

ATTACHMENT II
Text of Proposed Amendments to 19 TAC

Chapter 115. Texas Essential Knowledge and Skills for Health Education

Subchapter B. Middle School

§115.22. Health Education, Grade 6.

- (a) Introduction.
- (1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.
 - (2) In middle school, students learn about health behaviors that will safeguard their health as well as information related to understanding puberty and the reproductive process. Students are taught about factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Middle school students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community.
- (b) Knowledge and skills.
- (1) Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:
 - (A) analyze healthy and unhealthy dietary practices;
 - (B) explain the importance of a personal dietary and exercise plan;
 - (C) compare immediate and long-range effects of personal health care choices such as personal and dental hygiene;
 - (D) identify causes and effects [~~affects~~] associated with poor body image such as eating disorders and growth patterns;
 - (E) examine the concept of cost versus effectiveness of health care [~~health care~~] products;
 - (F) describe the mental, physical, and social benefits of regular exercise and fitness;
 - (G) describe the importance of establishing and implementing a periodic health-maintenance clinical assessment; and
 - (H) demonstrate strategies for managing stress.
 - (2) Health information. The student recognizes ways that body structure and function relate to personal health throughout the life span. The student is expected to:
 - (A) analyze the relationships among the body systems;
 - (B) describe changes in male and female anatomy and physiology during puberty;
 - (C) analyze the role of hormones as they relate to growth and development and personal health; and
 - (D) describe menstrual health and identify the relationship to reproduction.

- (3) Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention. The student is expected to:
- (A) describe various modes of disease transmission;
 - (B) compare healthy cell growth to cell growth in the disease process; and
 - (C) list noncommunicable and hereditary diseases and respective prevention and treatment techniques.
- (4) Health information. The student comprehends ways of researching, accessing, and analyzing health information. The student is expected to:
- (A) list ways to evaluate health products, practices, and services such as sunblocks, dietary aides, and over-the-counter medications; and
 - (B) use critical thinking to research and evaluate health information.
- (5) Health information. The student comprehends general health information related to prescription and over-the-counter drugs. The student is expected to:
- (A) define prescription and over-the-counter drugs;
 - (B) describe the purposes of prescription and over-the-counter drugs, including the intended benefits;
 - (C) explain why some drugs require a prescription;
 - (D) identify the components of prescription and over-the-counter drug labels;
 - (E) compare and contrast examples of prescription and over-the-counter drug labels;
 - (F) identify and describe practices used to safely store and properly dispose of prescription and over-the-counter drugs; and
 - (G) explain the dangers associated with taking expired prescription and over-the-counter drugs.
- (6) Health information. The student comprehends ways of applying health information related to prescription and over-the-counter drugs to reduce health risks to the body functions and organs for a life span. The student is expected to:
- (A) explain the difference between the misuse and abuse of prescription drugs;
 - (B) describe the misuse and abuse of prescription and over-the-counter drugs and the dangers associated with each; and
 - (C) describe how the abuse of drugs affects the body systems and brain.
- (7) ~~(5)~~ Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:
- (A) demonstrate an understanding of basic first-aid procedures;
 - ~~[(A) — analyze the use and abuse of prescriptions and non-prescription medications such as over-the-counter;]~~
 - ~~[(B) — examine social influences on drug-taking behaviors;]~~
 - (B) ~~[(C)]~~ describe chemical dependency and addiction to tobacco, alcohol, ~~[and other]~~ drugs, including prescription drugs, and other substances;
 - (C) ~~[(D)]~~ explain the relationship among ~~[between]~~ tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as drinking and driving and Human Immunodeficiency Virus (HIV)/sexually transmitted disease ~~[Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease]~~ (STD) transmission;

- (D) ~~(E)~~ identify ways such as alternative activities to prevent the use of tobacco, alcohol, drugs, and other substances ~~[such as alternative activities]~~ ;
- (E) identify ways to prevent the misuse and abuse of prescription and over-the-counter drugs;
- ~~(F) demonstrate an understanding of basic first aid procedures;~~
- (F) ~~(G)~~ demonstrate strategies for the prevention of and response to deliberate and accidental injuries such as using conflict resolution skills instead of fighting and wearing a seat belt;
- (G) ~~(H)~~ identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations; ~~[and]~~
- (H) ~~(I)~~ explain the consequences of sexual activity and the benefits of abstinence ; ~~and []~~
- (I) identify signs and symptoms of prescription drug abuse such as using medicine prescribed for someone else or for reasons other than its intended use.
- (8) ~~(6)~~ Influencing factors. The student understands how factors in the environment influence individual and community health. The student is expected to:
- (A) identify how environmental influences may affect an individual's misuse and abuse of alcohol, tobacco, and drugs, including prescription drugs;
- (B) ~~(A)~~ identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures; and
- (C) ~~(B)~~ make healthy choices from among environmental alternatives such as leaving a smoke-filled room or selecting healthy snacks from vending machines.
- (9) ~~(7)~~ Influencing factors. The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships. The student is expected to:
- (A) differentiate between positive and negative relationships that can affect individual health such as clubs, gangs, or families;
- (B) examine social influences on drug-taking behaviors;
- (C) ~~(B)~~ explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior;
- (D) ~~(C)~~ practice conflict resolution/mediation skills;
- (E) ~~(D)~~ describe strategies such as abstinence for communicating refusal to engage in unsafe behaviors; and
- (F) ~~(E)~~ describe methods for communicating important issues with parents and peers.
- (10) ~~(8)~~ Influencing factors. The student comprehends how media and technology influence individual and community health. The student is expected to:
- (A) identify ways in which media and technology influence social norms such as using prescription and over-the-counter drugs;
- (B) ~~(A)~~ identify and analyze various media and technologies that influence individual and community health such as computer software and the internet ~~[World Wide Web]~~ ; and
- (C) ~~(B)~~ explain the relationship between health needs and technology development such as the development of an HIV ~~[a Human Immunodeficiency Virus (HIV)]~~ vaccine.
- (11) ~~(9)~~ Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:
- (A) develop strategies for supporting and respecting all family members; and

- (B) identify strategies for coping with unhealthy behaviors in the family such as abuse, alcoholism, and neglect.

(12) ~~(40)~~ Personal/interpersonal skills. The student describes healthy and respectful ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

- (A) demonstrate ways to communicate empathy to others and have consideration for others;
- (B) assess healthy ways of responding to disrespectful behaviors such as mediation;
- (C) practice methods for self-control;
- (D) describe healthy ways to express affection and love;
- (E) describe ways to manage anxiety and grief;
- (F) describe ways to control anger and emotions when responding to others;
- (G) demonstrate strategies for showing respect for individual differences such as race, physical appearance, and socio-economic status;
- (H) define stress and its effects on individual health and relationships; and
- (I) identify stressors and their impact on the health of the individual and family.

(13) ~~(41)~~ Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting , and problem-solving skills for making health-promoting decisions. The student is expected to:

- (A) seek the input of parents and other trusted adults in problem solving and goal setting;
- (B) demonstrate the use of refusal skills in unsafe situations;
- (C) explain the impact of peer pressure on decision making;
- (D) compare the risks and benefits of various health behaviors such as choosing not to smoke; ~~and~~
- (E) identify the possible health implications of long-term personal and vocational goals ; and ~~;~~
- (F) identify decision-making practices such as refusing invitations, knowing the risks of substance abuse, and reporting the abuse to a parent school administrator, teacher, or other trusted adult that reduce unsafe health behaviors.

(14) ~~(42)~~ Bullying prevention. The student engages in behaviors that reduce the risk of bullying throughout the life span. The student is expected to:

- (A) analyze the impact that bullying has on both victims and bullies;
- (B) identify strategies for prevention and intervention of all forms of bullying such as emotional, physical, social, and sexual;
- (C) describe healthy ways to be assertive without being aggressive; and
- (D) assess healthy and appropriate ways of responding to bullying.

§115.23. Health Education, Grades 7-8.

(a) Introduction.

- (1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health

information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

- (2) In middle school, students learn about health behaviors that will safeguard their health as well as information related to understanding puberty and the reproductive process. Students are taught about factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Middle school students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community.
- (b) Knowledge and skills.
- (1) Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:
 - (A) analyze the interrelationships of physical, mental, and social health;
 - (B) identify and describe types of eating disorders such as bulimia, anorexia, or overeating;
 - (C) identify and describe lifetime strategies for prevention and early identification of disorders such as depression and anxiety that may lead to long-term disability; [and]
 - (D) describe the life cycle of human beings including birth, dying, and death ; [:]
 - (E) identify and describe the three categories of prescription drugs and types of illegal drugs; and
 - (F) examine the relationship between prescription drugs and illegal drugs.
 - (2) Health information. The student recognizes ways that body structure and function relate to personal health throughout the life span. The student is expected to:
 - (A) explain how differences in growth patterns among adolescents such as onset of puberty may affect personal health;
 - (B) describe the influence of the endocrine system on growth and development;
 - (C) compare and contrast changes in males and females;
 - (D) describe physiological and emotional changes that occur during pregnancy; [and]
 - (E) examine physical and emotional development during adolescence ; and [:]
 - (F) identify the common side effects associated with each drug category on the body systems and brain.
 - (3) Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. The student is expected to:
 - (A) explain the role of preventive health measures, immunizations, and treatment in disease prevention such as wellness exams and dental check-ups;
 - (B) analyze risks for contracting specific diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors;
 - (C) distinguish risk factors associated with communicable and noncommunicable diseases; and
 - (D) summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases (STDs) .
 - (4) Health information. The student knows how to research, access, analyze, and use health information. The student is expected to:
 - (A) use critical thinking to analyze and use health information such as interpreting media messages;

- (B) develop evaluation criteria for health information;
 - (C) demonstrate ways to use health information to help self and others; [~~and~~]
 - (D) discuss the legal implications regarding sexual activity as it relates to minor persons ; [~~z~~]
 - (E) identify and explain the importance of each component of an over-the-counter drug warning label;
 - (F) identify common uses of each prescription drug category;
 - (G) compare and contrast examples of various packaging and forms of medicines, including prescription drugs; and
 - (H) discuss the legal consequences related to the use of drugs, including the misuse and abuse of prescription drugs.
- (5) Health information. The student comprehends ways of applying health information related to prescription and over-the-counter drugs to reduce health risks to the body systems and functions for a life span. The student is expected to:
- (A) analyze the short- and long-term health consequences of misusing and abusing prescription and over-the-counter drugs;
 - (B) describe how substance abuse, including prescription drug abuse, affects the body systems and brain; and
 - (C) relate prescription and other drug use to communicable disease, prenatal health, health problems in later life, and other adverse consequences.
- (6) [~~5~~] Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:
- (A) analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries;
 - (B) describe the dangers associated with a variety of weapons;
 - (C) identify strategies for prevention and intervention of emotional, physical, and sexual abuse;
 - (D) identify information relating to abstinence;
 - (E) analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
 - (F) discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, STDs [~~sexually transmitted diseases~~], and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity;
 - (G) demonstrate basic first-aid procedures including cardiopulmonary resuscitation [~~Cardiopulmonary Resuscitation~~] (CPR) and the choking rescue;
 - (H) explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs including prescription drugs, and other substances;
 - (I) identify and discuss efforts to prevent substance abuse, including prescription drug use, in the community;
 - ~~[(I) relate medicine and other drug use to communicable disease, prenatal health, health problems in later life, and other adverse consequences;]~~
 - ~~[(J) identify ways to prevent the use of tobacco, alcohol, and other drugs such as alternative activities;]~~
 - (J) [~~K~~] apply strategies for avoiding violence, gangs, weapons , and drugs; [~~and~~]

- (K) ~~(L)~~ explain the importance of complying with rules prohibiting possession of drugs and weapons ; [z]
- (L) differentiate between appropriate and inappropriate use of prescription and over-the-counter drugs and the resulting consequences of each; and
- (M) describe how substance abuse, including prescription drug misuse and abuse, leads to addiction.
- (7) ~~(6)~~ Influencing factors. The student understands how physical and social environmental factors can influence individual and community health throughout the life span. The student is expected to:
- (A) relate physical and social environmental factors to individual and community health such as climate and gangs; and
- (B) describe the application of strategies for controlling the environment such as emission control, water quality, and waste management ; and [z]
- (C) discuss the influence of physical and social environmental factors on the misuse and abuse of prescription drugs.
- (8) ~~(7)~~ Influencing factors. The student investigates positive and negative relationships that influence individual, family, and community health. The student is expected to:
- (A) analyze positive and negative relationships that influence individual and community health such as families, peers, and role models; and
- (B) develop strategies for monitoring positive and negative relationships that influence health.
- (9) ~~(8)~~ Influencing factors. The student researches ways in which media and technology influence individual and community health throughout the life span. The student is expected to:
- (A) discuss the influence of media and technology on social norms such as using prescription drugs and the social commitment not to use illegal drugs;
- (B) ~~(A)~~ explain the role of media and technology in influencing individuals and community health such as watching television or reading a newspaper and billboard; and
- (C) ~~(B)~~ explain how programmers develop media to influence buying decisions.
- (10) ~~(9)~~ Influencing factors. The student understands how social factors impact personal, family, community, and world health. The student is expected to:
- (A) describe personal health behaviors and knowledge unique to different generations and populations; and
- (B) describe characteristics that contribute to family health.
- (11) ~~(10)~~ Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:
- (A) differentiate between positive and negative peer pressure;
- (B) describe the application of effective coping skills;
- (C) distinguish between effective and ineffective listening such as paying attention to the speaker versus not making eye-contact;
- (D) summarize and relate conflict resolution/mediation skills to personal situations; and
- (E) appraise the importance of social groups.
- (12) ~~(11)~~ Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

- (A) describe techniques for responding to criticism;
- (B) demonstrate strategies for coping with problems and stress;
- (C) describe strategies to show respect for individual differences including age differences;
- (D) describe methods of communicating emotions;
- (E) describe the effect of stress on personal and family health; ~~and~~
- (F) describe the relationships between emotions and stress ; and []
- (G) discuss how substance abuse, including prescription drug abuse, impacts families and communities.

(13) ~~(12)~~ Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting , and problem-solving skills for making health-promoting decisions. The student is expected to:

- (A) interpret critical issues related to solving health problems;
- (B) relate practices and steps necessary for making health decisions;
- (C) appraise the risks and benefits of decision-making about personal health;
- (D) predict the consequences of refusal skills in various situations;
- (E) examine the effects of peer pressure on decision making;
- (F) develop strategies for setting long-term personal and vocational goals; and
- (G) demonstrate time-management skills.

(14) ~~(13)~~ Bullying prevention. The student analyzes bullying information and applies strategies for enhancing and maintaining healthy personal relationships throughout the life span. The student is expected to:

- (A) analyze strategies for preventing bullying, harassment, dating violence, and sexual assault;
- (B) describe the seriousness of various forms of bullying such as harassment, acquaintance rape, and sexual abuse;
- (C) demonstrate empathy toward others;
- (D) analyze ways to show disapproval of inconsiderate and disrespectful bullying behavior; and
- (E) recognize the responsibility to report bullying behavior.

Subchapter C. High School

§115.32. Health 1, Grades 9-10 (One-Half Credit).

- (a) Introduction.
- (1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.
 - (2) In Health 1, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.
- (b) Knowledge and skills.
- (1) Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:
 - (A) relate the nation's health goals and objectives to individual, family, and community health;
 - (B) examine the relationship among body composition, diet, and fitness;
 - (C) explain the relationship between nutrition, quality of life, and disease;
 - (D) describe the causes, symptoms, and treatment of eating disorders;
 - (E) examine issues related to death and grieving;
 - (F) discuss health-related social issues such as organ donation and homelessness;
 - (G) analyze strategies to prevent suicides;
 - (H) examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression; and
 - (I) describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages ; and
 - (J) identify the categories of drugs and what they are used to treat; and
 - (K) examine examples of drug labels to determine the drug category and intended use.
 - (2) Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:
 - (A) analyze the relationship between health promotion and disease prevention;
 - (B) analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention;
 - (C) identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion; and
 - (D) develop and analyze strategies related to the prevention of communicable and non-communicable diseases ; and
 - (E) explain why some medications require a prescription;

- (F) explain the connection between the proper and safe use of prescription drugs and overall health;
- (G) investigate the potential negative effects of combining drugs, including prescription and over-the-counter drugs; and
- (H) analyze the possible consequences of prolonged use, misuse, and abuse of drugs, including prescription and over-the-counter drugs.
- (3) Health information. The student recognizes the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:
- (A) explain fetal development from conception through pregnancy and birth;
- (B) explain the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding;
- (C) analyze the harmful effects of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead on the fetus ~~[such as alcohol, tobacco, other drugs, and environmental hazards such as lead]~~ ; and
- (D) explain the significance of genetics and its role in fetal development.
- (4) Health information. The student investigates and evaluates the impact of media and technology on individual, family, community, and world health. The student is expected to:
- (A) analyze the health messages delivered through media and technology; ~~[and]~~
- (B) explain how technology has impacted the health status of individuals, families, communities, and the world ; and ~~;~~
- (C) examine social influences on drug-taking behaviors.
- (5) Health information. The student understands how to evaluate health information for appropriateness. The student is expected to:
- (A) develop evaluation criteria for health information;
- (B) demonstrate ways to utilize criteria to evaluate health information for appropriateness;
- (C) discuss the legal implications regarding sexual activity as it relates to minor persons; and
- (D) demonstrate decision-making skills based on health information.
- (6) Health behaviors. The student assesses the relationship between body structure and function and personal health throughout the life span. The student is expected to:
- (A) examine the effects of health behaviors on body systems;
- (B) relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care; and
- (C) appraise the significance of body changes occurring during adolescence.
- (7) Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:
- (A) identify and describe forms of prescription drug misuse and abuse such as combining drugs for another effect and administering a drug improperly;
- (B) ~~[(A)]~~ analyze the harmful effects such as the physical, mental, social, and legal consequences of alcohol, tobacco, drugs, including prescription drugs, and other substances ~~[such as physical, mental, social, and legal consequences]~~ ;
- (C) ~~[(B)]~~ explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as

Human Immunodeficiency Virus (HIV)/sexually transmitted disease [~~Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease~~] (STD), unplanned pregnancies, and motor vehicle accidents;

- ~~(D) [(C)]~~ develop strategies for preventing use of tobacco, alcohol, and other addictive substances;
- ~~(E)~~ develop strategies for preventing the misuse and abuse of prescription and over-the-counter drugs;
- ~~(F) [(D)]~~ analyze the importance of alternatives to drug and substance use;
- ~~(G) [(E)]~~ analyze and apply strategies for avoiding violence, gangs, weapons, and drugs; and
- ~~(H) [(F)]~~ analyze strategies for preventing and responding to deliberate and accidental injuries . [~~I~~]
- ~~[(G)]~~ analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence;
- ~~[(H)]~~ analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually transmitted diseases;
- ~~[(I)]~~ analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods including the prevention of Sexually Transmitted Diseases (STDs), keeping in mind the effectiveness of remaining abstinent until marriage;
- ~~[(J)]~~ analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape;
- ~~[(K)]~~ analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age; and
- ~~[(L)]~~ discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity.

(8) Health behaviors. The student analyzes health information and applies decision-making skills to promote the development and practice of safe behaviors. The student is expected to:

- ~~(A)~~ analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence;
- ~~(B)~~ analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases;
- ~~(C)~~ analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods, including the prevention of STDs, keeping in mind the effectiveness of remaining abstinent until marriage;
- ~~(D)~~ analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape;
- ~~(E)~~ analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age; and
- ~~(F)~~ discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, STDs, and the sexual transmission of HIV or acquired immune deficiency syndrome and the emotional trauma associated with adolescent sexual activity.

(9) [(8)] Influencing factors. The student analyzes the effect of relationships on health behaviors. The student is expected to:

- ~~(A)~~ evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends; and

- (B) explain the benefits of positive relationships among community health professionals in promoting a healthy community.
- (10) ~~(9)~~ Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:
- (A) describe the roles of parents, grandparents, and other family members in promoting a healthy family; and
- (B) analyze the dynamics of family roles and responsibilities relating to health behavior.
- (11) ~~(10)~~ Influencing factors. The student evaluates the effect of a variety of environmental factors on community and world health. The student is expected to:
- (A) assess the impact of population and economy on community and world health;
- (B) analyze the impact of the availability of health services in the community and the world; and
- (C) describe a variety of community and world environmental protection programs.
- (12) ~~(11)~~ Influencing factors. The student understands how to access school and community health services for people of all ages. The student is expected to:
- (A) describe ways to report the suspected abuse of drugs to a parent or school administrator, teacher, or other trusted adult;
- (B) ~~(A)~~ research various school and community health services for people of all ages such as vision and hearing screenings and immunization programs; and
- (C) ~~(B)~~ compare and analyze the cost, availability, and accessibility of health services for people of all ages.
- (13) ~~(12)~~ Influencing factors. The student understands situations in which people of all ages require professional health services. The student is expected to:
- (A) identify support systems for people misusing or abusing substances, including prescription drugs;
- (B) ~~(A)~~ identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care; and
- (C) ~~(B)~~ explain how to access health services for people of all ages.
- (14) ~~(13)~~ Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:
- (A) demonstrate communication skills in building and maintaining healthy relationships;
- (B) distinguish between a dating relationship and a marriage;
- (C) analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage;
- (D) evaluate the effectiveness of conflict resolution techniques in various situations;
- (E) demonstrate refusal strategies;
- (F) explore methods for addressing critical-health issues; and
- (G) evaluate the dynamics of social groups.
- (15) ~~(14)~~ Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:
- (A) demonstrate strategies for communicating needs, wants, and emotions;

- (B) examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse; and
 - (C) communicate the importance of practicing abstinence.
- ~~(16)~~ ~~(45)~~ Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:
- (A) apply communication skills that demonstrate consideration and respect for self, family, and others;
 - (B) demonstrate empathy towards others; and
 - (C) analyze ways to show disapproval of inconsiderate and disrespectful behavior.
- ~~(17)~~ ~~(46)~~ Personal/interpersonal skills. The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. The student is expected to:
- (A) identify skills to avoid using or abusing drugs such as refusing invitations to misuse or abuse prescription drugs, knowing the risks associated with drug misuse and abuse, and reporting the use of drugs to a parent or school administrator, teacher, or other trusted adult;
 - ~~(B)~~ ~~(A)~~ identify decision-making skills that promote individual, family, and community health;
 - ~~(C)~~ ~~(B)~~ summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills;
 - ~~(D)~~ ~~(C)~~ classify forms of communication such as passive, aggressive, or assertive; and
 - ~~(E)~~ ~~(D)~~ associate risk-taking with consequences such as drinking and driving.
- ~~(18)~~ ~~(47)~~ Personal/interpersonal skills. The student applies strategies for advocating and evaluating outcomes for health issues. The student is expected to:
- (A) research information about a personal health concern;
 - (B) demonstrate knowledge about personal and family health concerns; and
 - (C) develop strategies to evaluate information relating to a variety of critical health issues.

§115.33. Advanced Health, Grades 11-12 (One-Half Credit).

- (a) General requirements. The recommended prerequisite for this course is Health 1 ~~[1]~~ .
- (b) Introduction.
 - (1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.
 - (2) In Advanced Health, students are provided opportunities for researching, discussing, and analyzing health issues. This higher level of involvement provides students with experiences designed to reinforce positive health behaviors. Students are given the opportunity to learn more about technology, how it affects health, and how to use electronic technology to gain health information. The emphasis in this course is less related to learning facts and more related to providing students with the skills necessary to access their own health information and services and become health literate.

- (c) Knowledge and skills.
- (1) Health information. The student applies technology to analyze and appraise personal health. The student is expected to:
 - (A) generate a personal-health profile using appropriate technology such as stress reduction, body fat composition, and nutritional analysis; and
 - (B) explain how technology can influence health.
 - (2) Health information. The student researches and analyzes information in the management of health promotion and disease prevention. The student is expected to:
 - (A) investigate various sources in the community that promote health and prevent disease; and
 - (B) design health promotion materials.
 - (3) Health information. The student investigates the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:
 - (A) analyze problems during various stages of fetal development;
 - (B) investigate the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding;
 - (C) describe the harmful effects of certain substances on the fetus such as alcohol, tobacco, environmental hazards such as lead, and prescription and other drugs;
 - (D) analyze roles of relationships and responsibilities relating to marriage; and
 - (E) analyze behavior in romantic relationships that enhance dignity, respect, and responsibility.
 - (4) Health information. The student evaluates the validity of health information. The student is expected to:
 - (A) research current health-related standards related to health information and products from valid sources such as the Centers for Disease Control and Prevention and the Food and Drug Administration;
 - (B) analyze health information based on health-related standards; and
 - (C) evaluate the impact of laws relating to the misuse and abuse of prescription and over-the-counter drugs and the use of [medication,] alcohol, tobacco, and other substances [drugs/substances] .
 - (5) Health information. The student describes the effect of marketing and advertising on health behavior. The student is expected to:
 - (A) analyze marketing and advertising techniques in health-product and service promotion; and
 - (B) apply marketing and advertising techniques to health promotion.
 - (6) Health information. The student evaluates and utilizes communication skills in building and maintaining healthy relationships. The student is expected to:
 - (A) apply effective communication skills for building and maintaining healthy relationships;
 - (B) design strategies for implementing effective conflict resolution/mediation strategies; and
 - (C) present a model for effective communication skills.
 - (7) Health behaviors. The student generates strategies that address health-risk behaviors. The student is expected to:

- (A) analyze strategies that minimize health-risk behaviors, including the misuse and abuse of prescription drugs;
 - (B) [~~A~~] participate in school-related efforts to address health-risk behaviors;
 - (C) [~~B~~] develop a plan to participate in community efforts to address health-risk behaviors;
 - (D) [~~C~~] develop educational-safety models for children and adults for use at home, school, and in the community;
 - (E) [~~D~~] evaluate the impact of laws relating to tobacco, alcohol, drugs, including prescription drugs, and other substances;
 - (F) [~~E~~] investigate treatment plans for drug addiction, including prescription drugs; and
 - (G) [~~F~~] describe the interrelatedness of alcohol and other drugs to health problems such as drug use and date rape, Human Immunodeficiency Virus (HIV)/sexually transmitted disease [~~Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease~~] (STD), and drinking and driving.
- (8) Influencing factors. The student researches and evaluates a variety of environmental factors that impact personal and community health. The student is expected to:
- (A) examine the influence of culture and society on the misuse and abuse of prescription drugs in school, sports, or entertainment;
 - (B) [~~A~~] analyze the impact of environmental factors such as air, water, or noise on the health of the community such as air pollution affecting asthma and drought conditions affecting water supplies;
 - (C) [~~B~~] formulate strategies for combating environmental factors that have a detrimental effect on the health of a community; and
 - (D) [~~C~~] develop strategies for aiding in the implementation of a community environmental health plan.
- (9) Influencing factors. The student assesses the impact of the economy on community and world health. The student is expected to:
- (A) relate economic status to availability of health services within the community; and
 - (B) analyze health care costs of various health services in different countries.
- (10) Influencing factors. The student recognizes the importance of personal contributions to the health of the community. The student is expected to:
- (A) research and/or participate in community health programs that benefit various populations such as volunteering for teen health lines and volunteering in nursing homes; and
 - (B) participate in a presentation to educate others about a variety of health issues such as panel discussions and role plays or skits to inform younger students about the dangers of drug use, including the misuse or abuse of prescription drugs, or smoking.
- (11) Influencing factors. The student understands issues related to community health services. The student is expected to:
- (A) analyze how the cost, availability, and accessibility of health care [~~health care~~] services affects the community; and
 - (B) evaluate how the selection of health care services, products, and information affects the community.
- (12) Influencing factors. The student investigates technological advances in the community that impact the health of individuals, families, and communities. The student is expected to:

- (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; and
 - (B) locate health care facilities at which members of the community can obtain medical care.
- (13) Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:
- (A) create and apply strategies for communicating emotions, needs, and wants;
 - (B) demonstrate leadership skills for advocating health;
 - (C) investigate and summarize current laws relating to unacceptable behaviors such as harassment, acquaintance and statutory rape, and sexual abuse; and
 - (D) create strategies that promote the advantages of abstinence.
- (14) Personal/interpersonal skills. The student evaluates communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:
- (A) appraise effective communication skills that demonstrate consideration and respect for self, family, and others;
 - (B) associate effective communication with success in school and the workplace;
 - (C) explain the detrimental effects of inconsiderate and disrespectful behavior;
 - (D) apply criteria for using passive, aggressive, and assertive communication in relationships;
 - (E) analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age; and
 - (F) discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, STDs [~~sexually transmitted diseases~~], and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity.
- (15) Personal/interpersonal skills. The student synthesizes information and applies strategies for making health-promoting decisions. The student is expected to:
- (A) identify effective skills to resist and refuse invitations to misuse and abuse substances, including prescription drugs;
 - (B) [~~(A)~~] apply decision-making skills to health-promoting decisions;
 - (C) [~~(B)~~] interpret information provided by parents and other adults; and
 - (D) [~~(C)~~] determine causal connections that promote health in relationships.
- (16) Personal/interpersonal skills. The student applies strategies for advocating and evaluating outcomes for health issues. The student is expected to:
- (A) research information regarding personal and family health concerns;
 - (B) design materials for health advocacy; and
 - (C) apply the concept of research and evaluation for determining health information for special populations.