

Minutes

State Board of Education

November 20, 2020

STATE BOARD OF EDUCATION
(State Board for Career and Technology Education)

KEVEN ELLIS, Lufkin
Chair of the State Board of Education
District 9

MARTY ROWLEY, Amarillo
Vice Chair of the State Board of
Education
District 15

GEORGINA PÉREZ, El Paso
Secretary of the State Board of
Education
District 1

Board Members

LAWRENCE ALLEN, JR., Houston
District 4

PAM LITTLE, Fairview
District 12

DONNA BAHORICH, Houston
District 6

TOM MAYNARD, Florence
District 10

BARBARA CARGILL, Conroe
District 8

SUE MELTON-MALONE, Robinson
District 14

RUBEN CORTEZ, JR., Brownsville
District 2

KEN MERCER, San Antonio
District 5

AICHA DAVIS, Dallas
District 13

MARISA PEREZ-DIAZ, Converse
District 3

PATRICIA HARDY, Fort Worth
District 11

MATT ROBINSON, Friendswood
District 7

Committees of the State Board of Education

INSTRUCTION

Sue Melton-Malone, chair
Pam Little, vice chair
Aicha Davis
Georgina C. Pérez
Marty Rowley

SCHOOL FINANCE/PERMANENT SCHOOL FUND

Tom Maynard, chair
Lawrence Allen, Jr., vice chair
Donna Bahorich
Patricia Hardy
Ken Mercer

SCHOOL INITIATIVES

Barbara Cargill, chair
Marisa Perez-Diaz, vice chair
Ruben Cortez, Jr.
Keven Ellis
Matt Robinson

Minutes
State Board of Education
November 20, 2020

The State Board of Education met at 9:02 a.m. on Friday, November 20, 2020, in the State Board of Education Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Keven Ellis, chair; Lawrence A. Allen, Jr.; Donna Bahorich; Barbara Cargill; Ruben Cortez, Jr.; Aicha Davis (virtual); Pat Hardy; Pam Little; Tom Maynard; Sue Melton-Malone; Ken Mercer; Georgina C. Pérez, secretary; Marisa B. Perez-Diaz; Matt Robinson; Marty Rowley, vice chair

Student Performance

The student performance was provided virtually by Chisolm Trail Middle School Choir in the Round Rock Independent School District (ISD).

Invocation

Pledge of Allegiance

Roll Call

Approval of Minutes

State Board of Education, September 2, 2020

State Board of Education, September 11, 2020

MOTION AND VOTE: *The State Board of Education unanimously approved the Minutes of the September 2 and September 11, 2020, meetings of the State Board of Education, as printed.*

The State Board of Education considered items in the following order: Item number 1, 2, 3, 5, 7, 6, 4, 9, 8, 10, 12, 13, 14, 11

1. Resolutions

Resolution Honoring Departing State Board of Education Member Donna Bahorich

The State Board of Education, by unanimous consent, adopted a resolution honoring departing State Board of Education member Donna Bahorich.

(ATTACHMENT 1, page 11)

Resolution Honoring Departing State Board of Education Member Barbara Cargill

The State Board of Education, by unanimous consent, adopted a resolution honoring departing State Board of Education member Barbara Cargill.

(ATTACHMENT 2, page 13)

Resolution Honoring Departing State Board of Education Member Ken Mercer

The State Board of Education, by unanimous consent, adopted a resolution honoring departing State Board of Education member Ken Mercer.

(ATTACHMENT 3, page 15)

Resolution Honoring Departing State Board of Education Member Marty Rowley

The State Board of Education, by unanimous consent, adopted a resolution honoring departing State Board of Education member Marty Rowley.

(ATTACHMENT 4, page 17)

Public Testimony

Public Testimony was provided by the following individuals:

NAME: Perla Munoz Hopkins
AFFILIATION: Self

NAME: Jacqueline Martinez
AFFILIATION: Self

NAME: Michael Shepard
AFFILIATION: Self

NAME: Sandra West
AFFILIATION: Self

2. Approval of Consent Agenda

Any agenda item may be placed on the consent agenda by any State Board of Education committee. The State Board of Education may elect to take separate action on any item on the consent agenda.

By unanimous consent, the State Board of Education approved the following items on the consent agenda.

(1) Decision on the Percentage Distribution of the Permanent School Fund
(Board agenda I-139)

The State Board of Education approved the percentage distribution rate to the Available School Fund from the Permanent School Fund for the 2022-2023 fiscal biennium of 4.18%, for projected amounts of \$1.717 billion annually and \$3.434 billion for the biennium.

(2) Approval of Update to Instructional Materials for Learning A–Z
(Board agenda II-8)

The State Board of Education approved the request from Learning A–Z to update content in three of its adopted products *Raz Plus ELL Texas Edition*, grade 2; *Raz Plus ELL Texas Edition*, grade 3; and *Raz Plus ELL Texas Edition*, grade 4.

(3) Approval of Costs to Administer the 2020-2021 State-Developed Assessments to Private School Students
(Board agenda III-1)

The State Board of Education approved the recommended per-student costs for administering the state assessments to private school students in 2020-2021.

(4) Ratification of the Purchases and Sales of the investment Portfolio of the Permanent School Fund for the Months of July, August, and September 2020.

(Board agenda page III-17)

The State Board of Education ratified the purchases and sales for the months of July, August, and September 2020, in the amounts of \$3,050,234,143 and \$3,358,086,350, respectively (ATTACHMENT 5, page 19)

(5) Approval of an Extension of the Standard Contract with NEPC, LLC and Authorization for Contract Execution by the Commissioner of Education

(Board agenda page III-18)

The State Board of Education approved renewal of the standard contract with NEPC, LLC beginning September 1, 2021 and ending August 31, 2024, and authorized contract execution by the Commissioner of Education.

(6) Approval of an Extension of the Standard Contract with Blackrock Investment Management, LLC, and Authorization for Contract Execution by the Commissioner of Education

(Board agenda page III-19)

The State Board of Education approved renewal of the standard contract with Blackrock Investment Management, LLC beginning September 1, 2021 and ending August 31, 2025, and authorized contract execution by the Commissioner of Education.

(7) Proposed Amendments to the Investment Procedures Manual

(Board agenda III-20)

The State Board of Education approved the amendments to the Investment Procedures Manual as presented by staff.

(8) Proposed Amendments to 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guideline of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules

(First Reading and Filing Authorization)

(Board agenda page III-27)

The State Board of Education approved for first reading and filing authorization proposed amendments to 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules.

(9) Authorization to Issue a Request for Qualifications for Fiduciary, Investment Contracting, Real Estate, Tax and Disclosure Counsel for the Permanent School Fund

(Board agenda page III-27)

The State Board of education approved issuance of a Request for Qualifications for Fiduciary, Investment Contracting, Real Estate, Tax and Disclosure Counsel for the Permanent School Fund.

(10) Authorization to Issue a Request for Proposals for High Yield Bonds Discretionary Investment Managers for the Permanent School Fund.

(Board agenda page III-28)

The State Board of Education approved issuance of a Request for Proposals for U.S. High Yield Fixed Income Discretionary Investment Managers for the Permanent School Fund.

(11) Report on the Permanent School Fund Liquid Account

(Board agenda page III-29)

The State Board of Education ratified the purchases and sales of the Permanent School Fund Liquid Account for the period September 1, 2019 through September 2020, in the amounts of \$3,561,837,642 and \$671,509,016, respectively (ATTACHMENT 6, page 21).

COMMITTEE OF THE FULL BOARD

3. Proposed New 19 TAC Chapter 116, Texas Essential Knowledge and Skills for Physical Education, Subchapter A, Elementary, §§116.11-116.17, Subchapter B, Middle School, §§116.25-116.28, and Subchapter C, High School, §§116.61-116.64

(Second Reading and Final Adoption)

(Board agenda page I-7)

MOTION AND VOTE: *It was moved by Mr. Rowley and carried unanimously that the State Board of Education approve for second reading and final adoption proposed new 19 TAC Chapter 116, Texas Essential Knowledge and Skills for Physical Education, Subchapter A Elementary, §§116.11-116.17, Subchapter B, Middle School, §§116.25-116.28, and Subchapter C, High School, §§116.61-116.64, as recommended by the Committee of the Full Board.*(ATTACHMENT 7, page 23)

4. Proposed New 19 TAC Chapter 115, Texas Essential Knowledge and Skills for Health Education, Subchapter A, Elementary, §§115.11-115.17, Subchapter B, Middle School, §§115.25-115.28, and Subchapter C, High School, §§115.37-115.40

(Second Reading and Final Adoption)

(Board agenda page I-58)

MOTION: *It was moved by Mr. Rowley that the State Board of Education approve final adoption of proposed new 19 TAC Chapter 115, Texas Essential Knowledge and Skills for Health Education, Subchapter A, Elementary, §§115.11-115.17, Subchapter B, Middle School, §§115.25-115.28, and Subchapter C, High School, §§115.37-115.40, as amended and recommended by the Committee of the Full Board, with an effective date of August 1, 2022.*

MOTION AND VOTE: *It was moved by Mrs. Cargill and carried unanimously that the State Board of Education amend §115.16(b)(20) to read:*

“Reproductive and sexual health—anatomy, puberty, and reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:”

MOTION AND VOTE: *It was moved by Mr. Rowley, seconded by Mr. Maynard and carried that the State Board of Education suspend the board operating rules to consider amendments to Chapter 115.*

MOTION AND VOTE: *It was moved by Mrs. Cargill and carried that the State Board of Education add new §115.17(b)(22)(E) to read:*

“(E) identify significant milestones of fetal development”

MOTION AND VOTE: *It was moved by Mrs. Bahorich and carried unanimously that the State Board of Education amend §115.17(b)(6)(E) to read:*

“describe situations that call for professional mental ~~and behavioral~~ health services; and”

MOTION AND VOTE: *It was moved by Mrs. Bahorich and carried unanimously that the State Board of Education amend §115.26(b)(23)(G) to read:*

“identify why abstinence from sexual activity is the only method that is 100% effective in preventing pregnancy; STDs/STIs, including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS); and the emotional risks associated with adolescent sexual activity;”

MOTION AND VOTE: *It was moved by Mrs. Bahorich, seconded by Mrs. Hardy and carried that the State Board of Education restore the phrase “dating/romantic” in every instance where it was amended by the Committee of the Full Board.*

VOTE: *A vote was taken on the motion that the State Board of Education approve final adoption of proposed new 19 TAC Chapter 115, Texas Essential Knowledge and Skills for Health Education, Subchapter A, Elementary, §§115.11-115.17, Subchapter B, Middle School, §§115.25-115.28, and Subchapter C, High School, §§115.37-115.40, as amended and recommended by the Committee of the Full Board, as amended with an effective date of August 1, 2022. The motion carried unanimously.(ATTACHMENT 8, page 71)*

5. **Proposed New 19 TAC Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter C, High School, §§112.41-112.45**
(Second Reading and Final Adoption)
(Board agenda page I-116)

MOTION AND VOTE: *It was moved by Mr. Rowley and carried unanimously that the State Board of Education approve for second reading and final adoption proposed new 19 TAC Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter C, High School, §§112.41, Implementation of Texas Essential Knowledge and Skills for Science, High School, Adopted 2020; 112.42, Biology (One Credit), Adopted 2020; 112.43, Chemistry (One Credit), Adopted 2020; 112.44, Integrated Physics and Chemistry (One Credit), Adopted 2020; and 112.45, Physics (One Credit), Adopted 2020, as amended and recommended by the Committee of the Full Board; and*

Make an affirmative finding that immediate adoption of 19 TAC Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter C, High School, §§112.41, Implementation of Texas Essential Knowledge and Skills for Science, High School, Adopted 2020; 112.42, Biology (One Credit), Adopted 2020; 112.43, Chemistry (One Credit), Adopted 2020; 112.44, Integrated Physics and Chemistry (One Credit), Adopted 2020; and 112.45, Physics (One Credit), Adopted 2020, is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register. (ATTACHMENT 9, page 131)

6. **Legislative Recommendations for the 87th Texas Legislature**
(Board agenda page I-141)

MOTION: *It was moved by Mr. Rowley that the State Board of Education approve legislative recommendations for the 87th Texas Legislature, as recommended by the Committee of the Full Board.*

MOTION AND VOTE: *It was moved by Mrs. Little and carried unanimously that the State Board of Education add the following recommendation:*

“Authorize the State Board of Education to impose administrative penalties on publishers who fail to follow the instructional materials process.”

VOTE: *A vote was taken on the motion that the State Board of Education approve legislative recommendations for the 87th Texas Legislature, as recommended by the Committee of the Full Board, as amended. The motion carried.*

7. **Report from the Commissioner of Education Regarding Instructional Materials Offered for Adoption under Proclamation 2021**
(Board agenda page I-142)

MOTION AND VOTE: *It was moved by Mr. Rowley and carried unanimously that the State Board of Education:*

Require that all publishers make corrections listed in the Proclamation 2021 Report of Required Corrections and the Report of Editorial Changes;

Require that all instructional materials meet established manufacturing standards and specifications;

Require that all electronic instructional materials comply with the Web Content Accessibility Guidelines, Level 2.0 AA and the technical standards required by the Federal Rehabilitation Act, Section 508;

Approve changes and corrections submitted in response to written comments and public testimony; and

Place instructional materials submitted for adoption on the adopted list as indicated on the Proclamation 2021 List of Instructional Materials Eligible for Adoption, as recommended by the Committee of the Full Board.

8. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation (First Reading and Filing Authorization)**
(Board agenda page I-159)

MOTION AND VOTE: *It was moved by Mr. Rowley and carried unanimously that the State Board of Education suspend board operating procedures in accordance with §5.2(a) to allow consideration at first reading and filing authorization and approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, as amended and recommended by the Committee of the Full Board.*

9. **Texas Certificate of High School Equivalency**
(Board agenda page I-165)

MOTION AND VOTE: *It was moved by Mr. Rowley and carried unanimously the State Board of Education approve the content of the Texas Certificate of High School Equivalency Request for Proposals (RFP) for test providers relating to 19 TAC Chapter 89, Texas Certificate of High School Equivalency, as recommended by the Committee of the Full Board.*

COMMITTEE ON INSTRUCTION

10. **Proposed Amendments to 19 TAC Chapter 66, State Adoption and Distribution of Instructional Materials, Subchapter A, General Provisions, §66.15, Administrative Penalty (Second Reading and Final Adoption)**
(Board agenda page II-1)

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education approve for second reading and final adoption the proposed amendment to 19 TAC Chapter 66, State Adoption and Distribution of Instructional Materials, Subchapter A, General Provisions, §66.15, Administrative Penalty; and*

Make an affirmative finding that immediate adoption of the proposed amendment to 19 TAC Chapter 66, State Adoption and Distribution of Instructional Materials, Subchapter A, General Provisions, §66.15, Administrative Penalty, is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register. (ATTACHMENT 10, page 149)

COMMITTEE ON SCHOOL INITIATIVES

11. **Recommended Revisions to the Framework for School Board Development**
(Board agenda page – IV-7)

MOTION: *It was moved by Mrs. Cargill that the State Board of Education adopt the recommended revisions to the School Board Member Training—Framework for School Board Development, as recommended by the Committee on School Initiatives.*

MOTION AND VOTE: *It was moved by Mrs. Bahorich, seconded by Mrs. Cargill, and carried that the State Board of Education adopt the compromise recommendations developed by the Texas Association of School Boards and TEA staff.*

MOTION AND VOTE: *It was moved by Mr. Cortez and carried that the State Board of Education suspend the board operating rules to allow Dr. Phil Gore from the Texas Association of School Boards to address the board.*

MOTION AND VOTE: *It was moved by Dr. Robinson and carried that the State Board of Education amend the preamble to the School Board Member Training—Framework for School Board Development to read:*

“As a team, they will focus on the improvement of locally developed student outcomes, opportunities and experiences, through vision and goals, systems and processes, progress and accountability, advocacy and engagement, and synergy and teamwork.”

MOTION AND VOTE: *It was moved by Mrs. Cargill that the State Board of Education amend the Systems and Processes section to read:*

“Adopts a planning calendar and engages in a decision-making process consistent with state law and rule ~~that uses participation, information, research and evaluation~~ to help achieve the district’s vision.”

MOTION AND VOTE: *It was moved by Dr. Robinson that the State Board of Education amend the Progress and Accountability section to read:*

“Ensures progress toward achievement of district goals through a systematic, timely, and comprehensive review of relevant reports and student data ~~that are predictive of locally developed student outcome goals.~~”

The motion failed.

MOTION AND VOTE: *It was moved by Mr. Rowley and carried that the State Board of Education amend bullet point two under the Progress and Accountability section to read:*

“Ensures progress toward achievement of district goals through a systematic, timely, and comprehensive review of relevant reports and student data ~~that are predictive of~~ illustrate progress toward locally developed student outcome goals.”

MOTION AND VOTE: *It was moved by Mrs. Little and carried that the State Board of Education amend bullet one under the Synergy and Teamwork section to read:*

“Recognizes its distinct role in establishing the vision and the goals, adopting policies that guide the district, setting priorities, establishing governance protocols to oversee management of the district, adopting and overseeing the annual budget, and hiring and evaluating the superintendent.”

MOTION AND VOTE: *It was moved by Mrs. Bahorich and carried that the State Board of Education amend the preamble to the School Board Member Training—Framework for School Board Development and the Vision and Goals section to add “and provide support for” before “opportunities and experiences”*

VOTE: *A vote was taken on the motion that the State Board of Education adopt the recommended revisions to the School Board Member Training—Framework for School Board Development, as recommended by the Committee on School Initiatives, as substituted and amended. The motion carried unanimously. (ATTACHMENT 11, page 153)*

12. **Review of Proposed New 19 TAC Chapter 239, Student Services Certificates, Subchapter E, Legacy Master Teacher Certificate**
(Board agenda page IV-12)

MOTION AND VOTE: *It was moved by Mrs. Cargill and carried that the State Board of Education take no action on proposed new 19 TAC Chapter 239, Student Services Certificates, Subchapter E, Legacy Master Teacher Certificate, as recommended by the Committee on School Initiatives.*

13. **Review of Proposed Revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter B, Prekindergarten–Grade 6 Assignments; Subchapter C, Grades 6–8 Assignments; Subchapter D, Electives, Disciplinary Courses, Local Credit Courses, and Innovative Courses, Grades 6–12 Assignments; Subchapter E, Grades 9–12 Assignments; Subchapter F, Special Education–Related Services Personnel Assignments; and Subchapter G, Paraprofessional Personnel, Administrators, and Other Instructional and Professional Support Assignments**

(Board agenda page IV-17)

MOTION AND VOTE: *It was moved by Mrs. Cargill and carried unanimously that the State Board of Education take no action on the proposed revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter B, Prekindergarten–Grade 6 Assignments; Subchapter C, Grades 6–8 Assignments; Subchapter D, Electives, Disciplinary Courses, Local Credit Courses, and Innovative Courses, Grades 6–12 Assignments; Subchapter E, Grades 9–12 Assignments; Subchapter F, Special Education–Related Services Personnel Assignments; and Subchapter G, Paraprofessional Personnel, Administrators, and Other Instructional and Professional Support Assignments, as recommended by the Committee on School Initiatives.*

14. **Review of Proposed Amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs**

(Board agenda page IV-93)

MOTION AND VOTE: *It was moved by Mrs. Cargill and carried unanimously that the State Board of Education take no action on the proposed amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs, as recommended by the Committee on School Initiatives.*

REGARDING AGENDA ITEMS POSTED FOR DISCUSSION ON COMMITTEE AGENDAS

Committee on Instruction

Mrs. Melton-Malone did not report on the Committee on Instruction.

Committee on School Finance/Permanent School Fund

Mr. Maynard did not report on the Committee on School Finance/Permanent School Fund.

Committee on School Initiatives

Mrs. Cargill did not report on the Committee on School Initiatives.

REPORTS OF OTHER STATE BOARD OF EDUCATION MEMBERS REGARDING AGENDA ITEMS AND EDUCATIONAL ACTIVITIES AND CONCERNS IN INDIVIDUAL DISTRICTS

Dr. Ellis gave board members an opportunity to provide information regarding agenda items or other relevant information about public education.

The meeting adjourned at 1:12 p.m.

Georgina C. Pérez, Secretary

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R E S O L U T I O N

WHEREAS Donna Bahorich may represent the geographically smallest State Board of Education District, serving part of Harris County, yet she has had a Texas-sized impact on the board and the state’s education system; and

WHEREAS since first elected in 2012, she has served on all three board standing committees and many ad hoc committees, including as chair of the Committee on School Initiatives, and twice appointed as chair of the State Board of Education by Governor Abbott; and

WHEREAS during her tenure as board chair from June 2015 to September 2019, Donna Bahorich led changes to the process that involved more Texans in the curriculum standards review and revision process, created an annual free education conference, increased the public's access to instructional materials, and spearheaded efforts to produce a new *Long-Range Plan for Public Education*; and

WHEREAS she steadfastly worked to make sure the board retained an active role in the charter school selection process; and

WHEREAS this active Republican proved to be an inclusive leader who worked tirelessly to bring together diverse groups of board members and education advocates to produce bipartisan results that were in the best interest of the students; and

WHEREAS Donna Bahorich became a role model for board members as she spent long hours studying issues and crafting amendments before each board meeting; and

WHEREAS her efforts have been widely recognized as she has received numerous “champion” and a “friend of education” awards now, therefore be it

RESOLVED, That the State Board of Education thanks this dedicated leader for her service to the board and her adopted state; and be it further

RESOLVED, That this resolution be presented to Donna Bahorich and that a copy be included in the permanent records of the State Board of Education.

WITNESS our signatures this twentieth day of November, two thousand and twenty, in Austin, Texas.

Keven Ellis, Chair

Georgina C. Pérez, Secretary

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R E S O L U T I O N

WHEREAS Barbara Cargill has provided distinguished service and strong leadership to the State Board of Education over fifteen years since first joining the board in January 2005; and

WHEREAS she was willing to take on any board assignment or project, even if it meant staying up to the wee hours of the morning perfecting an amendment or ensuring accuracy of student expectations; and

WHEREAS this diligent and thoughtful effort caused Governor Rick Perry to appoint her chair of the State Board of Education from 2011 to 2015, the maximum time permissible to serve in this role; and

WHEREAS as chair of the State Board of Education she consistently ran fair and efficient meetings; and

WHEREAS during her tenure she also served as chair of the Committee on School Initiatives, the Committee on Instruction, and the Long-Range Plan for Public Education Steering Committee, and served on numerous ad hoc committees; and

WHEREAS she worked successfully to strengthen the board's credibility and relationships with the Texas Legislature; and

WHEREAS Barbara Cargill created one of the board's favorite programs, the Student Heroes Award Program, which recognizes students who show kindness and compassion; now, therefore be it

RESOLVED, That after carefully and scientifically analyzing all the evidence, the State Board of Education concluded that it is grateful for Barbara Cargill's many years of service, her leadership, and friendship; and be it further

RESOLVED, That this resolution be presented to Barbara Cargill and that a copy be included in the permanent records of the State Board of Education.

WITNESS our signatures this twentieth day of November, two thousand and twenty, in Austin, Texas.

Keven Ellis, Chair

Georgina C. Pérez, Secretary

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RESOLUTION

WHEREAS Ken Mercer has faithfully served 1.6 million students in 13 counties of the Texas Hill Country- from San Antonio to South Austin since first elected to the State Board of Education in 2006; and

WHEREAS during his tenure, he has served on all the board's standing committees, including providing leadership as the vice chair of the Committee on Instruction; and vice chair and later chair of the Committee on Planning and, as it is now known, the Committee on School Initiatives; and

WHEREAS Ken Mercer worked diligently to instill American patriotism and the study of the country's founding fathers in the state's curriculum standards; and

WHEREAS his love of "faith, family, and freedom" drove many of his decisions as a State Board member and State legislator; and

WHEREAS he has proven to be a passionate, loyal, and fierce protector of the Permanent School Fund; and

WHEREAS he has also shown his tender side, often being the first person to break into a round of "Happy Birthday" when celebrating a board member or staff member; and

WHEREAS Ken Mercer often broke the tension of intense debates by quietly asking those around him, "Are we having fun yet?" and now, therefore be it

RESOLVED, That the State Board of Education wishes Ken Mercer the fun and satisfaction of a well-deserved retirement and thanks him for his service on the board; and be it further

RESOLVED, That this resolution be presented to Ken Mercer and that a copy be included in the permanent records of the State Board of Education.

WITNESS our signatures this twentieth day of November, two thousand and twenty, in Austin, Texas.

Keven Ellis, Chair

Georgina C. Pérez, Secretary

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RESOLUTION

WHEREAS Marty Rowley has represented the people of the Panhandle, the South Plains, and the Permian Basin on the State Board of Education since 2013; and

WHEREAS this visionary leader played a central role in reinvigorating and completing a strategic plan for Texas public education, having served as chair of the Ad Hoc Committee on the Long-Range Plan for Public Education and on the Long-Range Plan Steering Committee; and

WHEREAS his colleagues recognized his leadership skills by repeatedly electing him vice chair of the board; and

WHEREAS Marty Rowley also served as vice chair and later chair of the Committee on School Initiatives; and

WHEREAS whether acting in a subcommittee, the Committee of the Full Board, or an ad hoc committee, Marty Rowley's professional mediation skills helped him find ways to bring together board members and stakeholders with disparate views to find common ground; and

WHEREAS his legal skills helped untangle numerous complex issues and lengthy amendments; and

WHEREAS as a former minister, he may even have used the power of prayer a few times to help guide the board to decisions that would benefit all Texas children; now, therefore, be it

RESOLVED, That after judicially weighing the pros and cons of all available evidence, the State Board of Education issues this ruling expressing its gratitude to Marty Rowley for his leadership, common sense, and many years of service; and be it further

RESOLVED, That this resolution be presented to Marty Rowley and that a copy be included in the permanent records of the State Board of Education.

WITNESS our signatures this twentieth day of November, two thousand and twenty, in Austin, Texas.

Keven Ellis, Chair

Georgina C. Pérez, Secretary

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**TEXAS PERMANENT SCHOOL FUND
SUMMARY OF TRANSACTIONS FOR APPROVAL
(Including External Manager's Trades)
For July 1, 2020 through September 30, 2020**

Purchases/Capital Calls:

Long Term Fixed Income	\$ 1,700,515,644
Public Market Equities	872,676,692
Alternative Investments	<u>477,041,807</u>
 TOTAL	 <u><u>\$ 3,050,234,143</u></u>

Sales/Distributions:

Long Term Fixed Income	\$ 478,945,622
Public Market Equities	204,241,846
Alternative Investments	<u>2,674,898,882</u>
 TOTAL	 <u><u>\$ 3,358,086,350</u></u>

General Land Office Contributions:

FY 2019 Cumulative August 2019	FY 2020 Cumulative August 2020
\$255,000,000	\$10,000,000
FY 2020 Cumulative September 2019	FY 2021 Cumulative September 2020
\$0	\$0

Based on the above information provided by staff including a report that deposits to the Permanent School Fund from the General Land Office were \$255,000,000 through August 2019 for fiscal year 2019 versus \$10,000,000 through August 2020 for fiscal year 2020, and the recommendation of the Executive Administrator and Chief Investment Officer and the Commissioner of Education; it is moved by unanimous consent that the Committee on School Finance/Permanent School Fund ratify for the months of July 2020, August 2020 and September 2020 Permanent School Fund portfolio purchases of \$3,050,234,143 and sales of \$3,358,068,350.

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**TEXAS PERMANENT SCHOOL FUND
SUMMARY OF TRANSACTIONS FOR APPROVAL
FOR PSF LIQUID ACCOUNTS
For September 1, 2019 through September 30, 2020**

	<u>September 1, 2019 - September 30, 2020</u>
<u>Purchases:</u>	
Fixed Income	\$ 3,359,336,963
Public Market Equities	<u>202,500,679</u>
TOTAL	<u><u>\$ 3,561,837,642</u></u>
 <u>Sales:</u>	
Fixed Income	\$ 667,126,969
Public Market Equities	<u>4,382,047</u>
TOTAL	<u><u>\$ 671,509,016</u></u>

Based on the above information provided by staff and the recommendation of the Executive Administrator and Chief Investment officer and the Commissioner of Education: It is moved by unanimous consent that the Committee on School Finance/Permanent School Fund ratify for the period September 1, 2019 through September 30, 2020 Permanent School Fund Liquid Account purchases of \$3,561,837,642 and sales of \$671,509,016.

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ATTACHMENT
Text of Proposed New 19 TAC

Chapter 116. Texas Essential Knowledge and Skills for Physical Education

Subchapter A. Elementary

§116.11. Implementation of Texas Essential Knowledge and Skills for Physical Education, Elementary School, Adopted 2020.

- (a) The provisions of §§116.12-116.17 of this subchapter shall be implemented by school districts.
- (b) No later than July 31, 2021, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for physical education as adopted in §§116.12-116.17 of this subchapter.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§116.12-116.17 of this subchapter shall be implemented beginning with the 2022-2023 school year and apply to the 2022-2023 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than July 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§116.12-116.17 of this subchapter shall be implemented for the following school year.
- (e) Sections 116.1-116.7 of this subchapter shall be superseded by the implementation of §§116.11-116.17 of this subchapter.

§116.12. Physical Education, Kindergarten, Adopted 2020.

- (a) Introduction.
 - (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and

skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.

- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.
- (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
- (4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for various ages and ability levels of students. Basic equipment for quality instruction includes, but is not limited to, the following list: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- (5) In Kindergarten-Grade 5, students learn fundamental movement skills and cues; begin to understand that the body functions in relation to physical activity; develop body control; become aware of the health-related fitness components; begin applying strategies, rules, etiquette, and conflict resolution techniques in dynamic situations; and identify safety practices and protocols while being physically active. Students engage in activities that develop basic levels of strength, endurance, and flexibility. Activities are presented to complement a student's natural inclination to view physical activity as challenging and enjoyable.

- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (b) Knowledge and skills.
- (1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:
- (A) practice proper foot patterns and form and maintain balance while hopping, galloping, running, sliding, skipping, and walking;
 - (B) practice correct technique while jumping in place, forward and backward, and side to side;
 - (C) demonstrate visual tracking and tracing, simple balancing, cross lateralization, and sequencing of two skills; and
 - (D) spin and roll at different levels, speeds, and positions.
- (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
- (A) maintain balance while bearing weight using different bases of support; and
 - (B) practice bending, stretching, twisting, and curling while maintaining balance.
- (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
- (A) self-toss an object and throw underhand with opposite foot forward;
 - (B) catch a self-dropped ball before it bounces twice and catch a self-tossed object before it hits the ground;
 - (C) practice dribbling with one hand;
 - (D) tap a ball using the inside of the foot;
 - (E) kick a stationary ball from a stationary position;
 - (F) volley a lightweight object to self;
 - (G) strike a lightweight object using hand or short-handled implement;
 - (H) jump at least once with a self-turned rope; and
 - (I) demonstrate swinging a long rope back and forth with a partner.
- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
- (A) differentiate between personal and general space while moving to simple rhythms and maintaining balance;
 - (B) demonstrate a variety of pathways, shapes, and levels while maintaining balance; and
 - (C) demonstrate clear contrast when moving in different speeds and directions while maintaining balance.
- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to mirror and follow teacher movement and basic rhythm patterns.

- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
- (A) demonstrate the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games while maintaining appropriate space and speed;
 - (B) practice the correct techniques for motor development skills following teacher direction; and
 - (C) demonstrate safe practices by following rules, procedures, and directions during class and activities.
- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to discuss outdoor recreation, health, and fitness activities in school and the community.
- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:
- (A) discuss the immediate effect of physical activity on the heart and lungs;
 - (B) describe the importance of daily active play; and
 - (C) participate in exercises that promote health-related fitness.
- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
- (A) describe the importance of goal setting; and
 - (B) identify how to measure improvement in physical skills such as counting the number of times a student can hop while maintaining balance.
- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:
- (A) recognize that eating a variety of foods produces energy for physical activity; and
 - (B) identify the best source of hydration during physical activity.
- (11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:
- (A) identify proper clothing and footwear for physical activity; and
 - (B) identify safety precautions, including pedestrian, water, sun, and cycling safety, with teacher guidance.
- (12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:
- (A) give examples of consequences resulting from personal actions;
 - (B) demonstrate respect for differences and similarities in abilities of self and others; and
 - (C) identify personal impulses and emotions with teacher guidance.
- (13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:

- (A) demonstrate respect and cooperation through words and actions with teacher guidance; and
- (B) communicate feelings and thoughts appropriately with teacher guidance.
- (14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to explain why some physical activities are challenging.
- (15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to listen respectfully and respond appropriately to corrective feedback with teacher guidance.
- (16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:
 - (A) participate in moderate to vigorous physical activity on a regular basis; and
 - (B) identify physical activity for personal enjoyment with teacher guidance.

§116.13. Physical Education, Grade 1, Adopted 2020.

(a) Introduction.

- (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical

activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.

- (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
 - (4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for various ages and ability levels of students. Basic equipment for quality instruction includes, but is not limited to, the following list: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
 - (5) In Kindergarten-Grade 5, students learn fundamental movement skills and cues; begin to understand that the body functions in relation to physical activity; develop body control; become aware of the health-related fitness components; begin applying strategies, rules, etiquette, and conflict resolution techniques in dynamic situations; and identify safety practices and protocols while being physically active. Students engage in activities that develop basic levels of strength, endurance, and flexibility. Activities are presented to complement a student's natural inclination to view physical activity as challenging and enjoyable.
 - (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (b) Knowledge and skills.
- (1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:
 - (A) practice proper foot patterns and maintain balance while hopping, galloping, running, sliding, and skipping;

- (B) practice correct technique while jumping in place, forward and backward, side to side, and quarter turns while maintaining balance;
- (C) demonstrate visual tracking and tracing, simple balancing, cross lateralization, and sequencing of three skills; and
- (D) spin and roll at different levels, speeds, and positions.
- (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
 - (A) maintain balance standing on one foot for five seconds while placing the free leg in a variety of different positions; and
 - (B) demonstrate bending, stretching, twisting, curling, and swaying while maintaining balance.
- (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
 - (A) demonstrate key elements of self-tossing and throwing underhand while stepping with the opposite foot forward to a target;
 - (B) demonstrate key elements of catching an accurately and softly thrown large ball and a self-tossed object;
 - (C) practice dribbling continuously with one hand while stationary using preferred hand;
 - (D) tap or dribble a ball using the inside of the foot while walking;
 - (E) approach and kick a stationary ball;
 - (F) volley a lightweight object to self and partner;
 - (G) strike an object using a short-handled implement, projecting the object upward;
 - (H) jump consecutively with a self-turned rope; and
 - (I) turn a long rope.
- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
 - (A) move in personal and general space to rhythms and beats while maintaining balance;
 - (B) travel over, under, around, and through using a variety of pathways, shapes, and levels; and
 - (C) differentiate between fast and slow speeds, strong and light force, and various directions.
- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to mirror and follow teacher movement and basic rhythm patterns in four counts.
- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
 - (A) apply the skills of chasing, fleeing, and dodging to avoid or catch others while maintaining appropriate space and speed during a variety of games;
 - (B) identify and follow teacher instructions to improve performance for specific motor development skills; and

- (C) demonstrate safe practices by using equipment appropriately and respecting personal space with teacher guidance.
- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to identify outdoor recreation, health, and fitness activities in school and the community.
- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:
 - (A) identify the immediate effect of physical activity on the heart and lungs;
 - (B) explain the importance of warm-ups and cool-downs for physical activity; and
 - (C) demonstrate exercises that promote health-related fitness.
- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
 - (A) develop a health-related goal with teacher guidance; and
 - (B) explain how to measure improvement in physical skills with or without a measuring tool.
- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:
 - (A) identify healthy foods that produce energy for physical activity; and
 - (B) identify different hydration options, including water, that enhance physical activity.
- (11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:
 - (A) identify proper clothing, footwear, and safety equipment for a variety of physical activities; and
 - (B) identify and describe safety precautions, including pedestrian, water, sun, and cycling safety with teacher guidance.
- (12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:
 - (A) describe how personal actions may have positive or negative consequences;
 - (B) demonstrate respect for differences and similarities in the abilities of self and others; and
 - (C) identify personal impulses and emotions with teacher guidance.
- (13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:
 - (A) demonstrate respect and cooperation through words and actions with self and others with teacher guidance; and
 - (B) communicate feelings and thoughts appropriately with teacher guidance.
- (14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to explain how, with practice, challenges in physical activities can turn into successes.

- (15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to listen respectfully and respond appropriately to corrective feedback with teacher guidance.
- (16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:
 - (A) participate in moderate to vigorous physical activity on a regular basis; and
 - (B) describe physical activity for personal enjoyment with teacher guidance.

§116.14. Physical Education, Grade 2, Adopted 2020.

(a) Introduction.

- (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.
- (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and

student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.

- (4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for various ages and ability levels of students. Basic equipment for quality instruction includes, but is not limited to, the following list: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- (5) In Kindergarten-Grade 5, students learn fundamental movement skills and cues; begin to understand that the body functions in relation to physical activity; develop body control; become aware of the health-related fitness components; begin applying strategies, rules, etiquette, and conflict resolution techniques in dynamic situations; and identify safety practices and protocols while being physically active. Students engage in activities that develop basic levels of strength, endurance, and flexibility. Activities are presented to complement a student's natural inclination to view physical activity as challenging and enjoyable.
- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (b) Knowledge and skills.

 - (1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills. The student is expected to:

 - (A) practice and apply correct technique while hopping, galloping, running, sliding, and skipping;
 - (B) demonstrate correct jumping and landing technique while consecutively jumping in place, forward and backward, side to side, half turns, and in tuck position;
 - (C) demonstrate basic balancing, cross lateralization, and sequencing of three skills with repetition; and
 - (D) spin and roll at different levels, speeds, and positions.

- (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills. The student is expected to:
- (A) demonstrate maintaining balance standing on one foot while placing the free leg in a variety of different positions for eight seconds; and
 - (B) differentiate between bending, stretching, twisting, curling, pushing, pulling, and swaying.
- (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
- (A) demonstrate key elements in underhand throwing to a partner and overhand throwing to a target with opposite foot forward;
 - (B) demonstrate key elements when catching an accurately and softly thrown large ball without trapping against the body;
 - (C) demonstrate key elements of hand dribbling while walking;
 - (D) dribble a ball with control using both feet while walking;
 - (E) kick a moving ball using a continuous running approach;
 - (F) volley a lightweight object with consecutive hits to self or partner;
 - (G) strike a stationary object off the ground or an elevated surface with a hand or short- or long-handled implement consecutively;
 - (H) jump forward and backward with a self-turned rope; and
 - (I) demonstrate turning and jumping a long rope.
- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
- (A) demonstrate locomotor, non-locomotor, and manipulative skills safely in personal and general space;
 - (B) combine pathways, shapes, and levels into simple sequences; and
 - (C) combine speed and direction as directed by the teacher.
- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to demonstrate simple rhythmic sequences using various locomotor and coordination skills in eight counts.
- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
- (A) apply the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games at low, middle, and high levels with appropriate speed and direction;
 - (B) participate in appropriate drills and activities to enhance the learning of specific motor development skills; and
 - (C) demonstrate safe practices by using equipment appropriately and respecting personal space with minimal teacher guidance.

- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to describe outdoor recreation, health, and fitness activities in school and the community.
- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:
- (A) list the benefits of regular physical activity on the heart and lungs;
 - (B) define frequency and endurance as it relates to physical activities; and
 - (C) demonstrate correct technique of exercises that promote health-related fitness.
- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
- (A) develop health-and skill-related goals with teacher guidance; and
 - (B) identify how to measure improvement and track progress in physical skills with a measuring tool.
- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:
- (A) identify the types of food that produce energy to enhance physical activity; and
 - (B) explain the need for proper hydration to enhance physical activity.
- (11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:
- (A) explain how proper attire and safety equipment promote safe participation and prevent injury in a variety of physical activities; and
 - (B) identify and explain safety precautions, including pedestrian, water, sun, cycling, and skating safety.
- (12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:
- (A) differentiate between the positive and negative consequences of personal actions;
 - (B) explain and demonstrate respect for differences and similarities in abilities of self and others; and
 - (C) identify self-management skills to control personal impulses and emotions.
- (13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:
- (A) identify the causes of problems and propose solutions with teacher guidance; and
 - (B) communicate feelings and thoughts appropriately without cue.
- (14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to explain how practicing challenging physical activities can build confidence and minimize frustration when learning skills.
- (15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to listen respectfully and respond appropriately to specific corrective feedback with teacher guidance.

- (16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:
- (A) participate in moderate to vigorous physical activity on a regular basis; and
 - (B) identify and select physical activities for personal enjoyment.

§116.15. Physical Education, Grade 3, Adopted 2020.

(a) Introduction.

- (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.
- (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate,

and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.

- (4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for various ages and ability levels of students. Basic equipment for quality instruction includes, but is not limited to, the following list: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- (5) In Kindergarten-Grade 5, students learn fundamental movement skills and cues; begin to understand that the body functions in relation to physical activity; develop body control; become aware of the health-related fitness components; begin applying strategies, rules, etiquette, and conflict resolution techniques in dynamic situations; and identify safety practices and protocols while being physically active. Students engage in activities that develop basic levels of strength, endurance, and flexibility. Activities are presented to complement a student's natural inclination to view physical activity as challenging and enjoyable.
- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

- (1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:
 - (A) demonstrate correct technique while hopping, galloping, running, sliding, skipping, and leaping;
 - (B) demonstrate correct jumping and landing technique from different heights;
 - (C) demonstrate intermediate balancing to include equipment, cross lateralization using a variety of coordination skills, and sequencing of three skills with repetition; and
 - (D) spin and roll with control at different levels, speeds, and positions with manipulatives.
- (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
 - (A) demonstrate moving in and out of a balanced position with control during dynamic activities; and

- (B) combine bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities.
- (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
 - (A) demonstrate key elements in underhand and overhand throwing to a partner with accuracy;
 - (B) demonstrate key elements when catching an accurately and softly thrown large ball with a partner without trapping against the body;
 - (C) demonstrate key elements of hand dribbling while slowly jogging and maintaining ball control;
 - (D) dribble a ball with control using both feet while slowly jogging;
 - (E) kick a moving ball on the ground and in the air using a continuous running approach;
 - (F) demonstrate correct technique in volleying to a wall or partner and over an object or net;
 - (G) demonstrate correct technique when striking a moving object over a low net or to a wall with a hand or short- or long-handled implement;
 - (H) jump a self-turned rope using a variety of basic skills; and
 - (I) enter and exit a turned long rope using basic jumping skills.
- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
 - (A) demonstrate locomotor, non-locomotor, and manipulative skills safely in personal and open space;
 - (B) combine pathways and levels into various movement patterns in a wide variety of physical activities; and
 - (C) combine speed, direction, and force as directed by teacher.
- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to demonstrate various rhythmic combinations of locomotor skills of eight counts in repeatable patterns when leading or following a partner.
- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
 - (A) combine the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games;
 - (B) demonstrate specific movement skills to improve performance in designated dynamic activities; and
 - (C) explain and follow rules, procedures, and safe practices during games and activities.
- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in introductory outdoor recreational skills and activities such as rock climbing, hiking, paddle sports, disc golf, or challenge courses.
- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:

- (A) describe the benefits of regular physical activity, including stress management;
 - (B) identify the importance of frequency and intensity during endurance activities; and
 - (C) explain and demonstrate the correct techniques of health-related fitness components.
- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
- (A) describe the importance of setting personal fitness goals in improving health-related fitness; and
 - (B) identify how to measure improvement and track progress for health-related fitness.
- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:
- (A) differentiate between healthy and unhealthy foods and their impact on sustainable energy for physical activity; and
 - (B) differentiate between water and processed sugar or high-calorie drinks and their impact on sustainable energy for physical activity.
- (11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:
- (A) select proper attire and safety equipment that promote safe participation and prevent injury in a variety of physical activities; and
 - (B) exhibit correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety.
- (12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:
- (A) explain that personal actions have consequences for self and others;
 - (B) demonstrate respect for differences and similarities in abilities of self and others; and
 - (C) explain and demonstrate self-management skills to control personal impulses and emotions.
- (13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:
- (A) demonstrate respect and cooperation through words and actions during various group activities; and
 - (B) identify the feelings of others.
- (14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to explain how practicing challenging physical activities can build confidence and minimize frustration when learning a variety of new skills.
- (15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to listen respectfully to make appropriate changes in performance based on feedback.
- (16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:

- (A) differentiate among types of and participate in moderate to vigorous physical activity for a sustained period of time on a regular basis using technology when available; and
- (B) select and participate in physical activity for personal enjoyment.

§116.16. Physical Education, Grade 4, Adopted 2020.

(a) Introduction.

- (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.
- (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student

physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.

- (4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for various ages and ability levels of students. Basic equipment for quality instruction includes, but is not limited to, the following list: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
 - (5) In Kindergarten-Grade 5, students learn fundamental movement skills and cues; begin to understand that the body functions in relation to physical activity; develop body control; become aware of the health-related fitness components; begin applying strategies, rules, etiquette, and conflict resolution techniques in dynamic situations; and identify safety practices and protocols while being physically active. Students engage in activities that develop basic levels of strength, endurance, and flexibility. Activities are presented to complement a student's natural inclination to view physical activity as challenging and enjoyable.
 - (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (b) Knowledge and skills.
- (1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:
 - (A) demonstrate and apply correct technique in a variety of locomotor skills during dynamic activities;
 - (B) demonstrate correct jumping and landing technique while performing a long jump and a full turn jump;
 - (C) demonstrate intermediate balancing to include equipment, cross lateralization using a variety of coordination skills, and sequencing of four skills with repetition; and
 - (D) spin and roll with control at different levels, speeds, and positions with manipulatives.
 - (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
 - (A) transfer body weight over, under, and on equipment with good control; and
 - (B) move into and out of various combinations of bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities.

- (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
- (A) practice the key elements of manipulative skills, including eye on target, follow-through, body weight transfer, and body position, during dynamic activities;
 - (B) practice the key elements of catching a ball at a variety of levels above and below the waist;
 - (C) demonstrate key elements of hand dribbling with dominant and non-dominant hand while changing both speed and direction;
 - (D) dribble a ball with control alternating feet while changing both speed and direction with a partner;
 - (E) identify and demonstrate the key elements in kicking patterns, including body position, weight transfer, and follow-through;
 - (F) demonstrate correct technique in underhand and overhead volleying to a wall, net, or partner;
 - (G) demonstrate correct technique when striking an object with a hand or short- or long-handled implement with a partner;
 - (H) jump a self-turned rope using a variety of intermediate skills; and
 - (I) demonstrate entering and exiting a turned long rope using intermediate jumping skills.
- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
- (A) demonstrate the appropriate use of open space and closing space during dynamic activities;
 - (B) demonstrate appropriate use of pathways and levels during dynamic activities and lead-up games; and
 - (C) apply speed, direction, and force during dynamic activities and lead-up games.
- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to demonstrate a rhythmic routine with appropriate steps and movement patterns individually or in a group.
- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
- (A) explain fundamental components and strategies of dynamic activities and lead-up games;
 - (B) practice and demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or a small group; and
 - (C) exhibit appropriate sporting behavior during independent games and activities.
- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in a variety of outdoor recreational skills and activities such as camping, backpacking, fishing, rock climbing, hiking, paddle sports, disc golf, cornhole, bocce ball, or croquet.
- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:

- (A) describe the benefits of regular physical activity on overall health and wellness;
- (B) demonstrate frequency and intensity during endurance activities; and
- (C) identify and demonstrate the components of health- and skill-related fitness.
- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
 - (A) develop personal fitness goals for health-related fitness; and
 - (B) track progress and analyze data for health-related fitness activities.
- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:
 - (A) examine the relationship between nutrition and optimal physical performance; and
 - (B) explain the importance of proper hydration before, during, and after physical activity.
- (11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:
 - (A) work independently to select proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities and lead-up games; and
 - (B) apply correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety.
- (12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:
 - (A) accept and take responsibility for personal actions that affect self and others;
 - (B) demonstrate respect for differences and similarities in abilities of self and others; and
 - (C) demonstrate self-management skills to control personal impulses and emotions during dynamic activities and lead-up games.
- (13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:
 - (A) discuss ways to resolve conflict in socially acceptable ways and respond to winning and losing with dignity and understanding;
 - (B) identify effective communication to enhance healthy interactions while settling disagreements; and
 - (C) demonstrate respect for the feelings of others.
- (14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to identify ways to accept individual challenges and use self-management skills to persevere in a positive manner when learning a variety of new skills.
- (15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to listen respectfully to make appropriate changes in performance based on feedback from teacher and peers.
- (16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:

- (A) differentiate among types of and participate in moderate to vigorous physical activities for a sustained period of time on a regular basis using technology when available; and
- (B) participate in a variety of physical activities in the school and community for personal enjoyment.

§116.17. Physical Education, Grade 5, Adopted 2020.

(a) Introduction.

- (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.
- (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all

physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.

- (4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for various ages and ability levels of students. Basic equipment for quality instruction includes, but is not limited to, the following list: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- (5) In Kindergarten-Grade 5, students learn fundamental movement skills and cues; begin to understand that the body functions in relation to physical activity; develop body control; become aware of the health-related fitness components; begin applying strategies, rules, etiquette, and conflict resolution techniques in dynamic situations; and identify safety practices and protocols while being physically active. Students engage in activities that develop basic levels of strength, endurance, and flexibility. Activities are presented to complement a student's natural inclination to view physical activity as challenging and enjoyable.
- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

- (1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:
 - (A) demonstrate and apply correct technique in a variety of locomotor skills and combinations during lead-up activities;
 - (B) demonstrate correct jumping and landing technique while performing a long jump and a full turn jump in both directions; and
 - (C) demonstrate advanced balancing to include equipment, cross lateralization during increasingly complex movements, and sequencing of four or more skills with repetition.
- (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
 - (A) maintain balance and transfer body weight with control during dynamic activities and lead-up games; and

- (B) perform a combination of bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities.
- (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
 - (A) demonstrate the key elements of manipulative skills, including eye on target, follow-through, body weight transfer, and body position, during games and activities;
 - (B) demonstrate the key elements of catching while moving during games and activities;
 - (C) demonstrate key elements of hand dribbling with either hand when stationary while protecting the ball from a defender during dynamic activities and lead-up games;
 - (D) combine foot dribbling with other skills during dynamic activities and lead-up games;
 - (E) demonstrate appropriate form when kicking and punting during dynamic activities and lead-up games;
 - (F) demonstrate correct technique in volleying in dynamic activities and lead-up games;
 - (G) demonstrate correct technique when striking an object with a hand or short- or long-handled implement in dynamic activities and lead-up games;
 - (H) jump a self-turned rope in a routine using a variety of advanced skills; and
 - (I) demonstrate entering and exiting a turned long rope using advanced jumping skills.
- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
 - (A) demonstrate the appropriate use of open space and closing space in small groups during dynamic activities and lead-up games;
 - (B) apply appropriate use of pathways and levels in small groups during dynamic activities and lead-up games; and
 - (C) apply speed, direction, and force with a short-handled implement during dynamic activities and lead-up games.
- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to create rhythmic routines in counts of eight using basic steps and coordinated movement patterns individually or in a group.
- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
 - (A) identify and demonstrate the relationships among a variety of game skills, including preparation, movement, follow-through, and recovery, used in net or wall, invasion, target, fielding, or striking games;
 - (B) demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or group; and
 - (C) engage appropriately in physical activity, sporting behavior, and game etiquette without teacher cue.
- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in outdoor recreational skills and activities such as rock climbing, orienteering, hiking, paddle sports, archery, cycling, or challenge courses.

- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:
- (A) describe the benefits of moderate to vigorous physical activity on overall health and wellness;
 - (B) describe the frequency, intensity, time, and type (FITT) principle and how it improves fitness; and
 - (C) differentiate between health-related and skill-related fitness components.
- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
- (A) analyze personal fitness goals for self-improvement; and
 - (B) track progress and analyze data, with teacher guidance, to target areas needing improvement.
- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:
- (A) identify healthy foods that enhance physical activity; and
 - (B) explain the importance of proper hydration before, during, and after physical activity.
- (11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:
- (A) describe and select proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities and games; and
 - (B) demonstrate correct safety precautions, including water, sun, cycling, skating, and scooter safety.
- (12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:
- (A) accept and take responsibility for personal actions that affect self and others during dynamic activities and lead-up games;
 - (B) accept responsibility and demonstrate respect for differences and similarities in abilities of self and others during dynamic activities and lead-up games; and
 - (C) apply self-management skills to demonstrate self-control of impulses and emotions during dynamic activities and lead-up games.
- (13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:
- (A) explain the importance of and demonstrate how to resolve conflict in socially acceptable ways and respond to winning and losing with dignity and understanding;
 - (B) identify and describe effective communication to enhance healthy interactions while settling disagreements; and
 - (C) identify and describe the concepts of empathy and mutual respect for the feelings of others.
- (14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to discuss the importance of accepting individual

challenges and use self-management skills to persevere in a positive manner during dynamic activities and lead-up games.

(15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to apply appropriate changes to performance based on feedback from peers.

(16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:

(A) differentiate among types of and participate in moderate to vigorous physical activity for a sustained period of time on a regular basis using technology when available; and

(B) analyze the level of personal enjoyment in a variety of activities in the school and community.

Chapter 116. Texas Essential Knowledge and Skills for Physical Education

Subchapter B. Middle School

§116.25. Implementation of Texas Essential Knowledge and Skills for Physical Education, Middle School, Adopted 2020.

- (a) The provisions of §§116.26-116.28 of this subchapter shall be implemented by school districts.
- (b) No later than July 31, 2021, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for physical education as adopted in §§116.26-116.28 of this subchapter.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§116.26-116.28 of this subchapter shall be implemented beginning with the 2022-2023 school year and apply to the 2022-2023 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than July 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§116.26-116.28 of this subchapter shall be implemented for the following school year.
- (e) Sections 116.21-116.24 of this subchapter shall be superseded by the implementation of §§116.25-116.28 of this subchapter.

§116.26. Physical Education, Grade 6, Adopted 2020.

- (a) Introduction.
 - (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-

discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.

- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.
- (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
- (4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate, lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for students of various ages and ability levels. Basic equipment for quality instruction includes, but is not limited to, the following: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- (5) In Grades 6-8 physical education, students apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.

- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (b) Knowledge and skills.
- (1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:
- (A) perform a variety of locomotor skills and combinations during dynamic activities and games; and
 - (B) demonstrate correct jumping and landing technique during dynamic activities, game situations, and sports.
- (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
- (A) demonstrate balance with control during dynamic activities and games; and
 - (B) demonstrate proper body positioning, proficiency, footwork, and offensive and defensive skills during dynamic activities and games.
- (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
- (A) demonstrate correct technique when throwing to a moving target;
 - (B) demonstrate correct catching technique from different levels and trajectories with a variety of objects;
 - (C) demonstrate correct hand dribbling technique when changing both speed and direction while maintaining ball control;
 - (D) demonstrate correct foot dribbling technique with control while changing both speed and direction during dynamic activities and game situations;
 - (E) demonstrate correct technique in kicking and punting with accuracy during dynamic activities and lead-up games;
 - (F) demonstrate correct technique in volleying to a target with control and accuracy;
 - (G) demonstrate correct technique when striking an object with speed, accuracy, force, and distance using a hand or handled implement during dynamic activities and lead-up games; and
 - (H) create and perform a jump rope routine using a variety of advanced skills.
- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness including pathways, shapes, levels, speed, direction, and force. The student is expected to:
- (A) demonstrate the appropriate use of open space and closing space during dynamic activities, games, and sports; and
 - (B) apply speed, direction, and force with a long-handled implement during dynamic activities, games, and sports.
- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to perform rhythmic routines with intermediate steps and movement patterns.

- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
- (A) demonstrate offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games;
 - (B) demonstrate combinations of locomotor, manipulative, and game skills in dynamic activities to achieve individual or team goals; and
 - (C) demonstrate appropriate sporting behavior with teammates, opponents, and officials.
- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in self-selected, organized outdoor recreational skills, activities, and games.
- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:
- (A) describe the long-term benefits of moderate to vigorous physical activity on overall health and wellness;
 - (B) describe the frequency, intensity, time, and type (FITT) principle and how it improves fitness in relation to aerobic and anaerobic activities; and
 - (C) describe health-related and skill-related fitness components and their impact on personal fitness.
- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
- (A) develop an individual fitness plan using personal fitness goals; and
 - (B) analyze results of fitness assessments to identify strategies for self-improvement.
- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:
- (A) identify macronutrients, including carbohydrates, fats, and proteins, and examine their relationship to optimal physical performance; and
 - (B) identify how environmental temperature and humidity each contribute to dehydration and heat illness.
- (11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:
- (A) perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports; and
 - (B) perform, without cue, the correct safety precautions, including water, sun, cycling, skating, and scooter safety.
- (12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:
- (A) explain the importance of and accept responsibility for personal actions that affect self and others during game situations and sports;

- (B) explain the importance of and accept responsibility and demonstrate respect for differences and similarities in abilities of self and others during dynamic activities and lead-up games; and
- (C) apply self-management skills to demonstrate self-control of impulses and emotions, without cue, during games, situations, and sports.
- (13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:
 - (A) discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding;
 - (B) explain and demonstrate effective communication to enhance healthy interactions while settling disagreements; and
 - (C) demonstrate empathy and mutual respect for the feelings of others.
- (14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to discuss the importance of accepting individual challenges and demonstrate self-management skills to persevere in a positive manner during game situations and sports.
- (15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to analyze feedback to make appropriate changes to improve performance.
- (16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:
 - (A) develop a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis; and
 - (B) describe how participation in a variety of physical activities builds confidence and increases personal enjoyment.

§116.27. Physical Education, Grade 7, Adopted 2020.

(a) Introduction.

- (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
- (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
- (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).

- (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.
- (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
- (4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate, lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for students of various ages and ability levels. Basic equipment for quality instruction includes, but is not limited to, the following: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- (5) In Grades 6-8 physical education, students apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function

of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.

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

(b) Knowledge and skills.

- (1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:

- (A) combine and apply a variety of locomotor skills during dynamic fitness, sport, and rhythmic activities; and
- (B) apply correct jumping and landing technique during dynamic activities, game situations, and sports.

- (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:

- (A) move between positions with controlled balance during dynamic activities, game situations, and sports; and
- (B) demonstrate proper body positioning, proficiency, and footwork and perform offensive and defensive skills during dynamic activities, game situations, and sports.

- (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:

- (A) apply correct throwing techniques with distance, power, and accuracy while both partners are moving during dynamic activities, game situations, and sports;
- (B) apply correct catching technique with a variety of objects from different levels and trajectories during dynamic activities, game situations, and sports;
- (C) apply offensive and defensive patterns in game strategies while hand dribbling;
- (D) apply offensive and defensive foot dribbling strategies during game situations and sports;
- (E) apply correct technique in kicking and punting with control, distance, and accuracy during game situations and sports;
- (F) apply correct technique in volleying with both control and accuracy during game situations and sports;
- (G) apply correct technique when striking an object with speed, accuracy, force, and distance during game situations and sports; and
- (H) create and perform a jump rope routine using a variety of skills that require agility, speed, and endurance.

- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:

- (A) execute the appropriate use of open space and closing space during dynamic activities, games, and sports; and
- (B) execute the appropriate use of speed, direction, and force with or without an implement during dynamic activities, games, and sports.

- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to perform rhythmic routines with advanced steps and movement patterns with a partner.
- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
- (A) apply offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games and sports;
 - (B) apply combinations or sequences of game skills to achieve individual or team goals; and
 - (C) demonstrate self-responsibility and appropriate sporting behavior in game situations and sports.
- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to demonstrate a variety of correct techniques for outdoor recreational skills, activities, and games.
- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:
- (A) analyze the long-term benefits of moderate to vigorous physical activity on overall health and wellness;
 - (B) apply basic frequency, intensity, time, and type (FITT) principle in a variety of aerobic and anaerobic activities; and
 - (C) apply health-related and skill-related fitness components and explain how each component impacts personal fitness.
- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
- (A) create a collaborative physical fitness plan to target areas for improvement in health-related fitness; and
 - (B) monitor and evaluate personal fitness goals and make appropriate changes for improvement.
- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:
- (A) evaluate healthy food choices that show a balanced daily intake of macronutrients to enhance physical performance; and
 - (B) analyze and determine the appropriate times to consume traditional sports drinks that have the appropriate carbohydrate and sodium content.
- (11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:
- (A) perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports; and
 - (B) perform, without cue, the correct safety precautions, including water, sun, cycling, skating, and scooter safety.

- (12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:
 - (A) discuss the importance of and accept responsibility and demonstrate respect for differences and similarities in abilities of self and others during game situations and sports; and
 - (B) analyze self-management skills to demonstrate self-control of impulses and emotions, without cue, during game situations and sports.
- (13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:
 - (A) discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding;
 - (B) communicate effectively to enhance healthy interactions while settling disagreements; and
 - (C) demonstrate empathy and mutual respect for the feelings of others.
- (14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to develop and apply a plan of action and make effective decisions when faced with challenges, obstacles, or difficulties during game situations and sports.
- (15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to provide constructive feedback to peers following teacher guidelines to improve performance.
- (16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:
 - (A) implement a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis; and
 - (B) evaluate self-selected physical activities for personal enjoyment.

§116.28. Physical Education, Grade 8, Adopted 2020.

(a) Introduction.

- (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit

the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).

- (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.
- (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
- (4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate, lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for students of various ages and ability levels. Basic equipment for quality instruction includes, but is not limited to, the following: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.

- (5) In Grades 6-8 physical education, students apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.
- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (b) Knowledge and skills.
- (1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:
- (A) combine and apply a variety of locomotor skills during dynamic fitness, sport, and rhythmic activities; and
- (B) combine correct jumping and landing technique during dynamic activities, game situations, and sports.
- (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
- (A) combine and apply balance with control during dynamic activities, game situations, and sports; and
- (B) demonstrate proper body positioning, proficiency, and footwork and perform offensive and defensive skills during dynamic activities, game situations, and sports.
- (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
- (A) combine appropriate throwing techniques during game situations and sports;
- (B) apply appropriate catching technique from different levels and trajectories with an implement during game situations and sports;
- (C) perform, without cue, key elements in hand dribbling during game situations and sports;
- (D) perform, without cue, key elements in foot dribbling during game situations and sports;
- (E) apply correct technique in kicking and punting during game situations and sports with control, distance, and accuracy;
- (F) perform, without cue, key elements in volleying during game situations and sports;
- (G) perform, without cue, key elements in striking during game situations and sports; and
- (H) create and perform a jump rope routine with a partner or a small group using a variety of skills that include agility, speed, and endurance.
- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
- (A) perform, without cue, the appropriate use of open space and closing space during dynamic activities, games, and sports; and
- (B) perform, without cue, the appropriate speed, direction, and force with or without an implement during dynamic activities, games, and sports.

- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to create and perform with a small group a rhythmic routine with varying tempos using advanced steps and movement patterns.
- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
- (A) perform, without cue, offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games and sports;
 - (B) perform, without cue, combinations or sequences of game skills to achieve individual or team goals; and
 - (C) follow rules, demonstrate appropriate sporting behavior, self-officiate, and respect consequences for the game being played without cue.
- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to engage in a variety of self-selected outdoor recreational activities and games.
- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:
- (A) perform a variety of lifelong physical activities and explain their effects on overall health and wellness;
 - (B) perform basic frequency, intensity, time, and type (FITT) principle in a variety of self-selected aerobic and anaerobic activities; and
 - (C) develop and analyze a personal fitness plan using health-related and skill-related fitness components.
- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
- (A) create and implement a personal physical fitness plan and analyze the results for effectiveness; and
 - (B) evaluate personal fitness goals and make appropriate changes for improvement.
- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:
- (A) develop a healthy food choice plan that enhances physical performance; and
 - (B) determine hydration needs, without cue, based on physical performance and environmental factors.
- (11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:
- (A) perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports; and
 - (B) perform, without cue, the correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety.

- (12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:
- (A) discuss the importance of and accept responsibility and demonstrate respect for differences and similarities in abilities of self and others during game situations and sports; and
 - (B) evaluate self-management skills to demonstrate self-control of impulses and emotions, without cue, during games, situations, and sports.
- (13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:
- (A) discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding;
 - (B) communicate effectively to enhance healthy interactions while settling disagreements; and
 - (C) demonstrate empathy and mutual respect for the feelings of others.
- (14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to develop and apply a plan of action and make effective decisions when faced with challenges, obstacles, or difficulties during game situations and sports.
- (15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to provide constructive feedback to peers using a positive tone to improve performance.
- (16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:
- (A) implement a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis; and
 - (B) participate in self-selected physical activities for personal enjoyment.

Chapter 116. Texas Essential Knowledge and Skills for Physical Education

Subchapter C. High School

§116.61. Implementation of Texas Essential Knowledge and Skills for Physical Education, Adopted 2020.

- (a) The provisions of §§116.62-116.64 of this subchapter shall be implemented by school districts.
- (b) No later than July 31, 2021, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for physical education as adopted in §§116.62-116.64 of this subchapter.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§116.62-116.64 of this subchapter shall be implemented beginning with the 2022-2023 school year and apply to the 2022-2023 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than July 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§116.62-116.64 of this subchapter shall be implemented for the following school year.
- (e) Sections 116.51-116.56 of this subchapter shall be superseded by the implementation of §§116.61-116.64 of this subchapter.

§116.62. Lifetime Fitness and Wellness Pursuits (One Credit), Adopted 2020.

- (a) General requirements. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-

discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.

- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in using strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.
 - (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities, and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
 - (4) Access to course-appropriate physical education equipment is essential to quality instruction. Course-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate, lifelong learner. Equipment should include a variety of sizes, weights, and textures to provide differentiated experiences for students of various ability levels.
 - (5) The Lifetime Fitness and Wellness Pursuits course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students in Lifetime Fitness and Wellness Pursuits will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness.
 - (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) Movement patterns and movement skills. While participating in physical activity, the physically literate student applies physiological and biomechanical principles to improve health-related fitness. The student is expected to:
 - (A) apply physiological and fitness principles related to exercise and training, including warm-up and cool-down, overload, frequency, intensity, time, and specificity; and
 - (B) apply basic biomechanical principles related to exercise and training, including force, leverage, and type of contraction.
 - (2) Performance strategies. During physical activity, the physically literate student applies skills, techniques, and safety practices associated with physical activity. The student is expected to:

- (A) apply appropriate procedures to ensure safety;
 - (B) apply appropriate practices and procedures to improve skills in various fitness activities;
 - (C) perform skills and appropriate techniques at a basic level of competency;
 - (D) modify movement during performance using appropriate internal and external feedback; and
 - (E) explain various methods to achieve personal fitness, including interval training, circuit training, high-intensity interval training (HIIT), and functional fitness training.
- (3) Health, physical activity, and fitness. The physically literate student applies fitness principles that encompass personal fitness programs, nutrition, technology, and environmental awareness. The student is expected to:
- (A) demonstrate appropriate safety procedures, including wearing proper attire, using equipment safely, practicing exercise etiquette, and recognizing situational environmental hazards;
 - (B) identify and describe exercise techniques that may be harmful or unsafe;
 - (C) explain the relationships among hydration, physical activity, and environmental conditions;
 - (D) explain the relationship between physical fitness and wellness;
 - (E) participate in a variety of activities that develop health-related physical fitness;
 - (F) describe training principles appropriate to enhance cardiorespiratory endurance, muscular strength and endurance, and flexibility;
 - (G) exhibit a basic level of competency in two or more aerobic and two or more anaerobic activities;
 - (H) select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness;
 - (I) design and implement a personal fitness program that includes health-related fitness components;
 - (J) measure and evaluate personal skill-related components of physical fitness, including agility, balance, coordination, power, reaction time, and speed; and
 - (K) measure and evaluate personal fitness in terms of health-related fitness components.
- (4) Social and emotional health. During physical activity, the physically literate student develops positive self-management and social skills needed to work independently and with others. The student is expected to:
- (A) describe and analyze the relationship between physical activity and social and emotional health;
 - (B) discuss how improvement is possible with appropriate practice;
 - (C) identify and respond to challenges, successes, conflicts, and failures in physical activities in socially appropriate ways;
 - (D) explain how to accept successes and performance limitations of self and others by exhibiting appropriate behavior and response; and
 - (E) evaluate the impact of the use of technology on social and emotional health.
- (5) Lifetime wellness. The physically literate student comprehends practices that will impact daily performance, physical activity, and health throughout the lifespan. The student is expected to:
- (A) describe how sleep is essential to optimal performance and recovery;

- (B) identify myths associated with physical activity and nutritional practices;
- (C) explain the relationship between nutritional practices and physical activity;
- (D) explain the risks of over training;
- (E) evaluate consumer issues and trends related to physical fitness such as marketing claims promoting fitness and nutritional products, services, and supplements; and
- (F) analyze how nutrition, exercise, and other factors impact body composition.

§116.63. Lifetime Recreation and Outdoor Pursuits (One Credit), Adopted 2020.

- (a) General requirements. Students shall be awarded one credit for successful completion of this course.
 - (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
 - (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in using strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.
 - (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and

student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities, and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.

- (4) Access to course-appropriate physical education equipment is essential to quality instruction. Course-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate, lifelong learner. Equipment should include a variety of sizes, weights, and textures to provide differentiated experiences for students of various ability levels.
- (5) The Lifetime Recreation and Outdoor Pursuits course provides opportunities for students to develop competency in five or more lifelong recreational and outdoor pursuits for enjoyment and challenge. Students in Lifetime Recreation and Outdoor Pursuits participate in activities that promote physical literacy, respect for and connection to nature and the environment, and opportunities for enjoyment for a lifetime. Students will experience opportunities that enhance self-worth and support community engagement.
- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.

 - (1) Movement patterns and movement skills. The student demonstrates competency in five or more lifetime recreational and outdoor pursuits such as backpacking, camping, hiking, navigation, water sports, paddle sports, boater education, water safety education, angler education, hunter education, archery, outdoor survival and safety, climbing, adventure activities, challenge course or team building, lawn games, skating, skiing, cycling, and disc sports. The student is expected to:

 - (A) demonstrate execution of basic skills in lifetime recreation and outdoor pursuits;
 - (B) apply the rules and strategies of the selected lifetime recreation and outdoor pursuits; and
 - (C) design a conditioning program for the selected lifetime recreation and outdoor pursuits.
 - (2) Performance strategies. The physically literate student applies movement concepts and principles to the learning, development, and execution of motor skills applicable to the selected lifetime recreational and outdoor pursuits. The student is expected to:

 - (A) modify movement during performance using appropriate internal and external feedback; and
 - (B) identify critical elements for a successful performance during a specific activity.
 - (3) Health, physical activity, and fitness. The physically literate student exhibits a physically active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

 - (A) participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge;
 - (B) describe training principles for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance;
 - (C) establish realistic and challenging health-related fitness goals;

- (D) select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness;
- (E) analyze health and fitness benefits derived from participation in lifetime recreational and outdoor pursuits; and
- (F) design and participate in a personal health-related fitness program that has the potential to meet identified activity goals.
- (4) Social and emotional health. The physically literate student articulates the benefit of time spent in recreation or outdoor pursuits to promote mental, social, and emotional health. The student is expected to:
 - (A) demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits;
 - (B) demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities;
 - (C) evaluate the impact of the use of technology on social and emotional health;
 - (D) analyze and summarize critical information on the mental, social, and emotional health benefits of engagement in outdoor pursuits; and
 - (E) design a personal wellness plan that includes time engaging in outdoor pursuits.
- (5) Lifetime wellness. The physically literate student recognizes the relationship between lifetime recreation or outdoor pursuits and health. The student is expected to:
 - (A) list and describe safety equipment used in selected lifetime recreation and outdoor pursuits;
 - (B) explain and follow safety procedures during selected lifetime recreation and outdoor pursuits;
 - (C) identify and apply the health-related fitness principles to selected lifetime recreation and outdoor pursuits;
 - (D) describe how sleep is essential to optimal performance and recovery;
 - (E) analyze the advantages and disadvantages of lifetime recreation and outdoor pursuits and their effects on personal fitness;
 - (F) provide evidence of developing and maintaining health-related fitness; and
 - (G) design safe practices and procedures to improve skill during an activity.

§116.64. Skill-Based Lifetime Activities (One Credit), Adopted 2020.

- (a) General requirements. Students shall be awarded one credit for completion of this course.
- (b) Introduction.
 - (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about

- movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
- (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in using strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.
 - (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities, and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
 - (4) Access to course-appropriate physical education equipment is essential to quality instruction. Course-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate, lifelong learner. Equipment should include a variety of sizes, weights, and textures to provide differentiated experiences for students of various ability levels.
 - (5) The Skill-Based Lifetime Activities course offers students the opportunity to demonstrate mastery in basic sport skills, basic sport knowledge, and health and fitness principles. Students experience opportunities that promote physical literacy and lifetime wellness. Students in Skill-Based Lifetime Activities participate in a minimum of one lifelong activity from each of the following five categories during the course.

- (A) Target games are activities in which students send an object toward a target.
- (B) Striking and fielding games are activities in which students strike an object in order to score points within a game.
- (C) Fitness activities provide opportunities for students to apply fitness principles to accomplish an objective.
- (D) Rhythmic activities provide opportunities for students to demonstrate or create movement sequences with rhythm.
- (E) Innovative games and activities with international significance are those games and activities that use new or innovative equipment, have been created by students, or are played internationally.

(c) Knowledge and skills.

- (1) Movement patterns and movement skills. The physically literate student applies movement skills while participating in a minimum of five lifelong activities, including one from each of the following categories: target, striking and fielding, fitness, rhythmic, and innovative games and activities with international significance. The student is expected to:
 - (A) exhibit a level of competency in one or more target activities such as archery, disc golf, backyard target games, bowling, and golf;
 - (B) exhibit a level of competency in one or more striking and fielding activities such as kickball, softball, baseball, and racquet sports;
 - (C) exhibit a level of competency in one or more fitness activities that promote cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility;
 - (D) exhibit a level of competency in one or more rhythmic activities; and
 - (E) exhibit a level of competency in one or more innovative games and activities with international significance such as cricket, futsal, speed ball, and team handball.
- (2) Performance strategies. The physically literate student applies tactics and strategies to be successful in skill-based lifetime activities. The student is expected to:
 - (A) perform skills and strategies consistently;
 - (B) modify movement during performance using appropriate internal and external feedback;
 - (C) describe appropriate practice procedures to improve skill and strategy in a sport;
 - (D) identify the critical elements for successful performance;
 - (E) demonstrate proper officiating techniques, including hand signals, verbal communication, and application of rules, to ensure safe participation in activities; and
 - (F) keep score accurately during games or activities.
- (3) Health, physical activity, and fitness. The physically literate student applies knowledge of health and fitness principles to participation in skill-based lifetime activities. The student is expected to:
 - (A) establish realistic and challenging health-related fitness goals for selected skill-based lifetime activities;
 - (B) apply appropriate safety procedures to prevent or reduce injuries in skill-based lifetime activities; and
 - (C) analyze health and fitness benefits derived from participating in skill-based lifetime activities.
- (4) Social and emotional health. The physically literate student applies principles for social and emotional health to participation in selected skill-based lifetime activities. The student is expected to:

- (A) acknowledge good play from an opponent during competition;
 - (B) explain the importance of accepting the roles and decisions of officials;
 - (C) explain the importance of accepting successes and performance limitations of self and others;
 - (D) discuss the importance of accepting personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment while officiating; and
 - (E) discuss and apply ways to respond to challenges, successes, and failures in physical activities in socially appropriate ways.
- (5) Lifetime wellness. The physically literate student applies wellness principles to participation in selected skill-based lifetime activities. The student is expected to
- (A) select and participate in at least one skill-based lifetime activity that provides for enjoyment and challenge from each category, including target, striking and fielding, fitness, rhythmic, and innovative games and activities with international significance; and
 - (B) describe how sleep is essential to optimal performance and recovery.

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ATTACHMENT
Text of Proposed New 19 TAC

Chapter 115. Texas Essential Knowledge and Skills for Health Education

Subchapter A. Elementary

§115.11. Implementation of Texas Essential Knowledge and Skills for Health Education, Adopted 2020.

- (a) The provisions of §§115.12-115.17 of this subchapter shall be implemented by school districts.
- (b) No later than July 31, 2021, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for health education as adopted in §§115.12-115.17 of this subchapter.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§115.12-115.17 of this subchapter shall be implemented beginning with the 2022-2023 school year and apply to the 2022-2023 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than July 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§115.12-115.17 of this subchapter shall be implemented for the following school year.
- (e) Sections 115.1-115.7 of this subchapter shall be superseded by the implementation of §§115.11-115.17 of this subchapter.

§115.12. Health Education, Kindergarten, Adopted 2020.

- (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 five 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 Kindergarten-Grade 3, students gain an understanding of health information and skills through five strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs.
 - (A) Physical health and hygiene education helps to prepare students for improved lifelong health outcomes. Learning about body systems lays 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, including 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.

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

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

(b) Knowledge and skills.

- (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 name the five senses.
- (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) name people who can provide health care guidance such as parents, family members, **other** trusted adults, teachers, and health care professionals;
 - (B) identify personal hygiene and health habits that help individuals stay healthy such as hand washing and brushing teeth;
 - (C) discuss ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; and
 - (D) identify head lice and biting insects that may cause illness and their proper removal and care.
- (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) identify their own feelings and emotions;
 - (B) describe and practice calming and self-management strategies;
 - (C) discuss how friends can influence a person's behavior;
 - (D) demonstrate skills for making new acquaintances;
 - (E) demonstrate respect and communicate appropriately with individuals; and
 - (F) identify and practice ways to solve conflicts with a friend.
- (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) describe positive social skills and personal qualities such as truth, kindness, reliability, and respectfulness; and
 - (B) discuss the meaning of goals and identify at least one health-related goal.
- (5) 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 discuss how to treat peers with different learning needs with dignity.
- (6) Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:
- (A) demonstrate an understanding that the human body is composed mostly of water and explain the importance of drinking water daily;
 - (B) identify healthy portion sizes for common food items;
 - (C) identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein; and
 - (D) identify healthy and unhealthy snack choices.
- (7) Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:
- (A) describe basic facts of food allergy safety such as not sharing food and explain the importance of respecting others who have allergies; and
 - (B) identify habits that help individuals stay healthy such as getting the proper amount of sleep and daily physical activity.
- (8) 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:
- (A) discuss and demonstrate procedures for responding to emergencies, including reporting to a parent or **another** trusted adult or contacting 911; and
 - (B) identify the purpose and demonstrate the proper use of protective equipment such as seat belts, booster seats, and bicycle helmets.
- (9) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:
- (A) identify roles and characteristics of a trusted adult;

- (B) identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations [~~and practice telling a parent or trusted adult if threatened~~] ; and
- (C) identify personal space and appropriate boundaries.
- (10) 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) name safe play environments; [~~and~~]
 - (B) name objects that may be dangerous such as knives, scissors, and screwdrivers and explain how they can be harmful ; and [;]
 - (C) ~~recall personal home address as part of a personal safety plan.~~
- (11) 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 identify situations when one should get help from a teacher, parent, or ~~other~~ trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.
- (12) 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 bullying behaviors and the role of the bystander;
 - (B) identify ways to discourage bullying;
 - (C) describe appropriate actions to take in response to bullying such as telling a parent or ~~another~~ [~~a~~] trusted adult; and
 - (D) explain ~~and practice~~ how to get help from a parent or ~~another~~ trusted adult when made to feel uncomfortable or unsafe by another person.
- (13) 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) discuss the proper usage of medications; and
 - (B) discuss the harmful effects of alcohol, tobacco, and drugs on physical health.
- (14) 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 ~~identify~~ [~~role-play~~] refusal skills and how to get help from a parent or ~~another~~ trusted adult in unsafe situations involving the use or misuse of alcohol, tobacco, and other drugs.

§115.13. Health Education, Grade 1, Adopted 2020.

(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 five 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 Kindergarten-Grade 3, students gain an understanding of health information and skills through five strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs.
 - (A) Physical health and hygiene education helps to prepare students for improved lifelong health outcomes. Learning about body systems lays 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, including 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.
- (4) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (5) Students should first seek guidance in the area of health from a parent or legal guardian.
- (b) Knowledge and skills.
 - (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 demonstrate use of the five senses.

- (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) identify types of health care professionals and describe the services they provide such as medical checkups, dental exams, and vision and hearing screenings;
 - (B) describe personal hygiene and health habits that enhance individual health such as personal hygiene, oral hygiene, and getting enough sleep;
 - (C) describe ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; and
 - (D) describe where head lice and biting insects that may cause illness, including ticks and mosquitos, are commonly encountered and how to avoid them.
- (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) identify their own feelings and emotions;
 - (B) discuss and explain how emotions can interrupt thinking and the self-management process;
 - (C) describe and practice calming and self-management strategies;
 - (D) describe ways in which peers and families can work together to build healthy relationships;
 - (E) describe ways to build and maintain friendships;
 - (F) identify ways to respectfully communicate verbally and nonverbally;
 - (G) identify feelings and emotions expressed by others; and
 - (H) identify and practice ways to solve conflicts with friends and peers.
- (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) discuss ways to be kind to self and how to identify areas for growth; and
 - (B) explain the importance of goal setting and task completion.
- (5) 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) discuss and demonstrate how to treat peers with different learning needs with dignity and respect;
 - (B) identify situations that can create positive stress and positive emotions; and
 - (C) discuss the signs and symptoms associated with negative stress such as loss or grief.
- (6) Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:
- (A) explain that fruits, proteins, vegetables, and dairy provide essential vitamins and minerals;
 - (B) identify recommended portion sizes by comparing portions to familiar objects such as a golf ball for a cookie or a frisbee for a dinner plate;

- (C) identify the food groups and classify examples of foods into each group; and
- (D) identify ingredients that make foods and drinks unhealthy such as added sugar and other sweeteners.
- (7) 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 identify examples of health information provided by various media and how the examples affect nutritional habits and physical activity.
- (8) Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:
 - (A) identify common food allergies and explain the importance of respecting others who have allergies; and
 - (B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.
- (9) 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:
 - (A) discuss and demonstrate strategies to keep self and others safe by staying away from dangerous situations and reporting to a parent or ~~another~~ trusted adult or contacting 911; and
 - (B) identify the purpose and demonstrate proper use of protective equipment such as seat belts, booster seats, and bicycle helmets.
- (10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:
 - (A) practice refusal skills to protect personal space and avoid unsafe situations; [~~and~~]
 - (B) identify appropriate personal boundaries, privacy, and space ; ~~and~~ [;]
 - (C) ~~recall parents'/caregivers' phone numbers as part of a personal safety plan.~~
- (11) 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) describe the difference between safe and unsafe environments; and
 - (B) identify ways to avoid weapons [~~; drugs;~~] and harming oneself or others by staying away from dangerous situations and reporting to a parent or ~~another~~ trusted adult.
- (12) 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 demonstrate how to get help from a teacher, parent, or ~~other~~ trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.
- (13) 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) describe consequences for both the victim and the bully and the impact of bullying on the victim;
 - (B) discuss ways of discouraging bullying;
 - (C) explain the differences between teasing, joking, and playing around and bullying; and

- (D) identify how to get help from a parent or **another** trusted adult when made to feel uncomfortable or unsafe by another person.
- (14) 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) identify the difference between over-the-counter and prescription drugs; and
 - (B) identify and describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products on physical health.
- (15) 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 what poisoning or overdose could look like and identify how to respond, including who to contact for help.
- (16) 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 identify how to get help from a parent or **another** trusted adult related to alcohol, tobacco, and drug abuse.
- (17) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to identify unsafe situations and practice strategies to avoid risky behaviors related to alcohol, tobacco, and other drugs.

§115.14. Health Education, Grade 2, Adopted 2020.

(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 five 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 Kindergarten-Grade 3, students gain an understanding of health information and skills through five strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs.
 - (A) Physical health and hygiene education helps to prepare students for improved lifelong health outcomes. Learning about body systems lays 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, including 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 understanding 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.

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

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

(b) Knowledge and skills.

- (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 ways to protect the five senses such as wearing sunglasses or using a safe volume setting on audio devices.
- (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) describe the importance of individual health maintenance activities such as regular medical checkups, dental exams, and vision and hearing screenings;
 - (B) explain actions an individual should take when not feeling well;
 - (C) discuss the importance of practicing personal hygiene and health habits;
 - (D) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization;
 - (E) identify common illnesses and diseases, including asthma, diabetes, and epilepsy, and their symptoms; and
 - (F) discuss the signs and symptoms of illness that may occur after contact with biting insects, including ticks and 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) communicate needs, wants, and emotions in healthy ways;
 - (B) describe and practice calming and self-management strategies;
 - (C) discuss and explain how thoughts and emotions are related;
 - (D) explain the effect of peer influence on an individual's social and emotional health;
 - (E) describe the qualities of a good friend;
 - (F) describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others;
 - (G) identify the feelings and perspectives of others by interpreting their verbal and nonverbal cues; and
 - (H) identify ways to prevent and repair broken friendships.
- (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) discuss ways to be kind to self and others;
 - (B) define personal growth and identify areas for one's personal growth; and
 - (C) list the steps and describe the importance of goal setting and task completion.
- (5) 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) identify strategies for managing different learning needs of self and others; and
 - (B) identify positive and negative stressors and how they impact emotions and learning.
- (6) Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:
- (A) identify types of nutrients;
 - (B) use familiar objects to identify healthy food portions from different food groups;
 - (C) identify healthy and unhealthy choices within the food groups; and
 - (D) identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages such as soda and sports drinks.
- (7) 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 identify various media that provide health information and how media can influence an individual's health choices such as television advertisements for fast foods and breakfast cereals.
- (8) Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:
- (A) identify signs and symptoms of common food allergies; and
 - (B) identify the benefits of establishing healthy eating and physical activity habits that will last a lifetime.
- (9) 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 describe steps one can take to reduce hazards, avoid accidents, and prevent accidental injuries for self and others.

- (10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:
- (A) demonstrate refusal skills to protect personal space and avoid unsafe situations; and
 - (B) discuss the importance of telling a parent or **another** trusted adult when privacy or personal boundaries are not respected or when the student is made to feel unsafe.
- (11) 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) describe unsafe situations, including interacting with strangers;
 - (B) explain ways to avoid weapons and report the presence of unsupervised weapons to a parent or **another** trusted adult; **[and]**
 - (C) identify the hazards of unsupervised and improper handling of guns and other weapons **;** **and [.]**
 - (D) **identify two trusted adults not part of the immediate family and recall their phone numbers as part of a personal safety plan.**
- (12) 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) identify unsafe requests made in a digital or online environment and how to take appropriate action;
 - (B) explain why obtaining help, especially from parents or **other** trusted adults, is critical when making decisions regarding digital and online use; and
 - (C) identify consequences that result from cyberbullying and inappropriate digital and online usage.
- (13) 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) describe consequences for the bully and the impact of bullying on the victim;
 - (B) describe the difference between reporting and tattling; and
 - (C) explain why obtaining assistance, especially from parents or **other** trusted adults, can be helpful when making decisions about personal safety.
- (14) 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) describe the purposes of prescription and over-the-counter drugs and their intended benefits; and
 - (B) explain the harmful effects on physical health and how to avoid alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products.
- (15) 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

what poisoning or overdose could look like and identify how to respond, including who to contact for help.

- (16) 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) identify unsafe requests related to alcohol, tobacco, and other drugs made by friends; and
 - (B) identify a trusted adult such as a parent, teacher, or law enforcement officer.
- (17) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to identify ways to avoid unsafe situations related to alcohol, tobacco, and other drugs and demonstrate refusal skills.

§115.15. Health Education, Grade 3, Adopted 2020.

(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 five 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 Kindergarten-Grade 3, students gain an understanding of health information and skills through five strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs.
 - (A) Physical health and hygiene education helps to prepare students for improved lifelong health outcomes. Learning about body systems lays 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, including 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 the 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.
- (4) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (5) Students should first seek guidance in the area of health from a parent or legal guardian.
- (b) Knowledge and skills.
 - (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 name, locate, and describe the primary functions and major components of body systems, including the skeletal, muscular, circulatory, and respiratory systems.
 - (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 the importance of seeking assistance in making decisions about health;
 - (B) describe methods of accessing information about health;
 - (C) identify the benefits of decision making about personal health;
 - (D) identify the importance of taking personal responsibility for developing and maintaining personal hygiene and health habits;
 - (E) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization;
 - (F) identify that there are diseases such as allergies, asthma, diabetes, and epilepsy that are not caused by germs; and
 - (G) identify common vectors, including ticks and mosquitos, and explain how and when to perform a self-check for vectors.
 - (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) communicate needs, wants, and emotions in healthy ways;
 - (B) describe strategies for assessing thoughts and applying calming and self-management practices;
 - (C) discuss and explain how the brain develops through maturation;
 - (D) distinguish between healthy and harmful influences of friends and others;
 - (E) describe the characteristics of healthy and unhealthy friendships;

- (F) describe the value of respectful communication;
- (G) discuss how others may experience situations differently than oneself; and
- (H) demonstrate strategies for resolving conflicts.
- (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) define self-esteem and ways it is formed ,including identifying areas for one's personal growth ; and
 - (B) describe the importance of seeking guidance from a parent or another trusted adult in setting goals.
- (5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student will develop and use appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:
 - (A) describe methods for managing challenges related to long-term health conditions;
 - (B) describe strategies to support others in managing different learning needs;
 - (C) describe positive outcomes of stress, including creativity, focus, energy, drive, and purpose;
 - (D) describe and practice healthy behaviors that reduce stress; and
 - (E) describe the importance of acceptance of oneself and others.
- (6) Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:
 - (A) classify foods by the nutrients they provide;
 - (B) plan a balanced meal that follows government nutrition guidelines;
 - (C) examine nutrition labels to identify the difference between foods containing natural sugars and foods with added sugars or sweeteners; and
 - (D) identify and categorize foods based on saturated and unsaturated fat content.
- (7) 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 describe the importance of accessing health information through a variety of credible health resources.
- (8) Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:
 - (A) identify the common food allergens listed on food packaging; and
 - (B) describe how healthy and unhealthy behaviors affect body systems and demonstrate refusal skills in dealing with unhealthy eating situations.
- (9) 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 develop a home-safety and emergency response plan such as a fire safety plan.
- (10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective

strategies to address conflict. The student is expected to identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.

- (11) 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) identify reasons for avoiding violence, gangs, weapons, and drugs;
 - (B) identify characteristics of safe home, school, and community environments; ~~and~~
 - (C) discuss the hazards of unsupervised and improper handling of guns and other weapons ;
~~and~~ ~~;~~
 - (D) ~~create a personal safety plan.~~
- (12) 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) identify and discuss the need for safety awareness in a digital or online environment;
 - (B) identify appropriate ways to communicate in digital and online environments;
 - (C) discuss who is appropriate to communicate with and what is appropriate information to share in digital and online environments; ~~and~~
 - ~~(D) describe the importance of taking personal responsibility in digital and online environments; and~~
 - (D) ~~(E)~~ explain consequences that result from cyberbullying and inappropriate digital and online usage.
- (13) 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) describe how to effectively respond to bullying and cyberbullying of oneself or others;
 - (B) explain the importance of seeking assistance in making decisions about personal safety;
and
 - (C) ~~define~~ ~~[identify examples of]~~ abuse and neglect ~~[and describe how to respond]~~ .
- (14) 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) identify misuse and proper use of over-the-counter and prescription drugs; and
 - (B) describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances, including inhalants, vaping products, and household products, on physical health.
- (15) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health.
- (16) 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.
- (17) 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) describe how friends can influence a person's decision to use or not use alcohol or drugs; and
- (B) describe the difference between reporting and tattling and why it is important to report the use of alcohol, tobacco, and other drugs by friends or peers.
- (18) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to demonstrate refusal skills related to alcohol, tobacco, and other drugs using assertive communication.

§115.16. Health Education, Grade 4, Adopted 2020.

(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 the

identification of safe and unsafe situations creates empowered and educated students 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.

(4) 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).

(5) 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).

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

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

(b) Knowledge and skills.

(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 name, locate, and describe the primary function and major components of the body systems, including the nervous, immune, digestive, and integumentary systems.

(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 the importance of health information and how it can be used;

- (B) describe how health care decision making is influenced by external factors such as cost and access;
 - (C) explain strategies for maintaining personal hygiene and health habits;
 - (D) distinguish between communicable and noncommunicable illnesses;
 - (E) explain actions to take when illness occurs, including asthma, diabetes, and epilepsy; and
 - (F) define vector-borne illnesses and describe how to reduce their risk.
- (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;
 - (B) describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger;
 - (C) discuss and explain how the brain develops during childhood and the role the brain plays in behavior;
 - (D) identify positive and negative characteristics of social groups;
 - (E) explain the importance of being a positive role model;
 - (F) explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as different languages or adaptive methods;
 - (G) identify verbal, physical, and situational cues that indicate how others may feel; and
 - (H) explain the difference between assertive behavior and aggressive behavior.
- (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) discuss ways to help build self-esteem of self, friends, and others . including areas for one's personal growth and ways to gather constructive feedback ;
 - (B) explain the advantages of setting short- and long-term goals; and
 - (C) explain the importance of time management with respect to a goal.
- (5) 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) describe methods for managing concerns related to long-term health conditions for self and others;
 - (B) differentiate between positive and negative stress;
 - (C) define sources of stress, including trauma, loss, and grief;
 - (D) discuss ways to promote a healthy body image; and
 - (E) identify ways to express and manage overwhelming emotions without harming oneself, others, or property such as calming strategies or talking to a parent or another trusted adult.
 - (E) identify self harm behaviors that may present when someone is struggling to manage overwhelming emotions or lacks support and explain the importance of telling a parent or trusted adult if observed in self or others.

- (6) Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:
- (A) explain why the body needs each of the six major nutrients contained in foods;
 - (B) identify nutritional information on menus and food labels;
 - (C) determine appropriate portion sizes when eating out, including at fast food restaurants;
 - (D) identify the recommended guidelines for added sugar consumption and explain how excess sugar consumption can impact health, including causing dental cavities and obesity; and
 - (E) identify healthy fast food choices such as ordering smaller serving sizes and substituting salads for fries and grilled foods for fried foods and their associated impacts on health.
- (7) 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 identify the physical, mental, and social benefits of physical fitness.
- (8) 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 making healthy food choices; and
 - (B) gather data from a variety of credible sources to help make informed nutritional and physical activity choices.
- (9) Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:
- (A) describe the connection between physical activity and the prevention of obesity, heart disease, and diabetes; and
 - (B) differentiate between healthy and unhealthy eating habits and demonstrate refusal skills in dealing with unhealthy eating situations.
- (10) 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 identify and demonstrate strategies for preventing and responding to injuries.
- (11) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to explain the importance of using refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.
- (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) identify strategies for avoiding violence, gangs, ~~and~~ weapons [~~, and drugs~~];
 - (B) identify characteristics of gang behavior;
 - (C) identify strategies that can be used to promote safety in homes, schools, and communities; and
 - (D) create a personal safety plan.

~~[(D) demonstrate safety procedures that can be used in various situations, including violence in the home, school, and community.]~~

- (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) differentiate between appropriate and inappropriate ways to communicate in digital and online environments;
 - (B) explain what information is appropriate to share and who it is appropriate to share information with in digital and online environments; and
 - (C) discuss the consequences of cyberbullying and inappropriate digital and online communication in relation to home and school 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) analyze distinguishing characteristics of cyberbullying;
 - (B) describe the negative impact bullying, including cyberbullying, has on both the victim and the bully;
 - (C) explain the importance of seeking guidance from parents and other trusted adults on critical personal safety issues; and
 - (D) identify types of abuse and neglect and ways to seek help from a parent or ~~another~~ trusted adult.
- (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 why some drugs require a prescription; and
 - (B) identify the differences between prescription drugs, over-the-counter drugs, other drugs, and dangerous substances, including inhalants, vaping products, and household products.
- (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) describe the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health; and
 - (B) describe the legal consequences of the misuse of alcohol, tobacco, other drugs, and 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.
- (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) distinguish between positive and negative peer influences and their effects on a person's decision to use or not use alcohol or drugs; and
 - (B) identify methods available to report unsafe situations related to alcohol, tobacco, and 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) demonstrate refusal skills using assertive communication related to alcohol, tobacco, and other drugs; and
 - (B) identify ways to avoid drugs and discuss healthy alternative activities to the use of drugs and other substances.
- (20) Reproductive and sexual health--anatomy, puberty, ~~and reproduction~~ ~~[, and pregnancy]~~ . The student ~~identifies~~ ~~[analyzes]~~ adolescent development ~~[, the process of fertilization, and healthy fetal development]~~ . The student is expected to:
- (A) explain changes that occur in males and females during puberty and adolescent development; and
 - (B) define the menstrual cycle.

§115.17. Health Education, Grade 5, Adopted 2020.

(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 the identification of safe and unsafe situations creates empowered and educated students 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.

(4) **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).**

(5) **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).**

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

(7) ~~(5)~~ **Students should first seek guidance in the area of health from a parent or legal guardian.**

(b) **Knowledge and skills.**

(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.
- (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;
 - (B) 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;
 - (D) describe the benefits of promoting health maintenance for individuals and households;
 - (E) analyze how personal hygiene helps prevent the spread of germs and communicable illnesses; and
 - (F) distinguish between treatments if infected by various vectors, including ticks and 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;
 - (B) practice and apply strategies for calming and self-management;
 - (C) explain ways of maintaining healthy relationships and resisting negative peer influence [pressure] in social groups;
 - (D) analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others;
 - (E) define and differentiate between sympathy and empathy toward others; and
 - (F) describe ways to engage in and 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;
 - (B) describe benefits of setting and implementing short- and long-term goals and perseverance to achieve those goals; [and]
 - (C) discuss choices and decision making as part of goal setting ; and [;]
 - (D) identify goals that one wishes to achieve, including identifying areas for one's personal growth and 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
 - (B) discuss how brain development during childhood affects emotions and 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;
 - (B) identify situations in which stress can help to achieve goals and build resiliency;
 - (C) examine ways to reduce the impact of stress, trauma, loss, and 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;
 - (E) describe situations that call for professional mental [and behavioral] health services; and
 - (F) discuss healthy [self-management] alternatives to [prevent] harming oneself, others, or property and the importance of telling a parent or another trusted adult when someone is struggling to manage overwhelming emotions or lacks support.
- (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;
 - (B) examine food labels and menus for nutritional content, calories, and serving sizes;
 - (C) identify the amount of sugar in common beverages and snacks and the daily recommended allowance for added sugar; and
 - (D) identify caffeine content of common beverages and 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.
- (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
 - (B) research and evaluate health products and information about physical activity and 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
 - (B) identify attitudes and behaviors that can reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes.
- (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.
- (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 drugs] and define human trafficking;

- (B) examine characteristics of gang behavior;
- ~~[(C) define safe haven and identify designated safe haven locations in the community; and~~
- (C) ~~[(D)]~~ identify [evaluate] safety procedures that can be used in various situations, including violence in the home, school, and community ; and []
- ~~(D) 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;
- (B) explain the benefits of identity protection in digital and online environments; and
- (C) analyze the consequences of cyberbullying and inappropriate digital and online communication in relation to home, school, and 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) compare and contrast healthy and unhealthy behaviors that may be present in families or households;~~
- ~~[(B) identify forms of family violence, including physical, mental, and emotional violence;~~
- (A) ~~[(C)]~~ identify methods available to report bullying;
- (B) ~~[(D)]~~ identify ways to advocate for self and others to prevent bullying and cyberbullying behavior; and
- (C) ~~[(E)]~~ explain the impact of abuse and neglect and the importance of reporting abuse and 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;
- (B) identify and explain the importance of each component of prescription and over-the-counter drug labels; and
- (C) describe the physiological effects of alcohol, vaping products, tobacco, other drugs, and 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
- (B) ~~[analyze the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances and]~~ describe the legal consequences of the [their] illegal use of alcohol, tobacco, other drugs, and 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.

- (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
 - (B) describe the importance of seeking help and reporting unsafe situations related to alcohol, tobacco, and 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;
 - (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
 - (C) identify and describe healthy alternative activities to the use of drugs and other substances.
- (20) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to []
- ~~[(A) define and distinguish between friendship, infatuation, dating/romantic relationships and marriage; and]~~
 - ~~[(B) identify characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and 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;
 - (B) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or ~~another~~ trusted adult;
 - (C) identify refusal skills such as saying "no" to any unwanted touch that violates personal boundaries in relationships; and
 - (D) discuss and explain the importance of making decisions regarding setting personal boundaries and respecting the boundaries of others [related to physical intimacy such as holding hands, hugging, and kissing] .
- (22) Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student identifies the processes of [analyzes] adolescent development, [the process of] 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;
 - (B) 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; [and]
 - (D) define the processes of fertilization and reproduction : and []
 - ~~(E) identify significant milestones of fetal development.~~

Chapter 115. Texas Essential Knowledge and Skills for Health Education

Subchapter B. Middle School

§115.25. Implementation of Texas Essential Knowledge and Skills for Health Education, Adopted 2020.

- (a) The provisions of §115.26 and §115.27 of this subchapter shall be implemented by school districts.
- (b) No later than July 31, 2021, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for health education as adopted in §115.26 and §115.27 of this subchapter.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §115.26 and §115.27 of this subchapter shall be implemented beginning with the 2022-2023 school year and apply to the 2022-2023 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than July 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §115.26 and §115.27 of this subchapter shall be implemented for the following school year.
- (e) Sections 115.21-115.23 of this subchapter shall be superseded by the implementation of §§115.25-115.27 of this subchapter.

§115.26. Grade 6, Adopted 2020.

- (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. In addition, areas in the standards related to abuse, neglect, violence, loss, grief, trauma, and suicide may directly affect some students in the classroom. Should the educator recognize signs of discomfort with instruction in these areas, students should be referred to the appropriate resource, identified ahead of such instruction, for additional help and support.
 - (3) 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 lays 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, including 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.
- (4) 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).

(5) 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).

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

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

(b) Knowledge and skills.

(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 explain how to maintain the healthy status of body systems.

(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) compare immediate and long-term effects of personal health care choices such as personal and dental hygiene;

(B) develop criteria for evaluating the validity of health information and sources;

(C) describe ways to demonstrate decision-making skills based on health information;

(D) identify current health-related issues and recommendations or guidelines;

(E) explain the role of preventive health measures, immunizations, and treatment such as wellness exams and dental check-ups in disease prevention;

(F) describe actions that should be taken when illness occurs, including asthma, diabetes, and epilepsy; and

(G) describe and recognize the signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus.

(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) demonstrate healthy methods for communicating emotions in a variety of scenarios;

(B) assess and demonstrate healthy ways of responding to conflict;

(C) differentiate between positive and negative peer influence;

(D) describe methods for communicating important issues with and understanding perspectives of parents and peers;

(E) discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios; and

(F) identify strategies for using non-violent conflict resolution skills.

(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 how physical and social changes impact self-esteem;

(B) identify possible health ~~benefits~~ implications of setting and implementing long-term personal goals;

(C) create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children; and

- (D) explain the steps in the decision-making process and the importance of following the steps.
- (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 hereditary mental health and wellness conditions;]~~
 (A) ~~[(B)]~~ identify and discuss how adolescent brain development influences emotions, decision making, and logic; and
 (B) ~~[(C)]~~ relate physical environmental factors such as school climate and availability of resources to individual, family, and community health.
- (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) examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others;
 (B) identify and describe lifetime strategies for managing ~~dealing with~~ conditions that impact learning such as attention-deficit disorder (ADD), attention-deficit/hyperactivity disorder (ADHD), dyslexia, dysgraphia, and sensory issues;
 (C) identify how to respond positively to develop resiliency;
 (D) describe healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief;
 (E) identify causes and effects associated with disordered eating and eating disorders such as bulimia, anorexia, and binge eating disorder and the importance of seeking help from a parent or ~~another~~ trusted adult for oneself or others related to disordered eating;
 (F) discuss the ~~suicide risk and suicide protective factors~~ ~~warning signs associated with suicide as~~ identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or ~~another~~ trusted adult if one observes the warning signs in self or others;
 (G) explain the role of a healthy self-concept in avoiding self-harming ~~describe why self-harm~~ behaviors that can occur when someone is struggling to manage overwhelming emotions ~~or lacks support~~ ; and
 (H) identify suicide prevention resources such as the National Suicide Prevention Hotline.
- (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) define micronutrients, including calcium and iron, and their recommended daily allowances;
 (B) compare and contrast common food labels and menus for nutritional content and calories;
 (C) describe healthy and unhealthy dietary practices;
 (D) explain the importance of a realistic personal dietary plan; and
 (E) evaluate the importance of choosing lower sodium alternatives to foods that have high levels of sodium such as salty snacks and canned vegetables.
- (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:
 (A) identify the CDC guidelines for daily physical activity throughout the lifespan; and

- (B) analyze the benefits of regular physical activity on mental, physical, and social health.
- (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) make a variety of healthy personal food choices and develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels; and
- (B) explain the role of media and technology in influencing individual and community health related to physical activity and 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) analyze the impact of moderate physical activity and dietary choices on the prevention of obesity, heart disease, and diabetes;
- (B) identify strategies to adopt healthy behaviors to reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes;
- (C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and
- (D) discuss the nutritional differences ~~between~~ ~~in~~ preparing and serving fresh ~~or minimally processed~~ foods ~~and commercially prepared or highly~~ ~~versus serving ready prepared;~~ processed foods.
- (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 describe basic first-aid procedures.
- (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) discuss and demonstrate strategies for avoiding violence, gangs, weapons, and human trafficking;
- (B) define safe haven and identify dedicated safe haven locations in the community;
- ~~(B) examine safety procedures that can be used in various situations, including violence in the home, school, and community;~~
- (C) describe the dangers associated with a variety of weapons; ~~and~~
- (D) explain the importance of complying with rules prohibiting possession of weapons ; ~~and~~
- ~~(E) 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) discuss appropriate personal digital and online communication boundaries;
- (B) develop strategies to resist inappropriate digital and online communication such as ~~social media posts~~, sending and receiving photos, sexting, and pornography;
- (C) discuss and analyze consequences resulting from inappropriate digital and online communication such as ~~social media posts~~, sending and receiving photos, sexting, and pornography;

- (D) discuss strategies and techniques for identity protection in digital and online environments;
 - (E) identify how technology is used to recruit or manipulate potential victims of sex trafficking; and
 - (F) identify the current legal consequences of cyberbullying and inappropriate digital and online communication.
- (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 strategies for managing unhealthy behaviors such as abuse, alcoholism, and neglect in the family or household;]~~
 - (A) ~~[(B)]~~ identify how exposure to family violence can influence behavior ~~and the importance of reporting suspected abuse~~ ;
 - (B) ~~[(C)]~~ assess healthy and appropriate ways of responding to and discouraging bullying and cyberbullying, including behavior that takes place at school;
 - (C) ~~[(D)]~~ analyze the impact that bullying has on both victims and bullies;
 - (D) ~~[(E)]~~ identify strategies for prevention and intervention of all forms of bullying ~~and~~ ~~[or]~~ cyberbullying such as emotional, physical, social, and sexual; and
 - (E) ~~[(F)]~~ discuss ways to seek the input of parents and other trusted adults in problem solving issues relating to violence and bullying.
- (15) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:
- (A) describe the misuse and abuse of prescription and over-the-counter drugs, including combining drugs, and the dangers associated with each;
 - (B) compare and contrast examples of prescription and over-the-counter drug labels;
 - (C) identify and describe practices used to safely store and properly dispose of prescription and over-the-counter drugs; and
 - (D) describe substance abuse and addiction to ~~[prescription drugs, over the counter drugs;]~~ alcohol, vaping products, tobacco, other drugs, and 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 the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:
- (A) describe the short- and long-term health consequences of prescription and over-the-counter drug misuse and substance use disorders; ~~and~~
 - (B) discuss the legal consequences related to the use ~~;~~ ~~[and]~~ misuse ~~,~~ ~~and possession~~ of drugs, including prescription drugs ~~;~~ ~~[-and]~~
 - ~~[(C) — explain the importance of complying with rules prohibiting the possession of drugs.]~~
- (17) Alcohol, tobacco, and other drugs--treatment. The student recognizes and understands the options for treatment and how to seek help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:
- (A) identify ways to report a suspected abuse of drugs to a parent, school administrator, teacher, or ~~another~~ trusted adult;

- (B) identify signs and symptoms of alcohol; tobacco; drugs, including prescription drugs; and other substance use and misuse such as using medicine prescribed for someone else or for reasons other than intended;
 - (C) identify ~~examples~~ [at least one example] of who, when, where, and how to get help related to unsafe situations regarding the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.
- (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) explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs;
 - (B) describe methods for differentiating between positive and negative relationships that can influence alcohol, tobacco, and other drug use;
 - (C) identify physical and social influences on alcohol, tobacco, and other drug use behaviors; ~~and~~
 - (D) explain the relationships between alcohol, tobacco, drugs, and other substances and the role each can play in unsafe situations such as drinking and driving ~~;~~ ~~and~~]
 - ~~[(E) identify methods available to report unsafe situations related to alcohol, tobacco, and other drugs.]~~
- (19) Alcohol, tobacco, and other drugs--prevention. The student analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use. The student is expected to:
- (A) identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances;
 - (B) demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present; ~~and~~
 - (C) identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids ~~;~~ ~~and~~]
 - ~~[(D) identify the benefits of various health behaviors such as choosing not to smoke.]~~
- (20) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:
- (A) ~~define and distinguish~~ [~~compare and contrast the differences~~] between friendship, infatuation, dating/romantic relationships, and marriage;
 - (B) describe how friendships provide a foundation for healthy dating/romantic relationships;
 - (C) list healthy ways to express friendship, affection, and love;
 - (D) describe characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility;
 - (E) explain that each person in a dating/romantic [dating] relationship should be treated with dignity and respect; and
 - (F) describe how healthy marriages can contribute to healthy families and communities.
- (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 harassment, sexual abuse, and sexual assault. The student is expected to:
- (A) identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse;

- (B) identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking;
 - (C) list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation;
 - (D) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or ~~another~~ trusted adult;
 - (E) explain how a healthy sense of self and ~~making and respecting decisions about~~ ~~[decision making regarding]~~ safe boundaries and limits ~~promote~~ ~~[promotes]~~ healthy dating/romantic relationships;
 - (F) identify communication and refusal skills and how they can be applied in dating/romantic relationships; and
 - (G) explain the importance of clearly communicating ~~and~~ ~~[]~~ respecting personal boundaries ~~[]~~ and using refusal skills related to physical intimacy such as holding hands, hugging, and kissing.
- (22) Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:
- (A) describe changes in male and female anatomy and physiology during puberty and how rates and patterns of development can vary between individuals;
 - (B) describe the process, characteristics, and variations of the menstrual cycle;
 - (C) analyze the role of hormones related to growth and development and personal health;
 - (D) describe the cellular process of fertilization in human reproduction; and
 - (E) ~~explain~~ ~~[identify]~~ significant milestones of fetal development.
- (23) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:
- (A) identify teen pregnancy as a possible outcome of sexual activity;
 - (B) identify life goals that one wishes to achieve prior to becoming a parent;
 - (C) define sexually transmitted infections (STIs) and sexually transmitted diseases (STDs) as infections or diseases that are spread through sex or sexual activity;
 - (D) identify ~~what~~ ~~[that there are]~~ emotional risks ~~are~~ associated with sexual activity between unmarried persons of school age;
 - (E) define abstinence as refraining from all forms of sexual activity and genital contact between individuals and discuss the importance of seeking support from parents, ~~other~~ trusted adults, and peers to be abstinent;
 - (F) explain why abstinence is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
 - (G) identify why abstinence from sexual activity is the only method that is 100% effective in preventing pregnancy; ~~STDs/STIs~~ ~~[STIs]~~ , including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS); and the emotional risks associated with adolescent sexual activity;
 - (H) list the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, student academic achievement, and alignment with personal, family, and moral or religious beliefs and values; and
 - (I) explain how laws protect victims of sexual harassment, sexual abuse, and sexual assault.

§115.27. Grades 7-8, Adopted 2020.

(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. In addition, areas in the standards related to abuse, neglect, violence, loss, grief, trauma, and suicide may directly affect some students in the classroom. Should the educator recognize signs of discomfort with instruction in these areas, students should be referred to the appropriate resource, identified ahead of such instruction, for additional help and support.
- (3) 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 lays 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, including 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.
- (4) 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).
- (5) 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).
- (6) ~~(4)~~ Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (7) ~~(5)~~ Students should first seek guidance in the area of health from a parent or legal guardian.
- (b) Knowledge and skills.
 - (1) Physical health and hygiene--body systems. The student examines the structures, functions, and relationships of body systems and their relevance to personal health. The student is expected to describe the relationships among the body systems.
 - (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) list specific resources or facilities where members of the community can obtain medical care;
 - (B) explain ways to use health information to help self and others, including seizure awareness, diabetes education, and response plans such as first aid or cardiopulmonary resuscitation (CPR);
 - (C) identify barriers related to solving health problems and ways to overcome barriers; and

- (D) explain the course, signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus.
- (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) identify and analyze different emotions and ~~casual~~ causal thoughts in self;
- (B) analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress;
- (C) evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness;
- (D) demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships;
- (E) analyze similarities and differences between one's own and others' perspectives; and
- ~~[(F) analyze and demonstrate appropriate ways to discourage inconsiderate and disrespectful behavior, including in school; and~~
- ~~[(G) practice conflict resolution and mediation skills.~~
- (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) describe how internal and external factors influence self-esteem;
- (B) identify and develop strategies for setting long-term personal goals;
- (C) create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children; and
- (D) identify decision-making skills that promote individual, family, and community mental health.
- (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) understand genetic and biological factors in the potential development of mental health and wellness conditions;~~
- ~~[(B) explain how adolescent brain development influences cognitive processing, emotions, and decision making;~~
- ~~[(C) identify and describe how environmental influences such as air, water, or noise can affect an individual's mental health; and~~
- ~~[(D) discuss mental health-related social issues such as homelessness; and~~
- ~~[(E) discuss the influence of childhood trauma and how to recognize, process, and overcome negative events.~~
- (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) describe methods to support others who have long-term physical health conditions;
- (B) examine ways to influence peers positively and promote resiliency in others in stressful situations;

- (C) differentiate between healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief;
 - (D) describe the consequences of disordered eating and eating disorders such as bulimia, anorexia, and binge eating disorder and the importance of seeking help from a parent or ~~another~~ trusted adult for oneself or others related to disordered eating;
 - (E) discuss ~~the suicide risk and suicide~~ protective factors [~~of suicide~~] identified by the Centers for Disease Control and Prevention (CDC) ~~and the importance of telling a parent or another trusted adult if one observes the warning signs in self or others~~ ;
 - (F) research ~~and discuss protective factors and~~ healthy self-management strategies to avoid ~~self-harming behaviors~~ [~~harming oneself~~] ; and
 - (G) examine how the use of suicide prevention resources such as the National Suicide Prevention Hotline can reduce the likelihood of suicide.
- (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) analyze food labels and menus to determine ~~the~~ nutritional value ~~of foods and make~~ healthy decisions about daily caloric intake ;
 - ~~[(B) —analyze the impact of healthy dietary practices;]~~
 - (B) ~~[(C)]~~ develop a personal dietary plan; and
 - (C) ~~[(D)]~~ identify and practice strategies for choosing healthy foods and beverages in diverse social environments, including at home, at school, and while dining out.
- (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:
- ~~[(A) —apply the CDC guidelines for daily physical activity to construct a personal activity plan;]~~
 - (A) ~~[(B)]~~ explain the relationships between nutrition, physical activity, quality of life, and disease in terms of their mental, physical, and social benefits;
 - (B) ~~[(C)]~~ identify how to balance caloric intake and physical activity [~~expenditures~~] ; and
 - (C) ~~[(D)]~~ apply the CDC guidelines for daily physical activity to develop a physical fitness plan using appropriate technology.
- (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) develop and examine progress of short- and long-term goals toward achieving appropriate levels of physical activity, improving personal physical fitness level, and making healthy personal food choices; and
 - (B) explain how media influences buying decisions regarding physical fitness equipment or nutritional products.
- (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) analyze the impact of moderate physical activity and healthy dietary practices in the prevention of obesity, heart disease, and diabetes;
 - (B) analyze risk factors that may lead to the development of chronic conditions and formulate strategies to reduce the likelihood of developing chronic conditions;

- (C) identify community ~~and digital~~ resources that can assist in developing healthy eating and physical activity behaviors; and
- (D) investigate and compare the ~~nutritional~~ differences ~~between~~ ~~in~~ preparing and serving fresh food ~~or minimally processed food~~ and serving ~~commercially prepared or highly~~ ~~ready-prepared,~~ processed foods.
- (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 demonstrate basic first-aid procedures, including CPR and the choking rescue.
- (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) analyze strategies for and the benefits of avoiding violence, gangs, weapons, and human trafficking;
- (B) define safe haven and identify designated safe haven locations in the community;
- ~~[(C) examine safety procedures that can be used in various situations, including violence in the home, school, and community;]~~
- ~~(C) [(D)]~~ evaluate the dangers associated with a variety of weapons; ~~and~~
- ~~(D) [(E)]~~ evaluate the importance of complying with rules prohibiting possession of and the improper use of weapons ; ~~and~~ [;]
- ~~(E) 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) develop strategies to resist inappropriate digital and online communication such as ~~social media posts~~, sending and receiving photos, sexting, and pornography;
- (B) discuss and analyze the consequences resulting from inappropriate digital and online communication such as ~~social media posts~~, sending and receiving photos, sexting, and pornography;
- (C) evaluate strategies and techniques for identity protection in digital and online environments;
- (D) identify how technology is used to recruit or manipulate potential victims of sex trafficking; and
- (E) research the current legal consequences of cyberbullying and inappropriate digital and online communication.
- (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 forms of family violence, including physical, mental, and emotional violence;~~
- ~~[(A) analyze strategies for managing unhealthy behaviors in the family or household such as abuse, alcoholism, and neglect;]~~
- ~~[(B) analyze how exposure to family violence can influence behavior;]~~
- ~~(B) [(C)]~~ describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual;
- ~~(C) [(D)]~~ explain the responsibility to report bullying behavior, including cyberbullying;

- (D) ~~(E)~~ describe the seriousness of various forms of bullying such as harassment;
- (E) ~~(F)~~ analyze strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual ~~[preventing bullying, including cyberbullying and harassment]~~ ; and
- (F) ~~(G)~~ summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills related to personal safety ; ~~[; and]~~
- ~~[(H) — discuss the importance of reporting suspected abuse or neglect of self and others.]~~
- (15) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:
- (A) differentiate between appropriate and inappropriate use of prescription and over-the-counter drugs, including combining drugs, and the outcomes of each;
- (B) identify and describe the categories of prescription drugs and their proper uses;
- (C) identify and explain the importance of each component of an over-the-counter drug warning label; and
- ~~[(D) — identify and describe the importance of the safe storage and proper disposal of prescription and over-the-counter drugs;]~~
- (D) ~~(E)~~ describe how substance misuse and addiction to alcohol, tobacco, vaping products, drugs, and other substances , including prescription drugs, ~~[drug abuse, and substance use disorders]~~ affect the body systems and brain ; ~~[; and]~~
- ~~[(F) — describe the harmful effects of addiction to alcohol, tobacco, drugs, and other substances such as inhalants and vaping and household products.]~~
- (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 and explain the short- and long-term health consequences of addiction to alcohol and tobacco and prescription and over-the-counter drug misuse and substance use disorders;
- (B) analyze the importance of alternative activities [alternatives] to drug and substance use and misuse on mental and social health; and
- (C) analyze the legal consequences of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.
- (17) Alcohol, tobacco, and other drugs--treatment. The student recognizes and understands the options for treatment and how to seek help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:
- (A) identify and describe treatment options for substance abuse and addiction;
- (B) identify signs and symptoms of alcohol; tobacco; drugs, including prescription drugs; and other substance use and misuse such as using medicine prescribed for someone else or for reasons other than intended; and
- (C) identify at least one example of who, when, where, and how to get help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.
- (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) examine the effects and role of peer influence on decision making and problem solving regarding the use and misuse of alcohol, tobacco, and other drugs;
- (B) examine ~~physical and~~ social influences on alcohol, tobacco, and other drug use behaviors;
- ~~[(C) discuss the influence of physical and social environmental factors on substance misuse and abuse;]~~
- ~~(C) [(D)]~~ differentiate among the relationships of alcohol, tobacco, drugs, and other substances and the roles these substances play in unsafe situations such as drinking and driving; and
- ~~(D) [(E)]~~ identify support systems and describe ways to report the suspected abuse of drugs to a parent, school administrator, teacher, or ~~another~~ ~~[other]~~ trusted adult.
- (19) Alcohol, tobacco, and other drugs--prevention. The student analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use. The student is expected to develop and apply strategies, including demonstrating refusal skills, for avoiding alcohol, tobacco, and other drugs in various scenarios.
- (20) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:
 - (A) compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage;
 - ~~[(A) describe types of relationships such as platonic, romantic, and casual;]~~
 - (B) explain how friendships provide a foundation for healthy dating/romantic relationships;
 - (C) describe healthy ways to express friendship, affection, and love;
 - (D) describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationships and marriage;
 - (E) evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage;
 - (F) describe behaviors in ~~dating/romantic~~ ~~[romantic]~~ relationships that enhance dignity ~~and~~ ~~;~~ respect ~~;~~ ~~and responsibility~~ ; and
 - (G) describe the benefits of healthy marriages, including companionship and social, emotional, financial, and health benefits.
- (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 harassment, sexual abuse, and sexual assault. The student is expected to:
 - (A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse;
 - (B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking;
 - (C) define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation;
 - (D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence;
 - (E) explain the importance of reporting to a parent or ~~another~~ trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others;
 - (F) describe how a healthy sense of self and making ~~[and respecting]~~ decisions regarding ~~setting and respecting personal~~ ~~[safe]~~ boundaries ~~[and limits]~~ promote healthy dating/romantic relationships;

- (G) discuss and practice ~~how~~ refusal skills ~~can be used~~ to resist negative peer ~~influences~~ [~~pressure~~] and ~~reinforce personal boundaries to~~ avoid dangerous situations ~~and behaviors that increase sexual risk~~ in dating/romantic relationships; ~~and~~
- ~~[(H)] demonstrate how refusal skills can be used to set and reinforce limits and boundaries to avoid behaviors that increase sexual risk;~~
- ~~[(H)] [(H)] explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact ; [~~;-and~~]~~
- ~~[(J)] explain positive and negative peer influences regarding personal boundaries and consent;~~
- (22) Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:
 - (A) compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty and adolescence;
 - (B) identify how the process of fertilization occurs between a man and a woman through sexual intercourse;
 - (C) explain significant milestones of fetal development and the harmful effects on the fetus of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead;
 - ~~[(D)] describe the physical signs that indicate pregnancy;~~
 - ~~[(D)] [(E)] describe the importance of telling a parent or ~~another~~ trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur; and~~
 - ~~[(E)] [(E)] define the emotional changes that may occur during and after pregnancy, including postpartum depression, and discuss resources for support and treatment.~~
- (23) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:
 - (A) explain how teen pregnancy is a possible outcome of sexual activity;
 - (B) explain the short- and long-term educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society;
 - (C) identify the difference between bacterial and viral ~~sexually transmitted diseases/sexually transmitted infections (STDs/STIs)~~ [~~sexually transmitted diseases (STDs) and sexually transmitted infections (STIs)~~] , including long-term or lifetime effects such as infertility and cancer;
 - ~~[(D)] describe various modes of transmission of ~~STDs/STIs~~ [~~STDs and STIs, including skin-to-skin contact and the exchange of bodily fluids through sexual contact~~] ;~~
 - ~~[(E)] identify the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources;~~
 - ~~[(F)] [(E)] list the signs and symptoms of ~~STDs/STIs~~ [~~STDs and STIs~~] , including human papillomavirus (HPV), human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and explain why not all ~~STDs/STIs~~ [~~STDs and STIs~~] show symptoms initially;~~
 - ~~[(G)] [(E)] explain the importance of ~~STD/STI~~ [~~STD and STI~~] screening, testing, and early treatment for sexually active individuals, including during yearly physicals or if there is a concern;~~

- ~~(H)~~ ~~(G)~~ identify community resources, a minor's right to consent under certain circumstances, and the importance of parent or ~~other~~ trusted adult support for STD/STI testing and treatment;
- ~~(I)~~ ~~(H)~~ identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression;
- ~~(J)~~ ~~(H)~~ identify support from parents and ~~other~~ trusted adults to be abstinent from sexual activity and create strategies for building peer support to be abstinent;
- ~~(K)~~ ~~(H)~~ analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- ~~(L)~~ ~~(K)~~ analyze the effectiveness and the risks and failure rates (human-use reality rates) of ~~barrier protection~~ ~~condoms~~ and other contraceptive methods in the prevention of STDs/STIs ~~[STDs, STIs]~~ and pregnancy;
- ~~(M)~~ ~~(L)~~ explain that HPV vaccines can help prevent the transmission of ~~the most common types of~~ HPV, a virus that can cause genital warts and cervical ~~cancer and~~ ~~or~~ other cancers in males and females;
- ~~(N)~~ ~~(M)~~ research and explain the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, and student academic achievement;
- ~~(O)~~ ~~(N)~~ define legal implications ~~of~~ ~~regarding~~ teen pregnancy, including ~~the legal effects of~~ ~~child support and~~ acknowledgement ~~and proof~~ of paternity;
- ~~(P)~~ ~~(O)~~ describe legal ~~aspects of sexual activity with a minor person~~ ~~[implications]~~ , including the legal age of consent, ~~[and offenses regarding sexual activity as they relate to minor persons, including]~~ statutory rape, aggravated sexual assault, sexual assault, ~~sexual abuse,~~ and indecency with a child; and
- ~~(Q)~~ ~~(P)~~ examine the legal ramifications of sexual offenses such as sexual harassment, sexual abuse, and sexual assault.

Chapter 115. Texas Essential Knowledge and Skills for Health Education

Subchapter C. High School

§115.37. Implementation of Texas Essential Knowledge and Skills for Health Education, Adopted 2020.

- (a) The provisions of §§115.38-115.40 of this subchapter shall be implemented by school districts.
- (b) No later than July 31, 2021, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for health education as adopted in §§115.38-115.40 of this subchapter.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§115.38-115.40 of this subchapter shall be implemented beginning with the 2022-2023 school year and apply to the 2022-2023 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than July 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§115.38-115.40 of this subchapter shall be implemented for the following school year.
- (e) Sections 115.31-115.33 of this subchapter shall be superseded by the implementation of §§115.37-115.40 of this subchapter.

§115.38. Health I (One-Half Credit), Adopted 2020.

- (a) General requirements. Students shall be awarded one-half credit for successful completion of this course. This course is recommended for students in Grades 9-12.
- (b) 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 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. In addition, areas in the standards related to abuse, neglect, violence, loss, grief, trauma, and suicide may directly affect some students in the classroom. Should the educator recognize signs of discomfort with instruction in these areas, students should be referred to the appropriate resource, identified ahead of such instruction, for additional help and support.
 - (3) Students will 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 lays the foundation for personal health

and hygiene. Health literacy and preventative behaviors empowers 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, including 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) In the reproductive and sexual health strand, students identify the characteristics of healthy and unhealthy relationships and learn to use communication and refusal skills to set personal boundaries and develop strategies for responding to sexual harassment and abuse. Students describe the changes associated with adolescent development and explain the process of fertilization, fetal development, and the importance of prenatal care. Students also learn that sexual abstinence until marriage is the only 100% effective means of avoiding unplanned pregnancies and sexually transmitted diseases/sexually transmitted infections (STDs/STIs) ~~(sexually transmitted infections (STIs))~~ as well as the legal, financial, and social issues associated with sexual health and reproduction.
- (4) 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).~~
- ~~(5) 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).~~
- ~~(6) [(4)] Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.~~
- ~~(7) [(5)] Students should first seek guidance in the area of health from a parent or legal guardian.~~
- (c) Knowledge and skills.
 - (1) 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) analyze health information based on health-related standards;
 - (B) develop and analyze strategies to prevent communicable and non-communicable diseases; and
 - (C) discuss the importance of early detection and warning signs that prompt individuals of all ages to seek health care.
 - (2) 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) discuss and demonstrate ~~perspective-taking and~~ ways to ~~show respect for others' feelings and~~ express empathy toward others; and
 - (B) analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution.
 - (3) 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 explain and demonstrate decision-making skills based on ~~mental~~ health information.
 - (4) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors influencing mental health and wellness. The student is expected to ~~[(A) research and explain how genetic factors predispose a person to schizophrenia, bipolar disorder, depression, anxiety, and other mental health and wellness conditions; and]~~
 - ~~[(B)]~~ analyze how adverse childhood experiences such as abuse, neglect, and trauma can influence brain development and how to recognize, process, and overcome negative events ~~[effects]~~ for overall mental health and wellness.
 - (5) 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) discuss the ~~suicide risk and suicide~~ ~~[warning signs and]~~ protective factors ~~[of suicide as]~~ identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or ~~another~~ trusted adult if one observes the warning signs in self or others; ~~and~~

- (B) discuss ~~[assess]~~ how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide ~~;~~ ~~and~~
- ~~[(C) research and discuss data on and prevalence of local, state, and national suicide rates among various groups.]~~
- (6) 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) evaluate food labels and menus to determine the ~~[for]~~ nutritional content and value of foods and make healthy decisions about daily caloric intake ~~[-including recommended daily calories]~~ ;
- (B) compare and contrast the impact of healthy and unhealthy dietary practices; and
- (C) describe how a personal dietary plan affects overall health and how a plan might differ over the lifespan.
- (7) 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 :
- (A) analyze the relationships between nutrition, physical activity, and quality of life as they relate to mental, physical, and social health benefits ; and ~~[;]~~
- (B) analyze the relationships between body composition, diet, and physical activity, including how to balance caloric intake and physical activity.
- (8) 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) evaluate the nutritional differences between ~~[in]~~ preparing and serving fresh or minimally processed food versus serving commercially prepared or highly ~~[ready-prepared or]~~ processed foods; and
- (B) evaluate the connection between physical activity and dietary choices as they relate to the prevention of chronic conditions.
- ~~[(B) research and discuss the social and economic impact of chronic conditions, including obesity, heart disease, and diabetes.]~~
- (9) 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 demonstrate basic first-aid procedures, including how to perform cardiopulmonary resuscitation (CPR) and choking rescue and how to use an automated external defibrillator (AED).
- (10) 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) formulate strategies for avoiding violence, gangs, weapons, and human trafficking; and
- (B) assess the dynamics of gang behaviors.
- (11) 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) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; and

- (B) identify appropriate responses to situations in which digital and online safety are at risk, including identity protection and recognition of predators.
- (12) 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) research and analyze how exposure to family violence can influence cyclical behavioral patterns;
- (B) create a personal action plan, including identifying areas of support, for use when encountering bullying, cyberbullying, or harassment; and
- (C) describe the ramifications of bullying behavior.
- (13) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:
- (A) examine examples of drug labels to determine the drug category and intended use;
- (B) identify and describe the importance of the safe storage and proper disposal of prescription and over-the-counter drugs; and
- (C) develop strategies for preventing the misuse of prescription and over-the-counter drugs, including recognizing the negative effects of combining drugs.
- (14) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to describe the interrelatedness of alcohol and other drugs to health problems.
- (15) Alcohol, tobacco, and other drugs--treatment. The student recognizes and understands the options for treatment and how to seek help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:
- (A) investigate and identify treatment options for substance abuse and addiction and misuse, including prescription drugs; and
- (B) explain how to report suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult.
- (16) 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) compare and contrast physical and social influences on alcohol, tobacco, and other drug use behaviors;
- (B) design materials for health advocacy such as promoting a substance-free life; and
- (C) discuss ways to participate in school-related efforts to address health-risk behaviors.
- (17) Alcohol, tobacco, and other drugs--prevention. The student analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use. The student is expected to:
- (A) analyze the relationship between the use of refusal skills and the avoidance of alcohol, tobacco, and other drugs; and
- (B) analyze the role that alcohol and other drugs play in unsafe situations, including sexual abuse and assault.
- (18) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:

- ~~[(A) — differentiate between types of relationships such as platonic, romantic, and casual;]~~
- (A) ~~[(B)]~~ analyze how friendships provide a foundation for healthy dating/romantic ~~[dating]~~ relationships; ~~[and]~~
- (B) ~~[(C)]~~ identify character traits that promote healthy dating/romantic relationships and marriage ; ~~and [.]~~
- ~~(C) describe how a healthy marriage can provide a supportive environment for the nurturing and development of children.~~
- (19) 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 harassment, sexual abuse, and sexual assault. The student is expected to:
- (A) describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence;
- (B) analyze the characteristics of harmful relationships that can lead to dating violence;
- (C) analyze ~~[identify]~~ healthy strategies for preventing physical, sexual, and emotional abuse;
- (D) analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships; ~~[and]~~
- (E) explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships ; ~~[.]~~
- ~~(F) examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries;~~
- ~~(G) examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity; and~~
- ~~(H) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others.~~
- (20) Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to ~~[.]~~
- ~~[(A) — explain how the process of fertilization occurs between a man and a woman through sexual intercourse;]~~
- ~~[(B) — analyze the physical signs that indicate pregnancy; and]~~
- ~~[(C)]~~ analyze the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur.
- (21) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:
- (A) research and analyze the educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society, including considering the effects on one's personal life goals;
- (B) describe various modes of transmission of STDs/STIs ~~[sexually transmitted diseases (STDs) and STIs, including skin-to-skin contact, oral sex, vaginal sex, and anal sex]~~ ;
- ~~(C) investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources;~~
- ~~(D) [(C)]~~ describe signs and symptoms of STDs/STIs ~~[STDs and STIs]~~ , including human papillomavirus (HPV), human immunodeficiency virus/acquired immunodeficiency

syndrome (HIV/AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and identify that not all ~~STDs/STIs~~ ~~[STDs and STIs]~~ show symptoms;

(E) ~~(D)~~ analyze the importance of ~~STD/STI~~ ~~[STD and STI]~~ screening, testing, and early treatment for sexually active people, including ~~[if there is a concern or]~~ during yearly physicals ~~or if there is a concern~~ ;

(F) ~~(E)~~ analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression;

(G) ~~(F)~~ analyze the importance and benefits of abstinence from sexual activity as it relates to emotional health and the prevention of pregnancy ~~and STDs/STIs~~ ~~[-STDs, and STIs]~~ ;

(H) ~~identify support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active;~~

(I) ~~(G)~~ analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work ~~to~~ ~~[and may]~~ reduce the risk of ~~STDs/STIs~~ ~~[STDs, STIs]~~ and pregnancy; and

(J) ~~(H)~~ explain the legal responsibilities related to teen pregnancy, including child support and acknowledgement of paternity.

§115.39. Health II (One-Half Credit), Adopted 2020.

(a) General requirements. Students shall be awarded one-half credit for successful completion of this course. Recommended prerequisite: Health I. This course is recommended for students in Grades 9-12.

(b) 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 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. In addition, areas in the standards related to abuse, neglect, violence, loss, grief, trauma, and suicide may directly affect some students in the classroom. Should the educator recognize signs of discomfort with instruction in these areas, students should be referred to the appropriate resource, identified ahead of such instruction, for additional help and support.~~

(3) Students will 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 lays the foundation for personal health and hygiene. Health literacy and preventative behaviors empowers 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, including 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) In the reproductive and sexual health strand, students identify the characteristics of healthy and unhealthy relationships and learn to use communication and refusal skills to set personal boundaries and develop strategies for responding to sexual harassment and abuse. Students describe the changes associated with adolescent development and explain the process of fertilization, fetal development, and the importance of prenatal care. Students also learn that sexual abstinence until marriage is the only 100% effective means of avoiding unplanned pregnancies and **sexually transmitted diseases/sexually transmitted infections (STDs/STIs)** [~~sexually transmitted infections (STIs)~~] as well as the legal, financial, and social issues associated with sexual health and reproduction.
- (4) 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).

(5) 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).

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

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

(c) Knowledge and skills.

(1) 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) analyze the cost, availability, and accessibility of health care services;

(B) analyze methods of overcoming barriers related to solving health problems; and

(C) analyze the influence of laws, policies, and practices, including those related to disease prevention, on health-related issues.

(2) 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) evaluate positive and negative effects of various relationships on physical, emotional, and social health;

(B) apply communication skills that demonstrate consideration and respect for individual differences and perspectives; and

(C) evaluate the effectiveness of conflict resolution techniques in various situations.

(3) 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 describe how internal and external factors influence self-esteem.

(4) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors influencing mental health and wellness. The student is expected to formulate strategies for combating environmental factors that have a detrimental effect on mental health.

(5) 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) describe the impact of positive stress on building resiliency and promoting mental health and wellness;

(B) discuss the impact of choosing healthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief on mental health and wellness; ~~and~~

(C) research and explain the behaviors associated with eating disorders and their impact on health ; ~~and~~

(D) discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide; and

(E) research and discuss data on and prevalence of local, state, and national suicide rates among various groups.

(6) 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 design a realistic, long-term personal dietary plan that promotes individual and family health.
- (7) 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:
- (A) compare and contrast the impact of active and sedentary lifestyles on overall health; and
 - (B) develop a physical fitness profile using appropriate technology.
- (8) Healthy eating and physical activity--nutrition and physical activity literacy. The student will obtain, process, and understand basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to:
- (A) analyze the progress of short- and long-term goals in achieving appropriate levels of physical activity, improving personal physical fitness levels, and making healthy personal food choices; and
 - (B) analyze marketing and advertising techniques in health product and service promotion.
- (9) 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) research and discuss the social and economic impact of chronic conditions, including obesity, heart disease, and diabetes; and
 - ~~[(A) evaluate the connection between physical activity and dietary choices as they relate to the prevention of chronic conditions; and]~~
 - (B) create a plan for accessing community **and digital** resources that can assist in developing healthy eating and physical activity behaviors.
- (10) 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 discuss risk-taking behaviors, including driving under the influence and distracted driving, and their associated consequences.
- (11) 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) discuss and evaluate ways to respond to harmful situations that involve weapons; and
 - (B) develop educational safety models for children and adults for use at home, school, and in the community.
- (12) 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) discuss and analyze consequences resulting from inappropriate digital and online communication such as sending and receiving photos, sexting, and pornography; and
 - (B) assess the legal and ethical ramifications of unacceptable behaviors in digital and online environments.
- (13) 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) discuss and evaluate strategies for managing unhealthy behaviors in the family or household such as abuse, alcoholism, and neglect;]~~

- ~~(A)~~ ~~(B)~~ identify and respond to situations requiring intervention for victims of bullying, cyberbullying, or harassment; and
- ~~(B)~~ ~~(C)~~ promote strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual.
- (14) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:
- (A) analyze how substance misuse and addiction to alcohol, tobacco, drugs, and other substances impact family and ~~[impacts]~~ community health;
- (B) analyze the importance of alternative activities to drug and substance misuse and abuse; and
- (C) identify individual and community protective factors and skills that prevent substance misuse and substance use disorders.
- (15) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to ~~[]~~
- ~~[(A)] discuss how substance misuse, including prescription drug misuse, and substance use disorders impact families and communities; and~~
- ~~[(B)] evaluate the impact of laws relating to the use and misuse of prescription and over-the-counter drugs, alcohol, tobacco, and other substances on self and community.~~
- (16) Alcohol, tobacco, and other drugs--treatment. The student recognizes and understands the options for treatment and how to seek help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to identify ways to support and assist someone who shows signs and symptoms of alcohol, tobacco, or drug use and misuse.
- (17) 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) discuss risk-taking behaviors such as drinking and driving with their associated legal, social, and physical consequences;
- (B) analyze physical and social environmental influences on the misuse and abuse of prescription drugs in places such as school, sports, or entertainment; and
- (C) design a public health information campaign related to safe havens, where to go for help, or reporting drug-related behaviors.
- (18) Alcohol, tobacco, and other drugs--prevention. The student analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use. The student is expected to develop strategies for preventing use or misuse of alcohol, tobacco, and other drugs, including opioids.
- (19) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:
- (A) compare and contrast effective and ineffective methods of communicating emotions in healthy dating/romantic relationships and marriage;
- (B) analyze behaviors in romantic relationships that enhance dignity and respect; and
- (C) examine ~~[describe]~~ how a healthy marriage can provide a supportive environment for the nurturing and development of children.

- (20) 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 harassment, sexual abuse, and sexual assault. The student is expected to:
- (A) identify community resources to support individuals who have experienced sexual harassment, sexual abuse, sexual assault, dating violence, and sex trafficking;
 - (B) evaluate ~~explain~~ the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others;
 - (C) discuss how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk;
 - (D) analyze factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries; and
 - (E) evaluate ~~examine and discuss~~ influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity.
- (21) Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:
- (A) analyze the significance of hormonal, physical, emotional, and social changes in males and females and their relationship to sexual health;
 - (B) list factors such as heredity, environment, STDs/STIs ~~[sexually transmitted diseases (STDs) and STIs]~~, and the mother's health and nutrition that can affect fetal development from conception through birth; and
 - ~~[(C) — analyze the emotional changes that can occur during pregnancy; and]~~
 - (C) [(D)] describe the emotional changes that may occur during and after pregnancy, including postpartum depression, and identify resources for support and treatment.
- (22) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:
- (A) analyze the options available to teenage parents such as parenting or the process of adoption and the legal rights of parties involved;
 - (B) evaluate long-term or lifetime effects of bacterial and viral STDs/STIs ~~[STDs and STIs]~~, including infertility and cancer;
 - (C) identify community resources, minors' right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI ~~[STD and STI]~~ testing and treatment;
 - (D) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to ~~[and may]~~ reduce the risk of STDs/STIs ~~[STDs and STIs]~~ and pregnancy;
 - (E) identify the effectiveness of vaccines in preventing the transmission of the most common types of HPV, a virus that may cause genital warts and head and neck cancer, cervical cancer, anal cancer, or other cancers that may occur in males and females;
 - (F) analyze the benefits of abstinence from sexual activity, including focusing on personal development and encouraging individuals to build healthy relationships not complicated by sexual involvement;

- (G) assess ~~identify~~ support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active;
- (H) investigate and summarize ~~describe the~~ legal aspects of sexual activity with a minor person ~~implications~~, including the legal age of consent, ~~and offenses regarding sexual activity as they relate to minor persons, including~~ statutory rape, aggravated sexual assault, sexual assault, and indecency with a child; and
- (I) investigate and summarize current laws relating to sexual offenses such as sexual harassment, abuse, and assault.

§115.40. Your Health in the Real World (One-Half Credit), Adopted 2020.

- (a) General requirements. Students shall be awarded one-half credit for successful completion of this course. This course is recommended for students in Grades 9-12.
- (b) Introduction.
 - (1) Living your best life is understanding how to navigate the health care system. The objective of this course is to empower students and their families to sustain or improve their quality of life as it relates to their own health and the health of their community. To achieve this objective, students will understand health care terminology as it relates to insurance and public health. Further, students will acquire the knowledge and skills needed to utilize community, state, and federal health care services and related resources.
 - (2) 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. In addition, areas in the standards related to abuse, neglect, violence, loss, grief, trauma, and suicide may directly affect some students in the classroom. Should the educator recognize signs of discomfort with instruction in these areas, students should be referred to the appropriate resource, identified ahead of such instruction, for additional help and support.
 - (3) 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).
 - (4) 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).
 - (5) ~~(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.
 - (6) ~~(3)~~ Students should first seek guidance in the area of health from a parent or legal guardian.
- (c) Knowledge and skills.

- (1) Health literacy--health consumerism. The student understands medical terminology in health decision making. The student is expected to:
 - (A) define [~~identify and characterize~~] medical expressions or terms used by health care professionals; and
 - (B) define basic terminology for general use such as reading prescription labels.
- (2) Health literacy--health consumerism. The student interprets personal medical information for health decision making. The student is expected to:
 - (A) interpret and explain [~~apply~~] take-home instructions from a health care professional;
 - (B) identify normal vital signs, including temperature, blood pressure, heart rate, body mass index (BMI), oxygen, and blood glucose levels;
 - (C) interpret medication labels, including supplements and over-the-counter and prescription drugs; and
 - (D) analyze the importance of each component of personal medical history, including immunizations, previous treatments, current medical records, and family history.
- (3) Health literacy--health consumerism. The student analyzes the different facets of health insurance. The student is expected to:
 - (A) differentiate between types of insurance, including health, vision, and dental insurance;
 - (B) evaluate the advantages, disadvantages, and costs of public and private insurance benefits;
 - (C) analyze key [~~compare and contrast different~~] components of insurance, including copay and deductible;
 - (D) describe different ways to pay for health care, including paying cash, health savings accounts, and flexible spending accounts; and
 - (E) interpret the components of a medical bill such as the explanation of benefits (EOB).
- (4) Health literacy--health consumerism. The student identifies the proper use of medications and becomes familiar with the effects of pharmaceuticals. The student is expected to:
 - (A) compare and contrast the differences between generic and name-brand medications;
 - (B) identify cost differentials of similar medications and the rights of the consumer, including the ability to ask a pharmacist for other options;
 - (C) explain the limitations of medications, including the differences between symptomatic treatment and treatment for a cure;
 - (D) identify different types of improper use of medications, including using expired medications and using, overusing, and misusing non-prescribed medications;
 - (E) identify ways to properly dispose of medications and equipment and explain the importance of proper disposal; and
 - (F) explain what Food and Drug Administration (FDA) approval means ~~and compare with~~ [~~including~~] off-label use.
- (5) Health literacy--patient advocacy. The student identifies alternatives to health insurance coverage. The student is expected to:
 - (A) research and describe available health care sharing plans;
 - (B) identify the options of community health care resources, including federally qualified healthcare centers (FQHC) and non-profit community clinics; and

- (C) identify available ~~health care~~ community resources such as medical, dental, vision, pharmacy, x-ray, and laboratory services.
- (6) Health literacy--patient advocacy. The student demonstrates proper patient/health care professional communication. The student is expected to:
 - (A) define the Health Information Privacy and Portability Act (HIPPA) and explain how it relates to confidentiality of medical records;
 - (B) identify patient ~~rights~~ [~~and physician privileges and expectations~~], including rights to ~~sexually transmitted disease/sexually transmitted infection (STD/STI)~~ [~~sexually transmitted infection (STI)~~] testing and pregnancy health care ~~and explain physician privileges~~ ;
 - (C) define the role of a chaperone in a medical setting, including the patient's ability to request or remove one;
 - (D) demonstrate ~~how~~ [~~the ability~~] to have a collaborative conversation with a health care professional, including asking questions and advocating for self and others;
 - (E) analyze the impact of medical bias on health outcomes; and
 - (F) evaluate resources relevant to patients' legal rights, including the Centers for Medicare and Medicaid Services' Patient's Bill of Rights (2020).
- (7) Health literacy--health applications and technology. The student analyzes and evaluates software applications and other technology as they relate to personal health care. The student is expected to:
 - (A) compare and contrast remote (telehealth and e-medicine) and in-person health care and treatment;
 - (B) research and describe the effects of inequitable distribution of technology in health care, including medical facilities and home environments;
 - (C) differentiate between credible and false health information on the internet and social media;
 - (D) analyze the risks of sharing private health information; and
 - (E) evaluate the use and effectiveness of a personal fitness device or health application.
- (8) Health literacy--navigating the health care system. The student examines and interprets various health insurance plans, government guidelines for health plans, and coverage of non-traditional health care. The student is expected to:
 - (A) compare and contrast insurance plans, including health maintenance organization (HMO), preferred provider organization (PPO), Medicare, Medicaid, and the Children's Health Insurance Program (CHIP);
 - (B) research and explain current federal, state, and local government guidelines for health insurance; and
 - (C) distinguish between insurable and non-insurable health services, including elective procedures and integrative and non-traditional health care.
- (9) Health care occupations--working within the health care system. The student explores different careers in the health care industry and analyzes their various roles. The student is expected to:
 - (A) explore and describe a variety of careers in the health care industry; and
 - (B) analyze the various roles in the health care delivery system, including health care administration, health care professionals, public health professionals, corporate health care, and research and development.

- (10) Public health--policy resources. The student understands the resources available for protecting and improving the health of people and their local, national, and international communities. The student is expected to:
- (A) identify the roles of leading public health organizations such as county health departments, the Centers for Disease Control and Prevention (CDC), and the World Health Organization (WHO);
 - (B) compare and contrast [the characteristics of] U.S. and global health issues;
 - (C) explain the ways that local, state, national, and international organizations support public health; and
 - (D) analyze the effects of public policy on the prevention of communicable and noncommunicable diseases.
- (11) Public health--policy recommendations. The student applies public health resources to create solutions to daily health challenges. The student is expected to:
- (A) research and discuss an emerging health issue or topic such as health equity or a pandemic;
 - (B) appraise the impact of leading health organizations on emerging health issues and topics;
 - (C) explore and explain the effects of environmental policy on public health;
 - (D) analyze the interconnectedness of different sectors of the health care industry and how they improve public health; and
 - (E) evaluate the impact of public health policy on emergency preparedness.
- (12) Public health--mental health. The student recognizes the interconnectedness of mental health and public health. The student is expected to:
- (A) examine the relationship between mental health and physical health;
 - (B) evaluate the importance of social interaction and its impact on health;
 - (C) describe the connection between mental health and the increase in homelessness and incarceration; and
 - (D) analyze the impact of social stigma on accessing mental health services, including barriers to treatment.
- (13) Prevention--healthy living. The student evaluates the effects of health behaviors on preventing disease. The student is expected to:
- (A) appraise the effect of biological family medical history (genetics), including maternal and paternal, on health outcomes or risk for illness;
 - (B) evaluate [explore] the benefits of regular checkups;
 - (C) classify primary, secondary, and tertiary preventions;
 - (D) define comorbidities and their impact on health;
 - (E) examine health risk factors such as sedentary lifestyle and poor diet that can lead to negative health outcomes;
 - (F) research [explore] and describe preventative services covered by insurance plans;
 - (G) explain the importance of vaccines across the lifespan;
 - (H) evaluate the effectiveness of a personal health plan that includes nutrition, exercise, healthy weight, and sleep in preventing chronic disease; and
 - (I) evaluate the effectiveness of prevention campaigns on health behavior such as substance use, misuse, and abuse.

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ATTACHMENT
Text of Proposed New 19 TAC

Chapter 112. Texas Essential Knowledge and Skills for Science

Subchapter C. High School

§112.41. Implementation of Texas Essential Knowledge and Skills for Science, High School, Adopted 2020.

- (a) The provisions of §§112.42-112.45 of this subchapter shall be implemented by school districts.
- (b) No later than July 31, 2022, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for science as adopted in §§112.42-112.45 of this subchapter.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§112.42-112.45 of this subchapter shall be implemented beginning with the 2023-2024 school year and apply to the 2023-2024 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than July 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§112.42-112.45 of this subchapter shall be implemented for the following school year.
- (e) Sections 112.34, 112.35, 112.38, and 112.39 of this subchapter shall be superseded by the implementation of §§112.42-112.45 of this subchapter.

§112.42. Biology (One Credit), Adopted 2020.

- (a) General requirements. Students shall be awarded one credit for successful completion of this course. This course is recommended for students in Grades 9-11.
- (b) Introduction.
 - (1) Biology. Students in Biology focus on patterns, processes, and relationships of living organisms through four main concepts: biological structures, functions, and processes; mechanisms of genetics; biological evolution; and interdependence within environmental systems. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving.
 - (2) Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not currently scientifically testable.
 - (3) Scientific hypotheses and theories. Students are expected to know that:
 - (A) hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and
 - (B) scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well

established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed.

- (4) Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. The method chosen should be appropriate to the question being asked. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified.
 - (A) Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.
 - (B) Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models.
- (5) Science and social ethics. Scientific decision making is a way of answering questions about the natural world involving its own set of ethical standards about how the process of science should be carried out. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).
- (6) Science consists of recurring themes and making connections between overarching concepts. Recurring themes include systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and provide a tool for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.
- (7) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
 - (1) Scientific and engineering practices. The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:
 - (A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;
 - (B) apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;
 - (C) use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;
 - (D) use appropriate tools such as microscopes, slides, Petri dishes, laboratory glassware, metric rulers, digital balances, pipets, filter paper, micropipettes, gel electrophoresis and polymerase chain reaction (PCR) apparatuses, microcentrifuges, water baths, incubators, thermometers, hot plates, data collection probes, test tube holders, lab notebooks or journals, hand lenses, and models, diagrams, or samples of biological specimens or structures;

- (E) collect quantitative data using the International System of Units (SI) and qualitative data as evidence;
- (F) organize quantitative and qualitative data using scatter plots, line graphs, bar graphs, charts, data tables, digital tools, diagrams, scientific drawings, and student-prepared models;
- (G) develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and
- (H) distinguish among scientific hypotheses, theories, and laws.
- (2) Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:
 - (A) identify advantages and limitations of models such as their size, scale, properties, and materials;
 - (B) analyze data by identifying significant statistical features, patterns, sources of error, and limitations;
 - (C) use mathematical calculations to assess quantitative relationships in data; and
 - (D) evaluate experimental and engineering designs.
- (3) Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:
 - (A) develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;
 - (B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and
 - (C) engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.
- (4) Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society. The student is expected to:
 - (A) analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student;
 - (B) relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of diverse scientists as related to the content; and
 - (C) research and explore **resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a [connections between grade-level appropriate science concepts and]** science, technology, engineering, and mathematics (STEM) **field in order to investigate STEM careers.**
- (5) Science concepts--biological structures, functions, and processes. The student knows that biological structures at multiple levels of organization perform specific functions and processes that affect life. The student is expected to:
 - (A) relate the functions of different types of biomolecules, including carbohydrates, lipids, proteins, and nucleic acids, to the structure and function of a cell;

- (B) compare and contrast prokaryotic and eukaryotic cells, including their complexity, and compare and contrast scientific explanations for cellular complexity;
 - (C) investigate homeostasis through the cellular transport of molecules; and
 - (D) compare the structures of viruses to cells and explain how viruses spread and cause disease.
- (6) Science concepts--biological structures, functions, and processes. The student knows how an organism grows and the importance of cell differentiation. The student is expected to:
- (A) explain the importance of the cell cycle to the growth of organisms, including **an overview of the** stages of the cell cycle and deoxyribonucleic acid (DNA) replication models;
 - (B) explain the process of cell specialization through cell differentiation, including the role of environmental factors; and
 - (C) relate disruptions of the cell cycle to how they lead to the development of diseases such as cancer.
- (7) Science concepts--mechanisms of genetics. The student knows the role of nucleic acids in gene expression. The student is expected to:
- (A) identify components of DNA, explain how the nucleotide sequence specifies some traits of an organism, and examine scientific explanations for the origin of DNA;
 - (B) describe the significance of gene expression and explain the process of protein synthesis using models of DNA and ribonucleic acid (RNA);
 - (C) identify and illustrate changes in DNA and evaluate the significance of these changes; and
 - (D) **discuss the importance** ~~describe the function~~ of molecular technologies such as polymerase chain reaction (PCR), gel electrophoresis, and genetic engineering that are applicable in current research and engineering practices.
- (8) Science concepts--mechanisms of genetics. The student knows the role of nucleic acids and the principles of inheritance and variation of traits in Mendelian and non-Mendelian genetics. The student is expected to:
- (A) analyze the significance of chromosome reduction, independent assortment, and crossing-over during meiosis in increasing diversity in populations of organisms that reproduce sexually; and
 - (B) predict possible outcomes of various genetic combinations using monohybrid and dihybrid crosses, including non-Mendelian traits of incomplete dominance, codominance, sex-linked traits, and multiple alleles.
- (9) Science concepts--biological evolution. The student knows evolutionary theory is a scientific explanation for the unity and diversity of life that has multiple lines of evidence. The student is expected to:
- (A) analyze and evaluate how evidence of common ancestry among groups is provided by the fossil record, biogeography, and homologies, including anatomical, molecular, and developmental; and
 - (B) examine scientific explanations for varying rates of change such as gradualism, abrupt appearance, and stasis in the fossil record.
- (10) Science concepts--biological evolution. The student knows evolutionary theory is a scientific explanation for the unity and diversity of life that has multiple mechanisms. The student is expected to:

- (A) analyze and evaluate how natural selection produces change in populations and not in individuals;
 - (B) analyze and evaluate how the elements of natural selection, including inherited variation, the potential of a population to produce more offspring than can survive, and a finite supply of environmental resources, result in differential reproductive success;
 - (C) analyze and evaluate how natural selection may lead to speciation; and
 - (D) analyze evolutionary mechanisms other than natural selection, including genetic drift, gene flow, mutation, and genetic recombination, **and their effect** on the gene pool of a population.
- (11) Science concepts--biological structures, functions, and processes. The student knows the significance of matter cycling, energy flow, and enzymes in living organisms. The student is expected to:
- (A) explain how matter is conserved and energy is transferred during photosynthesis and cellular respiration using models, including **the** chemical equations **for these processes** ; and
 - (B) **[identify and]** investigate **and explain** the role of enzymes in facilitating cellular processes.
- (12) Science concepts--biological structures, functions, and processes. The student knows that multicellular organisms are composed of multiple systems that interact to perform complex functions. The student is expected to:
- (A) analyze the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals; and
 - (B) explain how the **interactions that occur among systems that perform** functions of transport, reproduction, and response in plants are facilitated by their structures.
- (13) Science concepts--interdependence within environmental systems. The student knows that interactions at various levels of organization occur within an ecosystem to maintain stability. The student is expected to:
- (A) investigate and evaluate how ecological relationships, including predation, parasitism, commensalism, mutualism, and competition, influence ecosystem stability;
 - (B) analyze how ecosystem stability is affected by disruptions to the cycling of matter and flow of energy through trophic levels using models;
 - (C) explain the significance of the carbon and nitrogen cycles to ecosystem stability and analyze the consequences of disrupting these cycles; and
 - (D) explain how environmental change, including change due to human activity, affects biodiversity and analyze how changes in biodiversity impact ecosystem stability.

§112.43. Chemistry (One Credit), Adopted 2020.

- (a) General requirements. Students shall be awarded one credit for successful completion of this course. Prerequisites: one credit of high school science and Algebra I. Recommended prerequisite: completion of or concurrent enrollment in a second year of mathematics. This course is recommended for students in Grades 10-12.
- (b) Introduction.
 - (1) Chemistry. In Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific

problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory, chemical bonding, chemical stoichiometry, gas laws, solution chemistry, acid-base chemistry, thermochemistry, and nuclear chemistry. Students investigate how chemistry is an integral part of our daily lives. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving.

- (2) Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not currently scientifically testable.
- (3) Scientific hypotheses and theories. Students are expected to know that:
 - (A) hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and
 - (B) scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed.
- (4) Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. The method chosen should be appropriate to the question being asked. Student learning for different types of investigations includes descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified.
 - (A) Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.
 - (B) Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models.
- (5) Science and social ethics. Scientific decision making is a way of answering questions about the natural world involving its own set of ethical standards about how the process of science should be carried out. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).
- (6) Science consists of recurring themes and making connections between overarching concepts. Recurring themes include systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and provide a tool for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.
- (7) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

- (1) Scientific and engineering practices. The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:
 - (A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;
 - (B) apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;
 - (C) use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;
 - (D) use appropriate tools such as Safety Data Sheets (SDS), scientific or graphing calculators, computers and probes, electronic balances, an adequate supply of consumable chemicals, and sufficient scientific glassware such as beakers, Erlenmeyer flasks, pipettes, graduated cylinders, volumetric flasks, and burettes;
 - (E) collect quantitative data using the International System of Units (SI) and qualitative data as evidence;
 - (F) organize quantitative and qualitative data using oral or written lab reports, labeled drawings, particle diagrams, charts, tables, graphs, journals, summaries, or technology-based reports;
 - (G) develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and
 - (H) distinguish between scientific hypotheses, theories, and laws.
- (2) Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:
 - (A) identify advantages and limitations of models such as their size, scale, properties, and materials;
 - (B) analyze data by identifying significant statistical features, patterns, sources of error, and limitations;
 - (C) use mathematical calculations to assess quantitative relationships in data; and
 - (D) evaluate experimental and engineering designs.
- (3) Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:
 - (A) develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;
 - (B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and
 - (C) engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.
- (4) Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society. The student is expected to:

- (A) analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student;
 - (B) relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of diverse scientists as related to the content; and
 - (C) research and explore **resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a [connections between grade-level appropriate science concepts and]** science, technology, engineering, and mathematics (STEM) **field in order to investigate STEM careers.**
- (5) Science concepts. The student understands the development of the Periodic Table and applies its predictive power. The student is expected to:
- (A) explain the development of the Periodic Table over time using evidence such as chemical and physical properties;
 - (B) predict the properties of elements in chemical families, including alkali metals, alkaline earth metals, halogens, noble gases, and transition metals, based on valence electrons patterns using the Periodic Table; and
 - (C) analyze and interpret elemental data, including atomic radius, atomic mass, electronegativity, ionization energy, and reactivity to identify periodic trends.
- (6) Science concepts. The student understands the development of atomic theory and applies it to real-world phenomena. The student is expected to:
- (A) construct models using Dalton's Postulates, Thomson's discovery of electron properties, Rutherford's nuclear atom, Bohr's nuclear atom, and Heisenberg's Uncertainty Principle to show the development of modern atomic theory over time;
 - (B) describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud;
 - (C) investigate the mathematical relationship between energy, frequency, and wavelength of light using the electromagnetic spectrum and relate it to the quantization of energy in the emission spectrum;
 - (D) calculate average atomic mass of an element using isotopic composition; and
 - (E) construct models to express the arrangement of electrons in atoms of representative elements using electron configurations and Lewis dot structures.
- (7) Science concepts. The student knows how atoms form ionic, covalent, and metallic bonds. The student is expected to:
- (A) construct an argument to support how periodic trends such as electronegativity can predict bonding between elements;
 - (B) name and write the chemical formulas for ionic and covalent compounds using International Union of Pure and Applied Chemistry (IUPAC) nomenclature rules;
 - (C) classify and draw electron dot structures for molecules with linear, bent, trigonal planar, trigonal pyramidal, and tetrahedral molecular geometries as explained by Valence Shell Electron Pair Repulsion (VSEPR) theory; and
 - (D) analyze the properties of ionic, covalent, and metallic substances in terms of intramolecular and intermolecular forces.

- (8) Science concepts. The student understands how matter is accounted for in chemical substances. The student is expected to:
- (A) define mole and apply the concept of molar mass to convert between moles and grams;
 - (B) calculate the number of atoms or molecules in a sample of material using Avogadro's number;
 - (C) calculate percent composition of compounds; and
 - (D) differentiate between empirical and molecular formulas.
- (9) Science concepts. The student understands how matter is accounted for in chemical reactions. The student is expected to:
- (A) interpret, write, and balance chemical equations, including synthesis, decomposition, single replacement, double replacement, and combustion reactions using the law of conservation of mass;
 - (B) differentiate among acid-base reactions, precipitation reactions, and oxidation-reduction reactions;
 - (C) perform stoichiometric calculations, including determination of mass relationships, gas volume relationships, and percent yield; and
 - (D) describe the concept of limiting reactants in a balanced chemical equation.
- (10) Science concepts. The student understands the principles of the kinetic molecular theory and ideal gas behavior. The student is expected to:
- (A) describe the postulates of the kinetic molecular theory;
 - (B) describe and calculate the relationships among volume, pressure, number of moles, and temperature for an ideal gas; and
 - (C) define and apply Dalton's law of partial pressure.
- (11) Science concepts. The student understands and can apply the factors that influence the behavior of solutions. The student is expected to:
- (A) describe the unique role of water in solutions in terms of polarity;
 - (B) distinguish among types of solutions, including electrolytes and nonelectrolytes and unsaturated, saturated, and supersaturated solutions;
 - (C) investigate **how** [~~factors that influence~~] solid and gas solubilities **are influenced by** [~~such as~~] temperature using solubility curves and **how** rates of dissolution **are influenced by** [~~such as~~] temperature, agitation, and surface area;
 - (D) investigate the general rules regarding solubility and predict **the solubility of the** products of a double replacement reaction;
 - (E) calculate the concentration of solutions in units of molarity; and
 - (F) calculate the dilutions of solutions using molarity.
- (12) Science concepts. The student understands and applies various rules regarding acids and bases. The student is expected to:
- (A) name and write the chemical formulas for acids and bases using IUPAC nomenclature rules;
 - (B) define acids and bases and distinguish between Arrhenius and Bronsted-Lowry definitions;
 - (C) differentiate between strong and weak acids and bases;

- (D) predict products in acid-base reactions that form water; and
- (E) define pH and calculate the pH of a solution using the hydrogen ion concentration.
- (13) Science concepts. The student understands the energy changes that occur in chemical reactions. The student is expected to:
 - (A) explain everyday examples that illustrate the four laws of thermodynamics;
 - (B) investigate the process of heat transfer using calorimetry;
 - (C) classify processes as exothermic or endothermic and represent energy changes that occur in chemical reactions using thermochemical equations or graphical analysis; and
 - (D) perform calculations involving heat, mass, temperature change, and specific heat.
- (14) Science concepts. The student understands the basic processes of nuclear chemistry. The student is expected to:
 - (A) describe the characteristics of alpha, beta, and gamma radioactive decay processes in terms of balanced nuclear equations;
 - (B) compare fission and fusion reactions; and
 - (C) give examples of applications of nuclear phenomena such as nuclear stability, radiation therapy, diagnostic imaging, solar cells, and nuclear power.

§112.44. Integrated Physics and Chemistry (One Credit), Adopted 2020.

- (a) General requirements. Students shall be awarded one credit for successful completion of this course. This course is recommended for students in Grades 9 and 10.
- (b) Introduction.
 - (1) Integrated Physics and Chemistry. In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use engineering practices, use scientific practices during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving.
 - (2) Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not currently scientifically testable.
 - (3) Scientific hypotheses and theories. Students are expected to know that:
 - (A) hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and
 - (B) scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed.
 - (4) Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. The method chosen should be appropriate to the

question being asked. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified.

(A) Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.

(B) Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models.

(5) Science and social ethics. Scientific decision making is a way of answering questions about the natural world involving its own set of ethical standards about how the process of science should be carried out. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).

(6) Science consists of recurring themes and making connections between overarching concepts. Recurring themes include systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and provide a tool for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.

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

(c) Knowledge and skills.

(1) Scientific and engineering practices. The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:

(A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;

(B) apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;

(C) use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;

(D) use appropriate tools such as data-collecting probes, software applications, the internet, standard laboratory glassware, metric rulers, meter sticks, spring scales, multimeters, Gauss meters, wires, batteries, light bulbs, switches, magnets, electronic balances, mass sets, Celsius thermometers, hot plates, an adequate supply of consumable chemicals, lab notebooks or journals, timing devices, models, and diagrams;

(E) collect quantitative data using the International System of Units (SI) and qualitative data as evidence;

(F) organize quantitative and qualitative data using labeled drawings and diagrams, graphic organizers, charts, tables, and graphs;

(G) develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and

- (H) distinguish between scientific hypotheses, theories, and laws.
- (2) Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:
- (A) identify advantages and limitations of models such as their size, scale, properties, and materials;
 - (B) analyze data by identifying significant statistical features, patterns, sources of error, and limitations;
 - (C) use mathematical calculations to assess quantitative relationships in data; and
 - (D) evaluate experimental and engineering designs.
- (3) Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:
- (A) develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;
 - (B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and
 - (C) engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.
- (4) Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society. The student is expected to:
- (A) analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student;
 - (B) relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of diverse scientists as related to the content; and
 - (C) research and explore **resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a** ~~connections between grade level appropriate science concepts and~~ science, technology, engineering, and mathematics (STEM) **field in order to investigate STEM** careers.
- (5) Science concepts. The student knows the relationship between force and motion in everyday life. The student is expected to:
- (A) investigate, analyze, and model motion in terms of position, velocity, acceleration, and time using tables, graphs, and mathematical relationships;
 - (B) analyze data to explain the relationship between mass and acceleration in terms of the net force on an object in one dimension using force diagrams, tables, and graphs;
 - (C) apply the concepts of momentum and impulse to design, evaluate, and refine a device to minimize the net force on objects during collisions such as those that occur during vehicular accidents, sports activities, or the dropping of personal electronic devices;
 - (D) describe the nature of the four fundamental forces: gravitation; electromagnetic; the strong and weak nuclear forces, including fission and fusion; and mass-energy equivalency; and

- (E) construct and communicate an explanation based on evidence for how changes in mass, charge, and distance affect the strength of gravitational and electrical forces between two objects.
- (6) Science concepts. The student knows the impact of energy transfer and energy conservation in everyday life. The student is expected to:
- (A) design and construct series and parallel circuits that model real-world circuits such as in-home wiring, automobile wiring, and simple electrical devices to evaluate the transfer of electrical energy;
- (B) design, evaluate, and refine a device that generates electrical energy through the interaction of electric charges and magnetic fields;
- (C) plan and conduct an investigation to provide evidence that energy is conserved within a closed system;
- (D) investigate and demonstrate the movement of thermal energy through solids, liquids, and gases by convection, conduction, and radiation such as weather, living, and mechanical systems;
- (E) plan and conduct an investigation to evaluate the transfer of energy or information through different materials by different types of waves such as wireless signals, ultraviolet radiation, and microwaves;
- (F) construct and communicate an evidence-based explanation for how wave interference, reflection, and refraction are used in technology such as medicine, communication, and scientific research; and
- (G) evaluate evidence from multiple sources to critique the advantages and disadvantages of various renewable and nonrenewable energy sources and their impact on society and the environment.
- (7) Science concepts. The student knows that relationships exist between the structure and properties of matter. The student is expected to:
- (A) model basic atomic structure and relate an element's atomic structure to its bonding, reactivity, and placement on the Periodic Table;
- (B) use patterns within the Periodic Table to predict the relative physical and chemical properties of elements;
- (C) explain how physical and chemical properties of substances are related to their usage in everyday life such as in sunscreen, cookware, industrial applications, and fuels;
- (D) explain how electrons can transition from a high energy level to a low energy state, emitting photons at different frequencies for different energy transitions;
- (E) explain how atomic energy levels and emission spectra present evidence for the wave particle duality; and
- (F) plan and conduct an investigation to provide evidence that the rate of reaction or dissolving is affected by multiple factors such as particle size, stirring, temperature, and concentration.
- (8) Science concepts. The student knows that changes in matter affect everyday life. The student is expected to:
- (A) investigate how changes in properties are indicative of chemical reactions such as hydrochloric acid with a metal, oxidation of metal, combustion, and neutralizing an acid with a base;

- (B) develop and use models to balance chemical equations and support the claim that atoms, and therefore mass, are conserved during a chemical reaction;
- (C) research and communicate the uses, advantages, and disadvantages of nuclear reactions in current technologies; and
- (D) construct and communicate an evidence-based explanation of the environmental impact of the end-products of chemical reactions such as those that may result in degradation of water, soil, air quality, and global climate change.

§112.45. Physics (One Credit), Adopted 2020.

- (a) General requirements. Students shall be awarded one credit for successful completion of this course.
Recommended prerequisite or corequisite: Algebra I. This course is recommended for students in Grades 9-12.
- (b) Introduction.
 - (1) Physics. In Physics, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion, changes within physical systems and conservation of energy and momentum, forces, characteristics and behavior of waves, and electricity and magnetism. Students will apply conceptual knowledge and collaborative skills to experimental design, implementation, and interpretation. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving.
 - (2) Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not currently scientifically testable.
 - (3) Scientific hypotheses and theories. Students are expected to know that:
 - (A) hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and
 - (B) scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed.
 - (4) Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. The method chosen should be appropriate to the question being asked. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified.
 - (A) Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.

- (B) Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models.
- (5) Science and social ethics. Scientific decision making is a way of answering questions about the natural world involving its own set of ethical standards about how the process of science should be carried out. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).
- (6) Science consists of recurring themes and making connections between overarching concepts. Recurring themes include systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and provide a tool for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.
- (7) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
 - (1) Scientific and engineering practices. The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:
 - (A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;
 - (B) apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations, and use engineering practices to design solutions to problems;
 - (C) use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;
 - (D) use appropriate tools such as balances, ballistic carts or equivalent, batteries, computers, constant velocity cars, convex lenses, copper wire, discharge tubes with power supply (H, He, Ne, Ar), data acquisition probes and software, dynamics and force demonstration equipment, electrostatic generators, electrostatic kits, friction blocks, graph paper, graphing technology, hand-held visual spectrometers, inclined planes, iron filings, lab masses, laser pointers, magnets, magnetic compasses, metric rulers, motion detectors, multimeters (current, voltage, resistance), optics bench, optics kit, photogates, plane mirrors, prisms, protractors, pulleys, resistors, rope or string, scientific calculators, stopwatches, springs, spring scales, switches, tuning forks, wave generators, or other equipment and materials that will produce the same results;
 - (E) collect quantitative data using the International System of Units (SI) and qualitative data as evidence;
 - (F) organize quantitative and qualitative data using bar charts, line graphs, scatter plots, data tables, labeled diagrams, and conceptual mathematical relationships;
 - (G) develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and
 - (H) distinguish among scientific hypotheses, theories, and laws.

- (2) Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:
- (A) identify advantages and limitations of models such as their size, scale, properties, and materials;
 - (B) analyze data by identifying significant statistical features, patterns, sources of error, and limitations;
 - (C) use mathematical calculations to assess quantitative relationships in data; and
 - (D) evaluate experimental and engineering designs.
- (3) Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:
- (A) develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;
 - (B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and
 - (C) engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.
- (4) Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society. The student is expected to:
- (A) analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student;
 - (B) relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of diverse scientists as related to the content; and
 - (C) research and explore **resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a [connections between grade level appropriate science concepts and]** science, technology, engineering, and mathematics (STEM) **field in order to investigate STEM careers.**
- (5) Science concepts. The student knows and applies the laws governing motion in a variety of situations. The student is expected to:
- (A) analyze different types of motion by generating and interpreting position versus time, velocity versus time, and acceleration versus time using hand graphing and real-time technology such as motion detectors, photogates, or digital applications;
 - (B) define scalar and vector quantities related to one- and two-dimensional motion and combine vectors using both graphical vector addition and the Pythagorean theorem;
 - (C) describe and analyze motion in one dimension using equations with the concepts of distance, displacement, speed velocity, frames of reference, and acceleration;
 - (D) describe and analyze acceleration in uniform circular and horizontal projectile motion in two dimensions using equations;
 - (E) explain and apply the concepts of equilibrium and inertia as represented by Newton's first law of motion using relevant real-world examples such as rockets, satellites, and automobile safety devices;

- (F) calculate the effect of forces on objects, including tension, friction, normal, gravity, centripetal, and applied forces, using free body diagrams and the relationship between force and acceleration as represented by Newton's second law of motion;
 - (G) illustrate and analyze the simultaneous forces between two objects as represented in Newton's third law of motion using free body diagrams and in an experimental design scenario; and
 - (H) describe and calculate, using scientific notation, how the magnitude of force between two objects depends on their masses and the distance between their centers, and predict the effects on objects in linear and orbiting systems using Newton's law of universal gravitation.
- (6) Science concepts. The student knows the nature of forces in the physical world. The student is expected to:
- (A) use scientific notation and predict how the magnitude of the electric force between two objects depends on their charges and the distance between their centers using Coulomb's law;
 - (B) identify and describe examples of electric and magnetic forces and fields in everyday life such as generators, motors, and transformers;
 - (C) investigate and describe conservation of charge during the processes of induction, conduction, and polarization using different materials such as electrosopes, balloons, rods, fur, silk, and Van ~~de~~ der Graaf generators;
 - (D) analyze, design, and construct series and parallel circuits using schematics and materials such as switches, wires, resistors, lightbulbs, batteries, voltmeters, and ammeters; and
 - (E) calculate current through, potential difference across, resistance of, and power used by electric circuit elements connected in both series and parallel circuits using Ohm's law.
- (7) Science concepts. The student knows that changes occur within a physical system and applies the laws of conservation of energy and momentum. The student is expected to:
- (A) calculate and explain work and power in one dimension and identify when work is and is not being done by or on a system;
 - (B) investigate and calculate mechanical, kinetic, and potential energy of a system;
 - (C) apply the concept of conservation of energy using the work-energy theorem, energy diagrams, and energy transformation equations, including transformations between kinetic, potential, and thermal energy;
 - (D) calculate and describe the impulse and momentum of objects in physical systems such as automobile safety features, athletics, and rockets; and
 - (E) analyze the conservation of momentum qualitatively in inelastic and elastic collisions in one dimension using models, diagrams, and simulations.
- (8) Science concepts. The student knows the characteristics and behavior of waves. The student is expected to:
- (A) examine and describe simple harmonic motion such as springs and pendulums and wave energy propagation in various types of media such as surface waves on a body of water and ropes;
 - (B) compare the characteristics of transverse and longitudinal waves, including electromagnetic and sound waves;

- (C) investigate and analyze characteristics of waves, including velocity, frequency, amplitude, and wavelength, and calculate using the relationships between wave speed, frequency, and wavelength;
 - (D) investigate behaviors of waves, including reflection, refraction, diffraction, interference, standing wave, the Doppler effect and polarization and superposition; and
 - (E) compare the different applications of the electromagnetic spectrum, including radio telescopes, microwaves, and x-rays;
 - (F) investigate the emission spectra produced by various atoms and explain the relationship to the electromagnetic spectrum; and
 - (G) describe and predict image formation as a consequence of reflection from a plane mirror and refraction through a thin convex lens.
- (9) Science concepts. The student knows examples of quantum phenomena and their applications. The student is expected to:
- (A) describe the photoelectric effect and emission spectra produced by various atoms and how both are explained by the photon model for light;
 - (B) investigate Malus's Law and describe examples of applications of wave polarization, including 3-D movie glasses and LCD computer screens;
 - (C) compare and explain how superposition of quantum states is related to the wave-particle duality nature of light; and
 - (D) give examples of applications of quantum phenomena, including the Heisenberg uncertainty principle, quantum computing, and cybersecurity.

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 66. State Adoption and Distribution of Instructional Materials

Subchapter A. General Provisions

§66.15. Administrative Penalty.

- (a) Under the Texas Education Code (TEC), §31.151(b), the State Board of Education (SBOE) may assess a reasonable administrative penalty against a publisher or manufacturer found in violation of a provision of the TEC, §31.151(a). The SBOE shall assess an administrative penalty under this section only for a violation based upon an instructional material adopted by the SBOE. An administrative penalty shall be assessed only after the SBOE has granted the publisher or manufacturer a hearing in accordance with the TEC, §31.151; the Administrative Procedure Act; Chapter 157, Subchapter A, of this title (relating to General Provisions for Hearings Before the State Board of Education); and this chapter.
- (b) The SBOE may assess an administrative penalty against a publisher or manufacturer who violates the TEC, §31.151(a)(1), or a rule implementing that provision, including assessing an administrative penalty against a publisher or manufacturer who offers an instructional material in this state at a higher price than that offered to any other state, public school, or school district in the United States. A publisher or manufacturer does not violate this provision if within 60 days of the sale at a higher price, the publisher or manufacturer provides a refund in the incremental amount of the lower price compared to the purchase price to all Texas public schools that previously purchased the same instructional material at a higher price and enters into a written agreement with the Texas Education Agency (TEA) to offer the instructional material at the lower price to any Texas public school. An action under this subsection may only be taken for differential pricing that occurs between the time when a public school may start entering orders for a particular school year until the time when a public school may start entering orders for the subsequent school year.
- (c) The SBOE may assess an administrative penalty against a publisher or manufacturer who violates the TEC, §31.151(a)(2), or a rule implementing that provision. A publisher or manufacturer does not violate this provision if within 60 days of the sale at a lower price, the publisher or manufacturer provides a refund in the incremental amount of the lower price compared to the original purchase price to all Texas public schools that previously purchased the same instructional material. An action under this subsection may only be taken for differential pricing that occurs between the time when a public school may start entering orders for a particular school year until the time when a public school may start entering orders for the subsequent school year.
- (d) The SBOE may assess an administrative penalty against a publisher or manufacturer who violates the TEC, §31.151(a)(3), or a rule implementing that provision. A publisher or manufacturer does not violate this provision if within 60 days of dissemination of instructional materials or ancillary items free of charge, the publisher or manufacturer provides a refund of the purchase to all Texas public schools that previously purchased the same instructional material and enters into a written agreement with the TEA that the ancillary items will be provided free of charge if any Texas public school buys the instructional material at issue.
- (e) The SBOE may assess an administrative penalty against a publisher or manufacturer who violates the TEC, §31.151(a)(4), or a rule implementing that provision. A publisher or manufacturer does not violate this provision if within 60 days of dissemination of instructional materials of higher quality, the publisher or manufacturer provides new copies of the higher quality instructional material at no charge or, with the public school consent, a refund equivalent to the price of the lower quality material to all Texas public schools that previously purchased the same instructional material.
- (f) The SBOE may assess an administrative penalty against a publisher or manufacturer who violates the TEC, §31.151(a)(4) or (9), or a rule implementing those provisions, including:
 - (1) an administrative penalty for selling instructional materials with factual errors. The SBOE may assess an administrative penalty against a publisher or manufacturer of instructional materials who sells instructional materials that have been adopted by the SBOE and contain factual errors unless,

within 60 days of knowledge of the factual error, the publisher or manufacturer corrects the factual error, including revising web-based instructional materials, providing corrective materials to public schools that have received material containing the factual error, and ensuring no further distribution of materials occurs without correction of the error; or

- (2) an administrative penalty for failure to correct factual errors. The SBOE may assess an administrative penalty against a publisher or manufacturer who fails to correct a factual error, including:
 - (A) failure to correct a factual error identified in the list of corrections submitted by a publisher under §66.28(c)(11) of this title (relating to Requirements for Publisher Participation);
 - (B) failure to correct a factual error identified in the report of the commissioner of education under §66.63(e) of this title (relating to Report of the Commissioner of Education) and required by the SBOE; or
 - (C) failure to correct a factual error identified and required by the SBOE prior to the adoption of the instructional material.
- (3) an administrative penalty for a factual error in an instructional material that occurs through updates to the materials by the publisher when the updates did not comply with requirements for updating materials, including the requirements under §66.75 of this title (relating to Updates to Adopted Instructional Materials) and §66.76 of this title (relating to New Editions of Adopted Instructional Materials). Penalties imposed under this paragraph shall:
 - (A) not be subject to penalty limitations imposed by subsection (h) of this section or any other section of this title;
 - (B) be of a sufficient amount to deter future violations; and
 - (C) be based on a timeframe beginning at the time the factual error first appeared in instructional materials delivered to a public school, unless mitigating circumstances suggest otherwise.
- (g) For purposes of this section:
 - (1) a factual error shall be defined as a verified error of fact or any error that would interfere with student learning. The context, including the intended student audience and grade level appropriateness, shall be considered;
 - (2) a factual error repeated in a single item or contained in both the student and teacher components of instructional material shall be counted once for the purpose of determining penalties. An identical error in materials with multiple components and formats shall be counted as one error; and
 - (3) a penalty may be assessed for failure to correct a factual error identified in the list of corrections submitted by a publisher under §66.28(c)(11) of this title or for failure to correct a factual error identified in the report of the commissioner of education under §66.63(a) of this title and required by the SBOE. The publisher shall identify errata in an appropriate manner.
- (h) For purposes of subsection (f)(2) of this section, a penalty of \$5,000 shall be assessed for each failure to correct a factual error:
 - (1) after the deadline established in the proclamation by which publishers must have submitted corrected samples of adopted instructional materials for violations of subsection (f)(2)(A) of this section; or
 - (2) prior to distribution to public schools after the SBOE has identified the factual error for violations of subsection (f)(2)(B) and (C) of this section.
- (i) The SBOE may assess an administrative penalty against a publisher or manufacturer who violates the TEC, §31.151(a)(5), or a rule implementing those provisions.

- (j) The SBOE may assess an administrative penalty against a publisher or manufacturer who violates the TEC, §31.151(a)(6), (7), or (8), or a rule implementing those provisions, including:
 - (1) a penalty for failure to deliver adopted instructional materials, including teacher components, in a timely manner or in the quantities the school district or open-enrollment charter school is eligible to receive as specified in the publisher's bid; and
 - (2) a penalty for failure to deliver adopted instructional materials, including teacher components, in accordance with provisions in the contracts if the failure extends beyond 45 days.
- (k) The SBOE may assess an administrative penalty against a publisher or manufacturer who fails to maintain a website or provide a suitable alternative for conveying the information in the website, or who otherwise fails to meet the requirements of §66.29 of this title (relating to Websites in State-Adopted Instructional Materials).
- (l) The SBOE may, if circumstances warrant, waive or vary penalties contained in this section for first or subsequent violations based on the seriousness of the violation, any history of a previous violation or violations, the amount necessary to deter a future violation, any effort to correct the violation, and any other matter justice requires.
- (m) Each affected publisher shall issue credit to the TEA in the amount of any penalty imposed under the provisions of this section. When circumstances warrant it, the TEA is authorized to require payment of penalties in cash within ten days. Each affected publisher who pays a fine for failure to deliver adopted instructional materials in a timely manner will not be subject to the liquidated damages provision in the publisher's contract for the same failure to deliver adopted instructional materials in a timely manner.
- (n) All administrative penalties shall be credited to the public schools instructional materials allotment funds under the TEC, §31.0212.

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Recommended Revisions to School Board Member Training—Framework for School Board Development

Preamble

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation (Texas Education Code, §4.001).

The board of trustees is the governing body for Texas public schools. To effectively meet the challenges of public education, school boards and superintendents must function together as a governance leadership team. Each leadership team will annually assess its development needs both as corporate body and as individuals. As a team, they will focus on the improvement of locally developed student outcomes through vision and goals, systems and processes, progress and accountability, advocacy and engagement, and synergy and teamwork. Teams ensure that their districts provide equitable and effective educational programs and services for all students. The Framework for School Board Development has been approved by the State Board of Education to provide the critical areas of development for all public school boards.

Framework

Vision and Goals—The board ensures creation of a shared vision and locally developed, measurable goals that improve student outcomes, opportunities, and experiences. The board:

- Keeps the district focus on the well-being of all children.
- Adopts a shared vision that incorporates input from the community to reflect local aspirations as well as present and future needs for all children.
- Ensures that the vision aligns with the state’s mission, objectives, and goals for education established by law or rule.
- Adopts a reasonable number of specific, quantifiable, research-based, and time bound goals that align with state law, are developed with community input, and support the vision to improve student outcomes.
- Embraces, supports, and fulfills the vision that all students receive what they need to learn, thrive, and grow, including resources, opportunities, and experiences.
- Uses the vision and goals to drive all deliberations, decisions, and actions.

Systems and Processes—The board ensures systems and processes are in place to accomplish the vision and goals. The board:

- Regularly develops, reviews, and adopts board policies for effective support of the district’s vision and goals.
- Approves a budget that aligns with and maximizes resources to fulfill the district’s vision and goals.
- Monitors multiple, measurable elements of student progress and achievement throughout the year.
- Incorporates equity when making decisions and evaluating systems and processes.
- Focuses its actions on following board operating procedures while providing oversight of the superintendent, policymaking, planning, and goal setting, progress monitoring, and evaluation while avoiding involvement in daily operations and management.

- Approves goals, policies, and programs that ensure a safe and secure learning environment.
- Ensures the equitable distribution of resources, opportunities, and experiences based on the diverse needs of students and schools.
- Adopts a planning calendar and engages in a decision-making process consistent with state law and rule that uses participation, information, research, and evaluation to help achieve the district's vision.
- Ensures that the district's planning and decision-making process enables all segments of the community, families, and staff to meaningfully contribute to achieving the district's vision.
- Welcomes and values all people and cultures as important stakeholders in the process for student success.
- Ensures the district has a system that monitors for sound business and fiscal practices.
- Adopts policies regarding hiring, assigning, appraising, terminating, and compensating school district personnel in compliance with state laws and rules.
- Ensures the district adopts a protocol regarding the recruitment, determination of professional development needs, building of leadership capacity, and retention rates for the district's teachers.
- Fulfills the statutory duties of the local board of trustees and upholds all laws, rules, ethical procedures, and court orders pertaining to schools and school employees.

Progress and Accountability—The board sets clear goals, provides resources and support, evaluates goal attainment, and engages in ongoing objective feedback on progress and commitments. The Board:

- Holds itself accountable to its adopted vision, goals, commitments, and operating procedures.
- Ensures progress toward achievement of district goals through a systematic, timely, and comprehensive review of relevant reports and student data that are predictive of locally developed student outcomes goals..
- Ensures equity throughout the system by regularly identifying inequities, updating policies, and appropriately distributing resources.
- Differentiates among resources, intermediate measures, and outcomes, especially - when focusing on student outcomes.
- Monitors and evaluates the allocation of resources in support of the district's vision and goals and sustainability.
- Reviews the efficiency and effectiveness of district operations and use of resources in supporting the district's vision and goals. _
- Employs and annually evaluates the superintendent on the achievement of district goals, including locally developed academic goals, demonstration of educational leadership, and management of daily operations.

Advocacy and Engagement—The board promotes the vision and engages the community in developing and fulfilling the vision. The board advocates on behalf of Texas public schoolchildren. The board:

- Demonstrates its commitment to, and advocates on behalf of, the shared vision and goals by clearly communicating them to the superintendent, staff, and community.
- Regularly reports district progress to families and the community-, which could include an online dashboard for the community

- Ensures multiple forms of two-way communication will be used to engage, empower, and connect students, families, staff, media, and community with the district.
- Builds collaborative relationships and partnerships with families and community, business, nonprofit, higher-education, education support organizations, and governmental leaders to influence and expand educational opportunities and experiences to meet the needs of students.
- Recognizes the respective roles of and provides input and feedback to the legislature, State Board of Education, and the Texas Education Agency to ensure maximum effectiveness and benefit to Texas schoolchildren.
- Promotes school board service by educating the community about the role of a school board and encouraging leadership opportunities within the community.

Synergy and Teamwork—The board’s duties are distinct and the board works effectively as a collaborative unit and as a team with the superintendent to lead the district in fulfilling the vision and goals. The board:

- Recognizes its distinct role in establishing the vision and the goals, adopting policies that guide the district, setting priorities, establishing governance protocols to oversee management, adopting and overseeing the annual budget, and hiring and evaluating the superintendent.
- Recognizes each individual trustee’s duty as a trustee and fiduciary for the entire district.
- Remains focused on its goals and priorities, as opposed to individual agendas separate and apart from the shared vision.
- Annually evaluates its performance as a team, with attention given to the district’s vision and goals; fulfilling the board’s duties, responsibilities, and commitments; and the board’s working relationship with the superintendent.
- Makes decisions as a whole only at properly called meetings and recognizes that individual members have no authority to take individual action in policy or district and campus administrative matters.
- Respects the right of individual members to express their viewpoints and vote their convictions and honors the decisions of the majority.
- Develops teamwork, problem-solving, and decision-making skills as a team with its superintendent.
- Understands and adheres to laws and local policies and respects the superintendent’s responsibility to manage the school district and to direct employees in district and campus matters.
- Adopts and adheres to established policies and procedures for welcoming and addressing ideas and concerns from students, families, staff, and the community.
- Establishes and follows local policies, procedures, and ethical standards governing the conduct and operations of the board.
- Understands the leadership role of the board president and adheres to local policies and procedures about the duties and responsibilities of the board officers.