

# Health Education TEKS Review Work Group E Draft Recommendations

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

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

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

MV—multiple viewpoints from within the work group

VA—information added, changed, or deleted to increase vertical alignment

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Topic	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments	
	<b>(1) Physical health and hygiene--body systems.</b>											
	<del>Physical health and hygiene: body systems. The student knows the basic structures and functions of the human body and how they relate to personal health throughout the lifespan. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to:</del>						The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to:					
Anatomy & Physiology	(A) name the five senses	(A) <del>identify and</del> demonstrate use of the five senses	(A) <u>describe ways to protect the five senses</u>								WG recommends replacing Advanced Health with the new course recommended by Dr. Taylor in her initial review of the TEKS.  Grade 2: The group would like for students to identify protective measures.	
Anatomy & Physiology	<del>K.4.B name major body parts and their functions to include skeletal, muscular, circulatory, and respiratory</del>	<del>1.4.B identify major body structures and organs and describe their basic functions to include integumentary</del>	<del>2.3.C identify major body structures, organs, and systems and describe their primary function to include immune</del>	(A) name, locate, and describe the primary function and major components of the body systems, <u>including to include digestive, and urinary skeletal, muscular, circulatory, and respiratory</u>	(A) <u>name, locate, and describe the primary function and major components of the major body systems: including to include nervous, immune, digestive, and endocrine, and integumentary</u>	(A) describe the structure, functions, and interdependence of the major body systems, <u>including to include reproductive, endocrine, and urinary</u>	(A) <u>explain how to maintain the healthy status of body systems</u>	(A) <u>describe recognize the relationships among the body systems</u>	(A) <u>examine the effects of health behaviors on body systems</u>		MV: when to introduce the proper terminology for the reproductive organs  WG deleted SEs at K, 1, and 2 because there is a natural progression from covering the five senses to covering the body  Moved SE from another line in Grade 6 to VA	
Anatomy & Physiology			<del>2.4.C explain how the body provides protection from disease</del>	<del>3.3.B explain the body's defense systems and how they fight disease</del>	<del>4.2.A describe how health behaviors affect body systems</del>						Grade 2 and Grade 3: these Ses will be taught with immune system  4.2.A will be covered in Grade 6	
Anatomy & Physiology				<del>3.4.C explain the interrelationships of the body systems</del>			<del>6.2.A describe recognize the relationships among the body systems</del>	<del>NEW: explain the relationships between the 11 body systems.</del>			Deleting SE because the concept is duplicative among other subject areas	

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	<b>(1) Physical health and hygiene--body systems.</b>											
	<del>Physical health and hygiene: body systems. The student knows the basic structures and functions of the human body and how they relate to personal health throughout the lifespan. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to:</del>						The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to:					
Anatomy & Physiology						5.2.B identify and describe changes in male and female anatomy that occur during puberty (by gender)	5.2.B identify and describe changes in male and female anatomy that occur during puberty (both genders)	6.2.B describe changes in male and female anatomy and physiology during puberty			Eliminating the Ses because these are covered in the reproductive and sexual health strand	
Anatomy & Physiology						5.4.A explain how to maintain the healthy status of body systems			H1.6.A examine the effects of health behaviors on body systems			
Anatomy & Physiology							NEW: identify and locate the major organs of 11 body systems.	NEW: describe the major organs and functions of the 11 body systems.	NEW: analyze the structure, locations, functions of, and relationships among the 11 body systems and their effects on individual health		Concepts are duplicative in other Ses in this topic	
Anatomy & Physiology							6.2.C analyze the role of hormones as they relate to growth and development and personal health	7.2.B describe the influence of the endocrine system on growth and development			6.2.C is covered in reproductive and sexual health  7.2.B is encompassed in the SE in grade 5	

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Cognitive and Physical development (including adolescent brain development and its impact of decision-making abilities, skills and developmental milestones)							Physical health and hygiene: growth and development. <del>The student comprehends the physical and cognitive developmental changes throughout the lifespan as they relate to personal health.</del>				6.2.B is covered in reproductive and sexual health
Cognitive and Physical development							<b>6.2.B</b> describe changes in male and female anatomy and physiology during puberty				6.2.B is covered in reproductive and sexual health
Cognitive and Physical development							<b>6.2.C</b> analyze the role of hormones as they relate to growth and development and personal health	<b>7.2.B</b> describe the influence of the endocrine system on growth and development			6.2.C is covered in reproductive and sexual health  7.2.B is covered in the new Grade 5 SE.
Cognitive and Physical development							<b>WG-C: 7.1.D</b> describe the life cycle of human beings including birth, dying, and death	<b>7.1.D</b> examine the life cycle of human beings including birth, dying, and death	<b>H1.3.A</b> explain fetal development from conception through pregnancy and birth		7.1D and H1.3.A are covered in mental health and in science classes
Cognitive and Physical development							<b>WG-C: 7.2.A</b> identify differences in growth patterns among adolescents such as onset of puberty	<b>7.2.A</b> explain how differences in growth patterns among adolescents such as onset of puberty may affect personal health	<b>H1.6.C</b> appraise the significance of body changes occurring during adolescence		7.2.A and H1.6.C are covered in reproductive and sexual health  H1.6.C is included in nutrition

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Cognitive and Physical development							Physical health and hygiene: growth and development. <del>The student comprehends the physical and cognitive developmental changes throughout the lifespan as they relate to personal health.</del>				H1.1.C is covered in nutrition
Cognitive and Physical development									<del>H1.1.C explain the relationship between nutrition, quality of life, and disease</del>		H1.3.C is covered in alcohol, tobacco, and other drugs

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	(2) Physical health and hygiene--personal health and hygiene.										
	The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.										
Health care literacy and decision-making • <u>care</u>	(A) name people who can provide <u>helpful</u> health <u>care guidance information</u> such as parents, <u>doctors, teachers, and nurses-family members, trusted adults, teachers, and health care professionals</u>	(A) <u>identify health care professionals</u> and describe <u>the activities services they provide that are provided by health care professionals</u> such as medical check-ups, <u>and dental exams, and vision and hearing screenings</u>	(A) <u>describe the importance of individual health maintenance activities such as regular medical checkups and dental exams, and vision and hearing screenings</u>	(A) <u>explain the importance of seeking assistance in making decisions about health</u>			(A) <u>compare immediate and long-range effects of personal health care choices such as personal and dental hygiene</u>	(A) <u>list specific resources or facilities where members of the community can obtain medical care</u>	(A) <u>analyze how the cost, availability, and accessibility of health care services affects the community</u>		WG would like to reorganize this topic into care and information.  WG would like to move the Adv. H. SE to Health I  Added new SE at G7-8 for VA.  Moved Adv. 1.11.A to Health I.
Health care literacy and decision-making • <u>care</u>			(B) <u>explain actions an individual can take when not feeling well</u>			(A) <u>explain how to manage common minor illnesses such as colds and skin infections</u>					
Health care literacy and decision-making • <u>information</u>				(B) <u>describe methods of accessing information about health</u>	(A) <u>explain the importance of health information and how it can be used</u>	(B) <u>distinguish between myth and fact related to disease and disease prevention</u> <u>accessing information about health</u>	(B) <u>develop evaluation criteria for health information</u>	(B) <u>demonstrate ways to use health information to help self and others, including seizure awareness, diabetes education, and response plans such as first aid or CPR</u>	(B) <u>analyze health information based on health-related standards</u>		Combined 1.5.B

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	<b>(2) Physical health and hygiene--personal health and hygiene.</b>										
	The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.										
<a href="#">Health care decision making</a>				(C) <a href="#">identify</a> <del>appraise</del> <a href="#">the risks and benefits of decision-making about personal health</a>	(B) <a href="#">describe how health care decision-making is influenced by external factors</a>	(C) <a href="#">identify decision-making skills that promote individual, family, and community health</a>	(C) <a href="#">demonstrate decision-making skills based on health information</a>	(C) <a href="#">identify barriers related to solving health problems</a>	(C) <a href="#">analyze methods of overcoming barriers related to solving health problems</a>		In an effort to maintain VA, the skill was distributed among the grade levels
Health care literacy and decision-making	<del>K.5.A name people who can provide helpful health information such as parents, doctors, teachers, and nurses</del> <a href="#">family members, trusted adults, teachers, and health care providers</a>	<del>1.5.A identify people who can provide helpful health information such as parents, family members, trusted adults, teachers, and health care providers</del> <a href="#">nurses, and physicians</a>	<del>2.6.A identify people who can provide health information</del>	<del>3.5.A demonstrate the ability to locate resources from parents and family members, school, and the community</del>	4.11.A explain the importance of seeking guidance from parents and other trusted adults in making health decisions and solving problems	<del>5.9.A describe health-related situations that require parent/adult assistance</del>			<del>H1.9.B explain the benefits of positive relationships among community health professionals in promoting a healthy community</del>	<del>Adv. H.15.C interpret information provided by parents and other adults</del>	2.6.A is now addressed in new K SE.  3.5.A is now covered in new 3.1.B  4.11.A is covered in 3.1.A  H1.9.A is not essential.  Adv. H.15.C is already covered.
Health care literacy and decision-making	<del>K.5.B explain the importance of health information</del>	<del>1.1.B describe activities that are provided by health care professionals such as medical check-up and dental exams</del>			<del>4.3.A identify characteristics of health information</del>	<del>5.3.A describe methods of accessing health information</del>		<del>7.4.C demonstrate ways to use health information to help self and others, including seizure awareness, diabetes education, and response plans such as first aid or CPR</del>	<del>H1.18.C develop strategies to evaluate information relating to a variety of critical health issues</del>	<del>Adv. H.2.B evaluate health promotion materials from various sources (such as the internet, printed media, or commercials)</del>	H1.18.C is redundant with 7.4.B  Adv.H.2.B is covered in new H1.1.B

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	<b>(2) Physical health and hygiene--personal health and hygiene.</b>										
	The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.										
Health care literacy and decision-making		<b>1.5.B</b> list ways health information can be used		<b>3.11.C</b> explain the positive and negative consequences of making a health-related choice			<b>6.1.C</b> compare immediate and long-range effects of personal health care choices such as personal and dental hygiene	<b>7.4.B</b> develop evaluation criteria for health information	<b>H1.18.A</b> research information about a personal health concern	<b>Adv. H.4.B</b> analyze health information-based on health-related standards	H1.18.A is a redundant skill.
Health care literacy and decision-making		<b>Combined 1.6.A and 1.6.B to read:</b> identify examples of health information provided by various media and how media and technology can affect behaviors such as television, computers, and video games	<b>2.6.B</b> identify various media that provide health information	<b>3.7.A</b> describe how the media can influence knowledge and health behaviors	<b>4.3.B</b> describe the importance of accessing health information through a variety of health resources	<b>5.7.A</b> research the effect of media on health-promoting behaviors	<b>6.10.B</b> identify and analyze various media and technologies that influence individual and community health such as computer software and the internet		<b>H1.4.A</b> analyze the health messages delivered through media and technology		This whole row is covered in the information and decision-making topics and should be included in the TEKS guide.
Health care literacy and decision-making			<b>2.7.A</b> describe how the media can influence an individual's health choices	<b>3.7.B</b> identify ways in which health care has improved as a result of technology		<b>5.3.B</b> demonstrate ways to communicate health information such as posters, videos, and brochures			<b>H1.4.B</b> explain how technology has impacted the health status of individuals, families, communities, and the world		3.7.B is not essential.  2.7.A

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	<b>(2) Physical health and hygiene--personal health and hygiene.</b>										
	The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.										
Health care literacy and decision-making									<b>H1.11.B</b> analyze the impact of the availability of health services in the community and the world	<del>Adv. H.11.A</del> analyze how the cost, availability, and accessibility of health care services affects the community	H1.11.B is redundant with Adv. H. 11.A
Health care literacy and decision-making		<b>1.8.A</b> name various members of his/her family who help them to promote and practice health habits		<b>3.11.D</b> explain the importance of seeking assistance in making decisions about health					<b>H1.18.B</b> demonstrate knowledge about personal and family health concerns		1.8.A is redundant  H1.18.B is redundant and covered in other strands.
Health care literacy and decision-making			<b>2.1.A</b> explain actions an individual can take when not feeling well	<b>3.11.A</b> practice critical thinking skills when making health decisions		<b>5.4.C</b> distinguish between myth and fact related to disease and disease prevention		<b>7.13.C</b> appraise the risks and benefits of decision-making about personal health	<b>H1.5.D</b> demonstrate decision-making skills based on health information	<del>Adv. H.11.B</del> evaluate how the selection of health care services, products, and information affects the community	2.1.A is being moved to preventative health  Adv.H 11.B is redundant.
Health care literacy and decision-making				<b>3.11.B</b> gather data to help make informed health choices				<b>7.13.B</b> relate practices and steps necessary for making health decisions	<b>H1.17.B</b> identify decision-making skills that promote individual, family, and community health	<del>Adv. H.16.A</del> research information regarding personal and family health concerns	3.11.B id redundant with other skills.  Adv. H16.A is being combined with Health I new SE  7.13 A and B have been combined into a new SE.
Health care literacy and decision-making						<b>5.4.E</b> explain how to manage common minor illnesses such as colds and skin infections			<b>H1.18.C</b> develop strategies to evaluate information relating to a variety of critical health issues		

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	<b>(2) Physical health and hygiene--personal health and hygiene.</b>										
	The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.										
Health care literacy and decision-making						<del>5.7.B identify the use of health-related technology in the school such as audiometry and the Internet</del>			<del>H1.13.C explain how to access health services for people of all ages</del>	<del>Adv. H.16.C apply the concept of research and evaluation for determining health information for special populations</del>	Adv. H16.C is being combined with Health I new SE  5.7.B the use of audiometry
Health care literacy and decision-making							<del>6.13.D identify the possible health implications of long-term personal goals</del>				6.13.D is covered in other substrands.
Health care literacy and decision-making								<del>7.13.A interpret critical issues related to solving health problems</del>			7.13 A and B have been combined into a new SE.
Health care literacy and decision-making									<del>H1.2.E explain why some medications require a prescription</del>		H1.2.E is covered in ATOD.
Health care literacy and decision-making									<del>H1.1.F discuss health-related social issues such as organ donation and homelessness</del>		H1.1.F organ donation is in decision making and homelessness is discussed in mental health

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	<b>(2) Physical health and hygiene--personal health and hygiene.</b>										
	The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.										
Health care literacy and decision-making									<b>H1.6.B</b> relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care		Covered in preventative health
Health care literacy and decision-making									<b>H1.11.A</b> assess the impact of population and economy on community and world health		Covered in SE "availability of resources"
Health care literacy and decision-making									<b>H1.2.F</b> explain the connection between the proper and safe use of prescription drugs and overall health		Covered in ATOD
Health care literacy and decision-making									<b>H1.1.D</b> describe the causes, symptoms, and treatment of eating disorders		Covered in nutrition
Health care literacy and decision-making									<b>H1.12.C</b> compare and analyze the cost, availability, and accessibility of health services for people of all ages	<b>Adv. H.9.B</b> analyze health care costs of various health services in different countries	H1.12.C is duplicated

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	<b>(2) Physical health and hygiene--personal health and hygiene.</b>										
	The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.										
Health care literacy and decision-making									<b>H1.14.F</b> explore methods for addressing critical health issues, including but not limited to, seizure awareness, diabetes education, and response plans such as first aid or CPR.		Covered in Grade 7
Health care literacy and decision-making										<i>Adv. H.12.B</i> locate health care facilities at which members of the community can obtain medical care	
Health care literacy and decision-making										<b>Adv. H.12.A</b> describe technological advances available in the community that treat health problems such as medical procedures at local hospitals for treating heart disease and cancer	Medical technologies should be included in the TEKS guide.

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Health care literacy and decision-making										<del>Adv. H.9.A relate economic status to availability of health services within the community</del>	Adv. H.9.A included in barriers
Preventative health (common illnesses, chronic conditions, personal hygiene and checkups)  Positive health promotion	(B) identify <del>and practice</del> personal health habits that help individuals stay healthy such as personal <u>hygiene</u> , oral hygiene, and sleep	(B) describe <del>and practice</del> activities that enhance individual health such <u>as</u> personal <u>hygiene</u> , oral hygiene, and sleep	(C) <u>discuss the importance of practicing personal hygiene and health habits</u>  <del>2.1.B describe and demonstrate personal health habits such as personal/oral hygiene and sleep</del>	(D) <u>identify the importance of taking personal responsibility for developing and maintaining a personal health habits plan</u>  <del>3.1.F explain strategies for maintaining a personal health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills personal/oral hygiene and sleep</del>	<del>WGC:</del> <del>4.1.F identify the importance of taking personal responsibility for developing and maintaining a personal health plan</del>  (C) <u>explain strategies for maintaining a personal health habits. plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills personal/oral hygiene and sleep</u>	(D) <u>describe analyze the benefits components of promoting a personal health maintenance plan for individuals and households families</u>	<del>6.1.C compare immediate and long-range effects of personal health care choices such as personal and dental hygiene</del>				6.1.C is already covered

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	The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.										
Preventative health	<p><b>K.6.C</b> explain how germs cause illness and disease and the practices used to control the spread of germs</p> <p>(C) <u>discuss ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization</u></p>	<p><b>1.7.A</b> name types of germs that cause illness and disease</p> <p><b>1.7.C</b> explain common practices that control the way germs are spread</p> <p>(C) <u>describe ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization</u></p>	<p><b>2.4.D</b> apply practices to control spread of germs in daily life such as hand washing and skin care</p> <p>(D) <u>explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization</u></p>	<p><b>3.3.A</b> identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease</p> <p>(E) <u>explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization</u></p>	<p><b>4.5.C</b> discuss ways in which prevention and transmission of disease are affected by individual behaviors</p> <p>(D) <u>distinguish between communicable and noncommunicable illnesses.</u></p>	<p><b>5.4.B</b> relate the importance of immunizations in disease prevention</p> <p>(E) <u>analyze how personal hygiene helps prevent the spread of germs and communicable illnesses</u></p>	<p><b>NEW:</b> describe healthy personal grooming, hygiene, and oral health including habits such as bathing, brushing teeth, and hair and nail care.</p> <p>(D) <u>explain the role of preventive health measures, immunizations, and treatment in disease prevention such as wellness exams and dental check-ups</u></p>	<p><b>7.3.A</b> explain the role of preventive health measures, immunizations, and treatment in disease prevention such as wellness exams and dental check-ups</p> <p>(D) <u>analyze the relationship between health promotion and disease prevention</u></p>	<p><b>H1.2.A</b> analyze the relationship between health promotion and disease prevention</p> <p>(D) <u>develop and analyze strategies related to the prevention of communicable and non-communicable diseases</u></p>	<p><b>Adv. H.2.A</b> investigate various sources in the community that promote health and prevent disease</p>	In an effort for VA and progression of the topic and to emphasize the importance of preventing the transmission of germs.
Preventative health			<p><b>2.1.F</b> describe the importance of individual health maintenance activities such as regular medical and dental checkups</p>					<p><b>7.13.A</b> interpret critical issues related to solving health problems such as diabetes, seizure disorders, chronic conditions, or other lifestyle related illnesses</p>	<p><b>H1.1.I</b> describe the importance of taking responsibility for establishing and implementing health maintenance such as healthy personal grooming, hygiene, and oral health habits for individuals and family members of all ages</p>	<p><b>Adv. H.2.B</b> design health promotion materials such as preventative care posters for handwashing, vaccinations, or health behaviors</p>	<p>H1.1.I is covered in SE in grade 4.</p> <p>Adv.H.2.B is not necessary because it is an application of skills already covered.</p> <p>7.13.A is covered in health information.</p>

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	<b>(2) Physical health and hygiene--personal health and hygiene.</b>										
	The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.										
Preventative health					<del>4.5.A set personal health goals for preventing illness</del>			<del>6.13.D identify the possible health implications of long-term personal goals</del>		<del>H1.18.A research information about a personal health concern</del>	4.5.A is in personal health habits.  6.13.D is in mental health and wellness strand.  H1.18.A is an application of the information strand.
Preventative health			<del>2.1.G describe how a healthy diet can help protect the body against some diseases</del>		<del>4.1.E explain how sleep affects health and academic performance</del>					<del>H1.18.B demonstrate knowledge about personal and family health concerns</del>	2.1.G and 4.1.E redundant  H1.18.B is in health information strand and mental health.
Preventative health	<del>K.7.B identify ways to prevent the transmission of head lice such as sharing brushes and caps</del>	<del>1.7.B identify common illnesses and diseases and their symptoms, including asthma, heart disease, stroke, diabetes, and epilepsy</del>	<del>2.4.B identify causes of disease other than germs such as allergies, asthma, heart disease, stroke, diabetes, and epilepsy</del>  (E) <del>identify common illnesses and diseases and their symptoms, including asthma, heart disease, stroke, diabetes, and epilepsy</del>	<del>3.3.C explain actions to take when illness occurs, including asthma, heart disease, stroke, diabetes, and epilepsy</del>  (F) <del>identify causes of disease other than germs such as allergies, asthma, heart disease, stroke, diabetes, and epilepsy</del>	<del>4.5.D distinguish between communicable and noncommunicable diseases.</del>  (E) <del>explain actions to take when illness occurs, including asthma, heart disease, stroke, diabetes, and epilepsy</del>					<del>H1.2.D develop and analyze strategies related to the prevention of communicable and non-communicable diseases</del>	

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Topic	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
(2) Physical health and hygiene--personal health and hygiene.											
The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.											
Preventative health		<i>1.7.C explain common practices that control the way germs are spread</i>	<i>2.4.A explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization</i>		<i>4.5.B identify different pathogens and explain how the body protects itself from pathogens such as viruses, bacteria, and fungi</i>						4.5.B already covered in germ strand.
Preventative health	(D) identify <u>the appearance of head lice and biting insects</u> (including ticks and mosquitoes) and their hosts (such as grass, animals) that may cause illness and <u>their</u> proper removal <u>and</u> care	(D) describe <u>where how head lice and biting insects that may cause illness, vectors</u> (including ticks and mosquitoes,) <u>are commonly encountered</u> can be transferred and how to avoid them	<del>NEW:</del> describe <u>how vectors (including ticks and mosquitoes) can be transferred and how to avoid them</u>  (F) <u>discuss the signs and symptoms (that could include rash, fever, headache) of illness that may occur after contact with a biting insects, including ticks and mosquitoes</u> vector (including ticks and mosquitoes)	(G) explain how to perform a self-check for vectors, (including ticks and mosquitoes)	<del>NEW:</del> <u>discuss the signs and symptoms (that could include rash, fever, headache) that may occur after contact with a vector (including ticks and mosquitoes)</u>  (F) <u>describe how to reduce risk of vector-borne illness</u> infections	(F) distinguish between the various vectors, including ticks and mosquitoes, and treatment if infected.	<del>NEW:</del> <u>classify varieties of vectors (such as ticks or mosquitoes) in Texas and the illnesses they transmit</u>  (E) recognize the signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus	(E) explain the course, signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus.  <del>NEW:</del> <u>distinguish between varieties of vectors (such as ticks or mosquitoes) in Texas and the illnesses they transmit</u>	(E) <u>analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention</u>		H1.2.B moved from below.
Preventative health							<del>NEW:</del> <u>describe how to reduce risk of vector-borne infections</u>				

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	<b>(2) Physical health and hygiene--personal health and hygiene.</b>										
	The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.										
Preventative health							<i>NEW: recognize the signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus</i>	<i>NEW: distinguish between varieties of vectors (such as ticks or mosquitoes) in Texas and the illnesses they transmit</i>			
Preventative health					<b>4.7.A explain how the media can influence health behaviors</b>				<b>H1.2.C identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion</b>		4.7.A is covered in influences.  H1.2.C is covered in health care literacy.
Preventative health					<b>4.7.B describe ways technology can influence health</b>				<b>H1.14.F explore methods for addressing critical health issues</b>		H1.14.F is covered in health care decision making.  4.7.B is covered in health care decision making.
Preventative health									<b>H1.2.F explain the connection between the proper and safe use of prescription drugs and overall health</b>		H1.2.F is in ATOD.

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Topic	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
	<b>(2) Physical health and hygiene--personal health and hygiene.</b> The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.										
Preventative health									<del>H1.2.B analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention</del>		H1.2.B moved up for VA
Preventative health									<del>H1.3.B explain the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding</del>		H1.3.B is being moved to reproduction and health strand.
Preventative health									(F) relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care		
Preventative health									<del>H1.8.D analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape</del>		H1.8.D is covered in reproduction and sexual health.

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	<b>(2) Physical health and hygiene--personal health and hygiene.</b> The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.										
Preventative health									H1.12.B research various school and community health services for people of all ages such as vision and hearing screenings and immunization programs		H1.12.B is redundant.
Preventative health									H1.13.B identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care		H1.13.B is covered in injury and violence prevention and safety.

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Topic	(3) Mental health and wellness--social and emotional health.										
	<u>The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships, and personal boundaries. The student is expected to:</u>						The student identifies and applies strategies to develop socio-emotional health, self-regulation, <u>and</u> healthy relationships, <u>and personal boundaries</u> . The student is expected to:				
Social emotional development • Feelings and emotions	(A) <u>recognize and identify their own feelings and emotions</u>  <del>3.10.C. express needs, wants, and emotions in healthy ways;</del>	(A) <u>recognize and identify their own feelings and emotions</u>  <del>3.10.C. express needs, wants, and emotions in healthy ways;</del>	(A) express needs, wants, and emotions in healthy ways  <del>WG-C: recognize and identify feelings and emotions;</del>	(A) express needs, wants, and emotions in healthy ways  <del>WG-C: recognize and identify feelings and emotions;</del>	(A) <u>understand analyze how emotions impact behavior with adult assistance</u>  <del>3.10.C. express needs, wants, and emotions in healthy ways;</del>	(A) <u>understand analyze how emotions impact thoughts and behavior with adult assistance</u>  <del>3.10.C. express needs, wants, and emotions in healthy ways;</del>	(A) <u>describe methods of communicating emotions</u>	(A) identify and analyze different emotions in self and others		<del>WG-C: Adv. Health 2.13.A create and apply strategies for communicating emotions, needs, and wants;</del>	
Social emotional development Feelings and emotions	<del>WG-C: recognize and identify feelings and emotions;</del>	<del>WG-C: recognize and identify feelings and emotions;</del>	<del>3.10.C. express needs, wants, and emotions in healthy ways;</del>	<del>3.10.C. express needs, wants, and emotions in healthy ways;</del>	<del>WG-C: recognize and identify feelings and emotions;</del>	<del>WG-C: recognize and identify feelings and emotions;</del>	<del>7.12.D describe methods of communicating emotions;</del>		<del>Health 1.15.A demonstrate strategies for communicating needs, wants, and emotions;</del>	<del>WG-C: Adv. Health 2.13.A create and apply strategies for communicating emotions, needs, and wants;</del>	H1.15.A is being removed because it is covered earlier in the VA sequence (in grade 3).
Social emotional development	<del>WG-C: identify emotions related to situations;</del>	<del>WG-C: identify emotions related to situations;</del>	<del>WG-C: identify emotions related to situations;</del>	<del>WG-C: identify emotions related to situations;</del>	<del>WG-C: identify emotions related to situations;</del>	<del>WG-C: identify emotions related to situations;</del>					Number of standards reduced and combined to eliminate redundancies.
Social emotional development				<del>WG-C: understand how emotions impact behavior with adult assistance;</del>	<del>WG-C: understand how emotions impact behavior with adult assistance;</del>	<del>WG-C: understand how emotions impact behavior with adult assistance;</del>					Moved SEs were moved for vertical alignment.

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
Topic	(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, and personal boundaries. The student is expected to:						The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships, and personal boundaries. The student is expected to:				
Social emotional development			WG-C: analyze emotions and feelings in response to situations with adult assistance;	WG-C: analyze emotions and feelings in response to situations with adult assistance;	WG-C: analyze emotions and feelings in response to situations with adult assistance;	WG-C: analyze emotions and feelings in response to situations with adult assistance;					
Social emotional development		1.9.B. list unique ways that individuals use to communicate such as using body language and gestures;	2.9.B list and demonstrate good listening skills;								
Social emotional development							WG-C: 6.12.G demonstrate strategies for showing respect for individual differences such as race, physical appearance, and socio-economic status;	WG-C: 7.12.C describe strategies to show respect for individual differences, including age differences;	Health 1.16.A apply communication skills that demonstrate consideration and respect for self, family and others;	WG-C: Adv. Health 2.14.A appraise effective communication skills that demonstrate consideration and respect for self, family, and others;	
Social emotional development								WG-D: NEW: identify and analyze different emotions in self and others;			
Social emotional development								7.1.A analyze the interrelationships of physical, mental, and social health;			Addressed in introduction

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Topic	(3) Mental health and wellness--social and emotional health.										Comments
	The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships, and personal boundaries. The student is expected to:						The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships, and personal boundaries. The student is expected to:				
Self-regulation	(B) describe and practice calming and coping strategies	(B) describe and practice calming and coping strategies	(B) describe and practice calming and coping strategies	(B) <u>describe strategies for self-control calming and coping and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors</u>  <b>WG-C:</b> describe and practice calming and coping strategies;	(B) <u>describe strategies for self-control calming and coping and the importance of calming and coping strategies when of dealing with strong emotions, including anger appropriately and how they affect thoughts and behaviors;</u>  <b>WG-C:</b> describe and practice calming and coping strategies;	(B) apply and practice strategies for <u>calming and coping self-control</u>  <b>WG-C:</b> describe and practice calming and coping strategies;	(B) assess healthy ways of responding to <u>conflict disrespectful behaviors</u>	(B) describe <u>and apply healthy techniques for managing reactions in times of emotional stress</u> responding to criticism	<del>Health 1.16.C analyze and demonstrate ways to show disapproval of inconsiderate and disrespectful behavior;</del>	<del><b>WG-C: Adv. Health 2.14.C</b> explain the detrimental effects of inconsiderate and disrespectful behavior;</del>	
Self-regulation										<b>WG-C: Adv. Health 2.14.B</b> associate effective communication with success in school and the workplace;	
Self-regulation	<b>WG-C:</b> demonstrate healthy ways of gaining attention;	<b>WG-C:</b> demonstrate healthy ways of gaining attention;	<b>WG-C:</b> demonstrate healthy ways of gaining attention;	<b>WG-C:</b> demonstrate healthy ways of gaining attention;	<b>4.9.D:</b> demonstrate healthy ways of gaining attention;	<b>WG-C:</b> demonstrate healthy ways of gaining attention;					

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<b>Topic</b>	<b>(3) Mental health and wellness--social and emotional health.</b>										<b>Comments</b>
	<u>The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships, and personal boundaries. The student is expected to:</u>						The student identifies and applies strategies to develop socio-emotional health, self-regulation, <u>and</u> healthy relationships, <u>and</u> <del>personal boundaries</del> . The student is expected to:				
Self-regulation	<del>1.9.D. describe and practice techniques of self-control such as thinking before acting;</del>	<del>1.9.D. describe and practice techniques of self-control such as thinking before acting;</del>	<del>1.9.D. describe and practice techniques of self-control such as thinking before acting;</del>	<del>4.10.C. describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors;</del>	<del>4.10.C. describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors;</del>	<del>5.6.F. apply and practice strategies for self-control;</del>	<del>WG C: 6.12.F describe ways to control anger and emotions;</del>	<del>6.12.C. practice methods for self-control;</del>			Redundant with WG C standard
Self-regulation	<del>1.9.C. express needs, wants, and emotions in appropriate ways;</del>	<del>1.9.C. express needs, wants, and emotions in appropriate ways;</del>			<del>4.12.C. explain the difference between assertive behavior and aggressive behavior;</del>	<del>WG C: explain the difference between assertive behavior and aggressive behavior;</del>				<del>WG C: Adv. Health 2.14.D apply criteria for using passive, aggressive, and assertive communication;</del>	
Self-regulation			<del>2.2.B. identify ways to avoid deliberate and accidental injuries;</del>								
Self-regulation			<del>2.10.C. explain the benefits of practicing self-control;</del>				<del>WG C NEW: identify the importance of time-management;</del>	<del>7.13.G demonstrate the use of time-management skills;</del>			
Healthy and unhealthy relationships			<del>2.2.F. identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe by another person/adult;</del>	<del>3.9.E. identify ways to communicate with parents/trusted adults about health concerns;</del>						<del>WG C: Adv. Health 2.15.C interpret and evaluate information provided by parents and other adults;</del>	

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Topic	(3) Mental health and wellness--social and emotional health.										Comments
	The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships, and personal boundaries. The student is expected to:						The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships, and personal boundaries. The student is expected to:				
Healthy and unhealthy relationships					4.11.C- describe the importance of parental guidance and other trusted adults in goal setting;	WG C- describe the importance of parental guidance and other trusted adults in goal setting;					
Healthy and unhealthy relationships			2.8.B- recognize unsafe requests made by friends such as playing in the street;		WG C- explain the dangers of yielding to peer pressures by assessing risks/consequences;	WG C- explain the dangers of yielding to peer pressures by assessing risks/consequences;	6.9.C explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior;				
Healthy and unhealthy relationships <ul style="list-style-type: none"> <li>Peer pressure and social groups</li> </ul>	(C) discuss describe how friends can influence a person's behavior health	(C) describe ways in which peers and families can work together to build healthy relationships a healthy community	(C) explain the influence of peer pressure on an individual's social and emotional health 2.8.A- describe how friends can influence a person's health;	(C) distinguish between healthy and harmful influences of friends and others 3.8.B- describe ways in which peers and families can work together to build a healthy community;	(C) identify positive and negative characteristics of social groups such as gangs, clubs, and cliques 4.8.A- explain the influence of peer pressure on an individual's social and emotional health;	(C) explain ways of maintaining healthy relationships and such as resisting peer pressure in social groups to engage in unsafe behavior	(C) differentiate between positive and negative peer pressure	(C) appraise evaluate the importance of social groups and peer influences and how they can affect individual mental health and wellness	(A) evaluate positive and negative effects of various relationships on physical, and emotional, and social health		
Healthy and unhealthy relationships				3.1.A- explain how personal health habits affect self and others;	4.8.B- describe the importance of being a positive role model for health;						3.1.A is redundant with the physical health strand

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<b>Topic</b>	<b>(3) Mental health and wellness--social and emotional health.</b>										<b>Comments</b>
	<u>The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships, and personal boundaries. The student is expected to:</u>						The student identifies and applies strategies to develop socio-emotional health, self-regulation, <u>and</u> healthy relationships, <u>and personal boundaries</u> . The student is expected to:				
Healthy and unhealthy relationships • friendships	(D) demonstrate skills for making new acquaintances	(D) describe ways to build and maintain friendships	(D) <u>describe the qualities of a good friend</u>  <del>2.9.A. identify characteristics needed to be a responsible family member or friend;</del>	(D) <u>describe the characteristics of healthy and unhealthy friendships</u>	(D) <u>describe the importance of being a positive role model for health</u>  <del>4.9.A. describe the qualities of a good friend;</del>	<del>5.6.B. describe the characteristics of healthy and unhealthy friendships;</del>		<del>7.11.E appraise the importance of social groups and how they can affect individual mental health;</del>			
Healthy and unhealthy relationships					<del>4.9.G. identify positive and negative characteristics of social groups such as gangs, clubs, and cliques;</del>	<del>5.6.A. distinguish between healthy and harmful influences of friends and others;</del>		<del>6.9.A differentiate between positive and negative social group relationships such as clubs, gangs, or families;</del>	<del>Health 1.9.A evaluate positive and negative effects of various relationships on physical, emotional, health;</del>		
Healthy and unhealthy relationships	<del>K.8.C. recognize and explain the importance of manners and rules for healthy communication and treating others with respect;</del>						<del>6.11.A identify family roles and develop strategies for supporting and respecting family members;</del>		<del>Health 1.10.B analyze the dynamics of family roles and responsibilities relating to healthy behaviors and healthy families;</del>		These SEs were removed because the skills is covered in the respectful communication SE.

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Topic	(3) Mental health and wellness--social and emotional health.										Comments
	<u>The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships, and personal boundaries. The student is expected to:</u>						The student identifies and applies strategies to develop socio-emotional health, self-regulation, <u>and</u> healthy relationships, <u>and personal boundaries</u> . The student is expected to:				
Healthy and unhealthy relationships • communication	(E) recognize and describe individual differences and communicate appropriately and respectfully with all individuals	(E) list <del>unique ways to that individuals</del> <u>respectfully communicate use verbally and nonverbally to communicate such as using body language and gestures</u>	(E) <u>demonstrate respectful ways to communicate communication with family members, peers, teachers, and others</u>  <del>2.10.A. describe how to effectively communicate;</del>	(E) describe the <del>mental health</del> value of respectful communication <del>such as reducing the potential for angry behavior</del>	(E) demonstrate consideration when communicating with individuals <u>who use diverse methods to communicate in unique ways such as someone having a speech defect, someone not speaking English, or someone being deaf</u>	(D) analyze respectful ways to communicate <u>disagreement</u> with friends, family, teachers, and others	(D) describe methods for communicating important issues with parents and peers	(D) <u>demonstrate communication skills in building and maintaining healthy relationships and determining when and how to end unhealthy relationships</u>	(B) <u>apply communication skills that demonstrate consideration and respect for individual differences self, family and others</u>	<del>WG-C: Adv. Health 2.6.C research and describe models for effective communication;</del>	"Such as" statements should be included in the TEKS guide
Healthy and unhealthy relationships	<del>K.8.B. explain the importance of showing consideration and respect for teachers, family members, friends, peers, and other individuals;</del>		<del>2.10.B. explain the benefits of treating friends, teachers, family members, and peers with respect;</del>	<del>3.10.A. demonstrate respectful communication with family members, peers, teachers, and others;</del>	<del>4.12.E. demonstrate consideration when interacting with individuals who communicate in unique ways such as someone who has a speech impediment, someone who does not speak English, or someone who has an exceptionally high vocabulary;</del>	<del>5.8.A. explain the importance of communication skills as a major influence on the social and emotional health of the individual and family;</del>		<del>WG-C: Health 1.14.A demonstrate communication skills in building and maintaining healthy relationships and determining when and how to end unhealthy relationships;</del>			

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Topic	(3) Mental health and wellness--social and emotional health.										
	<u>The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships, and personal boundaries. The student is expected to:</u>						The student identifies and applies strategies to develop socio-emotional health, self-regulation, <u>and</u> healthy relationships, <del>and personal boundaries</del> . The student is expected to:				
Healthy and unhealthy relationships • empathy		(F) <u>identify feelings and emotions in others</u>	(F) <u>use verbal and nonverbal cues to identify the feelings and perspectives of others</u>	(F) <u>discuss how others may experience situations differently than oneself</u>	<del>NEW-define empathy and how it differs from sympathy;</del>  (F) <u>identify verbal, physical, and situational cues that indicate how others may feel</u>	(E) <u>define and differentiate between sympathy and empathy toward others</u>	<del>NEW-define empathy and how it differs from sympathy;</del>	<del>WG-C: 6.12.A demonstrate ways to communicate empathy to others and have consideration for others;</del>	(C) demonstrate <u>ways to express</u> empathy towards others		WG added SEs for VA.
Healthy and unhealthy relationships empathy						(F) <u>describe the feelings and perspectives expressed by others</u>	(E) <u>hypothesize others' feelings and perspectives in a variety of situations and justify the hypothesis</u>	(E) <u>analyze similarities and differences between one's own and other's perspectives</u>			
Healthy and unhealthy relationships • Conflict resolution								(F) <u>analyze and demonstrate appropriate ways to show disapproval of inconsiderate and disrespectful behavior</u>	(D) <u>analyze the classify</u> forms of communication such as passive, aggressive, or assertive <u>and its impact on how it applies to</u> conflict resolution		
Healthy and unhealthy relationships • Conflict resolution		<del>1.9.F-practice refusal skills and replacement behaviors to avoid and resolve conflicts;</del>	<del>2.9.C demonstrate refusal skills;</del>	(G) demonstrate strategies for resolving conflicts	(G) <u>explain the difference between assertive behavior and aggressive behavior</u>	<del>WG-C: explain the difference between assertive behavior and aggressive behavior;</del>	(F) identify strategies for using <u>non-violent</u> conflict resolution skills <del>instead of fighting</del>	(G) practice conflict resolution/mediation skills	(E) evaluate the effectiveness of conflict resolution techniques in various situations	<del>WG-C: Adv. Health 2.6.B design strategies for implementing effective conflict resolution/mediation strategies;</del>	1.9.F and 2.9.C are covered in ATOD.

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<b>Topic</b>	<b>(3) Mental health and wellness--social and emotional health.</b>										<b>Comments</b>
	<u>The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships, and personal boundaries. The student is expected to:</u>						The student identifies and applies strategies to develop socio-emotional health, self-regulation, <u>and</u> healthy relationships, <u>and</u> <del>personal boundaries</del> . The student is expected to:				
Personal safety and boundaries	<del>WG-C: identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling a parent/trusted adult if he/she is threatened;</del>	<del>1.2.H identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult;</del>	<del>WG-C: identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling a parent/trusted adult if he/she is threatened;</del>	<del>WG-C: identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling a parent/trusted adult if he/she is threatened;</del>	<del>WG-C: identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling a parent/trusted adult if he/she is threatened;</del>	<del>WG-C: identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling a parent/trusted adult if he/she is threatened;</del>					More appropriate in injury prevention strand and in the ATOD strand.
Personal safety and boundaries	<del>WG-C: identify and practice safety rules during play;</del>	<del>1.2.G. identify and practice safety rules during play;</del>	<del>WG-C: identify and practice safety rules during play;</del>	<del>WG-C: identify and practice safety rules during play;</del>	<del>WG-C: identify and practice safety rules during play;</del>	<del>WG-C: identify and practice safety rules during play;</del>					Covered in injury prevention strand
Personal safety and boundaries	<del>WG-C: identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult;</del>	<del>WG-C: identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult;</del>	<del>WG-C: identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult;</del>	<del>WG-C: identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult;</del>	<del>4.4.G. identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult;</del>	<del>WG-C: identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult;</del>	<del>NEW identify forms of abuse and strategies for becoming a self-advocate, including reporting or avoiding unsafe situations and behaviors;</del>	<del>7.6.C identify strategies for prevention and intervention of emotional, physical, and sexual abuse of themselves or others;</del>			Covered in injury prevention strand
Personal safety and boundaries		<del>1.11.B. describe negative consequences for both the victim and the bully;</del>	-	-	<del>4.9.E. identify critical issues that should be discussed with parents/trusted adults such as harassment;</del>						Covered in injury prevention strand

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(3) Mental health and wellness--social and emotional health.										Comments
	The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships, and personal boundaries. The student is expected to:						The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships, and personal boundaries. The student is expected to:				
Personal safety and boundaries							<b>WG C: 6.11.B</b> strategies for coping with unhealthy behaviors in the family such as abuse, alcoholism, and neglect;		<i>NEW</i> identify available community mental health resources for reporting and coping with unhealthy behaviors or abuse;		6.11.B is covered in injury prevention and violence.
Personal safety and boundaries		<b>1.9.F</b> practice refusal skills and replacement behaviors to avoid and resolve conflicts;			<b>4.9.C</b> explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted;		Health 1.8.A analyze the relationship between the use of refusal skills and the avoidance of unsafe situations;	<b>NEW</b> demonstrate the ability to analyze unsafe situations and select an appropriate refusal skill;	<b>NEW</b> develop strategies for applying refusal skills in a variety of familiar and unfamiliar situations;		These skills are in ATOD, injury prevention, and reproductive and sexual health.
Personal safety and boundaries					<b>4.9.H</b> demonstrate refusal skills;		<b>NEW</b> differentiate between appropriate and inappropriate refusal skills such as using nonconfrontational approaches;	<b>NEW</b> describe the connection between building a healthy self-concept and the appropriate use of refusal skills to avoid unsafe situations;			These skills are in ATOD, injury prevention, and reproductive and sexual health.

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Topic	(4) Mental health and wellness--developing a healthy self-concept.										
	<u>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:</u>						The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:				
Self-evaluation/assessment	(A) <u>describe positive personal qualities</u>	(A) <u>discuss ways to be kind to self</u>	(A) <u>discuss ways to be kind to self and others</u>	<del>3.9.G describe ways to help build self-esteem for oneself, friends, and others;</del> <u>(A) define self-esteem</u>	(A) <u>describe discuss ways to help build self-esteem for oneself, friends, and others;</u>	(A) <u>describe ways identify strategies to help build self-esteem for oneself, friends, and others;</u>	(A) <u>identify how physical and social changes impact self-esteem</u>	(A) <u>describe how internal and external factors influence self-esteem</u>	(A) <u>describe how internal and external factors influence self-esteem</u>		The group felt that self-esteem should be vertically included
Self-evaluation/assessment							<del>6.1.G describe the importance of establishing and implementing a periodic health-maintenance clinical assessment;</del>			<del>WG-C: Adv. Health 2.1.A generate a personal health profile using appropriate technology such as stress reduction, body fat composition, and nutritional analysis;</del>	6.1.G too complex for sixth graders  Advanced health has been deleted
Self-evaluation/assessment								<del>WG-C: 7.10.A describe personal health behaviors and knowledge unique to different generations and populations;</del>	<del>WG-C: Health 1.6.B relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care;</del>		7.10.A move to socio-cultural
Self-evaluation/assessment									<del>Health 1.18.A research information about a personal health concern;</del>		SE is redundant with health care information topic.

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Topic	(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:						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:				
Goal-setting	(B) <u>discuss the meaning of goals and identify at least one health-related goal</u>	(B) explain the importance of goal setting and task completion	(B) list the steps and describe the importance of task completion and goal setting	(B) describe <del>goal-setting skills</del> <u>the importance of seeking trusted adult guidance in setting goals</u>	(B) explain the advantages of setting short- and long-term goals	(B) describe benefits in setting and implementing short- and long-term goals <u>and perseverance to achieve those goals</u>	(B) identify the possible health implications of long-term personal <del>and vocational</del> goals	(B) develop strategies for setting long-term personal <del>and vocational</del> goal			
Goal-setting					(C) <u>explain the importance of time management passage with respect to a goal</u>	<del>5.9.F. explain the importance of parent/trusted adult guidance in goal setting;</del>					
Goal-setting			<del>2.11.A. explain steps in the decision-making process and the importance of following the steps;</del>	<del>3.11.G. explain the importance of time passage with respect to a goal;</del>		<del>5.9.E. explain the necessity of perseverance to achieve goals;</del>					5.9.E combined with 5.9.D
Goal-setting							<del>WG-C: 7.13.B describe practices and steps necessary for making health decisions;</del>  (C) <u>explain steps in the decision-making process and the importance of following the steps</u>	(C) identify decision-making skills that promote individual, family, and community health	(B) demonstrate decision-making skills based on health information	<del>WG-C: Adv. Health 2.15.B apply decision-making skills to health-promoting decisions;</del>	7.13.B repetitive with 2.11.A

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Topic	(5) Mental health and wellness--risk and protective factors.											Comment
	The student recognizes the influence of <u>various genetic, environmental, and socio-cultural</u> factors influencing mental health <u>and wellness</u> . The student is expected to:						The student recognizes the influence of <u>various genetic, environmental, and socio-cultural</u> factors influencing mental health <u>and wellness</u> . The student is expected to:					
Genetic or hereditary				<del>WG-C: 5.9.A. describe health-related situations that require parent/adult assistance such as a discussion of managing the health-related effects of genetic and hereditary diseases and going to a doctor;</del>	<del>WG-C: 5.9.A. describe health-related situations that require parent/adult assistance such as a discussion of managing the health-related effects of genetic and hereditary diseases and going to a doctor;</del>	<del>WG-C: 5.9.A. describe health-related situations that require parent/adult assistance such as a discussion of managing the health-related effects of genetic and hereditary diseases and going to a doctor;</del>	(A) identify hereditary mental health and wellness conditions	(A) understand <del>the influence of</del> genetic factors on the potential development of mental health and wellness conditions	(A) research and explain how genetic factors predispose a person to schizophrenia, bipolar disorder, depression, anxiety, and other mental health and wellness conditions	<del>WG-D: NEW research and explain treatment options and therapies for genetically-linked mental health and wellness conditions;</del>	5.9.A removed from 3 <sup>rd</sup> and 4 <sup>th</sup> , and 5 <sup>th</sup> grade— not developmentally appropriate.	

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(5) Mental health and wellness--risk and protective factors.										Comment
	The student recognizes the influence of <u>various genetic, environmental, and socio-cultural</u> factors influencing mental health <u>and wellness</u> . The student is expected to:						The student recognizes the influence of <u>various genetic, environmental, and socio-cultural</u> factors influencing mental health <u>and wellness</u> . The student is expected to:				
Environmental	<del>WG-C: 2.5.A.</del> identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;	<del>WG-C: 2.5.A.</del> identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;	<del>WG-C: 2.5.A.</del> identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;	<del>WG-C: 2.5.A.</del> identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;	<del>WG-C: 2.5.A.</del> identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;	<del>WG-C: 2.5.A.</del> identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;	<del>6.8.B</del> identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures;  (A) <u>identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures</u>	<del>WG-D: 7.7.A</del> relate physical environmental factors to individual, family, and community health such as climate and availability of resources;  (B) <u>identify and describe how environmental influences such as air, water, or noise may affect an individual's mental health</u>	<del>Health 1.2.C</del> identify, describe, and assess available health-related services in the community that relate to mental health and wellness;  (B) <u>formulate strategies for combating environmental factors that have a detrimental effect on the mental health of a community by implementing a community environmental health plan;</u>	<del>WG-D: Adv.</del> <del>Health.8.C</del> <u>formulate strategies for combating environmental factors that have a detrimental effect on the mental health of a community by implementing a community environmental health plan;</u>	2.5.A located in injury and violence prevention  6.8.B, 7.7.A, and WG D rearranged for VA  Health 1.2.C is covered in health information.
Environmental			<del>WG-C: 2.5.B.</del> describe strategies for protecting the environment and the relationship between the environment and individual health such as pollution and ultraviolet rays;	<del>WG-C: 3.6.A.</del> relate how protecting the environment promotes individual and community health;	<del>4.6.A.</del> identify similarities in which environments can be promoted in home, schools, and communities;	<del>WG-C: 5.8.D.</del> identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging;	<del>WG-D: NEW</del> identify and describe how environmental influences such as air, water, or noise may affect an individual's mental health;				Entire row not essential for mental health strand

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	<b>(5) Mental health and wellness--risk and protective factors.</b>										Comment
	The student recognizes the influence of <u>various genetic, environmental, and socio-cultural</u> factors influencing mental health <u>and wellness</u> . The student is expected to:						The student recognizes the influence of <u>various genetic, environmental, and socio-cultural</u> factors influencing mental health <u>and wellness</u> . The student is expected to:				
Environmental				<del>WG-C: 3.6.B. identify common health problems that result in unhealthy environments such as skin cancer, poisoning, and respiratory illness;</del>							Not related to mental health
Environmental				<del>WG-C: 3.6.C. identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws;</del>							Not related to mental health
Socio-cultural factors						<del>WG-D: NEW: explore socio-cultural impacts on mental health and wellness such as bullying and social media;</del> <del>WG-C: Health 1.10.A describe the roles of parents, grandparents, and other family members in promoting mental health and wellness;</del>	<del>WG-C: 6.13.C explain the impact of peer pressure on mental health and wellness;</del>	<del>WG-D: 7.7.A relate social environmental factors to individual, family, and community health such as gangs;</del>	<del>Health 1.14.G evaluate the dynamics of social groups;</del>		<del>6.13.C and Health 1.14.G, 7.7.A, the new SE and Health 1.10.A are covered in healthy and unhealthy relationships</del>

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Topic	(5) Mental health and wellness--risk and protective factors.										Comment
	The student recognizes the influence of <u>various genetic, environmental, and socio-cultural</u> factors influencing mental health <u>and wellness</u> . The student is expected to:						The student recognizes the influence of <u>various genetic, environmental, and socio-cultural</u> factors influencing mental health <u>and wellness</u> . The student is expected to:				
Socio-cultural factors							<del>WG-D: NEW: explore socio-cultural impacts on mental health and wellness such as bullying and social media;</del>	<del>WG-C: 7.10.A describe personal health behaviors and knowledge unique to different generations and populations;</del>			Moved to 5 <sup>th</sup> grade for VA  7.10.A is being deleted in an effort to streamline.
Socio-cultural factors									<del>WG-C: Health 1.10.A describe the roles of parents, grandparents, and other family members in promoting mental health and wellness;</del>		Moved to align with socio-cultural factors (Bullying)
Socio-cultural factors							<del>WG-D: 7.7.A relate social environmental factors to individual, family, and community health such as gangs;</del>  (C) <del>discuss mental health-related social issues such as homelessness;</del>	<del>Health 1.1.F discuss mental health-related social issues such as homelessness;</del>	<del>WG-C: Adv. Health.9.A relate economic status to availability of mental health services within the community;</del>		Adv.9.A will be covered in the care and information topic in the physical health and hygiene strand.
Socio-cultural factors										<del>WG-C: Adv. Health.9.B analyze costs of various mental health services in different countries;</del>	Suggested SE for the new health care course

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
<b>Topic</b>	<b>(5) Mental health and wellness--risk and protective factors.</b>										<b>Comment</b>
	The student recognizes the influence of <u>various genetic, environmental, and socio-cultural</u> factors influencing mental health <u>and wellness</u> . The student is expected to:						The student recognizes the influence of <u>various genetic, environmental, and socio-cultural</u> factors influencing mental health <u>and wellness</u> . The student is expected to:				
Socio-cultural factors										<b>WG-C: Adv. Health.10.A</b> research and/or participate in community mental health programs that benefit various populations;	Suggested SE for the new health care course
Socio-cultural factors										<b>WG-C: Adv. Health.10.B</b> participate in a presentation to educate others about a variety of mental health issues such as panel discussions and role plays or skits to inform younger students;	Suggested SE for the new health care course
Socio-cultural factors										<b>WG-C: Adv. Health.11.B</b> evaluate how the selection of mental health care services, products, and information affects the community;	Suggested SE for the new health care course
Socio-cultural factors										<b>WG-C: Adv. Health.12.A</b> describe technological advances available in the community that identify and treat health problems;	Suggested SE for the new health care course

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Topic	(5) Mental health and wellness--risk and protective factors.										Comment
	The student recognizes the influence of <u>various genetic, environmental, and socio-cultural</u> factors influencing mental health <u>and wellness</u> . The student is expected to:						The student recognizes the influence of <u>various genetic, environmental, and socio-cultural</u> factors influencing mental health <u>and wellness</u> . The student is expected to:				
Socio-cultural factors										<del>WG C: Adv. Health.12.B locate mental health care facilities at which members of the community can obtain medical care;</del>	Suggested SE for the new health care course.

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Topic	<b>(6) Mental health and wellness--identifying and coping with mental health and wellness concerns</b>										
	<del>Mental health and wellness—identifying and coping with mental health and wellness concerns.</del> The student identifies and demonstrates coping skills in response to knowledge of: long term illnesses, chronic conditions, sensory issues, self-advocacy, stress, depression and anxiety, trauma and interpersonal violence including suicide. The student is expected to:  <u>The student will develop and use appropriate skills to identify and cope with conditions related to mental health and wellness.</u> <u>The student is expected to:</u>						The student will develop and use appropriate <del>help-seeking</del> skills to identify and cope with <u>conditions related to</u> mental health and wellness <del>concerns such as anxiety, depression, trauma, and other chronic health conditions.</del> The student is expected to:				
Long term illness/chronic conditions	<del>1.7.B. identify common illnesses and diseases and their symptoms including epilepsy;</del>	<del>1.7.B. identify common illnesses and diseases and their symptoms including epilepsy;</del>	<del>1.7.B. identify common illnesses and diseases and their symptoms including epilepsy;</del>	<del>1.7.B. identify common illnesses and diseases and their symptoms including epilepsy;</del>	<del>1.7.B. identify common illnesses and diseases and their symptoms including epilepsy;</del>	<del>1.7.B. identify common illnesses and diseases and their symptoms including epilepsy;</del>	(A) demonstrate knowledge about personal and family health concerns;				This SE does not fit into this strand.
Long term illness/chronic conditions				(A) <u>discuss methods for coping with long-term physical health conditions for self and others</u>	(A) <u>describe methods for coping with long-term physical health conditions for self and others</u>	(A) <u>compare and contrast healthy and unhealthy methods for coping with long-term physical health conditions for self and others</u>	(B) <u>examine the outcomes of healthy and unhealthy methods for coping with long-term physical health conditions for self and others</u>	(A) <u>describe methods to support others who have long-term physical health conditions</u>	<del>Health 1.14.F explore methods for coping with long-term mental and physical health issues;</del>		H1.14.F is now covered in earlier grades.
Long term illness/chronic conditions							<del>6.1.D identify causes and effects associated with poor body image such as eating disorders and growth patterns;</del>	<del>7.1.B identify and describe types of eating disorders such as bulimia, anorexia, or overeating;</del>	<del>Health 1.1.D describe the causes, symptoms, and treatment of eating disorders;</del>		All SEs are covered in healthy eating.
Sensory issues	<del>WG-C: Identify sensory issues and their effects on optimal student learning;</del>	<del>WG-C: Identify sensory issues and their effects on optimal student learning;</del>	<del>WG-C: Identify sensory issues and their effects on optimal student learning;</del>	<del>WG-C: Identify sensory issues and their effects on optimal student learning;</del>	<del>WG-C: Identify sensory issues and their effects on optimal student learning;</del>	<del>WG-C: Identify sensory issues and their effects on optimal student learning;</del>		<u>7.1.C Identify and describe lifetime strategies for coping with issues and disorders such as ADD, dyslexia, dysgraphia, depression, anxiety, and sensory issues;</u>			These SEs are subsumed in the next row.

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Topic	(6) Mental health and wellness--identifying and coping with mental health and wellness concerns										Comments
	<p><del>Mental health and wellness—identifying and coping with mental health and wellness concerns.</del> The student identifies and demonstrates coping skills in response to knowledge of: long term illnesses, chronic conditions, sensory issues, self-advocacy, stress, depression and anxiety, trauma and interpersonal violence including suicide. The student is expected to:</p> <p>The student will develop and use appropriate skills to identify and cope with conditions related to mental health and wellness. The student is expected to:</p>						<p>The student will develop and use appropriate <u>help-seeking</u> skills to identify and cope with <u>conditions related to</u> mental health and wellness <del>concerns such as anxiety, depression, trauma, and other chronic health conditions.</del> The student is expected to:</p>				
Sensory issues that impact learning	(A) <u>discuss demonstrate</u> how to we treat peers with different <u>learning needs</u> with dignity and respect <del>who are identified with sensory issues</del>	(A) <u>discuss and demonstrate</u> how to we treat peers with different <u>learning needs</u> with dignity and respect <del>who are identified with sensory issues</del>	(A) <u>identify strategies for coping with different learning needs for self and others</u>  WG-C: describe demonstrate how to we treat peers with different learning needs with dignity and respect who are identified with sensory issues;	(B) <u>describe strategies to support others in coping with different learning needs</u>  WG-C: demonstrate how to we treat peers with different learning needs with dignity and respect who are identified with sensory issues;	<del>WG-C: demonstrate how to we treat peers with different learning needs with dignity and respect who are identified with sensory issues;</del>	<del>WG-C: demonstrate how we treat peers with dignity who are identified with sensory issues;</del>	(C) <u>identify and describe lifetime strategies for coping with conditions that impact learning issues and disorders such as ADD, ADHD, dyslexia, dysgraphia, depression, anxiety, and sensory issues</u>				
Stress, anxiety, depression, trauma, loss, and grief	(B) <u>describe discuss the relationship between emotions and stress</u>  WG-C: 2.1.E. define stress and describe healthy behaviors that reduce stress such as deep breathing and exercise;	(B) <u>discuss the signs and symptoms associated with stress</u>  WG-C: 2.1.E. define stress and describe healthy behaviors that reduce stress such as deep breathing and exercise;	(B) <u>identify personal stressors and their impact on learning the health of the individual and family</u>  WG-C: 2.1.E. define stress and describe healthy behaviors that reduce stress such as deep breathing and exercise;	(C) <u>define stress and describe and practice healthy behaviors that reduce stress such as deep breathing and exercise</u>	(B) <u>define sources of stress including trauma, loss, and the stages of grief</u>  WG-C: 2.1.E. define stress and describe healthy behaviors that reduce stress such as deep breathing and exercise;	(B) <u>examine the impact of stress, trauma, loss, and grief on mental health and wellness</u>	(D) <u>describe health and unhealthy coping and management strategies for ways to manage stress, anxiety, depression, trauma, loss and grief</u>  6.1.H identify strategies for managing stress;	(B) <u>differentiate between healthy and unhealthy coping and management strategies for stress, anxiety, depression, trauma, loss, and grief</u>  7.11.B describe the application of coping skills for managing stress;	(A) <u>examine the impact of choosing healthy coping and management strategies for stress, anxiety, depression, trauma, loss and grief on mental health and wellness</u>  7.12.B demonstrate effective strategies for coping with problems and stress;		SEs were moved and combined in effort to streamline and maintain vertical alignment  Include help-seeking skills in coping and management strategies in TEKS guide

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Topic	<b>(6) Mental health and wellness--identifying and coping with mental health and wellness concerns</b>										
	<p><del>Mental health and wellness – identifying and coping with mental health and wellness concerns.</del> The student identifies and demonstrates coping skills in response to knowledge of: long term illnesses, chronic conditions, sensory issues, self-advocacy, stress, depression and anxiety, trauma and interpersonal violence including suicide. The student is expected to:</p> <p>The student will develop and use appropriate skills to identify and cope with conditions related to mental health and wellness. The student is expected to:</p>						<p>The student will develop and use appropriate help-seeking skills to identify and cope with conditions related to mental health and wellness concerns such as anxiety, depression, trauma, and other chronic health conditions. The student is expected to:</p>				
Stress						5.1.F. analyze the components of a personal health maintenance plan for individuals and families such as stress management and personal safety;					
Stress							6.12.H define stress and its effects on individual health and relationships;	7.12.F describe the relationship between emotions and stress;			
Stress							6.12.I identify stressors and their impact on the health of the individual and family;	7.12.E describe the effect of stress on personal and family health;			
Help-seeking skills							WG C: 6.13.A seek the input of parents and other trusted adults in problem solving and goal setting;		Health 1.17.C summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills;		SEs were moved and combined in effort to streamline and maintain vertical alignment
Help-seeking skills								Health 1.13.C identify and explain how to access health services for people of all ages;	Health 1.12.C compare and analyze the cost, availability, and accessibility of health services for people of all ages;	WG C: Adv. Health.11.A analyze how the cost, availability, and accessibility of health care services affects the community;	

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
<b>Topic</b>	<b>(6) Mental health and wellness--identifying and coping with mental health and wellness concerns</b>										
	<del>Mental health and wellness – identifying and coping with mental health and wellness concerns.</del> The student identifies and demonstrates coping skills in response to knowledge of: long term illnesses, chronic conditions, sensory issues, self-advocacy, stress, depression and anxiety, trauma and interpersonal violence including suicide. The student is expected to:  <u>The student will develop and use appropriate skills to identify and cope with conditions related to mental health and wellness.</u> <u>The student is expected to:</u>						The student will develop and use appropriate <u>help-seeking</u> skills to identify and cope with <u>conditions related to</u> mental health and wellness <del>concerns such as anxiety, depression, trauma, and other chronic health conditions.</del> The student is expected to:				
Help-seeking skills									<b>Health 1.13.B</b> identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care;		
Help-seeking skills							<b>7.4.C</b> demonstrate ways to use health information to help self and others;	<b>WG-C: 6.4.B.</b> use critical thinking to research and evaluate health information;	<b>WG-C: Health 1.5.B.</b> demonstrate ways to utilize criteria to evaluate health information for appropriateness;	<b>WG-C: Adv. Health 2.5.A.</b> analyze and develop criteria for evaluating health information;	
<u>Stress, Anxiety</u> <del>and depression</del>							<b>6.12.E</b> describe ways to manage anxiety and grief;		<b>Health 1.1.H</b> examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression;	<b>WG-D: NEW:</b> Identify and explain treatment strategies for anxiety and depression;	SEs were moved and combined in effort to streamline and maintain vertical alignment
Trauma, loss and grief							<b>6.12.E</b> describe ways to manage anxiety and grief;		<b>Health 1.1.E</b> examine issues related to death and grieving, including the stages of grief;		SEs were moved and combined in effort to streamline and maintain vertical alignment

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	<b>(6) Mental health and wellness--identifying and coping with mental health and wellness concerns</b>										
	<del>Mental health and wellness—identifying and coping with mental health and wellness concerns.</del> The student identifies and demonstrates coping skills in response to knowledge of: long term illnesses, chronic conditions, sensory issues, self-advocacy, stress, depression and anxiety, trauma and interpersonal violence including suicide. The student is expected to:  <u>The student will develop and use appropriate skills to identify and cope with conditions related to mental health and wellness.</u> <u>The student is expected to:</u>						The student will develop and use appropriate <del>help-seeking</del> skills to identify and cope with <u>conditions related to</u> mental health and wellness <del>concerns such as anxiety, depression, trauma, and other chronic health conditions.</del> The student is expected to:				
Trauma, loss and grief								<del>WG-C: 7.1.D describe the life cycle of human beings including birth, dying, and death;</del>			SEs were moved and combined in effort to streamline and maintain vertical alignment
Trauma, loss and grief										<del>WG-D: NEW: describe the concept of trauma-informed care;</del>	SEs were moved and combined in effort to streamline and maintain vertical alignment
Self-harm				(D) <u>identify and discuss healthy coping alternatives to avoid harming oneself and the importance of telling a trusted adult</u>	(C) <u>discuss the warning signs and protective factors of suicide as provided by the Center for Disease Control (CDC) and the importance of telling a trusted adult</u>	(C) <u>discuss the warning signs and protective factors of suicide as provided by the Center for Disease Control (CDC) and the importance of telling a trusted adult</u>	(E) <u>discuss the warning signs and protective factors of suicide as provided by the Center for Disease Control (CDC) and the importance of telling a trusted adult</u>  <del>WG-D: NEW: identify forms and possible causes of self-harm;</del>	(C) <u>discuss the warning signs and protective factors of suicide as provided by the Center for Disease Control (CDC) and the importance of telling a trusted adult</u>  <del>WG-D: NEW: understand the relationship between self-harm and suicide;</del>	(B) <u>discuss the warning signs and protective factors of suicide as provided by the Center for Disease Control (CDC) and the importance of telling a trusted adult</u>  <del>Health 1.1.G analyze strategies to prevent suicides;</del>	<del>WG-D: NEW: research the link between demographic factors and suicide;</del>	Discussion about which grade level to begin talking about self-harm. A compromise was reached. The consensus of the work group is to begin talking about self-harm at grade 3 and suicide at grade 4.  MV about whether to include the CDC.

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	<b>(6) Mental health and wellness--identifying and coping with mental health and wellness concerns</b>										
	<p><del>Mental health and wellness – identifying and coping with mental health and wellness concerns. The student identifies and demonstrates coping skills in response to knowledge of: long term illnesses, chronic conditions, sensory issues, self-advocacy, stress, depression and anxiety, trauma and interpersonal violence including suicide. The student is expected to:</del></p> <p><u>The student will develop and use appropriate skills to identify and cope with conditions related to mental health and wellness. The student is expected to:</u></p>						<p>The student will develop and use appropriate <del>help-seeking</del> skills to identify and cope with <u>conditions related to</u> mental health and wellness <del>concerns such as anxiety, depression, trauma, and other chronic health conditions</del>. The student is expected to:</p>				
Self-harm					(D) <u>discuss healthy coping alternatives to avoid harming oneself and the importance of telling a trusted adult</u>	(D) <u>compare and contrast healthy coping strategies to avoid harming oneself</u>	(F) <u>identify suicide prevention resources such as the National Suicide Prevention Hotline</u>	(D) <u>examine how the use of suicide prevention resources such as the National Suicide Prevention Hotline may reduce the likelihood of suicide</u>	(C) <u>examine how the use of suicide prevention resources such as the National Suicide Prevention Hotline may reduce the likelihood of suicide</u>		
Self-harm									(D) <u>research data and prevalence of local, state, and national suicide rates among various groups</u>		

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Topic	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments	
	<b>(7) Healthy eating and physical activity--food and beverage daily recommendations.</b>											
	The student will identify and explain healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:						The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:					
Essential nutrients (proteins, carbs, fats, minerals, vitamins, water)	(A) identify that our bodies are <u>composed mostly</u> made of water and we need to drink water daily	(A) identify that fruits and vegetables provide essential vitamins and minerals	(A) identify types of nutrients	(A) classify foods by the nutrients they provide	(A) identify <u>why the body needs the benefits of</u> six major nutrients contained in foods	(A) identify foods that are sources of one or more of the six major nutrients	(A) <u>identify how multivitamins can supplement a healthy diet</u>	(A) demonstrate ways to use <u>nutritional health</u> information to help self and others	(A) examine the relationship among body composition, <u>nutrition diet</u> , and fitness		WG added clarifying language for the Grade 4, 7-8, and Health 1 SE.  WG added a grade 6 SE to include information about multivitamins.	
Essential nutrients					(B) identify <u>nutritional</u> information on menus and food labels	(B) examine food labels and menus for nutritional content		(B) <u>compare and contrast common food labels and menus for nutritional content</u>	(B) analyze food labels and menus for nutritional content		WG added an SE at grade 7-8 so that students will be able to analyze common food labels for nutritional content.	
Portion sizes and daily recommended amounts per current Government Nutrition Guidelines (as of 2019, Choose My Plate)	(B) identify portion sizes using familiar objects such as a golf ball for a cookie or a frisbee for a dinner plate	(B) demonstrate knowledge of food portions from different food groups using familiar objects	(B) identify healthy and unhealthy food choices <del>such as a healthy breakfast and snacks including fruits and vegetables, and fast food choices</del>	(B) describe food combinations in a balanced diet <u>as outlined by government nutrition guidelines such as My Plate</u>			(B) <u>describe analyze</u> healthy and unhealthy dietary practices	(C) <u>analyze the impact of healthy dietary practices</u>	(C) <u>compare and contrast the impact of healthy and unhealthy dietary practices</u>		Grade 2: such as was deleted for clarity (because it had both a such as statement and an including statement).  G3: edited because "My Plate" may change through the years and the WG wanted to ensure that government guidelines were included.  G6: changed verb and included grade 7-8 and high school SEs to ensure the level of complexity increases at each grade level.	

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Topic	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments	
	<b>(7) Healthy eating and physical activity--food and beverage daily recommendations.</b>											
	The student will identify and explain healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:						The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:					
Portion sizes and daily recommended amounts per current Government Nutrition Guidelines	(C) identify types of foods that help the body grow <del>such as healthy breakfast foods and snacks</del> including fruits and vegetables	(C) identify the food groups	(C) use food groups to describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities	<del>3.1.C. identify types of nutrients</del>			(C) <u>explain the importance of a personal dietary and exercise plan</u>	(D) <u>develop a personal dietary plan</u>	(D) <u>describe how a personal dietary plan affects overall health and how it differs over a lifespan</u>		3.1.C already appears at grade 2 in the essential nutrients topic.  The kindergarten SE was edited for clarity.  The grade 6 SE was moved and the SEs at grade 7-8 and high school were added for VA and to extend the idea at the upper grade levels.  “And exercise” was deleted because it is covered in another topic.	
Portion sizes and daily recommended amounts per current Government Nutrition Guidelines				<del>3.1.D. describe food combinations in a balanced diet such as My Plate</del>			<del>6.1.B explain the importance of a personal dietary and exercise plan</del>				3.1.D is appears in the portion sizes topic.	
Portion sizes and daily recommended amounts per current Government Nutrition Guidelines				<del>3.11.B. gather data to help make informed health choices</del>	<del>4.3.B. describe the importance of accessing health information through a variety of health resources</del>	<del>5.1.B. apply information from My Plate to making healthy food choices</del>		<del>WG-D-7.4.C demonstrate ways to use health information to help self and others</del>		<del>Adv. Health.4.A research current health-related standards related to health information and products from valid sources such as the Centers for Disease Control and Prevention and the Food and Drug Administration</del>	These SEs were deleted because the concepts have been covered more completely in other SEs.	

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Topic	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments	
	<b>(7) Healthy eating and physical activity--food and beverage daily recommendations.</b>											
	The student will identify and explain healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:						The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:					
Portion sizes and daily recommended amounts per current Government Nutrition Guidelines									<del>Health 1.1.B examine the relationship among body composition, diet, and fitness</del>		This SE was deleted because the concept has been covered more completely in other SEs.	
Dietary choices (including limiting sugar-sweetened beverages, fast food, sodium, and caffeine)	(D) identify <del>a</del> healthy <u>snack choices</u> <del>snack such as fruit</del>	<del>WG-D: understand the importance of choosing healthy fast food choices such as smaller sizes, substituting fries for salads, and grilled instead of fried foods.</del> (D) <u>identify ingredients that make foods and drinks unhealthy</u>	(D) understand the importance of <u>drinking water instead of choosing healthy alternatives to</u> various sugar sweetened beverages such as soda and sports drinks	(C) <u>understand the importance of choosing healthy fast food choices such as smaller sizes, substituting salads for fries, and grilled instead of fried foods</u>	(C) understand the importance of choosing lower sodium alternatives to foods which have high levels of sodium, such as salty snacks and canned vegetables	(C) identify caffeinated beverages and their effects	<del>6.1.A analyze healthy and unhealthy dietary practices</del> (D) <u>analyze the impact of dehydration on short- and long-term health</u>	(E) <u>demonstrate ways to use dietary health information to help self and others</u>	(E) <u>design a long-term dietary plan identify decision-making skills that promotes promote individual, family, and community health</u>		TEKS guide: please put information about alternative options for healthy foods, including choosing nutrition bars and breakfast bars. It's a viable alternative to those who don't have accessibility to fresh fruits and vegetables.  Edits: the WG wants to expressly call out water as a healthy choice. The WG built the concept contained in this row across all grade levels.	
Dietary choices							<del>6.1.B explain the importance of a personal dietary and exercise plan</del>				This SE was deleted because the concept has been covered more completely in other SEs.	
Dietary choices									<del>Health 1.1.B examine the relationship among body composition, diet, and fitness</del>		This SE was deleted because the concept has been covered more completely in other SEs.	

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Topic	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments	
	<b>(7) Healthy eating and physical activity--food and beverage daily recommendations.</b>											
	The student will identify and explain healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:						The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:					
Dietary choices (including limiting sugar-sweetened beverages, fast food, sodium, and caffeine)				<del>3.1.A. explain how personal health habits affect self and others</del>				<del>7.4.C demonstrate ways to use health information to help self and others</del>	<del>Health 1.17.B identify decision-making skills that promote individual, family, and community health</del>		3.1.A was deleted because the concept contained in the SE is vague and is covered in other SEs in this topic.	

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	<b>(8) Healthy eating and physical activity--physical activity.</b>										Comments
	The student <u>identifies, analyzes, and applies</u> <del>will identify and explain</del> strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to:						The student <u>identifies, analyzes, and applies</u> strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to:				
Current government physical activity guidelines							(A) identify the <u>Centers for Disease control (CDC)</u> guidelines for daily physical activity throughout the lifespan	(A) apply the <u>Centers for Disease control (CDC)</u> guidelines for daily physical activity <u>to construct a personal activity plan throughout the lifespan</u>	(A) compare and contrast the relationship between <u>active and sedentary lifestyles on overall health physical-activity and lifestyles (active vs. sedentary)</u>		
Health benefits of being physically active (stress reduction, healthy weight/body composition, and cardio-vascular health)	<del>WG-D: K.1.A. identify and practice personal health habits that help individuals stay healthy such as proper amount of sleep and daily physical activity</del>	<del>1.1.A. describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise</del>	<del>2.1.E. define stress and describe healthy behaviors that reduce stress such as exercise</del>	<del>3.1.A. explain how personal health habits affect self and others</del>	<del>4.2.A. describe how health behaviors affect body systems</del>	<del>5.8.B. describe daily and weekly physical activities that promote the health of a family including activities outside of screen time</del>	<del>6.1.F describe the mental, physical, and social benefits of regular physical activity</del>	(B) <u>explain the relationship between nutrition, physical activity, quality of life, and disease regarding mental, physical, and social benefits</u>	(B) <u>analyze explain</u> the relationship between nutrition, physical activity, quality of life, and disease regarding mental, physical, and social benefits		2.1.E is covered in PE. SEs were deleted because they are already covered in other strands.
Health benefits of being physically active								<del>7.4.C demonstrate ways to use health information to help self and others</del>			This concept has been covered in other areas.
Health benefits of being physically active								(C) identify how to balance caloric intake and physical activity expenditures	(C) examine the relationship among body composition, diet, and physical activity		

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(8) Healthy eating and physical activity--physical activity.										Comments
	The student <u>identifies, analyzes, and applies</u> <del>will identify and explain</del> strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to:					The student <u>identifies, analyzes, and applies</u> strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to:					
Health benefits of being physically active			<del>2.3.B. identify the major organs of the body such as the heart, lungs, and brain and describe their primary function</del>								This SE is covered in PE.
Health-related fitness components with types of physical activity (strength, flexibility, cardio-respiratory endurance, muscular endurance, and body composition)	<del>K.1.C. identify types of exercise and active play that are good for the body</del>	1.2.G. identify and practice safety rules during play			4.1.C. identify the concepts of aerobic and anaerobic exercise	<del>WG-D: 4.1.C. differentiate between aerobic and anaerobic exercise</del>	WG-D: Identify health-related fitness components and anaerobic and aerobic exercise.	WG-D: Differentiate between anaerobic and aerobic exercise.			Skills are covered in PE.
Health-related fitness components with types of physical activity				<del>WG-D: Identify the physical, mental, and social benefits of fitness</del>	4.1.D. explain the physical, mental, and social benefits of fitness (A) <u>identify the physical, mental, and social benefits of fitness</u>	5.1.E. differentiate between health-related and skill-related physical activities (A) <u>explain the physical, mental, and social benefits of fitness</u>	(B) <u>analyze the benefits of regular physical activity on describe the mental, physical, and social health benefits of regular physical activity</u>	WG-D: Classify the health-related fitness components with types of physical activity.  (D) <u>develop a physical-fitness plan using appropriate technology</u>	WG-D: Evaluate types of physical activity that will improve health-related fitness components throughout the lifespan.  (D) <u>develop a physical-fitness profile using appropriate technology</u>	<del>Adv. Health.1.A generate a personal health profile including personal fitness level, stress reduction, body fat composition, and nutritional analysis using appropriate technology.</del>	WG eliminated SEs because they were redundant skills with PE fitness principles topic.  New revisions were written to align concept across grade levels.

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	<b>(9) Healthy eating and physical activity--nutrition and physical activity literacy.</b>										Comments
	<del>The student will obtain, process, and understand basic physical activity and nutrition information needed to make health promoting decisions. The student will identify and explain basic physical activity and nutrition information needed to make health promoting decisions.</del> The student is expected to:						<del>The</del> The student will obtain, process, and understand basic physical activity and nutrition information needed to make health promoting decisions. The student is expected to:				
Goal setting and decision-making	<del>WG-D: Understand what a goal is and be able to identify at least one health-related goal such as going for a walk</del>	<del>1.3.C. describe the importance of goal-setting and task completion</del>	<del>WG-D: Recognize positive steps to achieving a goal, such as improving balance or running speed</del>	<del>3.11.F. describe goal-setting skills</del>	<del>4.11.B. explain the advantages of setting short and long-term goals</del>  <del>(A) describe the importance of goal setting for making healthy food choices</del>	<del>5.9.D. analyze the benefits in setting and implementing short and long-term goals including setting at least one short and long-term goal on a personal health plan</del>  <del>(A) describe the importance of goal setting for achieving appropriate levels of physical activity</del>	(A) develop short- and long-term goals to <u>achieve appropriate levels of physical activity</u> improve personal physical fitness level and <u>make healthy</u> personal food choices.	(A) examine progress of short- and long-term goals to <u>achieve appropriate levels of physical activity</u> improve personal physical fitness level and <u>make healthy</u> personal food choices.	(A) <u>examine progress of short- and long-term goals to achieve appropriate levels of physical activity improve personal physical fitness level and make healthy personal food choices.</u>		New revisions were written to align concept across grade levels.  SEs were deleted because the concepts are included in other strands.
Goal setting and decision-making				<del>3.11.G. explain the importance of time passage with respect to a goal</del>							SEs were deleted because the concepts are included in other strands.
Goal-setting and decision-making									<del>Health 1.17.B identify decision-making skills that promote individual, family, and community health</del>	<del>WG-D: Adv. Health 15.B apply decision-making skills to health promoting decisions</del>	SEs were deleted because the concepts are included in other strands.

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Topic	<b>(9) Healthy eating and physical activity--nutrition and physical activity literacy.</b>										Comments
	<del>The student will obtain, process, and understand basic physical activity and nutrition information needed to make health promoting decisions. The student will identify and explain basic physical activity and nutrition information needed to make health promoting decisions.</del> The student is expected to:						<del>The</del> The student will obtain, process, and understand basic physical activity and nutrition information needed to make health promoting decisions. The student is expected to:				
Goal-setting and decision-making									<del>WG-D: Health 1.5.D demonstrate decision-making skills based on health information.</del>		SEs were deleted because the concepts are included in other strands.
Goal-setting and decision-making									<del>WG-D: Health 1.1.A relate the nation's health goals and objectives to individual, family, and community health</del>		SEs were deleted because the concepts are included in other strands.
Consumer Literacy (to include Food and Fitness marketing/advertising, and reading food labels)							<del>WG-D: 6.4.A list ways to evaluate health products, practices, and services (such as food labels, sunblock, dietary aids, fitness products and over-the-counter medications)</del>	<del>7.4.B develop evaluation criteria for health information (such as food labels, sunblock, dietary aids, fitness products and over-the-counter medications)</del>	<del>WG-D: Health 1.5.A develop evaluation criteria for health information (such as food labels, sunblock, dietary aids, fitness products and over-the-counter medications)</del>	<del>WG-D: Adv. Health 4.B analyze health information based on health-related standards</del>	SEs were deleted because the concepts are included in other strands.
Consumer Literacy						<del>5.1.B apply information from MyPlate to making healthy food choices</del>					SEs were deleted because the concepts are included in other strands.
Consumer Literacy						<del>5.3.A describe methods of accessing health information</del>					SEs were deleted because the concepts are included in other strands.

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Topic	<b>(9) Healthy eating and physical activity--nutrition and physical activity literacy.</b>										Comments
<u>The student will obtain, process, and understand basic physical activity and nutrition information needed to make health promoting decisions. The student will identify and explain basic physical activity and nutrition information needed to make health promoting decisions.</u> The student is expected to:						<del>The</del> The student will obtain, process, and understand basic physical activity and nutrition information needed to make health promoting decisions. The student is expected to:					
Consumer Literacy	(A) explain the importance of health information	(A) identify examples of health information provided by various media and how they affect nutritional habits and physical activity	(A) identify various media that provide health information and how media can influence an individual's health choices such as television ads for fast foods and breakfast cereals	<del>WGD 4.3.A. identify characteristics of health information</del> (A) describe the importance of accessing health information through a variety of health resources	(B) gather data from a variety of sources to help make informed nutritional and physical activity health choices	<del>5.3.B. demonstrate ways to communicate health information such as posters, videos, and brochures</del> (B) use critical thinking to research and evaluate health products and information about physical activity and nutritional choices	<del>6.4.B use critical thinking to research and evaluate health products and information</del> (B) explain the role of media and technology in influencing individuals and community health related to physical activity and nutritional choices	<del>WG-D: 7.4.A use critical thinking to use and analyze health information such as interpreting media messages</del> (B) explain how media influences buying decisions about physical fitness equipment or nutritional products	<del>WG-D: Health 1.5.B apply criteria developed to evaluate health information</del> (B) analyze marketing and advertising techniques in health-product and service promotion		SEs were written to VA, streamline and eliminate redundancies.
Consumer Literacy		<del>1.6.B. cite examples of how media and technology can affect behaviors such as television, computers, and video games</del>			<del>4.3.B. describe the importance of accessing health information through a variety of health resources</del>			<del>7.9.B explain the role of media and technology in influencing individuals and community health</del>		<del>Adv. Health 5.A analyze marketing and advertising techniques in health-product and service promotion</del>	SEs were written to VA, streamline and eliminate redundancies.
Consumer Literacy			<del>2.7.A. describe how the media can influence an individual's health choices such as television ads for fast foods and breakfast cereals</del>					<del>7.9.C explain how media influences buying decisions</del>		<del>Adv. Health 5.B apply marketing and advertising techniques to health promotion</del>	SEs were written to VA, streamline and eliminate redundancies.

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Topic	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments	
	<b>(10) Healthy eating and physical activity--risk and protective factors.</b>											
	The student will identify and explain risk and protective factors related healthy eating and physical activity. The student is expected to:						The student will analyze and apply risk and protective factors related to healthy eating and physical activity. The student is expected to:					
<p><del>Heredity and genetics (food allergies, chronic illnesses (Crohn's, celiac, and diabetes))</del></p> <p><u>Food allergies</u></p>	(A) recall basic facts of food allergy safety such as not sharing food and an awareness of respecting other's differences	(A) describe basic facts of food allergy safety such as not sharing food and an awareness of respecting other's differences	(A) identify <del>causes of disease other than germs</del> including <u>common food allergies and other chronic conditions such as diabetes and heart disease</u>	(A) <u>identify explain signs and symptoms of common how food allergies impact to maintain healthy body systems in light of food allergies and chronic conditions including diabetes and heart disease</u>	<del>WG-D: illustrate how to maintain health related to food allergies and chronic conditions including diabetes and heart disease</del>	(A) distinguish between myth and fact related to non-communicable diseases including food allergies and <del>chronic conditions including diabetes and heart disease</del>	<del>WG-D: 6.3.C discuss hereditary/genetic conditions and diseases with treatment techniques.</del>	<del>7.3.B analyze risks for specific hereditary/genetic conditions and diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors</del>	Health 1.1.C explain the relationship between nutrition, quality of life, and hereditary/genetic conditions and diseases	<del>WG-D: Adv. Health describe technological advances in genetic research</del>	WG has decided to add a new topic that focuses on food allergies.	
<p>Heredity and genetics (food allergies, chronic illnesses (Crohn's, celiac, and diabetes))</p> <p><u>Chronic conditions</u></p>					(B) <u>describe the connection between physical activity and the prevention of obesity, heart disease, and diabetes</u>	(B) <u>describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes</u>	(A) <u>analyze the impact of moderate physical activity in the prevention of obesity, heart disease, and diabetes</u>	(A) <u>analyze the impact of healthy dietary practices in the prevention of obesity, heart disease, and diabetes</u>	(A) <u>research the social and economic impact of chronic conditions, including obesity, heart disease, and diabetes</u>		WG wrote new SEs to focus on chronic conditions and their relation to physical activity and dietary choices.	
<p>Heredity and genetics (food allergies, chronic illnesses (Crohn's, celiac, and diabetes))</p>							(B) <u>identify the attitudes and behaviors that can reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes</u>	(B) <u>analyze risk factors that may lead to the development of chronic conditions</u>	(B) <u>evaluate the connection between physical activity and dietary choices as they relate to the prevention of chronic conditions</u>	<del>WG-D: Adv. Health 4.A research and analyze current health-related laws and standards related to hereditary/genetic health conditions and diseases from valid sources.</del>	WG added SEs that connect the relationship between dietary choices, physical activity, and chronic conditions.	

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	<b>(10) Healthy eating and physical activity--risk and protective factors.</b>											
	The student will identify and explain risk and protective factors related healthy eating and physical activity. The student is expected to:						The student will analyze and apply risk and protective factors related to healthy eating and physical activity. The student is expected to:					
Heredity and genetics (food allergies, chronic illnesses (Crohn's, celiac, and diabetes)									<del>Health 1.2.C identify, describe, and assess available health-related services in the community that relate to disease management and health promotion</del>	<del>WG-D: Adv. Health 2.A investigate various sources in the community that promote health and prevent disease.</del>	Addressed in other strands.	
Heredity and genetics (food allergies, chronic illnesses (Crohn's, celiac, and diabetes)									<del>Health 1.13.B identify situations requiring the services of a health care professional</del>		Addressed in other strands.	
Health Influences (Environmental, Cultural, Physical, Social, and Emotional Health)					(C) <u>differentiate between healthy and unhealthy eating habits</u>	(C) <u>define eating disorders, disordered eating patterns, and trusted adults who can be a resource</u>	(C) identify causes and effects associated with eating disorders such as bulimia, anorexia, or overeating	(C) describe the consequences of eating disorders such as bulimia, anorexia, or overeating	(C) research the management and treatment of eating disorders		SEs were added for VA.	

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	<b>(10) Healthy eating and physical activity--risk and protective factors.</b>											
	The student will identify and explain risk and protective factors related healthy eating and physical activity. The student is expected to:						The student will analyze and apply risk and protective factors related to healthy eating and physical activity. The student is expected to:					
Health Influences (Environmental, Cultural, Physical, Social, and Emotional Health)							(D) analyze internal and external factors that influence healthy eating and physical activity behaviors	(D) <a href="#">identify community resources that can assist in developing healthy eating and physical activity behaviors</a>	(D) <a href="#">create a plan for accessing community resources that can assist in developing healthy eating and physical activity behaviors</a>	<del>Adv. Health.8.B</del> analyze the impact of environmental factors such as air, water, or noise on the health of the community such as air pollution affecting asthma and drought conditions affecting water supplies	SEs were added for VA.	
Health Influences (Environmental, Cultural, Physical, Social, and Emotional Health)	<del>K.6.C. explain practices used to control the spread of germs such as washing hands</del>	<del>1.7.C. explain common practices that control the way germs are spread, (WGD) including washing your hands</del>	<del>2.4.A. explain ways in which germs are transmitted, methods of preventing the spread of germs, the importance of immunization, and hand washing</del>	<del>WG-D: compare and contrast hazards in the environment that affect health and safety such as drinking untreated water, air pollution and ultra-violet rays</del>	<del>WG-D: evaluate hazards in the environment that affect health and safety such as drinking untreated water, air pollution and ultra-violet rays</del>					<del>Adv. Health.8.C</del> formulate strategies for combating environmental factors that have a detrimental effect on the health of a community	Addressed in other strands.	
Health Influences (Environmental, Cultural, Physical, Social, and Emotional Health)	<del>K.5.A. name people who can provide helpful health information such as the school nurse or other trusted adults</del>	<del>1.8.A. name various (WGD) trusted adults, such as a school nurse, who help them to promote and practice health habits</del>	<del>WG-D: discuss various trusted adults, such as a school nurse, who help them to promote and practice health habits</del>	<del>3.3.A. identify health behaviors that prevent the spread of disease, including immunization and hand washing</del>	<del>4.5.C. discuss ways in which prevention and transmission of disease are affected by individual behaviors such as hand washing and immunization</del>	<del>5.4.B. relate the importance of hand washing and immunizations in disease prevention;</del>	-			<del>Adv. Health.8.D</del> develop strategies for aiding in the implementation of a community health promotion plan including physical activity and food choices.	Addressed in other strands.	

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	<b>(10) Healthy eating and physical activity--risk and protective factors.</b>											
	The student will identify and explain risk and protective factors related healthy eating and physical activity. The student is expected to:						The student will analyze and apply risk and protective factors related to healthy eating and physical activity. The student is expected to:					
Health Influences (Environmental, Cultural, Physical, Social, and Emotional Health)	<del>K.7.A. tell how weather affects individual health such as dressing for warmth, protecting skin from the sun</del>	<del>1.8.B. describe ways in which a person's health may be affected by weather and pollution such as dressing for warmth and protecting the skin from the sun</del>	<del>2.5.A. identify hazards in the environment that affect health and safety such as drinking untreated water, air pollution and ultra-violet rays</del>	<del>WG-D: compare and contrast hazards in the environment that affect health and safety such as drinking untreated water, air pollution and ultra-violet rays</del>	<del>WG-D: evaluate hazards in the environment that affect health and safety such as drinking untreated water, air pollution and ultra-violet rays</del>	<del>5.4.A. explain how to maintain healthy body systems including avoiding smoke, e-cigarettes, and vaping to protect the lungs</del>	(E) explain safety concerns related to physical activity and food/beverages	(E) investigate safety concerns related to physical activity and food/beverages	(E) evaluate safety concerns related to physical activity and food/beverages		Addressed in other strands.	
Health Influences (Environmental, Cultural, Physical, Social, and Emotional Health)						<del>5.4.E. explain how to manage common minor illnesses such as colds and skin infections</del>					Addressed in other strands.	
Health Influences (Environmental, Cultural, Physical, Social, and Emotional Health)	<del>K.6.A. tell how germs cause illness and disease and name symptoms of common illnesses and disease including the common cold</del>	<del>1.7.B. identify common illnesses and diseases and their symptoms</del>		<del>3.3.C. explain actions to take when illness occurs such as informing a trusted adult including a school nurse</del>	<del>WG-D: describe actions to take when illness occurs such as informing parents/adults a trusted adult including a school nurse</del>	<del>WG-D: compare and contrast actions to take when illness occurs such as informing parents/adults a trusted adult including a school nurse</del>			<del>Health 1.13.B identify situations requiring the services of a health care professional</del>		Addressed in other strands.	

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<b>Topic</b>	<b>(12) Injury and violence prevention and safety--safety skills and unintentional injury.</b>										<b>Comments</b>	
	The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:											
First Aid (Including Accessing Emergency Services)	(A) <u>discuss and demonstrate</u> procedures for responding to emergencies including reporting to a trusted adult or contacting 911	(A) <u>identify discuss and demonstrate methods strategies to keep self and others safe avoid harming oneself or another person</u> by staying away from dangerous situations and reporting to a trusted adult or contacting 911	(A) <u>describe personal responsibility associated with the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries</u>	(A) <u>explain how to develop a home-safety and emergency response plan such as fire safety</u>  <b>New:</b> Compare and contrast methods to avoid harming oneself or another person by staying away from dangerous situations and reporting to a trusted adult or contacting 911;	(A) <u>identify and demonstrate</u> strategies for preventing and responding to injuries	(A) <u>analyze strategies for preventing and responding to deliberate and accidental injuries</u>  <b>5.5.E.</b> demonstrate strategies for preventing and responding to deliberate and accidental injuries;	(A) <u>demonstrate an understanding of basic first-aid procedures</u>	(A) <u>demonstrate basic first-aid procedures including cardiopulmonary resuscitation (CPR) and the choking rescue</u>	(A) <u>demonstrate basic first-aid procedures including cardiopulmonary resuscitation (CPR), choking rescue, and Automated External Defibrillator (AED)</u>  <b>Health 1.7.H.</b> analyze strategies for preventing and responding to deliberate and accidental injuries.			Streamlined
First Aid (Including Accessing Emergency Services)							<b>6.7.A.</b> demonstrate an understanding of basic first-aid procedures;	<b>7.6.G.</b> demonstrate basic first-aid procedures including cardiopulmonary resuscitation (CPR) and the choking rescue;	<b>New:</b> demonstrate basic first-aid procedures including cardiopulmonary resuscitation (CPR), choking rescue, and Automated External Defibrillator (AED);			

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<b>Topic</b>	<b>(12) Injury and violence prevention and safety--safety skills and unintentional injury.</b>										<b>Comments</b>
	The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:										
First Aid (Including Accessing Emergency Services)									<del>Health 1.13.B. identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care;</del>		Covered in care and information topic in Physical Health and Hygiene.
WGD: Safety Awareness	(B) identify the purpose of and <u>demonstrate proper use of</u> protective equipment such as a seat belts <u>and booster seats</u> and a bicycle helmet	(B) identify the purpose of and <u>demonstrate proper use of</u> protective equipment such as a seat belts <u>and booster seats</u> and a bicycle helmet  <del>1.2.A. identify and use protective equipment to prevent injury;</del>	<del>2.3.A. describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet;</del>						(B) <u>associate risk-taking with consequences including driving under the influence and distracted driving</u>		VA, Streamlining, and avoiding duplication with PE standards
WGD: Safety Awareness	<del>K.2.D. identify ways to avoid harming oneself or another person;</del>										Addressed in self-harm topic

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	<b>(12) Injury and violence prevention and safety--safety skills and unintentional injury.</b>										
	The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:										
WGD: Safety Awareness	<del>K.2.E. practice safety rules during physical activity such as water safety and bike safety;</del>	<del>1.2.G. identify and practice safety rules during play;</del>	<del>2.2.C. explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming;</del>								Addressed in PE standards
WGD: Safety Awareness		<del>1.2.F. identify and describe safe bicycle skills;</del>		<del>3.2.A. explain the need for obeying safety rules at home, school, work, and play such as bike safety;</del>							Addressed in PE standards
WGD: Safety Awareness				<del>3.2.E. describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries;</del>	<del>4.4.E. explain how to develop a home safety and emergency response plan such as fire safety;</del>						
WGD: Safety Awareness									<del>Health 1.17.E. associate risk-taking with consequences including driving under the influence and distracted driving;</del>		

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	<b>(13) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills.</b>										
	The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:										
Healthy and unhealthy communication		<del>1.9.A. demonstrate respectful communication;</del>	<del>2.10.A. describe how to effectively communicate;</del>		<del>4.9.F. analyze strengths and weaknesses in personal communication skills;</del>	<del>5.6.C. identify ways to enhance personal communication skills;</del>	<del>6.13.B. demonstrate the use of effective communication skills in various situations;</del>	<del>WGD demonstrate the use of effective communication skills in various situations;</del>	<del>WGD demonstrate the use of effective communication skills in various situations;</del>	<del>Adv. Health.6.C. present a model for effective communication skills.</del>	Covered in healthy and unhealthy relationships in mental health and wellness
Healthy and unhealthy communication						<del>5.6.D. analyze respectful ways to communicate with family, adults, and peers;</del>					Covered in healthy and unhealthy relationships in mental health and wellness
Healthy and unhealthy communication	(A) identify <i>and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling a parent/trusted adult if he/she is threatened</i>	(A) <i>practice refusal skills and replacement behaviors to avoid unsafe situations and resolve conflicts</i>	(A) demonstrate refusal skills								
Healthy and unhealthy communication			<del>2.12.B. identify ways to respond when made to feel uncomfortable or unsafe;</del>								
Healthy and unhealthy communication				<del>3.9.D. demonstrate effective listening skills;</del>				<del>7.11.C. distinguish between effective and ineffective listening skills;</del>			Covered in healthy and unhealthy relationships in mental health and wellness

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	<b>(13) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills.</b>										
	The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:										
Healthy and unhealthy communication				<del>WGD: 4.10.B describe healthy ways of responding to disrespectful behavior;</del>	<del>4.12.B demonstrate appropriate ways to deal with disrespectful behavior;</del>				<del>Health 1.16.C analyze ways to show disapproval of inconsiderate; and disrespectful behavior.</del>		Covered in healthy and unhealthy relationships in mental health and wellness
Healthy and unhealthy communication										<del>Adv. Health.13.A. create and apply strategies for communicating emotions, needs, and wants</del>	Covered in healthy and unhealthy relationships in mental health and wellness
Healthy and unhealthy communication					<del>4.12.C explain the difference between assertive behavior and aggressive behavior;</del>				<del>Health 1.17.D. classify forms of communication such as passive, aggressive, or assertive;</del>		Covered in healthy and unhealthy relationships in mental health and wellness
Healthy and unhealthy communication					<del>4.9.D. demonstrate healthy ways of gaining attention;</del>						Covered in healthy and unhealthy relationships in mental health and wellness
Healthy and unhealthy communication						<del>5.8.A. explain the importance of communication skills as a major influence on the social and emotional health of the individual and family;</del>			<del>Health 1.16.A. apply communication skills that demonstrate consideration and respect for self, family, and others;</del>		Covered in healthy and unhealthy relationships in mental health and wellness

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	<b>(13) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills.</b>										<b>Comments</b>
	The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:										
Healthy and unhealthy communication						-			<b>Health 1.14.A.</b> demonstrate communication skills in building and maintaining healthy relationships;	<b>Adv. Health.6.A.</b> apply effective communication skills for building and maintaining healthy relationships;	Covered in healthy and unhealthy relationships in mental health and wellness
Conflict-resolution strategies (including avoidance, compromise, negotiation, mediation, and arbitration)	<b>WGD:</b> identify ways to avoid and resolve conflicts;	<b>1.10.B.</b> practice ways to avoid and resolve conflicts;	<b>2.10.B.</b> use conflict resolution strategies to express needs, wants, and emotions in healthy ways;	<b>3.9.B.</b> demonstrate strategies for resolving conflicts;	<b>4.9.B.</b> explain and demonstrate steps in conflict resolution;	<b>New:</b> apply steps in conflict resolution in various situations;	<b>6.9.D.</b> practice conflict resolution/mediation skills;	<b>7.11.D</b> summarize and relate conflict resolution/negotiation/mediation skills to personal situations;	<b>Health 1.14.D.</b> evaluate the effectiveness of conflict resolution techniques in various situations, including negotiation, mediation, and arbitration;	<b>Adv. Health.6.B.</b> design strategies for implementing effective conflict resolution, including avoidance, compromise, negotiation, mediation, and arbitration strategies;	4.9.B moved to healthy and unhealthy relationships in mental health and wellness strand.  Deleted items are redundant with mental health and wellness strand.
Conflict-resolution strategies	<b>K.10.C.</b> demonstrate how to get help from a teacher, parent, or trusted adult in solving problems and conflicts with peers;										Covered in healthy and unhealthy relationships in mental health and wellness
Conflict-resolution strategies		<b>1.3.B.</b> describe how decisions can be reached and problems can be solved;					<b>6.12.B.</b> assess healthy ways of responding to disrespectful behaviors such as mediation;				Covered in healthy and unhealthy relationships in mental health and wellness

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	<b>(13) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills.</b>										<b>Comments</b>
	The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:										
Conflict-resolution strategies (including avoidance, compromise, negotiation, mediation, and arbitration)							<del>6.12.F. describe ways to control anger and emotions when responding to others;</del>				Covered in healthy and unhealthy relationships in mental health and wellness
Characteristics of healthy relationships	<del>New: Identify characteristics of friendship;</del>	<del>1.10.A. describe ways to build and maintain friendships;</del>	<del>2.9.A. identify characteristics needed to be a responsible family member or friend;</del>		<del>4.9.A. evaluate the qualities of a friend;</del>						Covered in healthy and unhealthy relationships in mental health and wellness
Characteristics of healthy relationships				<del>New: identify positive and negative aspects of friends and social groups;</del>	<del>New: explain positive and negative aspects of friends and social groups;</del>	<del>New: compare and contrast positive and negative aspects of friends and social groups;</del>	<del>6.9.C. explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior;</del>	<del>7.8.A. analyze positive and negative relationships that influence the individual such as families, peers, and role models;</del>			Covered in healthy and unhealthy relationships in mental health and wellness
Characteristics of healthy relationships					<del>4.12.E. demonstrate empathy when interacting with individuals, including those who communicate in unique ways;</del>	<del>5.6.E. demonstrate ways of interacting with individuals who communicate in unique ways;</del>	<del>6.12.A. demonstrate ways to communicate empathy to others and have consideration for others;</del>	<del>7.14.C. differentiate between sympathy and empathy toward others;</del>	<del>Health 1.16.B. demonstrate autonomy and empathy, sympathy, respect, and trust towards others;</del>		Covered in healthy and unhealthy relationships in mental health and wellness
Characteristics of healthy relationships			<del>2.10.E. explain the benefits of treating friends, teachers, family members, and peers with respect;</del>								Covered in healthy and unhealthy relationships in mental health and wellness

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	<b>(13) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills.</b>										<b>Comments</b>
	The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:										
Characteristics of healthy relationships			<del>2.8.A. describe how friends can influence a person's health;</del>					<del>7.8.B. develop strategies for analyzing positive and negative relationships that influence health;</del>	<del>Health 1.9.A. evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends;</del>		Covered in healthy and unhealthy relationships in mental health and wellness
Characteristics of healthy relationships							<del>6.12.G. demonstrate strategies for showing respect for individual differences such as race, physical appearance, and socio-economic status;</del>				Covered in healthy and unhealthy relationships in mental health and wellness
Characteristics of healthy relationships									<del>Health 1.14.B. distinguish between a casual and committed relationship;</del>		Covered in reproductive and sexual health
Characteristics of healthy relationships									<del>Health 1.14.C. analyze behavior in a relationship that will enhance dignity, respect, and responsibility;</del>		Covered in healthy and unhealthy relationships in mental health and wellness
Characteristics of healthy relationships									<del>Health 1.14.G. evaluate the dynamics of social groups;</del>		Covered in healthy and unhealthy relationships in mental health and wellness

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	<b>(13) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills.</b>										
	The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:										
Characteristics of healthy relationships									Health 1.10.B. analyze the dynamics of family roles and responsibilities relating to health behavior;		Covered in healthy and unhealthy relationships in mental health and wellness

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	<b>(14) Injury and violence prevention and safety--healthy home, school, and community climate.</b>										
	The student understands that individual actions and awareness can impact safety, community, and environment.										
Human trafficking and gangs— prevention, awareness, reporting	(A) name safe play environments	(A) describe the difference between safe and unsafe environments	(A) describe unsafe situations, including engaging with strangers								
Human trafficking and gangs				(A) identify reasons for avoiding violence, gangs, weapons, and drugs	(A) identify strategies for avoiding violence, gangs, weapons, drugs, and human trafficking	(A) explain strategies for avoiding violence, gangs, weapons, drugs, and human trafficking	(A) apply strategies for avoiding violence, gangs, weapons, drugs, and human trafficking	(A) analyze strategies for avoiding violence, gangs, weapons, drugs, and human trafficking	(A) analyze and apply strategies for avoiding violence, gangs, weapons, drugs, and human trafficking		
Human trafficking and gangs					(B) identify characteristics of gang behavior	(B) examine characteristics of gang behavior			(B) evaluate the dynamics of gang behaviors		
Environmental and Community Health	<del>K.7.A. tell how weather affects individual health such as dressing for warmth, protecting skin from the sun, and keeping classrooms and homes warm and cool;</del>	<del>1.8.B. describe ways in which a person's health may be affected by weather and pollution.</del>									

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	<b>(14) Injury and violence prevention and safety--healthy home, school, and community climate.</b>										
	The student understands that individual actions and awareness can impact safety, community, and environment.										
Environmental and Community Health			<b>2.5.B</b> describe strategies for protecting the environment and the relationship between the environment and individual health such as air pollution, ultra-violet rays and untreated drinking water;	<b>3.6.A</b> relate how protecting the environment promotes individual and community health;	<b>4.6.B</b> explain the importance of a community environmental health plan;	<b>5.8.D</b> identify environmental protection programs that promote community health;	<b>New:</b> evaluate the effectiveness of environmental protection programs that promote community health;	<b>New:</b> create an environmental protection program that promotes community health;	<b>Health 1.11.C:</b> describe a variety of community and world environmental protection programs;		
Environmental and Community Health				<b>3.6.B</b> identify common health problems that result from unhealthy environments;							
Environmental and Community Health				<b>3.6.C</b> identify ways to protect personal health from environmental hazards;							
Environmental and Community Health				(B) <u>identify characteristics of safe home, school, and community environments</u>	(C) <u>identify strategies that can be used to promote safety similarities in which healthy environments can be promoted</u> in homes, schools, and communities	(C) <u>define safe haven and identify designated safe haven locations in the community</u>  <b>5.8.C:</b> describe how a safe school environment relates to a healthy community;		(B) <u>define safe haven and identify designated safe haven locations in the community</u>	(C) develop educational-safety models for children and adults for use at home, school, and in the <b>local and global</b> community	<i>Adv. Health.7.D: develop educational-safety models for children and adults for use at home, school, and in the local and global community;</i>	

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	<b>(14) Injury and violence prevention and safety--healthy home, school, and community climate.</b>											
	The student understands that individual actions and awareness can impact safety, community, and environment.											
Environmental and Community Health									<b>Health 1.1.A.</b> relate the nation's health goals and objectives to individual, family, and community health;			
Environmental and Community Health										<b>Adv. Health.10.A.</b> research and/or participate in community health programs that benefit various populations such as volunteering locally;		
Environmental and Community Health										<b>Adv. Health.10.B.</b> participate in a presentation to educate others about a variety of health issues such as panel discussions and role plays or skits to inform younger students about the dangers of drug use, including the misuse of prescription drugs, or smoking;	ATOD	

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	<b>(14) Injury and violence prevention and safety--healthy home, school, and community climate.</b>										<b>Comments</b>
	The student understands that individual actions and awareness can impact safety, community, and environment.										
Situational and Weapon Awareness and Safety (including reporting)	<del>K.2.B. identify safe and unsafe places to play such as a backyard and a street;</del>		<del>2.8.B. recognize unsafe requests made by friends such as playing in the street;</del>								redundant
Situational and Weapon Awareness and Safety	(B) name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful	(B) identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult	(B) explain ways to avoid weapons and report the presence of weapons to an adult								
Situational and Weapon Awareness and Safety			(C) <u>discuss hazards of unsupervised and improper handling of guns and other weapons</u>  <del>2.5.A. identify in the environment that affect health and safety such as having loaded guns in the home;</del>	(C) <u>identify hazards of unsupervised and improper handling of guns and other weapons</u>  <del>New: identify safety skills in various situations, including violence in the home;</del>	(D) <u>identify and discuss safety skills in various situations, including violence in the home, school, and community</u>	(D) evaluate safety procedures in various situations, including violence in the home, school, and community	(B) examine safety procedures in various situations, including violence in the home, school, and community	(C) examine safety procedures in various situations, including violence in the home, school, and in the community			
Situational and Weapon Awareness and Safety							(C) describe the dangers associated with a variety of weapons	(D) evaluate the dangers associated with a variety of weapons	(D) discuss and evaluate ways to respond to harmful situations that involve weapons		

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	<b>(14) Injury and violence prevention and safety--healthy home, school, and community climate.</b>										
	The student understands that individual actions and awareness can impact safety, community, and environment.										
Situational and Weapon Awareness and Safety							(D) explain the importance of complying with rules prohibiting possession of drugs and weapons	(E) evaluate the importance of complying with rules prohibiting possession of <u>and the improper use of</u> <del>drugs and</del> weapons			

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	(15) Injury and violence prevention and safety--digital citizenship and media.										
	The student understands how to be a safe and responsible citizen in digital environments. The student is expected to:										
Cyberbullying					4.12.A. describe the characteristics of cyberbullying;	New: analyze distinguishing characteristics of cyberbullying;	6.14.B. identify strategies for prevention and intervention of all forms of cyberbullying such as emotional, social, and sexual;	New: analyze strategies for preventing and reporting cyberbullying and online harassment;	New: create a personal plan of action when encountered with cyberbullying or online harassment;		Combined cyberbullying and bullying into the same topic to streamline the skills.
Cyberbullying					4.12.D. describe the negative impact cyberbullying has on both the victim and the bully;	New: differentiate the negative impact cyberbullying has on the victim, bully, and bystanders;		New: describe the serious effects of cyberbullying, such as suicidal ideation and other effects on the individual;			
Cyberbullying					-	-	6.14.D. assess healthy and appropriate ways of responding to cyberbullying;		New: identify and respond to situations requiring intervention for victims of cyberbullying;		
Sexting and digital pornography				New: identify appropriate ways to communicate in an online environment;	New: identify appropriate and inappropriate ways to communicate in an online environment;	(A) distinguish between appropriate and inappropriate boundaries for during online communication and researching	(A) discuss appropriate personal online communication boundaries				

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	<b>(15) Injury and violence prevention and safety--digital citizenship and media.</b>										
	The student understands how to be a safe and responsible citizen in digital environments. The student is expected to:										
Sexting and digital pornography							(B) develop strategies to resist inappropriate online communication such as sending photos, sexting, and pornography	(A) <u>develop strategies to resist inappropriate online communication such as sending photos, sexting, and pornography</u>	(A) <u>develop strategies to resist inappropriate online communication such as sending photos, sexting, and pornography</u>		
Online safety (including identity protection, see something-say something, online predators)		(A) demonstrate how to get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe online	(A) recognize unsafe requests made in a digital environment	(A) <del>explain</del> <u>identify and discuss</u> the need for <del>obeying</del> <u>awareness</u> <del>rules</del> in a digital environment			(C) <u>discuss and analyze the consequences resulting from inappropriate online communication such as sending photos, sexting, and pornography</u>	(B) <u>discuss and analyze the consequences resulting from inappropriate online communication such as sending photos, sexting, and pornography</u>	(B) <u>discuss and analyze the consequences resulting from inappropriate online communication such as sending photos, sexting, and pornography</u>		
Online safety (including identity protection, see something-say something, online predators)			(B) explain why obtaining help, especially from parents <u>or</u> <del>trusted</del> adults, can be helpful when making decisions regarding digital use	(B) <u>identify appropriate ways to communicate in an online environment</u>	(A) <u>identify appropriate and inappropriate ways to communicate in an online environment</u>						

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	<b>(15) Injury and violence prevention and safety--digital citizenship and media.</b>										
	The student understands how to be a safe and responsible citizen in digital environments. The student is expected to:										
Online safety				(C) <u>discuss who is appropriate to communicate with online and what is appropriate information to share in the digital environment</u>	(B) <u>explain who is appropriate to communicate with online and what is appropriate information to share in the digital environment</u>	(B) explain the benefits of identity protection in a digital environment	(D) discuss strategies and techniques for identity protection in a digital environment	(C) evaluate strategies and techniques for identity protection in a digital environment	(C) identify and respond to situations where online safety is at risk, including identity protection and recognition of online predators		
Online safety				(D) describe the importance of taking personal responsibility in a digital environment							
Online safety				<del>3.7.A. describe how digital media can influence knowledge and health behaviors;</del>	<del>4.7.A. explain how digital media can influence health behaviors;</del>	<del>5.7.A. analyze the effect of digital media on health-promoting behaviors;</del>	<del>New: research the effect of digital media on health-promoting behaviors;</del>	<del>New: examine the effect of digital media on health-promoting behaviors;</del>	<del>Health 1.4.A. analyze the health messages delivered through digital media and technology;</del>		
Online safety					<del>4.7.B. describe ways technology can affect healthy behavior;</del>						
Legal ramifications and other consequences			(C) identify consequences that result from cyberbullying and inappropriate online usage	(E) explain consequences that result from cyberbullying and inappropriate online usage	(C) discuss the consequences of cyberbullying and inappropriate online communication in relation to home and school environments	(C) analyze the consequences of cyberbullying and inappropriate online communication in relation to home, school, and community environments	(E) identify the current legal consequences of cyberbullying and inappropriate online communication	(D) research the current legal consequences of cyberbullying and inappropriate online communication	(D) examine the legal and ethical ramifications of unacceptable behaviors in digital environments		

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	(16) Injury and violence prevention and safety--interpersonal violence.										
	Student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:										
Family violence and prevention (characteristics and consequences of, reporting and seeking help)						(A) <u>compare and contrast healthy and unhealthy behaviors that may be present in families or households</u>	(A) identify strategies for coping with unhealthy behaviors in the family <u>or household</u> such as abuse, alcoholism, and neglect	(A) analyze strategies for coping with unhealthy behaviors in the family <u>or household</u> such as abuse, alcoholism, and neglect	(A) discuss and evaluate strategies for coping with unhealthy behaviors in the family <u>or household</u> such as abuse, alcoholism, and neglect		
Family violence and prevention						(B) <u>Identify forms of family violence including physical, mental, emotional</u>	(B) identify how exposure to family violence influences behavior	(B) analyze how exposure to family violence influences behavior	(B) research how exposure to family violence influences cyclical behavioral patterns		
Bullying, <u>cyberbullying</u> , and harassment	(A) identify bullying behaviors <u>and the role of the bystander</u>	(A) <u>describe consequences for both the victim and the bully and impact of bullying on the victim</u>	(A) <u>describe consequences for both the victim and the bully and impact of bullying on the victim</u>	(A) <u>explain the importance of refusal skills and why the influence of negative peer pressure should be resisted</u>	<del>4.12.A. describe the characteristics of a bully;</del> (A) <u>analyze distinguishing characteristics of cyberbullying;</u>	<del>WGD: 5.10.C explain the differences among teasing, joking, playing around, bullying;</del>		(C) <u>describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual</u>			
Bullying, <u>cyberbullying</u> , and harassment			(B) <u>describe how to effectively respond to bullying of oneself or others</u>								

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	<b>(16) Injury and violence prevention and safety--interpersonal violence.</b>										
	Student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:										
Bullying, <u>cyberbullying</u> , and harassment	(B) identify replacement behaviors to avoid bullying <del>friends, family members, and peers;</del>	(B) <u>list ways of actively discouraging bullying</u>	(C) <u>identify consequences that result from bullying behaviors</u>		(B) <u>describe the negative impact of bullying, including cyberbullying, has on both the victim and the bully</u>	(C) <u>identify methods available to report bullying;</u>					
Bullying, <u>cyberbullying</u> , and harassment	(C) describe appropriate actions to take in response to bullying <u>such as telling family or a trusted adult</u>	(C) <u>explain the differences among teasing, joking, playing around, bullying</u>  <del>1.11.A.</del> demonstrate how to get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe by a peer or an adult;  <del>1.9.E.</del> list ways of actively discouraging bullying;	(D) <u>describe the difference between reporting and tattling</u>	<del>3.9.A.</del> demonstrate effective verbal and nonverbal communication, including when responding to a bullying issue;	<del>4.9.C.</del> explain the importance of refusal skills and why the influence of negative peer pressure should be resisted;	(D) describe appropriate ways to address bullying on behalf of yourself <u>a friend or a peer</u>		(D) analyze ways to show disapproval of <del>inconsiderate and disrespectful</del> bullying or cyberbullying behavior	(C) create a personal <del>plan of</del> action plan when encountered with bullying, cyberbullying, or harassment		

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<b>(16) Injury and violence prevention and safety--interpersonal violence.</b>											
Student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:											
Bullying, <a href="#">cyberbullying</a> , and harassment (characteristics and consequences of, reporting and seeking help)		<i>1.11.A. demonstrate how to get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe by a peer or an adult;</i>	<i>2.10.D. describe how to effectively respond to bullying of oneself or others;</i>			<i>WGD: 5.10.D. identify methods available to report bullying;</i>	(C) assess healthy and appropriate ways of responding to bullying <a href="#">or cyberbullying</a>	(E) recognize the responsibility to report bullying behavior, <a href="#">including cyberbullying</a>	(D) identify and respond to situations requiring intervention for victims of bullying, cyberbullying or harassment		
Bullying, <a href="#">cyberbullying</a> , and harassment		<i>1.11.B. describe consequences for both the victim and the bully;</i>	<i>2.12.A. identify consequences that result from bullying behaviors;</i>		<i>4.12.D describe the negative impact bullying has on both the victim and the bully;</i>		(D) analyze the impact that bullying has on both victims and bullies	(F) describe the seriousness of various forms of bullying such as harassment	(E) recognize the ramifications of bullying behavior		
Bullying, <a href="#">cyberbullying</a> , and harassment					<i>4.9.C. explain the importance of refusal skills and why the influence of negative peer pressure should be resisted;</i>						
Bullying, <a href="#">cyberbullying</a> , and harassment						<i>WGD: 5.10.E describe the difference between reporting and tattling;</i>					
Bullying, <a href="#">cyberbullying</a> , and harassment							(E) identify strategies for prevention and intervention of all forms of bullying <a href="#">or cyberbullying</a> such as emotional, physical, social, and sexual	(G) analyze strategies for preventing bullying, <a href="#">including cyberbullying</a> , harassment			

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Bullying, <a href="#">cyberbullying</a> , and harassment							<del>6.14.C</del> describe healthy ways to be assertive without being aggressive;				
Child abuse (including sexual abuse, such as human trafficking) and neglect (characteristics and consequences of, reporting and seeking help) People and places to seek help (safe havens, safe space, community helpers)	<del>K.9.A</del> identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling a trusted adult if he/she is threatened;		<del>2.12.B</del> identify ways to respond when made to feel uncomfortable or unsafe;								
Child abuse and neglect and People and places to seek help	(D) identify how to get help from a parent <del>and/or</del> trusted adult when made to feel uncomfortable or unsafe by another person	(D) identify how to get help from a parent <del>and/or</del> trusted adult when made to feel uncomfortable or unsafe by another person	(E) explain why obtaining <del>assistance help</del> , especially from parents <del>or</del> trusted adults, can be helpful when making decisions about personal safety	(B) explain the importance of seeking assistance in making decisions about personal safety	(C) explain the importance of seeking guidance from parents and other trusted adults on critical issues in order to make healthy decisions		(F) seek the input of parents and other trusted adults in problem solving	(H) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills			
Child abuse and neglect and People and places to seek help				(C) identify examples of abuse <del>and</del> neglect and describe <del>appropriate responses; how to respond</del>	(D) identify types of abuse <del>and</del> neglect such as <del>physical, emotional, and sexual</del> and know ways to seek help from a parent or trusted adult	(E) explain the impact of abuse and neglect <del>and</del> the importance of reporting	(G) identify strategies for coping with unhealthy behaviors in the family <del>or</del> household such as abuse and neglect;	(I) <del>discuss the importance of reporting suspected abuse or neglect of self and others</del>	<del>Health 1.8.D</del> analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse;		

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	<b>(16) Injury and violence prevention and safety--interpersonal violence.</b>											
	Student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:											
Child abuse and neglect and People and places to seek help								<b>New:</b> recognize <u>the importance of reporting suspected abuse or neglect of self and others;</u>	<b>New:</b> discuss the importance of reporting suspected abuse or neglect of self and others;			
Child abuse and neglect and People and places to seek help									<b>Health 1.5.C:</b> discuss the legal implications regarding sexual activity as it relates to minor persons;			

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Topic	<b>(17) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects.</b>										
	The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:						<p><del>Use, misuse, and physiological effects The student analyzes and applies health information strategies to reduce health dangers related to use and misuse of over the counter and prescription drugs, dangerous substances, illegal drugs, alcohol (including alcohol poisoning), tobacco, and current trends such as vaping. The student is expected to:</del></p> <p><u>The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:</u></p>				
over the counter and prescription drugs	(A) discuss <del>define over-the-counter and prescription drugs, including proper usage of medications</del> <u>each</u>	(A) identify the difference between over-the-counter and prescription drugs, including proper use and misuse	(A) differentiate between the benefits of use and the harmful effects of misuse of over the counter and prescription drugs	(A) identify the reasons to avoid the misuse of over the counter and prescription drugs	<del>4.4.A identify the use and abuse of prescription and over-the-counter drugs</del>  (A) <u>explain why some drugs require a prescription</u>	<del>5.5.A describe the use and abuse of prescription and over-the-counter drugs</del>  (A) <u>describe the purposes of prescription and over-the-counter drugs (including opioids), and the intended benefits</u>	<del>6.5.A define prescription and over-the-counter drugs</del>  (A) <u>describe the misuse and abuse of prescription and over-the-counter drugs (including opioids) and the dangers associated with each</u>	(A) <u>differentiate between appropriate and inappropriate use of prescription and over-the-counter drugs (including opioids) and the resulting outcomes consequences of each</u>	(A) <u>develop strategies for preventing the misuse of prescription and over-the-counter drugs (including opioids)</u>		4.4.A is already covered in previous grade levels and other SEs. 5.5.A and 6.5.A are covered in other SEs.  Moved SE from grade 6 to grade 4 and to grade 5 for VA.
over the counter and prescription drugs									(B) <u>investigate the potential negative effects of combining drugs including prescription and over the counter drugs</u>		
over the counter and prescription drugs							<del>6.5.B describe the purposes of prescription and over-the-counter drugs (including opioids), and the intended benefits</del>				

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<b>Topic</b>	<b>(17) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects.</b>										
	The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:						<p><del>Use, misuse, and physiological effects. The student analyzes and applies health information strategies to reduce health dangers related to use and misuse of over the counter and prescription drugs, dangerous substances, illegal drugs, alcohol (including alcohol poisoning), tobacco, and current trends such as vaping. The student is expected to:</del></p> <p><u>The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:</u></p>				
over the counter and prescription drugs							<i>6.6.B describe the misuse and abuse of prescription and over the counter drugs (including opioids) and the dangers associated with each.</i>	<i>7.6.L differentiate between appropriate and inappropriate use of prescription and over the counter drugs (including opioids) and the resulting consequences of each.</i>	<i>H.1.7.E develop strategies for preventing the misuse of prescription and over the counter drugs (including opioids).</i>		
over the counter and prescription drugs							<i>6.5.C explain why some drugs require a prescription</i>				
over the counter and prescription drugs							<i>6.5.D identify the components of prescription and over the counter drug labels</i>				

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Topic	<b>(17) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects.</b>										
	The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:						<p><del>Use, misuse, and physiological effects. The student analyzes and applies health information strategies to reduce health dangers related to use and misuse of over-the-counter and prescription drugs, dangerous substances, illegal drugs, alcohol (including alcohol poisoning), tobacco, and current trends such as vaping. The student is expected to:</del></p> <p><u>The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:</u></p>				
over the counter and prescription drugs							<p><del>6.5.G explain the dangers associated with taking expired prescription and over-the-counter drugs (including opioids)</del></p>	<p>(B) identify and describe the <del>three</del> categories of prescription drugs <u>and their proper uses (including opioids,)</u> and <del>types illegal drugs</del></p>	<p><del>H1.1.J identify the categories of drugs and their intended usage.</del></p> <p>(C) <u>examine examples of drug labels to determine the drug category and intended use</u></p>		<p>6.5.E is covered in other SEs. The expiration date is on the label.</p> <p>H1.1.J is repetitious of 7.1.E.</p> <p>Students knowing that there are three categories of prescription drugs is not essential knowledge.</p> <p>7.1.E was combined with 7.4.F.</p>
over the counter and prescription drugs						<p>(B) <u>identify and explain the importance of each the components of prescription and over-the-counter drug labels</u></p>	<p>(B) compare and contrast examples of prescription and over-the-counter drug labels</p>	<p>(C) identify and explain the importance of each component of an over-the-counter drug warning label</p>	<p><del>H1.1.K examine examples of drug labels to determine the drug category and intended use.</del></p>		<p>Moved SE from grade 6 for VA.</p>

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Topic	<b>(17) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects.</b>										
	The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:						<del>Use, misuse, and physiological effects The student analyzes and applies health information strategies to reduce health dangers related to use and misuse of over the counter and prescription drugs, dangerous substances, illegal drugs, alcohol (including alcohol poisoning), tobacco, and current trends such as vaping. The student is expected to:</del>  <u>The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:</u>				
over the counter and prescription drugs							(C) identify and describe practices used to safely store and properly dispose of prescription and over-the-counter drugs <del>(including opioids)</del>	(D) <u>identify and describe the importance for the safe storage and proper disposal of practices used to prescription and over-the-counter drugs (including opioids)</u>	(D) <u>identify and describe the importance for the safe storage and proper disposal of practices used to prescription and over-the-counter drugs (including opioids)</u>		WG would like to add SEs for VA up to the high school level.
over the counter and prescription drugs								<del>7.4.F identify common uses of each prescription drug category.</del>	<del>H1.7.A identify and describe forms of prescription drug (including opioids) misuse such as administering a drug improperly and substance use disorder</del>		7.4.F was combined with 7.1.E.  H1.7.A is already covered in other SEs.
over the counter and prescription drugs							<del>6.7.B describe chemical dependency and addiction to prescription drugs (including opioids), and</del>	<del>7.5.B describe how substance abuse, including prescription drug misuse, and substance use disorders affect the body systems and brain.</del>			6.7.B and 7.5.B are covered in the impact topic.

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Topic	<b>(17) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects.</b>										
	The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:						<del>Use, misuse, and physiological effects The student analyzes and applies health information strategies to reduce health dangers related to use and misuse of over the counter and prescription drugs, dangerous substances, illegal drugs, alcohol (including alcohol poisoning), tobacco, and current trends such as vaping. The student is expected to:</del>  The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:				
over the counter and prescription drugs								<del>7.1.F examine the relationship between prescription drugs (including opioids) and illegal drugs.</del>			7.1.F is covered in the legal ramifications topic. Also striking the SE because it is ambiguous.
over the counter and prescription drugs									<del>H1.2.F explain why some medications require a prescription; and the connection between the proper, safe, and overall use of prescription drugs.</del>		H1.2.F is redundant with other SEs. (6.5.C)

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	<b>(17) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects.</b>										
	The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:						<p><del>Use, misuse, and physiological effects. The student analyzes and applies health information strategies to reduce health dangers related to use and misuse of over-the-counter and prescription drugs, dangerous substances, illegal drugs, alcohol (including alcohol poisoning), tobacco, and current trends such as vaping. The student is expected to:</del></p> <p><u>The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:</u></p>				
dangerous substances, illegal drugs, alcohol (including alcohol poisoning) tobacco, and current trends (for example vaping) <u>on physical health</u>	<p><del>K.2.C define the harmful effects of tobacco, alcohol, other drugs and dangerous substances (such as inhalants and household products)</del></p> <p>(B) <u>discuss the harmful effects of alcohol, tobacco, and drugs on physical health</u></p>	<p><del>1.2.C explain the harmful effects of, and how to avoid alcohol, tobacco, other drugs and dangerous substances (such as inhalants and household products)</del></p> <p>(B) <u>identify and describe the harmful effects of alcohol, tobacco, other drugs and dangerous substances such as inhalants and vaping and household products on physical health</u></p>	<p><del>2.2.A identify and describe the harmful effects of alcohol, tobacco, other drugs and dangerous substances (such as inhalants and household products)</del></p> <p>(B) <u>explain the harmful effects of, and how to avoid alcohol, tobacco, other drugs and dangerous substances such as inhalants and vaping and household products on physical health</u></p>	(B) describe the harmful effects of alcohol, tobacco, other drugs and dangerous substances such as inhalants and <u>vaping and household products on physical, mental, and social health and why people should not use them</u>	(B) compare and contrast prescription drugs, over-the-counter drugs, alcohol, tobacco, other drugs and dangerous substances such as inhalants and <u>vaping and household products</u>	(C) describe the physiological effects of prescription drugs, over-the-counter drugs, alcohol, <u>vaping</u> , tobacco, other drugs and dangerous substances (such as inhalants and <u>vaping and household products</u> )	(D) describe <u>substance abuse chemical dependency</u> and addiction to tobacco, alcohol, drugs, and other substances <u>such as inhalants and vaping and household products</u>	(E) describe how substance misuse, including prescription drug abuse, and substance use disorders affect the body systems and brain	(E) analyze the importance of alternatives to drug and substance misuse and abuse <u>on physical health</u>		<p>Added vaping in response to content advisor recommendations.</p> <p>Substances that have a propensity for addiction</p>

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<b>Topic</b>	<b>(17) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects.</b>										
	The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:							<del>Use, misuse, and physiological effects The student analyzes and applies health information strategies to reduce health dangers related to use and misuse of over the counter and prescription drugs, dangerous substances, illegal drugs, alcohol (including alcohol poisoning), tobacco, and current trends such as vaping. The student is expected to:</del>  <u>The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:</u>			
dangerous substances, illegal drugs, alcohol (including alcohol poisoning) tobacco, and current trends (for example vaping} <u>on physical health</u>								(F) <u>describe the harmful effects of addiction to tobacco, alcohol, drugs, and other substances such as inhalants and vaping and household products.</u>	(F) <u>analyze how addiction to tobacco, alcohol, drugs, and other substances impacts community health</u>		
Dangerous substances, illegal drugs, alcohol tobacco, and current trends								<del>7.1.E identify and describe the three categories of prescription drugs and the types of illegal drugs.</del>	<del>H.1.1.J identify the categories of drugs and their intended usage.</del>		
Dangerous substances, illegal drugs, alcohol, tobacco, and current trends								<del>7.1.F examine the relationship between prescription drugs and illegal drugs.</del>			

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33		
<b>Topic</b>	<b>(17) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects.</b>											
	The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:							<del>Use, misuse, and physiological effects</del> The student analyzes and applies health information strategies to reduce health dangers related to use and misuse of over the counter and prescription drugs, dangerous substances, illegal drugs, alcohol (including alcohol poisoning), tobacco, and current trends such as vaping. The student is expected to:				<b>Comments</b>
								The student understands the difference between use and misuse of different substances and their impact on health. The student is expected to:				
Dangerous substances, illegal drugs, alcohol, tobacco, and current trends								<del>7.6.L differentiate between appropriate and inappropriate use of prescription and over the counter drugs and the resulting consequences of each.</del>				
Dangerous substances, illegal drugs, alcohol (including alcohol poisoning), tobacco, and current trends (such as vaping)									(G) identify individual and community protective factors and skills that prevent substance misuse and substance use disorders <del>such as refusing invitations to misuse prescription drugs, knowing the risks associated with substance misuse, and reporting the use of drugs to a parent or school administrator, teacher, or other trusted adult</del>			

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	<b>(18) Alcohol, tobacco, and other drugs--short- and long-term impacts.</b>										Comments
	The student <u>identifies and analyzes</u> <del>recognizes and understands</del> the short- and long-term impacts of use and misuse of alcohol, tobacco, drugs (including prescription drugs), and other substances. The student is expected to:						The student <u>identifies and analyzes</u> <del>recognizes and understands</del> the short- and long-term impacts of use and misuse of alcohol, tobacco, drugs (including prescription drugs), and other substances. The student is expected to:				
Positive or negative impacts on health (including therapeutic, impairment, disability, addiction, or death), and behavioral problems (including delinquency, aggressive behavior, lowering of inhibitions, and increased risk-taking)		<u>(A) identify and describe the harmful effects of alcohol, tobacco, other drugs and dangerous substances (such as inhalants and household products) on social health</u>	(A) identify and describe the harmful effects of alcohol, tobacco, other drugs and dangerous substances (such as inhalants and household products) on <u>social health</u> <del>the body</del>	(A) describe the harmful effects of alcohol, tobacco, other drugs and dangerous substances (such as inhalants and household products) on <del>physical, mental, and social health</del> <u>and why people should not use them</u>	(A) describe the short-term and long-term harmful effects of tobacco, alcohol, other drugs and dangerous substances (such as inhalants and household products) <u>on such as physical, mental and social health</u>	(A) analyze the short-term and long-term harmful effects of alcohol, tobacco, other drugs and dangerous substances (such as inhalants and household products) on the functions of the body systems <del>such as physical, on mental and social health</del>	(A) <u>describe the short- and long-term health consequences of prescription and over the counter drug misuse and substance use disorders</u>	(A) analyze and explain the short- and long-term health consequences of prescription and over the counter drug misuse and substance use disorders <del>(such as chemical dependency and addiction to tobacco, alcohol, drugs, including prescription drugs and other substances)</del>	<del>H-1.2.H analyze the physical and mental consequences of use and misuse of alcohol, tobacco, drugs, including prescription drugs, and other substances</del>		7.12.wG moved from legal ramifications topic
Positive or negative impacts on health and behavioral problems								(B) discuss how substance misuse, including prescription drug misuse, and substance use disorders impact families and communities	(A) analyze the importance of alternatives to drug and substance misuse and abuse <u>on mental and social health</u>		
Positive or negative impacts on health and behavioral problems							<del>6.6.C describe how the use and misuse of drugs affects the body systems and brain</del>				

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<b>Topic</b>	<b>(18) Alcohol, tobacco, and other drugs--short- and long-term impacts.</b>										<b>Comments</b>
	The student <u>identifies and analyzes</u> <del>recognizes and understands</del> the short- and long-term impacts of use and misuse of alcohol, tobacco, drugs (including prescription drugs), and other substances. The student is expected to:						The student <u>identifies and analyzes</u> <del>recognizes and understands</del> the short- and long-term impacts of use and misuse of alcohol, tobacco, drugs (including prescription drugs), and other substances. The student is expected to:				
Positive or negative impacts on health, and behavioral problems								<del>7.5.C relate medicine and other drugs to communicable and noncommunicable diseases, prenatal health, health problems in later life, and other adverse consequences</del>	<del>H-1.2.F explain the connection between the proper and safe use of prescription drugs and overall health</del>		7.5.C is already addressed in the physical health and hygiene strand.  H1.2.F is already covered in other SEs.
Positive or negative impacts on health, and behavioral problems									<i>H-1.2.G investigate the potential negative effects of combining drugs including prescription and over the counter drugs</i>		
Positive or negative impacts on health, and behavioral problems									<i>H-1.3.C analyze the harmful effects of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as second-hand smoke on the fetus</i>		H1.3.C should be moved to the reproductive and sexual health strand in the fertilization and fetal development topic.

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<b>Topic</b>	<b>(18) Alcohol, tobacco, and other drugs--short- and long-term impacts.</b>										<b>Comments</b>
	The student <u>identifies and analyzes</u> <del>recognizes and understands</del> the short- and long-term impacts of use and misuse of alcohol, tobacco, drugs (including prescription drugs), and other substances. The student is expected to:						The student <u>identifies and analyzes</u> <del>recognizes and understands</del> the short- and long-term impacts of use and misuse of alcohol, tobacco, drugs (including prescription drugs), and other substances. The student is expected to:				
Positive or negative impacts on health, and behavioral problems									<p><del>H.1.7.C explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as Human Immunodeficiency Virus (HIV), Sexually Transmitted Infections (STIs), unplanned pregnancies, and MVAs</del></p> <p>(B) <u>describe the interrelatedness of alcohol and other drugs to health problems such as drugs and date rape, HIV, STI, and drinking and driving</u></p>	<p><del>AH.7.G describe the interrelatedness of alcohol and other drugs to health problems such as drugs and date rape, HIV, STI, and drinking and driving</del></p>	H1.7.C should be moved to the reproductive and sexual health strand.

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Topic	<b>(18) Alcohol, tobacco, and other drugs--short- and long-term impacts.</b>										Comments
	The student <u>identifies and analyzes</u> <del>recognizes and understands</del> the short- and long-term impacts of use and misuse of alcohol, tobacco, drugs (including prescription drugs), and other substances. The student is expected to:						The student <u>identifies and analyzes</u> <del>recognizes and understands</del> the short- and long-term impacts of use and misuse of alcohol, tobacco, drugs (including prescription drugs), and other substances. The student is expected to:				
Legal Ramifications and social and relational consequences				<del>NEW: identify reasons for avoiding alcohol, tobacco, other drugs and dangerous substances (such as inhalants and vaping and household products)</del>	<del>4.4.C describe the short-term and long-term harmful effects of tobacco, alcohol, other drugs, and dangerous substances (such as inhalants and household products) such as social, and legal consequences;</del> <u>(B) describe the legal consequences of the misuse of tobacco, alcohol, other drugs, and dangerous substances</u>	(B) analyze the short-term and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances (such as inhalants and household products) on the functions of the body systems such as social, and legal consequences	(B) <u>discuss the legal consequences related to the use of drugs, including the misuse of prescription drugs</u>	<del>7.5.A analyze the short- and long-term health consequences of prescription and over-the-counter drug misuse and substance use disorders</del>  (C) <u>analyze the harmful effects such as the physical, mental, social, and legal consequences of alcohol, tobacco, drugs, including prescription drugs, and other substances</u>	<del>H 1.7.B analyze the harmful effects such as the physical, mental, social, and legal consequences of alcohol, tobacco, drugs, including prescription drugs, and other substances</del>  (C) <u>evaluate the impact of laws for self and community relating to the use and misuse of prescription and over-the-counter drugs, alcohol, tobacco, and other substances</u>		Grade 3 Se is already covered.  WG would like to address only legal ramifications.  7.5.A is covered in dangerous substances topic.  Move H1.7.B from high school to the 7-8 class.  Ad.H.4.C moved to the Health I course.
Legal Ramifications and social and relational consequences							<del>WG-C: 7.4.H discuss the legal consequences related to the use of drugs, including the misuse of prescription drugs</del>	<del>7.4.H examine the legal consequences related to the use of drugs, including the misuse of prescription drugs</del>		<del>Adv. H.4.C evaluate the impact of laws relating to the use and misuse of prescription and over-the-counter drugs, alcohol, tobacco, and other substances</del>	7.4.H is covered in grade 6.

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<b>Topic</b>	<b>(18) Alcohol, tobacco, and other drugs--short- and long-term impacts.</b>										<b>Comments</b>
	The student <u>identifies and analyzes</u> <del>recognizes and understands</del> the short- and long-term impacts of use and misuse of alcohol, tobacco, drugs (including prescription drugs), and other substances. The student is expected to:						The student <u>identifies and analyzes</u> <del>recognizes and understands</del> the short- and long-term impacts of use and misuse of alcohol, tobacco, drugs (including prescription drugs), and other substances. The student is expected to:				
Legal Ramifications and social and relational consequences							(C) explain the importance of complying with rules prohibiting possession of drugs <del>and weapons</del>	<del>NEW: analyze the consequences of illegal possession of drugs and/or weapons</del>			Already covered in Injury and violence prevention strand.
Legal Ramifications and social and relational consequences								<del>7.6.H explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs, including prescription drugs, and other substances</del>			7.6.H already covered in the topic addressing physical health
Legal Ramifications and social and relational consequences								<del>7.12.G discuss how substance misuse, including prescription drug misuse, and substance use disorders impact families and communities</del>			
Legal Ramifications and social and relational consequences								<del>7.13.E examine the effects of peer pressure on decision making</del>			7.13.E (the idea of peer pressure) is already covered in multiple strands.

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Topic	<b>(19) Alcohol, tobacco, and other drugs--treatment.</b>										Comments
	The student understands how to seek emergency help for self and others in poisoning and overdoses situations. The student is expected to:						The student recognizes and understands the options for treatment and how to seek help related to the use and misuse of alcohol, tobacco, drugs (including prescription drugs), and other substances. The student is expected to:				
Treatment							<del>7.6.K explain the importance of complying with rules prohibiting possession of drugs and weapons</del>	<del>7.4.H discuss the legal consequences related to the use of drugs, including the misuse of prescription drugs</del>  (A) <u>identify and describe treatment options for substance abuse and addiction</u>	<del>H.1.7.B analyze the social and legal consequences of alcohol, tobacco, drugs including prescription drugs, and other substances possession, use, and misuse.</del>  (A) <u>investigate treatment options for substance abuse and addiction and/or misuse including prescription drugs</u>	<del>AH.4.C evaluate the impact of laws relating to prescription and over the counter drug misuse and the use of alcohol, tobacco and other substances</del>	These SEs are already covered in other substrands
Treatment									<del>H.1.14.G evaluate the dynamics of social groups</del>		Addressed in mental health.
who, when, where, and how to get help (for self or others) and emergency responses to poisoning and overdoses		(A) describe what poisoning or overdose could look like and identify how to respond, including who to contact	(A) describe what poisoning or overdose could look like and identify how to respond, including who to contact	(A) describe what poisoning or overdose could look like and identify how to respond, including who to contact	(A) describe what poisoning or overdose could look like and identify how to respond, including who to contact	(A) describe what poisoning or overdose could look like and identify how to respond, including who to contact	(A) identify ways to report a suspected abuse of drugs to a parent or school administrator, teacher, or trusted adult	(B) describe ways to report a suspected abuse of drugs to a parent or school administrator, teacher, or trusted adult	(B) demonstrate ways to report a suspected abuse of drugs to a parent or school administrator, teacher, or trusted adult		

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
<b>Topic</b>	<b>(19) Alcohol, tobacco, and other drugs--treatment.</b>										<b>Comments</b>
	The student understands how to seek emergency help for self and others in poisoning and overdoses situations. The student is expected to:						The student recognizes and understands the options for treatment and how to seek help related to the use and misuse of alcohol, tobacco, drugs (including prescription drugs), and other substances. The student is expected to:				
Who, when, where, & how to get help for self or others and emergency responses to poisoning and overdoses							(B) identify signs and symptoms of alcohol, tobacco, drugs including prescription drugs, and other substance use and misuse (such as using medicine prescribed for someone else or for reasons other than intended) and at least one example of who, when, where & how to get help	(C) identify signs and symptoms of alcohol, tobacco, drugs including prescription drugs, and other substance use and misuse (such as using medicine prescribed for someone else or for reasons other than intended) and at least one example of who, when, where & how to get help	(C) <a href="#">identify ways to support and assist someone who shows signs and symptoms of alcohol, tobacco, or drug use and misuse</a>		VA
Who, when, where, & how to get help for self or others and emergency responses to poisoning and overdoses									<del>H-1.13.A identify support systems aimed at substance use disorders and substance misuse including prescription drug misuse</del>	<del>AH.16.B design materials for health advocacy (such as promoting substance-free lifestyle and “see something/say something”)</del>	H1.13.A is covered in risk and protective factors.
Who, when, where, & how to get help for self or others and emergency responses to poisoning and overdoses									<del>H-1.1.J identify the categories of drugs and what they are used to treat</del>		Does not belong in this topic.

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<b>Topic</b>	<b>(19) Alcohol, tobacco, and other drugs--treatment.</b>										<b>Comments</b>
	The student understands how to seek emergency help for self and others in poisoning and overdoses situations. The student is expected to:						The student recognizes and understands the options for treatment and how to seek help related to the use and misuse of alcohol, tobacco, drugs (including prescription drugs), and other substances. The student is expected to:				
Who, when, where, & how to get help for self or others and emergency responses to poisoning and overdoses										<b>AH.13.B</b> demonstrate leadership skills for advocating health (such as promoting substance-free lifestyle and “see something/say something”)	
Types of treatment and recovery and rehabilitation									<b>H-1.1.J</b> identify the categories of drugs and what they are used to treat		This SE has been previously covered.
Types of treatment and recovery and rehabilitation									<b>H-1.2.F</b> explain the connection between the proper and safe use of prescription drugs and overall health		This SE has been covered.
Types of treatment and recovery and rehabilitation									<b>H-1.18.A</b> research information about a personal health concern		This SE has been covered in physical health.
Types of treatment and recovery and rehabilitation									<b>H-1.18.B</b> demonstrate knowledge about personal and family health concerns		This SE has been covered in physical health.

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Topic	<b>(19) Alcohol, tobacco, and other drugs--treatment.</b>										Comments
	The student understands how to seek emergency help for self and others in poisoning and overdoses situations. The student is expected to:						The student recognizes and understands the options for treatment and how to seek help related to the use and misuse of alcohol, tobacco, drugs (including prescription drugs), and other substances. The student is expected to:				
Types of treatment and recovery and rehabilitation										<i>AH.7.F investigate treatment options for substance addiction and/or misuse including prescription drugs</i>	

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Topic	<b>(20) Alcohol, tobacco, and other drugs--risk and protective factors.</b>										
	The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:						The student understands how various factors can influence decisions regarding substance use and the resources available for help. <del>The student understands factors within the environment that influence positive and negative relationships as related to alcohol, tobacco, and other drugs.</del> The student is expected to:				
peer influence (positive or negative), socio-cultural factors and heredity and genetics (family history)			<del>2.8.A describe how friends can influence a person's health</del> (A) <del>recognize unsafe requests made by friends</del>	<del>3.8.A distinguish between positive and negative peer pressures and their effects on personal health behaviors</del> (A) <del>describe how friends can influence a person's decision to use or not use alcohol or drugs</del> <del>health</del>	<del>4.8.A explain the influence of peer pressure on an individual's social and emotional health</del> (A) <del>distinguish between positive and negative peer pressures and their effects on a person's decision to use or not use alcohol or drugs</del> <del>personal health behaviors</del>	(A) <del>model how positive peer pressure can be used to help a person decide not to use alcohol or drugs</del>	(A) explain the impact of peer pressure on decision making <del>toward the usage of alcohol, tobacco, and other drugs</del>	(A) examine the effects of peer pressure on decision making <del>toward the usage of alcohol, tobacco, and other drugs</del>			
peer influence, socio-cultural factors and heredity and genetics							(B) <del>differentiate and describe methods for differentiating communicating between positive and negative relationships that influence alcohol, tobacco, and other drug use</del> <del>can affect individual health such as clubs, gangs, or within families</del>				

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<b>Topic</b>	<b>(20) Alcohol, tobacco, and other drugs--risk and protective factors.</b>										
	The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:						The student understands how various factors can influence decisions regarding substance use and the resources available for help. <del>The student understands factors within the environment that influence positive and negative relationships as related to alcohol, tobacco, and other drugs.</del> The student is expected to:				
peer influence, socio-cultural factors and heredity and genetics			<i>2.8.B recognize unsafe requests made by friends</i>				(C) <del>identify</del> <i>examine</i> social influences on <u>alcohol-, tobacco-, and other drug-use taking</u> behaviors	(B) <i>examine social influences on alcohol-, tobacco-, and other drug-use taking behaviors</i>	(A) <u>compare and contrast the social influences on alcohol-, tobacco-, and other drug-use behaviors</u>  <i>H1.4.C examine social influences on alcohol-, tobacco-, and other drug-use taking behaviors.</i>		
peer influence, socio-cultural factors and heredity and genetics)					<i>4.8.B describe the importance of being a positive role model for health</i>						Appears in mental health strand.
peer influence, socio-cultural factors and heredity and genetics						<i>5.9.B assess the role of assertiveness; critical thinking and peer pressure on decision making and problem solving</i>	<i>6.13.B demonstrate the use of refusal skills in unsafe situations where alcohol, tobacco and other drugs may be present;</i>	(C) <i>assess the role of assertiveness, critical thinking, and peer pressure on decision making and problem solving</i>	<i>H1.8.A analyze the relationship between the use of refusal skills and the avoidance of alcohol, tobacco, and other drugs unsafe situations such as sexual abstinence</i>		5.9.B is higher level thinking than 6.13.B so WG moved to Grade 7-8.

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<b>Topic</b>	<b>(20) Alcohol, tobacco, and other drugs--risk and protective factors.</b>										
	The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:						The student understands how various factors can influence decisions regarding substance use and the resources available for help. <del>The student understands factors within the environment that influence positive and negative relationships as related to alcohol, tobacco, and other drugs.</del> The student is expected to:				
peer influence, socio-cultural factors and heredity and genetics							(D) identify how <u>the physical and social</u> environmental influences may affect an individual's substance misuse and substance use disorder	(D) discuss the influence of physical and social environmental factors on substance misuse and abuse	(B) <u>examine the influence of the physical and social environmental influences-culture and society on the misuse and abuse of prescription drugs in places such as school, sports, and/or entertainment</u>	<i>Adv H.8.A examine the influence of culture and society on the misuse and abuse of prescription drugs in places such as school, sports, and/or entertainment</i>	
peer influence (positive or negative), socio-cultural factors and heredity and genetics (family history)								<del>7.3.B distinguish and analyze risk factors associated with contracting communicable and non-communicable diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors as it relates to medicines and other drugs</del>			7.3.B is covered in physical health and hygiene.

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Topic	<b>(20) Alcohol, tobacco, and other drugs--risk and protective factors.</b>										
	The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:						<del>The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student understands factors within the environment that influence positive and negative relationships as related to alcohol, tobacco, and other drugs.</del> The student is expected to:				
peer influence, socio-cultural factors and heredity and genetics							(E) explain the relationship among tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as drinking and driving <del>and Human Immunodeficiency Virus (HIV)/sexually transmitted disease (STD) transmission</del>	(E) differentiate the relationships among tobacco, alcohol, drugs, and other substances and the roles these items play in unsafe situations such as drinking and driving <del>and Human Immunodeficiency Virus (HIV)/sexually transmitted disease (STD) transmission</del>	(C) <u>associate risk-taking such as drinking and driving with legal, social, and physical consequences such as drinking and driving</u>		VA
peer influence, socio-cultural factors and heredity and genetics							<del>6.9.A differentiate between positive and negative relationships that can affect an individual's health such as clubs, gangs, or families;</del>	<del>7.8.A analyze positive and negative relationships that influence individual and community health such as families, peers, and role models</del>	<del>H1.17.B demonstrate knowledge about personal and family health concerns</del>		These SEs are covered in mental health.

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments	
<b>Topic</b>	<b>(20) Alcohol, tobacco, and other drugs--risk and protective factors.</b>											
	The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:						<del>The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student understands factors within the environment that influence positive and negative relationships as related to alcohol, tobacco, and other drugs.</del> The student is expected to:					
peer influence (positive or negative), socio-cultural factors and heredity and genetics (family history)										<del>H1.18.B demonstrate knowledge about personal and family health concerns while developing strategies to evaluate information related to a variety of critical health issues</del>		H1.18.B is not related to this strand.
peer influence, socio-cultural factors and heredity and genetics										<del>H1.17.A identify individual and community protective factors and skills that prevent substance misuse such as consequences associated with drinking and driving and substance use disorders such as refusing invitations to misuse prescription drugs, knowing the risks associated with substance misuse, and reporting the use of drugs to a parent or school administrator, teacher, or other trusted adult</del>		

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
<b>Topic</b>	<b>(20) Alcohol, tobacco, and other drugs--risk and protective factors.</b>										
	The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:						<del>The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student understands factors within the environment that influence positive and negative relationships as related to alcohol, tobacco, and other drugs.</del> The student is expected to:				
peer influence, socio-cultural factors and heredity and genetics									<del>H1.3.C analyze the harmful effects of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as second-hand smoke on the fetus;</del>		H1.3.C is covered in reproductive and sexual health.
peer influence (positive or negative), socio-cultural factors and heredity and genetics (family history)									<del>H1.17.E associate risk-taking with consequences such as drinking and driving</del>		VA
peer influence, socio-cultural factors and heredity and genetics									(D) <del>design materials for health advocacy such as promoting a substance-free life lifestyle and "see something/say something")</del>	<del>Adv. H.1.B explain how technology can influence health as it evolves</del>	

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
Topic	<b>(20) Alcohol, tobacco, and other drugs--risk and protective factors.</b>										
	The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:						The student understands how various factors can influence decisions regarding substance use and the resources available for help. <del>The student understands factors within the environment that influence positive and negative relationships as related to alcohol, tobacco, and other drugs.</del> The student is expected to:				
environmental (safe havens and where to go for help, accessibility) and reporting	(A) identify how to get help from a parent and/or trusted adult <del>when made to feel uncomfortable or unsafe</del>	(A) identify how to get help from a parent and/or trusted adult <del>when made to feel uncomfortable or unsafe</del>	(B) identify a trusted adult such as a parent, teacher, or law enforcement officer <del>and identify ways to react when approached and made to feel uncomfortable or unsafe</del>	<del>NEW: describe the importance of where to seeking seek help and how to report unsafe situations</del>  (B) describe the difference between reporting and tattling when reporting the use of alcohol, tobacco, or other drugs an unsafe situation	(B) identify methods available to report unsafe situations	<del>5.10.E describe the difference between reporting and tattling when reporting an unsafe situation</del>  (B) describe the importance of where to seeking seek help and reporting how to report unsafe situations	(F) identify methods available to report unsafe situations	(F) identify support systems and describe ways to report the suspected abuse of drugs to a parent or school administrator, teacher, or other trusted adult	<del>H1.12.A identify support systems and describe ways to report the suspected abuse of drugs to a parent or school administrator, teacher, or other trusted adult</del>  (E) design a public health information campaign related to safe havens, where to go for help, or reporting drug-related behaviors	<del>New SE: design a public health information campaign related to safe havens, where to go for help, or reporting drug-related behaviors</del>	
environmental and reporting									(F) participate in school-related efforts to address health-risk behaviors		
environmental and reporting							<del>6.8.A identify how environmental influences may affect an individual's substance misuse and substance use disorder</del>				

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
Topic	<b>(20) Alcohol, tobacco, and other drugs--risk and protective factors.</b>										
	The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:						<del>The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student understands factors within the environment that influence positive and negative relationships as related to alcohol, tobacco, and other drugs.</del> The student is expected to:				
environmental and reporting							<del>6.9.A differentiate and describe methods for differentiating between positive and negative relationships that influence alcohol, tobacco, and other drug use can affect individual health such as clubs, gangs, or within families</del>	<del>7.7.A relate physical and social environmental factors to individual and community health such as climate and gangs</del>			6.9.A moved to peer influences
environmental and reporting									<del>H1.17.A identify individual and community protective factors and skills that prevent substance misuse and substance use disorders such as refusing invitations to misuse prescription drugs, knowing the risks associated with substance misuse, and reporting the use of drugs to a parent or school administrator, teacher, or other trusted adult</del>		H1.17.A is already covered.

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
<b>Topic</b>	<b>(21) Alcohol, tobacco, and other drugs--prevention.</b>										
	The student demonstrates refusal skills to avoid substance <del>abuse and recognizes the benefits of delayed use.</del> <u>use and misuse</u> . The student is expected to:						The student analyzes information and applies critical-thinking, skills to avoid substance <del>abuse and recognizes the benefits of delayed use.</del> <u>use and misuse</u> . <del>decision-making, goal-setting, and problem-solving skills for making health-promoting decisions that prevent and reduce health risks throughout the life span.</del> The student is expected to:				
Recognition, Avoidance, and Refusal Skills	(A) define refusal skills for unsafe situations	(A) recognize unsafe situations and practice strategies to avoid risky behaviors	(A) identify ways to avoid unsafe situations and know how to respond using refusal skills	(A) demonstrate refusal skills using assertive communication	(A) demonstrate refusal skills	(A) assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving	(A) identify ways such as alternative activities and refusal skills to prevent or avoid the use of tobacco, alcohol, drugs, and other substances	(A) predict the outcomes of refusal skills in various situations	(A) analyze the relationship between the use of refusal skills and the avoidance of <u>alcohol, tobacco, and other drugs</u> <del>unsafe situations such as sexual abstinence</del>	<del>AH.15.A identify effective skills to resist and refuse invitations to misuse substances, including prescription drugs and other substances</del>	
Recognition, Avoidance, and Refusal Skills						(B) Identify different types of refusal skills that can be used avoid the use of tobacco, alcohol, and other drugs	(B) <u>demonstrate the use of refusal skills in unsafe situations where alcohol, tobacco and other drugs may be present</u>				

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Topic	(21) Alcohol, tobacco, and other drugs--prevention.										
	The student demonstrates refusal skills to avoid substance <u>use and misuse</u> <del>abuse and recognizes the benefits of delayed use.</del> The student is expected to:						The student analyzes information and applies critical-thinking, skills to avoid substance <u>use and misuse</u> <del>abuse and recognizes the benefits of delayed use.</del> <u>decision-making, goal-setting, and problem-solving skills for making health-promoting decisions that prevent and reduce health risks throughout the life span.</u> The student is expected to:				
Recognition, Avoidance, and Refusal Skills					(B) identify ways to avoid drugs and list alternatives for the use of drugs and other substances	(C) identify and describe alternatives to drug and substance use	(C) <u>explain the relationship among tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as parties, and drinking and driving and Human Immunodeficiency Virus (HIV)/sexually transmitted infections (STI) transmission</u>	(B) apply strategies for avoiding <del>violence, gangs, weapons, and</del> <u>alcohol, tobacco, and other</u> drugs	(B) <u>analyze the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as parties, Human Immunodeficiency Virus (HIV)/sexually transmitted infections (STI) transmission, unplanned pregnancies, and motor vehicle accidents</u>		

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
Topic	<b>(21) Alcohol, tobacco, and other drugs--prevention.</b>										
	The student demonstrates refusal skills to avoid substance <u>use and misuse</u> <del>abuse and recognizes the benefits of delayed use.</del> The student is expected to:						The student analyzes information and applies critical-thinking, skills to avoid substance <u>use and misuse</u> <del>abuse and recognizes the benefits of delayed use.</del> <u>decision-making, goal-setting, and problem-solving skills for making health-promoting decisions that prevent and reduce health risks throughout the life span.</u> The student is expected to:				
Recognition, Avoidance, and Refusal Skills							<i>6.7.C explain the relationship among tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as parties, drinking and driving and Human Immunodeficiency Virus (HIV)/sexually transmitted infections (STI) transmission</i>		<i>H1.7.C analyze the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as parties, Human Immunodeficiency Virus (HIV)/sexually transmitted infections (STI) transmission, unplanned pregnancies, and motor vehicle accidents</i>		

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
Topic	<b>(21) Alcohol, tobacco, and other drugs--prevention.</b>										
	The student demonstrates refusal skills to avoid substance <del>use and misuse</del> <u>abuse and recognizes the benefits of delayed use.</u> The student is expected to:						The student analyzes information and applies critical-thinking, skills to avoid substance <del>use and misuse</del> <u>abuse and recognizes the benefits of delayed use.</u> <del>decision-making, goal-setting, and problem-solving skills for making health-promoting decisions that prevent and reduce health risks throughout the life span.</del> The student is expected to:				
Recognition, Avoidance, and Refusal Skills								(C) <u>develop strategies for preventing use of tobacco, alcohol, and other drugs</u> <del>addictive substances</del>	<del>H1.7.D</del> <u>develop strategies for preventing use of tobacco, alcohol, and other addictive substances</u>  (C) <u>analyze strategies that minimize the use of alcohol, tobacco, and other drugs</u> <del>health-risk behaviors, such as alcohol and substance abuse and illegal activity</del>	<del>AH.7.A</del> <u>analyze strategies that minimize health-risk behaviors, such as alcohol and substance abuse and illegal activity</u>	Moved down a grade.
Recognition, Avoidance, and Refusal Skills										<del>AH.7.B</del> <u>participate in school-related efforts to address health-risk behaviors;</u>	
short and long-term consequences of the use of drugs and other substances as well as the benefits of abstinence and delayed use		<del>1.2.C</del> <u>explain the harmful effects of, and how to avoid, alcohol, tobacco, and other drugs</u>	<del>2.2.A</del> <u>identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body</u>	<del>3.2.B</del> <u>describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them</u>	<del>4.4.C</del> <u>describe the short-term and long-term harmful effects of tobacco, alcohol, and other substances such as physical, mental, social, and legal consequences</u>	<del>5.5.C</del> <u>analyze the short-term and long-term harmful effects of tobacco, alcohol, and other substances such as physical, mental, social, and legal consequences</u>					

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
Topic	<b>(21) Alcohol, tobacco, and other drugs--prevention.</b>										
	The student demonstrates refusal skills to avoid substance <u>use and misuse</u> <del>abuse and recognizes the benefits of delayed use.</del> The student is expected to:						The student analyzes information and applies critical-thinking, skills to avoid substance <u>use and misuse</u> <del>abuse and recognizes the benefits of delayed use.</del> <u>decision-making, goal-setting, and problem-solving skills for making health-promoting decisions that prevent and reduce health risks throughout the life span.</u> The student is expected to:				
short and long-term consequences of the use of drugs and other substances as well as the benefits of abstinence and delayed use							<del>6.7.D identify the benefits of choosing alternative activities in order to prevent the use of tobacco, alcohol, drugs, and other substances</del>		<del>H1.7.C explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the effects these substances have on the individual, family, and community</del>		
short and long-term consequences of the use of drugs and other substances as well as the benefits of abstinence and delayed use							<del>6.7.E identify ways to prevent substance misuse, including the misuse of prescription and over-the-counter drugs, and substance use disorders</del>				
short and long-term consequences of the use of drugs and other substances as well as the benefits of abstinence and delayed use							(D) identify and describe strategies for avoiding <u>alcohol, tobacco, and other drugs, including opioids</u> <del>violence, gangs, weapons, and other harmful situations</del>	(D) identify strategies for preventing use or misuse of <u>alcohol, tobacco, and other drugs, including opioids</u> <del>prescription drugs, over-the-counter drugs, tobacco, alcohol, and other addictive substances (including opioids)</del>	(D) develop strategies for preventing use or misuse of <u>alcohol, tobacco, and other drugs, including opioids</u> <del>prescription drugs, over-the-counter drugs, tobacco, alcohol, and other addictive substances (including opioids)</del>		

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
Topic	<b>(21) Alcohol, tobacco, and other drugs--prevention.</b>										
	The student demonstrates refusal skills to avoid substance <del>use and misuse</del> <u>abuse and recognizes the benefits of delayed use.</u> The student is expected to:						The student analyzes information and applies critical-thinking, skills to avoid substance <del>use and misuse</del> <u>abuse and recognizes the benefits of delayed use.</u> <del>decision-making, goal-setting, and problem-solving skills for making health-promoting decisions that prevent and reduce health risks throughout the life span.</del> The student is expected to:				
short and long-term consequences of the use of drugs and other substances as well as the benefits of abstinence and delayed use							(E) <del>compare the risks and identify the</del> benefits of various health behaviors such as choosing not to smoke		<del>H1.16.A</del> apply communication skills that demonstrate consideration and respect for self, family, and others		H1.16.A is already addressed.
short and long-term consequences of the use of drugs and other substances as well as the benefits of abstinence and delayed use							<del>6.1.H</del> identify strategies for managing stress	<del>WG-C: 6.1.H</del> demonstrate strategies for managing stress	-	<del>WG-C: AH.15.B</del> apply decision-making skills to health-promoting decisions related to emotional regulation and coping strategies	Already covered in mental health strand.
short and long-term consequences of the use of drugs and other substances as well as the benefits of abstinence and delayed use									(E) <del>develop strategies to</del> evaluate <u>strategies</u> information relating to a variety of critical health issues used for prevention and risk-reduction <u>related to the use of alcohol, tobacco, and other drugs</u>		

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	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
<b>Topic</b>	<b>(22) Reproductive and sexual health--healthy relationships.</b>						<b>Comments</b>
	<u>The student understands the characteristics of healthy romantic relationships. The student is expected to:</u>						
Type of relationships (including platonic, romantic, casual)		(A) define and distinguish between friendship, infatuation, dating/romantic relationships and marriage	(A) describe types of relationships, such as platonic, romantic, and casual		(A) describe types of relationships, such as platonic, romantic, and casual		
<del>Type of relationships (including platonic, romantic, casual)</del>		<del>WGD describe benefits of delaying dating, such as developing a healthy self-concept</del>					Healthy self-concepts is covered in the mental health strand.
Type of relationships (including platonic, romantic, casual)			<del>WGD compare and contrast the difference between friendship, infatuation, dating/romantic relationships and marriage</del>	<del>WGD describe how friendships provide a foundation for healthy dating relationships.</del> (A) <del>compare and contrast the difference between friendship, infatuation, dating/romantic relationships and marriage</del>	(B) <u>analyze how friendships provide a foundation for healthy dating relationships</u>		Switched the SEs for 6 and 7-8
<del>Type of relationships (including platonic, romantic, casual)</del>				<del>WGD compare and contrast infatuation and love</del>	<del>WGD compare and contrast infatuation and love</del>		
Characteristics of healthy relationships (mutual respect, trust, support, and honesty, commitment, reliability)			(C) list healthy ways to express friendship, affection, and love	(B) describe healthy ways to express friendship, affection, and love		<del>Adv. Health.13.A create and apply strategies for communicating emotions, needs, and wants</del>	
Characteristics of healthy relationships (mutual respect, trust, support, and honesty, commitment, reliability)				(C) describe appropriate and effective methods of communicating emotions in a healthy dating/romantic relationship <u>and marriage</u>	(C) <u>compare and contrast effective and ineffective methods of communicating emotions in a healthy dating/romantic relationship and marriage</u>		

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Topic	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
<p><b>(22) Reproductive and sexual health--healthy relationships.</b></p> <p>The student understands the characteristics of healthy romantic relationships. The student is expected to:</p>							
Characteristics of healthy relationships (mutual respect, trust, support, and honesty, commitment, reliability)		(B) list characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility	(D) describe characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility	<del>WGD compare and contrast healthy and unhealthy dating/romantic relationships</del> (D) <u>evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage</u>	(D) <u>determine character traits that promote healthy dating/romantic relationships and marriage</u>		Moving SE for VA.  Deleting the SE at grade 7-8 because this information is already covered in other SEs.
Characteristics of healthy relationships (mutual respect, trust, support, and honesty, commitment, reliability)					<del>WGD evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships</del>	<del>WGD determine character traits that promote healthy relationships</del>	Moving SE for VA.
Characteristics of healthy relationships (mutual respect, trust, support, and honesty, commitment, reliability)			(E) explain that each person in a dating relationship should be treated with dignity and respect	(E) <u>describe behavior in romantic relationships that enhance dignity, respect, and responsibility</u>	(E) <u>analyze behavior in romantic relationships that enhance dignity, respect, and responsibility</u>	<del>Adv. Health.3.E analyze behavior in romantic relationships that enhance dignity, respect, and responsibility</del>	Moved the SE from Adv. Health. And added an SE for VA.
Characteristics of healthy relationships (mutual respect, trust, support, and honesty, commitment, reliability)						<del>Adv. Health.14.C explain the detrimental effects of inconsiderate and disrespectful behavior</del>	Deleted this SE because it is negative, which does not match the tone of the rest of the SEs in this strand.
Marriage			(F) describe how healthy marriages <u>or committed relationships</u> can contribute to healthy families and communities	(F) describe the benefits of healthy marriages <u>or committed relationships</u> , including companionship, social, emotional, financial, and health benefits			This work group would like to add this language to be more inclusive. There is some concern that students who are learning the benefits of a healthy committed relationship will feel inferior because they come from a home where the parents are not married or they are living with grandparent(s) or others.

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	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33		
Topic	(22) Reproductive and sexual health--healthy relationships.							Comments
	The student understands the characteristics of healthy romantic relationships. The student is expected to:							
Marriage				<i>WGD describe how a healthy marriage can provide an optimal environment for the nurturing and development of children</i>	(F) <i>describe how a healthy marriage or committed relationship can provide a supportive an optimal environment for the nurturing and development of children</i>		The work group deleted the word optimal because the word supportive is more descriptive than optimal. Optimal is more of a subjective adjective, while supportive is more concrete and makes the SE clearer for the teacher.	
<del>Marriage</del>					<del>Health 1.14.C analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage</del>	<del>Adv. Health.3.D analyze roles of relationships and responsibilities relating to marriage</del>	Health 1.14.C is deleted because the skill is covered in characteristics of healthy relationships.	

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Topic	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
	(23) Reproductive and sexual health--personal safety, limits, and boundaries.  <u>The student understands how to set and respect personal boundaries to reduce the risk of sexual abuse and harassment. The student is expected to:</u>						
Sexual abuse and harassment and dating violence (rape, incest)		(A) define sexual abuse, <del>and sexual</del> harassment, <u>and trafficking</u>	(A) identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse	(A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse	-		
Sexual abuse and harassment and dating violence (rape, incest)			<del>WGD describe the impact of sexual abuse and harassment.</del>	(B) <del>discuss</del> <u>describe the impact of sexual abuse and harassment.</u>	(A) <u>describe the impact of sexual abuse and harassment.</u>		Moved the SE from grade 6 because at high school students will be able to better understand the impacts on both the abuser and the one who is abused.
Sexual abuse and harassment and dating violence (rape, incest)			(B) list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy manipulation, isolation, and grooming	(C) define <u>dating violence and the</u> characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy manipulation, isolation, and grooming	(B) define <u>sexual trafficking and</u> the characteristics of harmful relationships, including coercion, exploitation, oppression, discrimination, <u>and violence,</u> <del>and the influence of substances such as date rape drug, alcohol and transmission of infections</del>		WG would like to add sexual trafficking into the definitions students are exposed to.
Sexual abuse and harassment and dating violence (rape, incest)		<del>WGD list strategies for resisting and reporting suspected abuse such as telling a trusted family member or trusted adult</del>		(D) identify <u>protective</u> strategies for avoiding unsafe situations <u>that heighten the risk of</u> <del>to reduce the risk of</del> sexual abuse, <del>and</del> harassment, and teen dating violence	(C) <u>identify analyze the importance of</u> healthy strategies <u>for preventing that prevent</u> physical, sexual, and emotional abuse <del>such as date rape or violence</del>		WG edited these SEs to make the verbiage more inclusive and to avoid placing the responsibility on the victim.
Sexual abuse and harassment and dating violence (rape, incest)		(B) <u>list ways of strategies for resisting and reporting suspected abuse against self or others such as telling a trusted family member or trusted adult</u>	(C) <u>list ways of reporting suspected abuse against self or others such as telling a trusted family member or trusted adult</u>	(E) explain the importance of reporting abuse, harassment, and dating violence <u>against self or others to a trusted family member or trusted adult immediately to law enforcement, getting necessary medical attention, and seeking counseling</u>	(D) explain the importance of reporting abuse, harassment, and dating violence <u>against self or others to a trusted family member or trusted adult immediately to law enforcement, getting necessary medical attention, and seeking counseling</u>		WG deleted “resisting” because the SE would be placing the responsibility on the victim.  Added an SE at grade 6 for VA.  Deleted “immediately to law enforcement, getting necessary medical attention, and seeking counseling” because WG is concerned that students at this grade level may be hesitant to talk to law enforcement.

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	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(23) Reproductive and sexual health--personal safety, limits, and boundaries.						Comments
	<u>The student understands how to set and respect personal boundaries to reduce the risk of sexual abuse and harassment. The student is expected to:</u>						
Sexual abuse and harassment and dating violence (rape, incest)					(E) identify community resources <del>to support the victims of</del> <del>for</del> <del>responding to</del> abuse, harassment, and dating violence		WG edited this SE to clarify the language.
Sense of self--developing healthy identity (self-worth, -esteem, -confidence, and -acceptance)			(D) identify that a healthy sense of self can lead to safe boundaries and limits and promotes healthy <u>dating/romantic</u> relationships	(F) describe how a healthy sense of self can lead to safe boundaries and limits and promotes healthy <u>dating/romantic</u> relationships	(F) analyze why a healthy sense of self can lead to safe boundaries and limits and promotes healthy <u>dating/romantic</u> relationships		WG would like to qualify the type of relationship to draw a distinction between these SEs and the SEs in the mental health strand.
Communication --refusal skills		<del>WGD identify communication and refusal skills can be applied in dating/romantic relationships.</del>  (C) <u>identify refusal skills such as the right to say no to any unwanted touch that can be used to promote personal boundaries in dating/romantic relationships</u>	<del>WGD identify refusal skills that can be used to promote personal boundaries in relationships</del>  (E) <u>identify how communication and refusal skills and how they can be applied in dating/romantic relationships.</u>	(G) <u>discuss and</u> practice refusal skills to resist negative peer pressure and avoid dangerous situations in dating/romantic relationships	(G) demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationship	<del>Adv. Health.13.D create strategies that promote the advantages of abstinence</del>	WG switched SE for Grade 5 and Grade 6 to provide an age appropriate refusal skill to introduce at an earlier grade.
Communication --refusal skills				<del>7.13.D predict the consequences of using or not using refusal skills in various situations</del>  (H) <u>demonstrate how refusal skills can be used to set limits and boundaries to avoid risky behaviors that increase sexual risk, such as sexual activity</u>	(H) demonstrate how refusal skills can be used to set limits and boundaries to avoid <del>risky</del> behaviors <u>that increase sexual risk, such as sexual activity</u>	<del>WGD create personal refusal skills strategies to avoid risky behaviors, such as sexual activity.</del>	WG is deleting 7.13.D because the skill is addressed in "discuss and practice refusal skills," the SE above it.  WG moved the SE down a grade level and repeated the same Se for Health I to reinforce the concept regarding sexual risk.

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	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	<b>(23) Reproductive and sexual health--personal safety, limits, and boundaries.</b>						Comments
<u>The student understands how to set and respect personal boundaries to reduce the risk of sexual abuse and harassment. The student is expected to:</u>							
Decision-making, clear consent (permission), and refusal skills, accepting and coping with rejection  (merged with) boundary setting regarding stages or progression of physical intimacy (holding hands, hugging, kissing, intercourse)		(D) set boundaries as they relate to physical intimacy such as holding hands, hugging, and kissing	(F) explain the importance of clearly communicating and respecting personal boundaries (permission or refusal) as related to physical intimacy such as holding hands, hugging, and kissing.	(I) explain the importance of clearly communicating and respecting personal boundaries (permission or refusal) as related to physical intimacy such as holding hands, hugging, and kissing.	<del>Health 1.8.A analyze the relationship between the use of refusal skills and the avoidance of unsafe situations</del>  (I) <u>analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity</u>		WG added language to clarify unsafe situations.
Decision-making, clear consent (permission), and refusal skills, accepting and coping with rejection; boundary setting regarding stages or progression of physical intimacy		(E) explain the importance of respecting the boundaries of others as related to physical intimacy, such as holding hands, hugging, and kissing	(G) <u>define consent as it relates to physical intimacy</u>	(J) <u>summarize why individuals have the right to refuse sexual contact and why all sexual contact should be consensual</u>	(J) <u>explain why it wrong to trick, threaten, or coerce another person into have sexual relations</u>		WG added SEs to reinforce and extend the concept of consent and respecting boundaries. This work group believes the language of consent should be included to help protect the student from unwanted sexual advances. The term consent is being used because it is a common a term that is widely used and understood.

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	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(24) Reproductive and sexual health--anatomy, <u>puberty</u> , reproduction, and pregnancy.						Comments
	<u>The student analyzes adolescent development, the process of fertilization, and healthy fetal development.</u>						
Puberty and adolescent development	<del>WGD 5.2.B identify male and female reproductive anatomy and the changes that occur during puberty</del>	(A) explain changes in male and female anatomy that occur during puberty	(A) describe changes in male and female anatomy and physiology during puberty	(A) explain how differences in growth patterns among adolescents such as onset of puberty may affect personal health	<del>WGD analyze the significance of hormonal, physical, emotional, and social changes in males and females and their relationship to sexual health and reproduction</del>		WG would like to begin talking about the reproductive systems in grade 5. There is concern about the age of the student and the most appropriate time to begin talking about this topic. The move would align with the introduction of the reproductive system topic in grade 5 in the physical health and hygiene strand.
Puberty and adolescent development		<del>WGD identify the process of the menstrual cycle</del>  (B) <u>describe the process of the menstrual cycle</u>	<del>6.2.D describe the process of the menstrual cycle</del>  (B) <u>describe the purpose of the menstrual cycle and its relationship to fertilization</u>	<del>WGD describe the purpose of the menstrual cycle and its relationship to fertilization</del>  (B) <u>evaluate the characteristics and variations of healthy menstrual cycles</u>	<del>WGD evaluate the characteristics and variations of healthy menstrual cycles</del>  (A) <u>Identify factors that may impact menstrual cycles and health</u>	<del>WGD: Identify factors that may impact menstrual cycles and health</del>	WG would like to introduce the menstrual cycle at grade 4.  Grade 6 is being edited because the phrase is superfluous.
Puberty and adolescent development		(C) identify and describe the role of hormones as they relate to growth and development of secondary sex characteristics such as: body hair, voice change in males, and personal health	(C) analyze the role of hormones as they relate to growth and development and personal health	(C) compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty	(B) <u>analyze the significance of hormonal, physical, emotional, and social changes in males and females and their relationship to sexual health and reproduction</u>		WG moved for VA and struck "and reproduction" because it is addressed in another topic.
Fertilization and Healthy pregnancy and fetal development		(D) <u>describe</u> <del>define</del> the cellular process of fertilization	<del>WGD describe the cellular process of fertilization.</del>  (D) <u>identify how the process of fertilization occurs between a man and a woman through sexual intercourse</u>	(D) identify how the process of fertilization occurs between a man and a woman through sexual intercourse	(C) identify how the process of fertilization occurs between a man and a woman through sexual intercourse		MV: which grade level to introduce sexual intercourse, grade 5. Rationale for grade 5 is that it is in alignment with other SEs of reproductive, anatomy, hormonal and menstrual cycle. However, the other viewpoint is that introducing sexual intercourse at such a grade level would not be age-appropriate. Consensus to begin talking about sexual intercourse at grade 6 was reached.

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	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
<b>Topic</b>	<b>(24) Reproductive and sexual health--anatomy, <u>puberty</u>, reproduction, and pregnancy.</b>						<b>Comments</b>
	<u>The student analyzes adolescent development, the process of fertilization, and healthy fetal development.</u>						
<del>Fertilization and Healthy pregnancy and fetal development</del>			<del>WGD Health 1.3.A list the significant milestones of fetal development from conception through pregnancy and birth</del>	<del>WGD: Health 1.3.A explain significant milestones of fetal development from conception through pregnancy and birth</del>	<del>Health 1.3.A explain fetal development from conception through pregnancy and birth</del>		Fetal development milestones are not essential knowledge for health.
Fertilization and Healthy pregnancy and fetal development				<del>7.2.D describe physical and emotional changes that occur during pregnancy</del>  (E) <u>describe the physical signs that indicate pregnancy</u>	(D) <u>analyze the physical signs that indicate pregnancy</u>		WG split 7.2.D to place a greater emphasis on early signs of pregnancy.
Fertilization and Healthy pregnancy and fetal development				(F) <u>describe the emotional changes that may occur during pregnancy</u>	(E) <u>analyze the emotional changes that may occur during pregnancy</u>		WG split 7.2.D to place a greater emphasis on early signs of pregnancy.
Fertilization and Healthy pregnancy and fetal development				(G) <u>describe the importance of telling a trusted adult, early pregnancy testing, and seeking prenatal care</u>	<del>WGD Adv. Health.3.A list potential problems during stages of fetal development including congenital abnormalities and birth defects</del>  (F) <u>analyze the importance of telling a trusted adult, early pregnancy testing and seeking prenatal care</u>	<del>Adv. Health.3.A. analyze potential problems during stages of fetal development including congenital abnormalities and birth defects</del>	WG deleted Adv. Health 3.A to place a greater emphasis on pregnancy confirmation and prenatal care.
<del>Fertilization and Healthy pregnancy and fetal development</del>						<del>Adv. Health.3.B investigate how to promote optimal health for both the baby and the mother, including the role of pre- and post-natal care, proper nutrition, and breast feeding</del>	

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Topic	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
	(24) Reproductive and sexual health--anatomy, <u>puberty</u> , reproduction, and pregnancy.						
	<u>The student analyzes adolescent development, the process of fertilization, and healthy fetal development.</u>						
Fertilization and Healthy pregnancy and fetal development				(H) <u>analyze the harmful effects of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead on the fetus</u>	(G) list factors that may affect fertility <u>and fetal development</u> such as health status, heredity, nutrition, stress, STDs, and environment	<del>WGD analyze factors that may affect fertility such as: health status, heredity, nutrition, stress, STDs, environment</del>	H1.3.C was moved from the ATOD strand.

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	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
<b>Topic</b>	<b>(25) Reproductive and sexual health--sexual risk.</b>						<b>Comments</b>
	<u>The student understands that there are risks associated with sexual activity and that abstinence is the only 100%-effective method to avoid risks. The student is expected to:</u>						
Pregnancy Teen pregnancy and associated concerns (financial, educational, health, and social concerns)			(A) identify teen pregnancy as a possible <u>outcome</u> <del>consequence</del> of sexual activity	(A) explain how teen pregnancy is a possible <u>outcome</u> <del>consequence</del> of sexual activity			WG would like to change the word “consequence” to “outcome” because consequence has a negative connotation.
Pregnancy Teen pregnancy and associated concerns			(B) describe the financial <u>and educational</u> impact of pregnancy on teen parents	<del>WGD: describe the educational impact of pregnancy on teen parents</del> (B) <u>explain the educational, financial, and social impacts of pregnancy on teen parents, child, families, and society</u>	<del>WGD: explain the educational, financial, and social impacts of pregnancy on teen parents, child, families, and society</del> (A) <u>analyze the educational, financial, and social impacts of pregnancy on teen parents, child families, and society</u>	<del>WGD: analyze the educational, financial, and social impacts of pregnancy on teen parents, child families, and society</del>	WG would like to adjust these SEs for VA.
<del>Pregnancy Teen pregnancy and associated concerns</del>				<del>WGD: list possible negative impacts for a child with teen parents</del>			This SE is covered in the SE above.
Pregnancy Teen pregnancy and associated concerns				<del>WGD describe the process of adoption as an option for individuals facing a teen pregnancy</del> (C) <u>describe the options available to teenage parents such as the process of adoption and the legal rights of parties involved</u>	<del>WGD identify the legal process and rights and services for parties involved in an adoption</del> (B) <u>analyze the options available to teenage parents such as the process of adoption and the legal rights of parties involved</u>		
STDs/STIs			<del>WGD define STIs/STDs as diseases or infections that are spread through sex or sexually activity</del>				

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	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(25) Reproductive and sexual health--sexual risk.						Comments
	The student understands that there are risks associated with sexual activity and that abstinence is the only 100%-effective method to avoid risks. The student is expected to:						
STDs/STIs			<p><del>WGD identify the difference between bacterial and viral STDs/STIs.</del></p> <p>(C) <u>define STIs/STDs as diseases or infections that are spread through sex or sexually activity</u></p>	(D) <u>identify the difference between compare and contrast</u> bacterial and viral STDs/STIs, including treatment and long-term or lifetime effects such as infertility <u>and cancer</u>	(C) evaluate long-term or lifetime effects of bacterial and viral STDs/STIs, including infertility <u>and cancer</u>	<del>WG-D evaluate the economic impact of STDs/STIs on individuals and society</del>	<p>Moved the grade 6 SE down for VA.</p> <p>Changed verb at grade 7-8 to make more grade level appropriate. Added cancer as an illustrative example because students should know further consequences.</p>
STDs/STIs				(E) describe various modes of transmission of STDs/STIs; <del>including skin-to-skin contact, oral sex, and vaginal sex</del>	(D) describe various modes of transmission of STDs/STIs; <del>including skin-to-skin contact, oral sex, and vaginal sex</del>		WG deleted the including statement because the modes of transmission are the examples; to repeat the modes of transmission would be superfluous.
STDs/STIs				(F) list the signs and symptoms of the most prevalent STDs/STIs for which students are most at risk, including HPV and HIV/AIDS	(E) describe signs and symptoms of the most prevalent STDs/STIs for which students are most at risk, including HPV, HIV/AIDS, chlamydia, syphilis, gonorrhea, herpes, and protozoans		
STDs/STIs				(G) explain the importance of STD/STI testing <u>for</u> sexually active people, <u>including if there is a concern or during yearly physicals</u>	<p><del>WGD explain the different types of STD/STI testing and treatment a recommended for sexually active people and associated costs and where individuals can access these services</del></p> <p>(F) <u>analyze the importance of STD/STI testing for sexually active people, including if there is a concern or during yearly physicals</u></p>	<del>WG-D evaluate current research related to prevention, testing, and treatment of STDs/STIs</del>	WG wants to emphasize the importance of STD/STI testing as part of a yearly physical or if there is a sign, symptom, or other concern.

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	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(25) Reproductive and sexual health--sexual risk.						Comments
	The student understands that there are risks associated with sexual activity and that abstinence is the only 100%-effective method to avoid risks. The student is expected to:						
Emotional risk			<del>WGD list emotional risks that can be associated with sexual activity for unmarried persons of school age, including potential stress, anxiety, and depression</del>	(H) define emotional risks that can be associated with sexual activity for unmarried persons of school age, including potential stress, anxiety, and depression	(G) explain emotional risks that can be associated with sexual activity for unmarried persons of school age, including potential stress, anxiety, <u>and</u> depression, <del>and suicidal thoughts</del>		WG deleted the SE at grade 6 because there was concern about presenting so many negative impacts of sexual activity at such as early age.
Prevention • Abstinence from sexual activity (as preferred choice for unmarried persons of school age)  • Types of contraceptives (including risk and failure, proper use, align with TEC 28.004)			(D) define abstinence as it relates to sexual activity	(I) <u>communicate the importance of practicing abstinence</u>	<del>Health 1.15.C communicate the importance of practicing abstinence</del>  (H) <u>create strategies that promote the advantages of abstinence</u>	<del>Adv. Health.13.D create strategies that promote the advantages of abstinence</del>	Moved SEs for VA and because there was a gap at 7-8.
Prevention • Abstinence from sexual activity  • Types of contraceptives			(E) explain why abstinence from sexual activity <u>is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age</u> <del>until marriage is the preferred choice as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases</del>	(J) analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age	(I) analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases		MV: The majority of the WG would like to keep the SEs worded as is. The other viewpoint is to reword Health 1.8.B would like to delete the phrase the importance to more closely mirror statute.

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	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
<b>Topic</b>	<b>(25) Reproductive and sexual health--sexual risk.</b>						<b>Comments</b>
	<u>The student understands that there are risks associated with sexual activity and that abstinence is the only 100%-effective method to avoid risks. The student is expected to:</u>						
Prevention • Abstinence from sexual activity  • Types of contraceptives			(F) <u>identify why <del>discuss</del> abstinence from sexual activity is as the only method that is 100% effective in preventing pregnancy, STDs, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity</u>	<del>7.6.F discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, STDs, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity</del>  (K) <u>analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods, including the prevention of STDs, keeping in mind the effectiveness of remaining abstinent until marriage</u>	(J) analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods, including the prevention of STDs, keeping in mind the effectiveness of remaining abstinent until marriage	<del>Adv. Health.14.F discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, STDs, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity</del>	WG moved SEs down a grade level because they introduced sexual behavior and STIs and STDs in grade 6.  WG is repeating the Health 1 SE at grade 7-8 because this idea should be emphasized at middle school.
Prevention • Abstinence from sexual activity  • Types of contraceptives					<del>Health 1.8.E analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age</del>	<del>Adv. Health.14.E analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age</del>	WG is deleting Health 1.8.E because this concept has already been covered in other grade levels and in Health 1.8.B.
Prevention • Abstinence from sexual activity  • Types of contraceptives				(L) identify contraceptive methods and the risks and failure rates (human use reality rates) related to condoms and other contraceptive methods for pregnancy and STDs	(K) describe contraceptive methods, how they work, side effects, and the risks and failure rates (human use reality rates) related to condoms and other contraceptive methods for pregnancy and STDs		

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	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(25) Reproductive and sexual health--sexual risk.						Comments
	The student understands that there are risks associated with sexual activity and that abstinence is the only 100%-effective method to avoid risks. The student is expected to:						
Prevention • Abstinence from sexual activity  • Types of contraceptives			(G) list the benefits of abstinence such as increased self-esteem, self-confidence, and increased student academic achievement	(M) explain the benefits of abstinence such as increased self-esteem, self-confidence, and increased student academic achievement	(L) analyze the benefits of abstinence including focusing on personal development and encouraging individuals to build healthy relationships not complicated by sexual involvement	<del>WGD analyze the benefits of abstinence such as increased self-esteem, self-confidence, and increased student academic achievement</del>	
Legal risks				(N) define legal implications related to teen pregnancy, including child support and acknowledgement of paternity	(M) explain legal responsibilities related to teen pregnancy, including child support and acknowledgement of paternity	<del>Adv. Health.13.C investigate and summarize current laws relating to unacceptable behaviors such as harassment, acquaintance and statutory rape, and sexual abuse</del>	
Legal risks			(H) demonstrate an understanding that there are laws that protect victims of sexual abuse and harassment	(O) <del>describe discuss</del> the legal implications regarding sexual activity as it relates to minor persons, including age of consent	(N) <del>describe discuss</del> the legal implications regarding sexual activity as it relates to minor persons, including statutory rape, aggravated sexual assault, sexual assault, and indecency with a child	<del>Health 1.5.C discuss the legal implications regarding sexual activity as it relates to minor persons, including statutory rape, aggravated sexual assault, sexual assault, and indecency with a child</del>	
Legal risks				(P) examine the legal ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse	(O) investigate and summarize current laws relating to unacceptable behaviors such as harassment, and sexual abuse		