

How “High School Health Education Today” Meets Texas’ Knowledge and Skills for Health Education Level 1

Texas Essential Knowledge and Skills for Health Education
Health I (One-Half Credit), Adopted 2020, effective August 1, 2022

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There are essential skills that repeat throughout six strands and embody the interconnection of health literacy.

Students will gain an understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health.

Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(1) Physical health and hygiene-personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:	
(A) analyze health information based on health-related standards;	<u>Unit:</u> Nutrition <u>Day:</u> 2 “Analyzing Fast Food Posters.” <u>Unit:</u> Nutrition <u>Day:</u> 14 “Is This Diet Healthy?” analyzing diet claims. <u>Unit:</u> Nutrition <u>Day:</u> 1 thru 20 “Harvard MyPlate Fill-In Packet with Nutrient Formulas.” <u>Unit:</u> Tobacco <u>Day:</u> 8 + 9 “Ad Appeals Project.”
(B) develop and analyze strategies to prevent communicable and non-communicable diseases; and	<u>Unit:</u> Diseases <u>Day:</u> All cancer warning signs, understanding communicable and non-communicable diseases, and prevention and treatment of

	<p>diseases.</p> <p><u>Unit:</u> Diseases <u>Day:</u> All “Cancer Warning Signs,” “Understanding Communicable and Non-Communicable Diseases and Personal Risk,” and “Prevention and Treatment of Diseases.” Also “Non-Communicable Diseases Card Game.”</p>
(C) discuss the importance of early detection and warning signs that prompt individuals of all ages to seek health care.	<p><u>Unit:</u> Nutrition <u>Day:</u> 12 “How diet affects CANCER,” cancer warning signs, benefits of exercise.</p>
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
<p>(2) Mental health and wellness-social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:</p>	
(A) discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others; and	<p><u>Unit:</u> Empathy <u>Day:</u> All “Empathy Homework,” labels, stereotypes, prejudices, bullying, forgiveness, and more.</p> <p><u>Unit:</u> Empathy <u>Day:</u> 6 “Positive Self-Talk Activity.”</p> <p><u>Unit:</u> Empathy <u>Day:</u> 7 and 15 “Self-Esteem and Bullying” are covered, including a “Stop Bullying: Make Yourself Heard Small Group Activity.”</p>
(B) analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution.	<p><u>Unit:</u> Conflict Resolution <u>Day:</u> All “I” Statements” and “SO-QUIC’ Resolution Model.”</p> <p><u>Unit:</u> Conflict Resolution <u>Day:</u> 6+7 “Communication Survey” and “Good Communication Fortune Cookie Project.”</p>
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:

(3) Mental health and wellness-developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to explain and demonstrate decision-making skills based on health information.	
(A) discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others; and	<u>Unit:</u> Empathy <u>Day:</u> All "Empathy Homework," labels, stereotypes, prejudices, bullying, forgiveness, and more.
(B) analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution.	<u>Unit:</u> Empathy/Violence <u>Day:</u> 11 "Passive and Aggressive Survey." <u>Unit:</u> Empathy/Violence <u>Day:</u> 12 "Anger Survey" and "Anger Cartoon Art." <u>Unit:</u> Empathy/Violence <u>Day:</u> 13 "Risk Factors for Violence" and "Blind, Paralyzed, or in Prison for Life" homework.
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(4) Mental health and wellness-risk and protective factors. The student recognizes the influence of various factors influencing mental health and wellness.	
The student is expected to analyze how adverse childhood experiences such as abuse, neglect, and trauma can influence brain development and how to recognize, process, and overcome negative events for overall mental health and wellness.	<u>Unit:</u> Alcohol <u>Day:</u> 4 "Adverse Childhood Experiences."
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(5) Mental health and wellness-identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:	
(A) discuss the suicide risk and suicide protective factors identified	<u>Unit:</u> Stress

<p>by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning signs in self or others; and</p>	<p><u>Day:</u> 8 “Student-Parent Teen Communicator Homework” to discuss stress, depression, and suicide.</p> <p><u>Also Included in Stress Unit:</u> “Dealing with Grief and Tragedy” supplemental materials. This resource has helped many teachers whose schools have suffered loss.</p> <p><u>Unit:</u> Stress <u>Day:</u> 3 “Black Dog of Depression Video and Art Project.”</p>
<p>(B) discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide.</p>	<p><u>Unit:</u> Stress <u>Day:</u> 2 “Resource Sheet for Suicide Prevention.”</p>
<p>Texas Essential Knowledge and Skills for Health Education:</p>	<p>How Health Education Today Meets TEKS:</p>
<p>(6) Healthy eating and physical activity-food and beverage daily recommendations. The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:</p>	
<p>(A) evaluate food labels and menus to determine the nutritional content and value of foods and make healthy decisions about daily caloric intake;</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 8 “Food Label Reading Activity.”</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 9 “Food Label Scavenger Hunt Activity.”</p>
<p>(B) compare and contrast the impact of healthy and unhealthy dietary practices; and</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 18 “Personal Health Survey.” Students analyze personal health behaviors and read healthiest habits based on research.</p>
<p>(C) describe how a personal dietary plan affects overall health and how a plan might differ over the lifespan.</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 18 “Personal Health Survey.” Students analyze personal health behaviors and read healthiest habits based on research.</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 14 “Is This Diet Healthy?” activity searching online analyzing fad diets.</p>

Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(7) Healthy eating and physical activity-physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to:	
(A) analyze the relationships between nutrition, physical activity, and quality of life as they relate to mental, physical, and social health benefits; and	<u>Unit:</u> Nutrition <u>Day:</u> 1 to 4 “Introduction to Nutrition,” and “How Nutrition Affects the Body Art.”
(B) analyze the relationships between body composition, diet, and physical activity, including how to balance caloric intake and physical activity.	<u>Unit:</u> Nutrition <u>Day:</u> 1 to 4 “Intro to Nutrition,” and “How Nutrition Affects the Body Research and Art Project.”
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(8) Healthy eating and physical activity-risk and protective factors. The student analyzes and applies risk and protective factors related to healthy eating and physical activity. The student is expected to:	
(A) evaluate the nutritional differences between preparing and serving fresh or minimally processed food versus serving commercially prepared or highly processed foods; and	<u>Unit:</u> Nutrition <u>Day:</u> 6 Healthy and unhealthy carbohydrates, how much sugar should I have, and “Sugar and Fat Science Lab Experiment.”
(B) evaluate the connection between physical activity and dietary choices as they relate to the prevention of chronic conditions.	<u>Unit:</u> Nutrition <u>Day:</u> 12 PowerPoint slides on the benefits of exercise.
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(9) Injury and violence prevention and safety-safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries.	
The student is expected to demonstrate basic first-aid procedures, including how to perform cardiopulmonary resuscitation (CPR) and choking rescue and how to use an automated external defibrillator (AED).	<u>Unit:</u> First Aid <u>Day:</u> 1-4 C.P.R., and AED lessons. <u>Unit:</u> First Aid

	<p>Day: All “First aid skills, C.P.R., AED,” and “Evacuation Plan Homework.”</p> <p><u>Unit:</u> First Aid <u>Day:</u> 8 “First Aid Heroes Advocacy Project.”</p>
<p>Texas Essential Knowledge and Skills for Health Education:</p>	<p>How Health Education Today Meets TEKS:</p>
<p>(10) Injury and violence prevention and safety-healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:</p>	
<p>(A) formulate strategies for avoiding violence, gangs, weapons, and human trafficking; and</p>	<p><u>Unit:</u> Empathy/Violence <u>Day:</u> “Assertiveness Survey,” being assertive and not aggressive, and more.</p> <p><u>Unit:</u> Empathy/Violence <u>Day:</u> 11 “Risk and Protective Factors Survey.”</p> <p><u>Day:</u> 11-13 Sexual abuse, assault, harassment, rape, laws.</p>
<p>(B) assess the dynamics of gang behaviors.</p>	<p><u>Unit:</u> Empathy/Violence <u>Day:</u> 1 to 3 The dangers of violence and gangs.</p>
<p>Texas Essential Knowledge and Skills for Health Education:</p>	<p>How Health Education Today Meets TEKS:</p>
<p>(11) Injury and violence prevention and safety-digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:</p>	
<p>(A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; and</p>	<p><u>Unit:</u> Dangerous Decisions <u>Day:</u> All articles are taken from online on a variety of teen topics including relationships, sexting, suicide, substance use, and giving out personal info online.</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 14 “Traits of Unhealthy Relationships Survey” “Dating Violence,” and safety online.</p>

(B) identify appropriate responses to situations in which digital and online safety are at risk, including identity protection and recognition of predators. And	<u>Unit:</u> Sex Ed. <u>Day:</u> 13 “Sexual Assault Escape Room” includes an assault quiz, answer key, and afterwards are online links to articles and videos with information for teens on safety and bystander information.
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(12) Injury and violence prevention and safety-interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	
(A) research and analyze how exposure to family violence can influence cyclical behavioral patterns;	<u>Unit:</u> Sex Ed. <u>Day:</u> 14 “Sexual Assault True/False Quiz” and domestic violence information.
(B) create a personal action plan, including identifying areas of support, for use when encountering bullying, cyberbullying, or harassment; and	<u>Unit:</u> Empathy <u>Day:</u> 7 and 15 “Self-Esteem and Bullying” are covered, including a “Stop Bullying: Make Yourself Heard Small Group Activity.”
(C) describe the ramifications of bullying behavior.	<u>Unit:</u> Empathy <u>Day:</u> All Days “Empathy Homework,” labels, stereotypes, prejudices, bullying, forgiveness” and more.
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(13) Alcohol, tobacco, and other drugs-use, misuse, and physiological effects. The student understands the difference between use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:	
(A) examine examples of drug labels to determine the drug category and intended use;	<u>Unit:</u> Drug <u>Day:</u> Optional “Over The Counter Medicines Scavenger Hunt.” <u>Unit:</u> Drug <u>Day:</u> Optional “Drug Research Project,” and “Drug Posters.”
(B) identify and describe the importance of the safe storage and	<u>Unit:</u> Drug

proper disposal of prescription and over-the-counter drugs; and	<u>Day:</u> Optional “Over The Counter Medicines Articles and Scavenger Hunt.”
(C) develop strategies for preventing the misuse of prescription and over-the-counter drugs, including recognizing the negative effects of combining drugs.	<u>Unit:</u> Drug <u>Day:</u> Optional “Over The Counter Medicines Articles.” <u>Unit:</u> Drug Party Activity” <u>Day:</u> 8. “Pharm Party Activity.”
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(14) Alcohol, tobacco, and other drugs-short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.	
The student is expected to describe the interrelatedness of alcohol and other drugs to health problems.	<u>Unit:</u> Alcohol <u>Day:</u> 5 “ACE’s Adverse Childhood Experiences Lesson.” <u>Unit:</u> Drug <u>Day:</u> 1 + 2 “Risk Factors for Addiction Quiz” and “Intervention Activity.”
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(15) Alcohol, tobacco, and other drugs-treatment. The student recognizes and understands the options for treatment and how to seek help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:	
(A) investigate and identify treatment options for substance abuse and addiction and misuse, including prescription drugs; and	<u>Unit:</u> Drug <u>Day:</u> 1 + 2 “Risk Factors for Addiction Quiz” and “Intervention Activity.”
(B) explain how to report suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult.	<u>Unit:</u> Drug <u>Day:</u> 1 + 2 “Risk Factors for Addiction Quiz” and “Intervention Activity.”

Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(16) Alcohol, tobacco, and other drugs-risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:	
(A) compare and contrast physical and social influences on alcohol, tobacco, and other drug use behaviors;	<u>Unit:</u> Drug <u>Day:</u> 5 “The Truth About Marijuana Video and Review Sheet.”
(B) design materials for health advocacy such as promoting a substance-free life; and	<u>Unit:</u> Drug <u>Day:</u> Optional. “Be Above the Influence Website and Project.” <u>Unit:</u> Tobacco <u>Optional Day:</u> 10+ “Vaping Dangers Newsletter” or “Anti-Tobacco Advocacy Group Video Project.”
(C) discuss ways to participate in school-related efforts to address health-risk behaviors.	<u>Unit:</u> Empathy/Violence <u>Day:</u> 11 “Risk and Protective Factors Survey.”
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(17) Alcohol, tobacco, and other drugs-prevention. The student analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use. The student is expected to:	
(A) analyze the relationship between the use of refusal skills and the avoidance of alcohol, tobacco, and other drugs; and	<u>Unit:</u> Alcohol <u>Day:</u> 6 “Refusal Skills Lesson.” <u>Unit:</u> Alcohol <u>Day:</u> 5 “ACES Lesson” and “Protective Factors/Resilience Skills Posters.”
(B) analyze the role that alcohol and other drugs play in unsafe situations, including sexual abuse and assault.	<u>Unit:</u> Alcohol <u>Day:</u> 1 “Alcohol Poisoning,” and “Drinking Game Dangers.” <u>Unit:</u> Sex Ed. <u>Day:</u> 14 “Sexual Assault True/False Quiz. “Domestic Violence” information, and “Sexual Assault Escape Room.”

Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(18) Reproductive and sexual health-healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:	
(A) analyze how friendships provide a foundation for healthy dating/romantic relationships;	<u>Unit:</u> Sex Ed. <u>Day:</u> 11 “Healthy Relationships Homework.”
(B) identify character traits that promote healthy dating/romantic relationships and marriage; and	<u>Unit:</u> Sex Ed. <u>Day:</u> 9 “Dating Article.”
(C) describe how a healthy marriage can provide a supportive environment for the nurturing and development of children.	<u>Unit:</u> Sex Ed. <u>Day:</u> 9 “What is True Love” and abstinence discussion. <u>Unit:</u> Sex Ed. <u>Day:</u> 1 “Top 10 Reasons for Choosing Abstinence.”
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(19) Reproductive and sexual health-personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:	
(A) describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence;	<u>Unit:</u> Sex Ed. <u>Day:</u> 11 – 13 Sexual assault information, sexual harassment, human trafficking information and poster project.
(B) analyze the characteristics of harmful relationships that can lead to dating violence;	<u>Unit:</u> Sex Ed. <u>Day:</u> 11 – 13 Sexual assault information, sexual harassment.
(C) analyze healthy strategies for preventing physical, sexual, and emotional abuse;	<u>Unit:</u> Sex Ed. <u>Day:</u> 13 “Sexual Assault Escape Room.”
(D) analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy	<u>Unit:</u> Sex Ed. <u>Day:</u> 8 “Abstinence Personal Choice Song Lyrics.”

dating/romantic relationships;	
(E) explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships;	<u>Unit:</u> Sex Ed. <u>Day:</u> 13 "Saying 'No' and hearing 'No'" video and discussion.
(F) examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries;	<u>Unit:</u> Sex Ed. <u>Day:</u> 13 "Sexual harassment, assault, and rape" discussion, safety tips, notes, and videos. <u>Unit:</u> Drug <u>Day:</u> 4 "Drink Safety Tips Activity."
(G) examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity; and	<u>Unit:</u> Sex Ed. <u>Day:</u> 3 "Sexual Pressures Activity" and posters.
(H) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others.	<u>Unit:</u> Sex Ed. <u>Day:</u> 13 "Saying 'No' and hearing 'No'" video and discussion.
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(20) Reproductive and sexual health-anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development.	
The student is expected to analyze the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur.	<u>Unit:</u> Sex Ed. <u>Day:</u> 10 "Birth Control" information, worksheet, videos. <u>Unit:</u> Sex Ed. <u>Day:</u> 16 + 17 "The Consequences of Teen Pregnancy" discussions, activities, and videos.
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:

(21) Reproductive and sexual health-sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:

<p>(A) research and analyze the educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society, including considering the effects on one's personal life goals;</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 16 + 17 “The Consequences of Teen Pregnancy” discussions, activities, and videos.</p>
<p>(B) describe various modes of transmission of STDs/STIs;</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 5 + 6 “Sexually Transmitted Infections Slideshow with Teacher Notes.”</p>
<p>(C) investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources;</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 5 + 6 “Sexually Transmitted Infections Slideshow with Teacher Notes.”</p>
<p>(D) describe signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and identify that not all STDs/STIs show symptoms;</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 5 + 6 “Sexually Transmitted Infections Slideshow with Teacher Notes” and “HIV Quiz.”</p>
<p>(E) analyze the importance of STD/STI screening, testing, and early treatment for sexually active people, including during yearly physicals or if there is a concern;</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 5 + 6 “Sexually Transmitted Infections Slideshow with Teacher Notes” and PowerPoint slides information.</p>
<p>(F) analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression;</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 8 “Emotional Consequences of Teenage Sex Suitcase Activity.”</p>
<p>(G) analyze the importance and benefits of abstinence from sexual activity as it relates to emotional health and the prevention of pregnancy and STDs/STIs;</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 5 + 6 “Sexually Transmitted Infections Slideshow.”</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 1 “Top 10 Reasons for Choosing Abstinence.”</p>
<p>(H) identify support from parents and other trusted adults and create strategies, including building peer support, to be abstinent</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 8 “Abstinence Song Lyrics.”</p>

or for return to abstinence if sexually active;	
(I) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy; and	<u>Unit:</u> Sex Ed. <u>Day:</u> 10 “Birth Control” information, worksheet, and videos.
(J) explain the legal responsibilities related to teen pregnancy, including child support and acknowledgement of paternity.	<u>Unit:</u> Sex Ed. <u>Day:</u> 16 + 17 “The Consequences of Teen Pregnancy” discussions, activities, and videos.

How “High School Health Education Today” Meets Texas’ Knowledge and Skills for Health Education Level 2

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR HEALTH EDUCATION
Health 2 (One-Half Credit), Adopted 2020, effective August 1, 2022

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=2&ch=115&sch=C&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=2&ch=115&sch=C&rl=Y)

There are essential skills that repeat throughout six strands and embody the interconnection of health literacy.	
These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic.	
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(1) Physical health and hygiene-personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:	
(A) analyze the cost, availability, and accessibility of health care services	<u>Unit:</u> Community Health <u>Day:</u> 1 to 4 “The Ideal City Project” and students research health topics that affect community health.

(B) analyze methods of overcoming barriers related to solving health problems; and	<u>Unit:</u> Community Health <u>Day:</u> All 21 “Community Health Projects” include a report on a hazardous condition, disaster evacuation, medical health conditions, and more.
(C) analyze the influence of laws, policies, and practices, including those related to disease prevention, on health-related issues.	<u>Unit:</u> Community Health <u>Day:</u> All 21 “Community Health Projects” include a report on a hazardous condition, disaster evacuation, medical health conditions, and more. *Have students add laws and policies to their project.
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(2) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:	
(A) evaluate positive and negative effects of various relationships on physical, emotional, and social health;	<u>Unit:</u> Mental Health <u>Day:</u> “The 5 Dimensions of Health” and “Mental Health Doodles,” and “Recourses for Help “(No stigma if you need professional help.)”
(B) apply communication skills that demonstrate consideration and respect for individual differences and perspectives; and	Conflict Resolution Unit: Day: 6 + 7 “Communication Survey.” <u>Unit:</u> Cultural Diversity <u>Day:</u> 1 to 4 “Identity, Racism, and Social Justice” topics, articles, videos, and art projects.
(C) evaluate the effectiveness of conflict resolution techniques in various situations.	Conflict Resolution Unit: Day: 6 + 7 “Good Communication Fortune Cookie Project.”
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(3) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept.	

The student is expected to describe how internal and external factors influence self-esteem.	<u>Unit:</u> Self-Esteem <u>Day:</u> All 15 lessons.
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(4) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors influencing mental health and wellness.	
The student is expected to formulate strategies for combating environmental factors that have a detrimental effect on mental health.	<u>Unit:</u> Environmental Health. <u>Day:</u> 1 to 4 Understanding “The Top 10 Environmental Issues” and their personal impact. <u>Unit:</u> Environmental Health <u>Day:</u> All “Environmental Protection Agency EPA Project,” “Workplace Hazard Reports,” and more.
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:	
(A) describe the impact of positive stress on building resiliency and promoting mental health and wellness;	<u>Unit:</u> Stress <u>Day:</u> 3 “Eustress” discussion. *A poster of types of “Eustress” relating to mental health and wellness could be added.
(B) discuss the impact of choosing healthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief on mental health and wellness;	<u>Unit:</u> Stress <u>Day:</u> 6+ “Online Stress and Depression and Suicide Interactive Google Slideshow.” <u>Also Included in Stress Unit:</u> Dealing with Grief and Tragedy” supplemental materials. This resource has helped many teachers whose schools have suffered loss.
(C) research and explain the behaviors associated with eating disorders and their impact on health;	<u>Unit:</u> Nutrition <u>Day:</u> 14 “Eating Disorders” quiz, lesson, videos.

(D) discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide; and	Unit: Stress Day: 6+ "Online Stress and Depression and Suicide Interactive Google Slideshow."
(E) research and discuss data on and prevalence of local, state, and national suicide rates among various groups.	Unit: Stress Day: 6+ "Online Stress and Depression and Suicide Interactive Google Slideshow." *Add in your local resources.
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(6) Healthy eating and physical activity--food and beverage daily recommendations. The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan.	
The student is expected to design a realistic, long-term personal dietary plan that promotes individual and family health.	Unit: Nutrition Day: 12 "Family Medical History Parent-Teen Communicator Homework" and "MyFitnessPal" online activity.
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(7) Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to:	
(A) compare and contrast the impact of active and sedentary lifestyles on overall health; and	Unit: Nutrition Day: 12 The benefits of exercise and "MyFitnessPal" activity.
(B) develop a physical fitness profile using appropriate technology.	Unit: Nutrition Day: 12 The benefits of exercise and "MyFitnessPal" activity.
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(8) Healthy eating and physical activity--nutrition and physical activity literacy. The student will obtain, process, and understand basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to:	

(A) analyze the progress of short- and long-term goals in achieving appropriate levels of physical activity, improving personal physical fitness levels, and making healthy personal food choices; and	<u>Unit:</u> Nutrition <u>Day:</u> 13 Taking “Eating Healthy for Life Survey” (What unhealthy habits do I have?) and the “Doodle Notes Goal Setting Activity.”
(B) analyze marketing and advertising techniques in health product and service promotion.	<u>Unit:</u> Nutrition <u>Day:</u> 15 Body Image and analyzing media messages.
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(9) Healthy eating and physical activity--risk and protective factors. The student analyzes and applies risk and protective factors related to healthy eating and physical activity. The student is expected to:	
(A) research and discuss the social and economic impact of chronic conditions, including obesity, heart disease, and diabetes; and	<u>Unit:</u> Diseases <u>Day:</u> Varies “Non-Communicable Diseases Card Game” (This will be a review game if played in Term 1.)
(B) create a plan for accessing community and digital resources that can assist in developing healthy eating and physical activity behaviors.	<u>Unit:</u> Nutrition <u>Day:</u> Optional “GMO’s” lessons.
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(10) Injury and violence prevention and safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries.	
The student is expected to discuss risk-taking behaviors, including driving under the influence and distracted driving, and their associated consequences.	<u>Unit:</u> Dangerous Decisions <u>Day:</u> Use articles on “Binge Drinking,” and “Driving at High Speeds” and *add the focus of D.U.I.’s.
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(11) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:	

(A) discuss and evaluate ways to respond to harmful situations that involve weapons; and	<u>Unit:</u> Dangerous Decisions <u>Day:</u> Use articles on “Messing Around with Guns.”
(B) develop educational safety models for children and adults for use at home, school, and in the community.	<u>Unit:</u> Community Health <u>Day:</u> 1 to 4 “The Ideal City Project” and students research health topics that affect community health. <u>Unit:</u> Community Health <u>Day:</u> 5 to 10 “Public Service Announcements” and “Community Health Research Projects.”
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(12) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:	
(A) discuss and analyze consequences resulting from inappropriate digital and online communication such as sending and receiving photos, sexting, and pornography; and	<u>Unit:</u> Sex Ed. <u>Day:</u> 14 “Sexting” information.
(B) assess the legal and ethical ramifications of unacceptable behaviors in digital and online environments.	<u>Unit:</u> Dangerous Decisions <u>Day:</u> Use articles on “Sexting” and “Giving Out Info Online.”
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	
(A) identify and respond to situations requiring intervention for victims of bullying, cyberbullying, or harassment; and	<u>Unit:</u> Empathy <u>Day:</u> 15 + 16 “Stop Bullying: Make Yourself Heard Small Group Activity,” (Use different articles than Term 1) and also do Day 16 Part 2 art project. *Focus some of the articles on “cyber bullying” in particular.

<p>(B) promote strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual.</p>	<p><u>Unit:</u> Empathy <u>Day:</u> 7 Information on how to support the victims of bullying, including “Bully Escape Room Google Forms Activity.”</p>
<p>Texas Essential Knowledge and Skills for Health Education:</p>	<p>How Health Education Today Meets TEKS:</p>
<p>(14) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:</p>	
<p>(A) analyze how substance misuse and addiction to alcohol, tobacco, drugs, and other substances impact family and community health;</p>	<p><u>Unit:</u> Drug <u>Day:</u> 10 “Substance Parent-Teen Communicator Homework.”</p> <p><u>Unit:</u> Drug <u>Day:</u> Varies “Substance Use Escape Room.”</p>
<p>(B) analyze the importance of alternative activities to drug and substance misuse and abuse; and</p>	<p><u>Unit:</u> Drug <u>Day:</u> 7 “‘25 Things to Do Instead of Drugs if You’re Bored’ Art Project.”</p>
<p>(C) identify individual and community protective factors and skills that prevent substance misuse and substance use disorders.</p>	<p><u>Unit:</u> Community Health <u>Day:</u> 5 to 10 “Public Service Announcements” and “Community Health Research Projects.” *Focus on substance use disorders.</p>
<p>Texas Essential Knowledge and Skills for Health Education:</p>	<p>How Health Education Today Meets TEKS:</p>
<p>(15) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.</p>	
<p>The student is expected to evaluate the impact of laws relating to the use and misuse of prescription and over-the-counter drugs, alcohol, tobacco, and other substances on self and community.</p>	<p><u>Unit:</u> Alcohol <u>Day:</u> 4 “Drinking and Driving Laws Quiz.”</p> <p><u>Unit:</u> Drug <u>Day:</u> Varies “Dangers of Meth Labs Presentation.”</p>

Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(16) Alcohol, tobacco, and other drugs--treatment. The student recognizes and understands the options for treatment and how to seek help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.	
The student is expected to identify ways to support and assist someone who shows signs and symptoms of alcohol, tobacco, or drug use and misuse.	<u>Unit:</u> Alcohol <u>Day:</u> 2 “Alcoholism and Addiction.”
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(17) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:	
(A) discuss risk-taking behaviors such as drinking and driving with their associated legal, social, and physical consequences;	<u>Unit:</u> Alcohol <u>Day:</u> 4 + 5 “Dysfunctional Families” lesson and art project.
(B) analyze physical and social environmental influences on the misuse and abuse of prescription drugs in places such as school, sports, or entertainment; and	<u>Unit:</u> Drug <u>Day:</u> 1 + 2 “Prescription Drugs and Intervention” lesson.
(C) design a public health information campaign related to safe havens, where to go for help, or reporting drug-related behaviors.	<u>Unit:</u> Alcohol <u>Day:</u> 6 “Alcohol Role-Play Activity” (Peer Pressure lines and Refusal Skills.) *Follow with public health posters of where to go for help or reporting.
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(18) Alcohol, tobacco, and other drugs--prevention. The student analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use.	
The student is expected to develop strategies for preventing use or misuse of alcohol, tobacco, and other drugs, including opioids.	<u>Unit:</u> Alcohol <u>Day:</u> 6 “Pros and Cons Decision-Making Model Worksheet.”

Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(19) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:	
(A) compare and contrast effective and ineffective methods of communicating emotions in healthy dating/romantic relationships and marriage;	<u>Unit:</u> Sex Ed. <u>Day:</u> 9 “What is Love?” Song Lyrics Homework.”
(B) analyze behaviors in romantic relationships that enhance dignity and respect; and	<u>Unit:</u> Sex Ed. <u>Day:</u> 8 “Analyzing the Effects of Romance Posters.”
(C) examine how a healthy marriage can provide a supportive environment for the nurturing and development of children.	<u>Unit:</u> Sex Ed. <u>Day:</u> “Emotional Baggage Project” and “True Love” discussion. *Add discussion on nurturing children.
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(20) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:	
(A) identify community resources to support individuals who have experienced sexual harassment, sexual abuse, sexual assault, dating violence, and sex trafficking;	<u>Unit:</u> Sex Ed. <u>Day:</u> 11 to 13 Sexual abuse, assault, harassment, rape, laws, and human trafficking information and poster project.
(B) evaluate the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others;	<u>Unit:</u> Sex Ed. <u>Day:</u> 13 “Sexual Assault Advocacy Project.”
(C) discuss how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk;	<u>Unit:</u> Sex Ed. <u>Day:</u> “Emotional Baggage Project” and “True Love” discussion.
(D) analyze factors, including alcohol and other substances,	<u>Unit:</u> Sex Ed.

that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries; and	<u>Day</u> : 11 to 13 “Dangers of Sexual Assault,” and “Rape-how to prevent it and what to do if it happens.”
(E) evaluate influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity.	<u>Unit</u> : Sex Ed. <u>Day</u> : 1 to 13 Videos on consent.
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(21) Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:	
(A) analyze the significance of hormonal, physical, emotional, and social changes in males and females and their relationship to sexual health;	<u>Unit</u> : Sex Ed. <u>Day</u> : 1 to 3 Reproduction and female and male human anatomy notes, including puberty. (Additional optional activities for puberty are included.)
(B) list factors such as heredity, environment, STDs/STIs, and the mother's health and nutrition that can affect fetal development from conception through birth; and	<u>Unit</u> : Sex Ed. <u>Day</u> : 5 + 6 “Sexually Transmitted Infections Slideshow with Teacher Notes.” *Note: This is included in Term 1 but could be shown with additional/advanced teacher information added.
(C) describe the emotional changes that may occur during and after pregnancy, including postpartum depression, and identify resources for support and treatment.	<u>Unit</u> : Sex Ed. <u>Day</u> : 17 only “The Consequences of Teen Pregnancy” discussions, activities, and videos.
Texas Essential Knowledge and Skills for Health Education:	How Health Education Today Meets TEKS:
(22) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:	
(A) analyze the options available to teenage parents such as parenting or the process of adoption and the legal rights of parties involved;	<u>Unit</u> : Sex Ed. <u>Day</u> : 17 only “The Consequences of Teen Pregnancy” discussions, activities, and videos. *Add adoption and legal rights as a focus.

<p>(B) evaluate long-term or lifetime effects of bacterial and viral STDs/STIs, including infertility and cancer;</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 17 Only “The Consequences of Teen Pregnancy” discussions, activities, and videos. *Add long-term effects focus. An additional homework research project on this topic could be beneficial.</p>
<p>(C) identify community resources, minors' right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment;</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 10 “Birth Control Worksheet” local resources, information, and videos. Review “consent videos” from Day 11 to 13.</p>
<p>(D) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy;</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 10 “Birth Control Worksheet” local resources, information, and videos.</p>
<p>(E) identify the effectiveness of vaccines in preventing the transmission of the most common types of HPV, a virus that may cause genital warts and head and neck cancer, cervical cancer, anal cancer, or other cancers that may occur in males and females;</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 10 “Birth Control Worksheet” local resources, information, and videos.</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 5 + 6 “Sexually Transmitted Infections Slideshow with Teacher Notes.” “HIV Quiz,” (as review from Term 1) research, true stories, PowerPoint slide notes, and videos.</p>
<p>(F) analyze the benefits of abstinence from sexual activity, including focusing on personal development and encouraging individuals to build healthy relationships not complicated by sexual involvement;</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 7 + 8 PowerPoint slides on HIV and STIs and the benefits of abstinence as the safest choice.</p>
<p>(G) assess support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active;</p>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 15 “Sex Ed. Parent-Teen Communicator Homework.”</p>
<p>(H) investigate and summarize legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, and indecency with a child; and</p>	<p><u>Day:</u> 11 to 13 “Traits of Healthy Versus Unhealthy Relationships Activity,” dating violence, domestic violence.</p>

(I) investigate and summarize current laws relating to sexual offenses such as sexual harassment, abuse, and assault.

Unit: Sex Ed.

Day: 11 to 13 Sexual abuse, assault, harassment, rape, laws.