

Health Education TEKS Review Work Group C Recommendations

DRAFT Proposed Revisions

Texas Essential Knowledge and Skills (TEKS)

Health Education, Mental Health and Wellness 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 work group for the mental health and wellness 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 font with strikethrough (~~moved text~~) and is shown in the proposed new location in purple 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: Mental Health and Wellness								
Substrand: Social and Emotional and Mental Health								
Topics	SE	K	1	2	3	4	5	Comments
Mental health literacy			<p>1.5.A. set personal health goals for preventing illness</p> <p>1.5.B. list ways health information can be used such as knowing how to brush teeth properly.</p>		3.2.D. identify examples of abuse and describe appropriate responses	<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>MV- Moved to Mental Health & Wellness as its own new topic</p> <p>1.5.A Recommended move to Health and Hygiene</p> <p>1.5.B Recommend move to Health and Hygiene</p> <p>3.2.D Included in Risk and Protective</p> <p>4.3.A,B Recommended move to Health and Hygiene</p>
Emotional development				2.9.B list and demonstrate good listening skills	3.2.D. identify examples of abuse and describe appropriate responses	4.3.B. describe the importance of accessing health information through a variety of health resources.	<p>5.6.F. apply and practice strategies for self control</p> <p>5.8A explain the importance of communication skills as a major influence on the social and emotional health of the individual and the family</p>	<p>Striking because duplicated in Social Emotional Development.</p> <p>2.9.B Already counted for in Social Emotional Development</p> <p>3.2.D Included in Risk and Protective</p> <p>8.9.C This is a Grade 8 SE</p> <p>4.3.B. Recommend to Health and Hygiene</p> <p>5.6.F Moved to social and emotional development</p> <p>5.8A Already included in social and emotional development</p> <p>5.11.A.C.E. does not exist in the current TEKS</p>

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness

Substrand: Social and Emotional and ~~Mental~~ Health

Topics	SE	K	1	2	3	4	5	Comments
Social Emotional Development	(A)	<p><u>Recognize and identify feelings and emotions</u></p> <p><u>3.10.C. express needs, wants and emotions in healthy ways</u></p> <p><u>Identify emotions related to situations</u></p> <p>K.9.B. Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to demonstrate skills for making new acquaintances.</p>	<p><u>Recognize and identify feelings and emotions</u></p> <p><u>3.10.C. express needs, wants and emotions in healthy ways</u></p> <p><u>Identify emotions related to situations</u></p> <p>1.3.B describe how decisions can be reached and problems can be solved</p> <p><u>1.9.B. list unique ways that individuals use to communicate such as using body language and gestures</u></p> <p>1.9.C. express needs, wants, and emotions in appropriate ways</p> <p>1.9.D. describe and practice techniques of self-control such as thinking before acting</p>	<p><u>Recognize and identify feelings and emotions</u></p> <p><u>3.10.C. express needs, wants and emotions in healthy ways</u></p> <p><u>Identify emotions related to situations</u></p> <p><u>Analyze emotions and feelings in response to situations with adult assistance</u></p> <p><u>2.9.B list and demonstrate good listening skills</u></p>	<p><u>Recognize and identify feelings and emotions</u></p> <p><u>3.10.C. express needs, wants and emotions in healthy ways</u></p> <p><u>Identify emotions related to situations</u></p> <p><u>Understand how emotions impact behavior with adult assistance</u></p> <p><u>Analyze emotions and feelings in response to situations with adult assistance</u></p> <p>3.2.D identify examples of abuse and describe appropriate responses</p> <p>3.1.E. explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music</p>	<p><u>Recognize and identify feelings and emotions</u></p> <p><u>3.10.C. express needs, wants and emotions in healthy ways</u></p> <p><u>Identify emotions related to situations</u></p> <p><u>Understand how emotions impact behavior with adult assistance</u></p> <p><u>Analyze emotions and feelings in response to situations with adult assistance</u></p> <p>4.9.E identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions</p>	<p><u>Recognize and identify feelings and emotions</u></p> <p><u>3.10.C. express needs, wants and emotions in healthy ways</u></p> <p><u>Identify emotions related to situations</u></p> <p><u>Understand how emotions impact behavior with adult assistance</u></p> <p><u>Analyze emotions and feelings in response to situations with adult assistance</u></p> <p>5.6 E demonstrate ways of communicating with individuals who communicate in unique ways such as having a speech defect and not speaking English</p> <p>5.6 F. apply and practice strategies for</p>	<p>NOTES INDICATE 5.11.A,C,E but this does not exist. Wondering if typo on grade level or TEK number.</p> <p>K.9.B Moved to Healthy/Unhealthy Relationships</p> <p>1.3.B MV – General consensus</p> <p>1.9.C – In self regulation</p> <p>1.9.D Moved from Self-evaluation and assessment</p> <p>1.9.D Already exists in self regulation</p> <p>3.1.E Already in Stress Mgmt topic</p> <p>3.2.D Already in Personal Safety, belongs there.</p> <p>4.9.E Redundant SE</p> <p>8.9.C not in the scope of K-5</p> <p>4.9.E Recommend moving “puberty” Health and Hygiene Moved “harassment” to Personal Safety, and moved</p>

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness

Substrand: ~~Social and~~ Emotional ~~and Mental~~ Health

Topics	SE	K	1	2	3	4	5	Comments
							<p>self-control</p> <p>5.8.A. explain the importance of communication skills as a major influence on the social and emotional health of the individual and family</p> <p>5.11.A,C,E but this does not exist.</p>	<p>“emotions” to Social Emotional Development from Healthy/Unhealthy relationships.</p> <p>5.6.E Already included in Healthy/Unhealthy Relationships</p> <p>5.6.F Already exists in self regulation</p> <p>5.8A Already included in Healthy/Unhealthy Relationships</p>

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Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness

Substrand: Social and Emotional and ~~Mental~~ Health

Topics	SE	K	1	2	3	4	5	Comments
Self-Regulation	(B)	<p><u>Describe and practice calming and coping strategies</u></p> <p><u>Describe and practice techniques of self-control such as thinking before acting</u></p> <p><u>Express needs, wants, and emotions in appropriate ways</u></p> <p><u>Demonstrate healthy ways of gaining attention</u></p>	<p><u>Describe and practice calming and coping strategies</u></p> <p><u>Demonstrate healthy ways of gaining attention</u></p> <p>1.1.A. describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise</p> <p>1.2.G. identify and practice safety rules during play</p> <p>1.3.C explain the importance of goal setting and task completion.</p> <p>1.9.B list unique ways that individuals use to communicate such as using body language and gestures</p> <p>1.9.C. express needs, wants, and emotions in appropriate ways</p>	<p><u>Describe and practice calming and coping strategies</u></p> <p><u>Describe and practice techniques of self-control such as thinking before acting</u></p> <p><u>Demonstrate healthy ways of gaining attention</u></p> <p>2.2.B. identify ways to avoid deliberate and accidental injuries</p> <p>2.9.C. demonstrate refusal skills</p> <p>2.10.C. explain the benefits of practicing self-control</p> <p>2.11.B. describe how personal health decisions affect self and others</p> <p>2.11.C. list the steps and describe the</p>	<p><u>Describe and practice calming and coping strategies</u></p> <p><u>Describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors.</u></p> <p><u>Demonstrate healthy ways of gaining attention</u></p> <p>3.1.E. explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music</p>	<p><u>Describe and practice calming and coping strategies</u></p> <p>4.9.D. demonstrate healthy ways of gaining attention</p> <p>4.10.C. describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors.</p> <p>4.12.C. explain the difference between assertive behavior and aggressive behavior</p>	<p><u>Describe and practice calming and coping strategies</u></p> <p><u>Demonstrate healthy ways of gaining attention</u></p> <p><u>Explain the difference between assertive behavior and aggressive behavior</u></p> <p>5.6.F. Apply and practice strategies for self-control</p> <p>5.11.B?</p>	<p>NOTES INDICATE 5.11.B but this does not exist. Wondering if typo on grade level or TEK number from Workgroup B.</p> <p>K – Important to repeat in additional topics due to 1.1.A is an example of behavioral self-regulation</p> <p>1.1.A Covered in Physical Health</p> <p>1.2.G moved to Personal Safety</p> <p>1.3.C Already in Goal Setting</p> <p>1.9.B, F Moved to Healthy and Unhealthy Relationships</p> <p>1.9.C Moved from in Social Emotional Development to Self Regulation</p> <p>1.10.B Moved to Healthy and Unhealthy Relationships</p> <p>2.2.B Categorize as “Behavioral Self-Regulation”</p>

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Topics	SE	K	1	2	3	4	5	Comments
			<p>1.9.D. describe and practice techniques of self-control such as thinking before acting</p> <p>1.9.F. practice refusal skills and replacement behaviors to avoid and resolve conflicts.</p> <p>1.10.B practice refusal skills to avoid and resolve conflicts</p>	<p>importance of task completion and goal setting</p>				<p>2.9.B Already in Healthy/Unhealthy Relationships</p> <p>2.9.C Moving to Healthy and Unhealthy</p> <p>2.11.B Moved to healthy and unhealthy relationships</p> <p>2.11.C Moved to Goal Setting</p> <p>3.1.E Already in Stress under Mental Health & Awareness</p> <p>4.9.D Categorize as “Behavioral Self-Regulation”</p> <p>5.6.F Moved from Healthy and Unhealthy Relationships</p>
<p><u>Healthy and unhealthy relationships</u></p> <ul style="list-style-type: none"> relationships with family members and other adults <p>(include different types of</p>	(c)	<p>K.8.A. recognize and describe individual differences and communicate appropriately and respectfully with all individuals</p> <p>K.8.B. explain the importance of showing consideration and respect for teachers,</p>	<p>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.</p> <p>1.3.B describe how decisions can be reached and problems</p>	<p>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.</p> <p>2.8.A. describe how</p>	<p>3.2.D. identify examples of abuse and describe appropriate responses</p> <p>3.1.A. explain how personal-health habits affect self and others And</p> <p>3.8.B. describe ways in which peers and</p>	<p><u>Describe the importance of parental guidance and other trusted adults in goal setting.</u></p> <p><u>Explain the dangers of yielding to peer pressures by assessing risks/consequences.</u></p>	<p><u>Describe the importance of parental guidance and other trusted adults in goal setting.</u></p> <p><u>Explain the dangers of yielding to peer pressures by assessing risks/consequences.</u></p>	<p>8.9.B listed on original document. We believe this is a typo and should be 3.9.B. 3.9.B is listed instead of 8.9.B.</p> <p>3.1.A Moved from Personal Safety (Categorize as Behavioral Self-Regulation)</p> <p>3.2.D included under “personal safety and boundaries.”</p>

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness

Substrand: **Social and Emotional and Mental Health**

Topics	SE	K	1	2	3	4	5	Comments
<p>families/ family structures- removed due to directive from board meeting-)</p> <ul style="list-style-type: none"> characteristics of healthy and unhealthy relationships peers, acquaintances, and friends (removed due to content covered in other topics) mental, emotional, and verbal abuse with peers and family (removed due to 		<p>family members, friends, peers, and other individuals</p> <p>K.8.C. recognize and explain the importance of manners and rules for healthy communication and treating others with respect.</p> <p>K.9.A. identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened</p> <p><u>K.9.B. demonstrate skills for making new acquaintances.</u></p>	<p>can be solved</p> <p>1.9.E. list ways of actively discouraging bullying</p> <p>1.10.A. describe ways to build and maintain friendships</p> <p>1.9.E. list ways of actively discouraging bullying</p> <p><u>1.9.B. list unique ways that individuals use to communicate such as using body language and gestures</u></p> <p><u>1.9.F. practice refusal skills and replacement behaviors to avoid and resolve conflicts.</u></p>	<p>friends can influence a person's health</p> <p>2.8.B. recognize unsafe requests made by friends such as playing in the street.</p> <p>2.9.A. identify characteristics needed to be a responsible family member or friend</p> <p><u>2.9.C demonstrate refusal skills.</u></p> <p>2.10.A. describe how to effectively communicate</p> <p>2.10.B. express needs, wants, and emotions in healthy ways</p> <p>2.10.B. explain the benefits of treating friends, teachers, family members, and peers with respect.</p>	<p>families can work together to build a healthy community.</p> <p><u>3.9.B. demonstrate strategies for resolving conflicts</u></p> <p>3.9.E. identify ways to communicate with parents/trusted adults about health concerns</p> <p>3.9.F. demonstrate refusal skills</p> <p>3.10.A. demonstrate respectful communication with family members, peers, teachers, and others</p> <p>3.10.B. describe the mental-health value of respectful communication such as reducing the potential for angry behavior</p> <p><u>3.11.E. practice</u></p>	<p>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.</p> <p>4.6.A. identify similarities in which healthy environments can be promoted in homes, schools, and communities</p> <p>4.6.B. explain the importance of a community environmental health plan.</p> <p>4.8.A. explain the influence of peer pressure on an individual's social and emotional health</p> <p>4.8.B. describe the importance of being a positive role model for health.</p> <p>4.9.A. describe the</p>	<p>5.6.A. distinguish between healthy and harmful influences of friends and others</p> <p>5.6.B. describe the characteristics of healthy and unhealthy friendships</p> <p>5.6.F. apply and practice strategies for self-control</p> <p>5.8.A. explain the importance of communication skills as a major influence on the social and emotional health of the individual and family</p> <p>5.9.F explain the importance of parent/trusted adult guidance in goal setting.</p> <p>5.10.A. analyze respectful ways to communicate with friends, family,</p>	<p>Belongs there because it includes abuse.</p> <p>3.8.A Recommend moving to Health and Hygiene</p> <p>K.9.A, 1.2.H and 3.9.F are better in Personal Safety, already included under this topic.</p> <p>K.9.B Moved from Social Emotional Development</p> <p>1.3.B Already in Social Emotional Development</p> <p>1.9.E Already covered under Personal Safety</p> <p>3.9.F is covered under 3.11.E</p> <p>1.9.E, 3.11.E – Duplicate. Thought would fit better in Healthy/Unhealthy Relationships</p> <p>1.9.F – moved from Emotional Development and Self Regulation</p> <p>1.10.B Moved Self-Regulation</p>

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Substrand: Social and Emotional ~~and Mental~~ Health

Topics	SE	K	1	2	3	4	5	Comments
<p>redundant</p> <p>personal safety and boundaries (has its own topic)</p>					<p><u>assertive communication and refusal skills</u></p>	<p>qualities of a good friend</p> <p>4.9.E. identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions</p> <p>4.9.G. identify positive and negative characteristics of social groups such as gangs, clubs, and cliques</p> <p>4.10.A. demonstrate consideration when communicating with individuals who communicate in unique ways such as someone having a speech defect, someone not speaking English, or someone being deaf</p> <p>4.11.C. describe the</p>	<p>teachers, and others</p> <p>5.9.B. assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving</p> <p>5.11.A, C don't exist</p>	<p>2.9.C Moved from Self-Regulation</p> <p>2.10.B Moved to Social Emotional Development</p> <p>4.4.G Moved to Personal Safety</p> <p>4.6.A Recommend moving to Health and Hygiene</p> <p>4.9.E Recommend moving "puberty" Health and Hygiene Moved "harassment" to Personal Safety, and moved "emotions" to Social Emotional Development from Healthy/Unhealthy relationships.</p> <p>5.6.F Moved to Self-Regulation</p> <p>4.12.C Already accounted for in Social Emotional Development</p> <p>5.9.F Moved to Goal Setting</p>

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Substrand: Social and Emotional ~~and Mental~~ Health

Topics	SE	K	1	2	3	4	5	Comments
						importance of parental guidance and other trusted adults in goal setting 4.11.D. explain the dangers of yielding to peer pressures by assessing risks/consequences 4.12.C. explain the difference between assertive behavior and aggressive behavior 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.		
Personal safety and boundaries	(D)	K.9.A Identify and use refusal skills to avoid unsafe behavior	<u>1.2.G. identify and practice safety rules during play</u>	2.8.A. describe how friends can influence a person's health	<u>Identify and use refusal skills to avoid unsafe behavior situations such as</u>	<u>Identify and use refusal skills to avoid unsafe behavior situations such as</u>	<u>Identify and use refusal skills to avoid unsafe behavior situations such as</u>	1.2.G Moved from Self Regulation 1.2.H Moved from Goal Setting

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness

Substrand: **Social and Emotional and Mental Health**

Topics	SE	K	1	2	3	4	5	Comments
		<p>situations such as saying no in unsafe situations and then telling a <u>parent/trusted adult</u> if he/she is threatened.</p> <p><u>Identify and practice safety rules during play</u></p> <p><u>Identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.</u></p>	<p><u>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.</u></p> <p><u>Identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.</u></p> <p>1.3.B. describe how decisions can be reached and problems can be solved</p> <p>1.9.E. list ways of actively discouraging bullying</p> <p>1.9.F practice refusal skills and replacement behaviors to avoid and resolve conflicts.</p> <p>1.11.B. describe negative</p>	<p>2.8.B. recognize unsafe requests made by friends such as playing in the street.</p> <p><u>Identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.</u></p> <p><u>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.</u></p> <p><u>Identify and practice safety rules during play</u></p>	<p><u>saying no in unsafe situations and then telling a parent/trusted adult if he/she is threatened.</u></p> <p><u>Identify and practice safety rules during play</u></p> <p><u>Identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.</u></p> <p>3.1.A. explain how personal health habits affect self and others</p> <p>3.2.D. identify examples of abuse and describe appropriate responses.</p> <p>3.8.A. distinguish between positive and negative peer pressures and their effects on personal</p>	<p><u>saying no in unsafe situations and then telling a parent/trusted adult if he/she is threatened.</u></p> <p><u>Identify and practice safety rules during play</u></p> <p><u>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.</u></p> <p><u>4.9.E. identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions</u></p> <p>4.9.C. explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted</p>	<p><u>saying no in unsafe situations and then telling a parent/trusted adult if he/she is threatened.</u></p> <p><u>Identify and practice safety rules during play</u></p> <p><u>Identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.</u></p> <p>5.9.B. assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving</p> <p><u>5.10.A. analyze respectful ways to communicate with friends, family, teachers, and others</u></p>	<p>1.3.B and 2.8.A, B – already included in Healthy/Unhealthy relationships</p> <p>1.9.E already in Personal Injury</p> <p>1.9 F – Thought E would fit better in personal safety and F in Healthy/Unhealthy Relationships</p> <p>1.11.B Moved from Self evaluation and assessment</p> <p>2.8.A, B Already accounted for in Healthy and Unhealthy Relationships</p> <p>3.1.A Move to Self-Regulation (Categorize as Behavioral regulation)</p> <p>3.2.D – MV</p> <p>3.8.A, B – Thought would fit better in personal safety and F in Healthy/Unhealthy Relationships</p> <p>3.9.F – Thought would fit better in Healthy Relationships</p>

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Substrand: Social and Emotional ~~and Mental~~ Health

Topics	SE	K	1	2	3	4	5	Comments
			consequences for both the victim and the bully.		<p>health behaviors</p> <p>3.8.B. describe ways in which peers and families can work together to build a healthy community.</p> <p>3.9.F demonstrate refusal skills</p> <p>3.11.E practice assertive communication and refusal skills</p>	<p>4.9.H. demonstrate refusal skills.</p> <p>4.10.A demonstrate consideration when communicating with individuals who communicate in unique ways such as someone having a speech defect, someone not speaking English, or someone being deaf</p> <p>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.</p>		<p>4.9.E Recommend moving “puberty” Health and Hygiene Moved “harassment” to Personal Safety, and moved “emotions” to Social Emotional Development from Healthy/Unhealthy relationships</p> <p>4.4.G Moved from Healthy/Unhealthy Relationships</p> <p>4.10.A, E Listed in both Healthy/Unhealthy Relationships and Personal Safety. Think it fits better with HUR.</p> <p>5.9.B – Think this belongs in Healthy/Unhealthy Relationships</p> <p>5.10.A Already included in Healthy/Unhealthy Relationships</p>

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Substrand: Social and Emotional ~~and Mental~~ Health

Topics	SE	K	1	2	3	4	5	Comments
Accessing mental health services	(E)		<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, teachers, nurses, and physicians</p>	<p>2.1.F. describe the importance of individual health maintenance activities such as regular medical and dental checkups</p>	<p>3.2.D. identify examples of abuse and describe appropriate responses</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. characteristics of health information</p> <p>4.3.B. describe the importance of accessing health information through a variety of health resources.</p>	<p>5.3.A. set personal health goals for preventing illness</p> <p>5.3.B. identify different pathogens and explain how the body protects itself from pathogens such as viruses, bacteria, and fungi</p>	<p>1.1.B, 1.5.A, 2.1.F, 3.5.A, 4.3.A, 4.3.B, 5.3.A, 5.3.B: Recommend moving to Strand: Personal Health and Hygiene</p> <p>3.2.D, 3.5.A, Moved to Personal Safety and Boundaries</p> <p>No more SE's under Accessing Mental Health Services for K-5. Do not need Topic.</p>

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness								
Substrand: Developing a Healthy Self-Concept								
Topics	KS/SE	K	1	2	3	4	5	Comments
the role of social media and self-concept			1.6.A. identify examples of health information provided by various media	2.6.B. identify various media that provide health information. 2.7.A. describe how the media can influence an individual's health choices such as television ads for fast foods and breakfast cereals				1.6.A, 2.6.B, 2.7.A Recommend moving to Health and Hygiene We recommend moving all SE's in current TEKS for this substrand to another substrand. However, we think that this topic may still be needed for example: How advertising, digital media and social media affect self-image.
Risk and protective factors			1.1.B. describe activities that are provided by health care professionals such as medical check-up and dental exams.					1.1.B Recommend moving to Health and Hygiene Recommend removing Risk and Protective Factors topic from this substrand.
Strategies for developing a healthy self-concept					3.1.E. explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music 3.9.G. describe ways to help build self-	4.9.A describe the qualities of a good friend	5.8.A. explain the importance of communication skills as a major influence on the social and emotional health of the individual and family	3.1.E – Moved to Social and Emotional topic 3.9.G MV to self evaluation 4.9.A – Already accounted for in Healthy/Unhealthy relationships 5.8.A Already included in Healthy and Unhealthy relationships

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness

Substrand: Developing a Healthy Self-Concept

Topics	KS/SE	K	1	2	3	4	5	Comments
					esteem for oneself, friends, and others.			
Self-evaluation/assessment	(A)		<p>1.9.D. describe and practice techniques of self-control such as thinking before acting</p> <p>1.11.B. describe negative consequences for both the victim and the bully.</p>	<p>2.1.A. explain actions an individual can take when not feeling well</p>	<p>3.1.E. explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music</p> <p>3.9.G. describe ways to help build self-esteem for oneself, friends, and others.</p>	<p><u>Describe ways to help build self-esteem for oneself, friends, and others.</u></p>	<p><u>Describe ways to help build self-esteem for oneself, friends, and others.</u></p>	<p>1.9.D and 3.1.E moved to Social Emotional Development</p> <p>2.1.A Recommend moving to Health and Hygiene</p> <p>1.11.B Moved to personal safety</p> <p>3.9.G moved from strategies for developing a healthy self- concept</p>
<u>Goal-setting</u>	(B)		<p>1.2.G. identify and practice safety rules during play</p> <p>1.3.C. explain the importance of goal setting and task completion.</p>	<p>2.11.A. explain steps in the decision-making process and the importance of following the steps</p> <p><u>2.11.C. list the steps and describe the importance of task completion and goal setting</u></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>4.11.B. explain the advantages of setting short and long-term goals</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><u>5.9.F. explain the importance of parent/trusted adult guidance in goal setting.</u></p>	<p>1.2.G Moved to Personal Safety</p> <p>1.3.C</p> <p>2.11.C Moved from Self Regulation</p> <p>5.9.F Moved from Healthy and Unhealthy Relationships</p>

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness

Substrand: Risk and protective factors

Topics	SE	K	1	2	3	4	5	Comments
Genetic or hereditary	(A)				WG C: 5.9.A. describe health-related situations that require parent/adult assistance such as a discussion of managing the health-related affects of genetic and hereditary diseases and going to a doctor	WG C: 5.9.A. describe health-related situations that require parent/adult assistance such as a discussion of managing the health-related affects of genetic and hereditary diseases and going to a doctor	WG C: 5.9.A. describe health-related situations that require parent/adult assistance such as a discussion of managing the health-related affects of genetic and hereditary diseases and going to a doctor	Emphasize healthy eating habits and physical exercise in managing the health-related affects of genetic and hereditary mental health
Environmental	(B)	WG C: 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.	WG C: 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.	WG C: 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. WG C: 2.5.B. describe strategies for protecting the environment and the relationship between the environment and individual health such as pollution and ultra violet rays	WG C: 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. WG C: 3.6.A. relate how protecting the environment promotes individual and community health WG C: 3.6.B. identify common health problems that result in unhealthy environments such as skin cancer, poisoning and respiratory illness	WG C: 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. 4.6.A. identify similarities in which environments can be promoted in home, schools and communities	WG C: 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. WG C: 5.8.D. identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging. 5.6.G describe strategies for stress management	WG C: VA 5.6.G Remove for redundancy, already in mental health 5.9.A Remove for redundancy Note: Convo with HS to elaborate on 5.6.G

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness

Substrand: Risk and protective factors

Topics	SE	K	1	2	3	4	5	Comments
					<p>WG C: 3.6.C. identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws</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>	
Socio-cultural factors	(c)						<p>5.6.G describe strategies for stress management</p> <p>WG C: 5.9.A. describe health-related situations that require parent/adult assistance such as a discussion of managing the health-related affects of genetic and hereditary diseases and going to a doctor</p>	<p>Removing 5.6.G repetitive and nonrelated.</p> <p>5.9.A: Added and needed so that we emphasize on healthy eating habits related to cultural dietary differences (i.e. African American, Hispanic, European cultures and/or by regions of the world etc.).</p> <p>Important: Dietary risk factors are related but not limited to high blood pressure, high cholesterol, genetics and hereditary conditions.</p>

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness

Substrand: Risk and protective factors

Topics	SE	K	1	2	3	4	5	Comments
Depression/anxiety							5.6.G describe strategies for stress management	VA – Exists in Identifying/Coping with health and wellness 5.6.G. listed for depression and anxiety
Anxiety								
Stress				2.1.E define stress and describe healthy behaviors that reduce stress such as exercise			5.1.F identify analyze the components of a personal health maintenance plan for individuals and families such as stress management and personal safety. 5.6.G describe response procedures for emergency situations	Addressed in emotional health stress topic

Health Education TEKS Review Work Group C Recommendations

Strand: Mental Health and Wellness								
Substrand: Identifying and coping with mental health and wellness								
KS	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.							
Topics	SE	K	1	2	3	4	5	Comments
Mental health literacy								MV – Moved from Social Emotional Health topic and later decided to strike completely. Redundant.
Long Term Illness/Chronic Conditions	(A)	<u>1.7.B. identify common illnesses and diseases and their symptoms including epilepsy</u>	<u>1.7.B. identify common illnesses and diseases and their symptoms including epilepsy</u>	<u>1.7.B. identify common illnesses and diseases and their symptoms including epilepsy</u>	<u>1.7.B. identify common illnesses and diseases and their symptoms including epilepsy</u> 3.6 B identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness	<u>1.7.B. identify common illnesses and diseases and their symptoms including epilepsy</u> 3.6 B identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness	<u>1.7.B. identify common illnesses and diseases and their symptoms including epilepsy</u> 3.6 B identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness	3.6.B – MV Why epilepsy: apply HB 684 and SBE directives dated 11/13/19 TEKS should apply to K-2 to remain concurrent across K-12 grade lines
Sensory Issues	(B)	<u>Identify sensory issues and their effects on optimal student learning</u> <u>Demonstrate how we treat peers with dignity and respect who are identified with sensory issues</u>	<u>Identify sensory issues and their effects on optimal student learning</u> <u>Demonstrate how we treat peers with dignity and respect who are identified with sensory issues</u>	<u>Identify sensory issues and their effects on optimal student learning</u> <u>Demonstrate how we treat peers with dignity and respect who are identified with sensory issues</u>	<u>Identify sensory issues and their effects on optimal student learning</u> <u>Demonstrate how we treat peers with dignity and respect who are identified with sensory issues</u>	<u>Identify sensory issues and their effects on optimal student learning</u> <u>Demonstrate how we treat peers with dignity and respect who are identified with sensory issues</u>	<u>Identify sensory issues and their effects on optimal student learning</u> <u>Demonstrate how we treat peers with dignity and respect who are identified with sensory issues</u>	Newly added: Discuss and model response to peers with sensory issues Rationale: To address due to increase in sensory issues that

Health Education TEKS Review Work Group C Recommendations

								affect optimal student learning and performance
Self-advocacy			<p>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</p>	<p>2.11.B describe how personal health decisions affect self and others</p> <p>2.11C list the steps and describe the importance of task completion and goal setting</p> <p>2.12.B identify ways to respond when made to feel uncomfortable or unsafe</p>	<p>3.10.C express needs, wants, and emotions in healthy ways.</p>			<p>1.11.A Addressed in interpersonal violence</p> <p>By addressing a positive self concept leads to the ability to advocate for one self</p> <p>Adding to 4th grade TEK to continue teaching and building self concept that leads to positive self advocacy for all students.</p> <p>2.11.B MV-general consensus</p> <p>2.11.C is covered in goal setting</p> <p>3.10.C already exists in social emotional health</p> <p>2.12.B addressed in help seeking and coping</p> <p>Removed Self Advocacy for VA</p>
Stress		<p>WG C: 2.1.E. define stress and describe healthy behaviors that reduce stress such as <u>deep breathing and exercise</u>.</p>	<p>WG C: 2.1.E. define <u>stress</u> and describe healthy behaviors that reduce stress such as <u>deep breathing and exercise</u>.</p>	<p>2.1.E. define stress and describe healthy behaviors that reduce stress such as <u>deep breathing and exercise</u>.</p>	<p>WG C: 2.1.E. define stress and describe healthy behaviors that reduce stress such as <u>deep breathing and exercise</u>.</p> <p>3.1.E explain the effects of too much stress and</p>	<p>WG C: 2.1.E. define stress and describe healthy behaviors that reduce stress such as <u>deep breathing and exercise</u>.</p>	<p>WG C: 2.1.E. define stress and describe healthy behaviors that reduce stress such as <u>deep breathing and exercise</u>.</p> <p>5.1.F. analyze the components of a</p>	<p>WG C: – VA</p> <p>3.1.E –Struck due to redundant</p> <p>5.6.G - Struck due to redundant</p> <p>2nd grade TEK concurrent with 3rd -5th emphasizing</p>

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				practice ways to reduce stress such as exercising and listening to music		personal health maintenance plan for individuals and families such as stress management and personal safety. 5.6.G describe strategies for stress management.	healthy habits to reduce stress across grade levels
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