

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Language Arts</i>				<i>Mathematics</i>		<i>Science</i>	<i>Social Studies</i>
		<i>Reading</i>		<i>Writing</i>		<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TEKS</i>
		<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TAKS Objectives</i>				
<b>1.1</b>	<b>Review</b> why it is important to be healthy.	4.9.A, B, 4.10.A, K	<b>1</b>			4.14.A, B	<b>6</b>		
<b>1.2</b>	<b>Identify</b> and discuss healthful behaviors.	4.10.A, B, 4.12.H	<b>2</b>			4.14.A, B	<b>6</b>	4.3.A, B, 4.8.A, B	4.22.B, D, 4.23.B
<b>1.3</b>	<b>Write</b> letters identifying what they would like to learn about healthy eating and physical activity.	4.1.A, C, 4.2.A, 4.4.A, 4.10.A, 4.13.A, H		4.15.A-D, 4.16.A, B, 4.17.A, 4.18. A-D, 4.20.A-D	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	4.13.A	<b>5</b>	4.3.A, B, 4.8.A, B	4.22.A-F, 4.23.C-E

Session	Behavioral Objectives	Language Arts				Mathematics		Science	Social Studies
		Reading		Writing		TEKS	TAKS Objectives	TEKS	TEKS
		TEKS	TAKS Objectives	TEKS	TAKS Objectives				
2.1	Identify people they know who enjoy being physically active.	4.1.A-C, 4.2.A, C, 4.4.A, 4.5.B, F, 4.10.A, B				4.12, 4.16.A, B	4 6	4.3.A, B, 4.8.A, B	4.22.B-F, 4.23.C, D, 4.24.A, B
2.2	Identify GO activities as healthful and fun.	4.1.A-C, 4.2.A, 4.9.A-D, 4.10.A, B, D, F, 4.13.A, E-G	1	4.15.A-D, 4.18.A-D	1 2 4 5	4.12.A, B, 4.14.A-D, 4.15.A, B, 4.16.A, B	4 6	4.3.A, B, 4.8.A, B	4.23.A-C
2.3	Associate certain body cues with doing GO activities.	4.1.A, C, 4.2.A, 4.10.A, B, G, 4.13.A	1	4.15.A-D, 4.17.A, B, 4.20.A	1 2 6	4.15.A, B, 4.16.A, B	6	4.1.A, B	4.24.A, B

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		Reading		Writing		TEKS	TAKS Objectives	TEKS	TEKS
		TEKS	TAKS Objectives	TEKS	TAKS Objectives				
2.4	Demonstrate their favorite GO activities.	4.1.A-C, 4.2.A, 4.4.A, 4.8.B, 4.9.B, 4.10.A, 4.11.A, B	1	4.23.C, 4.25.A		4.14.A, B	6	4.2.A-E,	4.23.D, 4.24.A
3.1	Identify the three categories of GO, SLOW and WHOA foods.	4.2.A, 4.4.A, 4.10.A-E, 4.11.A-D, 4.12.A, C, 4.14.A-C	3 4	4.15.A-D, 4.17.A-D	1	4.11.A, B, 4.14.A, B	4 6	4.2.A, C, 4.3.E, 4.8.A	4.2.B, D, 4.22.B, E, 4.23.B, E, 4.24.A, B
3.2	Recognize that eating GO foods is healthful.	4.1.A-C, 4.2.A-C, 4.4.A, B, 4.6.A, C, 4.7.E-F, 4.9.A-E, 4.10.A, B, D, 4.11.A, D, 4.12.C, 4.13.A	1 3 4	4.18.B, C, 4.24.A	1 3 4	4.11.A, B, 4.14.A, B	4 6	4.1.A, B, 4.2.A, C, E, 4.3.A, B	4.24.A, B

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		Reading		Writing		TEKS	TAKS Objectives	TEKS	TEKS
		TEKS	TAKS Objectives	TEKS	TAKS Objectives				
3.3	Practice recording and categorizing foods eaten for lunch at school.	4.1.A-C, 4.2.A, 4.4.A, 4.6.C, 4.10.A, 4.11.A-D, 4.13.A, 4.14.A-C	4	4.15.A-C, 4.17.A-D, 4.18.A-D, 4.23.A-C, 4.24.A	1 2 6	4.14.A, B, 4.16.A, B	6	4.3.A, B, 4.4.A, B	4.23.B-E, 4.24.A, B
4.1	Record and categorize foods eaten for lunch at school.	4.1.A, 4.2.A, 4.10.A, B, H, 4.11.A, D	4	4.21.B, D-F, 4.23.B		4.2.A-D, 4.3.A, B, 4.4.A-E, 4.5.A, B, 4.6.B, C, 4.11.A, B, 4.13.A, 4.14.A, B, 4.16.A, B	1 2 4 5 6	4.2.B-E, 4.3.A	4.22.B-F, 4.23.B-E
4.2	Read food labels and identify foods which contain sodium.	4.1.A, 4.10.A		4.23.B, 4.24.A, 4.25.A		4.2.A-D, 4.3.A, B, 4.4.A-E, 4.5.A, B, 4.6.B, C, 4.11.A, B, 4.13.A, 4.14.A-C, 4.16.A, B	1 2 4 5 6	4.1.A, B, 4.2.A-F, 4.3.A, B, 4.4.A, B	4.22.B-F, 4.23.B-E

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		Reading		Writing		TEKS	TAKS Objectives	TEKS	TEKS
		TEKS	TAKS Objectives	TEKS	TAKS Objectives				
4.3	Identify some healthful alternatives to using salt.	4.1.A-C, 4.2.A, 4.4.A, 4.10.A, B, 4.13.D, F		4.15.A, 4.18.A-D	1 2 4 5	4.4.A-E, 4.5.A, B, 4.11.A, B, 4.12, 4.13.A, C, 4.14.A, B, 4.16.A, B	1 2 4 6	4.2.A-E, 4.3.A, B, 4.4.A, B	4.22.B, C, 4.22.F, 4.23.B, E, 4.24.A, B
5.1	Record and categorize foods eaten for lunch at school.	4.1.A-C, 4.2.A, 4.6.A, C, 4.10.A, 4.13.A, C, D, F, H		4.15.A-C, 4.24.A	1 5	4.14.A, B, 4.16.A, B	6	4.2.A-E, 4.3.A, B, 4.4.A, B	4.22.B, C, F, 4.23.B, D, E, 4.24.A, B
5.2	Read food labels and identify foods which contain fat.	4.1.A-C, 4.2.A, 4.4.A, 4.10.A-F, 4.13.A, B, D, 4.13.G-H	1 3	4.15.A-C, 4.22.A, 4.23.A-C	1	4.2.A-D, 4.3.A, B, 4.4.A-E, 4.5.A, B, 4.6.B, C, 4.11.A, B, 4.12, 4.13.A, 4.14.A, B, 4.16.A, B	1 2 4 5 6	4.2.A-E, 4.3.A, B, 4.4.A, B	4.22.B, C, F, 4.23.B-E, 4.24.A, B

Session	Behavioral Objectives	Language Arts				Mathematics		Science	Social Studies
		Reading		Writing		TEKS	TAKS Objectives	TEKS	TEKS
		TEKS	TAKS Objectives	TEKS	TAKS Objectives				
5.3	Identify ways to reduce the amount of fat they eat.	4.1.A, 4.2.A, 4.3.C, 4.4.A, 4.10.A, B, H, 4.11.A	4	4.15.A-C	1	4.14.A, B, 4.15.A, 4.16.A, B	6	4.2.A-E, 4.4.A, B	4.24.A, B
6.1	Record and categorize foods eaten for lunch at school.	4.10.G, L, 4.12.C, 4.13.D, E	1 3	4.15.B, C, 4.16.A, B, 4.17.A-D, 4.18.A-H	1 2 4 5 6	4.2.A-C, 4.3.A, B, 4.4.A, B, 4.6.A, B, 4.11.A, B, 4.12, 4.13.A, 4.14.A-C, 4.15.A, B	1 2 4 5 6	4.2.B-E, 4.3.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B
6.2	Identify ways the food service personnel prepare GO school lunches.	4.1.A, 4.4.A, 4.5.A, B, D-F, 4.10.K, L, 4.13.B	3	4.15.A, F, 4.16.A, B, 4.17.A, B, 4.17.C, D, 4.21.E, 4.22.A, 4.25.B	1 2 6	4.2.A-C, 4.3.A, B, 4.4.A, B, 4.6.A, B, 4.11.A, B, 4.12, 4.13.A, 4.14.A-C, 4.15.A, B	1 2 4 5 6	4.2.B-E, 4.3.B, 4.7.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B

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		Reading		Writing		TEKS	TAKS Objectives	TEKS	TEKS
		TEKS	TAKS Objectives	TEKS	TAKS Objectives				
6.3	Review the importance of both healthful eating and physical activity.	4.1.A-C, 4.2.A-D, 4.4.A, 4.5.A, B, F, 4.10.A, L, 4.11.A-C, 4.13.A-H	3 4	4.15.A-F, 4.16.A, B, 4.17.A-D, 4.18.A-H, 4.22.A, B, 4.23.B, 4.25.A, B	1 2 4 5 6	4.2.A-C, 4.3.A, B, 4.4.A, B, 4.6.A, B, 4.11.A, B, 4.12, 4.13.A, 4.14.A-C, 4.15.A, B	1 2 4 5 6	4.2.B-D, 4.3.A, B, 4.9.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B
7.1	Identify GO activities they do or could do away from school.	4.1.A-C, 4.2.A, D, 4.4.A, 4.8.C, 4.9.B, 4.10.A-G, K, L, 4.11.B, 4.13.B, D, E, H	1 3	4.15.C, F	1	4.2.A-D, 4.3.A, B, 4.4.A-E, 4.6.A-C, 4.12, 4.14.A-C, 4.15.A, B, 4.16.A, B	1 2 4 6	4.2.B-E, 4.3.A, B, 4.4.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B
7.2	Record all the GO activities they do this week.	4.1.A-C, 4.2.A, D, 4.11.B, 4.13.B, D, F		4.15.C, 4.16.A, B, 4.17.A-D, 4.18.A-H, 4.21.D	1 2 4 5 6	4.2.A-D, 4.3.A, B, 4.4.A-E, 4.6.A-C, 4.12, 4.14.A-C, 4.15.A, B, 4.16.A, B	1 2 4 6	4.2.B-E, 4.3.A, B, 4.4.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B

Session	Behavioral Objectives	Language Arts				Mathematics		Science	Social Studies
		Reading		Writing		TEKS	TAKS Objectives	TEKS	TEKS
		TEKS	TAKS Objectives	TEKS	TAKS Objectives				
7.3	Discuss the homework.	4.1.A-C, 4.2.A, D, 4.4.A, 4.10.A, E, 4.11.A-C, 4.13.A, H	3 4			4.12, 4.14.A-C, 4.16.A, B	4 6	4.2.B-E, 4.3.A, B, 4.4.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B
8.1	Discuss what foods are eaten for snacks.	4.1.A-C, 4.2.A, C, D, 4.4.A, 4.5.A, B, D, F				4.12, 4.14.A-C, 4.16.A, B	4 6	4.2.B-E, 4.3.A, B, 4.4.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B
8.2	Identify how advertisers try to get people to eat WHOA foods for snacks.	4.1.A-C, 4.2.A, C, D, 4.4.A, 4.5.A, B, D, F		4.15.A-E, 4.16.A, B, 4.17.A-D, 4.18.A-H	1 2 4 5 6	4.12, 4.14.A-C, 4.16.A, B	4 6	4.2.B, 4.3.B	4.22.C, D, 4.23.D, E, 4.24.A, B

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		Reading		Writing		TEKS	TAKS Objectives	TEKS	TEKS
		TEKS	TAKS Objectives	TEKS	TAKS Objectives				
8.3	Differentiate among GO, SLOW, & WHOA foods in snack advertisements.	4.1.A-C, 4.2.A, C, D, 4.4.A, 4.5.A, B, D, F, 4.14.C		4.15.A-E, 4.16.A, B, 4.17.A-D, 4.18.A-H	1 2 4 5 6	4.2.A-C, 4.3.A, B, 4.4.A, B, 4.6.A, B, 4.11.A, B, 4.12., 4.13.A, 4.14.A-C, 4.15.A, B	1 2 4 5 6	4.2.B, 4.3.B	4.24.A, B
8.4	Create & present advertising ideas promoting GO foods for snacks.	4.1.A-C, 4.2.A, C, D, 4.4.A, 4.5.A, B, D, F		4.15.A-E, 4.16.A, B, 4.17.A-D, 4.18.A-H, 4.25.A, B	1 2 4 5 6	4.2.A-C, 4.3.A, B, 4.4.A, B, 4.6.A, B, 4.11.A, B, 4.12, 4.13.A, 4.14.A-C, 4.15.A, B	1 2 4 5 6	4.2.B, 4.3.B	4.24.A, B
8.5	Record all the GO activities they do this week.	4.1.A-C, 4.2.A, D, 4.11.B, 4.13.B, D, F		4.15.C, 4.16.A, B, 4.17.A-D, 4.18.A-H, 4.21.D	1 2 4 5 6	4.2.A-D, 4.3.A, B, 4.4.A-E, 4.6.A-C, 4.12, 4.14.A-C, 4.15.A, B, 4.16.A, B	1 2 4 6	4.2.B-E, 4.3.A, B, 4.4.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B

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		Reading		Writing		TEKS	TAKS Objectives	TEKS	TEKS
		TEKS	TAKS Objectives	TEKS	TAKS Objectives				
8.6	Review and discuss the homework.	4.1.A-C, 4.2.A-D, 4.4.A, 4.5.A, B, F, 4.7.A, B, 4.8.C, 4.10.A, C, G, K, L, 4.11.A-C, 4.13.A-H, 4.14.A	1 3 4	4.15.A, C, F	1	4.2.A-D, 4.3.A, B, 4.4.A-E, 4.6.A-C, 4.12, 4.14.A-C, 4.15.A, B, 4.16.A, B	1 2 4 6	4.2.B-E, 4.3.A, B, 4.4.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B
9.1	Identify GO food snacks that can be substituted for WHOA food snacks.	4.1.A-C, 4.2.A, C, D, 4.4.A, 4.5.A, B, D, F, 4.6.A, 4.7.A, C, D, 4.7.E-F, 4.8.B, 4.9.A, C, E, 4.10.A-C,	4	4.16.A, B, 4.17.A, B, 4.17.D, 4.22.A	1 2 6	4.2.A-C, 4.3.A, B, 4.4.A, B, 4.6.A, B, 4.11.A, B, 4.12, 4.13.A, 4.14.A-C, 4.15.A, B	1 2 4 5 6	4.2.B-E, 4.3.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B
9.2	Practice substituting GO food snacks for WHOA food snacks.	4.1.A-C, 4.2.A, C, D, 4.4.A, 4.5.A, B, D, F, 4.6.A, 4.7.A, C-F, 4.8.B, 4.9.A, C, E, 4.10.A-C, 4.11.A, C,	4	4.16.A, B, 4.17.A, B, 4.17.D, 4.22.A	1 2 6	4.2.A-C, 4.3.A, B, 4.4.A, B, 4.6.A, B, 4.11.A, B, 4.12., 4.13.A, 4.14.A-C, 4.15.A, B	1 2 4 5 6	4.2.B-E, 4.3.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B

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		Reading		Writing		TEKS	TAKS Objectives	TEKS	TEKS
		TEKS	TAKS Objectives	TEKS	TAKS Objectives				
9.3	Set a goal to try GO foods snacks in place of favorite WHOA food snacks.	4.1.C, 4.2.A-D, 4.3.A-C, 4.4.A-C, 4.5.A-F, 4.7.A-C, E, F, 4.8.C, 4.9.A, B, 4.10.A-F, H, J, 4.11.A-C,	1 3 4	4.15.A-F, 4.16.A, B, 4.17.A-C, 4.18.A, D	1 2 5 6	4.2.A-C, 4.3.A, B, 4.4.A, B, 4.6.A, B, 4.11.A, B, 4.12., 4.13.A, 4.14.A-C, 4.15.A, B	1 2 4 5 6	4.2.B-E, 4.3.A, B	4.22.C, D, 4.23.D, E,, 4.24.A, B
9.4	Record all the GO activities they do this week.	4.1.A-C, 4.2.A, D, 4.11.B, 4.13.B, D, F		4.15.C, 4.16.A, B, 4.17.A-D, 4.18.A-H, 4.21.D	1 2 4 5 6	4.2.A-D, 4.3.A, B, 4.4.A-E, 4.6.A-C, 4.12, 4.14.A-C, 4.15.A, B, 4.16.A, B	1 2 4 6	4.2.B-E, 4.3.A, B, 4.4.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B
9.5	Review and discuss the homework.	4.1.A-C, 4.2.A-D, 4.4.A, 4.5.A, B, F, 4.7.A, B, 4.8.C, 4.10.A, C, G, K, L, 4.11.A-C, 4.13.A-H, 4.14.A	1 3 4	4.15.A, C, F	1	4.2.A-D, 4.3.A, B, 4.4.A-E, 4.6.A-C, 4.12, 4.14.A-C, 4.15.A, B, 4.16.A, B	1 2 4 6	4.2.B-E, 4.3.A, B, 4.4.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B

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		Reading		Writing		TEKS	TAKS Objectives	TEKS	TEKS
		TEKS	TAKS Objectives	TEKS	TAKS Objectives				
10.1	Practice selecting GO food snacks.	4.1.A-C, 4.2.A, C, D, 4.4.A, 4.5.A, B, D, F, 4.7.C-E, 4.8.B, C, 4.10.A-D		4.16.A, B, 4.17.A-C, 4.18.A-C, 4.22.A	1 2 4 5 6	4.2.A-C, 4.3.A, B, 4.4.A, B, 4.6.A, B, 4.11.A, B, 4.12, 4.13.A, 4.14.A-C, 4.15.A, B	1 2 4 5 6	4.2.B-E, 4.3.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B
10.2	Prepare and taste-test several GO food snacks.	4.1.A-C, 4.2.A, C, D, 4.4.A, 4.5.A, B, D, F, 4.6.A, 4.7.B, D, 4.8.B, C, 4.10.A-D, 4.13.C		4.21.E, 4.22.A		4.2.A-C, 4.3.A, B, 4.4.A, B, 4.6.A, B, 4.11.A, B, 4.12, 4.13.A, 4.14.A-C, 4.15.A, B	1 2 4 5 6	4.2.B-E, 4.3.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B
10.3	Evaluate the GO food snacks eaten & explain why they are healthful.	4.1.A-C, 4.2.A, C, D, 4.4.A, 4.5.A, B, D, F				4.2.A-C, 4.3.A, B, 4.4.A, B, 4.6.A, B, 4.11.A, B, 4.12, 4.13.A, 4.14.A-C, 4.15.A, B	1 2 4 5 6	4.2.B-E, 4.3.B	4.22.C, D, 4.23.D, E, 4.24.A, B

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10.4	Record all the GO activities they do this week.	4.1.A-C, 4.2.A, D, 4.11.B, 4.13.B, D, F		4.15.C, 4.16.A, B, 4.17.A-D, 4.18.A-H, 4.21.D	1 2 4 5 6	4.2.A-D, 4.3.A, B, 4.4.A-E, 4.6.A-C, 4.12, 4.14.A-C, 4.15.A, B, 4.16.A, B	1 2 4 6	4.2.B-E, 4.3.A, B, 4.4.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B
10.5	Review and discuss the homework.	4.1.A-C, 4.2.A-D, 4.4.A, 4.5.A, B, F, 4.7.A, B, 4.8.C, 4.10.A,C, G, K, L, 4.11.A-C, 4.13.A-H, 4.14.A	1 3 4	4.15.A, C, F	1	4.2.A-D, 4.3.A, B, 4.4.A-E, 4.6.A-C, 4.12, 4.14.A-C, 4.15.A, B, 4.16.A, B	1 2 4 6	4.2.B-E, 4.3.A, B, 4.4.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B
11.1	Record all the GO activities they do this week.	4.1.A-C, 4.2.A, D, 4.11.B, 4.13.B, D, F		4.15.C, 4.16.A, B, 4.17.A-D, 4.18.A-H, 4.21.D	1 2 4 5 6	4.2.A-D, 4.3.A, B, 4.4.A-E, 4.6.A-C, 4.12, 4.14.A-C, 4.15.A, B, 4.16.A, B	1 2 4 6	4.2.B-E, 4.3.A, B, 4.4.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B

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		Reading		Writing		TEKS	TAKS Objectives	TEKS	TEKS
		TEKS	TAKS Objectives	TEKS	TAKS Objectives				
11.2	Identify GO activities they do during school.	4.1.A-C, 4.2.A, D, 4.4.A, 4.8.C, 4.9.B, 4.10.A-G, K, L, 4.11.B, 4.13.B, D, E, H	1 3	4.15.C, F	1	4.2.A-D, 4.3.A, B, 4.4.A-E, 4.6.A-C, 4.12, 4.14.A-C, 4.15.A, B, 4.16.A, B	1 2 4 6	4.2.B-E, 4.3.A, B, 4.4.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B
11.3	Set a goal to try to do at least one GO activity during school.	4.1.C, 4.2.A-D, 4.3.A-C, 4.4.A-C, 4.5.A-F, 4.7.A-C, E, F, 4.8.C, 4.9.A, B, 4.10.A-F,H, J, 4.11.A-C,	1 3 4	4.15.A-F, 4.16.A, B, 4.17.A-C, 4.18.A, D	1 2 5 6	4.2.A-C, 4.3.A, B, 4.4.A, B, 4.6.A, B, 4.11.A, B, 4.12, 4.13.A, 4.14.A-C, 4.15.A, B	1 2 4 5 6	4.2.B-E, 4.3.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B
11.4	Review and discuss the homework.	4.1.A-C, 4.2.A-D, 4.4.A, 4.5.A, B, F, 4.7.A, B, 4.8.C, 4.10.A, C, G, K, L, 4.11.A-C, 4.13.A-H, 4.14.A	1 3 4	4.15.A, C, F	1	4.2.A-D, 4.3.A, B, 4.4.A-E, 4.6.A-C, 4.12, 4.14.A-C, 4.15.A, B, 4.16.A, B	1 2 4 6	4.2.B-E, 4.3.A, B, 4.4.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B

Session	Behavioral Objectives	Language Arts				Mathematics		Science	Social Studies
		Reading		Writing		TEKS	TAKS Objectives	TEKS	TEKS
		TEKS	TAKS Objectives	TEKS	TAKS Objectives				
12.1	Review the importance of both physical activity and healthful eating to a healthy, active life.	4.1.A-C, 4.2.A-D, 4.4.A, 4.5.A, B, F, 4.10.A, L, 4.11.A-C, 4.13.A-H	3 4	4.15.A-C, E, F, 4.16.A, B, 4.17.A-D, 4.18.A-H, 4.22.A, B, 4.23.B, 4.25.A, B	1 2 4 5 6	4.2.A-C, 4.3.A, B, 4.4.A, B, 4.6.A, B, 4.11.A, B, 4.12, 4.13.A, 4.14.A-C, 4.15.A, B	1 2 4 5 6	4.2.B-D, 4.3.A, B, 4.9.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B
12.2	Identify ways they can be more physically active during and away from school.	4.1.A-C, 4.2.A, D, 4.4.A, 4.8.C, 4.9.B, 4.10.A-G, K, L, 4.11.B, 4.13.B, D, E, H	1, 3	4.15.C, F	1	4.2.A-D, 4.3.A, B, 4.4.A-E, 4.6.A-C, 4.12, 4.14.A-C, 4.15.A, B, 4.16.A, B	1 2 4 6	4.2.B-E, 4.3.A, B, 4.4.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B
12.3	Identify ways students can select and eat foods lower in fat and sodium.	4.1.C, 4.2.A-D, 4.3.A-C, 4.4.A-C, 4.5.A-F, 4.7.A-C, E, F, 4.8.C, 4.9.A, B, 4.10.A-F, H, J, 4.11.A-C,	1 3 4	4.15.A-F, 4.16.A, B, 4.17.A-C, 4.18.A, D	1 2 5 6	4.2.A-C, 4.3.A, B, 4.4.A, B, 4.6.A, B, 4.11.A, B, 4.12, 4.13.A, 4.14.A-C, 4.15.A, B	1 2 4 5 6	4.2.B-E, 4.3.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Language Arts</i>				<i>Mathematics</i>		<i>Science</i>	<i>Social Studies</i>
		<i>Reading</i>		<i>Writing</i>		<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TEKS</i>
		<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TAKS Objectives</i>				
<b>12.4</b>	<b>Plan</b> personal long-term goals to continue healthful eating habits and physical activity.	4.1.A-C, 4.2.A-D, 4.4.A, 4.5.A, B, F, 4.10.A, L, 4.11.A-C, 4.13.A-H	<b>3</b> <b>4</b>	4.15.A-F, 4.16.A, B, 4.17.A-D, 4.18.A-H, 4.22.A, B, 4.23.B, 4.25.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	4.2.A-C, 4.3.A, B, 4.4.A, B, 4.6.A, B, 4.11.A, B, 4.12, 4.13.A, 4.14.A-C, 4.15.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	4.2.B-D, 4.3.A, B, 4.9.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B
<b>12.5</b>	<b>Review</b> and <b>discuss</b> the homework.	4.1.A-C, 4.2.A-D, 4.4.A, 4.5.A, B, F, 4.7.A, B, 4.8.C, 4.10.A, C, G, K, L, 4.11.A-C, 4.13.A-H, 4.14.A	<b>1</b> <b>3</b> <b>4</b>	4.15.A, C, F	<b>1</b>	4.2.A-C, 4.3.A, B, 4.4.A, B, 4.6.A, B, 4.11.A, B, 4.12, 4.13.A, 4.14.A-C, 4.15.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	4.2.B-D, 4.3.A, B, 4.9.A, B	4.22.C, D, 4.23.D, E, 4.24.A, B

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Health Education</i>	<i>Physical Education</i>
		<i>TEKS</i>	<i>TEKS</i>
<b>1.1</b>	<b>Review</b> why it is important to be healthy.	4.1.D, 4.2.A, 4.3.A, B	4.3.A-D, F, 4.4.A, F-I
<b>1.2</b>	<b>Identify</b> and discuss healthful behaviors.	4.1.D, F, 4.2.A, 4.3.A, B	4.1.H, 4.3.A, E, F, 4.4.A, B, E, H, I, 4.5.D
<b>1.3</b>	<b>Write</b> letters identifying what they would like to learn about healthy eating and physical activity.	4.1.D, 4.2.A, B, 4.3.A, B, 4.6.A, B, 4.7.A, B, 4.8.A, B, 4.11.A-E	4.3.A-F, 4.4.A, B, 4.4.H, I

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Health Education</i>	<i>Physical Education</i>
		<i>TEKS</i>	<i>TEKS</i>
<b>2.1</b>	<b>Identify</b> people they know who enjoy being physically active.	4.1.A-F, 4.2.A, B, 4.3.A, B, 4.6.A, B, 4.7.A, B, 4.8.A, B, 4.9.A.D, 4.11.A-E	4.3.A-C, 4.3.F, 4.4.F-I, 4.7.A, B, D
<b>2.2</b>	<b>Identify</b> GO activities as healthful and fun.	4.1.A-F, 4.2.A, B, 4.3.A, 4.5.A,C, 4.7.A, B	4.1.E, G, H, 4.2.B, D, 4.3.A-F
<b>2.3</b>	<b>Associate</b> certain body cues with doing GO activities.	4.1.C, 4.2.A, B, 4.10.A, B	4.1.E, G, H, 4.2.A, B, D, 4.4.A, I, 4.7.A, B, D

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Health Education</i>	<i>Physical Education</i>
		<i>TEKS</i>	<i>TEKS</i>
<b>2.4</b>	<b>Demonstrate</b> their favorite GO activities.	4.1.C, D, 4.2.A, B, 4.3.A, B, 4.8.A, B, 4.9.A-D, 4.10.A-C	4.3.A-F, 4.4.A, B, E, 4.7.A-D
<b>3.1</b>	<b>Identify</b> the three categories of GO, SLOW and WHOA foods.	4.1.A-F, 4.2.A, B, 4.3.A, B, 4.5.A-C, 4.6.A, B, 4.8.A, B, 4.11.A-E	4.3.A-F, 4.4.A-I, 4.5.C, 4.6.A, B,
<b>3.2</b>	<b>Recognize</b> that eating GO foods is healthful.	4.1.A-F, 4.2.A, 4.3.A, B, 4.5.A-D, 4.6.B, 4.11.A-C, E	4.2.C, 4.3.B, E, F, 4.4.A-I,

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Health Education</i>	<i>Physical Education</i>
		<i>TEKS</i>	<i>TEKS</i>
<b>3.3</b>	<b>Practice</b> recording and categorizing foods eaten for lunch at school.	4.3.A, B, 4.11.A-C, E	4.7.A
<b>4.1</b>	<b>Record</b> and categorize foods eaten for lunch at school.	4.1.A, B, F, 4.3.A, B	4.7.A
<b>4.2</b>	<b>Read</b> food labels and identify foods which contain sodium.	4.1.A, B, D, 4.3.A, B, 4.10.A, B, 4.11.A-C	4.4.A-C, 4.4.E, I

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Health Education</i>	<i>Physical Education</i>
		<i>TEKS</i>	<i>TEKS</i>
<b>4.3</b>	<b>Identify</b> some healthful alternatives to using salt.	4.1.A-D, 4.3.A, B, 4.10.A, B, 4.11.A-C	4.4.A-C, 4.4.E, I
<b>5.1</b>	<b>Record</b> and categorize foods eaten for lunch at school.	4.1.A, B, 4.3.A, B	4.4.E
<b>5.2</b>	<b>Read</b> food labels and identify foods which contain fat.	4.1.A-D, 4.3.A, B, 4.10.A, B, 4.11.A-C	4.4.E

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Health Education</i>	<i>Physical Education</i>
		<i>TEKS</i>	<i>TEKS</i>
<b>5.3</b>	<b>Identify</b> ways to reduce the amount of fat they eat.	4.1.A-D, F, 4.2.A, 4.3.A, B, 4.6.A, B, 4.7.A, 4.8.B	4.4.E, 4.7.C
<b>6.1</b>	<b>Record</b> and <b>categorize</b> foods eaten for lunch at school.	4.1.A, B, F, 4.3.A	4.4.E-F
<b>6.2</b>	<b>Identify</b> ways the food service personnel prepare GO school lunches.	4.1.A, B, 4.2.A, 4.3.A, 4.6.A, 4.8.B, 4.11.A-C, E	4.4.E-F

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Health Education</i>	<i>Physical Education</i>
		<i>TEKS</i>	<i>TEKS</i>
<b>6.3</b>	<b>Review</b> the importance of both healthful eating and physical activity.	4.1.A, B, 4.2.A, B, 4.5.A, 4.6.A, 4.8.B, 4.9.B, 4.10.B, C, 4.11.A-C, E	4.3.A-F, 4.4.A-I, 4.5.A-D, 4.6.A, B, 4.7.A-D
<b>7.1</b>	<b>Identify</b> GO activities they do or could do away from school.	4.1.C, D, F, 4.2.A, B, 4.5.A, 4.6.A, 4.8.B, 4.9.B, 4.10.B, C, 4.11.A-C, E	4.1.A-K, 4.3.A-F, 4.4.A-I, 4.5.A-D, 4.6.A, B, 4.7.A-D
<b>7.2</b>	<b>Record</b> all the GO activities they do this week.	4.1.C, D, F, 4.2.A, 4.6.A	4.1.A-K, 4.3.A-F, 4.4.A-I

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Health Education</i>	<i>Physical Education</i>
		<i>TEKS</i>	<i>TEKS</i>
<b>7.3</b>	<b>Discuss</b> the homework.	4.1.C, D, F, 4.2.B, 4.6.A, 4.8.B, 4.11.A, C, E	4.1.A-K, 4.3.A-F, 4.4.A-I, 4.5.A-D, 4.6.A, B, 4.7.A-D
<b>8.1</b>	<b>Discuss</b> what foods are eaten for snacks.	4.1.B, F, 4.2.A, B, 4.8.B	4.4.E-F
<b>8.2</b>	<b>Identify</b> how advertisers try to get people to eat WHOA foods for snacks.	4.1.B, 4.2.A, 4.3.A, 4.7.A, B	

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Health Education</i>	<i>Physical Education</i>
		<i>TEKS</i>	<i>TEKS</i>
<b>8.3</b>	<b>Differentiate</b> among GO, SLOW, & WHOA foods in snack advertisements.	4.1.B, 4.2.A, 4.3.A, 4.7.A, B	4.4.E-F
<b>8.4</b>	<b>Create &amp; present</b> advertising ideas promoting GO foods for snacks.	4.1.B, 4.2.A, 4.3.A, 4.7.A, B	4.4.E-F
<b>8.5</b>	<b>Record</b> all the GO activities they do this week.	4.1.C, D, F, 4.2.A, 4.6.A	4.1.A-K, 4.3.A-F, 4.4.A-I

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Health Education</i>	<i>Physical Education</i>
		<i>TEKS</i>	<i>TEKS</i>
<b>8.6</b>	<b>Review and discuss</b> the homework.	4.1.C, D, 4.1.F, 4.2.A, 4.6.A	4.1.A-K, 4.3.A-F, 4.4.A-I
<b>9.1</b>	<b>Identify</b> GO food snacks that can be substituted for WHOA food snacks.	4.1.A, B, 4.1.F	4.4.E-F
<b>9.2</b>	<b>Practice</b> substituting GO food snacks for WHOA food snacks.	4.1.A, B, F	4.4.E-F

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Health Education</i>	<i>Physical Education</i>
		<i>TEKS</i>	<i>TEKS</i>
<b>9.3</b>	<b>Set a goal</b> to try GO foods snacks in place of favorite WHOA food snacks.	4.1.A, B, 4.1.F	4.4.E-F
<b>9.4</b>	<b>Record</b> all the GO activities they do this week.	4.1.C, D, F, 4.2.A, 4.6.A	4.1.A-K, 4.3.A-F, 4.4.A-I
<b>9.5</b>	<b>Review</b> and <b>discuss</b> the homework.	4.1.C, D, F, 4.2.A, 4.6.A	4.1.A-K, 4.3.A-F, 4.4.A-I

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Health Education</i>	<i>Physical Education</i>
		<i>TEKS</i>	<i>TEKS</i>
<b>10.1</b>	<b>Practice</b> selecting GO food snacks.	4.1.A, B, F	4.4.E-F
<b>10.2</b>	<b>Prepare</b> and <b>taste-test</b> several GO food snacks.	4.1.A, B, 4.2.A	4.4.E-F
<b>10.3</b>	<b>Evaluate</b> the GO food snacks eaten & explain why they are healthful.	4.1.A, B, 4.2.A	4.4.E-F

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Health Education</i>	<i>Physical Education</i>
		<i>TEKS</i>	<i>TEKS</i>
<b>10.4</b>	<b>Record</b> all the GO activities they do this week.	4.1.C, D, F, 4.2.A, 4.6.A	4.1.A-K, 4.3.A-F, 4.4.A-I
<b>10.5</b>	<b>Review</b> and <b>discuss</b> the homework.	4.1.C, D, F, 4.2.A, 4.6.A	4.1.A-K, 4.3.A-F, 4.4.A-I
<b>11.1</b>	<b>Record</b> all the GO activities they do this week.	4.1.C, D, F, 4.2.A, 4.6.A	4.1.A-K, 4.3.A-F, 4.4.A-I

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Health Education</i>	<i>Physical Education</i>
		<i>TEKS</i>	<i>TEKS</i>
<b>11.2</b>	<b>Identify</b> GO activities they do during school.	4.1.C, D, F, 4.2.A, 4.6.A	4.1.A-K, 4.3.A-F, 4.4.A-I, 4.5.A-D, 4.6.A, B, 4.7.A-D
<b>11.3</b>	<b>Set a goal</b> to try to do at least one GO activity during school.	4.1.C, D, F, 4.2.A, B, 4.6.A, 4.8.B, 4.11.A-C, E	4.1.A-K, 4.3.A-F, 4.4.A-I, 4.5.A-D, 4.6.A, B, 4.7.A-D
<b>11.4</b>	<b>Review</b> and <b>discuss</b> the homework.	4.1.C, D, F, 4.2.A, 4.6.A	4.1.A-K, 4.3.A-F, 4.4.A-I

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Health Education</i>	<i>Physical Education</i>
		<i>TEKS</i>	<i>TEKS</i>
<b>12.1</b>	<b>Review</b> the importance of both physical activity and healthful eating to a healthy, active life.	4.1.A, B, 4.8.B	4.3.A-F, 4.4.A-I
<b>12.2</b>	<b>Identify</b> ways they can be more physically active during and away from school.	4.1.C, D, F, 4.2.A, 4.6.A	4.1.A-K, 4.3.A-F, 4.4.A-I, 4.5.A-D, 4.6.A, B, 4.7.A-D
<b>12.3</b>	<b>Identify</b> ways students can select and eat foods lower in fat and sodium.	4.1.A, B, F	4.4.E, F

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Health Education</i>	<i>Physical Education</i>
		<i>TEKS</i>	<i>TEKS</i>
<b>12.4</b>	<b>Plan</b> personal long-term goals to continue healthful eating habits and physical activity.	4.1.A, B, 4.8.B	4.3.A-F, 4.4.A-I
<b>12.5</b>	<b>Review</b> and <b>discuss</b> the homework.	4.1.A, B, 4.8.B	4.3.A-F, 4.4.A-I

**Coordinated Approach to Child Health  
P.A.S.T  
4th Grade Curriculum  
CATCH, TEKS and TAKS Alignment**

Session	Behavioral Objectives	Language Arts			Mathematics		Science	Social Studies	Health Education	Physical Education
		TEKS	TAKS Reading Objectives	TAKS Writing Objectives	TEKS	TAKS Objectives	TEKS	TEKS	TEKS	TEKS
1.1	<b>Discover</b> what diabetes is.	4.1.A-C, 4.2.A, 4.10.E, 4.13.A	3				4.2.C, 4.9.A, B	4.22.B, 4.24.A, B	4.2.A	4.4.I
1.2	<b>Learn</b> that there is more than one type of diabetes and how the two types are alike and different.	4.1.A-C, 4.2.A, 4.13.B-E					4.3.D, 4.9.A, B	4.22.B, 4.24.A, B	4.3.A, B, 4.5.A-D, 4.6.A	4.3.A, B
1.3	<b>Recognize</b> the importance of learning about diabetes.	4.1.A-C, 4.2.A, 4.13.F-H					4.1.F, 4.4.A, B, 4.6.A, B	4.22.B, 4.24.A, B	4.11.A-E	4.4.E, 4.5.D
2.1	<b>Understand</b> that daily physical exercise is important for reducing the risk of developing Type 2 diabetes.	4.1.A-C, 4.2.A, 4.10.A			4.13.A-C, 4.14.A, B	5 6	4.2.C-D	4.22.B, 4.24.A, B	4.1.C, F, 4.2.A, 4.3.A, B, 4.4.B	4.3.A, B, E, F, 4.4.A, E-I
2.2	<b>Set a goal</b> to do GO Activities at least 20 to 30 minutes five times per week.	4.1.A-C, 4.2.A			4.14.A, B	6	4.3.D, 4.9.A, B	4.24.A, B	4.1.C-F, 4.5.A	4.3.A, 4.4.A-I, 4.5.A-D
3.1	<b>Discuss</b> the benefits of a healthy diet.				4.14.A, B	6	4.3.A, 4.5.C, 4.11.A-C	4.24.A, B	4.1.A, B, F	4.4.E-F
3.2	<b>Learn</b> how foods are grouped in the Food Guide Pyramid.				4.14.A, B	6		4.24.A, B	4.1.A, B	4.4.I
3.3	<b>Understand</b> that eating a healthy diet is important for reducing the risk of developing Type 2 diabetes.				4.14.A, B	6	4.3.D, 4.9.A, B	4.22.B, 4.24.A, B	4.1.A, B, F, 4.5.A	4.4.E-F

**Coordinated Approach to Child Health  
P.A.S.T  
4th Grade Curriculum  
CATCH, TEKS and TAKS Alignment**

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Language Arts</i>			<i>Mathematics</i>		<i>Science</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>
		<i>TEKS</i>	<i>TAKS Reading Objectives</i>	<i>TAKS Writing Objectives</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>
4.1	Review what diabetes is.						4.9.A, B	4.22.B, 4.24.A, B	4.2.A	4.4.I
4.2	Review the causes of Type 2 diabetes.						4.9.A, B	4.22.B, 4.24.A, B	4.2.A	4.4.I
4.3.	Review ways to prevent Type 2 diabetes.						4.9.A, B	4.22.B, 4.24.A, B	4.2.A	4.4.I
4.4	Set a goal to do GO Activities and eat GO Foods everyday.				4.14.A, B	6	4.5.A	4.22.B, 4.24.A, B	4.1.A-F, 4.5.A, 4.11.A-C	4.3.A-F, 4.4.A-I, 4.5.A-D

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Breaking Through Barriers  
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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Language Arts</i>			<i>Mathematics</i>		<i>Science</i>	
		<i>TEKS</i>		<i>TAKS</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TAKS Objectives</i>
		<i>Writing</i>	<i>Reading</i>	<i>Reading Objectives</i>				
<b>1.1</b>	<b>Recall</b> behaviors they have been doing that are healthful.	5.21.B	5.1.A-C, 5.2.A, D, 5.4.A, 5.5.A-D, F, 5.7.C-E, 5.8.B, 5.9.A, B, 5.10.A, G-H, K, L, 5.11.A-D, 5.12.C-E, G, H, 5.13.B, G	<b>1</b> <b>2</b> <b>3</b> <b>4</b>	5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.C, D, 5.3.A, 5.4.A	<b>1</b>
<b>1.2</b>	<b>Identify</b> barriers that block healthful behaviors.	5.15.A, 5.16.A, B, 5.17.A-D, 5.18.B, 5.19.A, 5.25.A	5.1.A-C, A, 5.2.D, 5.3.C, 5.4.A, 5.5.A, B, F, 5.9.A, B, 5.10.A, H, I, L, 5.11.A-D, 5.14.A, C	<b>1</b> <b>3</b> <b>4</b>	5.14.A-C, 5.15.A, 5.16.A	<b>6</b>	5.2.C, D, 5.3.A, 5.4.A	<b>1</b>

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Language Arts</i>			<i>Mathematics</i>		<i>Science</i>	
		<i>TEKS</i>		<i>TAKS</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TAKS Objectives</i>
		<i>Writing</i>	<i>Reading</i>	<i>Reading Objectives</i>				
<b>1.3</b>	<b>Review</b> GO Foods and GO Activities.		5.1.A-C, 5.2.A-D, 5.3.C, 5.4.A, 5.5.A, B, F, 5.11.A, 5.13.G		5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.C, D, 5.3.A, 5.4.A	<b>1</b>
<b>1.4</b>	<b>Discuss</b> the homework.	5.15.A, C, 5.16.A, B, 5.17.A-D, 5.18.A, 5.19.A	5.1.A-C, 5.2.A-D, 5.3.C, 5.4.A, 5.5.A, B, F, 5.6.A, C, 5.7.C, E, 5.9.A, 5.10.A, B, E, G-H, K, 5.11.A, C, D, 5.13.A, B, G-H, 5.14.A	<b>1</b> <b>3</b> <b>4</b>	5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.C, D, 5.3.B, D 5.10.B	<b>1</b> <b>2</b>
<b>2.1</b>	<b>Identify</b> the reasons physical activity is important to health.	5.19.A, 5.21.F	5.1.A-C, 5.2.A-D, 5.3.C, 5.4.A, 5.5.A, B, 5.5.D, 5.5.F		5.14.A-C, 5.15.A, 5.16.A	<b>6</b>	5.2.C, D, 5.4.A, 5.5.B,	<b>1</b> <b>2</b> <b>3</b> <b>4</b>

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Language Arts</i>			<i>Mathematics</i>		<i>Science</i>	
		<i>TEKS</i>		<i>TAKS</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TAKS Objectives</i>
		<i>Writing</i>	<i>Reading</i>	<i>Reading Objectives</i>				
<b>2.2</b>	<b>Recognize</b> that physical activities should be done frequently, with intensity, and for a total of 30 minutes every day.	5.24.A	5.1.A-C, 5.2.A, C, D, 5.3.C, 5.4.A, 5.9.A, B, C, 5.10.A, G-H, K, 5.11.A, B, C, D, 5.13.G, 5.14.A	<b>1</b> <b>4</b>	5.14.A-C, 5.15.A, 5.16.A	<b>6</b>	5.3.A	<b>1</b>
<b>2.3</b>	<b>Demonstrate</b> how to measure and calculate pulse.	5.16.A, 5.23.B	5.1.A-C, 5.2.A, C, D, 5.3.C, 5.4.A, 5.5.A, B, D-F, 5.9.A, B, E, 5.10.A, C-E, H, K, 5.11.A, 5.13.A, G-H, 5.14.A, C	<b>1</b> <b>3</b> <b>4</b>	5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.B-E, 5.3.A, 5.4.B, 5.5.B	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>2.4</b>	<b>Compare</b> pulse with the level of intensity of physical activity.	5.16.A, 5.23.B, 5.25.A	5.1.A-C, 5.2.A, D, 5.3.C, 5.4.A, 5.5.B, D, F, 5.9.A, B, 5.10.A-C, E, H, K-L, 5.11.A-C, 5.13.A, B, D, E, G-H	<b>1</b> <b>3</b> <b>4</b>	5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.B-E, 5.3.A, 5.4.A, B, 5.5.B	<b>1</b> <b>2</b> <b>3</b> <b>4</b>

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Language Arts</i>			<i>Mathematics</i>		<i>Science</i>	
		<i>TEKS</i>		<i>TAKS</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TAKS Objectives</i>
		<i>Writing</i>	<i>Reading</i>	<i>Reading Objectives</i>				
<b>2.5</b>	<b>Review and discuss</b> the homework.	5.16.A, B, 5.17.A, 5.19.A, 5.20.C	5.1.A-C, 5.2.A-D, 5.3.C, 5.4.A, 5.5.A, B, D, F, 5.6.A, 5.9.A, B, E, 5.10.A-C, E-H, 5.11.A, B, C, D, 5.13.A, B, G-H, 5.14.A, C	<b>1</b> <b>3</b> <b>4</b>	5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.3.D	
<b>3.1</b>	<b>Review</b> the three categories of GO, SLOW, and WHOA Foods.	5.23.B, 5.24.A	5.1.A-C, 5.2.A, C, D, 5.3.C, 5.4.A, 5.5.A, B, D, F, 5.6.A, C, 5.8.B, C, 5.9.A, B, 5.10.A-C, E-F, K, 5.11.A, C, D, 5.12.C, E, H, 5.13.A, B, D, G-H	<b>1</b> <b>2</b> <b>3</b> <b>4</b>	5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.3.D, 5.10.B	<b>2</b>

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		<i>TEKS</i>		<i>TAKS</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TAKS Objectives</i>
		<i>Writing</i>	<i>Reading</i>	<i>Reading Objectives</i>				
<b>3.2</b>	<b>Recognize</b> that they should eat a variety of GO Foods every day that reflect the eating patterns recommended by the USDA's Food Guide Pyramid.	5.15.A, 5.16.A, 5.17.A-D, 5.18.A, 5.21.A, B, D, 5.24.A, 5.25.A	5.1.A-C, 5.2.A-D, 5.3.C, 5.4.A, 5.5.A, B, D, F, 5.6.A, C, 5.9.A, B, C, 5.10.A, C, D, E-H, K-L, 5.11.A, B, C, D, 5.12.C, 5.13.A, B, D, G-H, 5.14.A	<b>1</b> <b>3</b> <b>4</b>	5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.3.A, B, D, 5.10.B	<b>1</b> <b>2</b>
<b>3.3</b>	<b>Evaluate</b> different bag lunches and revise them to include a variety of GO Foods.	5.16.A, B, 5.25.A	5.1.A-C, 5.2.A-D, 5.4.A, 5.5.A, B, 5.5.D-F, 5.6.A, B, 5.9.A, B, 5.10.A-C, 5.10.K-L, 5.11.A, 5.11.C, D, 5.13.A, B, 5.13.H, 5.14.A	<b>1</b> <b>3</b> <b>4</b>	5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6., 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, 5.14.D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.B-D, 5.3.B	<b>1</b>

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Language Arts</i>			<i>Mathematics</i>		<i>Science</i>	
		<i>TEKS</i>		<i>TAKS</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TAKS Objectives</i>
		<i>Writing</i>	<i>Reading</i>	<i>Reading Objectives</i>				
<b>3.4</b>	<b>Review and discuss</b> the homework.	5.24.A	5.1.A-C, 5.2.A, C, D, 5.3.C, 5.4.A, 5.5.A, B, D, F, 5.6.A, C, 5.8.B, 5.9.B, 5.10.A-C, E, H, 5.11.A-D, 5.13.A, G-H, 5.14.A	<b>1</b> <b>3</b> <b>4</b>	5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6., 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, 5.14.D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>		
<b>4.1</b>	<b>Recognize</b> that eating breakfast is essential to good health.		5.1.A-C, 5.2.A-D, 5.3.C, 5.4.A, 5.5.A, B, D, F, 5.6.B, 5.11.A		5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6., 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.3.A, B, D, 5.10.B	<b>1</b> <b>2</b>

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		<i>TEKS</i>		<i>TAKS</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TAKS Objectives</i>
		<i>Writing</i>	<i>Reading</i>	<i>Reading Objectives</i>				
<b>4.2</b>	<b>Identify</b> GO Foods that are healthful choices for breakfast.		5.1.A-C, 5.2.A-D, 5.3.C, 5.4.A, 5.5.A, B, D, F, 5.6.A-C, 5.8.B, 5.9.A, B, E, 5.10.A-D, H, 5.11.A, B, C, D, 5.13.A, G-H, 5.14.A	<b>1</b> <b>4</b>	5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>		
<b>4.3</b>	<b>Set a goal</b> to eat at least four breakfasts of a variety of GO Foods.	5.15.C, 5.16.A, 5.17.A, 5.19.A, 5.21.A	5.1.A-C, 5.2.A-D, 5.3.C, 5.4.A, 5.5.F		5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.B, C, 5.2.E	<b>1</b>

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		<i>TEKS</i>		<i>TAKS</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TAKS Objectives</i>
		<i>Writing</i>	<i>Reading</i>	<i>Reading Objectives</i>				
<b>4.4</b>	<b>Eat and Evaluate</b> a breakfast of a variety of GO Foods.	5.15.A, C, 5.16.A, B, 5.17.A-D	5.1.A-C, 5.2.A-D, 5.3.C, 5.4.A, 5.5.F		5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.3.A, B,	<b>1</b>
<b>4.5</b>	<b>Review and Discuss</b> the homework.	5.15.A, 5.16.A, B, 5.17.A-D, 5.18.A, D	5.1.A-C, 5.2.A-D, 5.3.C, 5.4.A, 5.5.A, B, D, F, 5.8.B, C, 5.10.H, 5.11.D, 5.13.G, 5.14.A	<b>4</b>	5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.C, D, 5.10.B	<b>1</b> <b>2</b>

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		<i>TEKS</i>		<i>TAKS</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TAKS Objectives</i>
		<i>Writing</i>	<i>Reading</i>	<i>Reading Objectives</i>				
<b>5.1</b>	<b>Report</b> some of the GO Foods they ate to achieve their GO breakfast goal.		5.1.A-C, 5.2.A-D, 5.4.A, 5.5.A, B, D, F		5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.C, D, 5.3.A, 5.4.A	<b>1</b>
<b>5.2</b>	<b>Develop a plan</b> of action and <b>Set a goal</b> to do moderate to vigorous physical activity for at least 10 to 15 minutes three times before the first GO For Health class next week.	5.15.A, 5.16.A, 5.17.A, 5.19.A, 5.24.A	5.1.A-C, 5.2.A-D, 5.4.A		5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.C, D, 5.3.A, 5.4.A	<b>1</b>

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		<i>TEKS</i>		<i>TAKS</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TAKS Objectives</i>
		<i>Writing</i>	<i>Reading</i>	<i>Reading Objectives</i>				
<b>5.3</b>	<b>Monitor their progress</b> toward reaching their physical activity plan of action.	5.24.A, 5.25.A	5.1.A-C, 5.2.A-D, 5.4.A		5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6., 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, 5.14.D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.C, D, 5.3.A, 5.4.A	<b>1</b>
<b>5.4</b>	<b>Practice decision making by applying</b> four options they can use to overcome barriers to doing GO activities and eating GO Foods.		5.1.A-C, 5.2.A-D, 5.4.A, 5.5.A, B, D, F		5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6., 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.C, D, 5.3.A, 5.4.A	<b>1</b>

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		<i>TEKS</i>		<i>TAKS</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TAKS Objectives</i>
		<i>Writing</i>	<i>Reading</i>	<i>Reading Objectives</i>				
<b>5.5</b>	<b>Review and Discuss</b> the homework.		5.1.A-C, 5.2.A-D		5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.C, D, 5.3.A, 5.4.A	<b>1</b>
<b>6.1</b>	<b>Report</b> some of the GO Activities they completed to achieve the goals they set in their plan of action.	5.15.A, 5.16.A, B, 5.17.A-D, 5.18.A-H	5.1.A-C, 5.2.A, C, D, 5.3.C, 5.4.A, 5.5.A, B, D, 5.9.A, B, 5.10.A, 5.11.A, B, C, D, 5.14.A	<b>1</b> <b>4</b>	5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.C, D, 5.3.A, 5.4.A	<b>1</b>

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Language Arts</i>			<i>Mathematics</i>		<i>Science</i>	
		<i>TEKS</i>		<i>TAKS</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TAKS Objectives</i>
		<i>Writing</i>	<i>Reading</i>	<i>Reading Objectives</i>				
<b>6.2</b>	<b>Review</b> the four GO for Health Options they can use to overcome barriers to do GO activities and eating GO Foods.		5.1.A-C, 5.2.A, C, D, 5.3.C, 5.4.A, 5.8.B, C, 5.9.A, B, 5.10.A-C, E-H, 5.11.C-D	<b>1</b> <b>3</b> <b>4</b>	5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.C, D, 5.3.A, 5.4.A	<b>1</b>
<b>6.3</b>	<b>Analyze a problem</b> that prevents students their age from eating GO Foods or doing GO activities, and <b>Practice</b> using one of the GO for Health Options by writing advice letters to these students.	5.15.A-D, 5.16.A, B, 5.17.A-D, 5.18.A-H, 5.19.A-E, H, 5.20.A-C, 5.22.A	5.1.A-C, 5.2.A-D, 5.3.C, 5.4.A, 5.5.A-F, 5.7.C, E, 5.9.A, B, 5.10.A-E, G-H, K-L, 5.11.A, B, C, D, 5.13.A, B, G	<b>1</b> <b>3</b> <b>4</b>	5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.C, D, 5.3.A, 5.4.A	<b>1</b>

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Language Arts</i>			<i>Mathematics</i>		<i>Science</i>	
		<i>TEKS</i>		<i>TAKS</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TAKS Objectives</i>
		<i>Writing</i>	<i>Reading</i>	<i>Reading Objectives</i>				
<b>7.1</b>	<b>Review</b> the four GO for Health Options they can use to overcome barriers to healthful eating and physical activity.		5.1.A-C, 5.2.A-D		5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6., 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, 5.14.D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.C, D, 5.3.A, 5.4.A	<b>1</b>
<b>7.2</b>	<b>Analyze</b> a situation about healthful eating and/or physical activity that students their age could experience, <b>Decide</b> which GO for Health Option will help them make a healthful decision, and then <b>Practice</b> using that option by preparing and presenting a rol		5.1.A-C, 5.2.B, 5.4.A, 5.5.A-F		5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.C, D, 5.3.A, 5.4.A	<b>1</b>

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Language Arts</i>			<i>Mathematics</i>		<i>Science</i>	
		<i>TEKS</i>		<i>TAKS</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TAKS Objectives</i>
		<i>Writing</i>	<i>Reading</i>	<i>Reading Objectives</i>				
<b>7.3</b>	<b>Set a goal</b> to eat a variety of mostly healthful lower-fat and lower-sodium foods and do at least 10 to 15 minutes of moderate to vigorous physical activity during one day.	5.15.A, 5.16.A, B, 5.17.A-D	5.1.A-C, 5.2.A-D		5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.C, D, 5.3.A, 5.4.A	<b>1</b>
<b>8.1</b>	<b>Report</b> some of the healthful foods they ate and physical activities they did during the GO Day they planned.		5.1.A-C, 5.2.A-D, 5.4.A		5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.C, D, 5.3.A, 5.4.A	<b>1</b>
<b>8.2</b>	<b>Review</b> the barriers to healthful eating and physical activity discussed during Session 1, and then <b>Plan</b> specific ways to overcome these barriers.		5.1.A-C, 5.2.A-D, 5.4.A, 5.5.B		5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.C, D, 5.3.A, 5.4.A	<b>1</b>

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Language Arts</i>			<i>Mathematics</i>		<i>Science</i>	
		<i>TEKS</i>		<i>TAKS</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TAKS Objectives</i>
		<i>Writing</i>	<i>Reading</i>	<i>Reading Objectives</i>				
<b>8.3</b>	<b>Decide</b> to make both eating a variety of lower-fat and lower-sodium foods and doing moderate to vigorous physical activity an essential part of their life.	5.15.C, 5.16.A, B, 5.17.A-D, 5.18.A-H	5.1.A-C, 5.2.A-D, 5.10.A-C, G, 5.14.A		5.1.A, 5.2.A, 5.3.A-E, 5.5.A-C, 5.6, 5.11.A, 5.12.A, B, 5.13.A-C, 5.14.A-C, D, 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.C, D, 5.3.A, 5.4.A	<b>1</b>

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Other</i>
		<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>
<b>1.1</b>	<b>Recall</b> behaviors they have been doing that are healthful.	5.25.B, C, 5.26.D, E	5.1.A-F, 5.4.A, 5.5.H, 5.6.A, D, F, 5.6.G, 5.8.B, 5.9.A, C-F	5.3.A-C, 5.4.A-D, F, 5.5.A-D, 5.7.A-C	<b>Theatre :</b> 5.1.A-F, 5.2.C, D, 5.3.B-D
<b>1.2</b>	<b>Identify</b> barriers that block healthful behaviors.	5.25.C, 5.25.E, 5.26.D, E, 5.27.A, B	5.1.A-F, 5.4.A, 5.5.H, 5.6.A, 5.6.D, 5.6.F, 5.8.B, 5.9.A, 5.9.C-F	5.3.A-C, 5.4.A-D, 5.5.A, B, 5.7.A-C	

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Other</i>
		<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>
<b>1.3</b>	<b>Review</b> GO Foods and GO Activities.	5.25.B, C, 5.26.D, E	5.1.A-F, 5.4.A, 5.5.H, 5.6.A, D, F, 5.8.B, 5.9.A, C-F	5.3.A-C, 5.4.A-D, 5.5.A, B, 5.7.A-C	
<b>1.4</b>	<b>Discuss</b> the homework.	5.25.B-D, 5.26.C-E, 5.27.A, B	5.1.E, 5.3.A, B, 5.4.A, 5.5.H, 5.6.A, D, F, 5.8.B, 5.9.A-C, F	5.3.C, 5.4.C, D, F, H, 5.6.B, 5.7.A-C	
<b>2.1</b>	<b>Identify</b> the reasons physical activity is important to health.	5.25.B, 5.25.D, E, 5.26.B, C, 5.27.A	5.1.E, 5.2.A, 5.8.B, 5.9.C-E	5.4.A, 5.4.C, 5.4.F	

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Other</i>
		<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>
<b>2.2</b>	<b>Recognize</b> that physical activities should be done frequently, with intensity, and for a total of 30 minutes every day.	5.25.B, D, 5.26.C, 5.27.A, B	5.1.E-F, 5.8.B, 5.9.C	5.3.B, 5.4.A, 5.4.C-D	
<b>2.3</b>	<b>Demonstrate</b> how to measure and calculate pulse.	5.25.B, C, E, 5.26.B-D, 5.27.A, B	5.2.A, 5.3.B, 5.4.A, 5.5.I, 5.8.B	5.4.A-D	
<b>2.4</b>	<b>Compare</b> pulse with the level of intensity of physical activity.	5.25.B, C, E, F, 5.26.D, 5.27.A, B	5.1.E, 5.2.A, 5.3.A, B, 5.4.A, 5.5.C, I, 5.6.F, 5.8.B, 5.9.C-E	5.3.A, B, 5.4.A-E, 5.7.A-C	

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Other</i>
		<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>
<b>2.5</b>	<b>Review</b> and <b>discuss</b> the homework.	5.25.B, D, E, 5.26.B-E, 5.27.A, B	5.1.E-F, 5.3.B, 5.4.A, C, 5.6.A, C, D, 5.8.A, B, 5.9.A-F	5.3.A-C, 5.4.A-D, H-I, 5.5.B-D, 5.7.A-C	
<b>3.1</b>	<b>Review</b> the three categories of GO, SLOW, and WHOA Foods.	5.23.A, B, 5.24.C, 5.25.B-E, 5.26.B, C, 5.27.A, B	5.1.A-C, 5.3.A, B, 5.5.I, 5.7.A, 5.8.B, 5.9.C-F	5.3.B, 5.4.F	

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Other</i>
		<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>
<b>3.2</b>	<b>Recognize</b> that they should eat a variety of GO Foods every day that reflect the eating patterns recommended by the USDA's Food Guide Pyramid.	5.23.B, 5.24.C, 5.25.B-E, 5.26.A-E, 5.27.A, B	5.1.A-C, 5.2.A, 5.3.A, B, 5.5.H-I, 5.6.A, 5.7.A, B, 5.8.A, B, D, 5.9.A-F	5.3.B, 5.4.F	
<b>3.3</b>	<b>Evaluate</b> different bag lunches and revise them to include a variety of GO Foods.	5.25.B, 5.26.B, C, 5.27.A, B	5.1.B, C, 5.3.A, 5.6.A, 5.6.F, 5.8.B, 5.9.A-C	5.3.B, 5.4.F	

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Other</i>
		<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>
<b>3.4</b>	<b>Review</b> and <b>discuss</b> the homework.	5.26.B, C, 5.27.A, B	5.1.A-D, 5.3.A, B, 5.5.I, 5.6.F, 5.7.A, 5.8.A, B, 5.9.A-F	5.3.B, 5.4.C, 5.4.F	
<b>4.1</b>	<b>Recognize</b> that eating breakfast is essential to good health.	5.25.B, 5.26.B, C, 5.27.A, B	5.1.A-D, 5.2.A, 5.3.A, B, 5.4.A, 5.6.A, 5.7.A, 5.8.A, B, 5.9.A-F	5.3.B, 5.4.F	

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Other</i>
		<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>
<b>4.2</b>	<b>Identify</b> GO Foods that are healthful choices for breakfast.	5.25.D, 5.26.B, C,	5.1.A-D, 5.2.A, 5.3.A, B, 5.4.A, 5.6.A, 5.7.A, 5.8.A, B, 5.9.A-F	5.3.B, 5.4.F	
<b>4.3</b>	<b>Set a goal</b> to eat at least four breakfasts of a variety of GO Foods.	5.26.B-E, 5.27.A, B	5.1.A-D, 5.3.A, B, 5.5.H-I, 5.6.A, C, D, F, 5.7.A, 5.8.A, B, 5.9.A-F	5.3.B, 5.4.C, 5.4.F	

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Other</i>
		<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>
<b>4.4</b>	<b>Eat and Evaluate</b> a breakfast of a variety of GO Foods.	5.27.A, B	5.1.A-D, 5.3.A, B, 5.5.H-I, 5.6.A, C, D, F, 5.7.A, 5.8.A, B, 5.9.A-F	5.3.B, 5.4.C, 5.4.F	
<b>4.5</b>	<b>Review and Discuss</b> the homework.	5.25.B, D, 5.26.B, C, E	5.1.A, B, F, 5.3.A, 5.4.A, 5.5.H-I, 5.8.A, B, 5.9.A-F	5.4.F	

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Other</i>
		<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>
<b>5.1</b>	<b>Report</b> some of the GO Foods they ate to achieve their GO breakfast goal.	5.25.D, 5.27.A, B	5.1.A, B, F, 5.3.B, 5.8.B, 5.9.C		
<b>5.2</b>	<b>Develop a plan</b> of action and <b>Set a goal</b> to do moderate to vigorous physical activity for at least 10 to 15 minutes three times before the first GO For Health class next week.	5.25.B, C, 5.26.D, E	5.1.E-F, 5.3.B, 5.4.A, 5.8.B, 5.9.C-F	5.3.A-C, 5.4.A-F, 5.5.A-D, 5.7.A-C	

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Other</i>
		<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>
<b>5.3</b>	<b>Monitor their progress</b> toward reaching their physical activity plan of action.	5.25.B, C, 5.26.D, E	5.8.B, 5.9.C-F	5.3.A-C, 5.4.A-F, 5.5.A-D, 5.7.A-C	
<b>5.4</b>	<b>Practice decision making by applying</b> four options they can use to overcome barriers to doing GO activities and eating GO Foods.	5.25.D, 5.27.A, B	5.1.A, B, D- F, 5.4.A, 5.6.A, D, F, 5.7.A, 5.8.B, 5.9.B-C	5.3.A-C, 5.4.A-F, 5.5.A-D, 5.7.A-C	<b>Music :</b> 5.2.B, 5.5.C

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Other</i>
		<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>
<b>5.5</b>	<b>Review and Discuss</b> the homework.	5.27.A, B	5.9.B-F		<b>Music :</b> 5.2.B, 5.5.C
<b>6.1</b>	<b>Report</b> some of the GO Activities they completed to achieve the goals they set in their plan of action.	5.25.B, 5.26.B-D	5.1.E, 5.2.A, 5.3.A, 5.8.B, 5.9.C-F	5.3.A-C, 5.4.A-D, 5.7.C	

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Other</i>
		<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>
<b>6.2</b>	<b>Review</b> the four GO for Health Options they can use to overcome barriers to do GO activities and eating GO Foods.				
<b>6.3</b>	<b>Analyze a problem</b> that prevents students their age from eating GO Foods or doing GO activities, and <b>Practice</b> using one of the GO for Health Options by writing advice letters to these students.	5.25.B-E, 5.26.B, C, 5.27.A, B	5.1.A-F, 5.2.A, 5.3.A, B, 5.6.A, 5.8.A, B, 5.9.A-F	5.3.A-C, 5.4.A, C, D, 5.4.F, 5.7.C	

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<i>Session</i>	<i>Behavioral Objectives</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Other</i>
		<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>
<b>7.1</b>	<b>Review</b> the four GO for Health Options they can use to overcome barriers to healthful eating and physical activity.	5.27.A, B	5.8.A, 5.9.C		Music : 5.2.B, 5.5.C
<b>7.2</b>	<b>Analyze</b> a situation about healthful eating and/or physical activity that students their age could experience, <b>Decide</b> which GO for Health Option will help them make a healthful decision, and then <b>Practice</b> using that option by preparing and presenting a rol	5.25.D, E, 5.26.C, 5.27.A, B	5.1.B, E-F, 5.3.B, 5.8.B, 5.9.C	5.4.C, 5.4.F	Theatre : 5.1.A, B, E-F, 5.2.A-C, 5.3.C-D

**Coordinated Approach to Child Health  
Breaking Through Barriers  
5th Grade Curriculum  
CATCH, TEKS and TAKS Alignment**

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Other</i>
		<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>
<b>7.3</b>	<b>Set a goal</b> to eat a variety of mostly healthful lower-fat and lower-sodium foods and do at least 10 to 15 minutes of moderate to vigorous physical activity during one day.	5.27.A, B	5.1.B, E-F, 5.8.B, 5.9.D, E	5.3.A, B, 5.4.A-D	
<b>8.1</b>	<b>Report</b> some of the healthful foods they ate and physical activities they did during the GO Day they planned.		5.1.B, E, F, 5.8.B, 5.9.D, E	5.3.B, 5.4.A	
<b>8.2</b>	<b>Review</b> the barriers to healthful eating and physical activity discussed during Session 1, and then <b>Plan</b> specific ways to overcome these barriers.	5.27.A, B	5.9.C	5.4.A, 5.4.F	

**Coordinated Approach to Child Health  
 Breaking Through Barriers  
 5th Grade Curriculum  
 CATCH, TEKS and TAKS Alignment**

<i>Session</i>	<i>Behavioral Objectives</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Other</i>
		<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>
<b>8.3</b>	<b>Decide</b> to make both eating a variety of lower-fat and lower-sodium foods and doing moderate to vigorous physical activity an essential part of their life.	5.26.C-E, 5.27.A, B	5.9.C-F	5.3.B, 5.4.C	

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F.A.C.T.S  
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CATCH, TEKS and TAKS Alignment**

	A	B	C	D	E	F	G	H
1	<i>Session</i>	<i>Behavioral Objectives</i>	<i>Language Arts</i>			<i>Mathematics</i>		<i>Sci</i>
2			<i>TEKS Writing</i>	<i>TEKS Reading</i>	<i>TAKS Objectives Reading</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>
3	<b>1.1</b>	<b>Discover</b> that approximately 430,700 Americans die every year because of tobacco use.		5.1.A-C, 5.2.A-D, 5.3.C, 5.4.A, 5.5.A-B, D-F		5.1.A, 5.2.A, 5.3.A-E, 5.4.B, 5.5.A-C, 5.6, 5.11.A, 5.12.A-B, 5.13.A-C, 5.14.A-D, 5.15.A 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.3.A, D, E
4	<b>1.2</b>	<b>Identify and discuss</b> reasons for not using tobacco. (Activity 2)	5.15.A, B, 5.16.A, B, 5.17.A, B, D, 5.19.A, 5.21.B, 5.25.A	5.1.A-C, 5.2.A-D, 5.3.C, 5.4.A, 5.5.A, D, 5.10.A, 5.14.A		5.15.A		5.2.A-E, 5.3.A, B
5	<b>1.2</b>	<b>Identify and discuss</b> reasons for not using tobacco. (Activity 3)	5.15.B-F, 5.16.A-B, 5.17.A-D, 5.18.A-H, 5.19.A-I, 5.22.A, 5.23.B	5.1.A-C, 5.2.A-D, 5.3.C, 5.4.A, 5.5.A-D, 5.10.A, 5.11.B		5.15.A		5.2.A-E, 5.3.A-B

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	A	B	C	D	E	F	G	H
1	<i>Session</i>	<i>Behavioral Objectives</i>	<i>Language Arts</i>			<i>Mathematics</i>		<i>Sci</i>
2			<i>TEKS Writing</i>	<i>TEKS Reading</i>	<i>TAKS Objectives Reading</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>
6	<b>1.3</b>	<b>Recognize</b> some of the negative physiological consequences of using tobacco.	5.15.F, 5.16.A-B, 5.17.A-D, 5.18.A, C-H, 5.19.A	5.1.A-C, 5.2.A-D, 5.4.A, 5.13.D, G		5.1.A, 5.2.A, 5.3.A-E, 5.4.B, 5.5.A-C, 5.6, 5.11.A, 5.12.A-B, 5.13.A-C, 5.14.A-D, 5.15.A 5.16.A-B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.B-D, 5.3.B-D, 5.7.C
7	<b>2.1</b>	<b>Review</b> some of the negative consequences of using tobacco.		5.1.A-C, 5.2.A-D, 5.4.A, 5.5.A-C, F		5.1.A, 5.2.A, 5.3.A-E, 5.4.B, 5.5.A-C, 5.6, 5.11.A, 5.12.A-B, 5.13.A-C, 5.14.A-D, 5.15.A 5.16.A-B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.B-D, 5.3.B-D

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	A	B	C	D	E	F	G	H
1	<i>Session</i>	<i>Behavioral Objectives</i>	<i>Language Arts</i>			<i>Mathematics</i>		<i>Sci</i>
2			<i>TEKS Writing</i>	<i>TEKS Reading</i>	<i>TAKS Objectives Reading</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>
8	2.2	<b>Identify</b> excuses that people give for using tobacco. (Activity 1, A-D)	5.15.A-D, 5.16.A, B, 5.17.A-D, 5.18.A-H, 5.19.A, 5.21.B, 5.22.A, 5.25.A	5.1.A-C, 5.2.A-D, 5.3.C, 5.4.A, 5.5.A, B, F		5.15.A		5.2.B-D, 5.3.B-D
9	2.3	<b>Identify</b> arguments against the excuses people give for using tobacco. (Activity. 1, E)		5.1.A-C, 5.2.A-D, 5.3.C, 5.4.A, 5.5.A-D, F		5.15.A		5.2.B-D, 5.3.B-D
10	2.3	<b>Identify</b> arguments against the excuses people give for using tobacco. (Activity 2)	5.15.A-D, F, 5.16.A-B, 5.17A-D, 5.18.A, C-H, 5.19.A	5.1.A-C, 5.2.A-D, 5.4.A, 5.13.G		5.15.A		5.2.B-D, 5.3.B-D
11	2.4	<b>Practice</b> ways to say "NO" to using tobacco. (2 part B)		5.1.A-C, 5.2.A-D, 5.3.C, 5.4.A, 5.5.A-D, F, 5.6.A, 5.10.A, B		5.15.A		5.2.B-D, 5.3.B-C, 5.3.D

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	A	B	C	D	E	F	G	H
1	<i>Session</i>	<i>Behavioral Objectives</i>	<i>Language Arts</i>			<i>Mathematics</i>		<i>Sci</i>
2			<i>TEKS Writing</i>	<i>TEKS Reading</i>	<i>TAKS Objectives Reading</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>
12	3.1	<b>Discover</b> the financial cost of tobacco use to a society.		5.1.A-C, 5.2.A-D, 5.4.A, 5.5.A, B, F		5.1.A, 5.2.A, 5.3.A-E, 5.4.B, 5.5.A-C, 5.6, 5.11.A, 5.12.A-B, 5.13.A-C, 5.14.A-D, 5.15.A 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.B-D, 5.3.B-D
13	3.2	<b>Calculate</b> the amount of money it costs to smoke cigarettes.	5.15.A	5.1.A-C, 5.2.A-D		5.1.A, 5.2.A, 5.3.A-E, 5.4.B, 5.5.A-C, 5.6, 5.11.A, 5.12.A-B, 5.13.A-C, 5.14.A-D, 5.15.A 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.B-D, 5.3.B-D

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	A	B	C	D	E	F	G	H
1	<i>Session</i>	<i>Behavioral Objectives</i>	<i>Language Arts</i>			<i>Mathematics</i>		<i>Sci</i>
2			<i>TEKS Writing</i>	<i>TEKS Reading</i>	<i>TAKS Objectives Reading</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>
14	3.3	<b>Discover</b> the amount of money the tobacco industry spends on advertising their products.		5.1.A-C, 5.2.A-D, 5.4.A		5.1.A, 5.2.A, 5.3.A-E, 5.4.B, 5.5.A-C, 5.6, 5.11.A, 5.12.A-B, 5.13.A-C, 5.14.A-D, 5.15.A 5.16.A-B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.B-D, 5.3.B-D
15	3.4	<b>Analyze</b> some of the propaganda techniques that tobacco companies use to sell their products.	5.23.A, 5.24.A	5.1.A-C, 5.2.A-D, 5.5.A, B, D, 5.8.B-C, 5.10.A, F, H-J, 5.11.A-B, 5.12.C, 5.13.G	<b>1</b> <b>3</b> <b>4</b>	5.1.A, 5.2.A, 5.3.A-E, 5.4.B, 5.5.A-C, 5.6, 5.11.A, 5.12.A-B, 5.13.A-C, 5.14.A-D, 5.15.A 5.16.A, B	<b>1</b> <b>2</b> <b>4</b> <b>5</b> <b>6</b>	5.2.B-D, 5.3.B-D
16	4.1	<b>Discuss</b> the negative consequences of secondhand smoke.		5.1.A-C, 5.2.A-D, 5.4.A		5.15.A		5.2.B-D, 5.3.B-D

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	A	B	C	D	E	F	G	H
1	<i>Session</i>	<i>Behavioral Objectives</i>	<i>Language Arts</i>			<i>Mathematics</i>		<i>Sci</i>
2			<i>TEKS Writing</i>	<i>TEKS Reading</i>	<i>TAKS Objectives Reading</i>	<i>TEKS</i>	<i>TAKS Objectives</i>	<i>TEKS</i>
17	4.2	<b>Discover</b> that trying to quit using tobacco can be very difficult.		5.1.A-C, 5.2.A-D, 5.4.A		5.15.A		5.2.B-D, 5.3.B-D
18	4.3	<b>Plan</b> some ways to help a parent or other relative and/or friend quit using tobacco.	5.15.A, B, 5.16.A, B, 5.19.A, 5.22.A	5.1.A, 5.2.A-D, 5.3.C, 5.4.A, 5.5.A, D, 5.11.B		5.15.A		5.2.B-D, 5.3.B-D
19	4.4	<b>Decide</b> not to use tobacco and <b>identify</b> some of their own reasons for not smoking or chewing.	5.15.A, 5.16.A, B, 5.17.A-C, 5.18.A-H	5.1.A-C, 5.2.A-C, 5.5.A, B, D		5.15.A		5.2.B-D, 5.3.B-D

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	I	J	K	L	M
1	<i>Science</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Music</i>
2	<b>TAKS Objectives</b>	<b>TEKS</b>	<b>TEKS</b>	<b>TEKS</b>	<b>TEKS</b>
3	1	5.2.B, 5.4.D, 5.5.A, 5.23.B, 5.25.C, 5.27.A, B	5.4.A, 5.5.C	5.4.H	
4	1	5.25.C, 5.26.C-E, 5.27.A	5.3.B, 5.4.A, 5.5.C, 5.9.C	5.4.H	
5	1	5.26.C-E	5.3.B, 5.4.A, 5.5.C, 5.9.C	5.4.H	5.2.A, B, 5.4.A

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	I	J	K	L	M
1	<i>Science</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Music</i>
2	<i>TAKS Objectives</i>	<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>	<i>TEKS</i>
6	1, 3	5.24.C, 5.25.B, D, 5.27.B	5.3.A, B, 5.4.A, C, 5.5.C, 5.8.D, 5.9.C	5.4.H	5.2.A, 5.4.A
7	1	5.25.B-D, 5.27.A, B	5.4.A, 5.5.C	5.4.H	

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	I	J	K	L	M
1	<i>Science</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Music</i>
2	<b>TAKS Objectives</b>	<b>TEKS</b>	<b>TEKS</b>	<b>TEKS</b>	<b>TEKS</b>
8	1	5.25.B-D, 5.27.A, B	5.3.B, 5.6.A, 5.7.A, B, 5.9.A-F	5.4.H	
9	1	5.25.B-D, 5.27.A, B	5.5.C, 5.6.D, 5.9.B, C	5.4.H	
10	1	5.25.B-D, 5.27.A, B	5.3.B, 5.4.A, 5.5.C	5.4.H	5.2.A, 5.4.A
11	1	5.25.D, 5.26.B-C, 5.27.A-B	5.4.A, 5.5.C, 5.6.A, C, D, F, 5.8.A, 5.9.B-C		5.2.A, 5.4.A

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	I	J	K	L	M
1	<i>Science</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Music</i>
2	<b>TAKS Objectives</b>	<b>TEKS</b>	<b>TEKS</b>	<b>TEKS</b>	<b>TEKS</b>
12	1	5.24.C, 5.25.B-D, 5.26.B-C, 5.27.A-B			
13	1	5.25.B-D, 5.26.B-C, 5.27.A, B			5.2.A, B, 5.4.A

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	I	J	K	L	M
1	<i>Science</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Music</i>
2	<b>TAKS Objectives</b>	<b>TEKS</b>	<b>TEKS</b>	<b>TEKS</b>	<b>TEKS</b>
14	1	5.25.B-D, 5.26.B-C, 5.27.A, B	5.7.A-B		5.2.A, B, 5.4.A
15	1	5.25.B-D, 5.26.B-C, 5.27.A, B	5.3.A, B, 5.5.C, 5.7.A, B, 5.9.C	5.4.H	
16	1	5.25.B-D, 5.26.B-C, 5.27.A, B	5.4.A, 5.5.C, 5.6.A	5.4.H	

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	I	J	K	L	M
1	<i>Science</i>	<i>Social Studies</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Music</i>
2	<b>TAKS Objectives</b>	<b>TEKS</b>	<b>TEKS</b>	<b>TEKS</b>	<b>TEKS</b>
17	1	5.25.B-D, 5.26.B, C, 5.27.A, B	5.5.C		
18	1	5.25.B-D, 5.26.B, C, 5.27.A, B	5.5.D, 5.9.C	5.4.H	5.2.A, B, 5.4.A
19	1	5.25.B-D, 5.26.B, C, 5.27.A, B	5.9.C	5.4.H	5.2.A, B, 5.4.A

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**Cell:** D3

**Comment:** Reading :

(5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

(5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

(5.3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language.

(5.4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

(5.5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.

**Cell:** F3

**Comment:** Mathematics :

(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.

(5.2) Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations.

(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies and divides to solve meaningful problems.

(5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.

(5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships.

(5.6) Patterns, relationships, and algebraic thinking. The student describes relationships mathematically.

(5.11) Measurement. The student applies measurement concepts.

(5.12) Probability and statistics. The student describes and predicts the result of a probability experiment.

(5.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.

(5.14) Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

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(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using formal language.

(5.16) Underlying processes and mathematical tools. The student uses logical reasoning to make sense of his or her world.

**Cell:** G3

**Comment:** Mathematics :

Objective 1: The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.

Objective 2: The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.

Objective 4: The student will demonstrate an understanding of the concepts and uses of measurement.

Objective 5: The student will demonstrate an understanding of probability and statistics.

Objective 6: The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

**Cell:** H3

**Comment:** Science :

(5.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.

**Cell:** I3

**Comment:** Science :

Objective 1: The student will demonstrate an understanding of the nature of science.

**Cell:** J3

**Comment:** Social Studies :

(5.2) History. The student understands how conflict between the American colonies and Great Britain led to American independence.

(5.4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century.

(5.5) History. The student understands important issues, events, and individuals of the 20th century in the United States.

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(5.23) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States.

(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(5.27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

**Cell: K3**

**Comment:** Health Education :

(5.4) Health behaviors. The student recognizes behaviors that prevent disease and speed recovery from illness.

(5.5) Health behaviors. The student comprehends behaviors that reduce health risks throughout the life span.

**Cell: L3**

**Comment:** Physical Education :

(5.4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

**Cell: C4**

**Comment:** Writing :

(5.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.

(5.16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly.

(5.17) Writing/spelling. The student spells proficiently.

(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.

(5.21) Writing/inquiry/research. The student uses writing as a tool for learning and research.

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(5.25) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others.

**Cell:** D4

**Comment:** Reading :

(5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

(5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

(5.3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language.

(5.4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

(5.5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.

(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.

(5.14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

**Cell:** F4

**Comment:** Mathematics :

(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using formal language.

**Cell:** H4

**Comment:** Science :

(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations.

(5.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.

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**Cell:** I4

**Comment:** Science :

Objective 1: The student will demonstrate an understanding of the nature of science.

**Cell:** J4

**Comment:** Social Studies :

(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(5.26) Social studies skills. The student communicates in written, oral, and visual forms.

(5.27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

**Cell:** K4

**Comment:** Health Education :

(5.3) Health information. The student knows how to utilize health information.

(5.4) Health behaviors. The student recognizes behaviors that prevent disease and speed recovery from illness.

(5.5) Health behaviors. The student comprehends behaviors that reduce health risks throughout the life span.

(5.9) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions.

**Cell:** L4

**Comment:** Physical Education :

(5.4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

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**Cell: C5**

**Comment:** Writing :

(5.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.

(5.16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly.

(5.17) Writing/spelling. The student spells proficiently.

(5.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.

(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.

(5.22) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.

(5.23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings.

**Cell: D5**

**Comment:** Reading :

(5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

(5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

(5.3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language.

(5.4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

(5.5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.

(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.

(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.

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**Cell:** F5

**Comment:** Mathematics :

(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using formal language.

**Cell:** H5

**Comment:** Science :

(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations.

(5.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.

**Cell:** I5

**Comment:** Science :

Objective 1: The student will demonstrate an understanding of the nature of science.

**Cell:** J5

**Comment:** Social Studies :

(5.26) Social studies skills. The student communicates in written, oral, and visual forms.

**Cell:** K5

**Comment:** Health Education :

(5.3) Health information. The student knows how to utilize health information.

(5.4) Health behaviors. The student recognizes behaviors that prevent disease and speed recovery from illness.

(5.5) Health behaviors. The student comprehends behaviors that reduce health risks throughout the life span.

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(5.9) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions.

**Cell:** L5

**Comment:** Physical Education :

(5.4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

**Cell:** M5

**Comment:** Music :

(5.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.

(5.4) Creative expression/performance. The student creates and arranges music within specified guidelines.

**Cell:** C6

**Comment:** Writing :

(5.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.

(5.16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly.

(5.17) Writing/spelling. The student spells proficiently.

(5.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.

(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.

**Cell:** D6

**Comment:** Reading :

(5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

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(5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

(5.4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

(5.13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.

**Cell:** F6

**Comment:** Mathematics :

(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.

(5.2) Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations.

(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies and divides to solve meaningful problems.

(5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.

(5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships.

(5.6) Patterns, relationships, and algebraic thinking. The student describes relationships mathematically.

(5.11) Measurement. The student applies measurement concepts.

(5.12) Probability and statistics. The student describes and predicts the result of a probability experiment.

(5.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.

(5.14) Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using formal language.

(5.16) Underlying processes and mathematical tools. The student uses logical reasoning to make sense of his or her world.

**Cell:** G6

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**Comment:** Mathematics :

Objective 1: The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.

Objective 2: The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.

Objective 4: The student will demonstrate an understanding of the concepts and uses of measurement.

Objective 5: The student will demonstrate an understanding of probability and statistics.

Objective 6: The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

**Cell:** H6

**Comment:** Science :

(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations.

(5.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.

(5.7) Science concepts. The student knows that matter has physical properties.

**Cell:** I6

**Comment:** Science :

Objective 1: The student will demonstrate an understanding of the nature of science.

Objective 3: The student will demonstrate an understanding of the physical sciences.

**Cell:** J6

**Comment:** Social Studies :

(5.24) Science, technology, and society. The student understands the impact of science and technology on life in the United States.

(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

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(5.27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

**Cell: K6**

**Comment:** Health Education :

(5.3) Health information. The student knows how to utilize health information.

(5.4) Health behaviors. The student recognizes behaviors that prevent disease and speed recovery from illness.

(5.5) Health behaviors. The student comprehends behaviors that reduce health risks throughout the life span.

(5.8) Influencing factors. The student knows how various factors influence individual, family, and community health throughout the life span.

(5.9) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions.

**Cell: L6**

**Comment:** Physical Education :

(5.4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

**Cell: M6**

**Comment:** Music :

(5.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.

(5.4) Creative expression/performance. The student creates and arranges music within specified guidelines.

**Cell: D7**

**Comment:** Reading :

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(5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

(5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

(5.4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

(5.5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.

**Cell:** F7

**Comment:** Mathematics :

(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.

(5.2) Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations.

(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies and divides to solve meaningful problems.

(5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.

(5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships.

(5.6) Patterns, relationships, and algebraic thinking. The student describes relationships mathematically.

(5.11) Measurement. The student applies measurement concepts.

(5.12) Probability and statistics. The student describes and predicts the result of a probability experiment.

(5.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.

(5.14) Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using formal language.

(5.16) Underlying processes and mathematical tools. The student uses logical reasoning to make sense of his or her world.

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**Cell: G7**

**Comment:** Mathematics :

Objective 1: The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.

Objective 2: The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.

Objective 4: The student will demonstrate an understanding of the concepts and uses of measurement.

Objective 5: The student will demonstrate an understanding of probability and statistics.

Objective 6: The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

**Cell: H7**

**Comment:** Science :

(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations.

(5.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.

**Cell: I7**

**Comment:** Science :

Objective 1: The student will demonstrate an understanding of the nature of science.

**Cell: J7**

**Comment:** Social Studies :

(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(5.27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

**Cell: K7**

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**Comment:** Health Education :

(5.4) Health behaviors. The student recognizes behaviors that prevent disease and speed recovery from illness.

(5.5) Health behaviors. The student comprehends behaviors that reduce health risks throughout the life span.

**Cell:** L7

**Comment:** Physical Education :

(5.4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

**Cell:** C8

**Comment:** Writing :

(5.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.

(5.16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly.

(5.17) Writing/spelling. The student spells proficiently.

(5.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.

(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.

(5.21) Writing/inquiry/research. The student uses writing as a tool for learning and research.

(5.22) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.

(5.25) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others.

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**Comment:** Reading :

(5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

(5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

(5.3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language.

(5.4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

(5.5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.

**Cell:** F8

**Comment:** Mathematics :

(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using formal language.

**Cell:** H8

**Comment:** Science :

(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations.

(5.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.

**Cell:** I8

**Comment:** Science :

Objective 1: The student will demonstrate an understanding of the nature of science.

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**Cell:** J8

**Comment:** Social Studies :

(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(5.27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

**Cell:** K8

**Comment:** Health Education :

(5.3) Health information. The student knows how to utilize health information.

(5.6) Influencing factors. The student understands how relationships influence individual and family health including the skills necessary for building and maintaining relationships.

(5.7) Influencing factors. The student comprehends ways in which media and technology influence individual and community health.

(5.9) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions.

**Cell:** L8

**Comment:** Physical Education :

(5.4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

**Cell:** D9

**Comment:** Reading :

(5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

(5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

(5.3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language.

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(5.4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

(5.5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.

**Cell:** F9

**Comment:** Mathematics :

(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using formal language.

**Cell:** H9

**Comment:** Science :

(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations.

(5.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.

**Cell:** I9

**Comment:** Science :

Objective 1: The student will demonstrate an understanding of the nature of science.

**Cell:** J9

**Comment:** Social Studies :

(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(5.27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

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**Cell: K9**

**Comment:** Health Education :

(5.5) Health behaviors. The student comprehends behaviors that reduce health risks throughout the life span.

(5.6) Influencing factors. The student understands how relationships influence individual and family health including the skills necessary for building and maintaining relationships.

(5.9) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions.

**Cell: L9**

**Comment:** Physical Education :

(5.4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

**Cell: C10**

**Comment:** Writing :

(5.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.

(5.16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly.

(5.17) Writing/spelling. The student spells proficiently.

(5.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.

(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.

**Cell: D10**

**Comment:** Reading :

(5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

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(5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

(5.4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

(5.13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.

**Cell:** F10

**Comment:** Mathematics :

(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using formal language.

**Cell:** H10

**Comment:** Science :

(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations.

(5.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.

**Cell:** I10

**Comment:** Science :

Objective 1: The student will demonstrate an understanding of the nature of science.

**Cell:** J10

**Comment:** Social Studies :

(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

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(5.27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

**Cell:** K10

**Comment:** Health Education :

(5.3) Health information. The student knows how to utilize health information.

(5.4) Health behaviors. The student recognizes behaviors that prevent disease and speed recovery from illness.

(5.5) Health behaviors. The student comprehends behaviors that reduce health risks throughout the life span.

**Cell:** L10

**Comment:** Physical Education :

(5.4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

**Cell:** M10

**Comment:** Music :

(5.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.

(5.4) Creative expression/performance. The student creates and arranges music within specified guidelines.

**Cell:** D11

**Comment:** Reading :

(5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

(5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

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(5.3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language.

(5.4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

(5.5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.

(5.6) Reading/word identification. The student uses a variety of word identification strategies.

(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.

**Cell:** F11

**Comment:** Mathematics :

(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using formal language.

**Cell:** H11

**Comment:** Science :

(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations.

(5.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.

**Cell:** I11

**Comment:** Science :

Objective 1: The student will demonstrate an understanding of the nature of science.

**Cell:** J11

**Comment:** Social Studies :

(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including

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electronic technology.

(5.26) Social studies skills. The student communicates in written, oral, and visual forms.

(5.27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

**Cell: K11**

**Comment:** Health Education :

(5.4) Health behaviors. The student recognizes behaviors that prevent disease and speed recovery from illness.

(5.5) Health behaviors. The student comprehends behaviors that reduce health risks throughout the life span.

(5.6) Influencing factors. The student understands how relationships influence individual and family health including the skills necessary for building and maintaining relationships.

(5.8) Influencing factors. The student knows how various factors influence individual, family, and community health throughout the life span.

(5.9) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions.

**Cell: M11**

**Comment:** Music :

(5.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.

(5.4) Creative expression/performance. The student creates and arranges music within specified guidelines.

**Cell: D12**

**Comment:** Reading :

(5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

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(5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

(5.4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

(5.5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.

**Cell:** F12

**Comment:** Mathematics :

(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.

(5.2) Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations.

(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies and divides to solve meaningful problems.

(5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.

(5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships.

(5.6) Patterns, relationships, and algebraic thinking. The student describes relationships mathematically.

(5.11) Measurement. The student applies measurement concepts.

(5.12) Probability and statistics. The student describes and predicts the result of a probability experiment.

(5.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.

(5.14) Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using formal language.

(5.16) Underlying processes and mathematical tools. The student uses logical reasoning to make sense of his or her world.

**Cell:** G12

**Comment:** Mathematics :

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Objective 1: The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.

Objective 2: The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.

Objective 4: The student will demonstrate an understanding of the concepts and uses of measurement.

Objective 5: The student will demonstrate an understanding of probability and statistics.

Objective 6: The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

**Cell:** H12

**Comment:** Science :

(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations.

(5.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.

**Cell:** I12

**Comment:** Science :

Objective 1: The student will demonstrate an understanding of the nature of science.

**Cell:** J12

**Comment:** Social Studies :

(5.24) Science, technology, and society. The student understands the impact of science and technology on life in the United States.

(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(5.26) Social studies skills. The student communicates in written, oral, and visual forms.

(5.27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

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**Cell:** C13

**Comment:** Reading :

(5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

(5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

(5.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.

**Cell:** D13

**Comment:** Reading :

(5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

(5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

(5.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.

**Cell:** F13

**Comment:** Mathematics :

(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.

(5.2) Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations.

(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies and divides to solve meaningful problems.

(5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.

(5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships.

(5.6) Patterns, relationships, and algebraic thinking. The student describes relationships mathematically.

(5.11) Measurement. The student applies measurement concepts.

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(5.12) Probability and statistics. The student describes and predicts the result of a probability experiment.

(5.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.

(5.14) Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using formal language.

(5.16) Underlying processes and mathematical tools. The student uses logical reasoning to make sense of his or her world.

**Cell:** G13

**Comment:** Mathematics :

Objective 1: The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.

Objective 2: The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.

Objective 4: The student will demonstrate an understanding of the concepts and uses of measurement.

Objective 5: The student will demonstrate an understanding of probability and statistics.

Objective 6: The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

**Cell:** H13

**Comment:** Science :

(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations.

(5.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.

**Cell:** I13

**Comment:** Science :

Objective 1: The student will demonstrate an understanding of the nature of science.

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**Cell:** J13

**Comment:** Social Studies :

(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(5.26) Social studies skills. The student communicates in written, oral, and visual forms.

(5.27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

**Cell:** M13

**Comment:** Music :

(5.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.

(5.4) Creative expression/performance. The student creates and arranges music within specified guidelines.

**Cell:** D14

**Comment:** Reading :

(5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

(5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

(5.4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

**Cell:** F14

**Comment:** Mathematics :

(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.

(5.2) Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations.

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(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies and divides to solve meaningful problems.

(5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.

(5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships.

(5.6) Patterns, relationships, and algebraic thinking. The student describes relationships mathematically.

(5.11) Measurement. The student applies measurement concepts.

(5.12) Probability and statistics. The student describes and predicts the result of a probability experiment.

(5.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.

(5.14) Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using formal language.

(5.16) Underlying processes and mathematical tools. The student uses logical reasoning to make sense of his or her world.

**Cell:** G14

**Comment:** Mathematics :

Objective 1: The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.

Objective 2: The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.

Objective 4: The student will demonstrate an understanding of the concepts and uses of measurement.

Objective 5: The student will demonstrate an understanding of probability and statistics.

Objective 6: The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

**Cell:** H14

**Comment:** Science :

(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations.

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(5.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.

**Cell:** I14

**Comment:** Science :

Objective 1: The student will demonstrate an understanding of the nature of science.

**Cell:** J14

**Comment:** Social Studies :

(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(5.26) Social studies skills. The student communicates in written, oral, and visual forms.

(5.27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

**Cell:** K14

**Comment:** Health Education :

(5.7) Influencing factors. The student comprehends ways in which media and technology influence individual and community health.

**Cell:** M14

**Comment:** Music :

(5.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.

(5.4) Creative expression/performance. The student creates and arranges music within specified guidelines.

**Cell:** C15

**Comment:** Writing :

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(5.23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings.

(5.24) Viewing/representing/analysis. The student analyzes and critiques the significance of visual, images, messages, and meanings.

**Cell:** D15

**Comment:** Reading :

(5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

(5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

(5.5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.

(5.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.

(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.

(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.

(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).

(5.13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.

**Cell:** E15

**Comment:** Reading :

Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

Objective 3: The student will use a variety of strategies to analyze culturally diverse written texts.

Objective 4: The student will apply critical-thinking skills to analyze culturally diverse written texts.

**Cell:** F15

**Comment:** Mathematics :

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- (5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.
- (5.2) Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations.
- (5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies and divides to solve meaningful problems.
- (5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.
- (5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships.
- (5.6) Patterns, relationships, and algebraic thinking. The student describes relationships mathematically.
- (5.11) Measurement. The student applies measurement concepts.
- (5.12) Probability and statistics. The student describes and predicts the result of a probability experiment.
- (5.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.
- (5.14) Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school.
- (5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using formal language.
- (5.16) Underlying processes and mathematical tools. The student uses logical reasoning to make sense of his or her world.

**Cell:** G15

**Comment:** Mathematics :

Objective 1: The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.

Objective 2: The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.

Objective 4: The student will demonstrate an understanding of the concepts and uses of measurement.

Objective 5: The student will demonstrate an understanding of probability and statistics.

Objective 6: The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

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**Cell:** H15

**Comment:** Science :

(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations.

(5.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.

**Cell:** I15

**Comment:** Science :

Objective 1: The student will demonstrate an understanding of the nature of science.

**Cell:** J15

**Comment:** Social Studies :

(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(5.26) Social studies skills. The student communicates in written, oral, and visual forms.

(5.27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

**Cell:** K15

**Comment:** Health Education :

(5.3) Health information. The student knows how to utilize health information.

(5.5) Health behaviors. The student comprehends behaviors that reduce health risks throughout the life span.

(5.7) Influencing factors. The student comprehends ways in which media and technology influence individual and community health.

(5.9) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions.

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**Cell:** L15

**Comment:** Physical Education :

(5.4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

**Cell:** D16

**Comment:** Reading :

(5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

(5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

(5.4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

**Cell:** F16

**Comment:** Mathematics :

(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using formal language.

**Cell:** H16

**Comment:** Science :

(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations.

(5.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.

**Cell:** I16

**Comment:** Science :

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Objective 1: The student will demonstrate an understanding of the nature of science.

**Cell:** J16

**Comment:** Social Studies :

(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(5.26) Social studies skills. The student communicates in written, oral, and visual forms.

(5.27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

**Cell:** K16

**Comment:** Health Education :

(5.4) Health behaviors. The student recognizes behaviors that prevent disease and speed recovery from illness.

(5.5) Health behaviors. The student comprehends behaviors that reduce health risks throughout the life span.

(5.6) Influencing factors. The student understands how relationships influence individual and family health including the skills necessary for building and maintaining relationships.

**Cell:** L16

**Comment:** Physical Education :

(5.4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

**Cell:** D17

**Comment:** Reading :

(5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

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(5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

(5.4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

**Cell:** F17

**Comment:** Mathematics :

(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using formal language.

**Cell:** H17

**Comment:** Science :

(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations.

(5.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.

**Cell:** I17

**Comment:** Science :

Objective 1: The student will demonstrate an understanding of the nature of science.

**Cell:** J17

**Comment:** Social Studies :

(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(5.26) Social studies skills. The student communicates in written, oral, and visual forms.

(5.27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

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**Cell:** K17

**Comment:** Health Education :

(5.5) Health behaviors. The student comprehends behaviors that reduce health risks throughout the life span.

**Cell:** C18

**Comment:** Writing :

(5.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.

(5.16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly.

(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.

(5.22) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.

**Cell:** D18

**Comment:** Reading :

(5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

(5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

(5.3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language.

(5.4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

(5.5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.

(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.

**Cell:** F18

**Comment:** Mathematics :

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(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using formal language.

**Cell:** H18

**Comment:** Science :

(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations.

(5.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.

**Cell:** I18

**Comment:** Science :

Objective 1: The student will demonstrate an understanding of the nature of science.

**Cell:** J18

**Comment:** Social Studies :

(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(5.26) Social studies skills. The student communicates in written, oral, and visual forms.

(5.27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

**Cell:** K18

**Comment:** Health Education :

(5.5) Health behaviors. The student comprehends behaviors that reduce health risks throughout the life span.

(5.9) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions.

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**Cell:** L18

**Comment:** Physical Education :

(5.4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

**Cell:** M18

**Comment:** Music :

(5.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.

(5.4) Creative expression/performance. The student creates and arranges music within specified guidelines.

**Cell:** C19

**Comment:** Writing :

(5.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.

(5.16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly.

(5.17) Writing/spelling. The student spells proficiently.

(5.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.

**Cell:** D19

**Comment:** Reading :

(5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

(5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

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(5.5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.

**Cell:** F19

**Comment:** Mathematics :

(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using formal language.

**Cell:** H19

**Comment:** Science :

(5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations.

(5.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.

**Cell:** I19

**Comment:** Science :

Objective 1: The student will demonstrate an understanding of the nature of science.

**Cell:** J19

**Comment:** Social Studies :

(5.25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(5.26) Social studies skills. The student communicates in written, oral, and visual forms.

(5.27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

**Cell:** K19

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**Comment:** Health Education :

(5.9) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions.

**Cell:** L19

**Comment:** Physical Education :

(5.4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

**Cell:** M19

**Comment:** Music :

(5.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.

(5.4) Creative expression/performance. The student creates and arranges music within specified guidelines.