

Health Education TEKS Review Work Group C Recommendations

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills (TEKS)
Health Education, Physical Health and Hygiene Strand

These recommendations reflect revisions to the health education Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education’s TEKS review and revision work group for the physical health and hygiene strand. This document reflects the recommendations for kindergarten–grade 5. 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).

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

WGC—student expectation from the current TEKS that Work Group C has recommended to add to the strand

Health Education TEKS Review Work Group C Recommendations

Strand: Physical Health and Hygiene									
Substrand: Body Systems									
Topics	KS/SE	K	1	2	3	4	5	Comments	
	KS	<u>The student knows the basic structures and functions of the human body and how they relate to personal health throughout the lifespan.</u>							
Anatomy & Physiology (of all 11 systems)	(A)	<p>K.4.A name the five senses</p> <p>K.4.B name major body parts and their functions <u>to include skeletal, muscular, circulatory, respiratory</u></p> <p>K.6.D discuss basic parts of the body's defense system against germs such as the skin</p>	<p>1.4.A identify and demonstrate use of the five senses</p> <p>1.4.B identify major body structures and organs and describe their basic functions <u>to include integumentary</u></p> <p>1.4.C identify and apply principles of good posture for healthy growth and development</p>	<p>2.3.B identify the major organs of the body such as the heart, lungs, and brain and describe their primary function</p> <p>2.3.C identify the major <u>body structures, organs, and systems of the body and describe their primary function to include immune</u></p> <p>2.4.C explain how the body provides protection from disease</p>	<p>3.3.B explain the body's defense systems and how they fight disease</p> <p>3.4.A list and explain the stages of growth and development</p> <p>3.4.B name, <u>and locate, and describe the primary function and</u> major components of the body systems <u>to include digestive, and urinary</u></p> <p>3.4.C explain the interrelationships of the body systems</p>	<p>4.2.A describe how health behaviors affect body systems</p> <p>4.2.B describe the basic functions of the major body systems; such as the circulatory and digestive systems to include nervous, and endocrine</p> <p><u>5.2.B identify and describe changes in male and female anatomy that occur during puberty (by gender)</u></p>	<p>5.2.A describe the structure, functions, and interdependence of the major body systems <u>to include reproductive</u></p> <p><u>5.4.A explain how to maintain the healthy status of body systems such as avoiding smoking to protect the lungs</u></p>	<ul style="list-style-type: none"> • Deleted (of all 11 systems) as they are introduced over time (K-12) • K.6.D removed because group B recommended to be introduced in 1st grade • 1.4.C is covered with 1.4.B as the functions of skeletal and muscular • 2.3.B is now combined with 2.3.C • 3.4.A not relevant at this age • 5.4.A delete "such as" because it may limit the teacher's perspective 	
Physiology (of all 11 systems)	(B)	K.6.D discuss basic parts of the body's defense system against germs such as the skin	1.4.A identify and demonstrate use of the five senses	2.3.B identify the major organs of the body such as the heart, lungs, and brain and describe	3.3.B explain the body's defense systems and how they fight disease	4.2.A describe how health behaviors affect body systems	5.2.A describe the structure, functions, and interdependence of major body systems	Combined Physiology with Anatomy because most of the expectations were repeated.	

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Topics	KS/SE	K	1	2	3	4	5	Comments
			<p>1.4.B identify major body structures and organs and describes their basic functions</p> <p>1.4.C identify and apply principles of good posture for healthy growth and development</p>	<p>their primary function</p> <p>2.3.C identify the major systems of the body</p> <p>2.4.C explain how the body provides protection from disease</p>	<p>3.4.A list and explain the stages of growth and development</p> <p>3.4.B name and locate major components of the body systems</p> <p>3.4.C explain the interrelationships of the body systems</p>	<p>4.2.B describe the basic function of major body systems such as the circulatory and digestive systems</p>	<p>5.4.A explain how to maintain the healthy status of body systems such as avoiding smoking to protect the lungs</p>	

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Health Education TEKS Review Work Group C Recommendations

Strand: Physical Health and Hygiene								
Substrand: Growth and Development								
Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	<u>***WGC believes there are no developmentally appropriate skills to include in this combined topic***</u>						
Cognitive <u>and</u> <u>Physical</u> development (including adolescent brain development and its impact of decision-making abilities, <u>skills and</u> developmental milestones)	(A)						<p>5.9.C utilize critical thinking in decision making and problem solving</p> <p>5.9.D describe benefits in setting and implementing short and long-term goals</p> <p>5.9.E explain the necessity of perseverance to achieve goals</p>	<p>5.9(C, D, E) covered in goal-setting and decision making under Mental Health</p> <p>***WGC believes there are no developmentally appropriate skills to include in this combined topic***</p>
<u>Physical</u> development (<u>skills and</u> developmental milestones)	(B)	<p>K.4.C name and demonstrate good posture principles such as standing straight with shoulders back</p>	<p>1.4.A identify and demonstrate use of the five senses</p> <p>1.4.B identify major body structures and organs and describes their basic functions</p> <p>1.4.C identify and apply principles of good posture for healthy growth and development</p>	<p>2.1.A explain actions an individual can take when not feeling well</p>	<p>3.4.A list and explain the stages of growth and development</p>		<p>5.2.A describe the structure, functions, and interdependence of major body systems</p>	<p>Physical development combined with Cognitive development</p> <p>1.4.A & B, 5.2A covered in A & P</p> <p>2.1.A included in Health care</p> <p>3.4.A not relevant at this age</p> <p>K.4.C and 1.4.C should be covered in A&P section with skeletal and muscular systems</p>

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Strand: Physical Health and Hygiene								
Substrand: Personal Health and Hygiene								
Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	<p style="color: green;"><u>The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.</u></p>						
<p style="color: green;"><u>Goal-setting and Health care literacy and decision-making to enhance health</u></p>	(A)	<p>K.3.A demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems</p> <p>K.5.A name people who can provide helpful health information such as parents, doctors, teachers, and nurses</p> <p>K.5.B explain the importance of health information</p>	<p>1.3.A explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems</p> <p>1.3.B describe how decisions can be reached and problems can be solved</p> <p>1.3.C explain the importance of goal setting and task completion</p> <p>1.1.B describe activities that are provided by health care professionals such as medical check-up and dental exams</p> <p>1.5.A identify people who can</p>	<p>2.9.C demonstrate refusal skills</p> <p>2.11.A explain steps in the decision-making process and the importance of following the steps</p> <p>2.11.C list the steps and describe the importance of task completion and goal setting</p> <p>2.1.A explain actions an individual can take when not feeling well</p> <p>2.1.G describe how a healthy diet can help protect the body against some diseases</p> <p>2.4.A explain ways in which germs are transmitted, methods of preventing the spread of germs, and</p>	<p>3.1.A explain how personal health habits affect self and others</p> <p>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</p> <p>3.11.A practice critical-thinking skills when making health decisions</p> <p>3.11.B gather data to help make informed health choices</p> <p>3.11.C explain the positive and negative consequences of making a health-related choice</p>	<p>4.11.A explain the importance of seeking guidance from parents and other trusted adults in making health decisions and solving problems</p> <p>4.11.B explain the advantages of setting short and long-term goals</p> <p>4.11.E describe steps in decision-making and problem-solving</p> <p>4.3.A identify characteristics of health information</p> <p>4.3.B describe the importance of accessing health information through a variety of health resources</p>	<p>5.9.A describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor</p> <p>5.9.B assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving</p> <p>5.9.C utilize critical thinking in decision making and problem solving</p> <p>5.9.D describe benefits in setting and implementing short and long-term goals</p> <p>5.9.E explain the necessity of</p>	<p>TEKS covered in mental health: K.3.A, 1.3(A, B, C), 2.9.C, 2.11(A, C), 3.11(A, F, G), 4.11(B, E), 5.8.A, 5.9(B, C, D, E, F)</p> <p>1.5.B, 5.9.A deleted “such as” example because it limits application</p> <p>1.7(B, C), 2.1.G, 2.4.A, 3.1(A, F) 5.4.B covered in preventative</p> <p>2.4.C included in A & P</p> <p>WGC recommends not to include 2.7.B, 5.4.D</p> <p>WGC recommends not to include 3.5.B because it’s covered in 3.5.A</p>

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Substrand: Personal Health and Hygiene								
Topics	KS/SE	K	1	2	3	4	5	Comments
			<p><u>provide helpful health information such as parents, teachers, nurses, and physicians</u></p> <p><u>1.5.B list ways health information can be used such as knowing how to brush teeth properly</u></p> <p><u>Combined 1.6.A and 1.6.B to read: identify examples of health information provided by various media; and how media and technology can affect behaviors such as television, computers, and video games</u></p> <p><u>1.7.B identify common illnesses and diseases and their symptoms</u></p>	<p><u>the importance of immunization</u></p> <p><u>2.4.C explain how the body provides protection from disease</u></p> <p><u>2.6.A identify people who can provide health information</u></p> <p><u>2.6.B identify various media that provide health information</u></p> <p><u>2.7.A describe how the media can influence an individual's health choices</u></p>	<p>3.11.D explain the importance of seeking assistance in making decisions about health</p> <p>3.11.F describe goal-setting skills</p> <p>3.11.G explain the importance of time passage with respect to a goal</p> <p>3.5.A demonstrate the ability to locate resources from parents and family members, school, and the community</p> <p>3.7.A describe how the media can influence knowledge and health behaviors; and</p> <p>3.7.B identify ways in which health care has improved as a result of technology.</p>	<p>4.5.A set personal health goals for preventing illness</p>	<p>perseverance to achieve goals</p> <p>5.9.F explain the importance of parent/trusted adult guidance in goal setting</p> <p>5.11.B [Note: there is no 5.11.]</p> <p>5.3.A describe methods of accessing health information</p> <p>5.3.B demonstrate ways to communicate health information such as posters, videos, and brochures</p> <p>5.4.B relate the importance of immunizations in disease prevention</p> <p>5.4.C distinguish between myth and fact related to disease</p>	

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Substrand: Personal Health and Hygiene								
Topics	KS/SE	K	1	2	3	4	5	Comments
			<p><u>1.7.C explain common practices that control the way germs are spread</u></p> <p><u>1.8.A name various members of his/her family who help them to promote and practice health habits</u></p>				<p><u>and disease prevention</u></p> <p><u>5.4.E explain how to manage common minor illnesses such as colds and skin infections</u></p> <p><u>5.7.A research the effect of media on health-promoting behaviors</u></p> <p><u>5.7.B identify the use of health-related technology in the school such as audiometry and the Internet</u></p> <p><u>5.8.A explain the importance of communication skills as a major influence on the social and emotional health of the individual and family</u></p>	

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Substrand: Personal Health and Hygiene								
Topics	KS/SE	K	1	2	3	4	5	Comments
Oral health	(B)		<p>1.1.A describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise</p> <p>1.1.B describe activities that are provided by health care professionals such as medical check-up and dental exams</p> <p>1.5.B list ways health information can be used such as knowing how to brush teeth properly</p>	2.1.B describe and demonstrate personal health habits such as brushing and flossing teeth and exercise	<p>3.1.A explain how personal health habits affect self and others</p> <p>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</p>			This section has moved to preventative health
Sleep	(C)	K.1.A identify and practice personal health habits that help individuals stay healthy such as a proper amount of sleep and clean hands	1.1.A describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise		<p>3.1.A explain how personal health habits affect self and others</p> <p>3.1.F explain strategies for maintaining a personal health plan such as a commitment</p>	-4.1.E explain how sleep affects academic performance		This section has moved to preventative health

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Substrand: Personal Health and Hygiene								
Topics	KS/SE	K	1	2	3	4	5	Comments
			1.5.B list ways health information can be used such as knowing how to brush teeth properly		to good personal hygiene and checkups and an awareness of safety skills			
Personal Grooming	(D)	-	1.5.B list ways health information can be used such as knowing how to brush teeth properly	2.1.B describe and demonstrate personal health habits such as brushing and flossing teeth and exercise 2.4.A explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization	3.1.A explain how personal health habits affect self and others 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			This section has moved to preventative health
Preventative health (common illnesses, <u>chronic conditions</u> , <u>personal hygiene</u> <u>hand washing</u> , and checkups)	(E)	K.1.A identify and practice personal health habits that help individuals stay healthy such as a proper amount of sleep and clean hands <u>personal/oral hygiene and sleep</u>	1.1.A describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise <u>personal/oral hygiene and sleep</u>	2.1.A explain actions an individual can take when not feeling well <u>2.1.B describe and demonstrate personal health habits such as brushing and flossing teeth and exercise</u> <u>personal/oral hygiene and sleep</u>	3.1.A explain how personal-health habits affect self and others 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	4.11.F [Note: there is no 4.11.F.] <u>4.1.F was added</u> <u>4.1.E explain how sleep affects health and academic performance</u> <u>WGC: 4.1.F identify the importance of taking personal responsibility for</u>	5.1.F analyze the components of a personal health maintenance plan for individuals and families such as stress management and personal safety 5.4.B relate the importance of	Tick-borne/vector borne illnesses Any removal of “such as” is due to limits on considerations of what to teach. 1.1.B, 1.5.B, 2.1.A, 5.7.B, 5.9.A are covered under health care literacy

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Topics	KS/SE	K	1	2	3	4	5	Comments
		<p>K.6.C explain <u>how germs cause illness and disease and the practices used to control the spread of germs such as washing hands</u></p> <p>K.7.B identify ways to prevent the transmission of head lice such as sharing brushes and caps</p> <p><u>Identify the appearance of vectors (including ticks and mosquitos) and their hosts (such grass, animals), that may cause illness and the proper removal/care</u></p>	<p>1.1.B describe services activities that are provided by health care professionals such as medical check-up and dental exams</p> <p>1.5.B list ways health information can be used such as knowing how to brush teeth properly</p> <p>1.7.A name types of germs that cause illness and disease</p> <p>1.7.B identify common illnesses and diseases and their symptoms <u>including, asthma, heart disease, stroke, diabetes and epilepsy</u></p> <p>1.7.C explain common practices</p>	<p>2.1.F describe the importance of individual health maintenance activities such as regular medical and dental checkups</p> <p>2.1.G describe how a healthy diet can help protect the body against some diseases</p> <p>2.4.A explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization</p> <p>2.4.B identify causes of disease other than germs such as allergies, and <u>asthma, heart disease, stroke, diabetes and epilepsy</u></p> <p>2.4.D apply practices to control spread of germs in daily life such as</p>	<p>safety skills personal/oral hygiene and sleep</p> <p>3.3.A identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease</p> <p>3.3.B explain the body's defense systems and how they fight disease</p> <p>3.3.C explain actions to take when illness occurs <u>including, asthma, heart disease, stroke, diabetes and epilepsy</u></p> <p><u>Explain how to perform a self-check for vectors (including ticks and mosquitos)</u></p>	<p><u>developing and maintaining a personal health plan such as fitness, nutrition, stress management, and personal safety.</u></p> <p>4.5.A set personal-health goals for preventing illness</p> <p><u>4.5.B identify different pathogens and explain how the body protects itself from pathogens such as viruses, bacteria, and fungi</u></p> <p>4.5.C discuss ways in which prevention and transmission of disease are affected by individual behaviors</p> <p><u>4.5.D distinguish between communicable and noncommunicable diseases.</u></p>	<p>immunizations in disease prevention</p> <p>5.7.B identify the use of health-related technology in the school such as audiometry and the Internet</p> <p>5.9.A describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor</p> <p><u>Distinguish between the various vectors (including ticks and mosquitos) and treatment if infected.</u></p>	<p>3.3.B covered in A&P</p> <p>2.1.G possible to be a duplication in nutrition</p> <p>K.6.A was included into K.6.C</p> <p>K.6.B is covered in 1st grade</p> <p>1.7.B</p> <p>WGC recommends that the following expectation should be included in the strand of Injury and Violence Prevention & Safety: K.5.A, K.7.A, 1.2.E, 1.8.B, 2.3.A, 2.5.A, 2.5.B, 3.6(A, B, C, D), 4.6(A, B)</p> <p>WGC recommends that 2.5.C not be addressed</p>

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Strand: Physical Health and Hygiene								
Substrand: Personal Health and Hygiene								
Topics	KS/SE	K	1	2	3	4	5	Comments
			<p>that control the way germs are spread</p> <p><u>Describe how vectors (including ticks and mosquitos) can be transferred and how to avoid them</u></p>	<p>hand washing and skin care</p> <p>2.5.A identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water</p> <p><u>Describe how vectors (including ticks and mosquitos) can be transferred and how to avoid them</u></p>		<p><u>4.7.A explain how the media can influence health behaviors</u></p> <p><u>4.7.B describe ways technology can influence health</u></p> <p><u>Discuss the signs and symptoms (that could include rash, fever, headache) that may occur after contact with a vector (including ticks and mosquitos)</u></p>		
<p>Health care (information, accessing the health care system, including the roles of health care providers)</p>	(F)	<p>K.5.A name people who can provide helpful health information such as parents, doctors, teachers, and nurses</p> <p>K.5.B explain the importance of health information</p>	<p>1.1.B describe activities that are provided by health care professionals such as medical check-up and dental exams</p> <p>1.5.A identify people who can provide helpful health information such as parents,</p>	<p>2.1.A explain actions an individual can take when not feeling well</p> <p>2.1.G describe how a healthy diet can help protect the body against some diseases</p> <p>2.4.A explain ways in which germs are transmitted, methods of preventing the spread of germs, and</p>	<p>3.5.A demonstrate the ability to locate resources from parents and family members, school, and the community</p>	<p>4.3.A identify characteristics of health information</p> <p>4.3.B describe the importance of accessing health information through a variety of health resources</p> <p>4.5.A set personal health goals for preventing illness</p>	<p>5.3.A describe methods of accessing health information</p> <p>5.3.B demonstrate ways to communicate health information such as posters, videos, and brochures</p> <p>5.4.B relate the importance of immunizations in disease prevention</p>	<p>Combined with health care literacy and decision making enhance health</p>

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Substrand: Personal Health and Hygiene								
Topics	KS/SE	K	1	2	3	4	5	Comments
			<p>teachers, nurses, and physicians</p> <p>1.5.B list ways health information can be used such as knowing how to brush teeth properly</p> <p>1.7.A name types of germs that cause illness and disease</p> <p>1.7.B identify common illnesses and diseases and their symptoms</p> <p>1.7.C explain common practices that control the way germs are spread</p> <p>1.8.A name various members of his/her family who help them to promote and practice health habits</p>	<p>the importance of immunization</p> <p>2.4.C explain how the body provides protection from disease</p> <p>2.6.A identify people who can provide health information</p> <p>2.6.B identify various media that provide health information</p>			<p>5.4.C distinguish between myth and fact related to disease and disease prevention</p> <p>5.4.E explain how to manage common minor illnesses such as colds and skin infections</p> <p>5.7.A research the effect of media on health-promoting behaviors</p> <p>5.7.B identify the use of health-related technology in the school such as audiometry and the Internet</p> <p>5.8.A explain the importance of communication skills as a major influence on the social and emotional health of</p>	

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							<p>the individual and family</p> <p>5.9.A describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor</p>	

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Texas Essential Knowledge and Skills (TEKS)
Health Education, Physical Health and Hygiene Strand

These recommendations reflect revisions to the health education Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education’s TEKS review and revision work group for the physical health and hygiene strand. This document reflects the recommendations for grade 6–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).

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

WGC—student expectation from the current TEKS that Work Group C has recommended to add to the strand

Health Education TEKS Review Work Group C Recommendations

Strand: Physical Health and Hygiene						
Substrand: Body Systems						
Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
	KS	<u>The student examines the structure, function, and relationships of body systems and their relevance to personal health.</u>				
Anatomy <u>and Physiology</u> (of all 11 systems)	(A)	<p>6.2.A analyze <u>Recognize</u> the relationships among the body systems</p> <p>6.2.B describe changes in male and female anatomy and physiology during puberty</p> <p><u>Identify and locate the major organs of 11 body systems.</u></p> <p>6.2.C <u>analyze the role of hormones as they relate to growth and development and personal health</u></p>	<p><u>7.2.B describe the influence of the endocrine system on growth and development</u></p> <p><u>Describe the major organs and functions of the 11 body systems.</u></p> <p><u>Explain the relationships between the 11 body systems.</u></p>	<p>H1.1.D describe the causes, symptoms, and treatment of eating disorders</p> <p>H1.1.H examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression</p> <p>H1.2.A analyze the relationship between health promotion and disease prevention</p> <p>H1.2.G investigate the potential negative effects of combining drugs, including prescription and over-the-counter drugs</p> <p>H1.3.A explain fetal development from conception through pregnancy and birth</p>		<p>Combined Physiology with Anatomy to streamline</p> <p>H1.1.D and H1.1H should be covered in Mental Health</p> <p>Added Anatomy and physiology specific concepts to 6th and 7-8th grades</p> <p>6.2.A – delete analyze, add recognize to alter level for teacher guidance</p> <p>6.2.C Moved from Physiology topic due to combining of topics</p> <p>7.2.B Moved from Physiology topic due to combining of topics</p> <p>H1.2.A – delete – covered in preventative health</p> <p>H1.2.G and H1.3.C are covered in Alcohol, Tobacco, and Other Drugs</p> <p>H1.3.A deleted – located in growth & development – physical development</p>

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Strand: Physical Health and Hygiene

Substrand: Body Systems

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>H1.3.C analyze the harmful effects of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead on the fetus</p> <p>H1.6.A examine the effects of health behaviors on body systems</p> <p>H1.6.C appraise the significance of body changes occurring during adolescence</p> <p>Analyze the structure, locations, functions of, and relationships among the 11 body systems and their effects on individual health</p>		<p>Added new high school SE to incorporate a more coherent approach to body systems and understanding of how they function</p>
<p>Physiology (of all 11 systems)</p>	<p>(B)</p>	<p>6.2.A analyze the relationships among the body systems</p> <p>6.2.B describe changes in male and female anatomy and physiology during puberty</p> <p>6.2.C analyze the role of hormones as they relate to growth and development and personal health</p>	<p>7.2.B describe the influence of the endocrine system on growth and development</p>	<p>H1.1.D describe the causes, symptoms, and treatment of eating disorders</p> <p>H1.1.H examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression</p> <p>H1.2.A analyze the relationship between health promotion and disease prevention</p>		<p>6.2.C Moved from Physiology to combine with Anatomy</p> <p>7.2.B Moved from Physiology to combine with Anatomy</p> <p>H1.1.D; H1.1.H; H1.2.A; H1.2.G; H1.3.A; H1.3.C; H1.6.A; H1.6.C – deleted due to not being applicable and Physiology combining with Anatomy</p>

Health Education TEKS Review Work Group C Recommendations

Strand: Physical Health and Hygiene

Substrand: Body Systems

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>H1.2.G investigate the potential negative effects of combining drugs, including prescription and over-the-counter drugs</p> <p>H1.3.A explain fetal development from conception through pregnancy and birth</p> <p>H1.3.C analyze the harmful effects of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead on the fetus</p> <p>H1.6.A examine the effects of health behaviors on body systems</p> <p>H1.6.C appraise the significance of body changes occurring during adolescence</p>		

Health Education TEKS Review Work Group C Recommendations

Strand: Physical Health and Hygiene						
Substrand: Growth and Development						
Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
	KS	<p><u>The student comprehends the physical and cognitive developmental changes throughout the lifespan as they relate to personal health.</u></p>				
<p>Cognitive development (including adolescent brain development and its impact of decision-making abilities, developmental milestones)</p> <p><u>Physical development (skills and developmental milestones)</u></p>	(A)	<p><u>6.2.B describe changes in male and female anatomy and physiology during puberty</u></p> <p><u>6.2.C analyze the role of hormones as they relate to growth and development and personal health</u></p> <p><u>WG C:</u> 7.1.D describe the life cycle of human beings including birth, dying, and death</p> <p><u>WG C:</u> 7.2.A explain how <u>Identify</u> differences in growth patterns among adolescents such as onset of puberty may affect personal health</p>	<p><u>7.1.D describe Examine the life cycle of human beings including birth, dying, and death</u></p> <p><u>7.2.A explain how differences in growth patterns among adolescents such as onset of puberty may affect personal health</u></p> <p><u>7.2.B describe the influence of the endocrine system on growth and development</u></p>	<p>H1.1.C explain the relationship between nutrition, quality of life, and disease</p> <p>H1.1.D describe the causes, symptoms, and treatment of eating disorders</p> <p>H1.1.H examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression</p> <p>H1.1.I describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages</p> <p>H1.3.A explain fetal development from conception through pregnancy and birth</p>	<p>Adv. H.17.B There is no 17B</p>	<p>Moved Physical Development to combine with Cognitive Development to streamline</p> <p>If Adv.H.17.B is supposed to actually be Adv. H 1.7.B, does not apply to this topic – delete</p> <p>H1.1.D – belongs in Mental Health & Wellness – Delete</p> <p>H1.1.H – duplicated in Preventative Health Topic</p> <p>H1.1.I – duplicated in Preventative Health topic</p> <p>H1.3.C – deleted “lead” as outdated and added “second-hand smoke” as a more relevant example</p> <p>6.2.B – moved due to combination of Cognitive and Physical Development</p> <p>6.2.C – moved due to combination of Cognitive and Physical Development</p>

Health Education TEKS Review Work Group C Recommendations

Strand: Physical Health and Hygiene

Substrand: Growth and Development

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>H1.3.C analyze the harmful effects of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead <u>second-hand smoke</u> on the fetus</p> <p>H1.6.C appraise the significance of body changes occurring during adolescence</p>		<p>Add 7.2.A to 6th grade standards; change “explain how” to “identify” and delete “may affect personal health” for appropriate Bloom’s level for 6th grade</p> <p>Add 7.1.D to 6th grade standards</p> <p>7.2.B - moved due to combination of Cognitive and Physical Development</p>
<p>Physical development (skills and developmental milestones)</p>	<p>(B)</p>	<p>6.1.C compare immediate and long-range effects of personal health care choices such as personal and dental hygiene</p> <p>6.1.D identify causes and effects associated with poor body image such as eating disorders and growth patterns</p> <p>6.2.B describe changes in male and female anatomy and physiology during puberty</p> <p>6.2.C analyze the role of hormones as they relate to growth and</p>	<p>7.1.A analyze the interrelationships of physical, mental, and social health</p> <p>7.1.D describe the life cycle of human beings including birth, dying, and death</p> <p>7.2.A explain how differences in growth patterns among adolescents such as onset of puberty may affect personal health</p> <p>7.2.B describe the influence of the endocrine system on growth and development</p>	<p>H1.1.D describe the causes, symptoms, and treatment of eating disorders</p> <p>H1.1.I describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages</p> <p>H1.2.B analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention</p> <p>H1.3.A explain fetal development from conception through pregnancy and birth</p>		<p>6.1.C – duplicated in Personal Health & Hygiene</p> <p>6.2.B – moved due to combination of Cognitive and Physical Development</p> <p>6.2.C – moved due to combination of Cognitive and Physical Development</p> <p>6.1.D – Poor body image is more aligned with mental health strand – delete and replace with 7.2.A</p> <p>6.2.D- applies to reproductive health strand</p> <p>7.1.A –addressed in Mental Health strand</p> <p>7.2.A; 7.2.B - moved due to combination of Cognitive and Physical Development</p>

Health Education TEKS Review Work Group C Recommendations

Strand: Physical Health and Hygiene

Substrand: Growth and Development

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
		<p>development and personal health</p> <p>6.2.D describe menstrual health and identify the relationship to reproduction</p>		<p>H1.6.A examine the effects of health behaviors on body systems</p> <p>H1.6.C appraise the significance of body changes occurring during adolescence</p>		<p>H1.1.D – addressed in Mental Health strand</p> <p>H1.1.I; H1.2.B – addressed in Preventative Health topic</p> <p>H1.3.A; H1.6.C – duplicates – due to combination of Cognitive & Physical development</p> <p>H1.6.A – covered in personal health & Hygiene topic</p>

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Health Education TEKS Review Work Group C Recommendations

Strand: Physical Health and Hygiene						
Substrand: Personal Health and Hygiene						
Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
	KS	<u>The student demonstrates health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.</u>				Deleted Oral Health, Sleep, and Personal Grooming topics – SEs to be addressed within Preventative Health topic
<p>Goal-setting and decision-making to enhance health</p> <p><u>Health Care Literacy and Decision-making</u></p>	(A)	<p>6.1.C compare immediate and long-range effects of personal health care choices such as personal and dental hygiene</p> <p>6.1.F describe the mental, physical, and social benefits of regular exercise and fitness</p> <p>6.13.D identify the possible health implications of long-term personal and vocational goals</p> <p><u>6.10.B identify and analyze various media and technologies that influence individual and community health such as computer software and the internet</u></p>	<p>7.4.C demonstrate ways to use health information to help self and others <u>including seizure awareness, diabetes education, and response plans such as first aid or CPR.</u></p> <p><u>7.4.B develop evaluation criteria for health information</u></p> <p>7.13.B relate practices and steps necessary for making health decisions</p> <p>7.13.C appraise the risks and benefits of decision-making about personal health</p> <p><u>7.13.A interpret critical issues related to solving health problems</u></p>	<p>H1.1.D describe the causes, symptoms, and treatment of eating disorders</p> <p>H1.1.F discuss health-related social issues such as organ donation and homelessness</p> <p>H1.1.H examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression</p> <p><u>H1.2.E explain why some medications require a prescription</u></p> <p>H1.4.A analyze the health messages delivered through media and technology</p> <p>H1.4.B explain how technology has impacted the health status of individuals, families, communities, and the world</p>	<p>Adv. H.2.B design evaluate health promotion materials from various sources (such as the internet, printed media, or commercials)</p> <p><u>Adv. H.4.B analyze health information based on health-related standards</u></p> <p><u>Adv. H.9.A relate economic status to availability of health services within the community</u></p> <p><u>Adv. H.9.B analyze health care costs of various health services in different countries</u></p> <p><u>Adv. H.11.A analyze how the cost, availability, and accessibility of health care services affects the community</u></p> <p><u>Adv. H.11.B evaluate how the selection of health care services, products, and information affects the community</u></p>	<p>Deleted Topic name, combined SEs with Health Care and retitled topic: Health Care Literacy and Decision-making</p> <p>6.1.F – Belongs in Healthy Eating & Physical Activity Strand</p> <p>6.13.D – deleted “and vocational” due to limited relevance</p> <p>6.10.B – Moved due to combination of topics</p> <p>7.4.B – moved from Health care information topic</p> <p>7.4.C – added “including seizure awareness, diabetes education, and response plans such as first aid or CPR.” to provide inclusion for Board recommendation.</p> <p>7.13.A – Moved from Health care topic</p>

Health Education TEKS Review Work Group C Recommendations

Strand: Physical Health and Hygiene

Substrand: Personal Health and Hygiene

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>H1.5.D demonstrate decision-making skills based on health information</p> <p>H1.6.A examine the effects of health behaviors on body systems</p> <p>H1.17.B identify decision-making skills that promote individual, family, and community health</p> <p><u>H1.2.F explain the connection between the proper and safe use of prescription drugs and overall health</u></p> <p><u>H1.6.B relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care</u></p> <p><u>H1.9.B explain the benefits of positive relationships among community health professionals in promoting a healthy community</u></p> <p><u>H1.11.A assess the impact of population and economy on community and world health</u></p>	<p><u>Adv. H.12.A describe technological advances available in the community that treat health problems such as medical procedures at local hospitals for treating heart disease and cancer</u></p> <p><u>Adv. H.12.B locate health care facilities at which members of the community can obtain medical care</u></p> <p><u>Adv. H.15.C interpret information provided by parents and other adults</u></p> <p><u>Adv. H.16.A research information regarding personal and family health concerns</u></p> <p><u>Adv. H.16.C apply the concept of research and evaluation for determining health information for special populations</u></p>	<p>H1.1.H – delete – belongs in Mental Health strand</p> <p>H1.2.E - Moved due to combination of topics</p> <p>H1.6.A – delete – duplicated in other topics</p> <p>H1.2.F; H1.6.B; H1.9.B; H1.11.A; H1.11.B; H1.12.C; H1.13.C; H1.14.F; H1.18.A; H1.18.B; H1.18.C - moved due to combination of topics</p> <p>H1.14.F – added “including seizure awareness, diabetes education, and response plans such as first aid or CPR.” To include Board recommendations.</p> <p>ALL Adv H except for Adv.H.2.A - moved from Health care due to combination of topics</p> <p>Adv.H.2.B – deleted “design” as it is covered in preventative health topic; added “evaluate” to change the purpose and rigor; added “from various sources such as the internet, printed media, or commercials” to provide more specificity and guidance for instruction</p>

Health Education TEKS Review Work Group C Recommendations

Strand: Physical Health and Hygiene

Substrand: Personal Health and Hygiene

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>H1.11.B analyze the impact of the availability of health services in the community and the world</p> <p>H1.12.C compare and analyze the cost, availability, and accessibility of health services for people of all ages</p> <p>H1.13.C explain how to access health services for people of all ages</p> <p>H1.14.F 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.</p> <p>H1.18.A research information about a personal health concern</p> <p>H1.18.B demonstrate knowledge about personal and family health concerns</p> <p>H1.18.C develop strategies to evaluate information relating</p>		

Health Education TEKS Review Work Group C Recommendations

Strand: Physical Health and Hygiene

Substrand: Personal Health and Hygiene

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				to a variety of critical health issues		
Oral health	(B)	6.1.C compare immediate and long-range effects of personal health care choices such as personal and dental hygiene		H1.1.D describe the causes, symptoms, and treatment of eating disorders H1.12.C compare and analyze the cost, availability, and accessibility of health services for people of all ages		Delete topic – information covered in Preventative health topic, health literacy topic, Mental Health strand 6.1.C – delete – duplicated in Preventative Health topic H1.1.D – delete – covered in Mental Health strand H1.12.C – delete – covered in Health Literacy topic
Sleep	(C)	6.1.C compare immediate and long-range effects of personal health care choices such as personal and dental hygiene		H1.1.H examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression H1.6.A examine the effects of health behaviors on body systems		Delete topic – information covered in Preventative health topic, anatomy & physiology topic, Mental Health strand 6.1.C – delete – covered in preventative health topic H1.1.H – delete – covered in Mental Health strand H1.6.A – delete – covered in anatomy & physiology topic
Personal grooming	(D)	6.1.C compare immediate and long-range effects of personal health care choices such as personal and dental hygiene		H1.2.A analyze the relationship between health promotion and disease prevention		Delete topic – information covered in Preventative health topic, health literacy topic, growth & development topic

Health Education TEKS Review Work Group C Recommendations

Strand: Physical Health and Hygiene

Substrand: Personal Health and Hygiene

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
		6.2.B describe changes in male and female anatomy and physiology during puberty				6.1.C – delete – covered in preventative health topic 6.2.B – delete – covered in growth & development topic H1.2.A – delete – covered in preventative health topic
Preventative health (common illnesses, <u>chronic conditions</u> , <u>personal hygiene</u> , and checkups)	(E)	6.1.C compare immediate and long-range effects of personal health care choices such as personal and dental hygiene <u>Describe healthy personal grooming, hygiene, and oral health including habits such as bathing, brushing teeth, and hair and nail care.</u> <u>Determine factors that affect personal grooming, hygiene, and oral health maintenance.</u> <u>Classify varieties of vectors (such as ticks or mosquitoes) in Texas and the illnesses they transmit</u>	7.3.A explain the role of preventive health measures, immunizations, and treatment in disease prevention such as wellness exams and dental check-ups 7.13.A interpret critical issues related to solving health problems <u>such as diabetes, seizure disorders, chronic conditions, or other lifestyle related illnesses</u> <u>Distinguish between varieties of vectors (such as ticks or mosquitoes) in Texas and the illnesses they transmit</u> <u>Explain the course, signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus.</u>	H1.1.F discuss health-related social issues such as organ donation and homelessness H1.1.H examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression H1.1.I describe the importance of taking responsibility for establishing and implementing health maintenance <u>such as healthy personal grooming, hygiene, and oral health habits</u> for individuals and family members of all ages H1.2.A analyze the relationship between health promotion and disease prevention	Adv. H.2.A investigate various sources in the community that promote health and prevent disease Adv. H.2.B design health promotion materials <u>such as preventative care posters for handwashing, vaccinations, or health behaviors</u> Adv. H.11.A analyze how the cost, availability, and accessibility of health care services affects the community Adv. H.11.B evaluate how the selection of health care services, products, and information affects the community	Added “chronic conditions, personal hygiene, and” to parenthetical to add specificity and include a different subset of topics. Added SEs for personal grooming, oral health, and hygiene to 6 th and 7 th grade to increase coverage of sub-topics. 7.13.A – added “such as diabetes, seizure disorders, chronic conditions, or other lifestyle related illnesses” to include Board recommendations. Added SEs for vector-borne illnesses to 6 th and 7 th grades per Board recommendation for middle school H1.1.F; H1.2.E; H1.4.B; H1.6.A; H1.11.A; H1.11.B – Delete – covered in Health Literacy topic H1.11.B; H1.12.C– delete – duplicated in Health Care Literacy topic

Health Education TEKS Review Work Group C Recommendations

Strand: Physical Health and Hygiene

Substrand: Personal Health and Hygiene

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
		<p><u>Describe how to reduce risk of vector-borne infections</u></p> <p><u>Recognize the signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus</u></p>		<p>H1.2.B analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention</p> <p>H1.2.C identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion</p> <p>H1.2.D develop and analyze strategies related to the prevention of communicable and non-communicable diseases</p> <p>H1.2.E explain why some medications require a prescription</p> <p>H1.2.F explain the connection between the proper and safe use of prescription drugs and overall health</p> <p>H1.3.B explain the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the</p>		<p>H1.1.H – delete – belongs in Mental Health Strand</p> <p>H1.1.I – added “such as healthy personal grooming, hygiene, and oral health habits” to add specificity and continue the personal hygiene topic across grade bands</p> <p>H1.8.D – delete – belongs on Injury and Violence Strand</p> <p>Adv.H.2.B – added verbiage to increase relevance to topic & provide guidance for instruction</p> <p>Adv H.11.A; H.11.B – delete – duplicated in Health Care Literacy topic</p>

Health Education TEKS Review Work Group C Recommendations

Strand: Physical Health and Hygiene

Substrand: Personal Health and Hygiene

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>baby and the mother such as breast feeding</p> <p>H1.4.B explain how technology has impacted the health status of individuals, families, communities, and the world</p> <p>H1.6.A examine the effects of health behaviors on body systems</p> <p>H1.6.B relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care</p> <p>H1.8.D analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape</p> <p>H1.11.A assess the impact of population and economy on community and world health</p> <p>H1.11.B analyze the impact of the availability of health services in the community and the world</p>		

Health Education TEKS Review Work Group C Recommendations

Strand: Physical Health and Hygiene

Substrand: Personal Health and Hygiene

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>H1.12.B research various school and community health services for people of all ages such as vision and hearing screenings and immunization programs</p> <p>H1.12.C compare and analyze the cost, availability, and accessibility of health services for people of all ages</p> <p>H1.13.B identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care</p> <p>H1.14.F explore methods for addressing critical-health issues</p> <p>H1.18.A research information about a personal health concern</p> <p>H1.18.B demonstrate knowledge about personal and family health concerns</p>		

Health Education TEKS Review Work Group C Recommendations

Strand: Physical Health and Hygiene

Substrand: Personal Health and Hygiene

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
Health care (information, accessing the health care system, including the roles of health care providers)	(F)	<p>6.1.C compare immediate and long-range effects of personal health care choices such as personal and dental hygiene</p> <p>6.10.B identify and analyze various media and technologies that influence individual and community health such as computer software and the internet</p>	<p>7.3.A explain the role of preventive health measures, immunizations, and treatment in disease prevention such as wellness exams and dental check-ups</p> <p>7.4.B develop evaluation criteria for health information</p> <p>7.4.C demonstrate ways to use health information to help self and others</p> <p>7.13.A interpret critical issues related to solving health problems</p>	<p>H1.1.C explain the relationship between nutrition, quality of life, and disease</p> <p>H1.1.D describe the causes, symptoms, and treatment of eating disorders</p> <p>H1.1.F discuss health-related social issues such as organ donation and homelessness</p> <p>H1.2.A analyze the relationship between health promotion and disease prevention</p> <p>H1.2.B analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention</p> <p>H1.2.C identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion</p> <p>H1.2.D develop and analyze strategies related to the prevention of communicable</p>	<p>Adv. H.2.A investigate various sources in the community that promote health and prevent disease</p> <p>Adv. H.2.B design health promotion materials</p> <p>Adv. H.4.B analyze health information based on health-related standards</p> <p>Adv. H.9.A relate economic status to availability of health services within the community</p> <p>Adv. H.9.B analyze health care costs of various health services in different countries</p> <p>Adv. H.11.A analyze how the cost, availability, and accessibility of health care services affects the community</p> <p>Adv. H.11.B evaluate how the selection of health care services, products, and information affects the community</p> <p>Adv. H.12.A describe technological advances available in the community that treat health problems such as medical</p>	<p>Topic name deleted – SEs combined with Decision-making topic and renamed “Health Care Literacy & Decision-making”</p> <p>6.1.c delete – duplicate due to combination of topics</p> <p>7.3.A – delete – duplicated in Preventative Health topic</p> <p>7.4.B – moved to health care literacy topic</p> <p>7.4.C - delete – duplicate due to combination of topics</p> <p>7.13.A – moved to combined topic of health care literacy & decision-making</p> <p>H1.1.C – delete – duplicated in Cognitive & Physical Development topic</p> <p>H1.1.D – delete – belongs in Mental Health strand</p> <p>H1.1.F - delete – duplicate due to combination of topics</p> <p>H1.2.A - delete – duplicated in other topics</p>

Health Education TEKS Review Work Group C Recommendations

Strand: Physical Health and Hygiene

Substrand: Personal Health and Hygiene

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>and non-communicable diseases</p> <p>H1.2.E explain why some medications require a prescription</p> <p>H1.2.F explain the connection between the proper and safe use of prescription drugs and overall health</p> <p>H1.4.A analyze the health messages delivered through media and technology</p> <p>H1.4.B explain how technology has impacted the health status of individuals, families, communities, and the world</p> <p>H1.5.D demonstrate decision-making skills based on health information</p> <p>H1.6.B relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care</p> <p>H1.8.B analyze the importance and benefits of</p>	<p>procedures at local hospitals for treating heart disease and cancer</p> <p>Adv. H.12.B locate health care facilities at which members of the community can obtain medical care</p> <p>Adv. H.15.C interpret information provided by parents and other adults</p> <p>Adv. H.16.A research information regarding personal and family health concerns</p> <p>Adv. H.16.C apply the concept of research and evaluation for determining health information for special populations</p>	<p>H1.2.B; H1.2.C; H1.2.D – delete – duplicated in preventative health topic</p> <p>H1.2.F - moved due to combination of topics</p> <p>H1.4.A; H1.4.B; H1.5.D – delete – duplicated due to combination of topics</p> <p>H1.6.B; H1.9.B; H1.11.A; H1.11.B; H1.12.C; H1.13.C; H1.14.F; H1.18.A; H1.18.B; H1.18.C – Moved due to combination of topics</p> <p>H1.8.B – delete – belongs in reproductive health</p> <p>H1.8.D – belongs under injury & violence prevention strand</p> <p>H1.12.B; H1.13.B – delete – duplicated in preventative health topic</p> <p>H1.11.C – fits better in Safety strand</p> <p>ALL Adv H except Adv H.2.A moved from Health care due to combination of topics</p> <p>Adv H.2.A – delete – duplicated in preventative health topic.</p>

Health Education TEKS Review Work Group C Recommendations

Strand: Physical Health and Hygiene

Substrand: Personal Health and Hygiene

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>abstinence-as-it-relates-to emotional health-and-the prevention-of-pregnancy-and sexually-transmitted-diseases</p> <p>H1.8.D-analyze-the importance-of-healthy strategies-that-prevent physical,sexual,and emotional-abuse-such-as-date rape</p> <p>H1.9.B-explain-the-benefits-of positive-relationships-among community-health professionals-in-promoting-a healthy-community</p> <p>H1.11.A-assess-the-impact-of population-and-economy-on community-and-world-health</p> <p>H1.11.B-analyze-the-impact-of the-availability-of-health services-in-the-community and-the-world</p> <p>H1.11.C-describe-a-variety-of community-and-world environmental-protection programs</p> <p>H1.12.B-research-various school-and-community-health</p>		

Health Education TEKS Review Work Group C Recommendations

Strand: Physical Health and Hygiene

Substrand: Personal Health and Hygiene

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>services for people of all ages such as vision and hearing screenings and immunization programs</p> <p>H1.12.C compare and analyze the cost, availability, and accessibility of health services for people of all ages</p> <p>H1.13.B identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care</p> <p>H1.13.C explain how to access health services for people of all ages</p> <p>H1.14.F explore methods for addressing critical health issues</p> <p>H1.18.A research information about a personal health concern</p> <p>H1.18.B demonstrate knowledge about personal and family health concerns</p> <p>H1.18.C develop strategies to evaluate information relating</p>		

Health Education TEKS Review Work Group C Recommendations

Strand: Physical Health and Hygiene

Substrand: Personal Health and Hygiene

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				to a variety of critical health issues		

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