

Health Education TEKS Proposed Framework

Work Group A met in September 2019. The work group was charged with expanding on the framework recommended by the content advisors. Proposed deletions to the framework are shown in red font with strikethroughs (~~deletion~~). Additions are shown in green font with underlines (addition).

The work group was also charged with identifying where student expectations from the current TEKS would fit in the proposed framework. Work Group A completed its review of student expectations for kindergarten. The next work group will complete the remaining grade levels and courses.

[Physical Health and Hygiene](#)

[Injury and Violence Prevention and Safety](#)

[Mental Health and Wellness](#)

[Alcohol, Tobacco, and Other Drugs](#)

[Healthy Eating and Physical Activity](#)

[Reproductive and Sexual Health](#)

	Substrands	Topics	Kindergarten
Physical Health and Hygiene	Body systems	anatomy (of all 11 systems)	K.4.A, K.4.B
		physiology (of all 11 systems)	K.6.D
	Growth and development	developmental milestones	
		cognitive development (including adolescent brain development and its impact on decision-making abilities)	
		physical development	K.4.C
	Personal health and hygiene	goal-setting and decision-making to enhance health	K.3.A
		oral health	
		sleep	K.1.A
		personal grooming	
		preventative health	K.7.B
		check-ups	
		accessing the health care system, including the roles of health care providers	
		health care information	K.5.A, K.5.B
		hand washing (to prevent the spread of disease)	K.1.A, K.6.C
		common illnesses and viruses (including influenza and vector-borne illnesses)	K.6.A, K.6.B

Health Education TEKS Proposed Framework

	Substrands	Topics	Kindergarten
Mental Health and Wellness	Emotional and mental health	mental health literacy	
		emotional development	
		socio-emotional development	K.9.B
		accessing mental health services	
	Developing a healthy self-concept	the role of social media and self-concept	
		risk and protective factors	
		strategies for developing a healthy self-concept	
		self-evaluation/assessment	
	Healthy and unhealthy relationships	relationships with family members and other adults (include different types of families/family structures)	K.8.B, K.8.C
		characteristics of healthy and unhealthy relationships	K.8.B, K.8.C
		peers, acquaintances, and friends	K.8.A, K.8.B, K.8.C
		mental, emotional, and verbal abuse with peers and family	K.9.A
		personal safety and boundaries	K.9.A
	Self-regulation	goal-setting	
		self-regulating skills	
		healthy and unhealthy coping skills	
	Coping with stress and trauma	loss and grief	
		long-term and terminal illnesses	
		chronic conditions	
		sensory issues	
		self-advocacy	
		help-seeking skills	
	<u>Risk and protective factors</u>	<u>genetic or hereditary</u>	
		<u>environmental</u>	
		<u>socio-cultural factors</u>	
	Mental health concerns	depression	
		anxiety	
		stress	
intrapersonal violence (including self-harm and suicide)			
trauma			

Health Education TEKS Proposed Framework

	Substrands	Topics	Kindergarten
Healthy Eating and Physical Activity	Food and beverage daily recommendations	Portion sizes and daily recommended amounts	
		Current government nutrition guidelines (as of 2019 Choose My Plate)	K.1.B
		Essential nutrients (proteins, carbs, fats, minerals, vitamins, water)	
		healthy dietary choices (limit sugar-sweetened beverages and fast food)	K.3.B
	Food and beverages to limit [Rationale: Agreeing with consensus recommendations to combine the two substrands.]		
	Energy balance [Rationale: Overlaps with literacy]		
	Risk and protective factors	heredity and genetics (food allergies, chronic illnesses (Crohn's, celiac, and diabetes)	
		environmental (weather and food-borne illnesses)	
		socio-cultural factors (sedentary lifestyle and access to fresh fruits and vegetables)	
	Physical activity	Current government physical activity guidelines	
		Types of physical activity (include adaptive, lifetime activities, and sport)	K.1.C
		Health benefits (obesity, cardio-vascular health and chronic disease prevention)	
		Health-related fitness components (strength, flexibility, cardio-respiratory endurance, muscular endurance, and body composition)	
	Food and physical activity literacy	Energy balance (healthy lifestyle choices to balance caloric intake from food and expenditures)	
		Dietary choices to support physical health	K.3.B
		Goal-setting and decision-making	
		Food marketing and advertising	
		Consumer literacy (reading labels)	
		Shopping on a budget	
		Dietary guidelines	

Health Education TEKS Proposed Framework

	Substrands	Topics	Kindergarten
<i>Injury and Violence Prevention and Safety</i>	Safety skills/unintentional Injury	first aid (including Stop the Bleed), CPR , AED, and mental health first aid	
		bike safety, water safety, pedestrian safety and fire safety and using protective equipment	K.2.A, K.2.D, K.2.E
		situational awareness ("stranger danger," see something say something; weather)	K.2.B, K.7.A
		accessing emergency services (getting help; calling 9-1-1)	K.2.G
		head injury and concussion prevention and protocol	
		driving safety (including distracted driving, texting, and driving under the influence, including the risk for rider and driver)	
		weapons awareness and safety (including reporting)	K.2.H
	Healthy relationships - Conflict resolution skills	healthy and unhealthy communication	
		help-seeking and coping	
		conflict-resolution strategies (including avoidance, compromise, negotiation, mediation, and arbitration)	
	Healthy home, school, and community climate	characteristics of healthy relationships (including empathy, autonomy, respect, trust, sympathy)	
		human trafficking and gangs--prevention, awareness, reporting people and places to seek help (safe havens, safe space, community helpers)	K.2.F
	<u>Digital citizenship and media</u>	Cyberbullying	
		Sexting and digital pornography	
		online safety (including identity protection, see something-say something, online predators)	
		legal ramifications and other consequences	
	Intrapersonal violence [Rationale: already addressed in mental health and wellness strand]		

Health Education TEKS Proposed Framework

Injury and Violence Prevention and Safety, cont.	Substrands	Topics	Kindergarten
Injury and Violence Prevention and Safety, cont.	Interpersonal violence	family violence and prevention (characteristics and consequences of, reporting and seeking help)	
		dating violence (characteristics and consequences of, reporting and seeking help)	
		sexual harassment (characteristics and consequences of, reporting and seeking help)	
		bullying and harassment (characteristics and consequences of, reporting and seeking help)	K.10.A, K.10.B, K.10.C, K.10.D
		child abuse (including sexual abuse) and neglect (characteristics and consequences of, reporting and seeking help)	K.9.A

Health Education TEKS Proposed Framework

	Substrands	Topics	Kindergarten
Alcohol, Tobacco, and Other Drugs	Prevention	refusal skills	
		reporting	
		recognition and avoidance	K.2.C
		short and long-term consequences (legal, social, financial, and medical)	
		benefits of abstinence and delayed use	
		emotional regulation and coping skills	
	Risk and protective factors	peer influence (positive or negative)	
		heredity and genetics (family history)	
		environmental (safe havens and where to go for help, accessibility)	
		socio-cultural factors	
	Use, and misuse, <u>and physiological effects</u> [Rationale: decision made to incorporate causes and effects specifically by each drug type; makes better sense to have them all together as far as teaching goes]	classification of psychoactive drugs (stimulants, depressants, narcotics, and hallucinogens)	
		current trends (for example vaping)	
		over the counter drugs	
		prescription drugs	
		illegal drugs	
		alcohol (including alcohol poisoning)	
	<u>Short- and long-term impacts</u> Effects	positive or negative impacts on health (including therapeutic, impairment, disability, addiction, or death)	
		legal ramifications	
		behavioral problems (including delinquency, aggressive behavior, lowering of inhibitions, and increased risk-taking)	
		social and relational consequences	
	Treatment	who, when, where, and how to get help (for self or others)	
		types of treatments	
		recovery and rehabilitation	
emergency responses to poisoning and overdoses			

Health Education TEKS Proposed Framework

	Substrands	Topics	Kindergarten
Reproductive and Sexual Health	Sense of self [Rationale: already addressed in other strands and incorporated into personal safety and boundaries]		
	Healthy relationships	types of relationships (including platonic, romantic, casual)	
		characteristics of healthy relationships (mutual respect, trust, support, and honesty, commitment, reliability)	
		marriage	
		effective communication and active listening skills	
	Personal safety /Limits/Boundaries	sense of self--developing healthy identity (self-worth, -esteem, -confidence, and -acceptance)	
		communication--refusal skills	
		decision-making, clear consent (permission), and refusal skills, accepting and coping with rejection	
	Anatomy, reproduction, and pregnancy	puberty and adolescent development	
		fertilization and fetal development	
		pregnancy, stages, and risk factors	
		teen pregnancy and associated concerns (financial, educational, health, and social concerns)	
	Sexual risk avoidance and sexual risk reduction	abstinence from sexual activity (as preferred choice)	
		types of contraceptives (including risk and failure, proper use, align with TEC 28.004)	
		boundary setting regarding stages or progression of physical intimacy (holding hands, hugging, kissing, intercourse)	
	Sexually transmitted diseases and HIV	types of STDs/STIs	
		mode of transmission	
		signs, symptoms (including asymptomatic)	
		prevention (vaccines)	
		short-term/long-term health risks, consequences	
		benefits of being STD/STI-free	
		testing and treatment and where to get help	

Health Education TEKS Proposed Framework

	Substrands	Topics	Kindergarten
<i>Reproductive and Sexual Health, cont.</i>	Legal issues regarding sexual health	child support	
		pregnancy-related	
		disclosure (such as STD-status to partner)	
		sexting and digital pornography	
		sexual abuse and harassment (rape, incest)	
		criminal versus civil litigation	
		age of consent	

Work group A agrees with the content advisors' statement, "The standards should promote safety and healthy behavior for all students." (All students include those in federal protected classes.)