

LEARNING FOR LIFE™

UPLIFTING STUDENTS · BUILDING CHARACTER · DEFINING LEADERSHIP



Content Alignment to Texas State Education Standards

Updated March 2017

TEKS		LFL LESSONS
<p>English Language Arts</p> <ul style="list-style-type: none"> • Listening/speaking/purposes • Listening/speaking/culture • Listening/speaking/audiences/oral grammar • Listening/speaking/communication • Reading/print awareness • Reading/phonological awareness • Reading/letter-sound relationships • Reading/vocabulary development or word identification • Reading/comprehension or fluency • Reading/literary response or variety of texts • Reading/text structures/literary concepts • Reading/inquiry/research or comprehension • Reading/culture • Writing/spelling penmanship or text structures • Writing/composition • Writing/inquiry/research 	<p>K - 2nd Grades</p>	<p>Basic Art; Classic Literature; Communications; Ethnic Heritage; Race, Religion, and Culture; Respecting Differences; Respecting My Peers; World Cultures; Being a Good Worker; Being Responsible; Choices; Choosing What's Right for Me; Consumerism; Decision Making; Emergency Preparedness; Gangs; Making Good Decisions; Meeting Deadlines; Prepared for Today; Code of Ethics; How I Learn from My Mistakes; Law and Government; People Who Cheat; Trust Me – I Won't Let You Down; When People Steal from Me; Conservation; Empathy; Getting Along with Others; Importance of Family; Something Special About Me; Service; Understanding People With Special Needs; Anger Conflict Management; Building My Self-Confidence; Coping with Stress; Developing Good Listening Skills; Setting Goals</p>
	<p>3rd – 4th Grades</p>	<p>Basic Art; Classic Literature; Communications; Ethnic Heritage; Race, Religion, and Culture; Respecting Differences; Respecting My Peers; World Cultures; Being a Good Worker; Being Responsible; Choices; Choosing What's Right for Me; Consumerism; Decision Making; Emergency Preparedness; Gangs; Making Good Decisions; Meeting Deadlines; Prepared for Today; Code of</p>

<ul style="list-style-type: none"> • Writing/penmanship/capitalization/punctuation • Writing/purposes • Writing/writing processes • Writing/grammar/usage • Writing/evaluation • Writing/connections • Viewing/representing/interpretation • Viewing/representing/analysis • Viewing/Representing/production 		<p>Ethics; How I Learn From My Mistakes; Law and Government; People Who Cheat; Trust Me – I Won't Let you Down; When People Steal from Me; Conservation; Empathy; Getting Along With Others; Importance of Family; Something Special About Me; Service; Understanding People With Special Needs; Anger Conflict Management; Building My Self-Confidence; Coping with Stress; Developing Good Listening Skills; Setting Goals; A Job Well Done</p>
<p>English Language Arts</p> <ul style="list-style-type: none"> • Listening/speaking/purposes • Listening/speaking/critical listening • Listening/speaking/appreciation • Listening/speaking/culture • Listening/speaking/audiences • Reading/word identification • Reading/fluency • Reading/variety of texts • Reading/vocabulary development • Reading/comprehension • Reading/literary response • Reading/text structures/literary concepts • Reading/inquiry/research • Reading/culture • Writing/purposes • Writing/penmanship/capitalization/punctuation/spelling • Writing/grammar/usage • Writing/writing process • Writing/evaluation • Writing/connections 	<p>5th – 6th Grades</p>	<p>Basic Art; Classic Literature; Communications; Ethnic Heritage; Race, Religion, and Culture; Respecting Differences; Respecting My Peers; World Cultures; Being a Good Worker; Being Responsible; Choices Choosing What's Right for Me; Consumerism; Decision Making; Emergency Preparedness; Gangs; Making Good Decisions; Meeting Deadlines; Prepared for Today; Code of Ethics; How I Learn From My Mistakes; Law and Government; People Who Cheat; Trust Me – I Conservation; Empathy; Getting Along with Others; Importance of Family; Something Special About Me; Service; Understanding People with Special Needs; Anger Conflict Management; Building My Self-Confidence; Coping with Stress; Developing Good Listening Skills; Setting Goals</p>
	<p>7th Grade</p>	<p>Anger Management: Think, Don't Just React, Positive and Negative Behavior: Maintain Positive Interpersonal Relationships, Relationships: Positive Reinforcement, Prejudice: Developing Healthy Human Relationships, Problem Solving: The Intricacies of Relating to Others, Conflict Resolution: Understanding Human Relationships, Good Manners: Personal Behavior, Communication: "I" and "You" Messages, Family Dynamics: Analyze Positive and Negative Dynamics, Verbal and Nonverbal Communication: How We Say Things, Empathy: I Know How you Feel, Peer Pressure: Who Can You Trust: Decision Making: What Should I Do Now? Being an Independent Thinker: Gangs/Drugs/Prison, Media: Resisting Media Manipulation, Competition and Resiliency: Behaviors That Contribute to Success in School, Trust and Commitment: Human Interaction</p>
	<p>8th Grade</p>	<p>Respect: Effects of Peer Pressure on Decision Making, Empathy: Caring/Fairness, Good Manners: Interpersonal Relationships, Responsibility: Growing Up to Be Responsible, Perseverance: Competition and Resiliency, Media: Understanding Media Influences, Honesty: Being Honest with Myself, Trust and Commitment: Valuing Human Relationships, Manipulation: Avoiding Manipulative</p>

<ul style="list-style-type: none"> • Viewing/representing/interpretation • Viewing/representing/analysis • Viewing/representing/production 		<p>Behavior, Courage and Decision Making, Anger Management, Relationships: Cooperation in Action, Prejudice: Healthy Human Relationships, Problem Solving: Intricacies of Relating to Others, Family Dynamics: Improving Family Relationships, Conflict Resolution: Becoming a Success Mediator, Communication: Empathetic and Persuasive Communication, Verbal and Nonverbal Communication</p>
<p>English Language Arts</p> <ul style="list-style-type: none"> • Writing/purposes • Writing/writing process • Writing/grammar/usage/conventions/spelling • Writing/inquiry/research • Writing/evaluation • Reading/word identification/vocabulary development • Reading/comprehension • Reading/variety of Texts • Reading/culture • Reading/literary response • Reading/literary concepts • Reading/analysis/evaluation • Reading/inquiry/research • Listening/speaking/critical listening • Listening/speaking/evaluation • Listening/speaking/purposes • Listening/speaking/presentations • Listening/speaking/literary interpretation • Viewing/representing/interpretation • Viewing/representing/analysis • Viewing/representing/production 	<p>9th – 12th Grades:</p> <p>Book 1, A Personal Compass for Daily Living (Character)</p>	<p>Character and Habits, Eliminating Poor Habits, Perseverance, Honesty, Respect, Compassion, Courage, Love of Country, Self-Control, Responsibility, The Importance of Service to Others, Service Learning: Helping Others, Service Learning: Environmental Citizenship, Service to Senior Citizenships, Service Learning: Mentoring Elementary Students, Service Learning: Youth Crime Prevention, Service Learning: Helping the Poor and Needy, Service Learning: School Beautification, Service Learning: Strengthening Democracy, Service in the Workplace, Service Learning: Helping the Homeless and Poor Families</p>
	<p>9th – 12th Grades:</p> <p>Book 2, A Road Map for the Future (Career)</p>	<p>Effective communication, Dealing with Change, Being a Knowledgeable Consumer, Being a Team Player, Perseverance: Never Give Up, Self-Discipline, Self-Awareness, Peer Pressure, Conflict Resolution, Courage, Time Management, Maintaining Balance and Limiting Stress, The Importance of Good Health, Money Management</p>

<p>SOCIAL STUDIES</p> <p>Missing standards & 3-6th grades</p>	<p>K – 2nd Grades</p>	<p>Ethnic Heritage, Race/ Religion/Culture, Respecting Differences, World Cultures, Being a Good Worker, Being Responsible, Choices, Choosing What’s Right for Me, Consumerism, Gangs, Law and Government, Service, Community, Exhibiting Responsible Citizenship, What is Freedom? Places and Maps</p>
<p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • History. The student understands that historical events influence contemporary events. • History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. • Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. • Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. • Geography. The student understands how geographic factors influence the economic development, political relationships and policies of societies. • Geography. The student understands the impact of physical processes on patterns in the environment. • Geography. The student understands the impact of interactions between people and the physical environment on the development of places and regions. • Economics. The student understands the various ways in which people organize economic systems. • Economics. The student understands the role factors of 	<p>7th Grade</p>	<p>What is Good Citizenship? Equality, Liberty, Diversity, Freedom: Civil Rights, Justice, Pursuit of Happiness: Living in America, Common Good: Schoolwide Cleanup and Beautification Project, Separation of Powers, Popular Sovereignty</p>
	<p>8th Grade</p>	<p>What is Good Citizenship? Liberty, Diversity, Freedom: Civil Rights, Justice: Mock Trial, The Common Good: Helping the Homeless/Feeding the Hungry Project, Representative Government, Rule of Law, Separation of Powers, Popular Sovereignty</p>

production play in a society's economy.

- Economics. The student understands categories of economic activities and the means used to measure a society's economic level.
- Government. The student understands the concepts of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments.
- Government. The student understands alternative ways of organizing governments.
- Citizenship. The student understands the rights and responsibilities of citizens of the United States.
- Citizenship. The student understands the importance of voluntary individual participation in the democratic process.
- Citizenship. The student understands the importance of the expression of different points of view in a democratic society.
- Citizenship. The student understands the importance of effective leadership in a democratic society.
- Citizenship. The student understands that the nature of citizenship varies among societies.
- Citizenship. The student understands the relationship among individual rights, responsibilities, and freedoms in democratic societies.
- Culture. The student understands similarities and differences within and among cultures in different societies.
- Culture. The student understands that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another.
- Culture. The student understands relationships that exist among world cultures.

<ul style="list-style-type: none"> • Culture. The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them. • Culture. The student understands the relationships among religion, philosophy, and culture. • Science, technology, and society. The student understands the relationships among science and technology and political, economic, and social issues and events. • Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. • Social studies skills. The student communicates in written, oral, and visual forms. • Social Studies skills. The student uses problem-solving and decision-making skills, working independently with others, in a variety of settings. 		
<p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. • Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. • Culture. The student understands the ways in which cultures change and maintain continuity. • Social studies skills. The student applies critical-thinking skills to organized and use information acquired from a variety of courses including electronic technology. • Social Studies skills. The student communicates in written, oral, and visual forms. 	<p>9th-12th Grades</p> <p>Book 1: A Personal Compass for Daily Living (Character)</p>	<p>Citizenship-Ethical Dilemmas: Adversary System Capital Punishment, Censorship, Competition, E-mail Etiquette, Entrapment, Fast-Buck Freddy, Interracial Friendship, Jury Duty, Loyalty to What? The Morality of Wealth, Not In My Backyard, A Perfect Bust, Tainted Money</p>
	<p>9th-12th Grades</p> <p>Book 2: A Road Map for the Future (Career)</p>	<p>The Global Workplace, Being a Knowledgeable Consumer</p>

<ul style="list-style-type: none"> • Social Studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. 		
<p>HEALTH EDUCATION</p> <ul style="list-style-type: none"> • Health behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life. • Health Behaviors. The student understands that behaviors (safe, unsafe, and/or harmful) result in healthy or unhealthy conditions through the life span. • Health behaviors. The student demonstrates critical-thinking, decision-making, goal setting and problem solving skills for making health-promoting decisions. • Health information. The student knows the basic structures and functions of the human body and how they relate to personal health throughout the life span. • Health information. The student understands how to recognize health information. • Health information. The student recognizes the influence of media and technology on health behaviors. • Influencing factors. The student understands the difference between being sick and being healthy. • Influencing factors. The student understands that various factors influence personal health. • Influencing factors. The student understands the difference between sickness and health in people of all ages. • Personal/interpersonal skills. The student understands ways to communicate consideration and respect for self, family, friends, and others • Personal/interpersonal skills. The student comprehends the skills 	<p>K-2nd Grades</p>	<p>Choosing What's Right for Me, Emergency Preparedness, Gangs, Making Good decisions, Prepared for Today, How I learn from my Mistakes, Anger Conflict Management, Building my Self-Confidence, Coping with Stress, Health, Self-Awareness, Setting Goals, Standing Up for Me, Sticking to What's Right, Fire Safety, Personal Habits for a Lifetime, Physical Fitness, Safety, Youth Protection</p>
	<p>3rd-4th Grade</p>	<p>Choosing What's Right for Me, Emergency Preparedness, Gangs, Making Good Decisions, Prepared for Today, How I Learn from My Mistakes, Anger Conflict Management, Building My Self-Confidence, Coping with Stress, Health, Self-Awareness, Setting Goals, Standing Up For Me, Sticking to What's Right, Fire Safety, Personal Habits for a Lifetime, Physical Fitness, Safety, Youth Protection</p>
	<p>5th-6th Grade</p>	<p>Choosing What's Right for Me, Emergency Preparedness, Gangs, Making Good Decisions, Prepared for Today, How I Learn from My Mistakes, Anger Conflict Management, Building my Self-Confidence, Coping with Stress, Health, Self-Awareness, Setting Goals, Standing Up for Me, Sticking to What's Right, Fire Safety, Personal Habits for a Lifetime, Physical Fitness, Safety, Youth Protection</p>

<p>necessary for building and maintaining healthy relationships.</p>		
<p>HEALTH EDUCATION</p> <ul style="list-style-type: none"> • Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. • Health Information. The student recognizes ways that body structure and function relate to personal health throughout the life span. • Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention. • Health information. The student comprehends and knows ways of researching, accessing, and analyzing health information. • Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. • Influencing factors. The student understands how physical and social environment factors influence individual and community health. • Influencing factors. The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships. • Influencing factors. The student comprehends how media and technology influence individual and community health. • Influencing factors. The student differentiates between positive and negative family influences. • Influencing factors. The student investigates positive and negative relationships that influence individual, family, and community health. • Influencing factors. The student researches ways in which media and technology influence 	<p>7th Grade</p>	<p>Health: Eating Habits; Anger Management: Think Don't Just react; Decision Making: What Should I do Now? Being An Independent Thinking: Gangs/Drugs/Prison; Media: Resisting Media Manipulation; Competition and Resiliency: Behaviors that Contribute to Success in School; Positive and Negative Behavior: Maintain Positive Interpersonal Relationships; Relationships: Positive Reinforcement; Prejudice: Developing Healthy Human Relationships; Problem Solving: The Intricacies of Relating to Others: Conflict Resolution: Understanding Human Relationships; Good Manners: Personal Behavior; Communication: "I" and "You" Messages; Family Dynamics: Analyze Positive and Negative Dynamics; Verbal and nonverbal Communication: How we Say Things</p>
	<p>8th Grade</p>	<p>Respect: Effects of Peer Pressure on Decision Making; Empathy: Caring/Fairness; Good Manners: Interpersonal Relationships; Responsibility: Growing Up To Be Responsible; Perseverance: Competition and Resiliency; Media: Understanding Media Influences; Honesty: Being Honest with Myself; Trust and Commitment: Valuing Human Relationships; Manipulation: Avoiding Manipulative Behavior; Self-Awareness: Who Am I? Courage and Decision Making; Anger Management; Relationships: Cooperation in Action; Prejudice: Healthy Human Relationships; Problem Solving: Intricacies of Relating to Others; Family Dynamics: Improving Family Relationships; Conflict Resolution: Becoming a Successful Mediator; Communication: Empathetic and Persuasive Communication; Verbal and Nonverbal Communication</p>

<p>individual and community health throughout the life span.</p> <ul style="list-style-type: none"> • Influencing factors. The student understands how physical and social environmental factors can influence individual and community health throughout the life span. • Influencing factors. The student understands how social factors impact personal, family, community, and world health. • Personal/interpersonal skills. The student describes healthy ways to communicate consideration and respect for self, family, friends, and others. • Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. • Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. 		
<p>HEALTH EDUCATION</p> <ul style="list-style-type: none"> • Health information. The student analyzes information and applies strategies for enhancing and maintaining personal health throughout the life span. • Health information. The student is health literate in disease prevention and health promotion throughout the life span. • Health information. The student recognizes the importance and significance of the reproductive process as it relates to the health of future generations. • Health information. The student investigates and evaluates the impact of media and technology on individual family, community, and world health. 	<p>9th-12th Grades:</p> <p>Book 1, A Personal Compass for Daily Living (Character)</p>	<p>Character and Habits, Eliminating Poor Habits, Perseverance, Honesty, Respect, Compassion, Courage, Love of Country, Self-Control, Responsibility</p>
	<p>9th-12th Grades:</p> <p>Book 2, A Map for the Future (Career)</p>	<p>Effective Communication, Dealing with Change, Being a Knowledgeable Consumer, Being a Team Player, Perseverance, Never Give Up, Self-Discipline, Self-Awareness, Peer Pressure, Conflict Resolution, Courage, Time Management, Maintaining, Balance and Limiting Stress, The Importance of Good Health, Money Management</p>

<ul style="list-style-type: none">• Health information. The student understands how to evaluate health information.• Health behaviors. The student assesses the relationship between body structure and function and personal health throughout the life span.• Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span.• Influencing factors. The student analyzes the effect of relationships on health behaviors.• Influencing factors. The student differentiates between positive and negative family influences.• Influencing factors. The student evaluates the effect of a variety of environmental factors on community and world health.• Influencing factors. The student understands how to access school and community health services for people of all ages.• Influencing factors. The student understands situations in which people of all ages require professional health services.• Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span.• Personal/interpersonal skills. The student analyzes, designs, and evaluate strategies for expressing needs, wants, and emotions in a healthy way.• Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others.• Personal/interpersonal skills. The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-		
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<p>promoting decisions throughout the life span.</p> <ul style="list-style-type: none"> • Personal/interpersonal skills. The student applies strategies for advocating and evaluating outcomes for health issues. 		
<p>CAREER ORIENTATION</p> <ul style="list-style-type: none"> • The student analyzes the effect of personal interest and aptitudes upon educational and career planning. • The student knows how to locate, analyze, and apply career information. • The student knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another. • The student knows the process used to locate and secure employment. • The student recognizes the impact of career choice on personal lifestyle. • The student knows the process of career planning. • The student knows the importance of productive work habits and attitudes. • The student knows the effect change has on society and career opportunities. 	<p>7th Grade</p>	<p>Personal Strengths; Time Management; Personal Habits for Career Success; Job Traits; Career Exploration; Service Projects; Planning for Success; Education and Earnings; Goal Setting: Where I Aim to Be; Personal Skills Analysis; How Mentors Can Help; Self-assessment of Skills and Abilities; Mapping Your Future; Post-Secondary Education, College Exploration and Lifelong Learning; Future Career Choices: Conducting a Job Search; Positive and Negative Behavior: Maintain Positive Interpersonal Relationships; Relationships: Positive Reinforcement; Prejudice: Developing Healthy Human Relationships; Problem Solving: The Intricacies of Relating to Others; Conflict Resolution: Understanding Human Relationships; Good Manners: Personal Behavior; Communication: “I” and “You” Messages; Family Dynamics: Analyze Positive and Negative Dynamics; Verbal and Nonverbal Communication: How we Say Things; Trust and Commitment: Human Interaction; Anger Management: Think, Don’t Just React; Diversity, Competition and Resiliency: Behaviors that Contribute to Success in School, Decision Making: What Should I do Now</p>
	<p>8th grade</p>	<p>Consideration and Investigation of Career Choices, Time Management, Completing a Virtual Tour of Post-Secondary Institution, Career Exploration: Fastest Growing Occupations/2000-2010, Aptitude and Jobs, Mapping My Future, Technology Use in My Job Interests, Preparation of an Application for Post-Secondary Education, Developing a Resume, Preparation of a Job application; Interviewing for a Job; School wide or Community Service Project, Developing a personal Financial Plan, Education Increases the Size of Paycheck, Preparing a Career Portfolio, Relationships: Cooperation in Action, Prejudice: Healthy Human Relationships, Problem Solving: Intricacies of Relating to Others, Family Dynamics: Improving Family Relationships, Conflict Resolution: Becoming a Successful Mediator, Communication: Empathetic and Persuasive Communication; Verbal and Nonverbal Communication, Self-Awareness: Who Am I?</p>

		<p>Courage and Decision Making, Anger Management, Honesty: Being Honest with Myself, Trust and Commitment: Valuing Human Relationships, Manipulation: Avoiding Manipulative Behavior, Respect: Effects of Peer Pressure on Decision Making, Empathy: Caring/Fairness, Good Manners: Interpersonal Relationships, Responsibility: Growing Up To Be Responsible, Perseverance: Competition and Resiliency</p>
<p>CAREER ORIENTATION</p> <ul style="list-style-type: none"> • The student analyzes the effect of personal interest and aptitudes upon educational and career planning. • The student knows how to locate, analyze, and apply career information. • The student knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another. • The student knows the process used to locate and secure employment. • The student recognizes the impact of career choice on personal lifestyle. • The student knows the process of career planning. • The student knows the importance of productive work habits and attitudes. • The student knows the effect change has on society and career opportunities. 	<p>9th-12th Grade:</p> <p>Book 2, A Road Map for the Future</p>	<p>Goal Setting; Decision Making, After High School-What's Next? Interests and Aptitudes, Skills and Job Traits, Looking at Building Careers, Occupation Selection, Researching Careers on the Internet, Getting Ready-Education and Training Opportunities, Working for Yourself, Work and the Family, Writing Resumes, Job Applications, Job Interviews, Where to Find a Job, Ethics in the Workplace, Understanding People and Problems at the Workplace, How to Keep a Job, Rights and Responsibilities of Workers, The Global Workplace, Selecting a College, Choosing a Major, Leaving Home, Choosing Classes, GPA (Grade Point Average), Understanding the Professors, Personal Management, Exams, Extracurricular Activities, Financing a College Education, College Terminology, Effective Communication, Dealing with Change, Being a Team Player, Perseverance: Never Give Up, Self-Discipline, Self-Awareness, Peer Pressure, Conflict Resolution, Courage, Time Management, Maintaining Balance and Limiting Stress, Money Management</p>