

Health Education TEKS Proposed Framework by Grade/Course

Work Group B met in October 2019. The work group was charged with indifying the grade levels and/or courses at which the topics recommended by Work Group A should be taught.

Proposed deletions to the framework are shown in red font with strikethroughs (~~deletion~~). Additions are shown in green font with underlines (addition). Text proposed to be moved from its original location is shown in purple font with underlines and strikethrough (~~move~~). Text proposed to be moved to a new location is shown in underlined purple font (move).

Strands	Substrands	Topics	K	1	2	3	4	5	6	7-8	HS	Comments K-2	Comments 3-5	Comments 6-8	Comments HS		
Physical Health and Hygiene	Body systems	anatomy (of all 11 systems)	skeletal muscular circulatory respiratory include 5 senses	All K+ integumentary immune	All 1st	All 2nd+ digestive urinary	All 3rd+ reproductive endocrine	All 4th+ nervous			X (all)	These two topics can be taught at the same time.	These two topics can be taught at the same time.				
		physiology (of all 11 systems)															
	Growth and development	developmental milestones															
		cognitive development (including adolescent brain development and its impact on decision-making abilities, <u>developmental milestones</u>)	X	X	X	X	X	X	X	X	X	X	Include as a progression from K-5: making good choices, problem-solving, and routines	Include as a progression from K-5: making good choices, problem-solving, and routines	Brain development as it relates to personal impulse, level of maturity, and decision-making.	Include more on neuroscience (parts and function of brain) and how the brain works (feel, think, move, behave) for decision-making, the impact of stress and anger on brain functioning. Cover milestones beginning in adolescence through the later part of the lifespan.	
		physical development (<u>skills and developmental milestones</u>)	X	X	X	X	X	X	X	X	X	X	fine motor skills, changes in height and weight, tying shoes, writing with pencil, five senses, posture	fine motor skills, changes in height and weight, tying shoes, writing with pencil, five senses, posture	Puberty and rate of growth; focus on anatomical-specific physical changes and puberty	Discuss changes from adolescence to adulthood. Cover milestones beginning in adolescence through the later part of the lifespan.	
	Personal health and hygiene	goal-setting and decision-making to enhance health	X	X	X	X	X	X	X	X	X	X	Learning to make healthy choices regarding physical activity and nutrition.	Exhibiting skills in the home and at school that help to maintain a healthy environment. Begin influencing and helping to make nutritional decisions. Indicate personal physical and nutritional goals accompanied by an action plan.	Discuss the importance of ownership in actions and decision-making (such as food intake for health), assessing short- and long-term goals, self-evaluation.		
		oral health	X	X	X	X	X	X	X	X	X	X	Introduce the importance of oral health, sleep, and personal grooming, and sleep	Importance of brushing and flossing.	In connection with digestion, add orthodontics	Discuss oral health issues, such as scheduling an appointment, the importance of oral healthcare, and the impact on/by mental health (review mental health strand).	

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Physical Health and Hygiene	Personal health and hygiene, cont.	sleep	X	X	X	X	X	X	X	X	X	see above to combine (oral health)	Importance of sleep (duration), monitoring and moderation of electronics near bed time, (3-5)responsibility of self (going to bed at a certain time by on your own)	how much, how often, benefits of and risks of deficit	Discuss importance of sleep and include relevant research and science of sleep (i.e. coffee/caffeine, energy drinks) and positive and negative impacts of sleep on development and health. Mood, driving skills, include relevant science and research on sleep in other relevant topics throughout health content.		
		personal grooming	X	X	X	X	X	X	X	X	X	see above to combine (oral health)	K-2: taking care of self 3-5: daily cleansing, deodorant use, self grooming	As it relates to cultural and social norms and interactions. Puberty and self-awareness are to be considered.	Discuss the importance of personal grooming and the connections of personal grooming and mental health, socio-emotional development (i.e. relationships with others, employment opportunities), self-evaluation, and socio-cultural and environmental factors.		
		preventative health (common illnesses, hand washing, check ups)	X	X	X	X	X	X	X	X	X	X	Introduce handwashing, cover your cough, spreading germs. Also, common illnesses.	common sense here...	Reinforce previous instruction (handwashing/common illnesses) as well as evolving into covering coughing, sneezing, and other methods of lessening the spread of illness	Reinforce the need for a proactive approach to health maintenance include the health and wellness spectrum, and the financial impact.	
		check-ups														Discuss how to schedule check-ups with a physical health or mental health provider, reduce fear, and emphasize the goal of optimal health.	
		accessing the health care system, including the roles of health care providers														*See recommendations by Dr. Taylor about the additional course in the health careers course.	Reinforce preventative health and check-ups. Discuss various options for accessing health care such as ER, ready clinics, community health clinics, and telemedicine.
		health care (information, accessing the health care system, including the roles of health care providers)	X	X	X	X	X	X	X	X	X	X	X	Introduce types of healthcare providers: doctor, dentist, school nurse, first responders (police, fire, EMS) Explain the roles they play in helping people stay safe and healthy.	roles of health care providers	In terms of self-advocacy and self-care.	Discuss how to access health care information and how to evaluate the validity of research and consumer information (i.e. media). Reinforce preventative health and check-ups. Discuss various options for accessing health care such as ER, ready clinics, community health clinics, and telemedicine.
		hand washing (to prevent the spread of disease)														Reinforced in previous topic "Preventative Health".	See preventative health.

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Physical Health and Hygiene	Personal health and hygiene, cont.	common illnesses and viruses- (including influenza and vector-borne illnesses)	X	X	X	X	X	X			X			Reinforced in previous topic "Preventative Health".	See preventative health.	
	Mental Health and Wellness	Emotional and mental health	mental health literacy	X	X	X	X	X	X	X	X	X	Establish the connection between mental and physical well-being.	3-5: basic definitions (what it is and why it is important)	knowledge expansion: types, signs & symptoms	Raise awareness of mental health and connect with socio-emotional development.
emotional development			X	X	X	X	X	X	X	X	X					
socio-emotional development (including milestones)			X	X	X	X	X	X	X	X	X	X	Identify and name personal emotions and calming strategies for each: Happy, Sad, Afraid, Angry, Frustrated, Surprised.	understanding different emotions and social situations	Social Interaction; Clinical milestones	Discuss strategies for managing emotions such as anger, frustration.
accessing mental health services			X	X	X	X	X	X	X	X	X	X	Introduce who to talk to for help with mental health: Parents, Trusted adult, School Nurse, School Counselor. Introduce times to ask for help: Feeling sad, worried, confused, lonely.	parents, teachers, counselors???	Frontline providers such as school counselors and the nurse, community providers	Discuss various options for accessing mental health care such as ER, ready clinics, community health clinics, and telemedicine. Include national resources such as the national suicide hotline and local resources for example school counselors.
Developing a healthy self-concept		the role of social media and self-concept	X	X	X	X	X	X	X	X	X	X	Introduce and reinforce how to be safe online with early social platforms (ex: Minecraft)and self-value	define, understand the role it plays on how you respond		Discuss positive and negative uses of social media and the effects on self-concept, self-esteem, and personal value. Impact and consequences of interactions on social media platforms on the individual in real-life.
		risk and protective factors	X	X	X	X	X	X	X	X	X	X	Safety Rules such as: - Look both ways before crossing the street - Wearing a seatbelt			
		strategies for developing a healthy self-concept	X	X	X	X	X	X	X	X	X	X	introduce strategies for self-acceptance, positive self-esteem	focus on strengths and how to build self-esteem, understanding how to accept and respond appropriately to criticism		Identify appropriate strategies for positive self-concept such as positive and negative self-talk, reframing, and developing resiliency.
		self-evaluation/assessment	X	X	X	X	X	X	X	X	X	X	introduce how to understand your feelings and assessment strategies			Identify warning signs of an unhealthy self-concept vs a healthy self-concept; set realistic goals
Healthy and unhealthy relationships Social and Relational Health		relationships with family members and other adults (include different types of families/family structures)	X	X	X	X	X	X	X	X	X	X	Assist students with understanding THEIR OWN family structure	assists in understanding self and cultural awareness - consider content	Define "other adults", roles, and appropriate levels of respect.	Understand personal role in the family unit and how that changes across the lifespan. Positively integrate and the successful transition to independent living.

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Mental Health and Wellness	Healthy and unhealthy relationships <u>Social and Relational Health</u> , cont.	characteristics of healthy and unhealthy relationships (<u>mutual respect, trust, support, and honesty, commitment, reliability</u>)	X	X	X	X	X	X	X	X	X	Introduction of characteristics of relationships, respect, trust, support, and honesty, commitment, reliability. Defining an appropriate behavior in adults and peers and how to respond to adverse situations.	definitions and examples for words in () under topic	Include defining inappropriate adult behavior and the response to adverse situations.	Describe the types of relationships with others, for example peers, authoritative figures, and romantic interests. Describe characteristics of unhealthy relationships (i.e. codependent, abusive) and when/how to end an unhealthy relationship.	
		peers, acquaintances, and friends	X	X	X	X	X	X	X	X	X	Introduce roles of peers, acquaintances, friends and how to treat others, communication skills	healthy/unhealthy relationships, inclusion,	Add "Interpersonal Skills" as a Substrand or Topic to include communication skills and general relationship-building skills.	Understand the differences in those relationships.	
		mental, emotional, and verbal abuse with peers and family	X	X	X	X	X	X	X	X	X	Introduce strategies and how to seek help	understanding signs and how to seek help		Identify characteristics and describe.	
		personal safety and boundaries	X	X	X	X	X	X	X	X	X	Introduce self-awareness and how to voice concerns	understanding the boundaries and how to keep yourself safe, where to go for help		Suggest inclusion of conflict resolution strategies.	
	Self-regulation	goal-setting	X	X	X	X	X	X	X	X	X	Introduce goal setting examples and self-goals			Reinforce goal-setting strategies. Introduce long-term goals and how to develop an action plan for long-term goals.	
		self-regulating skills	X	X	X	X	X	X	X	X	X	Introduce strategies for stress, anxiety	self-control, impulse control, working well with others			
		healthy and unhealthy coping skills (<u>including stress, anxiety, situational coping skills</u>)	X	X	X	X	X	X	X	X	X	introducing methods of coping and why they feel that way	regulating emotions and how positively manage them	Guidelines and strategies	Understanding methods of coping and why people have the need to cope.	
	Coping with stress and trauma	loss and grief	X	X	X	X	X	X	X	X	X	Introduce types of loss and coping skills	coping skills			
		long-term and terminal illnesses	X	X	X	X	X	X	X	X	X	Introduce difference between long-term and terminal illness. Such as using social stories.	how it affects families and your emotions, coping skills (journaling, talking, breathing, etc.)			
		chronic conditions	X	X	X	X	X	X	X	X	X	Introduce and define conditions, such as asthma, food allergies.	how it affects families and your emotions, coping skills (journaling, talking, breathing, etc.)			
		sensory issues	X	X	X	X	X	X	X	X	X	Introduce different types of issues and how to cope	embracing differences	Emphasis on destigmatization	How our life events modify and alter our mental and behaviors. IE PTSD.	
		self-advocacy	X	X	X	X	X	X	X	X	X	Introduction to self-concept, self-advocacy, with reinforcement through 5th grade	understand and apply how to stand up for yourself		Foundational reference to self concept and self esteem and how it leads to self advocacy for positive outcomes.	
		help-seeking skills	X	X	X	X	X	X	X	X	X	Introduce where or who to seek help and their roles	knowing who, where, when, how to get needed help	Call 2-1-1 (Statewide Service Connection Hotline)	Concurrent with Self Advocacy. Understanding how to positively seek help.	
			genetic or hereditary							X	X	X				Recognize that family history may affect risks and/or protective effects of mental health

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Mental Health and Wellness	Risk and protective factors	environmental	X	X	X	X	X	X	X	X	X	introduce and reinforce physical and social, personal I environmental factors may affect mental health; Physical factors: Sleep deprivation, Smoking, Substance abuse, Pollution, Exposure to toxins during childhood, Extreme weather conditions (such as excessive rain or snow), Hazardous conditions at work. Social factors Peers and social groups	peers and social groups	Peers & Social Groups	Physical and social environmental factors may affect mental health; Physical factors: Sleep deprivation, Smoking, Substance abuse, Pollution, Exposure to toxins during childhood, Extreme weather conditions (such as excessive rain or snow), Hazardous conditions at work. Social factors: lack of social support, social stigma (gender identity), history of abuse, poverty, loss, toxic relationships, poor self-care, lack of spiritual or religious connection,	
		socio-cultural factors	X	X	X	X	X	X	X	X	X	X		family, school community	Family & Community	Impact of gender, race, age, education, social support and social customs on mental health and treatment-seeking behaviors contributes to level of risk in mental health
	Mental health concerns	depression								X	X	X	Introduce signs, symptoms, how to seek help define and warning signs	definition and warning signs	Emphasis on destigmatization	Connection between depression and anxiety and functioning (mind-body connection and performance - school, work, life)
		anxiety								X	X	X	Introduce signs, symptoms, how to seek help		Emphasis on destigmatization	
		stress								X	X	X	Introduce signs, symptoms, how to seek help		Emphasis on destigmatization	Types of stress distress vs. eustress, effects of stress on the body (mental and physical) and how to manage
		intrapersonal violence (including self-harm and suicide)								X	X	X	Introduce signs, symptoms, how to seek help			Isolation and risk of self-harm; Recognize warning signs of suicide; need to ask for help
		trauma								X	X	X	Introduce signs, symptoms, how to seek help			Types and effects of trauma and how to manage

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Healthy Eating and Physical Activity	Food and beverage daily recommendations	Portion sizes and daily recommended amounts	X	X	X	X	X	X	X	X	X	Introduce MyPlate.			Differences between serving size and portion size (e.g. one portion may contain multiple servings); servings per person based on individual needs; Connect to reading food labels	
		Current government nutrition guidelines (as of 2019 Choose My Plate)	X	X	X	X	X	X	X	X	X	Introduce MyPlate.	food groups, food labels		Recognize purpose of guidelines and how to apply the guidelines in daily life; Connect to food labels.	
		Essential nutrients (proteins, carbs, fats, minerals, vitamins, water)	X	X	X	X	X	X	X	X	X	X	Introduce MyPlate.		Focus on macronutrients, Compare various nutritional programs, trends and fads.	Identify the essential nutrients (energy assignment - calories/gram) and connect to balance needed for optimal health
		healthy dietary choices (limit sugar-sweetened beverages and fast food)	X	X	X	X	X	X	X	X	X	X	Introduce MyPlate.	see ()	vs. dieting	Impact of healthy dietary choices
	Risk and protective factors	heredity and genetics (food allergies, chronic illnesses (Crohn's, celiac, and diabetes)	X	X	X	X	X	X	X	X	X	X				
		environmental (weather and food-borne illnesses)	X	X	X	X	X	X	X	X	X	X				
		socio-cultural factors (sedentary lifestyle and access to fresh fruits and vegetables)	X	X	X	X	X	X	X	X	X	X	introduce balance of esports vs active play	balance between e-sports and movement activities	Factor to a sedentary lifestyle for example gaming and current trends.	
	Physical activity	Current government physical activity guidelines	X	X	X	X	X	X	X	X	X	X	60 minutes	getting 60 min of play a day (sports, outdoor play, etc.)		Identify current guideline that can influence student's health
		Types of physical activity (include adaptive, lifetime activities, and sport)	X	X	X	X	X	X	X	X	X	X				differences in activities that students may participate in that can influence their life
		Health benefits (obesity, cardiovascular health and chronic disease prevention)	X	X	X	X	X	X	X	X	X	X				The benefits of a healthy lifestyle and the common pitfalls than can be associated with inactivity
		Health-related fitness components (strength, flexibility, cardio-respiratory endurance, muscular endurance, and body composition)	X	X	X	X	X	X	X	X	X	X	introduce components of fitnessgram	FitnessGram		Identify the different types of fitness that are associated with health-related fitness components
	Food and physical activity literacy	Energy balance (healthy lifestyle choices to balance caloric intake from food and expenditures)	X	X	X	X	X	X	X	X	X	X	such as e-sports vs. active play	such as e-sports vs. active play Energy In vs. Energy Out		Understand resting met rate and how it applies to energy balance and caloric usage
		Dietary choices to support physical health	X	X	X	X	X	X	X	X	X	X	introduction on making good food choices			See Line 52 Impact of dietary choices

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Healthy Eating and Physical Activity	Food and physical activity literacy, cont.	Goal-setting and decision-making	X	X	X	X	X	X	X	X	X		making good food choices, limit sugar, be physically active			
		Food marketing and advertising				X	X	X		X	X		understanding how marketing and advertising affects your choices	Introductory Level	Present business strategies for optimal sales and how they influence the consumer's goals, objectives, and strategies.	
		Consumer literacy (reading labels)	X	X	X	X	X	X	X		X	X	introduce food labels and their components	understand how to read a food label and what to look for (sugar, salt, calories, etc.)	Introductory Level	
		Shopping on a budget				X	X	X	X	X	X	X		paying attention to cost of various items of the same content		Skills for budgeting, couponing, and building shopping list.
		Dietary guidelines	X	X	X	X	X	X	X	X	X	X	Introduce MyPlate.			
Injury and Violence Prevention and Safety	Safety skills/unintentional Injury	first aid (including Stop the Bleed), CPR , AED, and mental health first aid	X	X	X	X	X	X	X	X	X	introduction on how treat basic injuries and when to call 911 ex. Cuts, bruises, sprains and when to get help, identify location of safety materials such as AED, first aid kits and physical location	how to treat basic injuries such as cuts, bruises, sprains and when to call 911	Emergency Response Protocol		
		bike safety, water safety, pedestrian safety and fire safety and using protective equipment	X	X	X	X	X	X	X	X	X		introduce safety awareness			
		situational awareness ("stranger danger," see something say something; weather)	X	X	X	X	X	X	X	X	X	X	introduce strategies, situations, and how to respond		Discuss situational awareness in regard to the changing environments that these individuals will be in as they transition to independence and autonomous.	
		accessing emergency services (getting help; calling 9-1-1)	X	X	X	X	X	X	X	X	X	X	introduce how and when to access emergency services			
		head injury and concussion prevention and protocol	X	X	X	X	X	X	X	X	X	X	Introduce head injuries and types and where and when to seek help	if you hit your head tell an adult		
		driving safety (including distracted driving, texting, and driving under the influence, including the risk for rider and driver)	X	X	X	X	X	X	X				X	focus on risk for rider (seat belt safety, awareness of driver's ability to focus)		Identify driving safe driving strategies and discuss strategies for reducing dangerous driving.
		weapons awareness and safety (including reporting)	X	X	X	X	X	X	X	X	X	X	X	don't touch, always ask an adult, when and who to report to		
	Healthy relationships - Conflict resolution skills	healthy and unhealthy communication	X	X	X	X	X	X	X	X	X	X			*Substrand is specifically in response to conflict management.	Description of passive, aggressive, assertive, and passive-aggressive. Strategies for conveying your message.
help-seeking and coping		X	X	X	X	X	X	X	X	X	X					

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Injury and Violence Prevention and Safety	Healthy relationships - Conflict resolution skills, cont.	conflict-resolution strategies (including avoidance, compromise, negotiation, mediation, and arbitration)	X	X	X	X	X	X	X	X	X					
		characteristics of healthy relationships (including empathy, autonomy, respect, trust, sympathy)	X	X	X	X	X	X	X	X	X	X				
	Healthy home, school, and community climate	human trafficking and gangs-- prevention, awareness, reporting							X	X	X	X				The importance of learning recognizing the dangers of gangs and trafficking.
		people and places to seek help (safe havens, safe space, community helpers)	X	X	X	X	X	X	X	X	X	X				The awareness of safe destinations in the event of dangerous situations.
		environmental health										X		see existing SEs (3.6.A, 3.6.B, 3.6.C, 4.6.B, 5.8.D)		Expand to include community and world environments
		community health										X		see existing SEs (3.6.D, 4.6.A, 5.8.C)		Emphasize transition to independent adulthood and impact of personal health decisions on the community.
	Digital citizenship and media	Cyberbullying	X	X	X	X	X	X	X	X	X	X				Identifying the many factors involved in bullying online from peers and strangers
		Sexting and digital pornography							X	X	X	X			*No censorship needed.	Awareness of dangers of online sexual imagery and dangers of exposure
		online safety (including identity protection, see something-say something, online predators)	X	X	X	X	X	X	X	X	X	X				Being aware of the elements and dangers of the internet and electronic devices
		legal ramifications and other consequences								X	X	X		need to understand that at the age of 10 some legal ramifications apply		Being aware of the laws and regulations involved with internet and online use
	Interpersonal violence	family violence and prevention (characteristics and consequences of, reporting and seeking help)	X	X	X	X	X	X	X	X	X	X				K-5: address reporting and seeking help only
		dating violence (characteristics and consequences of, reporting and seeking help)								X	X	X				
		sexual harassment (characteristics and consequences of, reporting and seeking help)							X	X	X	X				basic definitions including teasing and touching
		bullying and harassment (characteristics and consequences of, reporting and seeking help)	X	X	X	X	X	X	X	X	X	X				what it is and what it isn't, reporting vs. tattling, defining roles (bystander, upstander, victim, bully)
		child abuse (including sexual abuse, such as human trafficking) and neglect (characteristics and consequences of, reporting and seeking help)	X	X	X	X	X	X	X	X	X	X				K-5: address reporting and seeking help only

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Alcohol, Tobacco, and Other Drugs	Prevention	refusal skills	X	X	X	X	X	X	X	X	X		Red Ribbon Week	*Entire strand needs to be streamlined and edited from the previous SE's.	Define and demonstrate refusal skills	
		reporting	X	X	X	X	X	X	X	X	X		Red Ribbon Week		Utilization of refusal skills and how to report to trusted adults	
		recognition and avoidance	X	X	X	X	X	X	X	X	X	X		Red Ribbon Week		Characteristics of usage, behavioral recognition, and strategies to remove self from environment.
		short and long-term consequences (legal, social, financial, and medical)	X	X	X	X	X	X	X	X	X	X		Red Ribbon Week		Identify and discuss external repercussions of decisions.
		benefits of abstinence (and delayed use for alcohol)	X	X	X	X	X	X	X	X	X	X		Red Ribbon Week		
		emotional regulation and coping skills	X	X	X	X	X	X	X	X	X	X		Red Ribbon Week		Identify specific skills, introduce ethics.
	Risk and protective factors	peer influence (positive or negative)	X	X	X	X	X	X	X	X	X	X		Red Ribbon Week		connect to refusal skills
		heredity and genetics (family history)								X	X	X				recognizing risk and management strategies
		environmental (safe havens and where to go for help, accessibility)	X	X	X	X	X	X	X	X	X	X		Red Ribbon Week		influences the increase risk or reduce risk
		socio-cultural factors	X	X	X	X	X	X	X	X	X	X		Red Ribbon Week		cultural differences associated with substances
	Use, misuse, and physiological effects	classification of psychoactive drugs (stimulants, depressants, narcotics, and hallucinogens)								X	X	X				
		current trends (for example vaping)	X	X	X	X	X	X	X	X	X	X		Red Ribbon Week		
		over the counter drugs	X	X	X	X	X	X	X	X	X	X		Red Ribbon Week		
		prescription drugs	X	X	X	X	X	X	X	X	X	X		Red Ribbon Week		
		illegal drugs	X	X	X	X	X	X	X	X	X	X		Red Ribbon Week		
		alcohol (including alcohol poisoning)	X	X	X	X	X	X	X	X	X	X		Red Ribbon Week		
	Short and Long-term Impacts	tobacco and related drugs	X	X	X	X	X	X	X	X	X	X		Red Ribbon Week		
		positive or negative impacts on health (including therapeutic, impairment, disability, addiction, or death)	X	X	X	X	X	X	X	X	X	X		Red Ribbon Week		Discuss current research and science of addiction, impact of substance use on brain and development.
		legal ramifications								X	X	X				
		behavioral problems (including delinquency, aggressive behavior, lowering of inhibitions, and increased risk-taking)								X	X	X				
	social and relational consequences								X	X	X					

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Alcohol, Tobacco, and Other Drugs	Treatment	who, when, where, and how to get help (for self or others)	X	X	X	X	X	X	X	X	X		Red Ribbon Week			
		types of treatments							X	X	X					
		recovery and rehabilitation								X	X	X				Identify local resources for recovery and rehabilitation.
		emergency responses to poisoning and overdoses	X	X	X	X	X	X	X	X	X	X		Red Ribbon Week		
Reproductive and Sexual Health	Healthy relationships	types of relationships (including platonic, romantic, casual)							X	X	X				Discuss the types of relationships and the changes that can occur as youth age and transition into adulthood. Skills for navigating relationship changes.	
		characteristics of healthy relationships (mutual respect, trust, support, and honesty, commitment, reliability)								X	X	X				Discuss the difference between love, intimacy, and commitment.
		marriage										X				Identify characteristics of healthy and unhealthy marriages and discuss level of commitment. Legal implications of being married. The dynamic nature of marriage (continual work to keep healthy).
		effective communication and active listening skills								X	X	X		Specific to romantic relationships and may not be sexual.		Discuss communication in the context of romantic relationships.
	Personal safety /Limits/Boundaries	sense of self--developing healthy identity (self-worth, -esteem, -confidence, and -acceptance)								X	X	X				Discuss communication in the context of romantic relationships and transition into adulthood
		communication--refusal skills								X	X	X				Share statistics about safety issues (rape, intimate partner violence) and situational refusal skills (group, couple)
		decision-making, clear consent (permission), and refusal skills, accepting and coping with rejection								X	X	X			Consent in the context of holding hands, dating, and social events	
	Anatomy, reproduction, and pregnancy	puberty and adolescent development						X	X	X	X	X		4th girls/boys learn about development of same sex, 5th learns about opposite sex		Brief overview of physical with integration of mental and emotional.
		fertilization and fetal development							X		X	X		introduction	Introduction in grade 5	Fetal alcohol syndrome; impacts of nutrition on fetal development; importance of prenatal care
		Anatomv. reproduction. and	pregnancy, stages, and risk factors							X	X	X				Foundational overview and emphasis on risk factors (i.e. development of an ectopic pregnancy)

Health Education TEKS Proposed Framework by Grade/Course

Strands	Substrands	Topics	K	1	2	3	4	5	6	7-8	HS	Comments K-2	Comments 3-5	Comments 6-8	Comments HS	
Reproductive and Sexual Health	pregnancy, cont.	teen pregnancy and associated concerns (financial, educational, health, and social concerns)								X	X				impacts of fetal development on pregnant individual (physiological changes and socio-emotional changes)	
	Sexual risk avoidance and sexual risk reduction	abstinence from sexual activity before marriage (as preferred choice for unmarried persons of school age)								X	X	X				
		types of contraceptives (including risk and failure, proper use, align with TEC 28.004)									X	X			reality rates instead of theoretical (TEC 28.004)	Align with TEC 28.004
		boundary setting regarding stages or progression of physical intimacy (holding hands, hugging, kissing, intercourse)								X	X	X				
	Sexually transmitted diseases and HIV	types of STDs/STIs								X	X	X				Align with TEC 28.004
		mode of transmission								X	X	X				
		signs, symptoms (including asymptomatic)								X	X	X				
		prevention (vaccines)								X	X	X				Risk reduction and current research in prevention and medical advances
		short-term/long-term health risks, consequences								X	X	X				Present current research in prevention and medical advances
		benefits of being STD/STI-free								X	X	X				Association with infertility in adulthood, PID
		testing and treatment and where to get help								X	X	X			Parents/guardians and other frontline providers such as school counselors and the nurse, community providers	Impact of individual health on self, community, and world.
	Legal issues regarding sexual health	child support										X				Financial impact of child support
		pregnancy-related									X	X				
		disclosure (such as STD-status to partner)									X	X				
		Sexting and digital pornography							X	X	X	X			definition and legal ramification (same as seen in Injury and Violence Prevention and Safety)	
		sexual abuse and harassment (rape, incest)								X	X	X				
		criminal versus civil litigation									X	X				
		age of consent								X	X	X				

Work group B is operating under the assumption that all topics included with this document will be grade and age appropriate. The reproduction and sexual health strand was written with the understanding that legal issues and alignment and related statutory regulations are still under review.