

Chapter 115. Texas Essential Knowledge and Skills for Health Education

Subchapter A. Elementary

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

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- (e) Sections 115.1-115.7 of this subchapter shall be superseded by the implementation of §§115.11-115.17 of this subchapter.

§115.12. Health Education, Kindergarten, Adopted 2020.

- (a) Introduction.
 - (1) The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits.
 - (2) There are essential skills that repeat throughout the five strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies.
 - (3) In Kindergarten-Grade 3, students gain an understanding of health information and skills through five strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs.
 - (A) Physical health and hygiene education helps to prepare students for improved lifelong health outcomes. Learning about body systems lays the foundation for personal health and hygiene. Health literacy and preventative behaviors empower students to make informed choices to support self, family, and community.
 - (B) The mental health and wellness strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential. Students gain knowledge about social and emotional health, including developing a healthy self-concept, understanding risk and protective factors, and

identifying and managing mental health and wellness concerns. In the early grades, students develop fluency around emotions and self-regulation and understand the relationship between feelings, thoughts, and behavior. In subsequent grades, students learn and practice appropriate ways to solve interpersonal conflicts, work to develop a positive self-image, and develop healthy self-management skills.

- (C) The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle. Students apply critical-thinking and decision-making skills to make positive health choices. Students learn about essential nutrients, food groups, portion control, government nutritional recommendations, and the health benefits of being physically active. Students evaluate the connection between physical activity and nutrition and the prevention of chronic diseases.
- (D) By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations. Supporting student well-being and providing instruction in digital citizenship, bullying **prevention**, first aid, and identification of safe and unsafe situations creates empowered and educated students who are able to make decisions that keep themselves and others safe. Beginning in Kindergarten and continuing through high school, students gain knowledge and skills to support safety and wellness at school, at home, online, and in the community.
- (E) The standards under the alcohol, tobacco, and other drugs strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions, including understanding the impact of substance use on physical, mental, and social health. Through this strand, students learn key concepts about alcohol, tobacco, and other drugs, including the use, misuse, and physiological effects; short- and long-term impacts on health; treatment; risk and protective factors; and prevention. These concepts introduce healthy alternatives and ways for students to ask for and seek out help from parents and **other** trusted adults.

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

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

(b) Knowledge and skills.

(1) Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to name the five senses.

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

(A) name people who can provide health care guidance such as parents, family members, **other** trusted adults, teachers, and health care professionals;

(B) identify personal hygiene and health habits that help individuals stay healthy such as hand washing and brushing teeth;

(C) discuss ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; and

(D) identify head lice and biting insects that may cause illness and their proper removal and care.

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

(A) identify their own feelings and emotions;

- (B) describe and practice calming and self-management strategies;
 - (C) discuss how friends can influence a person's behavior;
 - (D) demonstrate skills for making new acquaintances;
 - (E) demonstrate respect and communicate appropriately with individuals; and
 - (F) identify and practice ways to solve conflicts with a friend.
- (4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:
- (A) describe positive social skills and personal qualities such as truth, kindness, reliability, and respectfulness; and
 - (B) discuss the meaning of goals and identify at least one health-related goal.
- (5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to discuss how to treat peers with different learning needs with dignity.
- (6) Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:
- (A) demonstrate an understanding that the human body is composed mostly of water and explain the importance of drinking water daily;
 - (B) identify healthy portion sizes for common food items;
 - (C) identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein; and
 - (D) identify healthy and unhealthy snack choices.
- (7) Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:
- (A) describe basic facts of food allergy safety such as not sharing food and explain the importance of respecting others who have allergies; and
 - (B) identify habits that help individuals stay healthy such as getting the proper amount of sleep and daily physical activity.
- (8) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:
- (A) discuss and demonstrate procedures for responding to emergencies, including reporting to a parent or another trusted adult or contacting 911; and
 - (B) identify the purpose and demonstrate the proper use of protective equipment such as seat belts, booster seats, and bicycle helmets.
- (9) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:
- (A) identify roles and characteristics of a trusted adult;
 - (B) identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations [and practice telling a parent or trusted adult if threatened] ; and

- (C) identify personal space and appropriate boundaries.
- (10) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:
- (A) name safe play environments; ~~and~~
- (B) name objects that may be dangerous such as knives, scissors, and screwdrivers and explain how they can be harmful ;and [z]
- (C) recall personal home address as part of a personal safety plan.
- (11) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to identify situations when one should get help from a teacher, parent, or ~~other~~ trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.
- (12) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:
- (A) identify bullying behaviors and the role of the bystander;
- (B) identify ways to discourage bullying;
- (C) describe appropriate actions to take in response to bullying such as telling a parent or ~~another~~ [a] trusted adult; and
- (D) explain ~~and practice~~ how to get help from a parent or ~~another~~ trusted adult when made to feel uncomfortable or unsafe by another person.
- (13) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:
- (A) discuss the proper usage of medications; and
- (B) discuss the harmful effects of alcohol, tobacco, and drugs on physical health.
- (14) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to ~~identify~~ [role-play] refusal skills and how to get help from a parent or ~~another~~ trusted adult in unsafe situations involving the use or misuse of alcohol, tobacco, and other drugs.

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

(a) Introduction.

- (1) The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits.
- (2) There are essential skills that repeat throughout the five strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to

schedule time for them to deliver classroom guidance lessons to help teach these essential competencies.

- (3) In Kindergarten-Grade 3, students gain an understanding of health information and skills through five strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs.
 - (A) Physical health and hygiene education helps to prepare students for improved lifelong health outcomes. Learning about body systems lays the foundation for personal health and hygiene. Health literacy and preventative behaviors empower students to make informed choices to support self, family, and community.
 - (B) The mental health and wellness strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential. Students gain knowledge about social and emotional health, including developing a healthy self-concept, understanding risk and protective factors, and identifying and managing mental health and wellness concerns. In the early grades, students develop fluency around emotions and self-regulation and understand the relationship between feelings, thoughts, and behavior. In subsequent grades, students learn and practice appropriate ways to solve interpersonal conflicts, work to develop a positive self-image, and develop healthy self-management skills.
 - (C) The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle. Students apply critical-thinking and decision-making skills to make positive health choices. Students learn about essential nutrients, food groups, portion control, government nutritional recommendations, and the health benefits of being physically active. Students evaluate the connection between physical activity and nutrition and the prevention of chronic diseases.
 - (D) By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations. Supporting student well-being and providing instruction in digital citizenship, bullying **prevention**, first aid, and identification of safe and unsafe situations creates empowered and educated students who are able to make decisions that keep themselves and others safe. Beginning in Kindergarten and continuing through high school, students gain knowledge and skills to support safety and wellness at school, at home, online, and in the community.
 - (E) The standards under the alcohol, tobacco, and other drugs strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions, including understanding the impact of substance use on physical, mental, and social health. Through this strand, students learn key concepts about alcohol, tobacco, and other drugs, including the use, misuse, and physiological effects; short- and long-term impacts on health; treatment; risk and protective factors; and prevention. These concepts introduce healthy alternatives and ways for students to ask for and seek out help from parents and **other** trusted adults.
 - (4) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
 - (5) Students should first seek guidance in the area of health from a parent or legal guardian.
- (b) Knowledge and skills.
- (1) Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to demonstrate use of the five senses.
 - (2) Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:

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

- (7) Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to identify examples of health information provided by various media and how the examples affect nutritional habits and physical activity.
- (8) Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:
- (A) identify common food allergies and explain the importance of respecting others who have allergies; and
 - (B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.
- (9) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:
- (A) discuss and demonstrate strategies to keep self and others safe by staying away from dangerous situations and reporting to a parent or **another** trusted adult or contacting 911; and
 - (B) identify the purpose and demonstrate proper use of protective equipment such as seat belts, booster seats, and bicycle helmets.
- (10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:
- (A) practice refusal skills to protect personal space and avoid unsafe situations; **[and]**
 - (B) identify appropriate personal boundaries, privacy, and space **;** **and** **;**
 - (C) **recall parents'/caregivers' phone numbers as part of a personal safety plan.**
- (11) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:
- (A) describe the difference between safe and unsafe environments; and
 - (B) identify ways to avoid weapons **[-drugs,]** and harming oneself or others by staying away from dangerous situations and reporting to a parent or **another** trusted adult.
- (12) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to demonstrate how to get help from a teacher, parent, or **other** trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.
- (13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:
- (A) describe consequences for both the victim and the bully and the impact of bullying on the victim;
 - (B) discuss ways of discouraging bullying;
 - (C) explain the differences between teasing, joking, and playing around and bullying; and
 - (D) identify how to get help from a parent or **another** trusted adult when made to feel uncomfortable or unsafe by another person.

- (14) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:
- (A) identify the difference between over-the-counter and prescription drugs; and
 - (B) identify and describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products on physical health.
- (15) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.
- (16) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to identify how to get help from a parent or another trusted adult related to alcohol, tobacco, and drug abuse.
- (17) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to identify unsafe situations and practice strategies to avoid risky behaviors related to alcohol, tobacco, and other drugs.

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

(a) Introduction.

- (1) The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits.
- (2) There are essential skills that repeat throughout the five strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies.
- (3) In Kindergarten-Grade 3, students gain an understanding of health information and skills through five strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs.
- (A) Physical health and hygiene education helps to prepare students for improved lifelong health outcomes. Learning about body systems lays the foundation for personal health and hygiene. Health literacy and preventative behaviors empower students to make informed choices to support self, family, and community.
 - (B) The mental health and wellness strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential. Students gain knowledge about social and emotional health, including developing a healthy self-concept, understanding risk and protective factors, and identifying and managing mental health and wellness concerns. In the early grades, students develop fluency around emotions and self-regulation and understanding the relationship between feelings, thoughts, and behavior. In subsequent grades, students

learn and practice appropriate ways to solve interpersonal conflicts, work to develop a positive self-image, and develop healthy self-management skills.

- (C) The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle. Students apply critical-thinking and decision-making skills to make positive health choices. Students learn about essential nutrients, food groups, portion control, government nutritional recommendations, and the health benefits of being physically active. Students evaluate the connection between physical activity and nutrition and the prevention of chronic diseases.
- (D) By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations. Supporting student well-being and providing instruction in digital citizenship, bullying prevention, first aid, and identification of safe and unsafe situations creates empowered and educated students who are able to make decisions that keep themselves and others safe. Beginning in Kindergarten and continuing through high school, students gain knowledge and skills to support safety and wellness at school, at home, online, and in the community.
- (E) The standards under the alcohol, tobacco, and other drugs strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions, including understanding the impact of substance use on physical, mental, and social health. Through this strand, students learn key concepts about alcohol, tobacco, and other drugs, including the use, misuse, and physiological effects; short- and long-term impacts on health; treatment; risk and protective factors; and prevention. These concepts introduce healthy alternatives and ways for students to ask for and seek out help from parents and other trusted adults.

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

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

(b) Knowledge and skills.

- (1) Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to describe ways to protect the five senses such as wearing sunglasses or using a safe volume setting on audio devices.
- (2) Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:
 - (A) describe the importance of individual health maintenance activities such as regular medical checkups, dental exams, and vision and hearing screenings;
 - (B) explain actions an individual should take when not feeling well;
 - (C) discuss the importance of practicing personal hygiene and health habits;
 - (D) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization;
 - (E) identify common illnesses and diseases, including asthma, diabetes, and epilepsy, and their symptoms; and
 - (F) discuss the signs and symptoms of illness that may occur after contact with biting insects, including ticks and mosquitos.
- (3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:
 - (A) communicate needs, wants, and emotions in healthy ways;

- (B) describe and practice calming and self-management strategies;
 - (C) discuss and explain how thoughts and emotions are related;
 - (D) explain the effect of peer influence on an individual's social and emotional health;
 - (E) describe the qualities of a good friend;
 - (F) describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others;
 - (G) identify the feelings and perspectives of others by interpreting their verbal and nonverbal cues; and
 - (H) identify ways to prevent and repair broken friendships.
- (4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:
- (A) discuss ways to be kind to self and others;
 - (B) define personal growth and identify areas for one's personal growth; and
 - (C) list the steps and describe the importance of goal setting and task completion.
- (5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:
- (A) identify strategies for managing different learning needs of self and others; and
 - (B) identify positive and negative stressors and how they impact emotions and learning.
- (6) Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:
- (A) identify types of nutrients;
 - (B) use familiar objects to identify healthy food portions from different food groups;
 - (C) identify healthy and unhealthy choices within the food groups; and
 - (D) identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages such as soda and sports drinks.
- (7) Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to identify various media that provide health information and how media can influence an individual's health choices such as television advertisements for fast foods and breakfast cereals.
- (8) Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:
- (A) identify signs and symptoms of common food allergies; and
 - (B) identify the benefits of establishing healthy eating and physical activity habits that will last a lifetime.
- (9) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to describe steps one can take to reduce hazards, avoid accidents, and prevent accidental injuries for self and others.

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

- (16) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:
- (A) identify unsafe requests related to alcohol, tobacco, and other drugs made by friends; and
 - (B) identify a trusted adult such as a parent, teacher, or law enforcement officer.
- (17) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to identify ways to avoid unsafe situations related to alcohol, tobacco, and other drugs and demonstrate refusal skills.

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

(a) Introduction.

- (1) The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits.
- (2) There are essential skills that repeat throughout the five strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies.
- (3) In Kindergarten-Grade 3, students gain an understanding of health information and skills through five strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs.
- (A) Physical health and hygiene education helps to prepare students for improved lifelong health outcomes. Learning about body systems lays the foundation for personal health and hygiene. Health literacy and preventative behaviors empower students to make informed choices to support self, family, and community.
 - (B) The mental health and wellness strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential. Students gain knowledge about social and emotional health, including developing a healthy self-concept, understanding risk and protective factors, and identifying and managing mental health and wellness concerns. In the early grades, students develop fluency around emotions and self-regulation and understand the relationship between feelings, thoughts, and behavior. In subsequent grades, students learn and practice appropriate ways to solve interpersonal conflicts, work to develop a positive self-image, and develop healthy self-management skills.
 - (C) The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle. Students apply critical-thinking and decision-making skills to make positive health choices. Students learn about essential nutrients, food groups, portion control, government nutritional recommendations, and the health benefits of being physically active. Students evaluate the connection between physical activity and nutrition and the prevention of chronic diseases.
 - (D) By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations. Supporting student well-being and

providing instruction in digital citizenship, bullying prevention, first aid, and the identification of safe and unsafe situations creates empowered and educated students who are able to make decisions that keep themselves and others safe. Beginning in Kindergarten and continuing through high school, students gain knowledge and skills to support safety and wellness at school, at home, online, and in the community.

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

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

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

(b) Knowledge and skills.

(1) Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to name, locate, and describe the primary functions and major components of body systems, including the skeletal, muscular, circulatory, and respiratory systems.

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

(A) explain the importance of seeking assistance in making decisions about health;

(B) describe methods of accessing information about health;

(C) identify the benefits of decision making about personal health;

(D) identify the importance of taking personal responsibility for developing and maintaining personal hygiene and health habits;

(E) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization;

(F) identify that there are diseases such as allergies, asthma, diabetes, and epilepsy that are not caused by germs; and

(G) identify common vectors, including ticks and mosquitos, and explain how and when to perform a self-check for vectors.

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

(A) communicate needs, wants, and emotions in healthy ways;

(B) describe strategies for assessing thoughts and applying calming and self-management practices;

(C) discuss and explain how the brain develops through maturation;

(D) distinguish between healthy and harmful influences of friends and others;

(E) describe the characteristics of healthy and unhealthy friendships;

(F) describe the value of respectful communication;

- (G) discuss how others may experience situations differently than oneself; and
- (H) demonstrate strategies for resolving conflicts.
- (4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:
 - (A) define self-esteem and ways it is formed , including identifying areas for one's personal growth ; and
 - (B) describe the importance of seeking guidance from a parent or another trusted adult in setting goals.
- (5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student will develop and use appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:
 - (A) describe methods for managing challenges related to long-term health conditions;
 - (B) describe strategies to support others in managing different learning needs;
 - (C) describe positive outcomes of stress, including creativity, focus, energy, drive, and purpose;
 - (D) describe and practice healthy behaviors that reduce stress; and
 - (E) describe the importance of acceptance of oneself and others.
- (6) Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:
 - (A) classify foods by the nutrients they provide;
 - (B) plan a balanced meal that follows government nutrition guidelines;
 - (C) examine nutrition labels to identify the difference between foods containing natural sugars and foods with added sugars or sweeteners; and
 - (D) identify and categorize foods based on saturated and unsaturated fat content.
- (7) Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to describe the importance of accessing health information through a variety of credible health resources.
- (8) Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:
 - (A) identify the common food allergens listed on food packaging; and
 - (B) describe how healthy and unhealthy behaviors affect body systems and demonstrate refusal skills in dealing with unhealthy eating situations.
- (9) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to develop a home-safety and emergency response plan such as a fire safety plan.
- (10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.

- (11) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:
- (A) identify reasons for avoiding violence, gangs, weapons, and drugs;
 - (B) identify characteristics of safe home, school, and community environments; ~~and~~
 - (C) discuss the hazards of unsupervised and improper handling of guns and other weapons ; ~~and~~ []
 - (D) create a personal safety plan.
- (12) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:
- (A) identify and discuss the need for safety awareness in a digital or online environment;
 - (B) identify appropriate ways to communicate in digital and online environments;
 - (C) discuss who is appropriate to communicate with and what is appropriate information to share in digital and online environments; and
 - ~~(D) describe the importance of taking personal responsibility in digital and online environments; and~~
 - (D) ~~(E)~~ explain consequences that result from cyberbullying and inappropriate digital and online usage.
- (13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:
- (A) describe how to effectively respond to bullying and cyberbullying of oneself or others;
 - (B) explain the importance of seeking assistance in making decisions about personal safety; and
 - (C) define ~~identify examples of~~ abuse and neglect ~~and describe how to respond~~ .
- (14) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:
- (A) identify misuse and proper use of over-the-counter and prescription drugs; and
 - (B) describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances, including inhalants, vaping products, and household products, on physical health.
- (15) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health.
- (16) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.
- (17) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:
- (A) describe how friends can influence a person's decision to use or not use alcohol or drugs; and

- (B) describe the difference between reporting and tattling and why it is important to report the use of alcohol, tobacco, and other drugs by friends or peers.
- (18) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to demonstrate refusal skills related to alcohol, tobacco, and other drugs using assertive communication.

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

(a) Introduction.

- (1) The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits.
- (2) There are essential skills that repeat throughout the six strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies.
- (3) In Grade 4 and higher, students gain an understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health.
- (A) Physical health and hygiene education helps to prepare students for improved lifelong health outcomes. Learning about body systems will lay the foundation for personal health and hygiene. Health literacy and preventative behaviors empower students to make informed choices to support self, family, and community.
- (B) The mental health and wellness strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential. Students gain knowledge about social and emotional health, developing a healthy self-concept, understanding risk and protective factors, and identifying and managing mental health and wellness concerns. In the early grades, students develop fluency around emotions and self-regulation and understand the relationship between feelings, thoughts, and behavior. In subsequent grades, students learn and practice appropriate ways to solve interpersonal conflicts, work to develop a positive self-image, and develop healthy self-management skills.
- (C) The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle. Students apply critical-thinking and decision-making skills to make positive health choices. Students learn about essential nutrients, food groups, portion control, government nutritional recommendations, and the health benefits of being physically active. Students evaluate the connection between physical activity and nutrition and the prevention of chronic diseases.
- (D) By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations. Supporting student well-being and providing instruction in digital citizenship, bullying prevention, first aid, and the identification of safe and unsafe situations creates empowered and educated students able to make decisions that keep themselves and others safe. Beginning in Kindergarten and

continuing through high school, students gain knowledge and skills to support safety and wellness at school, at home, online, and in the community.

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

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

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

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

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

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

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

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

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

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

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

(b) Knowledge and skills.

(1) Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to name, locate, and describe the primary function and major components of the body systems, including the nervous, immune, digestive, and integumentary systems.

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

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

(B) describe how health care decision making is influenced by external factors such as cost and access;

- (C) explain strategies for maintaining personal hygiene and health habits;
 - (D) distinguish between communicable and noncommunicable illnesses;
 - (E) explain actions to take when illness occurs, including asthma, diabetes, and epilepsy; and
 - (F) define vector-borne illnesses and describe how to reduce their risk.
- (3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:
- (A) analyze how thoughts and emotions influence behaviors;
 - (B) describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger;
 - (C) discuss and explain how the brain develops during childhood and the role the brain plays in behavior;
 - (D) identify positive and negative characteristics of social groups;
 - (E) explain the importance of being a positive role model;
 - (F) explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as different languages or adaptive methods;
 - (G) identify verbal, physical, and situational cues that indicate how others may feel; and
 - (H) explain the difference between assertive behavior and aggressive behavior.
- (4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:
- (A) discuss ways to help build self-esteem of self, friends, and others including areas for one's personal growth and ways to gather constructive feedback ;
 - (B) explain the advantages of setting short- and long-term goals; and
 - (C) explain the importance of time management with respect to a goal.
- (5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:
- (A) describe methods for managing concerns related to long-term health conditions for self and others;
 - (B) differentiate between positive and negative stress;
 - (C) define sources of stress, including trauma, loss, and grief;
 - (D) discuss ways to promote a healthy body image; and
 - ~~(E) identify ways to express and manage overwhelming emotions without harming oneself, others, or property such as calming strategies or talking to a parent or another trusted adult.~~
 - ~~[(E) identify self-harm behaviors that may present when someone is struggling to manage overwhelming emotions or lacks support and explain the importance of telling a parent or trusted adult if observed in self or others.]~~
- (6) Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:

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

- (13) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:
- (A) differentiate between appropriate and inappropriate ways to communicate in digital and online environments;
 - (B) explain what information is appropriate to share and who it is appropriate to share information with in digital and online environments; and
 - (C) discuss the consequences of cyberbullying and inappropriate digital and online communication in relation to home and school environments.
- (14) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:
- (A) analyze distinguishing characteristics of cyberbullying;
 - (B) describe the negative impact bullying, including cyberbullying, has on both the victim and the bully;
 - (C) explain the importance of seeking guidance from parents and other trusted adults on critical personal safety issues; and
 - (D) identify types of abuse and neglect and ways to seek help from a parent or another trusted adult.
- (15) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:
- (A) explain why some drugs require a prescription; and
 - (B) identify the differences between prescription drugs, over-the-counter drugs, other drugs, and dangerous substances, including inhalants, vaping products, and household products.
- (16) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:
- (A) describe the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health; and
 - (B) describe the legal consequences of the misuse of alcohol, tobacco, other drugs, and dangerous substances.
- (17) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.
- (18) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:
- (A) distinguish between positive and negative peer influences and their effects on a person's decision to use or not use alcohol or drugs; and
 - (B) identify methods available to report unsafe situations related to alcohol, tobacco, and other drugs.
- (19) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to:

- (A) demonstrate refusal skills using assertive communication related to alcohol, tobacco, and other drugs; and
 - (B) identify ways to avoid drugs and discuss healthy alternative activities to the use of drugs and other substances.
- (20) Reproductive and sexual health--anatomy, puberty, and reproduction [~~, and pregnancy~~]. The student identifies [analyzes] adolescent development [~~, the process of fertilization, and healthy fetal development~~]. The student is expected to:
- (A) explain changes that occur in males and females during puberty and adolescent development; and
 - (B) define the menstrual cycle.

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

(a) Introduction.

- (1) The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits.
- (2) There are essential skills that repeat throughout the six strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies.
- (3) In Grade 4 and higher, students gain an understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health.
 - (A) Physical health and hygiene education helps to prepare students for improved lifelong health outcomes. Learning about body systems will lay the foundation for personal health and hygiene. Health literacy and preventative behaviors empower students to make informed choices to support self, family, and community.
 - (B) The mental health and wellness strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential. Students gain knowledge about social and emotional health, developing a healthy self-concept, understanding risk and protective factors, and identifying and managing mental health and wellness concerns. In the early grades, students develop fluency around emotions and self-regulation and understand the relationship between feelings, thoughts, and behavior. In subsequent grades, students learn and practice appropriate ways to solve interpersonal conflicts, work to develop a positive self-image, and develop healthy self-management skills.
 - (C) The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle. Students apply critical-thinking and decision-making skills to make positive health choices. Students learn about essential nutrients, food groups, portion control, government nutritional recommendations, and the

health benefits of being physically active. Students evaluate the connection between physical activity and nutrition and the prevention of chronic diseases.

- (D) By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations. Supporting student well-being and providing instruction in digital citizenship, bullying **prevention**, first aid, and the identification of safe and unsafe situations creates empowered and educated students able to make decisions that keep themselves and others safe. Beginning in Kindergarten and continuing through high school, students gain knowledge and skills to support safety and wellness at school, at home, online, and in the community.
- (E) The standards under the alcohol, tobacco, and other drugs strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions, including understanding the impact of substance use on physical, mental, and social health. Through this strand, students learn key concepts about alcohol, tobacco, and other drugs, including the use, misuse, and physiological effects; short- and long-term impacts on health; treatment; risk and protective factors; and prevention. These concepts introduce healthy alternatives and ways for students to ask for and seek out help from parents and **other** trusted adults.
- (F) Beginning in Grade 4, students learn about changes associated with adolescent development in the reproductive and sexual health strand. In subsequent grade levels, students identify the purpose of these changes and their role in fertilization and reproduction. Students learn the characteristics of healthy and unhealthy relationships and how to use communication and refusal skills to set personal boundaries in dating/romantic relationships. Students also identify how to respond to sexual harassment and abuse.

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

- (A) **a local school district's control over the provision of human sexuality instruction to ensure that local community values are reflected in that instruction (Texas Education Code (TEC), §28.004(e)-(h));**
- (B) **the right of a parent or legal guardian to be informed of the provision of human sexuality instruction to their child and review the content of that instruction (TEC, §28.004(i)-(j));**
- (C) **the right of a parent or legal guardian to remove their child from any portion of human sexuality instruction without penalty to the child (TEC, §28.004(i));**
- (D) **the centrality of abstinence education in any human sexuality curriculum (TEC, §28.004(e)); and**
- (E) **the right of a parent or legal guardian to be informed of and consent to an abortion performed on their pregnant child (with judicially authorized or medical emergency exceptions) (Texas Family Code, Chapter 33).**

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

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

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

(b) Knowledge and skills.

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

- (2) Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:
- (A) explain how to manage common minor illnesses such as colds and skin infections;
 - (B) identify how to distinguish between myth and fact when accessing information about health;
 - (C) identify decision-making skills that promote individual, family, and community health;
 - (D) describe the benefits of promoting health maintenance for individuals and households;
 - (E) analyze how personal hygiene helps prevent the spread of germs and communicable illnesses; and
 - (F) distinguish between treatments if infected by various vectors, including ticks and mosquitos.
- (3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:
- (A) analyze how thoughts and emotions influence behaviors;
 - (B) practice and apply strategies for calming and self-management;
 - (C) explain ways of maintaining healthy relationships and resisting **negative** peer **influence** [**pressure**] in social groups;
 - (D) analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others;
 - (E) define and differentiate between sympathy and empathy toward others; and
 - (F) describe ways to engage in and promote positive interactions when conflict arises.
- (4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:
- (A) identify and demonstrate strategies to help build self-esteem for self, friends, and others;
 - (B) describe benefits of setting and implementing short- and long-term goals and perseverance to achieve those goals; **and**
 - (C) discuss choices and decision making as part of goal setting ; **and** [;]
 - (D) **identify goals that one wishes to achieve, including identifying areas for one's personal growth and ways to gather constructive feedback.**
- (5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:
- (A) identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health; and
 - (B) discuss how brain development during childhood affects emotions and decision making.
- (6) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:
- (A) compare and contrast healthy and unhealthy methods for managing concerns related to long-term health conditions for self and others;
 - (B) identify situations in which stress can help to achieve goals and build resiliency;

- (C) examine ways to reduce the impact of stress, trauma, loss, and grief;
 - (D) define eating disorders and disordered eating patterns as mental health concerns and the importance of seeking help from a parent or ~~another~~ trusted adult for self or others if these patterns are observed;
 - (E) describe situations that call for professional mental ~~[and behavioral]~~ health services; and
 - (F) discuss healthy ~~[self-management]~~ alternatives to ~~[prevent]~~ harming oneself, ~~others, or property~~ and the importance of telling a parent or ~~another~~ trusted adult when someone is struggling to manage overwhelming emotions or lacks support.
- (7) Healthy eating and physical activity--food and beverage daily recommendations. The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:
- (A) identify foods that are sources of one or more of the six major nutrients;
 - (B) examine food labels and menus for nutritional content, calories, and serving sizes;
 - (C) identify the amount of sugar in common beverages and snacks and the daily recommended allowance for added sugar; and
 - (D) identify caffeine content of common beverages and health concerns associated with excess caffeine consumption.
- (8) Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to explain the physical, mental, and social benefits of fitness.
- (9) Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to:
- (A) describe the importance of goal setting and set a goal for achieving appropriate levels of physical activity; and
 - (B) research and evaluate health products and information about physical activity and nutritional choices.
- (10) Healthy eating and physical activity--risk and protective factors. The student analyzes and applies risk and protective factors related to healthy eating and physical activity. The student is expected to:
- (A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes; and
 - (B) identify attitudes and behaviors that can reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes.
- (11) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to analyze strategies for preventing and responding to injuries.
- (12) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:
- (A) explain strategies for avoiding violence, gangs, ~~and~~ weapons ~~[-and drugs]~~ and define human trafficking;
 - (B) examine characteristics of gang behavior;
 - ~~(C) define safe haven and identify designated safe haven locations in the community; and~~

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

~~(D)~~ create a personal safety plan.

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

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

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

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

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

~~(A)~~ compare and contrast healthy and unhealthy behaviors that may be present in families or households;

~~(B)~~ identify forms of family violence, including physical, mental, and emotional violence;

~~(A)~~ ~~(C)~~ identify methods available to report bullying;

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

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

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

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

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

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

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

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

~~(B)~~ [analyze the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances and] describe the legal consequences of the [their] illegal use of alcohol, tobacco, other drugs, and dangerous substances .

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

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

- (A) analyze how positive peer influence can be used to help a person decide not to use alcohol or drugs; and
- (B) describe the importance of seeking help and reporting unsafe situations related to alcohol, tobacco, and other drugs.
- (19) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to:
- (A) assess how being assertive, using refusal skills, and evaluating peer influence can affect decision making and problem solving;
- (B) identify a variety of scenarios and the different types of refusal skills that can be used to avoid the use of alcohol, tobacco, and other drugs; and
- (C) identify and describe healthy alternative activities to the use of drugs and other substances.
- (20) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to [:]
- ~~(A) define and distinguish between friendship, infatuation, dating/romantic relationships and marriage; and~~
- ~~(B) identify characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility.~~
- (21) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual abuse and harassment. The student is expected to:
- (A) define sexual harassment, sexual abuse, sexual assault, and sex trafficking;
- (B) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult;
- (C) identify refusal skills such as saying "no" to any unwanted touch that violates personal boundaries in relationships; and
- (D) discuss and explain the importance of making decisions regarding setting personal boundaries and respecting the boundaries of others [related to physical intimacy such as holding hands, hugging, and kissing].
- (22) Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student identifies the processes of [analyzes] adolescent development, [the process of] fertilization, and healthy fetal development. The student is expected to:
- (A) explain the physical, social, and emotional changes that occur in males and females during puberty and adolescent development;
- (B) describe the process of the menstrual cycle;
- (C) identify and describe the role of hormones in the growth and development of secondary sex characteristics such as body hair growth and voice change in males; [and]
- (D) define the processes of fertilization and reproduction ; and [:]
- ~~(E) identify significant milestones of fetal development.~~