, 6A, 6B
Go Long	453	Football	3A, 6A	3A, 6A	3A, 6A
4 Downs	454	Football	3A, 6A	3A, 6A	3A, 6A
Aerobic Football	455	Football	3A, 3E, 6A	3A, 3E, 6B	3A, 3E, 6B
Ultimate Football	456	Football	3A, 6A, 6B	3A, 6A, 6B	3A, 6A, 6B
California, 4-Down Football	457	Football	3A, 3E, 6A	3A, 3E, 6A	3A, 3E, 6A
Ultimate Flying Disc	444	Flying Disc	1A, 3A	1A, 3A	1A, 3A
Ball Basics	471	Soccer	3D, 3E	3D, 3E	3D, 3E
Shadow Drill	473	Soccer	3D, 3E	3D, 3E	3D, 3E
Trap and Go	474	Soccer	3D, 3E	3D, 3E	3D, 3E
Time To Tackle	475	Soccer	3D, 3E	3D, 3E	3D, 3E
Kick Away	476	Soccer	3D, 3E	3D, 3E	3D, 3E
Get It and Go	477	Soccer	3D, 3E	3D, 3E	3D, 3E
Maniac	478	Soccer	3D, 3E	3D, 3E	3D, 3E
Soccer Quick Fit	479	Soccer	3D, 3E	3D, 3E	3D, 3E
Kick and Stick	480	Soccer	3D, 3E	3D, 3E	3D, 3E
All-Run Soccer	481	Soccer	3D, 3E	3D, 3E	3D, 3E
Multi-Ball Soccer	482	Soccer	3D, 3E	3D, 3E	3D, 3E
Pins Down	483	Soccer	3D, 3E	3D, 3E	3D, 3E
GO ACTIVITY: Net/Wall Games					
Name of Activity	#	Section	Sixth Grade 116.22	Seventh Grade 116.23	Eighth Grade 116.24
Singles (Individual Racket Skills)	363	Badminton	3G	3G	3G
Doubles (Partner Racket Skills)	365	Badminton	3G, 6C, 11A	3G, 6C, 11A	3G, 6C, 11A
Wrist Flips	367	Badminton	3G, 6C, 11A	3G, 6C, 11A	3G, 6C, 11A

Racket Relay	368	Badminton	3G, 6C, 11A	3G, 6C, 11A	3G, 6C, 11A
Birdie Relay	369	Badminton	3G, 6C, 11A	3G, 6C, 11A	3G, 6C, 11A
Service Anyone?	370	Badminton	3G, 6C, 11A	3G, 6C, 11A	3G, 6C, 11A
No-Racket Badminton	371	Badminton	3G, 6C, 11A	3G, 6C, 11A	3G, 6C, 11A
Gang Up	372	Badminton	3G, 6C, 11A	3G, 6C, 11A	3G, 6C, 11A
Sub-In	373	Badminton	3G, 6C, 11A	3G, 6C, 11A	3G, 6C, 11A
Top Dog Badminton	374	Badminton	3G, 6C, 11A	3G, 6C, 11A	3G, 6C, 11A
Cooperative Handball	404	Handball	3A, 6A	3A, 6A	3A, 6A
Singles (Individual Racket Skills)	504	Tennis	3G, 6C, 11A	3G, 6C, 11A	3G, 6C, 11A
Doubles (Partner Racket Skills)	506	Tennis	3G, 6C, 11A	3G, 6C, 11A	3G, 6C, 11A
Tennis Skill Challenges	508	Tennis	3G, 6C, 11A	3G, 6C, 11A	3G, 6C, 11A
Tennis Sandwich Relay	509	Tennis	3G, 6C, 11A	3G, 6C, 11A	3G, 6C, 11A
Service Anyone?	510	Tennis	3G, 6C, 11A	3G, 6C, 11A	3G, 6C, 11A
No-Racket Tennis	511	Tennis	3G, 6C, 11A	3G, 6C, 11A	3G, 6C, 11A
Gang Up	512	Tennis	3G, 6C, 11A	3G, 6C, 11A	3G, 6C, 11A
Sub-In	513	Tennis	3G, 6C, 11A	3G, 6C, 11A	3G, 6C, 11A
Top Dog tennis	514	Tennis	3G, 6C, 11A	3G, 6C, 11A	3G, 6C, 11A
Get Bumping	518	Volleyball	3G, 6C, 11A	3G, 6C, 11A	3G, 6C, 11A
Volleyball Pass It Back	519	Volleyball	3F	3F	3F
Ball Set	520	Volleyball	3F	3F	3F
Hoop Server	521	Volleyball	3F, 3G	3F, 3G	3F, 3G
Circle Keep-It-Up	522	Volleyball	3F	3F	3F
Volleyball Team Play	523	Volleyball	3F	3F	3F
Aerobic Volleyball	524	Volleyball	3F	3F	3F
Grid Volleyball	525	Volleyball	3F	3F	3F
GO ACTIVITY: Target Games					
Name of Activity	#	Section	Sixth Grade 116.22	Seventh Grade 116.23	Eighth Grade 116.24
Soccer Golf	462	Golf	3E	3E	3E
One.....And.....Two	463	Golf	2G	2G	2G
Pitch Shot	464	Golf	2G	2G	2G
Chip Shot	465	Golf	2G	2G	2G
Mini Putt-Putt	466	Golf	2G	2G	2G
Relay Golf	467	Golf	2G, 6C	2G, 6C	2G, 6C
Alley Golf	468	Golf	2G, 6C	2G, 6C	2G, 6C
Flying Disc Golf	439	Flying Disc	7A	7A	7A
Team Disc Bowling	442	Flying Disc	3A	3A	3A
Disc Mania	443	Flying Disc	3A	3A	3a
Landing Pad	436	Flying Disc	6.3A	7.3A	8.3A

Go The Distance	437	Flying Disc	1A, 3A	7A, 3A	1A, 3A
Balloon Shooting	353	Archery	6C, 7A	7C, 7A	7C, 7A
Cluster Shooting	354	Archery	6C, 7A	7C, 7A	7C, 7A
Team Shooting	355	Archery	6C, 7A	7C, 7A	7C, 7A
Cloud Shooting	356	Archery	6C, 7A	7C, 7A	7C, 7A
Distance Shooting	357	Archery	6C, 7A	7C, 7A	7C, 7A
Shooting Test	358	Archery	6C, 7A	7C, 7A	7C, 7A

GO ACTIVITY: Field Games

Name of Activity	#	Section	Sixth Grade 116.22	Seventh Grade 116.23	Eighth Grade 116.24
Softball Step Back	488	Softball	3A, 3B	3A, 3B	3A, 3B
Ground Ball Pursuit	489	Softball	3B	3B	3B
Grounders and Sliders	490	Softball	3A, 3B	3A, 3B	3A, 3B
Softball Slide and Move	491	Softball	3A, 3B	3A, 3B	3A, 3B
Pickle	492	Softball	3A, 3B	3A, 3B	3A, 3B
Home Run Derby	493	Softball	3A, 3B, 6A	3A, 3B, 6A	3A, 3B, 6A
Zone Ball	494	Softball	3A, 3C, 6A	3A, 3C, 6A	3A, 3C, 6A
Teamwork Softball	495	Softball	3A, 3B, 6A	3A, 3B, 6A	3A, 3B, 6A
Agility Activities	496	Softball	3B	3B	3B
Shuffle'm Up	497	Softball	3A, 3C, 6A	3A, 3C, 6A	3A, 3C, 6A
All-Run Softball	498	Softball	3A, 3C, 6A	3A, 3C, 6A	3A, 3C, 6A
Your Choice Ball	499	Softball	3A, 3C, 6A	3A, 3C, 6A	3A, 3C, 6A
All-Run Flying Disc	440	Flying Disc	1A, 3A	1A, 3A	1A, 3A

GO ACTIVITY: Dance and Rhythms

Name of Activity	#	Section	Sixth Grade 116.22	Seventh Grade 116.23	Eighth Grade 116.24
Touch A Hand	92	Aerobic Rhythms	5A	5A	5A
Exercise My Way	93	Aerobic Rhythms	5A	5A	5A
Kids Card Choreography	94	Aerobic Rhythms	5A	5A	5A
Scatter Square Dancing	95	Aerobic Rhythms	5A	5A	5A
Hey Baby	98	Aerobic Rhythms	5A	5A	5A
Rodeo Shuffle	99	Aerobic Rhythms	5A	5A	5A
Freeze	100	Aerobic Rhythms	5A	5A	5A
Four-Corner Fitness	101	Aerobic Rhythms	5A	5A	5A
Catch the Rhythm	102	Aerobic Rhythms	5A	5A	5A

GO ACTIVITY: Miscellaneous

Name of Activity	#	Section	Sixth Grade 116.22	Seventh Grade 116.23	Eighth Grade 116.24
Parachute Warm-Ups	82	Parachute	6C	6C	6C

Spinning Wheel	83	Parachute	1A, 6C	1A	1A
Interval Running	79	Parachute	1A	1A	1A
Popcorn	85	Parachute	8B	8B	8B
Shark	86	Parachute	8B	8B	8B
Cat and Mouse	87	Parachute	8B	8B	8B
Swiss Cheese Parachute Team Challenges	88	Parachute	14A	14A	14A
Freestyle	171	Jump Rope	3H, 3F	3H, 3F	3H, 3F
Follow Me	172	Jump Rope	3H, 3F, 5A	3H, 3F, 5A	3H, 3F, 5A
Figure It	173	Jump Rope	3H, 3F	3H, 3F	3H, 3F
Lucky Guess	174	Jump Rope	3H, 3F	3H, 3F	3H, 3F
Double Trouble	175	Jump Rope	3H, 3F, 5A	3H, 3F, 5A	3H, 3F, 5A
It's in the Cards	176	Jump Rope	3H, 3F	3H, 3F	3H, 3F
Jump the Circuit	177	Jump Rope	3H, 3F	3H, 3F	3H, 3F
"Go for Health" Jump Rope Challenge	178	Jump Rope	3H, 3F	3H, 3F	3H, 3F
One Step, Throw & Catch	432	Flying Disc	1A, 3A	1A, 3A	1A, 3A
Lead On	433	Flying Disc	1A, 3A	1A, 3A	1A, 3A
Pass and Follow	434	Flying Disc	1A, 3A	1A, 3A	1A, 3A
Partner jog With Flying Disc	435	Flying Disc	1A, 3A	1A, 3A	1A, 3A
Throw & Go	438	Flying Disc	1A, 3A	1A, 3A	1A, 3A
Monkey in the Middle	441	Flying Disc	1A, 3A	1A, 3A	1A, 3A
Mirror, Mirror	396	Cooperative	5B	5B	5B
Look Into My Eyes	397	Cooperative	6A	6A	6A
Group Knot Tying	398	Cooperative	6.12A	7.12A	8.12A
Hoop Around	399	Cooperative	6.14B	7.14B	8.14B
Hoop It Through	400	Cooperative	6A	6A	6A
Group In A Hoop	401	Cooperative	1A	1A	1A
Mat Challenges	402	Cooperative	8B, 15A	8B, 15A	8B, 15A
Cooperative 21	403	Cooperative	3G	3G	3G
Radioactive River	405	Cooperative	12A, 12C	12A, 12C	12A, 12C
Marco Polo Soccer	406	Cooperative	6A	6A	6A
Swiss Cheese Parachute™ Team Challenge	407	Cooperative	6A	6A	6A

K-2 Health Journeys



Unit 1: Foundational Health	Objective(s)	TEKS	National Health Stds
Ready, Set GO! A Journey to Health	Describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising; learn the importance of respectful communication and forming positive friendships.	Grade K, 3 (c, d) & 7(b) Grade 1, 3(e) & 8(b) Grade 2, 3 (d,e,g) & 8(b)	1.2.2 Recognize that there are multiple dimensions of health.
Every Journey Needs a Guide	Name people who can provide health care guidance such as parents, family members, other trusted adults, teachers, and health care professionals	Grade K, 2(a) Grade 1, 2(a) Grade 2, 2(a)	2.2.1 Identify how the family influences personal health practices and behaviors. 2.2.2 Identify what the school can do to support health practices and behaviors. 3.2.1 Identify trusted adults and professionals who can help promote health. 5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed. 6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.
Healthy Habits	Describe personal hygiene and health habits that enhance individual health such as hand washing, oral hygiene, and getting enough sleep	Grade K, 2(b) Grade 1, 2(b) Grade 2, 2(c)	1.2.1 Identify that healthy behaviors impact personal health.
Health Check-ups	Identify types of health care professionals and describe the services they provide such as medical checkups, dental exams, and vision and hearing screenings	Grade K, 2(a) Grade 1, 2(a) Grade 2, 2(a)	1.2.5 Describe why it is important to seek health care. 3.2.2 Identify ways to locate school and community health helpers. 5.2.1 Identify situations when a health-related decision is needed.
Germ Busters	Discuss ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; Identify common illnesses and diseases, including asthma, diabetes, and epilepsy, and their symptoms	Grade K, 2(c) Grade 1, 2(c) Grade 2, 2(d)	1.2.3 Describe ways to prevent communicable diseases.
Bitty Bugs	Describe where head lice and biting insects that may cause illness, including ticks and mosquitos, are commonly encountered and the signs and symptoms of illness that may occur from contact with them	Grade K, 2(d) Grade 1, 2(d, e) Grade 2, 2(f)	7.2.2 Demonstrate behaviors that avoid or reduce health risks.
My Health Journey	Goal Setting & Summative Assessment Activities	Grade K, 3(e) & 4 (a,b) Grade 1, 3 (d, f) & 4 (a, b) Grade 2, 3(f) & 4(b, c)	1.2.1 Identify that healthy behaviors impact personal health.

Unit 2: Nutrition & Physical Activity	Objective(s)	TEKS	National Health Stds
Gobble, Gobble, GO!	Identify food groups and the types of foods that help the body grow, including fruits and vegetables, dairy, and protein	Grade K, 6(c) Grade 1, 6(c) Grade 2, 6(c)	7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
Eat the Rainbow	Explain that fruits, protein, vegetables and dairy provide essential vitamins and minerals	Grade K, 6(c) Grade 1, 6(a) Grade 2, 6(a)	8.2.2 Encourage peers to make positive health choices.
Water - GO! Sugar - WHOA!	Identify ingredients that make foods and drinks unhealthy such as added sugar and other sweeteners; Demonstrate an understanding that the human body is composed mostly of water and explain the importance of drinking water daily; Identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages such as soda and sports drinks	Grade K, 6(a) Grade 1, 6(d) Grade 2, 6(d)	7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
Let's Go! Exercise & Energy Balance	Describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising	Grade K, 7(b) Grade 1, 8(b) Grade 2, 8(b)	6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.
How Go Becomes Whoa & Media Influence	Identify healthy portion sizes for common food items; Explain how media can influence an individual's health choices such as television advertisements for fast foods and breakfast cereals	Grade K, 6(b) Grade 1, 6(b) & 7 Grade 2, 6(b) & 7	2.2.3 Describe how the media can influence health behaviors. 7.2.2 Demonstrate behaviors that avoid or reduce health risks.
Food Sensitivity	Describe basic facts of food allergy safety such as not sharing food; Explain the importance of respecting others who have allergies and know when and how to seek help in a food-related emergency	Grade K, 7(a) Grade 1, 8(a) Grade 2, 8(a)	5.2.1 Identify situations when a health-related decision is needed.
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade K, 3(e) & 4 (a,b) Grade 1, 3 (d, f) & 4 (a, b) Grade 2, 3(f) & 4(b, c)	1.2.1 Identify that healthy behaviors impact personal health.

Unit 3: Physical Health & Hygiene		Objective(s)	TEKS	National Health Stds
Body Systems	Examine the structure, function, and relationships of body systems and their relevance to personal health	Grade K, 1 Grade 1, 1 Grade 2, 1	4.2.2 Demonstrate listening skills to enhance health.	
The Fives Senses	Identify and demonstrate use of the five senses	Grade K, 1 Grade 1, 1 Grade 2, 1	4.2.2 Demonstrate listening skills to enhance health.	
My Healthy Smile	Understand the importance of oral health	Grade K, 2(b) Grade 1, 2(b) Grade 2, 2(c)	7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.	
Brushing & Flossing	Practice proper techniques for good oral health	Grade K, 2(b) Grade 1, 2(b) Grade 2, 2(c)	7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.	
The Dentist	Understand the importance of regular oral health checkups	Grade K, 2(b) Grade 1, 2(b) Grade 2, 2(c)	1.2.5 Describe why it is important to seek health care.	
Tooth-Friendly Food & Drink	Identify the effect of various types of food on oral health	Grade K, 6(d) Grade 1, 6(d) Grade 2, 6(d)	8.2.1 Make requests to promote personal health.	
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade K, 3(e) & 4 (a,b) Grade 1, 3 (d, f) & 4 (a, b) Grade 2, 3(f) & 4(b, c)	1.2.1 Identify that healthy behaviors impact personal health.	

Unit 4: Mental Health & Wellness		Objectives(s)	TEKS (SEL Journeys covers additional SEL TEKS)	National Health Stds
Understanding Mental Health	Develop and use appropriate skills to identify and manage conditions related to mental health and wellness; Discuss and explain how thoughts and emotions are related	Grade K, 3(a, b) & 5 Grade 1, 3(a, b) & 5 (b,c) Grade 2, 3(c) & 5(b)	4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.	
Taking Care of Myself	Discuss the signs and symptoms associated with negative stress such as loss or grief; Identify positive and negative stressors and how they impact emotions and learning; Describe and practice calming and self-management strategies	Grade K, 3(b) & 5 Grade 1, 3(c) & 5 (b,c) Grade 2, 3(b), 4(a) & 5(b)	4.2.1 Demonstrate healthy ways to express needs, wants, and feelings. 5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	
Being There for Others	Identify and practice ways to solve conflicts with friends and peers; Discuss how to treat peers with different learning needs with dignity and respect; Explain the effect of peer influence on an individual's social and emotional health	Grade K, 3(f) & 5 Grade 1, 3(g, h) & 5(a) Grade 2, 3(h) & 5(a)	2.2.1 Identify how the family influences personal health practices and behaviors.	
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade K, 3(e) & 4 (a,b) Grade 1, 3 (d, f) & 4 (a, b) Grade 2, 3(f) & 4(b, c)	1.2.1 Identify that healthy behaviors impact personal health.	

Unit 5: Substance Misuse Prevention		Objective(s)	TEKS	National Health Stds
Understanding Medication	Describe the purposes of prescription and over-the-counter drugs and their intended benefits; Explain the harmful effects on physical health and how to avoid alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products	Grade K, 13(a, b) Grade 1, 14 (a,b) Grade 2, 14(a,b)	7.2.2 Demonstrate behaviors that avoid or reduce health risks.	
Emergency 911	Demonstrate refusal skills and how to get help from a parent or another trusted adult in unsafe situations involving the use or misuse of alcohol, tobacco, and other drugs; Understand what poisoning or overdose could look like and identify how to respond, including who to contact for help	Grade K, 14 Grade 1, 15, 16 & 17 Grade 2, 15, 16 & 17	4.5.2 Demonstrate refusal skills that avoid or reduce health risks.	
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade K, 3(e) & 4 (a,b) Grade 1, 3 (d, f) & 4 (a, b) Grade 2, 3(f) & 4(b, c)	1.2.1 Identify that healthy behaviors impact personal health.	

Unit 6: Staying Safe		Objective(s)	TEKS	National Health Stds
My space	Identify appropriate personal boundaries, privacy, and space; Identify roles and characteristics of a trusted adult; Identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations.	Grade K, 9 (b,c) Grade 1, 10 (a,b,d) Grade 2, 10 (a,b)	4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation. 4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.	
Avoiding danger	Identify the purpose and demonstrate the proper use of protective equipment such as seat belts, booster seats, and bicycle helmets; Describe the difference between safe and unsafe environments; Describe unsafe situations, including interacting with strangers; Name objects that may be dangerous such as knives, scissors, and screwdrivers and explain how they can be harmful; Identify ways to avoid weapons and harming oneself or others by staying away from dangerous situations and reporting to a parent or another trusted adult; Describe steps one can take to reduce hazards, avoid accidents, and prevent accidental injuries for self and others	K, 8(b) & 9 (a, b, c) & 10 (a,b) Grade 1, 9 (a,b) & 11 (a, b) Grade 2, 9 & 11(a, b, c)	1.2.4 List ways to prevent common childhood injuries.	
Say No to Bullying	Describe appropriate actions to take in response to bullying such as telling a parent or another trusted adult; Explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person; Explain the differences between teasing, joking, and playing around and bullying; Describe consequences for both the victim and the bully and the impact of bullying on the victim; Describe the difference between reporting and tattling & explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety	Grade K, 12(a, b, c, d) Grade 1, 13 (a, b, c) Grade 2, 13 (a, b, c)	4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation. 4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.	
Staying Safe Online	Explain why obtaining help, especially from parents or other trusted adults, is critical when making decisions regarding digital and online use; Identify consequences that result from cyberbullying and inappropriate digital and online usage; Identify unsafe requests made in a digital or online environment and how to take appropriate action	Grade K, 11 Grade 1, 12 Grade 2, 12 (a, b, c)	4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation. 4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.	
Personal safety plan	Recall parents'/caregivers' phone numbers and home address as part of a personal safety plan	Grade K, 10(c) Grade 1, 10(c) & 13(d) Grade 2, 11(d)	4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.	
The Power of the Sun	Describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising	Grade K, 7(b) Grade 1, 8(b) Grade 2, 8(b)	7.2.2 Demonstrate behaviors that avoid or reduce health risks.	
Safe Summer	Identify the purpose and demonstrate the proper use of protective equipment such as seat belts, booster seats, and bicycle helmets; Describe the difference between safe and unsafe environments	Grade K, 8(a,b) Grade 1, 9 Grade 2, 9	6.2.1 Identify a short-term personal health goal and take action toward achieving the goal. 8.2.1 Make request to promote personal health.	
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade K, 3(e) & 4 (a,b) Grade 1, 3 (d, f) & 4 (a, b) Grade 2, 3(f) & 4(b, c)	1.2.1 Identify that healthy behaviors impact personal health.	

3-5 Health Journeys



Unit 1: Foundational Health		Objective(s)	TEKS	National Health Standards
Why I'm a CATCH MVP	Explain the physical, mental, and social benefits of fitness; Describe the importance of goal setting and set goals for making healthy food choices and achieving appropriate levels of physical activity; discuss the importance of respectful communication, showing empathy for others, and forming positive friendships.	Grade 3, 3 (a, f, g) & 7 Grade 4, 3 (f, g) & 8(a) Grade 5, 3 (d,e) & 8	1.5.2 Identify examples of emotional, intellectual, physical, and social health.	
Healthy Me	Understand strategies for maintaining personal hygiene and health habits; Identify decision-making skills that promote individual, family, and community health; Identify examples of emotional, intellectual, physical, and social health.; Describe the relationship between healthy behaviors and personal health.; Identify the influence of culture on health practices and behaviors.	Grade 3, 2 (a, d) Grade 4, 2(c, d) Grade 5, 2(c, d)	1.5.1 Describe the relationship between healthy behaviors and personal health. 2.5.4 Describe how the school and community can support personal health practices and behaviors.	
Health Options	Explain the importance of health information and how to seek assistance in making decisions about health; Describe how health care decision making is influenced by external factors such as cost and access; Identify how to distinguish between myth and fact when accessing information about health	Grade 3, 2(a, b, c) Grade 4, 2 (a, b) Grade 5, 2 (b, c, d)	2.5.2 Identify the influence of culture on health practices and behaviors. 4.5.4 Demonstrate how to ask for assistance to enhance personal health.	
Dealing with Illness	Explain how to manage common minor illnesses such as colds and skin infections; Distinguish between communicable and noncommunicable illnesses; Explain actions to take when illness occurs, including asthma, diabetes, and epilepsy	Grade 3, 2(f) Grade 4, 2(d,e) Grade 5, 2(a, e)	1.5.5 Describe when it is important to seek health care.	
What's contagious?	Explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; Identify common vectors, including ticks and mosquitos, and explain how and when to perform a self-check for vectors	Grade 3, 2 (e,g) Grade 4, 2(f) Grade 5, 2 (e, f)	1.5.4 Describe ways to prevent common childhood injuries and health problems.	
My Health Journey	Goal Setting & Summative Assessment Activities	Grade 3, 4 (a, b) Grade 4, 3 (e), 4 (a, b, c) Grade 5, 4 (b, c, d)	1.5.2 Identify examples of emotional, intellectual, physical, and social health.	

Unit 2: Nutrition & Physical Activity		Objective(s)	TEKS	National Health Stds
Go, Slow and WHOA Foods	Explain why the body needs each of the six major nutrients contained in foods	Grade 3, 6 (a) Grade 4, 6(a) Grade 5, 7(a)	4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.	
Physical Activity Means GO!	Explain the physical, mental, and social benefits of fitness	Grade 3, 7 Grade 4, 7 Grade 5, 8	1.5.2 Identify examples of emotional, intellectual, physical, and social health.	
Take Out the Sugar & Caffeine	Identify the recommended guidelines for added sugar consumption and explain how excess sugar consumption can impact health, including causing dental cavities and obesity; Identify caffeine content of common beverages and health concerns associated with excess caffeine consumption	Grade 3, 6 (c) Grade 4, 6(d) Grade 5, 7(c, d)	3.5.2 Locate resources from home, school, and community that provide valid health information.	
The "Whole" Truth About Foods	Explain why the body needs each of the six major nutrients contained in foods; Identify and categorize foods based on saturated and unsaturated fat content	Grade 3, 6(d) Grade 4, 6(a) Grade 5, 7(a)	8.5.1 Express opinions and give accurate information about health issues. 6.5.3 List healthy options to health-related issues or problems.	
Good Food Choices	Identify nutritional information on menus and food labels; Identify healthy fast food choice; such as ordering smaller serving sizes and substituting salads for fries and grilled foods for fried foods; Describe the importance of accessing health information through a variety of credible health resources; Describe how healthy and unhealthy behaviors affect body systems and demonstrate refusal skills in dealing with unhealthy eating situations	Grade 3, 6 (b, c) & 8(b) Grade 4, 6(b,c, e), 8(b) & 9(b) Grade 5, 7(b)	3.5.1 Identify characteristics of valid health information, products, and services. 4.5.2 Demonstrate refusal skills that avoid or reduce health risks. 2.5.5 Explain how media influences thoughts, feelings, and health behaviors. 5.5.5 Choose a healthy option when making a decision.	
Unhealthy Outcomes	Describe the connection between physical activity & dietary choices with the prevention of obesity, heart disease, and diabetes; Identify the common food allergens listed on food packaging	Grade 3, 8(a) Grade 4, 6(d) & 9(a) Grade 5, 9(b) & 10 (a, b)	7.5.1 Identify responsible personal health behaviors. 5.5.4 Predict the potential outcomes of each option when making a health-related decision.	
Goal Setting for a Lifetime of Health	Describe the importance of goal setting and set goals for making healthy food choices and achieving appropriate levels of physical activity	Grade 3, 7 Grade 4, 4(b,c) & 8 (a, b) Grade 5, 4(b, c, d) & 9(a, b)	6.5.1 Set a personal health goal and track progress toward its achievement. 6.5.2 Identify resources to assist in achieving a personal health goal.	
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade 3, 4 (a, b) Grade 4, 3 (e), 4 (a, b, c) Grade 5, 4 (b, c, d)	1.5.2 Identify examples of emotional, intellectual, physical, and social health.	

Unit 3: Physical Health & Hygiene		Objective(s)	TEKS	National Health Stds
Body Systems	Identify and describe the primary functions and major components of body systems and understand their relevance to personal health	Grade 3, 1 Grade 4, 1 Grade 5, 1	7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.	
My Healthy Smile	Identify the importance of taking personal responsibility for developing and maintaining personal hygiene and health habits	Grade 3, 2(d) Grade 4, 2 (c) Grade 5, 2(d)	7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	
Injury Awareness	Demonstrate safety and first aid knowledge to prevent and treat injuries	Grade 3, 9 Grade 4, 10 Grade 5, 11	7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks. 1.5.4 Describe ways to prevent common childhood injuries and health problems.	
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade 3, 4 (a, b) Grade 4, 3 (e), 4 (a, b, c) Grade 5, 4 (b, c, d)	1.5.2 Identify examples of emotional, intellectual, physical, and social health.	

Unit 4: Mental Health & Wellness		Objective(s)	TEKS (SEL Journeys covers additional SEL TEKS)	National Health Stds
Brain Development	Discuss and explain how the brain develops during childhood and the role the brain plays in behavior; Define sources of stress, including trauma, loss, and grief	Grade 3, 3(b, c) & 5(d) Grade 4, 3(a, c) & 5(c) Grade 5, 3 (a), 5(b, c) & 6(c)	2.5.2 Identify the influence of culture on health practices and behaviors.	
Taking Care of Your Brain & Body	Identify ways to express and manage overwhelming emotions without harming oneself, others, or property such as calming strategies or talking to a parent or another trusted adult; Describe and practice healthy behaviors that reduce stress; Describe situations that call for professional mental health services; Define eating disorders and disordered eating patterns as mental health concerns and the importance of seeking help from a parent or another trusted adult for self or others if these patterns are observed; Discuss healthy alternatives to harming oneself, others, or property and the importance of telling a parent or another trusted adult when someone is struggling to manage overwhelming emotions or lacks support	Grade 3, 5(e) Grade 4, 3(b) & 5 (a, d, e) Grade 5, 3(b), 4(a), & 6 (a, d, e, f)	1.5.2 Identify examples of emotional, intellectual, physical, and social health.	
Caring Communities	Demonstrate strategies for resolving conflict; Describe strategies to support others in managing different learning needs; Describe methods for managing concerns related to long-term health conditions for self and others; Identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health	Grade 3, 3(h) & 5 (a, b) Grade 4, 5(a) Grade 5, 3(f), 5(a) & 6(a)	1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health. 2.5.1 Describe how family influences personal health practices and behaviors.	
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade 3, 4 (a, b) Grade 4, 3 (e), 4 (a, b, c) Grade 5, 4 (b, c, d) & 6(b)	1.5.2 Identify examples of emotional, intellectual, physical, and social health.	

Unit 5: Substance Misuse Prevention		Objective(s)	TEKS	National Health Stds
Understanding Consequences	Describe the physiological effects of alcohol, vaping products, tobacco, other drugs, and dangerous substances	Grade 3, 14 (a, b) Grade 4, 15 (a, b) Grade 5, 15 (a, b, c)	5.5.3 List healthy options to health-related issues or problems.	
Making Your Own Choices	Know the legal consequences of the illegal use of alcohol, tobacco, other drugs, and dangerous substances; Analyze the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on the functions of the body systems and mental and social health	Grade 3, 15 Grade 4, 16 (a, b) Grade 5, 16 (a, b)	7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.	
Don't Let Them Lie & Win	Identify a variety of scenarios and the different types of refusal skills that can be used to avoid the use of alcohol, tobacco, and other drugs Identify and describe healthy alternative activities to the use of drugs and other substances	Grade 3, 18 Grade 4, 19 (a, b) Grade 5, 19 (a, b, c)	2.5.2 Identify the influence of culture on health practices and behaviors.	
Your Life. Your Choice.	Understand the signs of poisoning or overdose and identify how to respond, including who to contact for help; Describe the physiological effects of alcohol, vaping products, tobacco, other drugs, and dangerous substances; Know the legal consequences of the illegal use of alcohol, tobacco, other drugs, and dangerous substances; Analyze the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on the functions of the body systems and mental and social health	Grade 3, 16 Grade 4, 17 Grade 5, 17	7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.	
Staying Safe and Setting Goals	Identify a variety of scenarios and the different types of refusal skills that can be used to avoid the use of alcohol, tobacco, and other drugs Identify and describe healthy alternative activities to the use of drugs and other substances; Distinguish between positive and negative peer influences and their effects on a person's decision to use or not use alcohol or drugs; Describe the importance of seeking help and reporting unsafe situations related to alcohol, tobacco, and other drugs	Grade 3, 4(b) & 17 (a, b) Grade 4, 3(d) & 18 (a, b) Grade 5, 3(c) & 18 (a, b)	5.5.1 Identify health-related situations that might require a thoughtful decision.	
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade 3, 4 (a, b) Grade 4, 3 (e), 4 (a, b, c) Grade 5, 4 (b, c, d)	1.5.2 Identify examples of emotional, intellectual, physical, and social health.	

Unit 6: Staying Safe		Objective(s)	TEKS	National Health Stds
My Space	Differentiate between healthy and unhealthy relationships and demonstrate effective strategies to address conflict; Identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected	Grade 3, 10 Grade 4, 11 Grade 5, 12 (c, d)	4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.	
Avoiding Danger	Discuss the hazards of unsupervised and improper handling of guns and other weapons; Explain strategies for avoiding violence, gangs, weapons and human trafficking; Identify characteristics of gang behavior.	Grade 3, 11 (a, b, c) Grade 4, 12 (a, b, c) Grade 5, 12 (a, b, c)	4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.	
Personal Safety Plan	Identify characteristics of safe home, school, and community environments; Identify safety procedures that can be used in various situations, including violence in the home, school, and community; Create a personal safety plan	Grade 3, 11 (b, d) Grade 4, 12 (c, d) Grade 5, 12 (c, d)	5.5.2 Analyze when assistance is needed in making a health-related decision.	
Online Safety	Identify appropriate ways to communicate in digital and online environments & discuss who is appropriate to communicate with and what is appropriate information to share in digital and online environments; Identify and discuss the need for safety awareness in a digital or online environment; Explain the benefits of identity protection in digital and online environments; Analyze distinguishing characteristics of cyberbullying	Grade 3, 12 (a, b, c, d) Grade 4, 13 (a, b, c) Grade 5, 13 (a, b, c)	2.5.6 Describe ways that technology can influence personal health.	
Say No to Bullying	Describe how to effectively respond to bullying and cyberbullying of oneself or others; explain consequences that result from cyberbullying and inappropriate digital and online usage; Identify methods available to report bullying; Describe the negative impact bullying, including cyberbullying, has on both the victim and the bully	Grade 3, 3(d, e, h) & 14 (a, b) Grade 4, 3(h) & 14 (a, b, c) Grade 5, 13 (a, b)	2.5.3 Identify how peers can influence healthy and unhealthy behaviors.	
Abuse & Neglect	Identify types of abuse and neglect and ways to seek help from a parent or another trusted adult	Grade 3, 13 (c) Grade 4, 14 (c, d) Grade 5, 14 (a, b, c)	8.5.2 Encourage others to make positive health choices.	
You to the Rescue	Demonstrate safety and first aid knowledge to prevent and treat injuries identify and demonstrate strategies for preventing and responding to injuries; Develop a home-safety and emergency response plan such as a fire safety plan	Grade 3, 11(d) Grade 4, 12(d) Grade 5, 12 (d)	5.5.1 Identify health-related situations that might require a thoughtful decision.	
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade 3, 4 (a, b) Grade 4, 3 (e), 4 (a, b, c) Grade 5, 4 (b, c, d)	1.5.2 Identify examples of emotional, intellectual, physical, and social health.	

6-8 Health Journeys



Unit 1: Foundational Health		Objective(s)	TEKS	National Health Standards
Why I'm a CATCH MVP	Describe the benefits of and barriers to practicing healthy behaviors. Identify current health-related issues and recommendations or guidelines; explain the role of preventative health measures, immunizations, and treatment such as wellness exams and dental check-ups in disease prevention.		Grade 6, 2(c, d, e) Grade 7/8, 2(c)	1.8.1 Analyze the relationship between healthy behaviors and personal health. 2.8.1 Examine how family influences the health of adolescents.
Mind-Heart-Body Health	Explain the relationship between nutrition, physical activity, quality of life and disease in terms of mental, physical and social benefits; Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence		Grade 6, 8(b) Grade 7/8, 8(a)	1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors. 5.8.1 Identify circumstances that can help or hinder healthy decision-making.
Body systems	Examine structure & function of body systems and their relationship to health		Grade 6, 1 Grade 7/8, 1	1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
Taking on Illness	Explain vector-borne illnesses such as Lyme disease or West Nile virus; Describe ways to reduce or prevent injuries and other adolescent health problems; Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.		Grade 6, 2(f, g) Grade 7/8, 2(d)	1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors. 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
Health Options	Explain ways to use health info to help self & others including seizure awareness, diabetes education, first aid and CPR; List specific resources or facilities where students and members of the community can obtain medical care; develop criteria for evaluating the validity of health information and sources; Apply effective verbal and nonverbal communication skills to enhance health		Grade 6, 2(a, b) Grade 7/8, 2(a, b)	4.8.1 Apply effective verbal and nonverbal communication skills to enhance health. 1.8.6 Explain how appropriate health care can promote personal health 3.8.5 Locate valid and reliable health products and services.
My Health Journey	Goal Setting & Summative Assessment Activities		Grade 6, 3(d, e) & 4(a, b, c, d) Grade 7/8, 3(e), 4(a, b, c, d)	4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

Unit 2: Nutrition & Physical Activity		Objective(s)	TEKS	National Health Stds
Go, Slow and WHOA Foods	Explain the relationships between nutrition, physical activity, quality of life, and disease in terms of their mental, physical, and social benefits; Analyze internal and external factors that influence health behaviors.		Grade 6, 8(b) & 10(c) Grade 7/8, 8(a)	2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
Physical Activity Means GO!	Analyze the balance between caloric intake and physical activity		Grade 6, 7(c) Grade 7/8, 8(b)	4.8.1 Apply effective verbal and nonverbal communication skills to enhance health. 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
Get Fresh with Food	Investigate and compare nutritional differences between preparing fresh food vs. highly processed foods; Define micronutrients, including calcium and iron, and their recommended daily allowances		Grade 6, 7(a) & 10(d) Grade 7/8, 10(d)	5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision. 3.8.3 Determine the accessibility of products that enhance health (will probably have to add something about food access)
Look at the Label	Analyze food labels and menus to determine the nutritional value of foods and make healthy decisions about daily caloric intake; Evaluate the importance of choosing lower sodium alternatives to foods that have high levels of sodium such as salty snacks and canned vegetables		Grade 6, 7(b, e) Grade 7/8, 7(a)	3.8.1 Analyze the validity of health information, products, and services. 3.8.5 Locate valid and reliable health products and services.
Unhealthy Outcomes	Analyze the impact of physical activity and healthy diet in preventing obesity, heart disease, diabetes; Analyze risk factors for chronic conditions and strategies to reduce likelihood of developing chronic conditions; Identify strategies to adopt healthy behaviors to reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes		Grade 6, 10(a, b) Grade 7/8, 10(a, b)	1.8.7 Describe the benefits of and barriers to practicing healthy behaviors. 1.8.4 Describe how family history can affect personal health. 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
Media Influences	Explain how media influences buying decisions regarding physical fitness equipment and nutritional products; Explain the role of media and technology in influencing individual and community health related to physical activity and nutritional choices		Grade 6, 9(b) Grade 7/8, 9(b)	4.8.1 Apply effective verbal and nonverbal communication skills to enhance health. 1.8.6 Explain how appropriate health care can promote personal health 2.8.4 Analyze how the school and community can affect personal health practices and behaviors. 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
My Health Plan	Develop a personal dietary plan & use CDC guidelines for daily physical activity to develop a personal fitness plan; Identify community and digital resource to help develop healthy behaviors; Make a variety of healthy personal food choices and develop short- and long-term goals to achieve appropriate levels of physical activity, improve personal physical fitness levels, and make healthy personal food choices		Grade 6, 8(a) & 9(a) Grade 7/8, 7(b, c), 8(c), 9(a) & 10(c)	6.8.1 Assess personal health choices. 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice. 6.8.3 Apply strategies and skills needed to attain a personal health goal. 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
My Health Journey	Goal Check-In & Summative Assessment Activities		Grade 6, 3(d, e) & 4(a, b, c, d) Grade 7/8, 3(e), 4(a, b, c, d)	4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

Unit 3: Mental Health & Wellness		Objective(s)	TEKS (SEL Journeys covers additional SEL TEKS)	National Health Stds
Brain Development	Identify and discuss how adolescent brain development influences emotions, decision making, and logic	Grade 6, 3(a) & 5(a) Grade 7/8, 3(a) & 5(a)		2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
Understanding and Coping with Challenges	Examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others; Discuss the influence of childhood trauma and how to recognize, process, and overcome negative events; Identify and describe lifetime strategies for managing conditions that impact learning such as attention-deficit disorder (ADD), attention-deficit/hyperactivity disorder (ADHD), dyslexia, dysgraphia, and sensory issues; Identify eating disorders such as bulimia, anorexia, and binge eating disorder and the importance of seeking help from a parent or another trusted adult for oneself or others related to disordered eating; Discuss the suicide risk and suicide protective factors identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning signs in self or others; Explain the role of a healthy self-concept in avoiding self-harming behaviors that can occur when someone is struggling to manage overwhelming emotions and identify suicide prevention resources such as the National Suicide Prevention Hotline	Grade 6, 6 (a-h) Grade 7/8, 5(c) & 6 (a-g)		3.8.4 Describe situations that may require professional health services.
Community Resources & Supporting One Another	Relate physical environmental factors such as school climate and availability of resources to individual, family, and community health; Identify and describe how environmental influences such as air, water, or noise can affect an individual's mental health; Identify strategies for using non-violent conflict resolution skills; Evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness	Grade 6, 3(f) & 5(b) Grade 7/8, 3(b, f) & 5(b)		1.8.3 Analyze how the environment affects personal health. 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade 6, 3(d, e) & 4 (a, b, c, d) Grade 7/8, 3(e), 4(a, b, c, d)		4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

Unit 4: Substance Misuse Prevention		Objective(s)	TEKS	National Health Stds
Understand the Choice	Explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs	Grade 6, 3(c) & 18(a) Grade 7/8, 3(c) & 18(a)		3.8.1 Analyze the validity of health information, products, and services. 5.8.5 Predict the potential short-term impact of each alternative on self and others.
The Brain Rewired	Describe substance abuse and addiction to alcohol, vaping products, tobacco, other drugs, and dangerous substances	Grade 6, 15 (a, d) Grade 7/8, 15 (a, d)		2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
Stand Firm on Your Choices	Demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present & identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids	Grade 6, 19 (a,b,c) Grade 7/8, 16(b) & 19		4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
Your Life. Your Choice.	Identify support systems and describe ways to report the suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult	Grade 6, 17 (a, b, c) Grade 7/8, 17 (a, b, c)		2.8.10 Explain how school and public health policies can influence health promotion and disease prevention. 3.8.2 Access valid health information from home, school, and community. 7.8.1 Explain the importance of assuming responsibility for personal health choices.
Beyond the Vape	Describe the misuse and abuse of prescription and over-the-counter drugs, including combining drugs, and the dangers associated with each; Compare and contrast examples of prescription and over-the-counter drug labels and identify and describe practices used to safely store and properly dispose of prescription and over-the-counter drugs; Describe substance abuse and addiction to alcohol, vaping products, tobacco, other drugs, and dangerous substances; Discuss the legal consequences related to the use, misuse, and possession of drugs, including prescription drugs; Identify examples of who, when, where, and how to get help related to unsafe situations regarding the use and misuse of alcohol, tobacco, drugs, and other substances	Grade 6, 15 (b,c) & 16 (a, b) Grade 7/8, 15 (b,c) & 16 (a, c)		7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others. 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

All About Avoidance	Explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs; Describe methods for differentiating between positive and negative relationships that can influence alcohol, tobacco, and other drug use; Explain the relationships between alcohol, tobacco, drugs, and other substances and the role each can play in unsafe situations such as drinking and driving; Identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances; Demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present & identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids; Identify support systems and describe ways to report the suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult	Grade 6, 3(c) & 18(a) Grade 7/8, 3(c) & 18(a, d)	2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
Just the Facts Virtual Field Trip	Identify examples of who, when, where, and how to get help related to unsafe situations regarding the use and misuse of alcohol, tobacco, drugs, and other substances	Grade 6, 18 (d) Grade 7/8, 18(c, d)	8.8.1 State a health-enhancing position on a topic and support it with accurate information. 2.8.7 Explain how the perception of norms influence healthy and unhealthy behaviors. 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
Clearing the Air Virtual Field Trip	Explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs	Grade 6, 3(c) & 18(a, b, c) Grade 7/8, 3(c) & 18(a,b)	2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors. 2.8.5 Analyze how messages from media influence health behaviors. 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade 6, 3(d, e) & 4 (a, b, c, d) Grade 7/8, 3(e), 4(a, b, c, d)	4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

Unit 5: Staying Safe		Objective(s)	TEKS	National Health Stds
My Space	Healthy vs. unhealthy relationships, conflict resolution, saying no and setting boundaries for privacy and personal space	Grade 6, 3(b), Grade 7/8, 3(d)	4.8.3 Demonstrate effective conflict management or resolution strategies.	
Avoiding Danger	Discuss and demonstrate strategies for avoiding violence, gangs, weapons, and human trafficking; Describe the dangers associated with a variety of weapons and explain the importance of complying with rules prohibiting possession of weapons	Grade 6, 12 (a, c, d) Grade 7/8, 12 (a, c, d)	5.8.3 Distinguish when individual or collaborative decision making is appropriate.	
Personal Safety Plan	Define safe haven and identify dedicated safe haven locations in the community; Create a personal safety plan; Summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills related to personal safety	Grade 6, 12 (b, e) Grade 7/8, 12 (b, e)	5.8.3 Distinguish when individual or collaborative decision making is appropriate. 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process. 5.8.5 Predict the potential short-term impact of each alternative on self and others.	
Online Safety	Discuss appropriate personal digital and online communication boundaries; Develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; Discuss and analyze the consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; Discuss strategies and techniques for identity protection in digital and online environments; Identify how technology is used to recruit or manipulate potential victims of sex trafficking; Identify the current legal consequences of cyberbullying and inappropriate digital and online communication	Grade 6, 13 (a-f) Grade 7/8, 13 (a-e)	2.8.6 Analyze the influence of technology on personal and family health.	
Say No to Bullying	Describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual; Explain the responsibility to report bullying behavior, including cyberbullying; Analyze the impact that bullying has on both victims and bullies; Identify strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual; Discuss ways to seek the input of parents and other trusted adults in problem solving issues relating to violence and bullying	Grade 6, 14 (b-e) Grade 7/8, 14 (b-e)	2.8.3 Describe how peers influence healthy and unhealthy behaviors. 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.	
Abuse & Neglect	Know the various types of abuse & neglect, how to seek help and strategies to promote safety in homes, schools and communities; Identify forms of family violence, including physical, mental, and emotional violence; Identify how exposure to family violence can influence behavior and the importance of reporting suspected abuse; Summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills related to personal safety	Grade 6, 4(d) & 14 (a, e) Grade 7/8, 4(d) & 14 (a, f)	8.8.2 Demonstrate how to influence and support others to make positive health choices.	
You To the Rescue	Demonstrate safety and first aid knowledge to prevent and treat injuries, including CPR and the choking rescue	Grade 6, 11 Grade 7/8, 11	5.8.7 Analyze the outcomes of a health-related decision. 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.	
My Health Journey	Goal Check-In & Summative Assessment Activities	Grade 6, 3(d, e) & 4 (a, b, c, d) Grade 7/8, 3(e), 4(a, b, c, d)	4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.	