

# Health Education TEKS Review Final Recommendations

## Final Recommendations Texas Essential Knowledge and Skills (TEKS) Health Education, Kindergarten–High School

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The document reflects final revisions to the health education Texas Essential Knowledge and Skills (TEKS) that have been recommended by the State Board of Education’s TEKS work groups for kindergarten—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 italicized font with strikethrough (~~*moved text*~~) and is shown in the proposed new location in purple italicized font with underlines (*new text location*). Additions are shown in green font with underlines (additions). Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

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

### HEALTH EDUCATION, KINDERGARTEN–HIGH SCHOOL

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### (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 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 (social, environment, media, genetic). These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts.
- (3) Students will gain an understanding of health information and skills through six strands: personal 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 the student for improved lifelong health outcomes. Learning about the body systems will lay the foundation for personal health and hygiene. Health literacy and preventative behaviors will empower the student 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 will gain knowledge about social and emotional health, developing a healthy self-concept, risk and protective factors, and identifying and coping with mental health and wellness concerns. In the early grades, this includes developing fluency around emotions and self-regulation and understanding of 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 coping skills.
  - (C) The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle. The student will apply critical-thinking and decision-making skills to make positive health choices. The student will learn about the essential nutrients, food groups, portion control, government nutritional recommendations, and the health benefits of being physically active. The student will 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 the student's well-being and providing education on digital citizenship, bullying, first aid, and identifying 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, the student will gain knowledge and skills to support safety and wellness at school, at home, online, and in the community.
  - (E) The knowledge and skills of alcohol, tobacco, and other drugs focus on a number of protective factors that create empowered students who are able to make better-informed decisions, including understanding the impact of substance use on physical, mental, and social health. Through exploring the standards in this strand, the student will learn about 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 to ask for and seek out help from parents and trusted adults.

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- (F) In the reproductive and sexual health strand, students will identify the characteristics of healthy and unhealthy relationships, how to use communication and refusal skills to set personal boundaries, and how to develop strategies for responding to sexual harassment and abuse. Students will describe the changes associated with adolescent development, explain the process of fertilization, fetal development, and the importance of prenatal care. Students will learn that sexual abstinence until marriage is the only 100% effective means of avoiding unplanned pregnancies and sexually transmitted infections as well as the legal, financial, and social issues associated with sexual health and reproduction.
- (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.

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Topic	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Comments	
	<b>(1) Physical health and hygiene--body systems.</b>										
	The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to:						The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to:				
Anatomy & Physiology	(A) name the five senses	(A) demonstrate use of the five senses	(A) describe ways to protect the five senses <a href="#">such as wearing sunglasses or using a safe volume setting on audio devices</a>							NOTE: Vertical alignment is abbreviated as VA.  Addressed ambiguity by providing examples of how to protect the senses per Dr. Obamehinti's recommendations.	
Anatomy & Physiology				(A) name, locate, and describe the primary function and major components of the body systems, including skeletal, muscular, circulatory, and respiratory	(A) name, locate, and describe the primary function and major components of the body systems, including nervous, immune, digestive, and integumentary	(A) describe the structure, functions, and interdependence of the major body systems, including reproductive, endocrine, and urinary	(A) explain how to maintain the healthy status of body systems	(A) describe the relationships among the body systems	(A) examine the effects of health behaviors on body systems		

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	<b>(2) Physical health and hygiene--personal health and hygiene.</b>										
	The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.										
Health care literacy • care	(A) name people who can provide health care guidance such as parents, family members, trusted adults, teachers, and health care professionals	(A) identify health care professionals and describe the services they provide such as medical checkups, dental exams, and vision and hearing screenings	(A) describe the importance of individual health maintenance activities such as regular medical checkups dental exams, and vision and hearing screenings	(A) explain the importance of seeking assistance in making decisions about health			(A) compare immediate and long-range effects of personal health care choices such as personal and dental hygiene	(A) list specific resources or facilities where members of the community can obtain medical care	(A) analyze the cost, availability, and accessibility of health care services		
Health care literacy • care			(B) explain actions an individual can take when not feeling well			(A) explain how to manage common minor illnesses such as colds and skin infections					
Health care literacy • information				(B) describe methods of accessing information about health	(A) explain the importance of health information and how it can be used	(B) distinguish between myth and fact related to accessing information about health	(B) develop <del>evaluation</del> criteria for <u>evaluating the validity of</u> health information <u>and sources</u>	(B) demonstrate ways to use health information to help self and others, including seizure awareness, diabetes education, and response plans such as first aid or CPR	(B) analyze health information based on health-related standards	Clarified SE per recommendation from Dr. Obamehinti	
Health care decision making				(C) identify the risks and benefits of decision-making about personal health	(B) describe how health care decision-making is influenced by external factors	(C) identify decision-making skills that promote individual, family, and community health	(C) demonstrate decision-making skills based on health information	(C) identify barriers related to solving health problems	(C) analyze methods of overcoming barriers related to solving health problems		

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	<b>(2) Physical health and hygiene--personal health and hygiene.</b>									
	The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.									
Preventative health (common illnesses, chronic conditions, personal hygiene and checkups)  Positive health promotion	<b>(B)</b> identify personal health habits that help individuals stay healthy such as personal hygiene, oral hygiene, and sleep	<b>(B)</b> describe activities that enhance individual health such as personal hygiene, oral hygiene, and sleep	<b>(C)</b> discuss the importance of practicing personal hygiene and health habits	<b>(D)</b> identify the importance of taking personal responsibility for developing and maintaining personal health habits	<b>(C)</b> explain strategies for maintaining personal health habits.	<b>(D)</b> describe the benefits of promoting health maintenance for individuals and households	<b>(D)</b> <a href="#">identify current health-related issues and recommendations or guidelines</a>			Addressed Dr. Obamehinti's recommendation to include a reference to COVID-19 by adding content advisor's recommendation to include current-health related issues.
Preventative health	<b>(C)</b> discuss ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization	<b>(C)</b> describe ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization	<b>(D)</b> explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization	<b>(E)</b> explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization	<b>(D)</b> distinguish between communicable and noncommunicable illnesses.	<b>(E)</b> analyze how personal hygiene helps prevent the spread of germs and communicable illnesses	<b>(E)(D)</b> explain the role of preventive health measures, immunizations, and treatment in disease prevention such as wellness exams and dental check-ups	<b>(D)</b> analyze the relationship between health promotion and disease prevention	<b>(D)</b> develop and analyze strategies related to the prevention of communicable and non-communicable diseases	
Preventative health			<b>(E)</b> identify common illnesses and diseases and their symptoms, including asthma, heart disease, stroke, diabetes, and epilepsy	<b>(F)</b> identify <a href="#">that there are</a> causes of disease other than germs, <a href="#">including</a> <del>such as</del> allergies, asthma, heart disease, stroke, diabetes, and epilepsy	<b>(E)</b> explain actions to take when illness occurs, including asthma, heart disease, stroke, diabetes, and epilepsy		<b>(F)</b> <a href="#">describe actions that should be taken when illness occurs, including asthma, heart disease, stroke, diabetes, and epilepsy</a>			Work group repeated the SE related to epilepsy and other illnesses to ensure epilepsy is adequately addressed.
Preventative health	<b>(D)</b> identify head lice and biting insects that may cause illness and their proper removal and care	<b>(D)</b> describe where head lice and biting insects that may cause illness, including ticks and mosquitos, are commonly encountered and how to avoid them	<b>(F)</b> discuss the signs and symptoms of illness that may occur after contact with biting insects, including ticks and mosquitos	<b>(G)</b> explain how to perform a self-check for vectors, including ticks and mosquitos	<b>(F)</b> describe how to reduce risk of vector-borne illness	<b>(F)</b> distinguish between the various vectors, including ticks and mosquitos, and treatment if infected.	<b>(G)(E)</b> recognize the signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus	<b>(E)</b> explain the course, signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus.	<b>(E)</b> analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention	Ticks are specifically addressed at grade 1-3 and 5. Tick-borne illness are adequately addressed under vector-borne illnesses, which would also allow instruction of other illnesses.

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(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.										
Preventative health									(F) relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care	

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	<b>(3) Mental health and wellness--social and emotional health.</b>										
	The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:						The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:				
Social emotional development • Feelings and emotions	<b>(A)</b> identify their own feelings and emotions	<b>(A)</b> identify their own feelings and emotions	<b>(A)</b> express needs, wants, and emotions in healthy ways	<b>(A)</b> express needs, wants, and emotions in healthy ways	<b>(A)</b> analyze how <b>emotions impact thoughts and behavior</b> <u>impact emotions</u>	<b>(A)</b> analyze how <b>emotions impact thoughts and behavior</b> <u>impact emotions</u>	<b>(A)</b> describe methods of communicating emotions	<b>(A)</b> identify and analyze different emotions in self and others			
Self-regulation	<b>(B)</b> describe and practice calming and coping strategies	<b>(B)</b> describe and practice calming and coping strategies	<b>(B)</b> describe and practice calming and coping strategies	<b>(B)</b> describe strategies for calming and coping and how they affect thoughts and behaviors	<b>(B)</b> describe the importance of calming and coping strategies when dealing with strong emotions, including anger	<b>(B)</b> apply and practice strategies for calming and coping	<b>(B)</b> assess healthy ways of responding to conflict	<b>(B)</b> describe and apply healthy techniques for managing reactions in times of emotional stress			
Healthy and unhealthy relationships • Peer pressure and social groups	<b>(C)</b> discuss how friends can influence a person's behavior	<b>(C)</b> describe ways in which peers and families can work together to build healthy relationships	<b>(C)</b> explain the influence of peer pressure on an individual's social and emotional health	<b>(C)</b> distinguish between healthy and harmful influences of friends and others	<b>(C)</b> identify positive and negative characteristics of social groups	<b>(C)</b> explain ways of maintaining healthy relationships and resisting peer pressure in social groups	<b>(C)</b> differentiate between positive and negative peer pressure	<b>(C)</b> evaluate the importance of social groups and peer influences and how they can affect individual mental health and wellness	<b>(A)</b> evaluate positive and negative effects of various relationships on physical, emotional, and social health		
Healthy and unhealthy relationships • friendships	<b>(D)</b> demonstrate skills for making new acquaintances	<b>(D)</b> describe ways to build and maintain friendships	<b>(D)</b> describe the qualities of a good friend	<b>(D)</b> describe the characteristics of healthy and unhealthy friendships	<b>(D)</b> describe the importance of being a positive role model						
Healthy and unhealthy relationships • communication	<b>(E)</b> recognize and describe individual differences and communicate appropriately and respectfully with all individuals	<b>(E)</b> list ways to respectfully communicate verbally and nonverbally	<b>(E)</b> demonstrate respectful ways to communicate with family members, peers, teachers, and others	<b>(E)</b> describe the value of respectful communication	<b>(E)</b> demonstrate consideration when communicating with individuals who use diverse methods to communicate	<b>(D)</b> analyze respectful ways to communicate disagreement with friends, family, teachers, and others	<b>(D)</b> describe methods for communicating important issues with parents and peers	<b>(D)</b> demonstrate communication skills in building and maintaining healthy relationships and determining when and how to end unhealthy relationships	<b>(B)</b> apply communication skills that demonstrate consideration and respect for individual differences		

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	<b>(3) Mental health and wellness--social and emotional health.</b>										
	The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:						The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:				
Healthy and unhealthy relationships • empathy		(F) identify feelings and emotions in others	(F) use verbal and nonverbal cues to identify the feelings and perspectives of others	(F) discuss how others may experience situations differently than oneself	(F) identify verbal, physical, and situational cues that indicate how others may feel	(E) define and differentiate between sympathy and empathy toward others			(C) demonstrate ways to express empathy towards others		
Healthy and unhealthy relationships • empathy						(F) describe the feelings and perspectives expressed by others	(E) hypothesize others' feelings and perspectives in a variety of situations and justify the hypothesis	(E) analyze similarities and differences between one's own and other's perspectives			
Healthy and unhealthy relationships • Conflict resolution								(F) analyze and demonstrate appropriate ways to show disapproval of inconsiderate and disrespectful behavior	(D) analyze the forms of communication such as passive, aggressive, or assertive and its impact on conflict resolution		
Healthy and unhealthy relationships • Conflict resolution	(F) <a href="#">identify and practice ways to solve problems with a friend</a>	(G) <a href="#">identify and practice ways to solve problems with friends and peers</a>	(G) <a href="#">identify ways to prevent and repair broken friendships</a>	(G) demonstrate strategies for resolving conflicts	(G) explain the difference between assertive behavior and aggressive behavior	(G) <a href="#">describe ways to promote and engage in positive interactions when conflict arises</a>	(F) identify strategies for using non-violent conflict resolution skills	(G) practice conflict resolution/mediation skills	(E) evaluate the effectiveness of conflict resolution techniques in various situations	Work group addressed SBOE guidance related to conflict and mending broken friendships beginning at kindergarten.	

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	<b>(4) Mental health and wellness--developing a healthy self-concept.</b>										
	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:						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:				
Self-evaluation/ assessment	<b>(A)</b> describe positive personal qualities	<b>(A)</b> discuss ways to be kind to self	<b>(A)</b> discuss ways to be kind to self and others	<b>(A)</b> define self-esteem	<b>(A)</b> discuss ways to help build self-esteem for oneself, friends, and others	<b>(A)</b> identify strategies to help build self-esteem for oneself, friends, and others	<b>(A)</b> identify how physical and social changes impact self-esteem	<b>(A)</b> describe how internal and external factors influence self-esteem	<b>(A)</b> describe how internal and external factors influence self-esteem		
Goal-setting	<b>(B)</b> discuss the meaning of goals and identify at least one health-related goal.	<b>(B)</b> explain the importance of goal setting and task completion.	<b>(B)</b> list the steps and describe the importance of task completion and goal setting	<b>(B)</b> describe the importance of seeking <del>trusted adult guidance</del> in setting goals <u>from a parent or trusted adult</u>	<b>(B)</b> explain the advantages of setting short- and long-term goals	<b>(B)</b> describe benefits in setting and implementing short- and long-term goals and perseverance to achieve those goals	<b>(B)</b> identify the possible health implications of long-term personal goals	<b>(B)</b> develop strategies for setting long-term personal goals			
Goal-setting					<b>(C)</b> explain the importance of time management with respect to a goal						
Goal-setting							<b>(C)</b> explain steps in the decision-making process and the importance of following the steps	<b>(C)</b> identify decision-making skills that promote individual, family, and community health	<b>(B)</b> demonstrate decision-making skills based on health information		

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	<b>(5) Mental health and wellness--risk and protective factors.</b>										
	The student recognizes the influence of various factors influencing mental health and wellness. The student is expected to:						The student recognizes the influence of various factors influencing mental health and wellness. The student is expected to:				
Genetic or hereditary							(A) identify hereditary mental health and wellness conditions	(A) understand genetic <u>and biological</u> factors on the potential development of mental health and wellness conditions	(A) research and explain how genetic factors predispose a person to schizophrenia, bipolar disorder, depression, anxiety, and other mental health and wellness conditions	In response to TMA recommendations, the work group added the term biological to ensure these SEs appropriately addressed biological and genetic factors that can influence mental health.	
<u>Brain development</u>							(B) <u>identify how adolescence brain development in adolescence can impact emotions, decision-making, and logic</u>	(B) <u>identify how adverse childhood experiences, such as abuse, neglect, and trauma can impact brain development</u>	(B) <u>examine how adverse childhood experiences, such as abuse, neglect, and trauma can impact brain development and overall mental health and wellness</u>	Addressed TMA and SBOE's recommendations related to brain development. Addressed additional TMA comments regarding adverse childhood experiences (ACEs).	
Environmental						(A) identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures	(C)(B) relate physical environmental factors to individual, family, and community health such as school climate and availability of resources	(C)(B) identify and describe how environmental influences such as air, water, or noise may affect an individual's mental health	(C)(B) formulate strategies for combating environmental factors that have a detrimental effect on the mental health		

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	<b>(5) Mental health and wellness--risk and protective factors.</b>									
	The student recognizes the influence of various factors influencing mental health and wellness. The student is expected to:						The student recognizes the influence of various factors influencing mental health and wellness. The student is expected to:			
Socio-cultural factors								<del>(D)</del> discuss mental health-related social issues such as homelessness		

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Topic	<b>(6) Mental health and wellness--identifying and coping with mental health and wellness concerns.</b>										
	The student will develop and use appropriate skills to identify and cope with conditions related to mental health and wellness. The student is expected to:						The student will develop and use appropriate skills to identify and cope with conditions related to mental health and wellness. The student is expected to:				
Long term illness/chronic conditions							(A) demonstrate knowledge about personal and family health concerns				
Long term illness/chronic conditions				(A) discuss methods for coping with long-term physical health conditions for self and others	(A) describe methods for coping with long-term physical health conditions for self and others	(A) compare and contrast healthy and unhealthy methods for coping with long-term physical health conditions for self and others	(B) examine the outcomes of healthy and unhealthy methods for coping with long-term physical health conditions for self and others	(A) describe methods to support others who have long-term physical health conditions			
Issues that impact learning	(A) discuss how to treat peers with different learning needs with dignity and	(A) discuss and demonstrate how to treat peers with different learning needs with dignity and respect	(A) identify strategies for coping with different learning needs for self and others	(B) describe strategies to support others in coping with different learning needs			(C) identify and describe lifetime strategies for coping with conditions that impact learning such as ADD, ADHD, dyslexia, dysgraphia, and sensory issues				

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	<b>(6) Mental health and wellness--identifying and coping with mental health and wellness concerns.</b>										
	The student will develop and use appropriate skills to identify and cope with conditions related to mental health and wellness. The student is expected to:						The student will develop and use appropriate skills to identify and cope with conditions related to mental health and wellness. The student is expected to:				
<u>Positive stress</u>		<u>(B) identify situations that may create positive stress and emotions</u>	<u>(B) identify positive stressors and their impact on emotions and learning</u>	<u>(C) describe positive outcomes of stress, including creativity, focus, energy, drive, and purpose</u>	<u>(B) differentiate between positive and negative stress</u>	<u>(B) identify situations in which stress can help to achieve goals and build resiliency</u>	<u>(D) identify how to put yourself in positive situations to develop resiliency</u>	<u>(B) examine ways to influence peers positively and promote resiliency in others in stressful situations</u>	<u>(A) examine the impact of positive stress on building resiliency and promoting mental health and wellness</u>	Addressed SBOE guidance to add more focus on stress, including positive aspects of stress, resilience to stress, and recognizing stress	
Stress, anxiety, depression, trauma, loss, and grief	<b>(B)</b> discuss the relationship between <u>positive and negative emotions and stress and emotions</u>	<b>(C)(B)</b> discuss the signs and symptoms associated with stress	<b>(C)(B)</b> identify <u>negative</u> personal stressors and their impact on learning	<b>(D)(C)</b> describe and practice healthy behaviors that reduce stress	<b>(C)(B)</b> define sources of stress including trauma, loss, and the stages of grief	<b>(C)(B)</b> examine the impact of stress, trauma, loss, and grief on mental health and wellness	<b>(E)(D)</b> describe healthy and unhealthy coping and management strategies for stress, anxiety, depression, trauma, loss and grief	<b>(C)(B)</b> differentiate between healthy and unhealthy coping and management strategies for stress, anxiety, depression, trauma, loss, and grief	<b>(B)(A)</b> examine the impact of choosing healthy coping and management strategies for stress, anxiety, depression, trauma, loss and grief on mental health and wellness		
<u>Eating disorders</u>				<u>(E) describe the importance of acceptance of oneself and others</u>	<u>(D) discuss ways to promote a healthy body image</u>	<u>(D) define eating disorders and disordered eating patterns as mental health concerns; and the importance of seeking help from a parent or trusted adult for oneself or others</u> <del>adults who can be a resource</del>	<u>(F) 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 trusted adult for oneself or others</u> <del>or overeating</del>	<u>(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 trusted adult for oneself or others</u> <del>or overeating</del>	<u>(C) research the behaviors associated with eating disorders and their impact on health</u>	The work group agreed with recommendations from TMA to move eating disorders and binge eating disorder from the healthy eating strand to mental health. (Moved from grade 6- HS 10.C) Negative body image and overconcern about shape and weight would be addressed in causes and effects associated with disordered eating. Incorporated body image SEs at grades 3 and 4 to address SBOE guidance.	

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	<b>(6) Mental health and wellness--identifying and coping with mental health and wellness concerns.</b>									
	The student will develop and use appropriate skills to identify and cope with conditions related to mental health and wellness. The student is expected to:									
Self-harm <u>Suicide prevention</u>				<del>(D)</del> <del>identify and discuss healthy coping alternatives to avoid harming oneself and the importance of telling a trusted adult</del>	<del>(E)(C)</del> discuss the warning signs and protective factors of suicide as provided by the Center for Disease Control (CDC) and the importance of telling a <u>parent or</u> trusted adult	<del>(E)(C)</del> discuss the warning signs and protective factors of suicide as provided by the Center for Disease Control (CDC) and the importance of telling a <u>parent or</u> trusted adult	<del>(G)(E)</del> discuss the warning signs and protective factors of suicide as provided by the Center for Disease Control (CDC) and the importance of telling a <u>parent or</u> trusted adult	<del>(E)(C)</del> discuss the warning signs and protective factors of suicide as provided by the Center for Disease Control (CDC) and the importance of telling a <u>parent or</u> trusted adult	<del>(D)(B)</del> discuss the warning signs and protective factors of suicide as provided by the Center for Disease Control (CDC) and the importance of telling a <u>parent or</u> trusted adult	Grade-level appropriateness  SBOE guidance: added parent
Self-harm					<del>(F)(D)</del> <u>recognize self-harm behaviors in self and others when someone is struggling to cope with uncomfortable emotions or lacking support and the importance of telling a parent or trusted adult</u>	<del>(F)(D)</del> <del>discuss</del> <u>reinforce healthy coping alternatives to prevent avoid harming oneself and the importance of telling a parent or trusted adult when someone is struggling to cope with uncomfortable emotions or lacking support</u>	<del>(H)</del> <u>identify that self-harm behaviors can occur when someone is struggling to cope with uncomfortable emotions or lacking support</u>	<del>(F)</del> <del>compare and contrast</del> <u>research healthy coping strategies to avoid harming oneself</u>		TMA recommends reframing the self-harm SEs more positively and moving to the healthy self concept substrand. Work group determined the self-harm SEs don't seem to align with concepts in the healthy self concept substrand (self-esteem, goal-setting, etc.)  Added suggested language from TMA and retained language about healthy alternatives.  Rearranged for grade-level appropriateness and VA; moved coping from original grade 4 and 5 SE 6.D.

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(6) Mental health and wellness--identifying and coping with mental health and wellness concerns.										
The student will develop and use appropriate skills to identify and cope with conditions related to mental health and wellness. The student is expected to:										
<p>Self-harm</p> <p><u>Suicide prevention</u></p>					<p><del>(D)</del></p> <p><i>discuss healthy coping alternatives to avoid harming oneself and the importance of telling a trusted adult</i></p>	<p><del>(D)</del></p> <p><i>compare and contrast healthy coping strategies to avoid harming oneself</i></p>	<p><del>(I)</del><del>(F)</del></p> <p>identify suicide prevention resources such as the National Suicide Prevention Hotline</p>	<p><del>(G)</del><del>(D)</del></p> <p>examine how the use of suicide prevention resources such as the National Suicide Prevention Hotline may reduce the likelihood of suicide</p>	<p><del>(E)</del><del>(C)</del></p> <p>examine how the use of suicide prevention resources such as the National Suicide Prevention Hotline may reduce the likelihood of suicide</p>	
<p>Self-harm</p> <p><u>Suicide prevention</u></p>									<p><del>(E)</del><del>(D)</del></p> <p>research data and prevalence of local, state, and national suicide rates among various groups</p>	

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	<b>(7) Healthy eating and physical activity--food and beverage daily recommendations.</b>										
	The student will identify and explain healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:					The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:					
Essential nutrients (proteins, carbs, fats, minerals, vitamins, water)	(A) identify that our bodies are composed mostly of water and we need to drink water daily	(A) identify that fruits, <del>and</del> vegetables <u>and</u> dairy provide essential vitamins and minerals	(A) identify types of nutrients	(A) classify foods by the nutrients they provide.	(A) identify why the body needs the six major nutrients contained in foods	(A) identify foods that are sources of one or more of the six major nutrients	(A) <u>define micronutrients, including calcium and iron and their recommended daily allowances</u>  <del>identify how multivitamins can supplement a healthy diet</del>	(A) demonstrate ways to use nutritional information to help self and others <u>to choose nutrient-rich food</u>	(A) examine the relationship among body composition, nutrition, and fitness	Additional support for identifying nutritional value of food per SBOE guidance.	
Essential nutrients					(B) identify nutritional information on menus and food labels	(B) examine food labels and menus for nutritional content <u>and serving sizes</u>	(B) <u>compare and contrast common food labels and menus for nutritional content</u>	(B) <u>analyze food labels and menus to determine nutritional value</u> <del>compare and contrast common food labels and menus for nutritional content</del>	(B) <u>evaluate</u> <del>analyze</del> food labels and menus for nutritional content <u>and value</u>	Serving sizes are related to portion control  Students will identify the nutritional value of foods by examining food labels.	
Portion sizes and daily recommended amounts per current Government Nutrition Guidelines (as of 2019, Choose My Plate)	(B) identify <u>healthy</u> portion sizes <u>for common food items</u> <del>using familiar objects such as a golf ball for a cookie or a frisbee for a dinner plate</del>	(B) <u>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</u>  <del>demonstrate knowledge of food portions from different food groups using familiar objects</del>	(B) <u>demonstrate knowledge of food portions from different food groups using familiar objects</u>  <del>identify healthy and unhealthy food choices</del>	(B) describe <del>food combinations in</del> <u>how to plan</u> a balanced meal that follows diet as outlined by government nutrition guidelines	(C) <u>determine appropriate portion sizes when eating out, including fast food restaurants</u>		(C) <del>(B)</del> describe healthy and unhealthy dietary practices	(C) analyze the impact of healthy dietary practices	(C) compare and contrast the impact of healthy and unhealthy dietary practices	Added additional coverage of portion control per SBOE guidance	

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	<b>(7) Healthy eating and physical activity--food and beverage daily recommendations.</b>										
	The student will identify and explain healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:					The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:					
Portion sizes and daily recommended amounts per current Government Nutrition Guidelines	<b>(C)</b> Identify types of foods that help the body grow including fruits and vegetables, <u>dairy, and protein</u>	<b>(C)</b> identify the food groups <u>and examples of foods in each group</u>	<b>(C)</b> <u>identify healthy and unhealthy choices within the food groups</u>  <i>use food groups to describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities</i>	<b>(C)</b> <u>discuss the difference between foods containing natural sugars and foods with added sugars or sweeteners</u>	<b>(D)</b> <u>identify how excess sugar consumption can impact health, including causing dental cavities and obesity</u>	<b>(C)</b> <u>identify the amount of sugar in common beverages and snacks</u>	<b>(D)(C)</b> explain the importance of a personal dietary plan	<b>(D)</b> develop a personal dietary plan	<b>(D)</b> describe how a personal dietary plan affects overall health and how differs over a lifespan	Added additional content on food groups and sorting of foods into food groups and added coverage of sugar intake per SBOE guidance.	
Dietary choices (including limiting - sugar sweetened beverages, fast food, sodium, and caffeine)	<b>(D)</b> identify healthy <u>and unhealthy</u> snack choices	<b>(D)</b> identify ingredients that make foods and drinks unhealthy <u>such as added sugar and other sweeteners</u>	<b>(D)</b> <u>identify the benefits of making healthy beverage choices, including understand the importance of drinking water and milk, instead of and limiting various sugar-sweetened beverages such as soda and sports drinks</u>	<b>(D)(C)</b> <u>identify and categorize foods based on saturated and unsaturated fat content</u>  <i>understand the importance of choosing healthy fast food choices such as smaller sizes, substituting salads for fries, and grilled instead of fried foods</i>	<b>(E)(C)</b> <u>determine understand the importance of choosing healthy fast food choices such as smaller sizes, substituting salads for fries, and grilled instead of fried foods and associated impacts on health</u>  <i>understand the importance of choosing lower sodium alternatives to foods that have high levels of sodium such as salty snacks and canned vegetables</i>	<b>(D)(C)</b> <u>identify caffeine content of common beverages and health concerns associated with excess caffeine consumption</u>  <i>identify caffeinated beverages and their effects.</i>	<b>(E)(D)</b> <u>evaluate the understand the importance of choosing lower sodium alternatives to foods that have high levels of sodium such as salty snacks and canned vegetables</u>  <i>analyze the impact of dehydration on short- and long-term health</i>	<b>(E)</b> demonstrate ways to use dietary information to help self and others	<b>(E)</b> design a long-term dietary plan that promotes individual, family, and community health	Additional coverage of sorting foods, identifying healthy and unhealthy choices (fats, sugar, etc.) and made more grade level appropriate. Hydration is covered in PE TEKS.	

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<b>(8) Healthy eating and physical activity--physical activity.</b>										
The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to:										
Current government physical activity guidelines							(A) identify the Centers for Disease Control (CDC) guidelines for daily physical activity throughout the lifespan	(A) apply the Centers for Disease Control (CDC) guidelines for daily physical activity to construct a personal activity plan	(A) compare and contrast the relationship between active and sedentary lifestyles on overall health	
Health benefits of being physically active (stress reduction, healthy weight/body composition, and cardio-vascular health)								(B) explain the relationship between nutrition, physical activity, quality of life, and disease regarding mental, physical, and social benefits	(B) analyze the relationship between nutrition, physical activity, quality of life, and disease regarding mental, physical, and social benefits	
Health benefits of being physically active								(C) identify how to balance caloric intake and physical activity expenditures	(C) examine the relationship among body composition, diet, and physical activity	
Health-related fitness components with types of physical activity					(A) identify the physical, mental, and social benefits of fitness	(A) explain the physical, mental, and social benefits of fitness	(B) analyze the benefits of regular physical activity on mental, physical, and social health	(D) develop a physical-fitness plan using appropriate technology	(D) develop a physical-fitness profile using appropriate technology	

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<b>(9) Healthy eating and physical activity--nutrition and physical activity literacy.</b>										
The student will obtain, process, and understand basic physical activity and nutrition information needed to make health promoting decisions. The student is expected to:										
Goal setting and decision-making					<b>(A)</b> describe the importance of goal setting for making healthy food choices	<b>(A)</b> describe the importance of goal setting for achieving appropriate levels of physical activity	<b>(A)</b> develop short- and long-term goals to achieve appropriate levels of physical activity improve personal physical fitness level and make healthy personal food choices	<b>(A)</b> examine progress of short- and long-term goals to achieve appropriate levels of physical activity improve personal physical fitness level and make healthy personal food choices	<b>(A)</b> examine progress of short- and long-term goals to achieve appropriate levels of physical activity improve personal physical fitness level and make healthy personal food choices	
Consumer Literacy	<b>(A)</b> explain the importance of health information	<b>(A)</b> identify examples of health information provided by various media and how they affect nutritional habits and physical activity	<b>(A)</b> identify various media that provide health information and how media can influence an individual's health choices such as television ads for fast foods and breakfast cereals	<b>(A)</b> describe the importance of accessing health information through a variety of health resources	<b>(B)</b> gather data from a variety of sources to help make informed nutritional and physical activity choices	<b>(B)</b> use critical thinking to research and evaluate health products and information about physical activity and nutritional choices	<b>(B)</b> explain the role of media and technology in influencing individuals and community health related to physical activity and nutritional choices	<b>(B)</b> explain how media influences buying decisions about physical fitness equipment or nutritional products	<b>(B)</b> analyze marketing and advertising techniques in health-product and service promotion	

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	<b>(10) Healthy eating and physical activity--risk and protective factors.</b> The student will identify and explain risk and protective factors related healthy eating and physical activity. The student is expected to:									
Food allergies	<b>(A)</b> recall basic facts of food allergy safety such as not sharing food and an awareness of respecting other’s differences	<b>(A)</b> describe basic facts of food allergy safety such as not sharing food and an awareness of respecting other’s differences	<b>(A)</b> identify common food allergies	<b>(A)</b> identify signs and symptoms of common food allergies	<b>(A)</b> <u>identify common myths and facts related to food allergies</u> <del>describe common food-allergy conditions</del>	<del>(A)</del> <del>distinguish between myth and fact related to non-communicable diseases including food allergies</del>				Work group reconsidered amount of coverage of food allergies in K-5 per SBOE guidance and eliminated an SE at grade 5. Moved myths and facts to grade 4.
Chronic conditions	<b>(B)</b> <u>identify habits that help individuals stay healthy such as proper amount of sleep and daily physical activity</u>	<b>(B)</b> <u>describe habits that improve individual health such as enough sleep, nutrition, and exercise</u>	<b>(B)</b> <u>identify the benefits of establishing healthy habits that will last a lifetime</u>	<b>(B)</b> <u>describe how healthy and unhealthy behaviors affect body systems</u>	<b>(B)</b> describe the connection between physical activity and the prevention of obesity, heart disease, and diabetes	<del>(A)</del> <del>(B)</del> describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes	<b>(A)</b> analyze the impact of moderate physical activity in the prevention of obesity, heart disease, and diabetes	<b>(A)</b> analyze the impact of healthy dietary practices in the prevention of obesity, heart disease, and diabetes	<b>(A)</b> research the social and economic impact of chronic conditions, including obesity, heart disease, and diabetes	Work determined that obesity prevention is adequately addressed and neutral and nonjudgmental. Added an SE at grade 3 to introduce topic earlier.  Reinstated SEs recommended by Dr. Obamehinti (previously 8.A. for K-3).

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	<b>(10) Healthy eating and physical activity--risk and protective factors.</b>										
	The student will identify and explain risk and protective factors related healthy eating and physical activity. The student is expected to:					The student will analyze and apply risk and protective factors related to healthy eating and physical activity. The student is expected to:					
Heredity and genetics (food allergies, chronic illnesses (Crohn's, celiac, and diabetes)					<i>(C)</i> <u>differentiate between healthy and unhealthy eating habits</u>	<i>(B)</i> <u>identify the attitudes and behaviors that can reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes</u>	<i>(B)</i> <u>identify strategies to adopt healthy behaviors to reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes</u> <i>identify the attitudes and behaviors that can reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes</i>	<i>(B)</i> analyze risk factors that may lead to the development of chronic conditions	<i>(B)</i> evaluate the connection between physical activity and dietary choices as they relate to the prevention of chronic conditions	Moved grade 4 SE from Health Influences topic. . Switched the existing SE from Grade 6 to Grade 5 for age appropriateness. Added new SE to bridge the concept across all grade levels	
Health Influences (Environmental, Cultural, Physical, Social, and Emotional Health)					<i>(C)</i> <u>differentiate between healthy and unhealthy eating habits</u>	<i>(C)</i> <u>define eating disorders, disordered eating patterns, and trusted adults who can be a resource</u>	<i>(C)</i> <u>identify causes and effects associated with eating disorders such as bulimia, anorexia, or overeating</u>	<i>(C)</i> <u>describe the consequences of eating disorders such as bulimia, anorexia, or overeating</u>	<i>(C)</i> <u>research the management and treatment of eating disorders</u>	Work group agreed with TMA recommendations and moved SEs for grades 5- Health I related to eating disorders to mental health strand and grade 4 SE to the topic above.	
Health Influences (Environmental, Cultural, Physical, Social, and Emotional Health)							<i>(C)(D)</i> analyze internal and external factors that influence healthy eating and physical activity behaviors	<i>(C)(D)</i> identify community resources that can assist in developing healthy eating and physical activity behaviors	<i>(C)(D)</i> create a plan for accessing community resources that can assist in developing healthy eating and physical activity behaviors		

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	<b>(10) Healthy eating and physical activity--risk and protective factors.</b>										
	The student will identify and explain risk and protective factors related healthy eating and physical activity. The student is expected to:						The student will analyze and apply risk and protective factors related to healthy eating and physical activity. The student is expected to:				
Health Influences (Environmental, Cultural, Physical, Social, and Emotional Health)							(D)(E) explain safety concerns related to physical activity and food/beverages	(D)(E) investigate safety concerns related to physical activity and food/beverages	(D)(E) evaluate safety concerns related to physical activity and food/beverages		

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<b>Topic</b>	<b>(11) (12) Injury and violence prevention and safety--safety skills and unintentional injury.</b>									<b>Comments</b>
	The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:									
First Aid (Including Accessing Emergency Services)	<b>(A)</b> discuss and demonstrate procedures for responding to emergencies including reporting to a <u>parent or</u> trusted adult or contacting 911	<b>(A)</b> discuss and demonstrate strategies to keep self and others safe by staying away from dangerous situations and reporting to a <u>parent or</u> trusted adult or contacting 911	<b>(A)</b> describe personal responsibility associated with reducing hazards, avoiding accidents, and preventing accidental injuries	<b>(A)</b> develop a home-safety and emergency response plan such as fire safety	<b>(A)</b> identify and demonstrate strategies for preventing and responding to injuries	<b>(A)</b> analyze strategies for preventing and responding to injuries.	<b>(A)</b> demonstrate an understanding of basic first-aid procedures	<b>(A)</b> demonstrate basic first-aid procedures including cardiopulmonary resuscitation (CPR) and the choking rescue	<b>(A)</b> demonstrate basic first-aid procedures including cardiopulmonary resuscitation (CPR), choking rescue, and Automated External Defibrillator (AED)	
Safety Awareness	<b>(B)</b> identify the purpose of and demonstrate proper use of protective equipment such as a seat belts and booster seats and a bicycle helmet	<b>(B)</b> identify the purpose of and demonstrate proper use of protective equipment such as a seat belts, booster seats, and a bicycle helmet							<b>(B)</b> associate risk-taking with consequences including driving under the influence and distracted driving	Dr. Obamehinti recommended "list" for K.12.B but work group determined the SE is developmentally appropriate as proposed. Listing protective equipment seems difficult for kindergarteners, but they can identify the purpose of equipment they are presented or shown.

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<p><b>(12) (13) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills.</b></p> <p>The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:</p>										
Healthy and unhealthy communication	<p><b>(A)</b> identify and <u>role play</u> <del>use</del> refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling a parent <u>or</u> <del>trusted</del> adult if he/she is threatened</p>	<p><b>(A)</b> practice refusal skills <del>and</del> <u>replacement behaviors</u> to avoid unsafe situations</p>	<p><b>(A)</b> demonstrate refusal skills</p>							<p>The work group agreed with Dr. Obamehinti's recommendation that role play is appropriate for practicing refusal skills; however, the verb identify is easier for kindergarteners than "list" which is very specific and limiting. Struck "replacement behaviors" because the refusal skills in the SE <i>are</i> the behaviors students should be demonstrating.</p>
Healthy and unhealthy communication - personal space	<p><b>(B)</b> <u>identify personal space and appropriate boundaries</u></p>	<p><b>(B)</b> <u>identify appropriate personal boundaries, privacy, and space</u></p>	<p><b>(B)</b> <u>discuss the importance of telling a parent or trusted adult when privacy or personal boundaries are not respected</u></p>	<p><b>(B)</b> <u>identify refusal skills such as the right to say no when privacy or personal boundaries are not respected</u></p>	<p><b>(B)</b> <u>identify the importance of using refusal skills when privacy or personal boundaries are not respected</u></p>					<p>Addressed SBOE guidance to add the topic of personal space starting in Kindergarten to lead up to the foundations of consent in later grades.</p>

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	<b>(13) (14) Injury and violence prevention and safety--healthy home, school, and community climate.</b>									
	The student understands that individual actions and awareness can impact safety, community, and environment.									
Human trafficking and gangs—prevention, awareness, reporting	(A) name safe play environments	(A) describe the difference between safe and unsafe environments	(A) describe unsafe situations, including engaging with strangers							
Human trafficking and gangs				(A) identify reasons for avoiding violence, gangs, weapons and drugs	(A) identify strategies for avoiding violence, gangs, weapons, <u>and</u> drugs <del>and human trafficking</del>	(A) explain strategies for avoiding violence, gangs, weapons, drugs, and <u>define</u> human trafficking	(A) <del>apply</del> <u>demonstrate</u> strategies for avoiding violence, gangs, weapons, drugs, and human trafficking	(A) analyze strategies for <u>and benefits of</u> avoiding violence, gangs, weapons, drugs, and human trafficking	(A) <del>formulate</del> <u>analyze</u> <del>and apply</del> strategies for avoiding violence, gangs, weapons, drugs, and human trafficking	Removed human trafficking from grade 4 based on SBOE guidance to determine appropriate grade levels and to align with the reproductive and sexual health strand. Added the definition of human trafficking.
Human trafficking and gangs					(B) identify characteristics of gang behavior	(B) examine characteristics of gang behavior			(B) evaluate the dynamics of gang behaviors	
Environmental and Community Health				(B) identify characteristics of safe home, school, and community environments	(C) identify strategies that can be used to promote safety in homes, schools, and communities	(C) define safe haven and identify designated safe haven locations in the community		(B) define safe haven and identify designated safe haven locations in the community	(C) develop educational-safety models for children and adults for use at home, school, and in the community	
Situational and Weapon Awareness and Safety	(B) name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful	(B) identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to a <del>an</del> <u>parent or trusted</u> adult	(B) explain ways to avoid weapons and report the presence of weapons to a <del>an</del> <u>parent or trusted</u> adult							

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(13) (14) 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.										
Situational and Weapon Awareness and Safety			(C) <del>identify</del> <del>discuss</del> hazards of unsupervised and improper handling of guns and other weapons	(C) <del>discuss</del> <del>identify</del> hazards of unsupervised and improper handling of guns and other weapons	(D) <del>identify and discuss</del> <del>skills in</del> <del>that can be used in</del> demonstrate safety procedures <u>that can be used</u> in various situations, including violence in the home, school, and community	(D) evaluate safety procedures <u>that can be used</u> in various situations, including violence in the home, school, and community	(B) examine safety procedures <u>that can be used</u> in various situations, including violence in the home, school, and community	(C) examine safety procedures <u>that can be used</u> in various situations, including violence in the home, school, and community		The work group agreed with and applied Dr. Obamehinti's recommendations for changes to the verb in these SEs. In grade 4 the work group replaced skills with procedures to align with grades 5-8.
Situational and Weapon Awareness and Safety							(C) describe the dangers associated with a variety of weapons	(D) evaluate the dangers associated with a variety of weapons	(D) discuss and evaluate ways to respond to harmful situations that involve weapons	
Situational and Weapon Awareness and Safety							(D) explain the importance of complying with rules prohibiting possession of drugs and weapons	(E) evaluate the importance of complying with rules prohibiting possession of and the improper use of weapons		

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<p><del>(14)</del> <del>(15)</del> Injury and violence prevention and safety--digital citizenship and media.</p>										
<p>The student understands how to be a safe and responsible citizen in digital <u>and online</u> environments. The student is expected to:</p>										
Sexting and digital pornography						<p><b>(A)</b> distinguish between appropriate and inappropriate boundaries for <u>digital and</u> online communication and research</p>	<p><b>(A)</b> discuss appropriate personal <u>digital and</u> online communication boundaries</p>			<p>Work group recommends including online and digital terms because they better describe the different technology environments students may interact in.</p>
Sexting and digital pornography						<p><b>(B)</b> develop strategies to resist inappropriate <u>digital and</u> online communication such as sending <u>and receiving</u> photos, sexting, and pornography</p>	<p><b>(A)</b> develop strategies to resist inappropriate <u>digital and</u> online communication such as sending <u>and receiving</u> photos, sexting, and pornography</p>	<p><b>(A)</b> develop strategies to resist inappropriate <u>digital and</u> online communication such as sending <u>and receiving</u> photos, sexting, and pornography</p>	<p><b>(A)</b> develop strategies to resist inappropriate <u>digital and</u> online communication such as sending <u>and receiving</u> photos, sexting, and pornography</p>	<p>Work group considered SBOE guidance related to sexting, and pornography at grade 5 and determined that distinguishing between appropriate and inappropriate boundaries and communication in 5.15.A will allow photos, sexting, and pornography to be addressed without adding more SEs. Work group determined that the current SEs adequately cover strategies to resist consumption and risks associated with communication of inappropriate online content.</p>

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	<b>(14) (15) Injury and violence prevention and safety--digital citizenship and media.</b>									<b>Comments</b>
	The student understands how to be a safe and responsible citizen in digital <u>and online</u> environments. The student is expected to:									
Online safety (including identity protection, see something-say something, online predators)	<u>(A) identify situations when one should get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment</u>	<b>(A)</b> demonstrate how to get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe <u>in a digital or online environment</u>	<b>(A)</b> recognize unsafe requests made in a digital <u>or online</u> environment <u>and identify how to respond appropriately</u>	<b>(A)</b> identify and discuss the need for safety awareness in a digital <u>or online</u> environment			<b>(C)</b> discuss and analyze the consequences resulting from inappropriate <u>digital and</u> online communication such as sending <u>and receiving</u> photos, sexting, and pornography	<b>(B)</b> discuss and analyze the consequences resulting from inappropriate <u>digital and</u> online communication such as sending <u>and receiving</u> photos, sexting, and pornography	<b>(B)</b> discuss and analyze the consequences resulting from inappropriate <u>digital and</u> online communication such as sending <u>and receiving</u> photos, sexting, and pornography	Added online safety to Kindergarten per SBOE guidance.  Reviewed Dr. Obamehinit's recommendation: The work group determined that 1.15.A is developmentally appropriate and prefers demonstrate to "role-play" which is more prescriptive. Included the recommendation to identify responses to unsafe requests (modified wording for clarity) in 2.15.A. The work group disagreed with the recommendation for 3.15.A. to add "needed skills" because it's unclear and difficult to measure.
Online safety (including identity protection, see something-say something, online predators)			<b>(B)</b> explain why obtaining help, especially from parents or trusted adults, can be helpful when making decisions regarding digital use	<b>(B)</b> identify appropriate ways to communicate in <u>an digital and</u> online environments	<b>(A)</b> identify appropriate and inappropriate ways to communicate in <u>an digital and</u> online environments					

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	<b>(14) (15) Injury and violence prevention and safety--digital citizenship and media.</b>									
	The student understands how to be a safe and responsible citizen in digital <u>and online</u> environments. The student is expected to:									
Online safety				(C) discuss who is appropriate to communicate with <u>online</u> and what is appropriate information to share in <del>the</del> digital <u>and online</u> environments	(B) explain who is appropriate to communicate with <u>online</u> and what is appropriate information to share in the digital <u>and online</u> environments	(B) explain the benefits of identity protection in a digital <u>and online</u> environment	(D) discuss strategies and techniques for identity protection in a digital <u>and online</u> environment	(C) evaluate strategies and techniques for identity protection in a digital <u>and online</u> environment	(C) identify and respond to situations where <u>digital and online</u> safety is at risk, including identity protection and recognition of <u>online</u> predators	
Online safety				(D) describe the importance of taking personal responsibility in a digital <u>and online</u> environments						
Legal ramifications and other consequences			(C) identify consequences that result from cyberbullying and inappropriate online <u>and digital</u> usage	(E) explain consequences that result from cyberbullying and inappropriate online <u>and digital</u> usage	(C) discuss the consequences of cyberbullying and inappropriate online <u>and digital</u> communication in relation to home and school environments	(C) analyze the consequences of cyberbullying and inappropriate online <u>and digital</u> communication in relation to home, school and community environments	(E) identify the current legal consequences of cyberbullying and inappropriate online <u>and digital</u> communication	(D) research the current legal consequences of cyberbullying and inappropriate online <u>and digital</u> communication	(D) examine the legal and ethical ramifications of unacceptable behaviors in digital <u>and online</u> environments	

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	<b>(15) (16) Injury and violence prevention and safety--interpersonal violence.</b>										
	Student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:										
Family violence and prevention (characteristics and consequences of, reporting and seeking help)						(A) compare and contrast healthy and unhealthy behaviors that may be present in families or households	(A) identify strategies for coping with unhealthy behaviors in the family or household such as abuse, alcoholism, and neglect	(A) analyze strategies for coping with unhealthy behaviors in the family or household such as abuse, alcoholism, and neglect	(A) discuss and evaluate strategies for coping with unhealthy behaviors in the family or household such as abuse, alcoholism, and neglect		
Family violence and prevention						(B) Identify forms of family violence including physical, mental, emotional	(B) identify how exposure to family violence influences behavior	(B) analyze how exposure to family violence influences behavior	(B) research how exposure to family violence influences cyclical behavioral patterns		
Bullying, cyberbullying, and harassment	(A) identify bullying behaviors and the role of the bystander	(A) describe consequences for both the victim and the bully and impact of bullying on the victim	(A) describe consequences for the bully and impact of bullying, including cyberbullying, on the victim	(A) <u>describe how to effectively respond to bullying and cyberbullying of oneself or others</u>  explain the importance of refusal skills and why the influence of negative peer pressure should be resisted	(A) analyze distinguishing characteristics of cyberbullying			(C) describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual		VA	
Bullying, cyberbullying, and harassment			(B) <u>describe how to effectively respond to bullying of oneself or others</u>								

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	<b>(15) (16) Injury and violence prevention and safety--interpersonal violence.</b>									
	Student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:									
Bullying, cyberbullying, and harassment	<b>(B)</b> identify <del>replacement behaviors</del> <b>ways</b> to discourage avoid bullying	<b>(B)</b> <del>discuss list</del> <b>actively</b> ways of discouraging bullying	<b>(B)(C)</b> identify consequences that result from bullying behaviors		<b>(B)</b> describe the negative impact bullying, including cyberbullying, has on both the victim and the bully	<b>(C)</b> identify methods available to report bullying				Dr. Obamehinti recommendations: Replaced "list" with "discuss" in 1.16.B. Simplified K.1.B. and more clearly defined the outcome for the SE by inserting "ways to discourage" instead of "replacement behaviors."
Bullying, cyberbullying, and harassment	<b>(C)</b> describe appropriate actions to take in response to bullying such as telling <del>family</del> <b>or a parent or</b> trusted adult	<b>(C)</b> explain the differences among teasing, joking, playing around, bullying	<b>(C)(D)</b> describe the difference between reporting and tattling			<b>(D)</b> analyze ways to show disapproval of bullying or cyberbullying behavior		<b>(D)</b> analyze ways to show disapproval of bullying or cyberbullying behavior	<b>(C)</b> create a personal action plan when encountered with bullying, cyberbullying, or harassment	
Bullying, cyberbullying, and harassment							<b>(C)</b> assess healthy and appropriate ways of responding to bullying or cyberbullying	<b>(E)</b> recognize the responsibility to report bullying behavior, including cyberbullying	<b>(D)</b> identify and respond to situations requiring intervention for victims of bullying, cyberbullying or harassment	
Bullying, cyberbullying, and harassment							<b>(D)</b> analyze the impact that bullying has on both victims and bullies	<b>(F)</b> describe the seriousness of various forms of bullying such as harassment	<b>(E)</b> recognize the ramifications of bullying behavior	
Bullying, cyberbullying, and harassment							<b>(E)</b> identify strategies for prevention and intervention of all forms of bullying or cyberbullying such as emotional, physical, social, and sexual	<b>(G)</b> analyze strategies for preventing bullying, including cyberbullying, harassment		

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<b>(15) <del>(16)</del> Injury and violence prevention and safety--interpersonal violence.</b>										
Student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:										
Child abuse and neglect and People and places to seek help	<b>(D)</b> identify how to get help from a parent or trusted adult when made to feel uncomfortable or unsafe by another person	<b>(D)</b> identify how to get help from a parent or trusted adult when made to feel uncomfortable or unsafe by another person	<b>(D)</b> <del>(E)</del> explain why obtaining assistance, especially from parents or trusted adults, can be helpful when making decisions about personal safety	<b>(B)</b> explain the importance of seeking assistance in making decisions about personal safety	<b>(C)</b> explain the importance of seeking guidance from parents and other trusted adults on critical issues in order to make healthy decisions		<b>(F)</b> seek the input of parents and other trusted adults in problem solving	<b>(H)</b> summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills		
Child abuse and neglect and People and places to seek help				<b>(C)</b> identify examples of abuse and neglect and describe how to respond	<b>(D)</b> identify types of abuse and neglect and know ways to seek help from a parent or trusted adult	<b>(E)</b> explain the impact of abuse and neglect and the importance of reporting	<b>(G)</b> identify strategies for coping with unhealthy behaviors in the family or household	<b>(I)</b> discuss the importance of reporting suspected abuse or neglect of self and others		

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Topic	<b>(16) <del>(17)</del> Alcohol, Tobacco, and Other Drugs--use, misuse, and physiological effects.</b>										
	The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:						The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:				
over the counter and prescription drugs	(A) discuss the <u>proper</u> usage of medications	(A) identify the difference between over-the-counter and prescription drugs; <del>including proper use and misuse</del>	(A) <u>describe the purposes of prescription and over-the-counter drugs and the intended benefits</u>  <del>differentiate between the benefits of use and the harmful effects of misuse of over the counter and prescription drugs</del>	(A) <u>identify proper use and misuse of over-the-counter and prescription drugs</u>  <del>identify the reasons to avoid the misuse of over the counter and prescription drugs</del>	(A) explain why some drugs require a prescription	(A) <u>identify the reasons to avoid the misuse of over-the-counter and prescription drugs</u>  <del>describe the purposes of prescription and over-the-counter drugs and the intended benefits</del>	(A) describe the misuse and abuse of prescription and over-the-counter drugs, <u>including combining drugs</u> , and the dangers associated with each	(A) differentiate between appropriate and inappropriate use of prescription and over-the-counter drugs, <u>including combining drugs</u> , and the resulting outcomes of each	(A) develop strategies for preventing the misuse of prescription and over-the-counter drugs	Added combining drugs to grades 6 and 7-8 to address TMA recommendations  Dr. Obamehinti recommended replacing the verb at kindergarten. Work group determined "discuss" is appropriate at kindergarten if the discussion is limited to proper usage.  Additional revisions to improve VA and ensure grade level appropriateness.	
over the counter and prescription drugs									(B) investigate the potential negative effects of combining drugs including prescription and over the counter drugs		
over the counter and prescription drugs								(B) identify and describe the categories of prescription drugs and their proper uses	(C) examine examples of drug labels to determine the drug category and intended use.		
over the counter and prescription drugs						(B) identify and explain the importance of each component of prescription and over-the-counter drug labels	(B) compare and contrast examples of prescription and over-the-counter drug labels	(C) identify and explain the importance of each component of an over-the-counter drug warning label			

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<b>Topic</b>	<b>(16) <del>(17)</del> Alcohol, Tobacco, and Other Drugs--use, misuse, and physiological effects.</b>									
	The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:						The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:			
over the counter and prescription drugs							(C) identify and describe practices used to safely store and properly dispose of prescription and over-the-counter drugs	(D) identify and describe the importance for the safe storage and proper disposal of prescription and over-the-counter drugs	(D) identify and describe the importance for the safe storage and proper disposal of prescription and over-the-counter drugs	
dangerous substances, illegal drugs, alcohol (including alcohol poisoning), tobacco, and current trends (for example vaping) on physical health	(B) discuss the harmful effects of alcohol, tobacco, and drugs on physical health	(B) identify and describe the harmful effects of alcohol, tobacco, other drugs and dangerous substances, such as inhalants, <del>and</del> vaping, and household products on physical health	(B) explain the harmful effects of, and how to avoid alcohol, tobacco, other drugs and dangerous substances such as inhalants, <del>and</del> vaping, and household products on physical health	(B) describe the harmful effects of alcohol, tobacco, other drugs and dangerous substances, <del>including such as</del> inhalants, <del>and</del> vaping, and household products on physical health	(B) compare and contrast prescription drugs, over-the-counter drugs, alcohol, tobacco, other drugs and dangerous substances, <del>including such as</del> inhalants, <del>and</del> vaping, and household products	(C) describe the physiological effects of <del>prescription drugs, over-the-counter drugs,</del> alcohol, vaping, tobacco, other drugs and dangerous substances <del>such as</del> inhalants and household products	(D) describe substance abuse and addiction to <u>prescription drugs, over-the-counter drugs, alcohol, vaping, tobacco, other drugs and dangerous substances</u> <del>tobacco, alcohol, drugs, and other substances such as inhalants, vaping, and household products</del>	(E) describe how substance misuse, including prescription drug abuse, and substance use disorders affect the body systems and brain.	(E) analyze the importance of alternatives to drug and substance misuse and abuse	Addressed TMA comments on vaping  Work group determined discuss is appropriate at kindergarten. With these topics, a teacher led discussion is appropriate. The recommendation to "list" harmful effects requires students to generate something for which they have limited prior knowledge.  Describing the physiological effects of over the counter and prescription drugs is too advanced and broad (there are many kinds of these drugs with different purposes and effects.)

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Topic	<b>(16) <del>(17)</del> Alcohol, Tobacco, and Other Drugs--use, misuse, and physiological effects.</b>										
	The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:						The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:				
dangerous substances, illegal drugs, alcohol (including alcohol poisoning), tobacco, and current trends (for example vaping) on physical health								(F) describe the harmful effects of addiction to tobacco, alcohol, drugs, and other substances such as inhalants and vaping and household products.	(F) analyze how addiction to tobacco, alcohol, drugs, and other substances impacts community health		
Dangerous substances, illegal drugs, alcohol (including alcohol poisoning), tobacco, and current trends (such as vaping)									(G) identify individual and community protective factors and skills that prevent substance misuse and substance use disorders		

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Topic	<b>(17) (18) Alcohol, Tobacco, and Other Drugs--short- and long-term impacts.</b>									
	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:						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:			
Positive or negative impacts on health (including therapeutic, impairment, disability, addiction, or death), and behavioral problems (including delinquency, aggressive behavior, lowering of inhibitions, and increased risk-taking)		<b>(A)</b> identify and describe the harmful effects of alcohol, tobacco, other drugs and dangerous substances (such as inhalants and household products) on social health	<b>(A)</b> identify and describe the harmful effects of alcohol, tobacco, other drugs and dangerous substances (such as inhalants and household products) on social health	<b>(A)</b> describe the harmful effects of alcohol, tobacco, other drugs and dangerous substances (such as inhalants and household products) on mental and social health	<b>(A)</b> describe the short-term and long-term harmful effects of tobacco, alcohol, other drugs and dangerous substances (such as inhalants and household products) on mental and social health	<b>(A)</b> analyze the short-term 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 on mental and social health	<b>(A)</b> describe the short- and long-term health consequences of prescription and over the counter drug misuse and substance use disorders	<b>(A)</b> analyze and explain the short- and long-term health consequences of prescription and over the counter drug misuse and substance use disorders		
Positive or negative impacts on health and behavioral problems								<b>(B)</b> discuss how substance misuse, including prescription drug misuse, and substance use disorders impact families and communities	<b>(A)</b> analyze the importance of alternatives to drug and substance misuse and abuse on mental and social health	
Positive or negative impacts on health, and behavioral problems									<b>(B)</b> describe the interrelatedness of alcohol and other drugs to health problems	

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	
<b>Topic</b>	<b>(17) (18) Alcohol, Tobacco, and Other Drugs--short- and long-term impacts.</b>									
	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:						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:			
Legal Ramifications					<b>(B)</b> describe the legal consequences of the misuse of tobacco, alcohol, other drugs, and dangerous substances	<b>(B)</b> analyze the short-term and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances and legal consequences	<b>(B)</b> discuss the legal consequences related to the use of drugs, including the misuse of prescription drugs	<b>(C)</b> analyze the legal consequences of alcohol, tobacco, drugs, including prescription drugs, and other substances	<b>(C)</b> evaluate the impact of laws for self and community relating to the use and misuse of prescription and over-the-counter drugs, alcohol, tobacco, and other substances	
Legal Ramifications and social and relational consequences							<b>(C)</b> explain the importance of complying with rules prohibiting possession of drugs			

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Topic	<del>(18) (19) Alcohol, Tobacco, and Other Drugs--treatment.</del>									
	The student understands how to seek emergency help for self and others in poisoning and overdoses situations. The student is expected to:						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:			
Treatment								(A) identify and describe treatment options for substance abuse and addiction	(A) investigate treatment options for substance abuse and addiction including prescription drugs	
who, when, where, and how to get help (for self or others) and emergency responses to poisoning and overdoses		(A) describe what poisoning or overdose could look like and identify how to respond, including who to contact	(A) describe what poisoning or overdose could look like and identify how to respond, including who to contact	(A) describe what poisoning or overdose could look like and identify how to respond, including who to contact	(A) describe what poisoning or overdose could look like and identify how to respond, including who to contact	(A) describe what poisoning or overdose could look like and identify how to respond, including who to contact	(A) identify ways to report a suspected abuse of drugs to a parent or school administrator, teacher, or trusted adult	(B) describe ways to report a suspected abuse of drugs to a parent or school administrator, teacher, or trusted adult	(B) demonstrate ways to report a suspected abuse of drugs to a parent or school administrator, teacher, or trusted adult	
Who, when, where, & how to get help for self or others and emergency responses to poisoning and overdoses							(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 at least one example of who, when, where & how to get help.	(C) 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 at least one example of who, when, where & how to get help.	(C) identify ways to support and assist someone who shows signs and symptoms of alcohol, tobacco, or drug use and misuse	

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	<b>(19) (20) Alcohol, Tobacco, and Other Drugs--risk and protective factors.</b>										
	The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:						The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:				
peer influence (positive or negative), socio-cultural factors and heredity and genetics (family history)			<b>(A)</b> recognize unsafe requests made by friends	<b>(A)</b> describe how friends can influence a person's decision to use or not use alcohol or drugs	<b>(A)</b> distinguish between positive and negative peer pressures and their effects on a person's decision to use or not use alcohol or drugs	<b>(A)</b> model how positive peer pressure can be used to help a person decide not to use alcohol or drugs	<b>(A)</b> explain the impact of peer pressure on decision making toward the usage of alcohol, tobacco, and other drugs	<b>(A)</b> examine the effects of peer pressure on decision making toward the usage of alcohol, tobacco, and other drugs			
peer influence (positive or negative), socio-cultural factors and heredity and genetics (family history)							<b>(B)</b> describe methods for differentiating between positive and negative relationships that influence alcohol, tobacco, and other drug use				
peer influence, socio-cultural factors and heredity and genetics							<b>(C)</b> identify social influences on alcohol-, tobacco-, and other drug-use behaviors	<b>(B)</b> examine social influences on alcohol-, tobacco-, and other drug-use behaviors.	<b>(A)</b> compare and contrast the social influences on alcohol-, tobacco-, and other drug-use behaviors		
peer influence, socio-cultural factors and heredity and genetics								<b>(C)</b> assess the role of peer pressure on decision making and problem solving			
peer influence, socio-cultural factors and heredity and genetics							<b>(D)</b> identify how the physical and social environmental influences may affect an individual's substance misuse and substance use disorder	<b>(D)</b> discuss the influence of physical and social environmental factors on substance misuse and abuse	<b>(B)</b> examine physical and social environmental influences on the misuse and abuse of prescription drugs in places such as school, sports, and/or entertainment		

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<p><b>(19) (20) Alcohol, Tobacco, and Other Drugs--risk and protective factors.</b></p> <p>The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:</p>										
peer influence, socio-cultural factors and heredity and genetics							<b>(E)</b> explain the relationship among tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as drinking and driving	<b>(E)</b> differentiate the relationships among tobacco, alcohol, drugs, and other substances and the roles these items play in unsafe situations such as drinking and driving	<b>(C)</b> associate risk-taking such as drinking and driving with legal, social, and physical consequences	
peer influence, socio-cultural factors and heredity and genetics									<b>(D)</b> design materials for health advocacy such as promoting a substance-free life	
environmental (safe havens and where to go for help, accessibility) and reporting	<b>(A)</b> identify how to get help from a parent <del>and</del> /or trusted adult	<b>(A)</b> identify how to get help from a parent <del>and</del> /or trusted adult	<b>(B)</b> identify a trusted adult such as a parent, teacher, or law enforcement officer	<b>(B)</b> describe the difference between reporting and tattling when reporting the use of alcohol, tobacco, or other drugs	<b>(B)</b> identify methods available to report unsafe situations	<b>(B)</b> describe the importance of seeking help and reporting unsafe situations	<b>(F)</b> identify methods available to report unsafe situations	<b>(F)</b> identify support systems and describe ways to report the suspected abuse of drugs to a parent or school administrator, teacher, or other trusted adult	<b>(E)</b> design a public health information campaign related to safe havens, where to go for help, or reporting drug-related behaviors	
environmental and reporting									<b>(F)</b> participate in school-related efforts to address health-risk behaviors	

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<b>Topic</b>	<b>(20) (21) Alcohol, Tobacco, and Other Drugs--prevention.</b>									
	The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to:						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:			
Recognition, Avoidance, and Refusal Skills	<b>(A)</b> define refusal skills for unsafe situations.	<b>(A)</b> recognize unsafe situations and practice strategies to avoid risky behaviors.	<b>(A)</b> identify ways to avoid unsafe situations and know how to respond using refusal skills.	<b>(A)</b> demonstrate refusal skills using assertive communication.	<b>(A)</b> demonstrate refusal skills	<b>(A)</b> assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving	<b>(A)</b> identify ways such as alternative activities and refusal skills to prevent or avoid the use of tobacco, alcohol, drugs, and other substances	<b>(A)</b> predict the outcomes of refusal skills in various situations	<b>(A)</b> analyze the relationship between the use of refusal skills and the avoidance of alcohol, tobacco, and other drugs	
Recognition, Avoidance, and Refusal Skills						<b>(B)</b> Identify different types of refusal skills that can be used avoid the use of tobacco, alcohol, and other drugs	<b>(B)</b> demonstrate the use of refusal skills in situations where alcohol, tobacco and other drugs may be present			
Recognition, Avoidance, and Refusal Skills					<b>(B)</b> identify ways to avoid drugs and list alternatives for the use of drugs and other substances	<b>(C)</b> identify and describe alternatives to drug and substance use	<b>(C)</b> explain the relationship among tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations	<b>(B)</b> apply strategies for avoiding alcohol, tobacco, and other drugs	<b>(B)</b> analyze the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations	
Recognition, Avoidance, and Refusal Skills								<b>(C)</b> develop strategies for preventing use of tobacco, alcohol, and other drugs	<b>(C)</b> analyze strategies that minimize the use of alcohol, tobacco, and other drugs	
short and long-term consequences of the use of drugs and other substances							<b>(D)</b> identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids	<b>(D)</b> identify strategies for preventing use or misuse of alcohol, tobacco, and other drugs, including opioids	<b>(D)</b> develop strategies for preventing use or misuse of alcohol, tobacco, and other drugs, including opioids	
short and long-term consequences, including benefits							<b>(E)</b> identify the benefits of various health behaviors such as choosing not to smoke			

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Topic	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Comments
<p><del>(21)</del> <del>(22)</del> Reproductive and sexual health--healthy relationships.</p> <p>The student understands the characteristics of healthy romantic relationships. The student is expected to:</p>						
Type of relationships (including platonic, romantic, casual)		<p><b>(A)</b> define and distinguish between friendship, infatuation, dating/romantic relationships and marriage</p>	<p><b>(A)</b> <u>compare and contrast the difference between friendship, infatuation, dating/romantic relationships and marriage</u></p> <p><del>describe types of relationships, such as platonic, romantic, and casual</del></p>	<p><b>(A)</b> <u>describe types of relationships, such as platonic, romantic, and casual</u></p>	<p><b>(A)</b> <u>differentiate between</u><del>describe</del> types of relationships, such as platonic, romantic, and casual</p>	<p>Infatuation appeared in grade 5 and grade 7-8 but not in grade 6. In accordance with SBOE guidance, work group switched the grade 6 SE with the existing SE related to infatuation from grade 7 for better VA and age appropriateness between grades 5 and 6 and grade 7-8 with high school.</p>
Type of relationships (including platonic, romantic, casual)			<p><b>(B)</b> describe how friendships provide a foundation for healthy dating relationships</p>	<p><del><b>(B)</b></del><del><b>(A)</b></del> <del>compare and contrast the difference between friendship, infatuation, dating/romantic relationships and marriage</del></p> <p><u>explain how friendships provide a foundation for healthy dating relationships</u></p>	<p><b>(B)</b> analyze how friendships provide a foundation for healthy dating relationships</p>	<p>Work group determined that standards for healthy dating relationships are adequately addressed in this section and in sections in other strands (e.g., healthy relationships and conflict resolution). Strategies for managing difficult relationships are not a good fit for this section but are also addressed in conflict resolution in mental health and injury violence and prevention.</p>
Characteristics of healthy relationships (mutual respect, trust, support, and honesty, commitment, reliability)			<p><b>(C)</b> list healthy ways to express friendship, affection, and love</p>	<p><del><b>(C)</b></del><del><b>(B)</b></del> describe healthy ways to express friendship, affection, and love</p>		
Characteristics of healthy relationships (mutual respect, trust, support, and honesty, commitment, reliability)				<p><del><b>(D)</b></del><del><b>(C)</b></del> describe appropriate and effective methods of communicating emotions in a healthy dating/romantic relationship and marriage</p>	<p><b>(C)</b> compare and contrast effective and ineffective methods of communicating emotions in a healthy dating/romantic relationship and marriage</p>	
Characteristics of healthy relationships (mutual respect, trust, support, and honesty, commitment, reliability)		<p><b>(B)</b> list characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility</p>	<p><b>(D)</b> describe characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility</p>	<p><del><b>(E)</b></del><del><b>(D)</b></del> evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage</p>	<p><b>(D)</b> determine character traits that promote healthy dating/romantic relationships and marriage</p>	<p>Positive characteristic traits</p>

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Topic	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Comments
(21) <del>(22)</del> Reproductive and sexual health--healthy relationships.						
The student understands the characteristics of healthy romantic relationships. The student is expected to:						
Characteristics of healthy relationships (mutual respect, trust, support, and honesty, commitment, reliability)			<b>(E)</b> explain that each person in a dating relationship should be treated with dignity and respect	<b>(F)</b> <del>(E)</del> describe behavior in romantic relationships that enhance dignity, respect, and responsibility	<b>(E)</b> analyze behavior in romantic relationships that enhance dignity, respect, and responsibility	
Marriage <u>and healthy families</u>			<b>(F)</b> describe how healthy marriages or committed relationships can contribute to healthy families and communities	<b>(G)</b> <del>(F)</del> describe the benefits of healthy marriages or committed relationships, including companionship, social, emotional, financial, and health benefits	<b>(F)</b> describe how a healthy marriage or committed relationship can provide a supportive environment for the nurturing and development of children	Including healthy families in the topic is more inclusive. Leaving as “or” represents diverse viewpoints within the group.

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Topic	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Comments
	(22) <del>(23)</del> 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:					
Sexual abuse and harassment and dating violence (rape, incest)		(A) define sexual <u>harassment</u> , abuse, <u>and assault</u> , <del>harassment</del> and <u>sex trafficking</u>	(A) identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse	(A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse	(A) <u>describe the characteristics of sex trafficking such as grooming; controlling behavior; exploitation; force, fraud, and coercion; and violence</u>	<p>Penal code definition is not developmentally appropriate; the term “sexual abuse” is used in the code</p> <p>In multiple SEs reordered to begin the list with harassment to improve the progression.</p> <p>The topic of human trafficking includes sex and labor trafficking; however, for the context of this strand sex trafficking is the appropriate terminology to address. Grade 5 is the appropriate grade level to introduce. (Sex trafficking is terminology used in TEC, §28.017)</p> <p>Added the characteristics of sex trafficking according to the CDC to Health I to separate from the topic of dating violence in SE Health I 23.B. Identifying the red flags and increasing focus on sex trafficking is important and instruction on prevention is required curriculum (TEC, 28.017).</p>
Sexual abuse and harassment and dating violence (rape, incest)			(B) <u>identify the social and emotional impacts of sexual harassment, abuse, and assault and sex trafficking</u>	(B) <u>explain</u> <del>discuss</del> the <u>social and emotional impacts</u> of sexual <u>harassment</u> , abuse, <u>and assault and sex trafficking</u> <del>and harassment</del>	(B)(A) <u>identify community resources to support</u> <del>the victims of</del> <u>individuals who have experienced sexual harassment, abuse, and assault; and dating violence; and sex trafficking</u>  <u>describe the impact of sexual abuse, and harassment</u>	<p>Added and differentiated SEs related to sex trafficking for VA.</p> <p>Addressed Dr. Obamehinti’s recommendation to introduce the impact of forms of sexual abuse at grade 6. Clarified types of impact and transitioned to the types of resources available for individuals who have experienced forms of sexual abuse at high school. Substituted “individuals who have experienced” for the term “victims” to avoid labeling.</p>

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Topic	Grade 4					
Sexual abuse and harassment and dating violence (rape, incest)			<del>(C)(B)</del> list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy manipulation, <u>and</u> isolation, <del>and grooming</del>	<del>(C)</del> define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, <u>and</u> isolation, <del>and grooming</del>	<del>(C)(B)</del> <u>analyze</u> <del>define sexual trafficking</del> <u>and</u> the characteristics of harmful relationships, <u>that can lead to dating violence</u> , <del>including coercion, exploitation, oppression, discrimination, and violence,</del>	Revised the strand to focus on the characteristics of abusive relationships, including relationships that can lead to dating violence. Moved grooming to new Health I 23.A. SE more specific to sex trafficking.
Sexual abuse and harassment and dating violence (rape, incest)				<del>(D)</del> identify protective strategies for avoiding unsafe situations that heighten the risk of sexual <u>harassment</u> , abuse <u>and assault harassment</u> , <del>and teen</del> dating violence	<del>(D)(C)</del> identify healthy strategies for preventing physical, sexual, and emotional abuse	
Sexual abuse and harassment and dating violence (rape, incest)		<del>(B)</del> list ways of reporting suspected <u>sexual</u> abuse <u>involving against oneself</u> or others such as telling a <del>trusted family member</del> <u>parent</u> or trusted adult	<del>(D)(C)</del> list ways of reporting suspected <u>sexual</u> abuse <u>involving against oneself</u> or others such as telling a <u>parent</u> <del>trusted family member</del> or trusted adult	<del>(E)</del> explain the importance of reporting <u>sexual harassment</u> , abuse, <u>and assault harassment</u> , and dating violence <u>involving against oneself</u> or others to a <u>parent</u> <del>trusted family member</del> or trusted adult	<del>(E)(D)</del> explain the importance of reporting <u>sexual harassment</u> , abuse, <u>and assault harassment</u> , and dating violence <u>involving against oneself</u> or others to a <u>parent</u> <del>trusted family member</del> or trusted adult	Sexual abuse is the appropriate terminology in the strand.
Sexual abuse and harassment and dating violence (rape, incest)					<del>(E)</del> <u>identify community resources to support the victims of abuse, harassment, and dating violence</u>	Moved to new 22.B
Sense of self--developing healthy identity (self-worth, -esteem, -confidence, and -acceptance)			<del>(E)(D)</del> identify that a healthy sense of self can lead to safe boundaries and limits and promotes healthy dating/romantic relationships	<del>(F)</del> describe how a healthy sense of self can lead to safe boundaries and limits and promotes healthy dating/romantic relationships	<del>(F)</del> analyze why a healthy sense of self can lead to safe boundaries and limits and promotes healthy dating/romantic relationships	
Communication --refusal skills		<del>(C)</del> identify refusal skills such as the right to say no to any unwanted touch that can be used to promote personal boundaries in relationships	<del>(E)(C)</del> identify communication and refusal skills and how they can be applied in dating/romantic relationships	<del>(G)</del> discuss and practice refusal skills to resist negative peer pressure and avoid dangerous situations in dating/romantic relationships	<del>(G)</del> demonstrate how refusal strategies can be used to say “no” assertively to unhealthy behaviors in dating/romantic relationship	

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Topic	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Comments
(22) <del>(23)</del> 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:						
Communication --refusal skills				(H) demonstrate how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk	(H) demonstrate how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk	
Decision-making, clear consent (permission), and refusal skills, accepting and coping with rejection		(D) set boundaries as they relate to physical intimacy such as holding hands, hugging, and kissing	(G)(F) explain the importance of clearly communicating and respecting personal boundaries (permission or refusal) as related to physical intimacy such as holding hands, hugging, and kissing	(I) explain the importance of clearly communicating and respecting personal boundaries <del>(permission or refusal) as related to physical intimacy such as holding hands, hugging, and kissing</del> <u>and why individuals have the right to refuse sexual contact</u>	(I) analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity	Moved content from the original SE for grade7-8..J to grade 7-8.I.
Decision-making, clear consent (permission), and refusal skills, accepting and coping with rejection; boundary setting regarding stages or progression of physical intimacy		(E) explain the importance of respecting the boundaries of others as related to physical intimacy, such as holding hands, hugging, and kissing	(H)(G) define consent as it relates to physical intimacy <u>and explain why all sexual physical contact should be consensual</u>	(J) <u>explain positive and negative peer influences regarding personal boundaries and consent</u>  <del>summarize why individuals have the right to refuse sexual contact and why all sexual contact should be consensual</del>	(J) explain <u>peer influences on other individuals' decisions regarding personal boundaries and consent</u> <u>and why it is wrong to trick, threaten, or coerce another person into have sexual activities relations</u>	Added/revised SEs to address the evaluation of peer influence and how students can assess the influence of peers per SBOE guidance. Moved content from the original SE for grade7-8.J to 6.G and grade 7-8.I.

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Topic	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Comments
	<del>(23)</del> <del>(24)</del> Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy.					
	The student analyzes adolescent development, the process of fertilization, and healthy fetal development.					
Puberty and adolescent development	<u>(A) explain changes that occur in males and females during puberty and adolescent development</u>	<u>(A) explain changes in males and females anatomy that occur during puberty and adolescent development, including physical, social, and emotional changes</u>	<u>(A) describe changes in male and female anatomy and physiology during puberty</u>	<u>(A) explain how differences in growth patterns among adolescents such as onset of puberty may affect personal health</u>		Work group added SE at grade 4 related to puberty and physical, social, and emotional changes at grade 5 per SBOE guidance and Dr. Obamehinti's recommendation.  Adolescent development includes cognitive development.
Puberty and adolescent development	<u>(B) define the menstrual cycle</u>	<u>(B) describe the process of the menstrual cycle</u>	<u>(B) describe the purpose of the menstrual cycle</u>	<u>(B) evaluate the characteristics and variations of menstrual cycles</u>	<u>(A) identify factors that may impact menstrual cycles and health</u>	Work group added SE at grade 4 related to menstruated per SBOE guidance.
Puberty and adolescent		<u>(C) identify and describe the role of hormones as they relate to growth and development of secondary sex characteristics such as: body hair, voice change in males, and personal health</u>	<u>(C) analyze the role of hormones as they relate to growth and development and personal health</u>	<u>(C) compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty</u>	<u>(B) analyze the significance of hormonal, physical, emotional, and social changes in males and females and their relationship to sexual health</u>	
Fertilization and Healthy pregnancy and fetal development		<u>(D) define the processes of fertilization and reproduction</u> <del>describe the cellular process of fertilization</del>	<u>(D) describe the cellular process of fertilization in human reproduction</u> <del>identify how the process of fertilization occurs between a man and a woman through sexual intercourse</del>	<u>(D) identify how the process of fertilization occurs between a man and a woman through sexual intercourse</u>	<u>(C) identify how the process of fertilization occurs between a man and a woman through sexual intercourse</u>	The work group moved the cellular process of fertilization to grade 6 in alignment with the introduction of cells in science at that grade level.
Fertilization and Healthy pregnancy and fetal development			<u>(E) identify significant milestones of fetal development</u>	<u>(E) explain significant milestones of fetal development and analyze the harmful effects of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead on the fetus</u>	<u>(D) list factors that may affect fertility and fetal development from conception through birth such as heredity, environment, STIs, and the mother's health and nutrition</u>	Reinstated fetal development SEs per SBOE guidance and made additional revisions to merge with SEs (7/8.24.H. and Health 1 24.G) regarding factors that may impact fetal development to streamline.
Fertilization and Healthy pregnancy and fetal development				<del>(E)</del> describe the physical signs that indicate pregnancy	<del>(D)</del> analyze the physical signs that indicate pregnancy	

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Topic	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Comments
	(23) <del>(24)</del> Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy.					
	The student analyzes adolescent development, the process of fertilization, and healthy fetal development.					
Fertilization and Healthy pregnancy and fetal development				<del>(G)</del> <del>(F)</del> describe the emotional changes that may occur during pregnancy	<del>(F)</del> <del>(E)</del> analyze the emotional changes that may occur during pregnancy	
Fertilization and Healthy pregnancy and fetal development				<del>(H)</del> <del>(G)</del> describe the importance of telling a trusted adult, early pregnancy testing, and seeking prenatal care	<del>(G)</del> <del>(F)</del> analyze the importance of telling a trusted adult, early pregnancy testing, and seeking prenatal care	
<u>Fertilization and Healthy pregnancy and fetal development</u>				<u>(I)</u> <u>define pregnancy-related and postpartum mood disorders and discuss ways to seek help and support</u>	<u>(H)</u> <u>describe pregnancy-related and postpartum mood disorders, their prevalence, and ways to seek help and support</u>	Added postpartum SEs per SBOE guidance.
<del>Fertilization and Healthy pregnancy and fetal development</del>				<del>(H)</del> <i>analyze the harmful effects of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead on the fetus</i>	<del>(G)</del> <i>list factors that may affect fertility and fetal development such as health status, heredity, nutrition, stress, STDs, and environment</i>	Merged with reinstated SEs on fetal development

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	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Comments
Topic	<del>(24) (25)</del> Reproductive and sexual health--sexual risk.					
	The student understands that there are risks associated with sexual activity and that abstinence <u>from sexual activity</u> is the only 100%-effective method to avoid risks. The student is expected to:					Global edit: Added the phrase "from sexual activity" to references to abstinence throughout the strand per SBOE guidance for consistency.
Pregnancy Teen pregnancy and associated concerns			(A) identify teen pregnancy as a possible outcome of sexual activity	(A) explain how teen pregnancy is a possible outcome of sexual activity		Reviewed SEs regarding teen pregnancy/teen parenthood and found the language to be neutral and not structured in a way that will result in the shaming of students. The work group added additional SEs to further avoid shaming or judgement of teen parents
Pregnancy Teen pregnancy and associated concerns (financial, educational, health, and social concerns)			(B) <u>identify life goals that students wish to achieve prior to becoming parents</u> <del>describe the financial and educational impact of pregnancy on teen parents</del>	(B) explain the educational, financial, and social impacts of pregnancy on teen parents, child, families, and society	(A) analyze the educational, financial, and social impacts of pregnancy on teen parents, child, families, and society	Added SE at grade 6 to address SBOE guidance to include developing plans (goal-setting).
Pregnancy Teen pregnancy and associated concerns				(C) describe the options available to teenage parents such as <u>parenting or</u> the process of adoption and the legal rights of parties involved	(B) analyze the options available to teenage parents such as <u>parenting or</u> the process of adoption and the legal rights of parties involved	Added "parenting" as an example to avoid shaming or judgement of teens who choose to parent

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	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Comments
Topic	<del>(24) (25)</del> Reproductive and sexual health--sexual risk.					
	The student understands that there are risks associated with sexual activity and that abstinence <u>from sexual activity</u> is the only 100%-effective method to avoid risks. The student is expected to:					Global edit: Added the phrase "from sexual activity" to references to abstinence throughout the strand per SBOE guidance for consistency.
STDs/STIs			(C) define STIs <del>/STDs</del> as <del>diseases</del> <del>or</del> infections that are spread through sex or sexually activity <u>and may cause STDs</u>	(D) identify the difference between bacterial and viral <del>STDs/STIs</del> , including <del>treatment and</del> long-term or lifetime effects such as infertility, <del>and</del> cancer, <u>and STDs</u>	(C) evaluate long-term or lifetime effects of bacterial and viral <del>STDs/STIs</del> , including infertility, <del>and</del> cancer, <u>and STDs</u>	STIs are the infections that may be transmitted (with or without symptoms)  STDs are the disease that the infecting agents cause.  The work group separated the terms STIs and STDs in the SE to support this distinction.  Additional revisions reflect the appropriate term depending on the context of the SE.  Treatment moved to screening SEs. (7/8 25.G and Health I 25.F)
STDs/STIs				(E) describe various modes of transmission of <del>STDs/STIs</del> , <u>including skin-to-skin contact, oral sex, vaginal, and anal sex</u>	(D) describe various modes of transmission of <del>STDs/STIs</del> , <u>including skin-to-skin contact, oral sex, vaginal, and anal sex</u>	Added specific modes of transmission per TMA guidance.
STDs/STIs				(F) list the signs and symptoms of <del>the most prevalent STDs/STIs for which students are most at risk</del> , including HPV, <del>and</del> HIV/AIDS, <u>chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and identify that not all STIs show symptoms initially</u>	(E) describe signs and symptoms of <del>the most prevalent STDs/STIs for which students are most at risk</del> , including HPV, HIV/AIDS, chlamydia, syphilis, gonorrhea, herpes, and <u>trichomoniasis, and identify that not all STIs show symptoms</u> <del>protozoans</del>	Per TMA recommendations added list of STIS in Health I to Grades 7-8. Included references to asymptomatic STIs for both grade levels .
STDs/STIs				(G) explain the importance of <del>STD/STI</del> <u>screening, testing, and early treatment</u> for sexually active people, including if there is a concern or during yearly physicals	(F) analyze the importance of <del>STD/STI</del> <u>screening, testing, and early treatment</u> for sexually active people, including if there is a concern or during yearly physicals	Added emphasis to treatment and screening for STIs per SBOE/TMA guidance.

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	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Comments
Topic	<del>(24) (25)</del> Reproductive and sexual health--sexual risk.					
	The student understands that there are risks associated with sexual activity and that abstinence <u>from sexual activity</u> is the only 100%-effective method to avoid risks. The student is expected to:					Global edit: Added the phrase "from sexual activity" to references to abstinence throughout the strand per SBOE guidance for consistency.
<u>STDs/STIs- treatment</u>				<u>(H)</u> <u>identify community resources and minors' right to consent for STI testing and treatment</u>	<u>(G)</u> <u>identify community resources and minors' right to consent for STI testing and treatment</u>	Added additional emphasis and minors' right to consent related to STI testing and treatment per TMA guidance
Emotional risk			<u>(D)</u> <u>identify that there are potential emotional risks associated with sexual activity between unmarried persons of school age</u>	<u>(I)(H)</u> define <u>potential</u> emotional risks that can be associated with sexual activity for unmarried persons of school age, including <del>potential</del> stress, anxiety, and depression	<u>(H)(G)</u> <u>analyze explain potential</u> emotional risks that can be associated with sexual activity for unmarried persons of school age, including <del>potential</del> stress, anxiety, and depression	Reinserted emotional risk at grade 6 per Dr. Obamehinti's recommendation. The work group also considered WG E's concerns regarding focusing on so many negative impacts at an early age. The work group drafted the SE as an introduction to the concept of emotional risk.  Modified to read as "potential emotional risks" to address both risk avoidance and risk reduction; TMA recommended describing emotional trauma (risk) in terms of possibilities and risk factors rather than absolute terms.
Prevention • Abstinence from sexual activity (as preferred choice for unmarried persons of school age)  • Types of contraceptives (including risk and failure, proper use, align with TEC 28.004)			<u>(E)(D)</u> define abstinence as it relates to sexual activity <u>and the importance of seeking support from parents, trusted adults, and peers</u>	<u>(J)(H)</u> communicate the importance of practicing abstinence and <u>seeking support from parents, trusted adults, and peers to identify ways one can show they care for a person that do not include sexual activity</u>	<u>(J)(H)</u> create strategies that promote the advantages of abstinence <u>from sexual activity and the reduction of risks by returning to abstinence</u>	Added the importance of seeking support from parents, trusted adults, and peers related to practicing abstinence and returning to abstinence per SBOE guidance.
Prevention • Abstinence from sexual activity  • Types of contraceptives			<u>(F)(E)</u> explain why abstinence <del>from sexual activity</del> is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age	<u>(K)(H)</u> analyze the importance of abstinence <del>from sexual activity</del> as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age	<u>(J)(H)</u> analyze the importance and benefits of abstinence <u>from sexual activity</u> as it relates to emotional health and the prevention of pregnancy and sexually-transmitted <u>infections diseases</u>	

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Topic	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Comments
	(24) <del>(25)</del> Reproductive and sexual health--sexual risk.					
	The student understands that there are risks associated with sexual activity and that abstinence <u>from sexual activity</u> is the only 100%-effective method to avoid risks. The student is expected to:					Global edit: Added the phrase “from sexual activity” to references to abstinence throughout the strand per SBOE guidance for consistency.
Prevention <ul style="list-style-type: none"> <li>• Abstinence from sexual activity</li> <li>• Types of contraceptives</li> </ul>			<del>(G)(F)</del> identify why abstinence from sexual activity is the only <u>contraceptive</u> method that is 100% effective in preventing pregnancy, <u>STIs, including HIV/AIDS, STDs, and the sexual transmission of HIV or acquired immune deficiency syndrome</u> , and the <u>potential emotional risks trauma</u> associated with adolescent sexual activity	<del>(L)(K)</del> analyze the effectiveness and <u>the risks and failure rates (human use reality rates) ineffectiveness of barrier protection of condoms</u> and other contraceptive methods, <u>including in the prevention of STIs and pregnancy STDs, keeping in mind the effectiveness of remaining abstinent until marriage</u>	<del>(K)(J)</del> analyze the effectiveness and <u>the risks and failure rates (human use reality rates) ineffectiveness of barrier protection and other contraceptive methods, including how they work, side effects, and may reduce the risk of the prevention of STIs and pregnancy STDs, keeping in mind the effectiveness of remaining abstinent until marriage</u>	At grade 6, revised to correctly identify HIV/AIDs as an STI. Replaced term “emotional trauma” with “potential emotional risks” to address both risk avoidance and risk reduction; TMA recommended describing emotional trauma in terms of possibilities and risk factors rather than absolute terms. Included the term “contraceptive” to ensure the option to discuss this concept in the SE.  Combined (K) and (L) at grades 7-8 per SBOE guidance. Revised HS SE (J) to align with the changes.
Prevention <ul style="list-style-type: none"> <li>• Abstinence from sexual activity</li> <li>• Types of contraceptives</li> </ul>				<del>(M)(L)</del> <u>explain that HPV vaccines can help prevent the transmission of HPV, a virus which can cause genital warts and cervical or other cancers in males and females</u>  <del>identify contraceptive methods and the risks and failure rates (human use reality rates) related to condoms and other contraceptive methods for pregnancy and STDs</del>	<del>(L)</del> <u>identify the effectiveness of HPV vaccines in preventing the transmission of HPV, a virus that may cause genital warts and head and neck, cervical, anal or other cancers in males and females</u>  <del>(K)</del> <del>describe contraceptive methods, how they work, side effects, and the risks and failure rates (human use reality rates) related to condoms and other contraceptive methods for pregnancy and STDs</del>	Inclusion of vaccines and reducing risks related to sexual activity per SBOE guidance to address both risk reduction and risk avoidance concepts.

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	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Comments
Topic	<del>(24) (25)</del> Reproductive and sexual health--sexual risk.					
	The student understands that there are risks associated with sexual activity and that abstinence <u>from sexual activity</u> is the only 100%-effective method to avoid risks. The student is expected to:					Global edit: Added the phrase "from sexual activity" to references to abstinence throughout the strand per SBOE guidance for consistency.
Prevention • Abstinence from sexual activity  • Types of contraceptives			<del>(H)(G)</del> list the <u>potential</u> benefits of abstinence <u>from sexual activity</u> such as increased self-esteem, self-confidence, and increased student academic achievement	<del>(N)(M)</del> explain the <u>potential</u> benefits of abstinence <u>from sexual activity</u> such as increased self-esteem, self-confidence, and increased student academic achievement	<del>(M)(L)</del> analyze the benefits of abstinence <u>from sexual activity</u> including focusing on personal development and encouraging individuals to build healthy relationships not complicated by sexual involvement	Including the word "potential" helps avoid using absolute terms that suggest only certain students would experience the benefits listed and helps avoid delineating between risk avoidance vs. reduction per SBOE guidance.
Legal risks				<del>(O)(M)</del> define legal implications related to teen pregnancy, including child support and acknowledgement of paternity	<del>(N)(M)</del> explain legal responsibilities related to teen pregnancy, including child support and acknowledgement of paternity	
Legal risks			<del>(I)(H)</del> demonstrate an understanding that there are laws that protect victims of sexual <u>harassment</u> , abuse, and <u>assault</u> , and <u>harassment</u>	<del>(P)(O)</del> describe the legal implications regarding sexual activity as it relates to minor persons, including <u>legal</u> age of consent <u>to engage in sexual activity with another person and aggravated sexual assault if the child is under the age of 14, regardless of consent</u>	<del>(O)(M)</del> describe the legal implications regarding sexual activity as it relates to minor persons, including statutory rape, aggravated sexual assault, sexual assault, and indecency with a child	Aligned SEs with Penal Code by including ages of consent for sexual assault and aggravated sexual assault
Legal risks				<del>(Q)(P)</del> examine the legal ramifications of <u>sexual offenses unacceptable behaviors</u> such as <u>harassment, acquaintance rape, and</u> sexual <u>harassment, abuse, and assault</u>	<del>(P)(O)</del> investigate and summarize current laws relating to <u>sexual offenses unacceptable behaviors</u> such as <u>harassment, and</u> sexual <u>harassment, abuse, and assault</u>	Followed TMA guidance related to better alignment with Penal Code  Rape and sexual assault are used interchangeably

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### §113.XX Your Health in the Real World (One-half credit).

- (a) General requirements. This course is recommended for students in Grades 9 through 12. There are no prerequisites for this course.
- (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) 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) Health literacy--health consumerism. The student understands medical terminology in health decision-making. The student is expected to:
    - (A) 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 apply take-home instructions from a healthcare professional;
    - (B) recognize normal vital signs, including temperature, blood pressure, heart rate, BMI, oxygen, and blood glucose levels;
    - (C) interpret and apply 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 or disadvantages and costs of public and private insurance benefits;
    - (C) 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 flex-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;

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- (D) identify different types of improper use of medications, including using expired medications and the overuse, misuse, and use of non-prescribed medications;
  - (E) identify ways to properly dispose of medications and equipment and explain the importance of proper disposal; and
  - (F) understand what Food and Drug Administration (FDA)-approval means, including off-label use.
- (5) Health literacy--patient advocacy. The student identifies alternatives to health insurance coverage. The student is expected to:
- (A) research 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) determine available 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 examine how it relates to confidentiality of medical records;
  - (B) identify patient and physician privileges and explore expectations, including rights to sexually transmitted infections (STI) testing and pregnancy health care;
  - (C) define the role of a chaperone in a medical setting, including the patient's ability to request or remove one;
  - (D) demonstrate the ability to have a collaborative conversation with a health care professional, including the ability to ask questions and advocate 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 Center for Medicare and Medicaid Services (CMS) Patient's Bill of Rights (2020).
- (7) Health literacy--health applications and technology. The student analyzes and evaluates applications and technology as they relate to personal health care. The student is expected to:
- (A) compare and contrast remote (tele-health and e-medicine) and in-person health care and treatment;
  - (B) research 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 Children's Health Insurance Program (CHIP);
  - (B) research current federal, state, and local government guidelines for health insurance; and

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- (C) distinguish between insurable and non-insurable health services, including elective procedures, 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 different 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 United States and global health issues;
- (C) explore 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 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 the effect of environmental policy on public health;
- (D) analyze the interconnectedness of different sectors of the health care industry and how it improves 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) understand 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) explore the benefits of regular checkups;
- (C) classify primary, secondary, and tertiary prevention;
- (D) define comorbidities and their impact on health;

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- (E) examine health risk factors such as sedentary lifestyle and poor diet that can lead to negative health outcomes;
- (F) explore preventative services covered by insurance plans;
- (G) examine the importance of vaccines across the lifespan;
- (H) evaluate a personal health plan to include nutrition, exercise, healthy weight, and sleep that will prevent chronic disease; and
- (I) evaluate prevention campaigns on health behavior such as substance use, misuse, and abuse.

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