

Health Education TEKS Review Work Group C Recommendations

DRAFT Proposed Revisions

Texas Essential Knowledge and Skills (TEKS)

Health Education, Mental Health and Wellness Strand

These recommendations reflect revisions to the health education Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education’s TEKS work group for the mental health and wellness strand. This document reflects the recommendations for kindergarten–grade 5. Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple font with strikethrough (~~moved text~~) and is shown in the proposed new location in purple font with underlines (new text location). Additions are shown in green font with underlines (additions).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

MV—multiple viewpoints from within the work group

VA—information added, changed, or deleted to increase vertical alignment

WGC—student expectation from the current TEKS that Work Group C has recommended to add to the strand

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness								
Substrand: Social and Emotional and Mental Health								
Topics	SE	K	1	2	3	4	5	Comments
Mental health literacy			<p>1.5.A. set personal health goals for preventing illness</p> <p>1.5.B. list ways health information can be used such as knowing how to brush teeth properly.</p>		3.2.D. identify examples of abuse and describe appropriate responses	<p>4.3.A. identify characteristics of health information</p> <p>4.3.B. describe the importance of accessing health information through a variety of health resources.</p>		<p>MV- Moved to Mental Health & Wellness as its own new topic</p> <p>1.5.A Recommended move to Health and Hygiene</p> <p>1.5.B Recommend move to Health and Hygiene</p> <p>3.2.D Included in Risk and Protective</p> <p>4.3.A,B Recommended move to Health and Hygiene</p>
Emotional development				2.9.B list and demonstrate good listening skills	3.2.D. identify examples of abuse and describe appropriate responses	4.3.B. describe the importance of accessing health information through a variety of health resources.	<p>5.6.F. apply and practice strategies for self control</p> <p>5.8A explain the importance of communication skills as a major influence on the social and emotional health of the individual and the family</p>	<p>Striking because duplicated in Social Emotional Development.</p> <p>2.9.B Already counted for in Social Emotional Development</p> <p>3.2.D Included in Risk and Protective</p> <p>8.9.C This is a Grade 8 SE</p> <p>4.3.B. Recommend to Health and Hygiene</p> <p>5.6.F Moved to social and emotional development</p> <p>5.8A Already included in social and emotional development</p> <p>5.11.A.C.E. does not exist in the current TEKS</p>

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness

Substrand: Social and Emotional and ~~Mental~~ Health

Topics	SE	K	1	2	3	4	5	Comments
Social Emotional Development	(A)	<p><u>Recognize and identify feelings and emotions</u></p> <p><u>3.10.C. express needs, wants and emotions in healthy ways</u></p> <p><u>Identify emotions related to situations</u></p> <p>K.9.B. Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to demonstrate skills for making new acquaintances.</p>	<p><u>Recognize and identify feelings and emotions</u></p> <p><u>3.10.C. express needs, wants and emotions in healthy ways</u></p> <p><u>Identify emotions related to situations</u></p> <p>1.3.B describe how decisions can be reached and problems can be solved</p> <p><u>1.9.B. list unique ways that individuals use to communicate such as using body language and gestures</u></p> <p>1.9.C. express needs, wants, and emotions in appropriate ways</p> <p>1.9.D. describe and practice techniques of self-control such as thinking before acting</p>	<p><u>Recognize and identify feelings and emotions</u></p> <p><u>3.10.C. express needs, wants and emotions in healthy ways</u></p> <p><u>Identify emotions related to situations</u></p> <p><u>Analyze emotions and feelings in response to situations with adult assistance</u></p> <p><u>2.9.B list and demonstrate good listening skills</u></p>	<p><u>Recognize and identify feelings and emotions</u></p> <p><u>3.10.C. express needs, wants and emotions in healthy ways</u></p> <p><u>Identify emotions related to situations</u></p> <p><u>Understand how emotions impact behavior with adult assistance</u></p> <p><u>Analyze emotions and feelings in response to situations with adult assistance</u></p> <p>3.2.D identify examples of abuse and describe appropriate responses</p> <p>3.1.E. explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music</p>	<p><u>Recognize and identify feelings and emotions</u></p> <p><u>3.10.C. express needs, wants and emotions in healthy ways</u></p> <p><u>Identify emotions related to situations</u></p> <p><u>Understand how emotions impact behavior with adult assistance</u></p> <p><u>Analyze emotions and feelings in response to situations with adult assistance</u></p> <p>4.9.E identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions</p>	<p><u>Recognize and identify feelings and emotions</u></p> <p><u>3.10.C. express needs, wants and emotions in healthy ways</u></p> <p><u>Identify emotions related to situations</u></p> <p><u>Understand how emotions impact behavior with adult assistance</u></p> <p><u>Analyze emotions and feelings in response to situations with adult assistance</u></p> <p>5.6 E demonstrate ways of communicating with individuals who communicate in unique ways such as having a speech defect and not speaking English</p> <p>5.6 F. apply and practice strategies for</p>	<p>NOTES INDICATE 5.11.A,C,E but this does not exist. Wondering if typo on grade level or TEK number.</p> <p>K.9.B Moved to Healthy/Unhealthy Relationships</p> <p>1.3.B MV – General consensus</p> <p>1.9.C – In self regulation</p> <p>1.9.D Moved from Self-evaluation and assessment</p> <p>1.9.D Already exists in self regulation</p> <p>3.1.E Already in Stress Mgmt topic</p> <p>3.2.D Already in Personal Safety, belongs there.</p> <p>4.9.E Redundant SE</p> <p>8.9.C not in the scope of K-5</p> <p>4.9.E Recommend moving “puberty” Health and Hygiene Moved “harassment” to Personal Safety, and moved</p>

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness

Substrand: Social and Emotional ~~and Mental~~ Health

Topics	SE	K	1	2	3	4	5	Comments
							<p>self-control</p> <p>5.8.A. explain the importance of communication skills as a major influence on the social and emotional health of the individual and family</p> <p>5.11.A,C,E but this does not exist.</p>	<p>“emotions” to Social Emotional Development from Healthy/Unhealthy relationships.</p> <p>5.6.E Already included in Healthy/Unhealthy Relationships</p> <p>5.6.F Already exists in self regulation</p> <p>5.8A Already included in Healthy/Unhealthy Relationships</p>

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness

Substrand: Social and Emotional and ~~Mental~~ Health

Topics	SE	K	1	2	3	4	5	Comments
Self-Regulation	(B)	<p><u>Describe and practice calming and coping strategies</u></p> <p><u>Describe and practice techniques of self-control such as thinking before acting</u></p> <p><u>Express needs, wants, and emotions in appropriate ways</u></p> <p><u>Demonstrate healthy ways of gaining attention</u></p>	<p><u>Describe and practice calming and coping strategies</u></p> <p><u>Demonstrate healthy ways of gaining attention</u></p> <p>1.1.A. describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise</p> <p>1.2.G. identify and practice safety rules during play</p> <p>1.3.C explain the importance of goal setting and task completion.</p> <p>1.9.B list unique ways that individuals use to communicate such as using body language and gestures</p> <p>1.9.C. express needs, wants, and emotions in appropriate ways</p>	<p><u>Describe and practice calming and coping strategies</u></p> <p><u>Describe and practice techniques of self-control such as thinking before acting</u></p> <p><u>Demonstrate healthy ways of gaining attention</u></p> <p>2.2.B. identify ways to avoid deliberate and accidental injuries</p> <p>2.9.C. demonstrate refusal skills</p> <p>2.10.C. explain the benefits of practicing self-control</p> <p>2.11.B. describe how personal health decisions affect self and others</p> <p>2.11.C. list the steps and describe the</p>	<p><u>Describe and practice calming and coping strategies</u></p> <p><u>Describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors.</u></p> <p><u>Demonstrate healthy ways of gaining attention</u></p> <p>3.1.E. explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music</p>	<p><u>Describe and practice calming and coping strategies</u></p> <p>4.9.D. demonstrate healthy ways of gaining attention</p> <p>4.10.C. describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors.</p> <p>4.12.C. explain the difference between assertive behavior and aggressive behavior</p>	<p><u>Describe and practice calming and coping strategies</u></p> <p><u>Demonstrate healthy ways of gaining attention</u></p> <p><u>Explain the difference between assertive behavior and aggressive behavior</u></p> <p>5.6.F. Apply and practice strategies for self-control</p> <p>5.11.B?</p>	<p>NOTES INDICATE 5.11.B but this does not exist. Wondering if typo on grade level or TEK number from Workgroup B.</p> <p>K – Important to repeat in additional topics due to 1.1.A is an example of behavioral self-regulation</p> <p>1.1.A Covered in Physical Health</p> <p>1.2.G moved to Personal Safety</p> <p>1.3.C Already in Goal Setting</p> <p>1.9.B, F Moved to Healthy and Unhealthy Relationships</p> <p>1.9.C Moved from in Social Emotional Development to Self Regulation</p> <p>1.10.B Moved to Healthy and Unhealthy Relationships</p> <p>2.2.B Categorize as “Behavioral Self-Regulation”</p>

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Topics	SE	K	1	2	3	4	5	Comments
			<p>1.9.D. describe and practice techniques of self-control such as thinking before acting</p> <p>1.9.F. practice refusal skills and replacement behaviors to avoid and resolve conflicts.</p> <p>1.10.B practice refusal skills to avoid and resolve conflicts</p>	<p>importance of task completion and goal setting</p>				<p>2.9.B Already in Healthy/Unhealthy Relationships</p> <p>2.9.C Moving to Healthy and Unhealthy</p> <p>2.11.B Moved to healthy and unhealthy relationships</p> <p>2.11.C Moved to Goal Setting</p> <p>3.1.E Already in Stress under Mental Health & Awareness</p> <p>4.9.D Categorize as “Behavioral Self-Regulation”</p> <p>5.6.F Moved from Healthy and Unhealthy Relationships</p>
<p><u>Healthy and unhealthy relationships</u></p> <ul style="list-style-type: none"> relationships with family members and other adults <p>(include different types of</p>	(c)	<p>K.8.A. recognize and describe individual differences and communicate appropriately and respectfully with all individuals</p> <p>K.8.B. explain the importance of showing consideration and respect for teachers,</p>	<p>1.2.H. identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.</p> <p>1.3.B describe how decisions can be reached and problems</p>	<p>2.2.F. Identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe by another person/adult.</p> <p>2.8.A. describe how</p>	<p>3.2.D. identify examples of abuse and describe appropriate responses</p> <p>3.1.A. explain how personal-health habits affect self and others And</p> <p>3.8.B. describe ways in which peers and</p>	<p><u>Describe the importance of parental guidance and other trusted adults in goal setting.</u></p> <p><u>Explain the dangers of yielding to peer pressures by assessing risks/consequences.</u></p>	<p><u>Describe the importance of parental guidance and other trusted adults in goal setting.</u></p> <p><u>Explain the dangers of yielding to peer pressures by assessing risks/consequences.</u></p>	<p>8.9.B listed on original document. We believe this is a typo and should be 3.9.B. 3.9.B is listed instead of 8.9.B.</p> <p>3.1.A Moved from Personal Safety (Categorize as Behavioral Self-Regulation)</p> <p>3.2.D included under “personal safety and boundaries.”</p>

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Strand: Mental Health and Wellness

Substrand: **Social and Emotional and Mental Health**

Topics	SE	K	1	2	3	4	5	Comments
<p>families/ family structures- removed due to directive from board meeting-)</p> <ul style="list-style-type: none"> characteristics of healthy and unhealthy relationships peers, acquaintances, and friends (removed due to content covered in other topics) mental, emotional, and verbal abuse with peers and family (removed due to 		<p>family members, friends, peers, and other individuals</p> <p>K.8.C. recognize and explain the importance of manners and rules for healthy communication and treating others with respect.</p> <p>K.9.A. identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened</p> <p><u>K.9.B. demonstrate skills for making new acquaintances.</u></p>	<p>can be solved</p> <p><u>1.9.E. list ways of actively discouraging bullying</u></p> <p>1.10.A. describe ways to build and maintain friendships</p> <p>1.9.E. list ways of actively discouraging bullying</p> <p><u>1.9.B. list unique ways that individuals use to communicate such as using body language and gestures</u></p> <p><u>1.9.F. practice refusal skills and replacement behaviors to avoid and resolve conflicts.</u></p>	<p>friends can influence a person's health</p> <p>2.8.B. recognize unsafe requests made by friends such as playing in the street.</p> <p>2.9.A. identify characteristics needed to be a responsible family member or friend</p> <p><u>2.9.C demonstrate refusal skills.</u></p> <p>2.10.A. describe how to effectively communicate</p> <p>2.10.B. express needs, wants, and emotions in healthy ways</p> <p>2.10.B. explain the benefits of treating friends, teachers, family members, and peers with respect.</p>	<p>families can work together to build a healthy community.</p> <p><u>3.9.B. demonstrate strategies for resolving conflicts</u></p> <p>3.9.E. identify ways to communicate with parents/trusted adults about health concerns</p> <p>3.9.F. demonstrate refusal skills</p> <p>3.10.A. demonstrate respectful communication with family members, peers, teachers, and others</p> <p>3.10.B. describe the mental-health value of respectful communication such as reducing the potential for angry behavior</p> <p><u>3.11.E. practice</u></p>	<p>4.4.G identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.</p> <p>4.6.A. identify similarities in which healthy environments can be promoted in homes, schools, and communities</p> <p>4.6.B. explain the importance of a community environmental health plan.</p> <p>4.8.A. explain the influence of peer pressure on an individual's social and emotional health</p> <p>4.8.B. describe the importance of being a positive role model for health.</p> <p>4.9.A. describe the</p>	<p>5.6.A. distinguish between healthy and harmful influences of friends and others</p> <p>5.6.B. describe the characteristics of healthy and unhealthy friendships</p> <p>5.6.F. apply and practice strategies for self-control</p> <p>5.8.A. explain the importance of communication skills as a major influence on the social and emotional health of the individual and family</p> <p>5.9.F explain the importance of parent/trusted adult guidance in goal setting.</p> <p>5.10.A. analyze respectful ways to communicate with friends, family,</p>	<p>Belongs there because it includes abuse.</p> <p>3.8.A Recommend moving to Health and Hygiene</p> <p>K.9.A, 1.2.H and 3.9.F are better in Personal Safety, already included under this topic.</p> <p>K.9.B Moved from Social Emotional Development</p> <p>1.3.B Already in Social Emotional Development</p> <p>1.9.E Already covered under Personal Safety</p> <p>3.9.F is covered under 3.11.E</p> <p>1.9.E, 3.11.E – Duplicate. Thought would fit better in Healthy/Unhealthy Relationships</p> <p>1.9.F – moved from Emotional Development and Self Regulation</p> <p>1.10.B Moved Self-Regulation</p>

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Substrand: Social and Emotional ~~and Mental~~ Health

Topics	SE	K	1	2	3	4	5	Comments
<p>redundant</p> <p>personal safety and boundaries (has its own topic)</p>					<p><u>assertive communication and refusal skills</u></p>	<p>qualities of a good friend</p> <p>4.9.E. identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions</p> <p>4.9.G. identify positive and negative characteristics of social groups such as gangs, clubs, and cliques</p> <p>4.10.A. demonstrate consideration when communicating with individuals who communicate in unique ways such as someone having a speech defect, someone not speaking English, or someone being deaf</p> <p>4.11.C. describe the</p>	<p>teachers, and others</p> <p>5.9.B. assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving</p> <p>5.11.A, C don't exist</p>	<p>2.9.C Moved from Self-Regulation</p> <p>2.10.B Moved to Social Emotional Development</p> <p>4.4.G Moved to Personal Safety</p> <p>4.6.A Recommend moving to Health and Hygiene</p> <p>4.9.E Recommend moving "puberty" Health and Hygiene Moved "harassment" to Personal Safety, and moved "emotions" to Social Emotional Development from Healthy/Unhealthy relationships.</p> <p>5.6.F Moved to Self-Regulation</p> <p>4.12.C Already accounted for in Social Emotional Development</p> <p>5.9.F Moved to Goal Setting</p>

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Substrand: Social and Emotional ~~and Mental~~ Health

Topics	SE	K	1	2	3	4	5	Comments
						importance of parental guidance and other trusted adults in goal setting 4.11.D. explain the dangers of yielding to peer pressures by assessing risks/consequences 4.12.C. explain the difference between assertive behavior and aggressive behavior 4.12.E. demonstrate consideration when interacting with individuals who communicate in unique ways such as someone who has a speech impediment, someone who does not speak English, or someone who has an exceptionally high vocabulary.		
Personal safety and boundaries	(D)	K.9.A Identify and use refusal skills to avoid unsafe behavior	<u>1.2.G. identify and practice safety rules during play</u>	2.8.A. describe how friends can influence a person's health	<u>Identify and use refusal skills to avoid unsafe behavior situations such as</u>	<u>Identify and use refusal skills to avoid unsafe behavior situations such as</u>	<u>Identify and use refusal skills to avoid unsafe behavior situations such as</u>	1.2.G Moved from Self Regulation 1.2.H Moved from Goal Setting

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness

Substrand: **Social and Emotional and Mental Health**

Topics	SE	K	1	2	3	4	5	Comments
		<p>situations such as saying no in unsafe situations and then telling a <u>parent/trusted adult</u> if he/she is threatened.</p> <p><u>Identify and practice safety rules during play</u></p> <p><u>Identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.</u></p>	<p><u>1.2.H identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.</u></p> <p><u>Identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.</u></p> <p>1.3.B. describe how decisions can be reached and problems can be solved</p> <p>1.9.E. list ways of actively discouraging bullying</p> <p>1.9.F practice refusal skills and replacement behaviors to avoid and resolve conflicts.</p> <p>1.11.B. describe negative</p>	<p>2.8.B. recognize unsafe requests made by friends such as playing in the street.</p> <p><u>Identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.</u></p> <p><u>Identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling a parent/trusted adult if he/she is threatened.</u></p> <p><u>Identify and practice safety rules during play</u></p>	<p><u>saying no in unsafe situations and then telling a parent/trusted adult if he/she is threatened.</u></p> <p><u>Identify and practice safety rules during play</u></p> <p><u>Identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.</u></p> <p>3.1.A. explain how personal health habits affect self and others</p> <p>3.2.D. identify examples of abuse and describe appropriate responses.</p> <p>3.8.A. distinguish between positive and negative peer pressures and their effects on personal</p>	<p><u>saying no in unsafe situations and then telling a parent/trusted adult if he/she is threatened.</u></p> <p><u>Identify and practice safety rules during play</u></p> <p><u>4.4.G. identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.</u></p> <p><u>4.9.E. identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions</u></p> <p>4.9.C. explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted</p>	<p><u>saying no in unsafe situations and then telling a parent/trusted adult if he/she is threatened.</u></p> <p><u>Identify and practice safety rules during play</u></p> <p><u>Identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.</u></p> <p>5.9.B. assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving</p> <p><u>5.10.A. analyze respectful ways to communicate with friends, family, teachers, and others</u></p>	<p>1.3.B and 2.8.A, B – already included in Healthy/Unhealthy relationships</p> <p>1.9.E already in Personal Injury</p> <p>1.9 F – Thought E would fit better in personal safety and F in Healthy/Unhealthy Relationships</p> <p>1.11.B Moved from Self evaluation and assessment</p> <p>2.8.A, B Already accounted for in Healthy and Unhealthy Relationships</p> <p>3.1.A Move to Self-Regulation (Categorize as Behavioral regulation)</p> <p>3.2.D – MV</p> <p>3.8.A, B – Thought would fit better in personal safety and F in Healthy/Unhealthy Relationships</p> <p>3.9.F – Thought would fit better in Healthy Relationships</p>

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Topics	SE	K	1	2	3	4	5	Comments
			consequences for both the victim and the bully.		<p>health behaviors</p> <p>3.8.B. describe ways in which peers and families can work together to build a healthy community.</p> <p>3.9.F demonstrate refusal skills</p> <p>3.11.E practice assertive communication and refusal skills</p>	<p>4.9.H. demonstrate refusal skills.</p> <p>4.10.A demonstrate consideration when communicating with individuals who communicate in unique ways such as someone having a speech defect, someone not speaking English, or someone being deaf</p> <p>4.12.E. demonstrate consideration when interacting with individuals who communicate in unique ways such as someone who has a speech impediment, someone who does not speak English, or someone who has an exceptionally high vocabulary.</p>		<p>4.9.E Recommend moving “puberty” Health and Hygiene Moved “harassment” to Personal Safety, and moved “emotions” to Social Emotional Development from Healthy/Unhealthy relationships</p> <p>4.4.G Moved from Healthy/Unhealthy Relationships</p> <p>4.10.A, E Listed in both Healthy/Unhealthy Relationships and Personal Safety. Think it fits better with HUR.</p> <p>5.9.B – Think this belongs in Healthy/Unhealthy Relationships</p> <p>5.10.A Already included in Healthy/Unhealthy Relationships</p>

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Strand: Mental Health and Wellness

Substrand: Social and Emotional and ~~Mental~~ Health

Topics	SE	K	1	2	3	4	5	Comments
Accessing mental health services	(E)		<p>1.1.B. describe activities that are provided by health care professionals such as medical check-up and dental exams.</p> <p>1.5.A identify people who can provide helpful health information such as parents, teachers, nurses, and physicians</p>	<p>2.1.F. describe the importance of individual health maintenance activities such as regular medical and dental checkups</p>	<p>3.2.D. identify examples of abuse and describe appropriate responses</p> <p>3.5.A. demonstrate the ability to locate resources from parents and family members, school, and the community</p>	<p>4.3.A. characteristics of health information</p> <p>4.3.B. describe the importance of accessing health information through a variety of health resources.</p>	<p>5.3.A. set personal health goals for preventing illness</p> <p>5.3.B. identify different pathogens and explain how the body protects itself from pathogens such as viruses, bacteria, and fungi</p>	<p>1.1.B, 1.5.A, 2.1.F, 3.5.A, 4.3.A, 4.3.B, 5.3.A, 5.3.B: Recommend moving to Strand: Personal Health and Hygiene</p> <p>3.2.D, 3.5.A, Moved to Personal Safety and Boundaries</p> <p>No more SE's under Accessing Mental Health Services for K-5. Do not need Topic.</p>

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness								
Substrand: Developing a Healthy Self-Concept								
Topics	KS/SE	K	1	2	3	4	5	Comments
the role of social media and self-concept			1.6.A. identify examples of health information provided by various media	2.6.B. identify various media that provide health information. 2.7.A. describe how the media can influence an individual's health choices such as television ads for fast foods and breakfast cereals				1.6.A, 2.6.B, 2.7.A Recommend moving to Health and Hygiene We recommend moving all SE's in current TEKS for this substrand to another substrand. However, we think that this topic may still be needed for example: How advertising, digital media and social media affect self-image.
Risk and protective factors			1.1.B. describe activities that are provided by health care professionals such as medical check-up and dental exams.					1.1.B Recommend moving to Health and Hygiene Recommend removing Risk and Protective Factors topic from this substrand.
Strategies for developing a healthy self-concept					3.1.E. explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music 3.9.G. describe ways to help build self-	4.9.A describe the qualities of a good friend	5.8.A. explain the importance of communication skills as a major influence on the social and emotional health of the individual and family	3.1.E – Moved to Social and Emotional topic 3.9.G MV to self evaluation 4.9.A – Already accounted for in Healthy/Unhealthy relationships 5.8.A Already included in Healthy and Unhealthy relationships

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness

Substrand: Developing a Healthy Self-Concept

Topics	KS/SE	K	1	2	3	4	5	Comments
					esteem for oneself, friends, and others.			
Self-evaluation/assessment	(A)		<p>1.9.D. describe and practice techniques of self-control such as thinking before acting</p> <p>1.11.B. describe negative consequences for both the victim and the bully.</p>	<p>2.1.A. explain actions an individual can take when not feeling well</p>	<p>3.1.E. explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music</p> <p>3.9.G. describe ways to help build self-esteem for oneself, friends, and others.</p>	<p><u>Describe ways to help build self-esteem for oneself, friends, and others.</u></p>	<p><u>Describe ways to help build self-esteem for oneself, friends, and others.</u></p>	<p>1.9.D and 3.1.E moved to Social Emotional Development</p> <p>2.1.A Recommend moving to Health and Hygiene</p> <p>1.11.B Moved to personal safety</p> <p>3.9.G moved from strategies for developing a healthy self- concept</p>
<u>Goal-setting</u>	(B)		<p>1.2.G. identify and practice safety rules during play</p> <p>1.3.C. explain the importance of goal setting and task completion.</p>	<p>2.11.A. explain steps in the decision-making process and the importance of following the steps</p> <p><u>2.11.C. list the steps and describe the importance of task completion and goal setting</u></p>	<p>3.11.F. describe goal-setting skills</p> <p>3.11.G. explain the importance of time passage with respect to a goal.</p>	<p>4.11.B. explain the advantages of setting short and long-term goals</p>	<p>5.9.D. describe benefits in setting and implementing short and long-term goals</p> <p>5.9.E. explain the necessity of perseverance to achieve goals</p> <p><u>5.9.F. explain the importance of parent/trusted adult guidance in goal setting.</u></p>	<p>1.2.G Moved to Personal Safety</p> <p>1.3.C</p> <p>2.11.C Moved from Self Regulation</p> <p>5.9.F Moved from Healthy and Unhealthy Relationships</p>

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness

Substrand: Risk and protective factors

Topics	SE	K	1	2	3	4	5	Comments
Genetic or hereditary	(A)				WG C: 5.9.A. describe health-related situations that require parent/adult assistance such as a discussion of managing the health-related affects of genetic and hereditary diseases and going to a doctor	WG C: 5.9.A. describe health-related situations that require parent/adult assistance such as a discussion of managing the health-related affects of genetic and hereditary diseases and going to a doctor	WG C: 5.9.A. describe health-related situations that require parent/adult assistance such as a discussion of managing the health-related affects of genetic and hereditary diseases and going to a doctor	Emphasize healthy eating habits and physical exercise in managing the health-related affects of genetic and hereditary mental health
Environmental	(B)	WG C: 2.5.A. identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water.	WG C: 2.5.A. identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water.	WG C: 2.5.A. identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water. WG C: 2.5.B. describe strategies for protecting the environment and the relationship between the environment and individual health such as pollution and ultra violet rays	WG C: 2.5.A. identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water. WG C: 3.6.A. relate how protecting the environment promotes individual and community health WG C: 3.6.B. identify common health problems that result in unhealthy environments such as skin cancer, poisoning and respiratory illness	WG C: 2.5.A. identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water. 4.6.A. identify similarities in which environments can be promoted in home, schools and communities	WG C: 2.5.A. identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water. WG C: 5.8.D. identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging. 5.6.G describe strategies for stress management	WG C: VA 5.6.G Remove for redundancy, already in mental health 5.9.A Remove for redundancy Note: Convo with HS to elaborate on 5.6.G

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness

Substrand: Risk and protective factors

Topics	SE	K	1	2	3	4	5	Comments
					<p>WG C: 3.6.C. identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws</p>		<p>5.9.A. describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor</p>	
Socio-cultural factors	(c)						<p>5.6.G describe strategies for stress management</p> <p>WG C: 5.9.A. describe health-related situations that require parent/adult assistance such as a discussion of managing the health-related affects of genetic and hereditary diseases and going to a doctor</p>	<p>Removing 5.6.G repetitive and nonrelated.</p> <p>5.9.A: Added and needed so that we emphasize on healthy eating habits related to cultural dietary differences (i.e. African American, Hispanic, European cultures and/or by regions of the world etc.).</p> <p>Important: Dietary risk factors are related but not limited to high blood pressure, high cholesterol, genetics and hereditary conditions.</p>

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness

Substrand: Risk and protective factors

Topics	SE	K	1	2	3	4	5	Comments
Depression/anxiety							5.6.G describe strategies for stress management	VA – Exists in Identifying/Coping with health and wellness 5.6.G. listed for depression and anxiety
Anxiety								
Stress				2.1.E define stress and describe healthy behaviors that reduce stress such as exercise			5.1.F identify analyze the components of a personal health maintenance plan for individuals and families such as stress management and personal safety. 5.6.G describe response procedures for emergency situations	Addressed in emotional health stress topic

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness								
Substrand: Identifying and coping with mental health and wellness								
KS	The student identifies and demonstrates coping skills in response to knowledge of: long term illnesses, chronic conditions, sensory issues, self-advocacy, stress, depression and anxiety, trauma and interpersonal violence including suicide.							
Topics	SE	K	1	2	3	4	5	Comments
Mental health literacy								MV – Moved from Social Emotional Health topic and later decided to strike completely. Redundant.
Long Term Illness/Chronic Conditions	(A)	<u>1.7.B. identify common illnesses and diseases and their symptoms including epilepsy</u>	<u>1.7.B. identify common illnesses and diseases and their symptoms including epilepsy</u>	<u>1.7.B. identify common illnesses and diseases and their symptoms including epilepsy</u>	<u>1.7.B. identify common illnesses and diseases and their symptoms including epilepsy</u> 3.6 B identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness	<u>1.7.B. identify common illnesses and diseases and their symptoms including epilepsy</u> 3.6 B identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness	<u>1.7.B. identify common illnesses and diseases and their symptoms including epilepsy</u> 3.6 B identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness	3.6.B – MV Why epilepsy: apply HB 684 and SBE directives dated 11/13/19 TEKS should apply to K-2 to remain concurrent across K-12 grade lines
Sensory Issues	(B)	<u>Identify sensory issues and their effects on optimal student learning</u> <u>Demonstrate how we treat peers with dignity and respect who are identified with sensory issues</u>	<u>Identify sensory issues and their effects on optimal student learning</u> <u>Demonstrate how we treat peers with dignity and respect who are identified with sensory issues</u>	<u>Identify sensory issues and their effects on optimal student learning</u> <u>Demonstrate how we treat peers with dignity and respect who are identified with sensory issues</u>	<u>Identify sensory issues and their effects on optimal student learning</u> <u>Demonstrate how we treat peers with dignity and respect who are identified with sensory issues</u>	<u>Identify sensory issues and their effects on optimal student learning</u> <u>Demonstrate how we treat peers with dignity and respect who are identified with sensory issues</u>	<u>Identify sensory issues and their effects on optimal student learning</u> <u>Demonstrate how we treat peers with dignity and respect who are identified with sensory issues</u>	Newly added: Discuss and model response to peers with sensory issues Rationale: To address due to increase in sensory issues that

Health Education TEKS Review Work Group C Recommendations

								affect optimal student learning and performance
Self advocacy			<p>1.11 A demonstrate how to get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe by a peer or an adult</p>	<p>2.11.B describe how personal health decisions affect self and others</p> <p>2.11C list the steps and describe the importance of task completion and goal setting</p> <p>2.12.B identify ways to respond when made to feel uncomfortable or unsafe</p>	<p>3.10 C express needs, wants, and emotions in healthy ways.</p>			<p>1.11.A Addressed in interpersonal violence</p> <p>By addressing a positive self concept leads to the ability to advocate for one self</p> <p>Adding to 4th grade TEK to continue teaching and building self concept that leads to positive self advocacy for all students.</p> <p>2.11.B MV-general consensus</p> <p>2.11.C is covered in goal setting</p> <p>3.10.C already exists in social emotional health</p> <p>2.12.B addressed in help seeking and coping</p> <p>Removed Self Advocacy for VA</p>
Stress		<p>WG C: 2.1.E. define stress and describe healthy behaviors that reduce stress such as <u>deep breathing and exercise.</u></p>	<p>WG C: 2.1.E. define <u>stress</u> and describe healthy behaviors that reduce stress such as <u>deep breathing and exercise.</u></p>	<p>2.1.E. define stress and describe healthy behaviors that reduce stress such as <u>deep breathing and exercise.</u></p>	<p>WG C: 2.1.E. define stress and describe healthy behaviors that reduce stress such as <u>deep breathing and exercise.</u></p> <p>3.1.E explain the effects of too much stress and</p>	<p>WG C: 2.1.E. define stress and describe healthy behaviors that reduce stress such as <u>deep breathing and exercise.</u></p>	<p>WG C: 2.1.E. define stress and describe healthy behaviors that reduce stress such as <u>deep breathing and exercise.</u></p> <p>5.1.F. analyze the components of a</p>	<p>WG C: – VA</p> <p>3.1.E –Struck due to redundant</p> <p>5.6.G - Struck due to redundant</p> <p>2nd grade TEK concurrent with 3rd -5th emphasizing</p>

Health Education TEKS Review Work Group C Recommendations

					<p>practice ways to reduce stress such as exercising and listening to music</p>	<p>personal health maintenance plan for individuals and families such as stress management and personal safety.</p> <p>5-6.G describe strategies for stress management.</p>	<p>healthy habits to reduce stress across grade levels</p>
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Health Education TEKS Review Work Group C Recommendations

NOTE: Recommendations completed February 28, 2020.

DRAFT Proposed Revisions Texas Essential Knowledge and Skills (TEKS) Health Education, Mental Health and Wellness Strand

These recommendations reflect revisions to the health education Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education’s TEKS work group for the mental health and wellness strand. This document reflects the recommendations for grade 6—high school. Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple font with strikethrough (~~moved text~~) and is shown in the proposed new location in purple font with underlines (new text location). Additions are shown in green font with underlines (additions).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

MV—multiple viewpoints from within the work group

VA—information added, changed, or deleted to increase vertical alignment

WGC—student expectation from the current TEKS that Work Group C has recommended to add to the strand

Health Education TEKS Review Work Group C Recommendations

NOTE: Recommendations completed February 28, 2020.

Strand: Mental Health and Wellness							
Substrand: <u>Social and Emotional</u> and Mental Health							
KS	The student identifies and applies strategies to develop socio-emotional health, self-regulation, healthy relationships, and personal boundaries.						
Topics	SE	6	7-8	Health I	Advanced Health	Comments	Work Group B Recommendations
Socio-Emotional development	(A)	<p>WG C: 6.12.G demonstrate strategies for showing respect for individual differences such as race, physical appearance, and socio-economic status;</p> <p>7.12.D describe methods of communicating emotions;</p>	<p>WG C: 7.12.C describe strategies to show respect for individual differences including age differences;</p> <p>NEW: Identify and analyze different emotions in self and others</p> <p>7.1.A analyze the interrelationships of physical, mental, and social health;</p>	<p>Health 1.16.A Apply communication skills that demonstrate consideration and respect for self, family and others.</p> <p>Health 1.15.A demonstrate strategies for communicating needs, wants, and emotions;</p> <p>Health 1.1.H examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression;</p>	<p>WG C: Adv. Health 2.14.A appraise effective communication skills that demonstrate consideration and respect for self, family, and others;</p> <p>WG C: Adv. Health 2.13.A create and apply strategies for communicating emotions, needs, and wants;</p>	<p>Deleted replicated SEs.</p> <p>1.1.E Duplicated; fits better with the WG B Trauma, loss and grief sub strand</p> <p>1.1.E Duplicated; fits better with the WG B interpersonal violence</p> <p>1.1.H moved to anxiety and depression because it is more applicable there.</p> <p>MV – Some members suggested specifically identifying groups such as LGBTQ+, special needs, and religious groups.</p>	<p>Grades 6-8: 7.1.A, 7.12.D</p> <p>Health I: Health 1.1.D, Health 1.1.E, Health 1.1-G, Health 1.1H; Health 1.14.E; Health 1.15.A; Health 1.16-B</p>

Health Education TEKS Review Work Group C Recommendations

NOTE: Recommendations completed February 28, 2020.

Strand: Mental Health and Wellness							
Substrand: Social and Emotional and Mental Health							
KS	The student identifies and applies strategies to develop socio-emotional health, self-regulation, healthy relationships, and personal boundaries.						
Topics	SE	6	7-8	Health I	Advanced Health	Comments	Work Group B Recommendations
						(6.12.G; Health 1.1.H)	
Mental health literacy					Adv. Health 2.4.B analyze health information based on health-related standards; and	<p>All SEs for this topic were removed and/or moved to another sub strand so this sub strand was unnecessary.</p> <p>Health 1.2.F and 1.2.H are duplicated from the ATOD strand.</p> <p>Adv. Health 2.4.B is better fitted for another strand.</p>	<p>WG B: <u>Grades 6-8:</u> 7.4.B, 7.12.D <u>Health I:</u> Health 1.1.D, Health 1.1.E, Health 1.1F, Health 1.1.G, Health 1.1H, Health 1.1.I, Health 1.2.F, Health 1.4.A, Health 1.4.B, Health 1.5.D; Health 1.14.G; Health 1.15.A; Health 1.16.B; Health 1.18.A; Health 1.18.B, <u>Advanced Health:</u> Health.4.B</p>
Accessing mental health services				Health 1.12.C compare and analyze the cost, availability, and accessibility of health services for people of all ages.		This topic was redundant with Help Seeking Skills sub strand.	<p>WG B: <u>Health I:</u> Health 1.1.A, Health 1.1.D, Health 1.1E, Health 1.1F, Health 1.1.G, Health 1.1.H, Health 1.2.C, Health 1.4.B, Health 1.5.D; <u>Health</u></p>

Health Education TEKS Review Work Group C Recommendations

NOTE: Recommendations completed February 28, 2020.

Strand: Mental Health and Wellness							
Substrand: <u>Social and Emotional</u> and Mental Health							
KS	The student identifies and applies strategies to develop socio-emotional health, self-regulation, healthy relationships, and personal boundaries.						
Topics	SE	6	7-8	Health I	Advanced Health	Comments	Work Group B Recommendations
							1.9.B; Health 1.11.A; Health 1.11.B; Health 1.12.C; Health 1.13.C; Health 1.14.F; Health 1.18.A; Health 1.18.C
Emotional Development						<p>This topic was merged with Social Emotional development.</p> <p>1.6.C is better suited for reproductive and sexual health strand.</p>	<p>WG B: Health I: Health 1.1.D, Health 1.1.E, Health 1.1.G, Health 1.1.H, Health 1.1.I, Health 1.6.A, Health 1.6.C; Health 1.15.A; Health 1.16.B</p>

Health Education TEKS Review Work Group C Recommendations

NOTE: Recommendations completed February 28, 2020.

Strand: Mental Health and Wellness							
Substrand: <u>Social and Emotional</u> Mental Health							
KS	The student identifies and applies strategies to develop socio-emotional health, self-regulation, healthy relationships, and personal boundaries.						
Topics	SE	6	7-8	Health I	Advanced Health	Comments	Work Group B Recommendations
Self-regulation self-regulating skills • healthy and unhealthy coping skills	(B)	<p>6.1.D identify causes and effects associated with poor body image such as eating disorders and growth patterns;</p> <p>6.12.B assess healthy ways of responding to disrespectful behaviors such as mediation;</p> <p>6.12.C practice methods for self-control;</p> <p>WG C: 6.12.F describe ways to control anger and emotions when responding to others;</p> <p>NEW: identify the importance of time-management.</p>	<p>7.12.A describe techniques for responding to criticism;</p> <p>6.12.C practice methods for self-control;</p> <p>7.13.G demonstrate the use of time-management skills.</p>	<p>Health 1.16.C analyze ways to show disapproval of inconsiderate and disrespectful behavior</p> <p>Health 1.4.C examine social influences on drug-taking behaviors.</p> <p>Health 1.7.F analyze the importance of alternatives to drug and substance use;</p> <p>Health 1.16.A Apply communication skills that demonstrate consideration and respect for self, family and others.</p>	<p>WG C: Adv. Health 2.14.B associate effective communication with success in school and the workplace;</p> <p>WG C: Adv. Health 2.14.C explain the detrimental effects of inconsiderate and disrespectful behavior;</p> <p>WG C: Adv. Health 2.14.D apply criteria for using passive, aggressive, and assertive communication in relationships;</p>	<p>Health 1.4.C is addressed in the ATOD strand</p> <p>1.7.F is better fitted for the ATOD sub strand.</p> <p>1.16.A moved to Social Emotional Development</p>	<p>Grades 6-8: 6.1.D, 6.1.F, 6.1.G, 6.12.B-C, 6.12.D, 7.12.A, 7.13.G</p> <p>Health I: Health 1.1.E, Health 1.1.G, Health 1.4.C, Health 1.6.A, Health 1.7.F; Health 1.8.D; Health 1.15.A; Health 1.16.A; Health 1.16.B; Health 1.16.C</p>
Healthy and Unhealthy Relationships Healthy and Unhealthy	(C)	<p>6.7.F demonstrate identify strategies for the prevention of and response to deliberate and accidental injuries such as using conflict resolution</p>	<p>WG C: 6.9.D practice conflict resolution/mediation skills in personal situations;</p>	<p>WG C: Health 1.14.D evaluate the effectiveness of conflict resolution techniques in various situations;</p>	<p>WG C: Adv. Health 2.6.B design strategies for implementing effective conflict</p>	<p>6.7.D, 6.7.E, 6.7.G, and Health 1.12.A are duplicated from the ATOD strand.</p>	<p>WG B: Grades 6-8: 6.7.D/E/G, 6.9.A, 6.9.C, 6.11.A, 6.12.C,</p>

Health Education TEKS Review Work Group C Recommendations

NOTE: Recommendations completed February 28, 2020.

Strand: Mental Health and Wellness							
Substrand: <u>Social and Emotional</u> Mental Health							
KS	The student identifies and applies strategies to develop socio-emotional health, self-regulation, healthy relationships, and personal boundaries.						
Topics	SE	6	7-8	Health I	Advanced Health	Comments	Work Group B Recommendations
<p><u>Relationships, cont. (previously a separate sub strand)</u></p> <ul style="list-style-type: none"> relationships with family members and other adults (include different types of families/family structures) characteristics of healthy and unhealthy relationships peers, acquaintances, and friends mental, emotional, and verbal abuse with peers and family 		<p>skills instead of fighting and wearing a seat belt;</p> <p>WG C: 6.9.F describe methods for communicating important issues with parents and peers</p> <p>7.11.A differentiate between positive and negative peer pressure;</p> <p>6.9.C explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior;</p> <p>6.11.A <u>identify family roles and</u> develop strategies for</p>	<p>WG C: 7.11.D summarize and relate conflict resolution/mediation skills to personal situations</p> <p>WG C: Health 1.14.A demonstrate communication skills in building and maintaining healthy relationships <u>and determining when and how to end unhealthy relationships</u></p> <p>6.9.A differentiate between positive and negative <u>social group</u> relationships such as clubs, gangs, or families that can affect individual health</p> <p>7.11.E appraise the importance of social groups <u>and how they can affect individual mental health</u></p>	<p><u>Health 1.17.D</u> classify forms of communication such as passive, aggressive, or assertive; and</p> <p>Health 1.9.A evaluate positive and negative effects of various relationships such as with peers, family, and friends on physical and emotional health; and</p> <p>Health 1.10.B analyze the dynamics of family roles and</p>	<p>resolution/mediation strategies; and</p> <p>WG C: Adv. Health 2.6.C <u>research and describe</u> present a models for effective communication <u>skills</u>.</p>	<p>Combined 6.9.D with 7.11.D</p> <p>Health 1.10.A combined with Health 1.10.B</p> <p>6.9.A added technological communities in reference to relationships. 6.12.D addition from comments from previous work groups.</p> <p>Health 1.14.A addition due to comments made by previous work groups.</p> <p>Health 1.14.C currently addressed in</p>	<p>7.6.C, 7.11.A, 7.11.E; 7.12.F</p> <p>Health I: Health 1.1.G; Health 1.8.A; Health 1.8.B; Health 1.8.D; Health 1.9.A; Health 1.9.B; Health 1.10.A; Health 1.10.B; Health 1.14.B; Health 1.14.C; Health 1.14.E; Health 1.14.G; Health 1.15.A; Health 1.16.A; Health 1.16.B; Health 1.16.C; Health 1.17.C</p>

Health Education TEKS Review Work Group C Recommendations

NOTE: Recommendations completed February 28, 2020.

Strand: Mental Health and Wellness							
Substrand: <u>Social and Emotional</u> and Mental Health							
KS	The student identifies and applies strategies to develop socio-emotional health, self-regulation, healthy relationships, and personal boundaries.						
Topics	SE	6	7-8	Health I	Advanced Health	Comments	Work Group B Recommendations
Healthy and Unhealthy Relationships, cont.		supporting and respecting all family members; and <u>NEW: define empathy and how it differs from sympathy</u> 6.7.G identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations; 6.7.D identify ways such as alternative activities to prevent the use of tobacco, alcohol, drugs, and other substances; 6.7.E identify ways to prevent substance misuse, including the misuse of prescription and over-the-counter drugs, and substance use disorders	WG C: 6.12.A demonstrate ways to communicate empathy to others and have consideration for others;	responsibilities relating to healthy behaviors <u>and healthy relationships</u> Health 1.16.B demonstrate empathy towards others; and Health 1.14.C analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage; Health 1.9.B explain the benefits of positive relationships among community health professionals in promoting a healthy community. Health 1.14.B distinguish between a dating relationship and a marriage;	WG C: Adv. Health 2.15.C interpret <u>and evaluate</u> information provided by parents and other adults; and	recommendations for Sexual and Reproductive Health 6.12.G. More appropriate for Injury Prevention Strand Health 1.9.B doesn't apply to students identifying and/or maintaining healthy/unhealthy relationships Health 1.14.B is adequately covered in 1.14.C Adv. Health 2.15.C students should be able to understand and think critically about information	

Health Education TEKS Review Work Group C Recommendations

NOTE: Recommendations completed February 28, 2020.

Strand: Mental Health and Wellness							
Substrand: <u>Social and Emotional</u> and Mental Health							
KS	The student identifies and applies strategies to develop socio-emotional health, self-regulation, healthy relationships, and personal boundaries.						
Topics	SE	6	7-8	Health I	Advanced Health	Comments	Work Group B Recommendations
						from multiple sources Added SE to introduce empathy at grade 6	
Personal safety and boundaries	(D)	<p>WG C: 6.11.B strategies for coping with unhealthy behaviors in the family such as abuse, alcoholism, and neglect.</p> <p><u>NEW: identify forms of abuse and strategies for becoming a self-advocate, including reporting or avoiding unsafe situations and behaviors</u></p>	<p><u>7.6.C identify strategies for prevention and intervention of emotional, physical, and sexual abuse of themselves or others;</u></p>	<p><u>NEW: Identify available community mental health resources for reporting and coping with unhealthy behaviors or abuse</u></p>		Health 1.7.D is duplicated from the ATOD strand.	<p>WG B: Grades 6-8: 6.1.F 6.7.D/E <u>Health I: Health 1.1.G, , Health 1.7.D, Health 1.8.A; Health 1.8.B; Health 1.8.D; Health 1.9.A; Health 1.9.B; Health 1.14.B; Health 1.14.C; Health 1.14.G; Health 1.15.A; Health 1.16.A; Health 1.16.C; Health 1.17.D</u></p>
Personal safety and boundaries, cont.		<p>Health 1.8.A analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence;</p>	<p><u>NEW: Demonstrate the ability to analyze unsafe situations and select an appropriate refusal skill.</u></p> <p><u>NEW: Describe the connection between building a healthy self concept and the appropriate use</u></p>	<p>Health 1.7.D develop strategies for preventing use of tobacco, alcohol, and other addictive substances;</p> <p>Health 1.14.E demonstrate refusal strategies</p> <p><u>NEW: Develop strategies for applying refusal skills in a variety of familiar and unfamiliar situations</u></p>		Health 1.8.D	

Health Education TEKS Review Work Group C Recommendations

NOTE: Recommendations completed February 28, 2020.

Strand: Mental Health and Wellness							
Substrand: Social and Emotional and Mental Health							
KS	The student identifies and applies strategies to develop socio-emotional health, self-regulation, healthy relationships, and personal boundaries.						
Topics	SE	6	7-8	Health I	Advanced Health	Comments	Work Group B Recommendations
		<p>6.13.B demonstrate the use of refusal skills in unsafe situations</p> <p><u>NEW: differentiate between appropriate and inappropriate refusal skills such as using nonconfrontational approaches</u></p>	<p><u>of refusal skills to avoid unsafe situations</u></p>	<p>Health 1.8.A analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence;</p> <p>Health 1.17.E associate risk-taking with consequences such as drinking and driving</p> <p>Health 1.8.D analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape;</p> <p>Health 1.8.B analyze the importance and benefits of</p>		<p>6.13.B demonstration of refusal skills begins in K-5; new SEs added to address refusal skills appropriate beginning at middle school;</p> <p>Health 1.17.E is addressed in ATOD</p>	

Health Education TEKS Review Work Group C Recommendations

NOTE: Recommendations completed February 28, 2020.

Strand: Mental Health and Wellness							
Substrand: <u>Social and Emotional</u> and Mental Health							
KS	The student identifies and applies strategies to develop socio-emotional health, self-regulation, healthy relationships, and personal boundaries.						
Topics	SE	6	7-8	Health I	Advanced Health	Comments	Work Group B Recommendations
Personal safety and boundaries, cont.				abstinence as it relates to emotional health and the prevention of pregnancy and sexually transmitted diseases;			

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Health Education TEKS Review Work Group C Recommendations

NOTE: Recommendations completed February 28, 2020.

Strand: Mental Health and Wellness						
Sub strand: Developing a Healthy Self-Concept						
KS	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:					
Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
The role of social media and self-concept						Topic aligns better with Digital Citizenship topic. <u>Grades 6-8:</u> 6.1.D, 7.1.B, 7.4.A <u>Health 1:</u> Health 1.1.D, Health 1.1.G, Health 1.4.A; Health 1.14.G; Health 1.16.A
Risk and protective factors						Redundant with risk and protective factors sub strand <u>Grades 6-8:</u> 6.1.D, 6.13.E <u>Health 1:</u> Health 1.1.D, Health 1.1.G, Health 1.7.H, Health 1.8.A; Health 1.16.A
Strategies for healthy Self-concept	(A)					All SEs in this topic are covered in other topics <u>Grades 6-8:</u> 6.1.D, 6.1.H, 6.12.E, 7.13.F <u>Health 1:</u> Health 1.1.G; Health 1.14.F; Health 1.15.A;

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							Health 1.16.A; Health 1.17.B
Self-Evaluation and Assessment	(B)	<u>6.1.G describe the importance of establishing and implementing a periodic health-maintenance clinical assessment</u>	WG C: 7.10.A describe personal health behaviors and knowledge unique to different generations and populations; and 7.13.F develop strategies for setting long-term personal and vocational goals	WG C: Health 1.6.B relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care; and <u>Health 1.18.A research information about a personal health concern;</u> Health 1.2.H analyze the consequences of substance misuse of prescription and over-the-counter drugs	WG C: Adv. Health 2.1.A generate a personal-health profile using appropriate technology such as stress reduction, body fat composition, and nutritional analysis; and		Grades 6-8: <u>6.1.D, 6.1.H, 6.13.E, 7.12.D, 7.13.F</u> <u>Health I:</u> <u>Health 1.1.E, Health 1.1.G, Health 1.2.H;</u> <u>Health 1.16.A</u>
Goal setting	(D)	<u>6.13.E identify the possible health implications of long-term personal and vocational goals; and</u> WG C: 7.13.B describe <u>relate</u> practices and steps necessary for making health decisions 6.1.F describe the mental, physical, and social benefits of regular exercise and fitness;	<u>7.13.F develop strategies for setting long-term personal and vocational goals</u> <u>Health 1.17.B identify decision-making skills that promote individual, family, and community health;</u>	<u>Health 1.5.D demonstrate decision-making skills based on health information.</u>	WG C: Adv. Health 2.15.B apply decision-making skills to health-promoting decisions;	6.1.F is duplicated from Physical Activity strand	Grades 6-8: 6.1.F, 6.12.D <u>Health I:</u> Health 1.6.A; <u>Health 1.16.A</u>

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NOTE: Recommendations completed February 28, 2020.

Strand: Mental Health and Wellness							
Sub strand: Risk and protective factors							
KS	The student recognizes the influence of genetic, environmental, and socio-cultural factors influencing mental health. The student is expected to:						
Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments	
genetic or hereditary	(A)	<u>NEW Identify hereditary mental health and wellness conditions.</u>	<u>NEW Understand the influence of genetic factors on the potential development of mental health and wellness conditions.</u>	Health 1.3.D explain the significance of and its role in fetal development. <u>NEW Research and explain how genetic factors predispose a person to schizophrenia, bipolar disorder, depression, anxiety and other mental health and wellness conditions.</u>	Adv. Health.16.A research information regarding personal and family health concerns; <u>NEW Research and explain treatment options and therapies for genetically linked mental health and wellness conditions.</u>		Grades 6-8: 6.8.A, 6.8.B, 6.8.C Health I: Health 1.3.D Advanced Health: Adv. Health.16.A
Environmental	(B)	<u>NEW identify and describe how environmental influences such as air, water, or noise may affect an individual's mental health</u> <u>6.8.B identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures; and</u>	WG C: 7.7.A relate physical and social environmental factors to individual, <u>family</u> , and community health such as climate and availability of resources gangs	Health 1.2.C identify, describe, and assess available health-related services in the community that relate to <u>mental health and wellness</u> disease prevention and health promotion; Health 1.11.A assess the impact of population and economy on community and world health;	WG C: Adv. Health.8.C formulate strategies for combating environmental factors that have a detrimental effect on the <u>mental</u> health of a community <u>by implementing a community environmental health plan</u> ; and	Health 1.11.A is addressed in Physical Health and Hygiene.	WG B: Grades 6-8: 6.1.D Health I: Health 1.1.D, Health 1.2.C, Health 1.4.C, Health 1.5.D, Health 1.8.A; Health 1.9.B; Health 1.11.A
socio-cultural factors	(C)	WG C: 6.13.C explain the impact of peer pressure on <u>mental health and wellness</u> decision-making;	WG C: 7.7.A relate physical and social environmental factors to individual, <u>family</u> , and community health such as climate and gangs	Health 1.1.F discuss <u>mental</u> health-related social issues such as organ donation and homelessness;	WG C: Adv. Health.9.A relate economic status to availability of <u>mental</u> health services within the community; and	Consider editing Adv. Health.8.A as a new addition to include attitudes	Grades 6-8: 6.1.D, 6.10.A, 7.4.C, 7.9.A Health I: Health 1.1.D, Health

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NOTE: Recommendations completed February 28, 2020.

Strand: Mental Health and Wellness							
Sub strand: Risk and protective factors							
KS	The student recognizes the influence of genetic, environmental, and socio-cultural factors influencing mental health. The student is expected to:						
Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments	
		<p><u>NEW: explore socio-cultural impacts on mental health and wellness such as bullying and social media</u></p> <p>6.10.A identify ways in which media and technology influence social norms such as using prescription and over-the-counter drugs</p>	<p>7.9.A discuss the influence of media and technology on social norms such as using prescription drugs and the social commitment not to use illegal drugs</p>	<p>WG C: Health 1.10.A describe the roles of parents, grandparents, and other family members in promoting <u>mental health and wellness a healthy family</u>; and</p> <p>Health 1.14.G evaluate the dynamics of social groups</p>	<p>WG C: Adv. Health.9.B analyze <u>health care</u> costs of various <u>mental</u> health services in different countries</p> <p>WG C: Adv. Health.10.A research and/or participate in community <u>mental</u> health programs that benefit various populations <u>such as volunteering for teen health lines and volunteering in nursing homes</u>; and</p> <p>WG C: Adv. Health.10.B participate in a presentation to educate others about a variety of <u>mental</u> health issues such as panel discussions and role plays or skits to inform younger students <u>about the dangers of drug use, including the misuse of prescription drugs, or smoking</u>;</p> <p>WG C: Adv. Health.11.B evaluate how the selection of <u>mental</u> health care services,</p>	toward mental health.	1.1F, <u>Health 1.5.D</u> , <u>Health 1.6.A</u> ; <u>Health 1.11.A</u> ; <u>Health 1.14.G</u> ; <u>Health 1.17.C</u>

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NOTE: Recommendations completed February 28, 2020.

Strand: Mental Health and Wellness							
Sub strand: Risk and protective factors							
KS	The student recognizes the influence of genetic, environmental, and socio-cultural factors influencing mental health. The student is expected to:						
Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments	
					<p>products, and information affects the community.</p> <p>WG C: Adv. Health.12.A describe technological advances available in the community that <u>identify and treat health problems such as medical procedures at local hospitals for treating heart disease and cancer; and</u></p> <p>WG C: Adv. Health.12.B locate <u>mental</u> health care facilities at which members of the community can obtain medical care.</p>		

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NOTE: Recommendations completed February 28, 2020.

Strand: Mental Health and Wellness							
Substrand: Coping with stress and trauma Mental health concerns <u>Identifying and coping with mental health and wellness concerns</u>							
KS	The student will develop and use appropriate help seeking skills to identify and cope with mental health and wellness concerns such as anxiety, depression, trauma, and other chronic health conditions.						
Topics	SE	6	7-8	Health I	Advanced Health	Comments	
Long-term and terminal illnesses/ <u>chronic conditions</u>	(A)	<u>6.1.D identify causes and effects associated with poor body image such as eating disorders and growth patterns;</u> Health 1.18.B demonstrate knowledge about personal and family health concerns; and	7.1.B identify and describe types of eating disorders such as bulimia, anorexia, or overeating;	<u>Health 1.1.D describe the causes, symptoms, and treatment of eating disorders;</u> Health 1.14.F explore methods for <u>addressing coping with long-term mental and physical critical health issues; and</u> Health 1.18.B demonstrate knowledge about personal and family health concerns; and		1.2.F is better fitted for the ATOD sub strand. 1.4.A and 1.4.B are better fitted for another sub strand that includes digital citizenship.	Grades 6-8: 7.1.B Health I: Health 1.1.E, Health 1.1F; Health 1.13.B; Health 1.18.B
<u>Chronic conditions</u>						This topic was merged with long-term illnesses.	Health I: Health 1.1.E, Health 1.1F; Health 1.13.B; Health 1.18.B
Sensory issues	(B)		<u>7.1.C Identify and describe lifetime strategies for prevention and early identification of coping with issues and disorders such as</u>				Health I: Health 1.13.B

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Strand: Mental Health and Wellness						
Substrand: Coping with stress and trauma Mental health concerns <u>Identifying and coping with mental health and wellness concerns</u>						
KS	The student will develop and use appropriate help seeking skills to identify and cope with mental health and wellness concerns such as anxiety, depression, trauma, and other chronic health conditions.					
Topics	SE	6	7-8	Health I	Advanced Health	Comments
			<u>ADD, dyslexia, dysgraphia, depression, anxiety, and sensory issues</u> that may lead to long-term disability			
Self-advocacy	(C)					Self advocacy skills are addressed in Socio-Cultural and Healthy and Unhealthy relationships topics. Grades 6-8: 6.1-D Health I: Health 1.1.E, Health 1.1F, Health 1.1.G, Health 1.8.A; Health 1.16.A; Health 1.16.C
healthy and unhealthy coping skills						Healthy and unhealthy coping skills are embedded in Healthy and Unhealthy relationships, Personal Boundaries, and Stress topics. Grades 6-8: 6.1-D, 6.1.F, 6.1.H, 6.7.D/E/G, 7.11.B, 7.12.A-B Health I: Health 1.1-D, Health 1.1.E, Health 1.1.G, Health 1.4.C, Health 1.6.A, Health 1.7.F; Health 1.13.B; Health 1.15.A; Health

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Strand: Mental Health and Wellness							
Substrand: Coping with stress and trauma Mental health concerns <u>Identifying and coping with mental health and wellness concerns</u>							
KS	The student will develop and use appropriate help seeking skills to identify and cope with mental health and wellness concerns such as anxiety, depression, trauma, and other chronic health conditions.						
Topics	SE	6	7-8	Health I	Advanced Health	Comments	
							1-16.A; Health 1-16.C
Help-seeking skills		<p>WG C: 6.13.A seek the input of parents and other trusted adults in problem solving and goal setting;</p> <p><u>7.4.C demonstrate ways to use health information to help self and others</u></p>	<p>Health 1.13.C <u>identify and explain</u> how to access health services for people of all ages.</p> <p>WG C: 6.4.B. use critical thinking to research and evaluate health information</p>	<p>Health 1.12.C <u>compare and analyze the cost, availability, and accessibility of health services for people of all ages.</u></p> <p>Health 1.13.B <u>identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care; and</u></p> <p>WG C: Health 1.5.B. demonstrate ways to utilize criteria to evaluate health information for appropriateness</p>	<p>WG C: Adv. Health.11.A analyze how the cost, availability, and accessibility of health care services affects the community; and</p> <p>WG C: Adv. Health 2.5.A. analyze <u>and develop criteria for evaluating health information based on health-related standards</u></p>	<p>VA 1.13.C was previously in Health I was moved to Grade 7-8</p>	<p>Grades 6-8: Health I: Health 1-1.D, Health 1-1.E, Health 1-1F, Health 1-1.G, Health 1-7.D; Health 1.13.C; Health 1-14.F; Health 1-16.A; Health 1-16.C; Health 1.17.C; Health 1-18.C</p>

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NOTE: Recommendations completed February 28, 2020.

Strand: Mental Health and Wellness							
Substrand: Coping with stress and trauma Mental health concerns <u>Identifying and coping with mental health and wellness concerns</u>							
KS	The student will develop and use appropriate help seeking skills to identify and cope with mental health and wellness concerns such as anxiety, depression, trauma, and other chronic health conditions.						
Topics	SE	6	7-8	Health I	Advanced Health	Comments	
					<u>WG C: Health 1.5.A. develop evaluation criteria for health information</u>		
				Health 1.17.C summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills;			
<u>Stress</u>	(D)	<p>6.1.H identify demonstrate strategies for managing stress.</p> <p>6.12.H define stress and its effects on individual health and relationships; and</p> <p>6.12.I identify stressors and their impact on the health of the individual and family.</p>	<p><u>7.11.B describe the application of effective coping skills for managing stress;</u></p> <p>7.12.E describe the effect of stress on personal and family health;</p> <p><u>7.12.F describe the relationships between emotions and stress; and</u></p>	<p>Health 1.3.C analyze the harmful effects of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead on the fetus</p> <p>Health 1.6.A examine the effects of health behaviors on body systems;</p> <p><u>7.12.B demonstrate effective strategies for coping with problems and stress;</u></p>		<p>1.6.A does not align with this topic and needs to be covered in another strand.</p> <p>6.12 ends at 6.12.I</p>	<p>WG B: <u>Grades 6-8: 6.1.H, 6.12.E, 6.12.H, I, J, K, L, 7.1.C, 7.12.E</u> <u>Health I: Health 1.1.E, Health 1.1F, Health 1.1.G, Health 1.3.C, Health 1.6.A; Health 1.13.B</u></p>

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NOTE: Recommendations completed February 28, 2020.

Strand: Mental Health and Wellness							
Substrand: Coping with stress and trauma Mental health concerns <u>Identifying and coping with mental health and wellness concerns</u>							
KS	The student will develop and use appropriate help seeking skills to identify and cope with mental health and wellness concerns such as anxiety, depression, trauma, and other chronic health conditions.						
Topics	SE	6	7-8	Health I	Advanced Health	Comments	
				Health 1.13.B identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care; and			
<u>Anxiety/depression</u>	(E)		7.1.C identify and describe lifetime strategies for prevention and early identification of disorders such as depression and anxiety that may lead to long-term disability;	<u>Health 1.1.H examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression;</u>	<u>NEW Identify and explain treatment strategies for anxiety and depression</u>	Anxiety and depression are discussed in long-term/chronic illnesses.	<u>Grades 6-8: 6.12.E, 7.1.C</u> <u>Health I: Health 1.1.E, Health 1.1F, Health 1.1.G, Health 1.3.C, Health 1.6.A; Health 1.13.B</u>
<u>Trauma, loss and grief</u>	(F)	6.12.E describe ways to manage anxiety and grief;	<u>WG C: 7.1.D</u> describe the life cycle of human beings including birth, dying, and death	<u>Health 1.1.E</u> examine issues related to death and grieving <u>including the stages of grief;</u>	<u>NEW describe the concept of trauma-informed care.</u>	1.6.A does not align with this topic and needs to be covered in another strand	WG B: <u>Grades 6-8: 6.12.E</u> <u>Health I: Health 1.1.D, Health 1.1.E, Health 1.1F, Health 1.1.G, Health 1.6.A; Health 1.13.B</u>

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Strand: Mental Health and Wellness							
Substrand: Coping with stress and trauma Mental health concerns <u>Identifying and coping with mental health and wellness concerns</u>							
KS	The student will develop and use appropriate help seeking skills to identify and cope with mental health and wellness concerns such as anxiety, depression, trauma, and other chronic health conditions.						
Topics	SE	6	7-8	Health I	Advanced Health	Comments	
Intrapersonal violence <u>Self-Harm</u>	(G)	<u>NEW identify forms and possible causes of self-harm.</u>	<u>NEW understand the relationship between self-harm and suicide.</u>	Health 1.1.G analyze strategies to prevent suicides;	<u>NEW research the link between demographic factors and suicide.</u>	More appropriately addressed in the Injury and Violence Prevention strand.	Grades 6-8: 6.7.F, 7.1.B, 7.6.A Health I: Health 1.1.D, Health 1.1.E, Health 1.1.G; Health 1.13.B; Health 1.16.A

Not represented in Work Group C Recommendations for Mental Health

- **6.1.F** describe the mental, physical, and social benefits of regular exercise and fitness
- **6.7.D** identify ways such as alternative activities to prevent the use of tobacco, alcohol, drugs, and other substances;
- **6.7.E** identify ways to prevent substance misuse, including the misuse of prescription and over-the-counter drugs, and substance use disorders;
- **6.7.G** identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations
- **6.8.A** identify how environmental influences may affect an individual's substance misuse and substance use disorder
- **6.8.C** make healthy choices from among environmental alternatives such as leaving a smoke-filled room or selecting healthy snacks from vending machines
- **6.10.A** identify ways in which media and technology influence social norms such as using prescription and over-the-counter drugs
- **7.4.A** use critical thinking to analyze and use health information such as interpreting media messages
- **7.6.A** analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries
- **7.9.A** discuss the influence of media and technology on social norms such as using prescription drugs and the social commitment not to use illegal drugs
- **Health 1.1.A** relate the nation's health goals and objectives to individual, family, and community health

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- **Health 1.1.B** examine the relationship among body composition, diet, and fitness
- **Health 1.1H** examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression
- **Health 1.1.I** describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages
- **Health 1.2.H** analyze the consequences of substance misuse of prescription and over-the-counter drugs
- **Health 1.3.C** analyze the harmful effects of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead on the fetus
- **Health 1.3.D** explain the significance of and its role in fetal development.
- **Health 1.4.A** analyze the health messages delivered through media and technology
- **Health 1.4.B** explain how technology has impacted the health status of individuals, families, communities, and the world
- **Health 1.4.C** examine social influences on drug-taking behaviors.
- **Health 1.6.A** examine the effects of health behaviors on body systems
- **Health 1.6.C** appraise the significance of body changes occurring during adolescence
- **Health 1.7.D** develop strategies for preventing use of tobacco, alcohol, and other addictive substances;
- **Health 1.7.F** analyze the importance of alternatives to drug and substance use
- **Health 1.7.H** analyze strategies for preventing and responding to deliberate and accidental injuries
- **Health 1.9.B** explain the benefits of positive relationships among community health professionals in promoting a healthy community
- **Health 1.11.A** assess the impact of population and economy on community and world health
- **Health 1.11.B** analyze the impact of the availability of health services in the community and the world
- **Health 1.14.B** distinguish between a dating relationship and a marriage
- **Health 1.18.C** develop strategies to evaluate information relating to a variety of critical health issues.
- **Adv. Health 2.6.A**
- **Adv. Health 2.15.D** determine causal connections that promote health relationships