

**Health Education TEKS Review
New High School Course Recommendations**

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

- (a) General requirements. This course is recommended for students in Grades 9 through 12. There are no prerequisites for this course.
- (b) Introduction.
- (1) Living your best life is understanding how to navigate the health care system. The objective of this course is to empower students and their families to sustain or improve their quality of life, as it relates to their own health and the health of their community. To achieve this objective, students will understand health care terminology as it relates to insurance and public health. Further, students will acquire the knowledge and skills needed to utilize community, state, and federal health care services and related resources.
 - (2) Statements containing the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) Health literacy—health consumerism. The student understands medical terminology in health decision-making. The student is expected to:
 - (A) identify and characterize medical expressions or terms used by health care professionals; and
 - (B) define basic terminology for general use such as reading prescription labels.
 - (2) Health literacy—health consumerism. The student interprets personal medical information for health decision making. The student is expected to:
 - (A) interpret and apply take-home instructions from a healthcare professional;
 - (B) recognize normal vital signs, including temperature, blood pressure, heart rate, BMI, oxygen, and blood glucose levels;
 - (C) interpret and apply medication labels, including supplements, and over-the-counter and prescription drugs; and
 - (D) analyze the importance of each component of personal medical history, including immunizations, previous treatments, current medical records, and family history.
 - (3) Health literacy—health consumerism. The student analyzes the different facets of health insurance. The student is expected to:
 - (A) differentiate between types of insurance, including health, vision, and dental insurance;
 - (B) evaluate the advantages or disadvantages and costs of public and private insurance benefits;
 - (C) compare and contrast different components of insurance, including copay and deductible;
 - (D) describe different ways to pay for health care, including paying cash, health savings accounts, and flex-accounts; and
 - (E) interpret the components of a medical bill such as the explanation of benefits (EOB).

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- (4) Health literacy—health consumerism. The student identifies the proper use of medications and becomes familiar with the effects of pharmaceuticals. The student is expected to:
- (A) compare and contrast the differences between generic and name-brand medications;
 - (B) identify cost differentials of similar medications and the rights of the consumer, including the ability to ask a pharmacist for other options;
 - (C) explain the limitations of medications, including the differences between symptomatic treatment and treatment for a cure;
 - (D) identify different types of improper use of medications, including using expired medications and the overuse, misuse, and use of non-prescribed medications;
 - (E) identify ways to properly dispose of medications and equipment and explain the importance of proper disposal; and
 - (F) understand what Food and Drug Administration (FDA)-approval means, including off-label use.
- (5) Health literacy—patient advocacy. The student identifies alternatives to health insurance coverage. The student is expected to:
- (A) research available health care sharing plans;
 - (B) identify the options of community health care resources, including federally qualified healthcare centers (FQHC) and non-profit community clinics; and
 - (C) determine available community resources such as medical, dental, vision, pharmacy, x-ray, and laboratory services.
- (6) Health literacy—patient advocacy. The student demonstrates proper patient-health care professional communication. The student is expected to:
- (A) define the Health Information Privacy and Portability Act (HIPPA) and examine how it relates to confidentiality of medical records;
 - (B) identify patient and physician privileges and explore expectations, including rights to sexually transmitted infections (STI) testing and pregnancy health care;
 - (C) define the role of a chaperone in a medical setting, including the patient’s ability to request or remove one;
 - (D) demonstrate the ability to have a collaborative conversation with a health care professional, including the ability to ask questions and advocate for self and others;
 - (E) analyze the impact of medical bias on health outcomes; and
 - (F) evaluate resources relevant to patients’ legal rights, including the Center for Medicare and Medicaid Services (CMS) Patient’s Bill of Rights (2020).
- (7) Health literacy—health applications and technology. The student analyzes and evaluates applications and technology as they relate to personal health care. The student is expected to:
- (A) compare and contrast remote (tele-health and e-medicine) and in-person health care and treatment;
 - (B) research the effects of inequitable distribution of technology in health care, including medical facilities and home environments;
 - (C) differentiate between credible and false health information on the Internet and social media;
 - (D) analyze the risks of sharing private health information; and
 - (E) evaluate the use and effectiveness of a personal fitness device or health application.

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- (8) Health literacy—navigating the health care system. The student examines and interprets various health insurance plans, government guidelines for health plans, and coverage of non-traditional health care. The student is expected to:
- (A) compare and contrast insurance plans, including health-maintenance organization (HMO), preferred-provider organization (PPO), Medicare, Medicaid, and Children’s Health Insurance Program (CHIP);
 - (B) research current federal, state, and local government guidelines for health insurance; and
 - (C) distinguish between insurable and non-insurable health services, including elective procedures, integrative, and non-traditional health care.
- (9) Health care occupations—working within the health care system. The student explores different careers in the health care industry and analyzes their various roles. The student is expected to:
- (A) explore different careers in the health care industry; and
 - (B) analyze the various roles in the health care delivery system, including health care administration, health care professionals, public health professionals, corporate health care, and research and development.
- (10) Public health—policy resources. The student understands the resources available for protecting and improving the health of people and their local, national, and international communities. The student is expected to:
- (A) identify the roles of leading public health organizations such as county health departments, the Centers for Disease Control and Prevention (CDC), and the World Health Organization (WHO);
 - (B) compare and contrast the characteristics of United States and global health issues;
 - (C) explore the ways that local, state, national, and international organizations support public health; and
 - (D) analyze the effects of public policy on the prevention of communicable and noncommunicable diseases.
- (11) Public health—policy recommendations. The student applies public health resources to create solutions to daily health challenges. The student is expected to:
- (A) research an emerging health issue or topic such as health equity or a pandemic;
 - (B) appraise the impact of leading health organizations on emerging health issues and topics;
 - (C) explore the effect of environmental policy on public health;
 - (D) analyze the interconnectedness of different sectors of the health care industry and how it improves public health; and
 - (E) evaluate the impact of public health policy on emergency preparedness.
- (12) Public health—mental health. The student recognizes the interconnectedness of mental health and public health. The student is expected to:
- (A) examine the relationship between mental health and physical health;
 - (B) evaluate the importance of social interaction and its impact on health;
 - (C) understand the connection between mental health and the increase in homelessness and incarceration; and
 - (D) analyze the impact of social stigma on accessing mental health services, including barriers to treatment.

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- (13) Prevention—healthy living. The student evaluates the effects of health behaviors on preventing disease. The student is expected to:
- (A) appraise the effect of biological family medical history (genetics), including maternal and paternal, on health outcomes or risk for illness;
 - (B) explore the benefits of regular checkups;
 - (C) classify primary, secondary, and tertiary prevention;
 - (D) define comorbidities and their impact on health;
 - (E) examine health risk factors such as sedentary lifestyle and poor diet that can lead to negative health outcomes;
 - (F) explore preventative services covered by insurance plans;
 - (G) examine the importance of vaccines across the lifespan;
 - (H) evaluate a personal health plan to include nutrition, exercise, healthy weight, and sleep that will prevent chronic disease; and
 - (I) evaluate prevention campaigns on health behavior such as substance use, misuse, and abuse.

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