Health Education, Grade 5

(a)   Introduction.

(1)   The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits.

(2)   There are essential skills that repeat throughout the six strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies.

(3)   In Grade 4 and higher, students gain an understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health.

(A)   Physical health and hygiene education helps to prepare students for improved lifelong health outcomes. Learning about body systems will lay the foundation for personal health and hygiene. Health literacy and preventative behaviors empower students to make informed choices to support self, family, and community.

(B)   The mental health and wellness strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential. Students gain knowledge about social and emotional health, developing a healthy self-concept, understanding risk and protective factors, and identifying and managing mental health and wellness concerns. In the early grades, students develop fluency around emotions and self-regulation and understand the relationship between feelings, thoughts, and behavior. In subsequent grades, students learn and practice appropriate ways to solve interpersonal conflicts, work to develop a positive self-image, and develop healthy self-management skills.

(C)   The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle. Students apply

critical-thinking and decision-making skills to make positive health choices. Students learn about essential nutrients, food groups, portion control, government nutritional recommendations, and the health benefits of being physically active. Students evaluate the connection between physical activity and nutrition and the prevention of chronic diseases.

(D)   By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations. Supporting student well-being and providing instruction in digital citizenship, bullying prevention, first aid, and identification of safe and unsafe situations creates empowered and educated students who are able to make decisions that keep themselves and others safe. Beginning in Kindergarten and continuing through high school, students gain knowledge and skills to support safety and wellness at school, at home, online, and in the community.

(E)   The standards under the alcohol, tobacco, and other drugs strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions, including understanding the impact of substance use on physical, mental, and social health. Through this strand, students learn key concepts about alcohol, tobacco, and other drugs, including the use, misuse, and physiological effects; short- and long-term impacts on health; treatment; risk and protective factors; and prevention. These concepts introduce healthy alternatives and ways for students to ask for and seek out help from parents and other trusted adults.

(F)   Beginning in Grade 4, students learn about changes associated with adolescent development in the reproductive and sexual health strand. In subsequent grade levels, students identify the purpose of these changes and their role in fertilization and reproduction. Students learn the characteristics of healthy and unhealthy relationships and how to use communication and refusal skills to set personal boundaries in dating/romantic relationships. Students also identify how to respond to sexual harassment and abuse.

(1)   An integral part of health education involves educators being aware of state laws relevant to human sexuality instruction. These laws include affirming:

(A)   a local school district's control over the provision of human sexuality instruction to ensure that local community values are reflected in that instruction (Texas Education Code (TEC) §28.004(e)-(h));

(B)   the right of a parent or legal guardian to be informed of the provision of human sexuality instruction to their child and review the content of that instruction (TEC §28.004(i)-(j));

(C)   the right of a parent or legal guardian to remove their child from any portion of human sexuality instruction without penalty to the child (TEC §28.004(i));

(D)   the centrality of abstinence education in any human sexuality curriculum (TEC §28.004(e)); and

(E)   the right of a parent or legal guardian to be informed of and consent to an abortion performed on their pregnant child (with judicially authorized or medical emergency exceptions) (Texas Family Code, Chapter 33).

(1)   Educators also should be aware of and abide by the statutory prohibition on taxpayer resource transactions between state governmental entities, including public schools, and abortion providers or an affiliate of an abortion provider (Texas Government Code, Chapter 2272).

(2)   Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(3)   Students should first seek guidance in the area of health from a parent or legal guardian.

(b)   Knowledge and Skills Statements

(1)   Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to describe the structure, functions, and interdependence of the major body systems, including the reproductive, endocrine, and urinary systems.

(A)   describe the structure, functions, and interdependence of the major body systems, including the reproductive, endocrine, and urinary systems.

Breakouts

(i)   describe the structure of the major body systems, including the reproductive system

(ii)   describe the structure of the major body systems, including the endocrine system

(iii)   describe the structure of the major body systems, including the urinary system

(iv)   describe the functions of the major body systems, including the reproductive system

(v)   describe the functions of the major body systems, including the endocrine system

(vi)   describe the functions of the major body systems, including the urinary system

(vii)   describe the interdependence of the major body systems, including the reproductive system

(viii)   describe the interdependence of the major body systems, including the endocrine system

          (ix)   describe the interdependence of the major body systems, including the urinary system

(2)   Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:

(A)   explain how to manage common minor illnesses such as colds and skin infections;

Breakouts

          (i)   explain how to manage common minor illnesses

(B)   identify how to distinguish between myth and fact when accessing information about health;

Breakouts

          (i)   identify how to distinguish between myth and fact when accessing information about health

(C)   identify decision-making skills that promote individual, family, and community health;

Breakouts

          (i)   identify decision-making skills that promote individual health

          (ii)   identify decision-making skills that promote family health

          (iii)   identify decision-making skills that promote community health

(D)   describe the benefits of promoting health maintenance for individuals and households;

Breakouts

          (i)   describe the benefits of promoting health maintenance for individuals

          (ii)   describe the benefits of promoting health maintenance for households

(E)   analyze how personal hygiene helps prevent the spread of germs and communicable illnesses; and

Breakouts

          (i)   analyze how personal hygiene helps prevent the spread of germs

          (ii)   analyze how personal hygiene helps prevent the spread of communicable illnesses

(F)   distinguish between treatments if infected by various vectors, including ticks and mosquitos.

Breakouts

        (i)   distinguish between treatments if infected by various vectors, including ticks

        (ii)   distinguish between treatments if infected by various vectors, including mosquitos

(3)   Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

(A)   analyze how thoughts and emotions influence behaviors;

Breakouts

        (i)   analyze how thoughts influence behaviors

        (ii)   analyze how emotions influence behaviors

(B)   practice and apply strategies for calming and self-management;

Breakouts

        (i)   practice strategies for calming

        (ii)   practice strategies for self-management

        (iii)   apply strategies for calming

        (iv)   apply strategies for self-management

(C)   explain ways of maintaining healthy relationships and resisting negative peer influence in social groups;

Breakouts

        (i)   explain ways of maintaining healthy relationships in social groups

        (ii)   explain ways of resisting negative peer influence in social groups

(D)   analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others;

Breakouts

        (i)   analyze how to identify perspectives

        (ii)   analyze how to identify respectful ways to communicate disagreement with friends

        (iii)   analyze how to identify respectful ways to communicate disagreement with family

        (iv)   analyze how to identify respectful ways to communicate disagreement with teachers

        (v)   analyze how to identify respectful ways to communicate disagreement with others

(E)   define and differentiate between sympathy and empathy toward others; and

Breakouts

    (i)   define sympathy toward others

    (ii)   define empathy toward others

    (iii)   differentiate between sympathy and empathy toward others

(F)   describe ways to engage in and promote positive interactions when conflict arises.

Breakouts

    (i)   describe ways to engage in positive interactions when conflict arises

    (ii)   describe ways to promote positive interactions when conflict arises

(4)   Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

(A)   identify and demonstrate strategies to help build self-esteem for self, friends, and others;

Breakouts

    (i)   identify strategies to help build self-esteem for self

    (ii)   identify strategies to help build self-esteem for friends

    (iii)   identify strategies to help build self-esteem for others

    (iv)   demonstrate strategies to help build self-esteem for self

    (v)   demonstrate strategies to help build self-esteem for friends

    (vi)   demonstrate strategies to help build self-esteem for others

(B)   describe benefits of setting and implementing short- and long-term goals and perseverance to achieve those goals;

Breakouts

    (i)   describe benefits of setting short-term goals

    (ii)   describe benefits of setting long-term goals

    (iii)   describe benefits of implementing short-term goals

    (iv)   describe benefits of implementing long-term goals

    (v)   describe benefits of perseverance to achieve [short-term] goals

    (vi)   describe benefits of perseverance to achieve [long-term] goals

(C)   discuss choices and decision making as part of goal setting; and

Breakouts

(i)   discuss choices as part of goal setting

(ii)   discuss decision making as part of goal setting

(D)   identify goals that one wishes to achieve, including identifying areas for one's personal growth and ways to gather constructive feedback.

Breakouts

(i)   identify goals that one wishes to achieve, including identifying areas for one's personal growth

(ii)   identify goals that one wishes to achieve, including identifying ways to gather constructive feedback

(5)   Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:

(A)   identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health; and

Breakouts

(i)   identify factors that affect an individual's physical health

(ii)   identify factors that affect an individual's emotional health

(iii)   identify factors that affect an individual's social health

(B)   discuss how brain development during childhood affects emotions and decision making.

Breakouts

(i)   discuss how brain development during childhood affects emotions

(ii)   discuss how brain development during childhood affects decision making

(6)   Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:

(A)   compare and contrast healthy and unhealthy methods for managing concerns related to long-term health conditions for self and others;

Breakouts

(i)   compare and contrast healthy and unhealthy methods for managing concerns related to long-term health conditions for self

(ii)   compare and contrast healthy and unhealthy methods for managing concerns related to long-term health conditions for others

(B)   identify situations in which stress can help to achieve goals and build resiliency;

Breakouts

(i)   identify situations in which stress can help to achieve goals

(ii)   identify situations in which stress can help to build resiliency

(C)   examine ways to reduce the impact of stress, trauma, loss, and grief;

Breakouts

(i)   examine ways to reduce the impact of stress

(ii)   examine ways to reduce the impact of trauma

(iii)   examine ways to reduce the impact of loss

(iv)   examine ways to reduce the impact of grief

(D)   define eating disorders and disordered eating patterns as mental health concerns and the importance of seeking help from a parent or another trusted adult for self or others if these patterns are observed;

Breakouts

(i)   define eating disorders as mental health concerns

(ii)   define disordered eating patterns as mental health concerns

(iii)   define the importance of seeking help from a parent or another trusted adult for self or others if [disordered eating] patterns are observed

(E)   describe situations that call for professional mental health services; and

Breakouts

(i)   describe situations that call for professional mental health services

(F)   discuss healthy alternatives to harming oneself, others, or property and the importance of telling a parent or other trusted adult when someone is struggling to manage overwhelming emotions or lacks support.

Breakouts

(i)   discuss healthy alternatives to harming oneself, others, or property

(ii)   discuss the importance of telling a parent or other trusted adult when someone is struggling to manage overwhelming emotions or lacks support

(7)   Healthy eating and physical activity--food and beverage daily recommendations. The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:

(A)   identify foods that are sources of one or more of the six major nutrients;

Breakouts

(i)   identify foods that are sources of one or more of the six major nutrients

(B)   examine food labels and menus for nutritional content, calories, and serving sizes;

Breakouts

     (i)   examine food labels for nutritional content

     (ii)   examine food labels for calories

     (iii)   examine food labels for serving sizes

     (iv)   examine menus for nutritional content

     (v)   examine menus for calories

     (vi)   examine menus for serving sizes

(C)   identify the amount of sugar in common beverages and snacks and the daily recommended allowance for added sugar; and

Breakouts

     (i)   identify the amount of sugar in common beverages

     (ii)   identify the amount of sugar in common snacks

     (iii)   identify the daily recommended allowance for added sugar

(D)   identify caffeine content of common beverages and health concerns associated with excess caffeine consumption.

Breakouts

     (i)   identify caffeine content of common beverages

     (ii)   identify health concerns associated with excess caffeine consumption

(8)   Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to explain the physical, mental, and social benefits of fitness.

(A)   explain the physical, mental, and social benefits of fitness.

Breakouts

     (i)   explain the physical benefits of fitness

     (ii)   explain the mental benefits of fitness

     (iii)   explain the social benefits of fitness

(9)   Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to:

(A)   describe the importance of goal setting and set a goal for achieving appropriate levels of physical activity; and

Breakouts

    (i)   describe the importance of goal setting

    (ii)   set a goal for achieving appropriate levels of physical activity

(B)   research and evaluate health products and information about physical activity and nutritional choices.

Breakouts

    (i)   research health products

    (ii)   research information about physical activity

    (iii)   research information about nutritional choices

    (iv)   evaluate health products

    (v)   evaluate information about physical activity

    (vi)   evaluate information about nutritional choices

(10)   Healthy eating and physical activity--risk and protective factors. The student analyzes and applies risk and protective factors related to healthy eating and physical activity. The student is expected to:

(A)   describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes; and

Breakouts

    (i)   describe the connection between dietary choices and the prevention of obesity

    (ii)   describe the connection between dietary choices and the prevention of heart disease

    (iii)   describe the connection between dietary choices and the prevention of diabetes

(B)   identify attitudes and behaviors that can reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes.

Breakouts

    (i)   identify attitudes that can reduce the likelihood of developing chronic conditions

    (ii)   identify behaviors that can reduce the likelihood of developing chronic conditions

(11)   Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to analyze strategies for preventing and responding to injuries.

(A)   analyze strategies for preventing and responding to injuries.

Breakouts

    (i)   analyze strategies for preventing injuries

    (ii)   analyze strategies for responding to injuries

(12)   Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:

(A)   explain strategies for avoiding violence, gangs, and weapons and define human trafficking;

Breakouts

    (i)   explain strategies for avoiding violence

    (ii)   explain strategies for avoiding gangs

    (iii)   explain strategies for avoiding weapons

    (iv)   define human trafficking

(B)   examine characteristics of gang behavior;

Breakouts

    (i)   examine characteristics of gang behavior

(C)   identify safety procedures that can be used in various situations, including violence in the home, school, and community; and

Breakouts

    (i)   identify safety procedures that can be used in various situations, including violence in the home

    (ii)   identify safety procedures that can be used in various situations, including violence in school

    (iii)   identify safety procedures that can be used in various situations, including violence in the community

(D)   create a personal safety plan.

Breakouts

    (i)   create a personal safety plan

(13)   Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:

(A)   distinguish between appropriate and inappropriate boundaries for digital and online communication and research;

Breakouts

    (i)   distinguish between appropriate and inappropriate boundaries for digital communication

    (ii)   distinguish between appropriate and inappropriate boundaries for online communication

    (iii)   distinguish between appropriate and inappropriate boundaries for digital research

    (iv)   distinguish between appropriate and inappropriate boundaries for online research

(B)   explain the benefits of identity protection in digital and online environments; and

Breakouts

    (i)   explain the benefits of identity protection in digital environments

    (ii)   explain the benefits of identity protection in online environments

(C)   analyze the consequences of cyberbullying and inappropriate digital and online communication in relation to home, school, and community environments.

Breakouts

    (i)   analyze the consequences of cyberbullying in relation to home environments

    (ii)   analyze the consequences of cyberbullying in relation to school environments

    (iii)   analyze the consequences of cyberbullying in relation to community environments

    (iv)   analyze the consequences of inappropriate digital communication in relation to home environments

    (v)   analyze the consequences of inappropriate digital communication in relation to school environments

    (vi)   analyze the consequences of inappropriate digital communication in relation to community environments

    (vii)   analyze the consequences of inappropriate online communication in relation to home environments

    (viii) analyze the consequences of inappropriate online communication in relation to school environments

    (ix)   analyze the consequences of inappropriate online communication in relation to community environments

(14)   Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:

(A)   identify methods available to report bullying;

Breakouts

 (i)   identify methods available to report bullying

(B)   identify ways to advocate for self and others to prevent bullying and cyberbullying behavior; and

Breakouts

 (i)   identify ways to advocate for self to prevent bullying

 (ii)   identify ways to advocate for self to prevent cyberbullying behavior

 (iii)   identify ways to advocate for others to prevent bullying

 (iv)   identify ways to advocate for others to prevent cyberbullying behavior

(C)   explain the impact of abuse and neglect and the importance of reporting abuse and neglect.

Breakouts

 (i)   explain the impact of abuse

 (ii)   explain the impact of neglect

 (iii)   explain the importance of reporting abuse

 (iv)   explain the importance of reporting neglect

(15)   Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:

(A)   explain the reasons to avoid the misuse of over-the-counter and prescription drugs;

Breakouts

 (i)   explain the reasons to avoid the misuse of over-the-counter drugs

 (ii)   explain the reasons to avoid the misuse of prescription drugs

(B)   identify and explain the importance of each component of prescription and over-the-counter drug labels; and

Breakouts

 (i)   identify the importance of each component of prescription drug labels

 (ii)   identify the iimportance of each component of over-the-counter drug labels

(iii) explain the importance of each component of prescription drug labels

(iv) explain the importance of each component of over-the-counter drug labels

(C) describe the physiological effects of alcohol, vaping products, tobacco, other drugs, and dangerous substances.

Breakouts

(i) describe the physiological effects of alcohol

(ii) describe the physiological effects of vaping products

(iii) describe the physiological effects of tobacco

(iv) describe the physiological effects of other drugs

(v) describe the physiological effects of dangerous substances

(16) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:

(A) analyze the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on the functions of the body systems and mental and social health; and

Breakouts

(i) analyze the short-term harmful effects of alcohol on the functions of the body systems

(ii) analyze the short-term harmful effects of tobacco on the functions of the body systems

(iii) analyze the short-term harmful effects of other drugs on the functions of the body systems

(iv) analyze the short-term harmful effects of dangerous substances on the functions of the body systems

(v) analyze the long-term harmful effects of alcohol on the functions of the body systems

(vi) analyze the long-term harmful effects of tobacco on the functions of the body systems

(vii) analyze the long-term harmful effects of other drugs on the functions of the body systems

(viii) analyze the long-term harmful effects of dangerous substances on the functions of the body systems

(ix) analyze the short-term harmful effects of alcohol on mental health

        (x)   analyze the short-term harmful effects of tobacco on mental health

        (xi)   analyze the short-term harmful effects of other drugs on mental health

        (xii)   analyze the short-term harmful effects of dangerous substances on mental health

        (xiii)   analyze the long-term harmful effects of alcohol on social health

        (xiv)   analyze the long-term harmful effects of tobacco on social health

        (xv)   analyze the long-term harmful effects of other drugs on social health

        (xvi)   analyze the long-term harmful effects of dangerous substances on social health

(B)   describe the legal consequences of the illegal use of alcohol, tobacco, other drugs, and dangerous substances.

Breakouts

        (i)   describe the legal consequences of the illegal use of alcohol

        (ii)   describe the legal consequences of the illegal use of tobacco

        (iii)   describe the legal consequences of the illegal use of other drugs

        (iv)   describe the legal consequences of the illegal use of dangerous substances

(17)   Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.

    (A)   describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.

    Breakouts

        (i)   describe the signs of poisoning or overdose

        (ii)   identify how to respond [to poisoning or overdose], including who to contact for help

(18)   Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:

    (A)   analyze how positive peer influence can be used to help a person decide not to use alcohol or drugs; and

    Breakouts

        (i)   analyze how positive peer influence can be used to help a person decide not to use alcohol or drugs

(B)   describe the importance of seeking help and reporting unsafe situations related to alcohol, tobacco, and other drugs.

Breakouts

(i)   describe the importance of seeking help [in] situations related to alcohol

(ii)   describe the importance of seeking help [in] situations related to tobacco

(iii)   describe the importance of seeking help [in] situations related to other drugs

(iv)   describe the importance of reporting unsafe situations related to alcohol

(v)   describe the importance of reporting unsafe situations related to tobacco

(vi)   describe the importance of reporting unsafe situations related to other drugs

(19)   Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to:

(A)   assess how being assertive, using refusal skills, and evaluating peer influence can affect decision making and problem solving;

Breakouts

(i)   assess how being assertive can affect decision making

(ii)   assess how using refusal skills can affect decision making

(iii)   assess how evaluating peer influence can affect decision making

(iv)   assess how being assertive can affect problem solving

(v)   assess how using refusal skills can affect problem solving

(vi)   assess how evaluating peer influence can affect problem solving

(B)   identify a variety of scenarios and the different types of refusal skills that can be used to avoid the use of alcohol, tobacco, and other drugs; and

Breakouts

(i)   identify a variety of scenarios [related to] the use of alcohol

(ii)   identify a variety of scenarios [related to] the use of tobacco

(iii)   identify a variety of scenarios [related to] the use of other drugs

(iv)   identify the different types of refusal skills that can be used to avoid the use of alcohol

(v)   identify the different types of refusal skills that can be used to avoid the use of tobacco

(vi)   identify the different types of refusal skills that can be used to avoid the use of other drugs

(C)   identify and describe healthy alternative activities to the use of drugs and other substances.

Breakouts

(i)   identify healthy alternative activities to the use of drugs

(ii)   identify healthy alternative activities to the use of other substances

(iii)   describe healthy alternative activities to the use of drugs

(iv)   describe healthy alternative activities to the use of other substances

(20)   Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to identify characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility.

(A)   identify characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility.

Breakouts

(i)   identify characteristics of healthy dating/romantic relationships, including sharing

(ii)   identify characteristics of healthy dating/romantic relationships, including kindness

(iii)   identify characteristics of healthy dating/romantic relationships, including honesty

(iv)   identify characteristics of healthy dating/romantic relationships, including respect

(v)   identify characteristics of healthy dating/romantic relationships, including trust

(vi)   identify characteristics of healthy dating/romantic relationships, including patience

(vii)   identify characteristics of healthy dating/romantic relationships, including communication

(viii) identify characteristics of healthy dating/romantic relationships, including compatibility

(ix)   identify characteristics of healthy marriage, including sharing

(x)   identify characteristics of healthy marriage, including kindness

(xi)   identify characteristics of healthy marriage, including honesty

(xii)   identify characteristics of healthy marriage, including respect

(xiii)   identify characteristics of healthy marriage, including trust

(xiv)   identify characteristics of healthy marriage, including patience

(xv)   identify characteristics of healthy marriage, including communication

(xvi)   identify characteristics of healthy marriage, including compatibility

(21)   Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual abuse and harassment. The student is expected to:

(A)   define sexual harassment, sexual abuse, sexual assault, and sex trafficking;

Breakouts

(i)   define sexual harassment

(ii)   define sexual abuse

(iii)   define sexual assault

(iv)   define sex trafficking

(B)   identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult;

Breakouts

(i)   identify ways of reporting suspected sexual abuse involving self or others

(C)   identify refusal skills such as saying "no" to any unwanted touch that violates personal boundaries in relationships; and

Breakouts

(i)   identify refusal skills to any unwanted touch that violates personal boundaries in relationships

(D)   discuss and explain the importance of making decisions regarding setting personal boundaries and respecting the boundaries of others.

Breakouts

(i)   discuss the importance of making decisions regarding setting personal boundaries

(ii)   discuss the importance of making decisions regarding respecting the boundaries of others

(iii)   explain the importance of making decisions regarding setting personal boundaries

(iv)   explain the importance of making decisions regarding respecting the boundaries of others

(22) Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student identifies the processes of adolescent development, fertilization, and healthy fetal development. The student is expected to:

(A) explain the physical, social, and emotional changes that occur in males and females during puberty and adolescent development;

Breakouts

(i) explain the physical changes that occur in males during puberty

(ii) explain the physical changes that occur in males during adolescent development

(iii) explain the physical changes that occur in females during puberty

(iv) explain the physical changes that occur in females during adolescent development

(v) explain the social changes that occur in males during puberty

(vi) explain the social changes that occur in males during adolescent development

(vii) explain the social changes that occur in females during puberty

(viii) explain the social changes that occur in females during adolescent development

(ix) explain the emotional changes that occur in males during puberty

(x) explain the emotional changes that occur in males during adolescent development

(xi) explain the emotional changes that occur in females during puberty

(xii) explain the emotional changes that occur in females during adolescent development

(B) describe the process of the menstrual cycle;

Breakouts

(i) describe the process of the menstrual cycle

(C) identify and describe the role of hormones in the growth and development of secondary sex characteristics such as body hair growth and voice change in males;

Breakouts

(i) identify the role of hormones in the growth of secondary sex characteristics

(ii) identify the role of hormones in the development of secondary sex characteristics

(iii)   describe the role of hormones in the growth of secondary sex characteristics

(iv)   describe the role of hormones in the development of secondary sex characteristics

(D)   define the processes of fertilization and reproduction; and

Breakouts

(i)   define the process of fertilization

(ii)   define the process of reproduction

(E)   identify significant milestones of fetal development.

Breakouts

(i)   identify significant milestones of fetal development