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

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

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

MV—multiple viewpoints from within the work group

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

#### **HEALTH EDUCATION TABLE OF CONTENTS**

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Healthy Eating and Physical Activity Strand	.pages 44-56
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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(1) Physical healt	th and hygieneboo	dy systems.							_	Comments
	body and how th	ey relate to person	rstems. The student al health throughout ystems and their rel	t the lifespan. The s	tudent examines th	<u>ie structure,</u>				elationships of body student is expected	
Anatomy & Physiology	(A) name the five senses	(A) identify and demonstrate use of the five senses	(A) describe ways to protect the five senses								WG recommends replacing Advanced Health with the new course recommended by Dr. Taylor in her initial review of the TEKS.  Grade 2: The group would like for students to identify protective measures.
Anatomy & Physiology	K.4.B name major body parts and their functions to include skeletal, muscular, circulatory, and respiratory	1.4.B identify major body structures and organs and describe their basic functions to include integumentary	2.3.C identify major body structures, organs, and systems and describe their primary function to include immune	(A) name, locate, and describe the primary function and major components of the body systems, including to include digestive, and urinary skeletal, muscular, circulatory, and respiratory	(A) name, locate, and describe the primary function and major components basic functions of the major body systems: including to include nervous, immune, digestive, and endocrine, and integumentary	(A) describe the structure, functions, and interdependenc e of the major body systems, including to include reproductive, endocrine, and urinary	(A)  explain how to  maintain the  healthy status of  body systems	(A)  describe recognize the relationships among the body systems	(A) <u>examine the</u> <u>effects of</u> <u>health</u> <u>behaviors on</u> <u>body systems</u>		MV: when to introduce the proper terminology for the reproductive organs  WG deleted SEs at K, 1, and 2 because there is a natural progression from covering the five senses to covering the body  Moved SE from another line in Grade 6 to VA
Anatomy & Physiology			2.4.C explain how the body provides protection from disease	3.3.8 explain the body's defense systems and how they fight disease	4.2.A describe how health behaviors affect body systems						Grade 2 and Grade 3: these Ses will be taught with immune system  4.2.A will be covered in Grade
Anatomy & Physiology				3.4.C explain the interrelationship s of the body systems			6.2.A describe recognize the relationships among the body systems	NEW: explain the relationships between the 11 body systems.			Deleting SE because the concept is duplicative among other subject areas

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(1) Physical heal	th and hygienebo	dy systems.								Comments
	body and how th	ey relate to person	<del>al health througho</del>	nt knows the basic struct the lifespan. The selevance to personal	tudent examines th	ne structure,				lationships of body student is expected	
Anatomy & Physiology					5.2.B identify and describe changes in male and female anatomy that occur during puberty (by gender)	5.2.B identify and describe changes in male and female anatomy that occur during puberty (both genders)	6.2.B describe changes in male and female anatomy and physiology during puberty				Eliminating the Ses because these are covered in the reproductive and sexual health strand
Anatomy & Physiology						5.4.A explain how to maintain the healthy status of body systems			H1.6.A examine the effects of health behaviors on body systems		
Anatomy & Physiology							NEW: identify and locate the major organs of 11 body systems.	NEW: describe the major organs and functions of the 11 body systems.	NEW: analyze the structure, locations, functions of, and relationships among the 11 body systems and their effects on individual health		Concepts are duplicative in other Ses in this topic
Anatomy & Physiology							6.2.C analyze the role of hormones as they relate to growth and development and personal health	7.2.B describe the influence of the endocrine system on growth and development			6.2.C is covered in reproductive and sexual health 7.2.B is encompassed in the SE in grade 5

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic							comprehends the	nd hygiene: growth a physical and cognite fespan as they relate	ive development	tal changes	Comments
Cognitive and Physical development (including adolescent brain development and its impact of decision-making abilities, skills and developmental milestones)							6.2.B describe changes in male and female anatomy and physiology during puberty				6.2.B is covered in reproductive and sexual health
Cognitive and Physical development							6.2.C analyze the role of hormones as they relate to growth and development and personal health	7.2.B describe the influence of the endocrine system on growth and development			<ul><li>6.2.C is covered in reproductive and sexual health</li><li>7.2.B is covered in the new Grade 5 SE.</li></ul>
Cognitive and Physical development							WG C: 7.1.D  describe the life cycle of human beings including birth, dying, and death	7.1.D examine the life cycle of human beings including birth, dying, and death	H1.3.A explain fetal development from conception through pregnancy and birth		7.1D and H1.3.A are covered in mental health and in science classes
Cognitive and Physical development							WG C: 7.2.A identify differences in growth patterns among adolescents such as onset of puberty	7.2.A explain how differences in growth patterns among adolescents such as onset of puberty may affect personal health	H1.6.C appraise the significance of body changes occurring during adolescence		7.2.A and H1.6.C are covered in reproductive and sexual health H1.6.C is included in nutrition

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Topic							comprehends th	e physical and co	vth and developmen gnitive developmen elate to personal hea	tal changes	Comments
Cognitive and Physical development									H1.1.C explain the relationship between nutrition, quality of life, and disease		H1.1.C is covered in nutrition
Cognitive and Physical development									H1.3.C analyze the harmful effects of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as second- hand smoke or the fetus		H1.3.C is covered in alcohol, tobacco, and other drugs

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
Topic	(2) Physical health	115.3	115.4 Sonal health and hy	115.5	115.6	115.7	115.22	115.23	115.32	115.33	Comments
			<u> </u>	<u> </u>	I how to access and	d evaluate health ca	re information to m	nake informed decisi	ions.		
Health care literacy	(A)	(A)	(A)	(A)			(A)	(A)	(A)		WG would like to
and decision-making	name people	identify health	describe the	explain the			<u>compare</u>	list specific	analyze how the		reorganize this topic into
• care	who can provide	care	importance of	importance of			immediate and	resources or	cost, availability,		care and information.
	<del>helpful</del> health	professionals	individual health	seeking			long-range	facilities where	and accessibility		
	care guidance	and describe the	maintenance	assistance in			effects of	members of the	of health care		WG would like to move the
	<u>information</u>	activities	activities such as	making			personal health	community can	services affects		Adv. H. SE to Health I
	such as parents,	services they	regular medical	decisions about			care choices	obtain medical	the community		
	doctors,	provide that are	checkups and	health			such as personal	care			Added new SE at G7–8 for
	teachers, and	<del>provided by</del>	dental exams,				and dental				VA.
	nurses family members,	health care professionals	and vision and				hygiene				Moved Adv. 1.11.A to
	trusted adults,	such as medical	hearing								Health I.
	teachers, and	check-up <u>s,</u> <del>and</del>	screenings								Tieatti i.
	health care	dental exams,									
	professionals	and vision and									
		hearing									
		screenings									
Health care literacy			(B)			(A)					
and decision-making			explain actions			explain how to					
• <u>care</u>			<u>an individual</u>			<u>manage</u>					
			<u>can take when</u>			common minor					
			not feeling well			<u>illnesses such as</u>					
						colds and skin					
						<u>infections</u>					
Health care literacy				(B)	(A)	(B)	(B)	(B)	(B)		Combined 1.5.B
and decision-making				describe	explain the	distinguish	develop	demonstrate	analyze health		
• <u>information</u>				methods of	importance of	between myth	evaluation	ways to use	information		
				accessing	<u>health</u>	and fact related	<u>criteria for</u>	<u>health</u>	based on health-		
				<u>information</u>	information and	to disease and	<u>health</u>	information to	<u>related</u>		
				about health	how it can be	<u>disease</u>	<u>information</u>	help self and	<u>standards</u>		
					<u>used</u>	<u>prevention</u>		others, including			
						accessing		<u>seizure</u>			
						<u>information</u>		awareness,			
						about health		<u>diabetes</u>			
								education, and			
								response plans			
								such as first aid			
								<u>or CPR</u>			

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(2) Physical healt	h and hygieneper	sonal health and hy	ygiene.	_	•	'	1			Comments
	The student unde	rstands health litera	acy, preventative he	ealth behaviors, and	d how to access and	l evaluate health ca	re information to m	nake informed decis	ions.		
Health care decision making				(C) identify appraise the risks and benefits of decision-making about personal health	(B) describe how health care decision-making is influenced by external factors	(C) identify decision-making skills that promote individual, family, and community health	(C) demonstrate decision-making skills based on health information	identify barriers related to solving health problems	(C) analyze methods of overcoming barriers related to solving health problems		In an effort to maintain VA, the skill was distributed among the grade levels
Health care literacy and decision-making	K.5.A name people who can provide helpful health information such as parents, doctors, teachers, and nurses family members, trusted adults, teachers, and health care providers	1.5.A identify people who can provide helpful health information such as parents, family members, trusted adults, teachers, and health care providers nurses, and physicians	2.6.A identify people who can provide health information	3.5.A  demonstrate the ability to locate resources from parents and family members, school, and the community	4.11.A explain the importance of seeking guidance from parents and other trusted adults in making health decisions and solving problems	5.9.A describe health-related situations that require parent/adult assistance			H1.9.B explain the benefits of positive relationships among community health professionals in promoting a healthy community	Adv. H.15.C interpret information provided by parents and other adults	2.6.A is now addressed in new K SE.  3.5.A is now covered in new 3.1.B  4.11.A is covered in 3.1.A  H1.9.A is not essential.  Adv. H.15.C is already covered.
Health care literacy and decision-making	K.5.B explain the importance of health information	1.1.B describe activities that are provided by health care professionals such as medical check-up and dental exams			4.3.A identify characteristics of health information	5.3.A describe methods of accessing health information		7.4.C demonstrate ways to use health information to help self and others, including seizure awareness, diabetes education, and response plans such as first aid or CPR	H1.18.C develop strategies to evaluate information relating to a variety of critical health issues	Adv. H.2.B evaluate health promotion materials from various sources (such as the internet, printed media, or commercials)	H1.18.C is redundant with 7.4.B  Adv.H.2.B is covered in new H1.1.B

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Topic		Ith and hygieneper			1	12201		1			Comments
	The student und	derstands health liter	acy, preventative he	ealth behaviors, and	how to access and	d evaluate health ca	re information to m	ake informed deci	sions.		
Health care literacy and decision-making	The student and	1.5.B list ways health information can be used		3.11.C explain the positive and negative consequences of making a health- related choice			6.1.C compare immediate and long-range effects of personal health care choices such as personal and dental hygiene	7.4.B develop evaluation criteria for health information	H1.18.A research information about a personal health concern	Adv. H.4.B analyze health information based on health-related standards	H1.18.A is a redundant skill.
Health care literacy and decision-making		Combined 1.6.A and 1.6.B to read: identify examples of health information provided by various media and how media and technology can affect behaviors such as television, computers, and video games	2.6.B identify various media that provide health information	3.7.A describe how the media can influence knowledge and health behaviors	4.3.8 describe the importance of accessing health information through a variety of health resources	5.7.A research the effect of media on health promoting behaviors	6.10.8 identify and analyze various media and technologies that influence individual and community health such as computer software and the internet		H1.4.A analyze the health messages delivered through media and technology		This whole row is covered in the information and decision-making topics and should be included in the TEKS guide.
Health care literacy and decision-making			2.7.A describe how the media can influence an individual's health choices	3.7.B identify ways in which health care has improved as a result of technology		5.3.B demonstrate ways to communicate health information such as posters, videos, and brochures			H1.4.B explain how technology has impacted the health status of individuals, families, communities, and the world		3.7.B is not essential. 2.7.A

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

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
Topic	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	Comments
Торіс			ersonal health and								Comments
	The student und	erstands health lit	eracy, preventative	e health behaviors	, and how to access a	nd evaluate health ca	re information to r	make informed decis	ions.		
Health care literacy						5.7.B identify			H1.13.C explain	Adv. H.16.C apply	Adv. H16.C is being
and decision-making						the use of			how to access	the concept of	combined with Health I
						health-related			health services	research and	new SE
						technology in			for people of all	evaluation for	5.7.B the use of audiometry
						the school such			ages	determining	5.7.8 the use of audiometry
						as audiometry				health	
						and the Internet				information for	
										<del>special</del>	
										populations	
Health care literacy							6.13.D identify				6.13.D is covered in other
and decision-making							the possible				substrands.
							health				
							implications of				
							long-term				
							<del>personal goals</del>				
Health care literacy								7.13.A interpret			7.13 A and B have been
and decision-making								critical issues			combined into a new SE.
g								related to			
								solving health			
								<del>problems</del>			
								<i>p</i>			
Health save literary									III 2 F avelain		LIA 2 F is servered in ATOD
Health care literacy and decision-making									H1.2.E explain		H1.2.E is covered in ATOD.
and decision-making									why some		
									medications require a		
									<del>prescription</del>		
									<del>prescription</del>		
Health care literacy									H1.1.F discuss		H1.1.F organ donation is in
and decision-making									<del>health-related</del>		decision making and
									social issues		homelessness is discussed
									such as organ		in mental health
									donation and		
									homelessness		

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
Topic	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	Comments
10010		th and hygieneper				de el					-
	The student unde	erstands health liter	acy, preventative he	ealth behaviors, and	how to access an	d evaluate health car	re information to m	ake informed decisi		1	
Health care literacy									H1.6.B relate		Covered in preventative
and decision-making									the importance		health
									of early		
									detection and		
									warning signs that prompt		
									individuals of all		
									ages to seek		
									health care		
Health care literacy									H1.11.A assess		Covered in SE "availability
and decision-making									the impact of		of resources"
									<del>population and</del>		
									economy on		
									community and		
									world health		
Health care literacy									H1.2.F explain		Covered in ATOD
and decision-making									the connection		
									<del>between the</del>		
									<del>proper and safe</del>		
									<del>use of</del>		
									prescription		
									<del>drugs and</del>		
									overall health		
Health care literacy									H1.1.D describe		Covered in nutrition
and decision-making									the causes,		
									symptoms, and		
									treatment of		
									eating disorders		
Health care literacy									H1.12.C	Adv. H.9.B	H1.12.C is duplicated
and decision-making									compare and	analyze health	TITITE IS auplicated
									analyze the cost,	care costs of	
									availability, and	various health	
									accessibility of	services in	
									health services	different	
									for people of all	countries	
									ages		

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
Taula	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	Commonto
Topic	(2) Physical heal	th and hygienepe	rsonal health and	hygiene.							Comments
	The student und	erstands health lite	racy, preventative	health behaviors, a	and how to access	s and evaluate health c	are information t	o make informed de	cisions.		
Health care literacy									H1.14.F explore		Covered in Grade 7
and decision-making									methods for		
									addressing		
									critical-health		
									issues, including		
									but not limited		
									to, seizure		
									<del>awareness,</del>		
									<del>diabetes</del>		
									education, and		
									response plans		
									such as first aid		
									or CPR.		
Health care literacy										Adv. H.12.B	
and decision-making										<del>locate health care</del>	
										facilities at which	
										members of the	
										<del>community can</del>	
										obtain medical	
										<del>care</del>	
Health care literacy										Adv. H.12.A	Medical technologies
and decision-making										describe	should be included in the
										technological	TEKS guide.
										advances	
										available in the	
										community that	
										treat health	
										<del>problems such as</del>	
										medical	
										<del>procedures at</del>	
										local hospitals for	
										treating heart	
										disease and	
										cancer	

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic		h and hygieneper									Comments
	The student unde	erstands health liter	acy, preventative h	ealth behaviors, and	d how to access and	evaluate health ca	re information to m	ake informed dec	isions.		-
Health care literacy and decision-making										Adv. H.9.A relate economic status to availability of health services within the community	Adv. H.9.A included in barriers
Preventative health (common illnesses, chronic conditions, personal hygiene and checkups)  Positive health promotion	(B) identify and practice personal health habits that help individuals stay healthy such as personal hygiene, oral hygiene, and sleep	(B) describe and practice activities that enhance individual health such as personal hygiene, oral hygiene, and sleep	(C) discuss the importance of practicing personal hygiene and health habits  2.1.B describe and demonstrate personal health habits such as personal/oral hygiene and sleep	(D) identify the importance of taking personal responsibility for developing and maintaining a personal health habits plan  3.1.F explain strategies for maintaining a personal health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills personal/oral hygiene and sleep	WGC: 4.1.F identify the importance of taking personal responsibility for developing and maintaining a personal health plan  (C) explain strategies for maintaining a personal-health habits. plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills personal/oral hygiene and sleep	(D) describe analyze the benefits components of promoting a personal health maintenance plan for individuals and households families	6.1.C compare immediate and long-range effects of personal health care choices such as personal and dental hygiene				6.1.C is already covered

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Topic	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	Comments
	•		sonal health and hy	<u> </u>	how to access and	l evaluate health ca	re information to m	ake informed decis	ons		-
Preventative health	k.6.C explain how germs cause illness and	1.7.A name types of germs that cause	2.4.D apply practices to control spread of gorms in daily	3.3.A identify health behaviors that prevent the spread of	4.5.C discuss ways in which prevention and	5.4.B relate the importance of immunizations	NEW: describe healthy personal grooming,	7.3.A explain the role of preventive	the relationship between health	Adv. H.2.A investigate various sources in	In an effort for VA and progression of the topic and to emphasize the importance of preventing
	disease and the practices used to control the spread of germs  (C) discuss ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization	illness and disease  1.7.C explain common practices that control the way germs are spread  (C) describe ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization	of germs in daily life such as hand washing and skin care  (D) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization	disease and avoid behaviors that cause the transmission of disease  (E)  explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization	transmission of disease are affected by individual behaviors  (D) distinguish between communicable and noncommunicab le illnesses.	in disease prevention  (E) analyze how personal hygiene helps prevent the spread of germs and communicable illnesses	hygiene, and oral health including habits such as bathing, brushing teeth, and hair and nail care.  (D) explain the role of preventive health measures, immunizations, and treatment in disease prevention such as wellness exams and dental check-ups	health measures, immunizations, and treatment in disease prevention such as wellness exams and dental check-ups  (D) analyze the relationship between health promotion and disease prevention	promotion and disease prevention  (D) develop and analyze strategies related to the prevention of communicable and non-communicable diseases	the community that promote health and prevent disease	the transmission of germs.
Preventative health			2.1.F describe the importance of individual health maintenance activities such as regular medical and dental checkups					7.13.A interpret critical issues related to solving health problems such as diabetes, seizure disorders, chronic conditions, or other lifestyle related illnesses	the importance of taking responsibility for establishing and implementing health maintenance such as healthy personal grooming, hygiene, and oral health habits for individuals and family members of all ages	Adv. H.2.B design health promotion materials such as preventative care posters for handwashing, vaccinations, or health behaviors	H1.1.I is covered in SE in grade 4.  Adv.H.2.B is not necessary because it is an application of skills already covered.  7.13.A is covered in health information.

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Tania	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	Commonto
Topic	(2) Physical healt	h and hygieneper	sonal health and hy	giene.							Comments
	The student unde	rstands health liter	acy, preventative he	ealth behaviors, and	how to access and	l evaluate health ca	re information to m	nake informed decis	ons.		
Preventative health					4.5.A set		6.13.D identify		H1.18.A		4.5.A is in personal health
					<del>personal-health</del>		the possible		research		habits.
					goals for		health		information		
					preventing		implications of		about a personal		6.13.D is in mental health
					illness		<del>long-term</del>		<del>health concern</del>		and wellness strand.
							<del>personal goals</del>				H1.18.A is an application of
											the information strand.
Preventative health			2.1.G describe		4.1.E explain				H1.18.B		2.1.G and 4.1.E redundant
			how a healthy		how sleep				demonstrate		
			diet can help		affects health				knowledge		H1.18.B is in health
			protect the body		and academic				about personal		information strand and
			against some		performance				and family		mental health.
			diseases						health concerns		
Preventative health	K.7.B identify	1.7.B identify	2.4.B identify	3.3.C explain	4.5.D distinguish				H1.2.D develop		
	ways to prevent	common	<del>causes of</del>	actions to take	<del>between</del>				and analyze		
	the transmission	illnesses and	<del>disease other</del>	when illness	<del>communicable</del>				<del>strategies</del>		
	of <u>head lice</u> such	<del>diseases and</del>	than germs such	occurs, including	<del>and</del>				related to the		
	as sharing	their symptoms,	as allergies,	asthma, heart	noncommunicab				prevention of		
	brushes and	<del>including</del>	asthma, heart	<del>disease, stroke,</del>	<del>le diseases.</del>				<del>communicable</del>		
	caps	asthma, heart	<del>disease, stroke,</del>	diabetes, and	(E)				and non-		
		<del>disease, stroke,</del>	<del>diabetes, and</del>	epilepsy	(E) explain actions				<del>communicable</del>		
		<del>diabetes, and</del>	<del>epilepsy</del>		to take when				<del>diseases</del>		
		<del>epilepsy</del>	(E)		illness occurs,						
			identify common	(F)	including						
			illnesses and	identify causes	asthma, heart						
			diseases and	of disease other	disease, stroke,						
			their symptoms,	than germs such	diabetes, and						
			including	as allergies,	epilepsy						
			asthma, heart	asthma, heart							
			disease, stroke,	disease, stroke,							
			diabetes, and	<u>diabetes, and</u>							
			epilepsy	<u>epilepsy</u>							

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

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
Topic	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	Comments
Торіс			ersonal health and								Comments
	The student und	erstands health lit	eracy, preventative	e health behaviors	, and how to access and	d evaluate health ca	re information to m	nake informed decis	ions.		
Preventative health							NEW: recognize	NEW:			
							the signs,	<del>distinguish</del>			
							symptoms, and	<del>between</del>			
							treatments of	<del>varieties of</del>			
							<del>vector-borne</del>	<del>vectors (such as</del>			
							illnesses such as	<del>ticks or</del>			
							Lyme disease or	mosquitoes) in			
							West Nile Virus	Texas and the			
								illnesses they			
								<del>transmit</del>			
Preventative health					4.7.A explain				H1.2.C identify,		4.7.A is covered in
Treventative nearth					how the media				describe, and		influences.
					can influence				assess available		
					health behaviors				health-related		H1.2.C is covered in health
									services in the		care literacy.
									community that		
									relate to disease		
									prevention and		
									health		
									promotion		
Preventative health					4.7.B describe				H1.14.F explore		H1.14.F is covered in
					ways technology				methods for		health care decision
					<del>can influence</del>				addressing		making.
					health				critical-health		
									issues		4.7.B is covered in health
Preventative health									H1.2.F explain		care decision making. H1.2.F is in ATOD.
rieventative nealth									the connection		Π1.Ζ.Γ IS III ATUU.
									between the		
									proper and safe		
									use of		
									<del>prescription</del>		
									drugs and		
									overall health		
									<del>overan neamn</del>		

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic		th and hygieneper			113.0	115./	115.22	115.23	115.52	115.55	Comments
·					d how to access ar	nd evaluate health c	are information to	o make informed de	cisions.		
Preventative health									H1.2.B analyze		H1.2.B moved up for VA
									the influence of		·
									laws, policies,		
									and practices on		
									<del>health-related</del>		
									issues including		
									those related to		
							4		<del>disease</del>		
									prevention		
Preventative health									H1.3.B explain		H1.3.B is being moved to
									the importance		reproduction and health
									of the role of		strand.
									<del>prenatal care</del>		
									and proper		
									nutrition in		
									promoting		
									optimal health		
									for both the		
									<del>baby and the</del>		
									mother such as		
									breast feeding		
Preventative health									(F)		
									relate the		
									importance of		
									early detection		
									and warning		
									signs that		
									prompt individuals of all		
									ages to seek		
									health care		
Preventative health									H1.8.D analyze		H1.8.D is covered in
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,									the importance		reproduction and sexual
									of healthy		health.
									strategies that		
									prevent		
									physical, sexual,		
									and emotional		
									abuse such as		
									date rape		
ı									auto lupo		

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Горіс		th and hygienepe			115.0	113.7	113.22	113.23	113.32	113.33	Comments
					, and how to access and	d evaluate health ca	re information t	to make informed de	ecisions.		-
reventative health									H1.12.B		H1.12.B is redundant.
									research various		
									school and		
									community		
									health services		
									for people of all		
									ages such as		
									vision and		
									hearing		
									screenings and		
									immunization		
									programs		
reventative health									H1.13.B identify		H1.13.B is covered in inju
									situations		and violence prevention
									requiring		and safety.
									professional		
									health services		
									for people of all		
									ages such as		
									<del>primary,</del>		
									<del>preventive, and</del>		
									emergency care		

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
			nd emotional health.	115.5	115.0	113.7	113.22	113.23	115.52	115.55	
Topic	The student identif		gies to develop socio-e	emotional health, self	-regulation, and healthy	y relationships, <del>and</del>		s and applies strategies hy relationships, <del>and pe</del>	•		Comments
Social emotional development  • Feelings and emotions	(A) recognize and identify their own feelings and emotions  3.10.C. express needs, wants, and emotions in healthy ways;	(A) recognize and identify their own feelings and emotions  3.10.C. express needs, wants, and emotions in healthy ways;	(A) express needs, wants, and emotions in healthy ways  WG-C: recognize and identify feelings and emotions;	(A) express needs, wants, and emotions in healthy ways  WG C: recognize and identify feelings and emotions;	(A)  understand analyze how emotions impact behavior with adult assistance  3.10.C. express needs, wants, and emotions in healthy ways;	(A)  understand analyze how emotions impact thoughts and behavior with adult assistance  3.10.C. express needs, wants, and emotions in healthy ways;	(A)  describe methods of communicating emotions	(A) identify and analyze different emotions in self and others		WG-C: Adv. Health 2.13.A create and apply strategies for communicating emotions, needs, and wants;	
Social emotional development Feelings and emotions	WG-C: recognize and identify feelings and emotions;	WG-C: recognize and identify feelings and emotions;	3.10.C. express needs, wants, and emotions in healthy ways;	3.10.C. express needs, wants, and emotions in healthy ways;	WG-C: recognize and identify feelings and emotions;	WG C: recognize and identify feelings and emotions;	7.12.D describe methods of communicating emotions;		Health 1.15.A demonstrate strategies for communicating needs, wants, and emotions;	WG-C: Adv. Health 2.13.A create and apply strategies for communicating emotions, needs, and wants;	H1.15.A is being removed because it is covered earlier in the VA sequence (in grade 3).
Social emotional development	WG-C: identify emotions related to situations;	WG C: identify emotions related to situations;	WG C: identify emotions related to situations;	WG C: identify emotions related to situations;	WG C: identify emotions related to situations;	WG C: identify emotions related to situations;					Number of standards reduced and combined to eliminate redundancies
Social emotional development				WG C: understand how emotions impact behavior with adult assistance;	WG-C; understand how emotions impact behavior with adult assistance;	WG C: understand how emotions impact behavior with adult assistance;					Moved SEs were moved for vertical alignment.

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Tauta		and wellnesssocial a				1	1	,		1	
Topic		fies and applies strates es. The student is expe		emotional health, self	regulation, and health	y relationships, <del>and</del>		s and applies strategies the hyrelationships, and perfect the perfect that is a second subject to the second subject to the high subject to the second sub			Comments
Social emotional development			WG C: analyze emotions and feelings in response to situations with adult assistance;	WG-C: analyze emotions and feelings in response to situations with adult assistance;	WG-C: analyze emotions and feelings in response to situations with adult assistance;	WG C: analyze emotions and feelings in response to situations with adult assistance;					
Social emotional development		1.9.B. list unique ways that individuals use to communicate such as using body language and gestures;	2.9.B-list and demonstrate good listening skills;								
Social emotional development							WG C: 6.12.6 demonstrate strategies for showing respect for individual differences such as race, physical appearance, and socio-economic status;	WG C: 7.12.C  describe strategies  to show respect for individual differences, including age differences;	Health 1.16.A apply communication skills that demonstrate consideration and respect for self, family and others;	WG C: Adv. Health 2.14.A appraise effective communication skills that demonstrate consideration and respect for self, family, and others;	
Social emotional development								WG D: NEW: identify and analyze different emotions in self and others;			
Social emotional development								7.1.A analyze the interrelationships of physical, mental, and social health;			Addressed in introduction

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	
Topic	(3) Mental health a	and wellnesssocial a	nd emotional health.								- Comments
•	The student identif	ies and applies strate	gies to develop socio-e	emotional health, self-	regulation, and health	y relationships, and		s and applies strategies	the state of the s		
	personal boundarie	es. The student is expe	ected to:				regulation, <u>and</u> healt to:	hy relationships, <del>and pe</del>	<del>rsonal boundaries</del> . Th	e student is expected	
Self-regulation	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	Health 1.16.C	WG C: Adv. Health	
	describe and	describe and	describe and	<u>describe strategies</u>	describe strategies	apply and practice	assess healthy ways	describe and apply	analyze and	2.14.C explain the	
	practice calming	practice calming	practice calming	for self-control	for self-control	strategies for	of responding to	healthy techniques	<u>demonstrate</u> ways	detrimental effects	
	and coping	and coping	and coping	calming and coping	calming and coping	calming and coping	conflict	for managing	<del>to show</del>	of inconsiderate and	
	strategies	strategies	strategies	and the	and the importance	self-control	disrespectful	reactions in times of	disapproval of	disrespectful	
				importance of	of calming and		<del>behaviors</del>	emotional stress	inconsiderate and	<del>behavior;</del>	
				dealing with	coping strategies	WG-C: describe and		responding to	<del>disrespectful</del>		
				<u>emotions</u>	when of dealing	<del>practice calming</del>		<del>criticism</del>	<del>behavior;</del>		
				appropriately and	with strong	and coping					
				how they affect	emotions, including	<del>strategies;</del>					
				thoughts and	anger appropriately						
				<u>behaviors</u>	and how they affect						
					thoughts and						
				WG-C: describe	behaviors;						
				and practice							
				calming and coping	WG C: describe and						
					practice calming						
				strategies;							
					and coping strategies;						
Self-regulation					strategies,					WG C: Adv. Health	
Jen regulation										2.14.B associate	
										effective	
										communication with	
										success in school and	
										the workplace;	
										the workplace,	
Self-regulation	<del>WG C:</del>	<del>WG C:</del>	<del>WG C:</del>	<del>WG C:</del>	4.9.D. demonstrate	WG-C: demonstrate					
	demonstrate	demonstrate	demonstrate	demonstrate	healthy ways of	healthy ways of					
	healthy ways of	healthy ways of	healthy ways of	healthy ways of	gaining attention;	gaining attention;					
	gaining attention;	gaining attention;	gaining attention;	gaining attention;							
		1	1	1			1				

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
	(3) Mental health a	and wellnesssocial a	nd emotional health.								
Topic		ies and applies strate <sub>s</sub> . S. The student is expe		emotional health, self-	regulation, and health	y relationships, <del>and</del>		s and applies strategies hy relationships, <del>and pe</del>			- Comments
Self-regulation	1.9.D. describe and practice techniques of self- control such as thinking before acting;	1.9.D. describe and practice techniques of self- control such as thinking before acting;	1.9.D describe and practice techniques of self-control such as thinking before acting;	4.10.C. describe strategies for self- control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors;	4.10.C. describe strategies for self control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors;	<b>5.6.F.</b> apply and practice strategies for self-control;	WG C: 6.12.F  describe ways to  control anger and emotions;	6.12.C. practice methods for self- control;			Redundant with WG C standard
Self-regulation	1.9.C. express needs, wants, and emotions in appropriate ways;	1.9.C. express needs, wants, and emotions in appropriate ways;			4.12.C. explain the difference between assertive behavior and aggressive behavior;	WG-C; explain the difference between assertive behavior and aggressive behavior;				WG C: Adv. Health 2.14.D apply criteria for using passive, aggressive, and assertive communication;	
Self-regulation			2.2.B. identify ways to avoid deliberate and accidental injuries;								
Self-regulation			2.10.C. explain the benefits of practicing self-control;				WG C NEW: identify the importance of time- management;	7.13.6 demonstrate the use of time- management skills;			
Healthy and unhealthy relationships			2.2.F. identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe by another person/adult;	3.9.E. identify ways to communicate with parents/trusted adults about health concerns;						WG C: Adv. Health 2.15.C interpret and evaluate information provided by parents and other adults;	

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	
				113.3	115.0	113.7	113.22	113.23	113.32	113.33	
Tonic	(3) Mental health a	and wellnesssocial a	nd emotional health.								Comments
Topic	The student identif	ies and annlies strates	zies to develon socio-e	emotional health, self-	regulation, and healthy	v relationshins and	The student identifie	s and applies strategies	to develop socio-emo	tional health, self-	Comments
		es. The student is expe		errotional ficaltif, seri	regulation, and nearting	y relationships, <del>and</del>		hy relationships, <del>and pe</del>	•	· · · · · · · · · · · · · · · · · · ·	
	<del>personal boardance</del>	. The student is expe	tered to.				to:	, , , ,		•	
Healthy and unhealthy					4.11.C. describe the	WG C: describe the					
relationships					importance of	importance of					
,					parental guidance	parental guidance					
					and other trusted	and other trusted					
					adults in goal	adults in goal					
					setting;	setting;					
Healthy and unhealthy			2.8.B. recognize		WG C: explain the	WG-C: explain the	6.9.C explain ways				
relationships			unsafe requests		dangers of yielding	dangers of yielding	<del>of maintaining</del>				
			made by friends		to peer pressures	to peer pressures	<del>healthy</del>				
			such as playing in		by assessing	by assessing	<del>relationships such</del>				
			the street;		risks/consequences;	risks/consequences;	as resisting peer				
							<del>pressure to engage</del>				
							in unsafe behavior;				
Healthy and unhealthy	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(A)		
relationships	discuss <del>describe</del>	describe ways in	explain the	distinguish	identify positive and	explain ways of	differentiate	appraise evaluate	evaluate positive		
Peer pressure	how friends can	which peers and	influence of peer	between healthy	negative	maintaining healthy	between positive	the importance of	and negative		
and social	influence a	families can work	pressure on an	and harmful	characteristics of	relationships and	and negative peer	social groups and	effects of various		
groups	person's <u>behavior</u>	together to build	individual's social	influences of	social groups such	such as resisting	pressure	peer influences and	relationships on		
	health	<u>healthy</u>	and emotional	friends and others	as gangs, clubs, and	peer pressure in		how they can affect	physical, and		
		relationships a	health		<u>cliques</u>	social groups to		<u>individual mental</u>	emotional, and		
		<u>healthy</u>				engage in unsafe		<u>health</u> and wellness	social health		
		<u>community</u>	2.8.A. describe	3.8.B. describe	4.8.A. explain the	<del>behavior</del>					
			how friends can	ways in which	influence of peer						
			<del>influence a</del>	peers and families	<del>pressure on an</del>						
			person's health;	<del>can work together</del>	individual's social						
				to build a healthy	and emotional						
				community;	<del>health;</del>						
Healthy and unhealthy				3.1.A. explain how	4.8.B. describe the						3.1.A is
relationships				personal health	importance of being						redundant
F -				habits affect self	a positive role						with the
				and others;	model for health;						physical
				2	medicing in medicing						health strand

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(3) Mental health a	and wellnesssocial a	nd emotional health.								Comments
Торіс		ies and applies strateges. The student is expe		emotional health, self-	regulation, and healthy	relationships, <del>and</del>		s and applies strategies t hy relationships, <del>and pe</del>	•		Comments
Healthy and unhealthy relationships • friendships	(D) demonstrate skills for making new acquaintances	(D) describe ways to build and maintain friendships	(D) describe the qualities of a good friend  2.9.A. identify characteristics needed to be a responsible family member or friend;	(D)  describe the characteristics of healthy and unhealthy friendships	(D)  describe the importance of being a positive role model for health  4.9.A. describe the qualities of a good friend;	5.6.B. describe the characteristics of healthy and unhealthy friendships;		7.11.E appraise the importance of social groups and how they can affect individual mental health;			
Healthy and unhealthy relationships					4.9.G. identify positive and negative characteristics of social groups such as gangs, clubs, and cliques;	5.6.A. distinguish between healthy and harmful influences of friends and others;		6.9.A differentiate between positive and negative social group relationships such as clubs, gangs, or families;	Health 1.9.A evaluate positive and negative effects of various relationships on physical, emotional, health;		
Healthy and unhealthy relationships	K.8.C. recognize and explain the importance of manners and rules for healthy communication and treating others with respect;						6.11.A identify family roles and develop strategies for supporting and respecting family members;		Health 1.10.B analyze the dynamics of family roles and responsibilities relating to healthy behaviors and healthy families;		These SEs were removed because the skills is covered in the respectful communication SE.

					eview Work Grou	•					
	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(3) Mental health a	nd wellnesssocial a	nd emotional health.								Comments
Торіс	The student identif	ies and applies strateg	gies to develop socio-e	emotional health, self-	-regulation, and health	y relationships, <del>and</del>		s and applies strategies	•		Comments
	personal boundarie	<u>s</u> . The student is expe	ected to:				to:	thy relationships, <del>and pe</del>	<del>rsonal boundaries</del> . Th	e student is expected	
Healthy and unhealthy relationships  • communication	(E) recognize and describe individual differences and communicate appropriately and respectfully with all individuals	(E) list unique ways to that individuals respectfully communicate use verbally and nonverbally to communicate such as using body language and gestures	(E)  demonstrate respectful ways to communicate communication with family members, peers, teachers, and others  2.10.A. describe how to effectively communicate;	(E) describe the mental health value of respectful communication such as reducing the potential for angry behavior	(E) demonstrate consideration when communicating with individuals who use diverse methods to communicate in unique ways such as someone having a speech defect, someone not speaking English, or someone being deaf	(D) analyze respectful ways to communicate disagreement with friends, family, teachers, and others	(D) describe methods for communicating important issues with parents and peers	(D)  demonstrate communication skills in building and maintaining healthy relationships and determining when and how to end unhealthy relationships	(B) apply communication skills that demonstrate consideration and respect for individual differences self, family and others	WG C: Adv. Health 2.6.C research and describe models for effective communication;	"Such as" statements should be included in the TEKS guide
Healthy and unhealthy relationships	K.8.B. explain the importance of showing consideration and respect for teachers, family members, friends, peers, and other individuals;		2.10.B. explain the benefits of treating friends, teachers, family members, and peers with respect;	a.10.A.  demonstrate respectful communication with family members, peers, teachers, and others;	demonstrate consideration when interacting with individuals who communicate in unique ways such as someone who has a speech impediment, someone who does not speak English, or someone who has an exceptionally high vocabulary;	5.8.A. explain the importance of communication skills as a major influence on the social and emotional health of the individual and family;		WG-C: Health 1.14.A  demonstrate communication skills in building and maintaining healthy relationships and determining when and how to end unhealthy relationships;			

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Tanta	(3) Mental health a	and wellnesssocial a	nd emotional health.								C
Topic		ies and applies strateges. The student is expe		emotional health, self-	regulation, and healthy	y relationships, <del>and</del>		s and applies strategies hy relationships, <del>and pe</del>	•	· ·	Comments
Healthy and unhealthy relationships • empathy		(F) identify feelings and emotions in others	(F) use verbal and nonverbal cues to identify the feelings and perspectives of others	(F) discuss how others may experience situations differently than oneself	NEW define empathy and how it differs from sympathy;  (F) identify verbal, physical, and situational cues that indicate how others may feel	(E) define and differentiate between sympathy and empathy toward others	NEW define empathy and how it differs from sympathy;	WG C: 6.12.A  demonstrate ways to communicate empathy to others and have consideration for others;	(C) demonstrate ways to express empathy towards others		WG added SEs for VA.
Healthy and unhealthy relationships empathy						(F) describe the feelings and perspectives expressed by others	(E) hypothesize others' feelings and perspectives in a variety of situations and justify the hypothesis	(E) analyze similarities and differences between one's own and other's perspectives			
Healthy and unhealthy relationships  • Conflict resolution								(F) analyze and demonstrate appropriate ways to show disapproval of inconsiderate and disrespectful behavior	(D) analyze the classify forms of communication such as passive, aggressive, or assertive and its impact on how it applies to conflict resolution		
Healthy and unhealthy relationships  • Conflict resolution		1.9.F. practice refusal skills and replacement behaviors to avoid and resolve conflicts;	2.9.C demonstrate refusal skills;	(G) demonstrate strategies for resolving conflicts	(G) explain the difference between assertive behavior and aggressive behavior	WG C: explain the difference between assertive behavior and aggressive behavior;	(F) identify strategies for using non- violent conflict resolution skills instead of fighting	(G) practice conflict resolution/mediation skills	(E) evaluate the effectiveness of conflict resolution techniques in various situations	WG C: Adv. Health 2.6.B design strategies for implementing effective conflict resolution/mediation strategies;	1.9.F and 2.9.C are covered in ATOD.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	
Topic	(3) Mental health a	and wellnesssocial a	nd emotional health.								Comments
Торіс				emotional health, self-	regulation, and health	y relationships, and		s and applies strategies	· ·		Comments
	<del>personal boundarie</del>	es. The student is expe	ected to:				to:	ny relationships, <del>and pe</del>	<del>rsonal boundaries</del> .	The student is expected	
	WG-C: identify	1.2.H identify how	WG C: identify and	<b>WG-C:</b> identify and	WG C: identify and	WG-C: identify and					More
	and use refusal	to get help from a	use refusal skills to	use refusal skills to	use refusal skills to	use refusal skills to					appropriate
	skills to avoid	parent and/or	avoid unsafe	avoid unsafe	avoid unsafe	avoid unsafe					in injury
	unsafe behavior	trusted adult when	behavior situations	behavior situations	behavior situations	behavior situations					prevention
	situations such as	made to feel	such as saying no	such as saying no	such as saying no in	such as saying no in					strand and ir
Personal safety and	saying no in	uncomfortable or	<del>in unsafe</del>	<del>in unsafe</del>	unsafe situations	unsafe situations					the ATOD
boundaries	unsafe situations	unsafe by another	situations and	situations and then	and then telling a	and then telling a					strand.
	and then telling a	<del>person/adult;</del>	then telling a	telling a	parent/trusted	parent/trusted					
	parent/trusted		parent/trusted	parent/trusted	adult if he/she is	adult if threatened;					
	adult if he/she is		adult if he/she is	adult if he/she is	threatened;						
	threatened;		threatened;	threatened;							
	WG C: identify	1.2.G. identify and	WG-C: identify and	WG C: identify and	WG C: identify and	WG-C: identify and					Covered in
Personal safety and	and practice	<del>practice safety</del>	<del>practice safety</del>	<del>practice safety</del>	practice safety rules	practice safety rules					injury
boundaries	safety rules during	rules during play;	rules during play;	rules during play;	during play;	during play;					prevention
	<del>play;</del>										strand
	WG-C: identify	WG-C: identify	WG-C: identify	WG C: identify	4.4.G. identify types	WG-C: identify	<b>NEW</b> identify forms	7.6.C identify			Covered in
	types of abuse	types of abuse	types of abuse	types of abuse	of abuse such as	types of abuse such	of abuse and	strategies for			injury
	such as physical,	such as physical,	such as physical,	such as physical,	physical, emotional,	as physical,	strategies for	prevention and			prevention
	emotional, and	emotional, and	emotional, and	emotional, and	and sexual and	emotional, and	becoming a self-	intervention of			strand
Personal safety and	sexual and know	sexual and know	sexual and know	sexual and know	know ways to seek	sexual and know	advocate, including	emotional, physical,			
boundaries	ways to seek help	ways to seek help	ways to seek help	ways to seek help	help from a parent	ways to seek help	reporting or	and sexual abuse of			
	from a parent	from a parent	from a parent	from a parent	and/or trusted	from a parent	avoiding unsafe	themselves or			
	and/or trusted	and/or trusted	and/or trusted	and/or trusted	<del>adult;</del>	and/or trusted	situations and	<del>others;</del>			
	adult;	adult;	<del>adult;</del>	adult;		<del>adult;</del>	<del>behaviors;</del>				
		1.11.B. describe	-	-	4.9.E. identify						Covered in
		negative			critical issues that						injury
		<del>consequences for</del>			should be discussed						prevention
Personal safety and		both the victim			with						strand
boundaries		and the bully;			parents/trusted						
					<del>adults such as</del>						
					harassment;						

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

	1		T .		KS Review Work G					T	Τ
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	
<b>-</b>	(4) Mental health	and wellnessdevelo	ping a healthy self-cor	ncept.							
Topic	The state of the state of		16	Landa a sa atau mena		and and a decrease					Comments
		ops the capacity for se pt. The student is expe		luation, goal setting,	and decision making in	order to develop a		ps the capacity for self-a			
	nearthy sen-conce	pt. The student is expe	ected to:				decision making in	order to develop a healt	hy self-concept. The s	student is expected to:	
	(A)	(A)	(A)	3.9.G. describe	(A)	(A)	(A)	(A)	(A)		The group felt
	describe positive	discuss ways to be	discuss ways to be	ways to help build	describe discuss	describe ways	identify how	describe how internal	describe how		that self-esteem
	personal qualities	kind to self	kind to self and	self-esteem for	ways to help build	identify strategies	physical and social	and external factors	internal and		should be
Self-			others	oneself, friends,	self-esteem for	to help build self-	changes impact	influence self-esteem	external factors		vertically included
evaluation/				and others;	oneself, friends, and	esteem for oneself,	self-esteem		influence self-		
assessment				(4)   6	others;	friends, and others;			<u>esteem</u>		
				(A) define self-							
				<u>esteem</u>							
							6.1.G describe the			WG C: Adv. Health	6.1.G too complex
							importance of			2.1.A generate a	for sixth graders
							establishing and			<del>personal-health</del>	
							implementing a			<del>profile using</del>	Advanced health
Self-							<del>periodic health-</del>			<del>appropriate</del>	has been deleted
evaluation/							maintenance			technology such as	
assessment							clinical			stress reduction,	
							assessment;			<del>body fat</del>	
										<del>composition, and</del>	
										nutritional analysis;	
								WG C: 7.10.A	WG C: Health		7.10.A move to
								describe personal	1.6.B relate the		socio-cultural
								health behaviors and	importance of		
Self-								knowledge unique to	early detection		
evaluation/								different generations	and warning signs		
assessment								and populations;	that prompt		
									individuals of all		
									ages to seek		
									<del>health care;</del>		
									Health 1.18.A		SE is redundant
Self-									research		with health care
evaluation/									information about		information topic.
assessment									a personal health		
									<del>concern;</del>		

						roup E Draft Reco				1	
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	-
Topic	(4) Mental health	and wellnessdevelop	ping a healthy self-cor	ncept.							Comments
	The student develo	ops the capacity for se	If-assessment and eva	luation, goal setting,	and decision making in	order to develop a	The student develo	ps the capacity for self-a	scecement and evalu	ation goal setting and	
	healthy self-conce	pt. The student is expe	ected to:					order to develop a healt			
Goal-setting	(B) discuss the meaning of goals and identify at least one health- related goal	(B) explain the importance of goal setting and task completion	(B) list the steps and describe the importance of task completion and goal setting	(B) describe goal setting skills the importance of seeking trusted adult quidance in setting goals	(B) explain the advantages of setting short- and long-term goals	(B) describe benefits in setting and implementing short- and long-term goals and perseverance to achieve those goals	(B) identify the possible health implications of long-term personal and vocational goals	(B) develop strategies for setting long-term personal and vocational goal			
Goal-setting					(C)  explain the importance of time management passage with respect to a goal	5.9.F. explain the importance of parent/trusted adult guidance in goal setting;					
Goal-setting			2.11.A. explain steps in the decision-making process and the importance of following the steps;	3.11.G. explain the importance of time passage with respect to a goal;		5.9.E. explain the necessity of perseverance to achieve goals;					5.9.E combined with 5.9.D
Goal-setting							WG C: 7.13.B  describe practices and steps necessary for making health decisions;  (C) explain steps in the decision- making process and the importance of following the steps	(C) identify decision- making skills that promote individual, family, and community health	(B) demonstrate decision-making skills based on health information	WG C: Adv. Health 2.15.B apply decision-making skills to health-promoting decisions;	7.13.B repetitive with 2.11.A

Topic	Kindergarten 115.2 (5) Mental health	Grade 1 115.3 and wellnessrisk ar	Grade 2 115.4 and protective factors.	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comment
		gnizes the influence of dent is expected to:	f <u>various</u> <del>genetic, envi</del> i	onmental, and socio-cu	<del>ıltural</del> factors influenci	ng mental health <u>and</u>	_	zes the influence of <u>var</u> encing mental health <u>ar</u>			
Genetic or hereditary				WG C: 5.9.A.  describe health- related situations that require parent/adult assistance such as a discussion of managing the health-related effects of genetic and hereditary diseases and going to a doctor;	WG C: 5.9.A.  describe health- related situations that require parent/adult assistance such as a discussion of managing the health-related effects of genetic and hereditary diseases and going to a doctor;	WG C: 5.9.A.  describe health- related situations that require parent/adult assistance such as a discussion of managing the health-related effects of genetic and hereditary diseases and going to a doctor;	(A) identify hereditary mental health and wellness conditions	(A) understand-the influence of genetic factors on the potential development of mental health and wellness conditions	(A) research and explain how genetic factors predispose a person to schizophrenia, bipolar disorder, depression, anxiety, and other mental health and wellness conditions	wg D: NEW research and explain treatment options and therapies for genetically linked mental health and wellness conditions;	5.9.A removed from 3 <sup>rd</sup> and 4 <sup>th</sup> , and 5 <sup>th</sup> grade—not developmentally appropriate.

					S Review Work G						
	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Tonic		and wellnessrisk and		113.3	113.0	113.7	113.22	113.23	113.32	113.33	Comment
Topic	The student recognistion wellness. The student		various <del>genetic, enviro</del>	nmental, and socio ει	<del>ıltural</del> factors influenci	ng mental health <u>and</u>		zes the influence of vari encing mental health <u>a</u> r			Comment
Environmental	WG C: 2.5.A. identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;	WG C: 2.5.A. identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;	WG C: 2.5.A. identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;	WG C: 2.5.A. identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;	WG C: 2.5.A. identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;	WG C: 2.5.A.  identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;  (A)  identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures	6.8.B identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures;  (B) relate physical environmental factors to individual, family, and community health such as school climate and availability of resources	WG D: 7.7.A relate physical environmental factors to individual, family, and community health such as climate and availability of resources;  (B) identify and describe how environmental influences such as air, water, or noise may affect an individual's mental health	Health 1.2.C identify, describe, and assess available health- related services in the community that relate to mental health and wellness;  (B) formulate strategies for combating environmental factors that have a detrimental effect on the mental health-of a community by implementing a community environmental health plan;	WG D: Adv. Health.8.C formulate strategies for combating environmental factors that have a detrimental effect on the mental health of a community by implementing a community environmental health plan;	2.5.A located in injury and violence prevention  6.8.B, 7.7.A, and WG D rearranged for VA  Health 1.2.C is covered in health information.
Environmental			WG C: 2.5.B.  describe strategies for protecting the environment and the relationship between the environment and individual health such as pollution and ultraviolet rays;	WG C: 3.6.A. relate how protecting the environment promotes individual and community health;	4.6.A. identify similarities in which environments can be promoted in home, schools, and communities;	WG C: 5.8.D. identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging;	WG D: NEW identify and describe how environmental influences such as air, water, or noise may affect an individual's mental health;				Entire row not essential for mental health strand

				Health I El	KS Review Work C	Group E Draft Reco	mmendations				
	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
		and wellnessrisk and		113.3	113.0	113.7	113.22	113.23	113.32	113.33	
Topic	The student recog	nizes the influence of ylent is expected to:		nmental, and socio co	ultural factors influenc	ing mental health <u>and</u>	_	res the influence of <u>vari</u> encing mental health <u>ar</u>			Comment
Environmental				WG C: 3.6.B. identify common health problems that result in unhealthy environments such as skin cancer, poisoning, and respiratory illness;							Not related to mental health
Environmental				WG C: 3.6.C. identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws;							Not related to mental health
Socio-cultural factors						wg D: NEW: explore socio- cultural impacts on mental health and wellness such as bullying and social media;  WG C: Health 1.10.A describe the roles of parents, grandparents, and other family members in promoting mental health and wellness;	wg C: 6.13.C explain the impact of peer pressure on mental health and wellness;	WG D: 7.7.A relate social environmental factors to individual, family, and community health such as gangs;	Health 1.14.6 evaluate the dynamics of social groups;		6.13.C and Health 1.14.G, 7.7.A, the new SE and Health 1.10.A are covered in healthy and unhealthy relationships

						Group E Draft Reco					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	
Tania	(5) Mental health	n and wellnessrisk and	protective factors.								Comment
Topic		gnizes the influence of y dent is expected to:	various <del>genetic, enviro</del>	nmental, and socio-cu	ultural factors influenc	ing mental health <u>and</u>	_	zes the influence of <u>var</u> encing mental health <u>a</u>			- Comment
Socio-cultural factors							WG D: NEW: explore socio- cultural impacts on mental health and wellness such as bullying and social media;	WG-C:-7.10.A  describe personal health behaviors and knowledge unique to different generations and populations;			Moved to 5 <sup>th</sup> grade for VA  7.10.A is being deleted in an effort to streamline.
Socio-cultural factors									WG C: Health 1.10.A describe the roles of parents, grandparents, and other family members in promoting mental health and wellness;		Moved to align with socio-cultural factors (Bullying)
Socio-cultural factors								WG D: 7.7.A relate social environmental factors to individual, family, and community health such as gangs;  (C) discuss mental health-related social issues such as homelessness;	Health 1.1.F  discuss mental health-related social issues such as homelessness;	WG-C: Adv. Health.9.A relate economic status to availability of mental health services within the community;	Adv.9.A will be covered in the care and information topic in the physical health and hygiene strand.
Socio-cultural factors										WG C: Adv. Health.9.B analyze costs of various mental health services in different countries;	Suggested SE for the new health care course

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

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(5) Mental health	and wellnessrisk and	protective factors.								Comment
Торіс	_	nizes the influence of yent is expected to:	various genetic, enviror	nmental, and socio-cu	<del>ıltural</del> factors influencir	ng mental health <u>and</u>	_	zes the influence of <u>vari</u> encing mental health <u>ar</u>			Comment
										WG C: Adv.	Suggested SE for
										Health.12.B locate	the new health
										mental health care	care course.
Socio-cultural										facilities at which	
factors										members of the	
										community can	
										obtain medical care;	

				Health LE	KS Review Work G	roup E Draft Reco	ommendations				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	
	(6) Mental health a	nd wellnessidentifyi	ng and coping with m	nental health and well	ness concerns						
	Montal health and	wollnoss_identifying	and coning with mon	tal hoalth and wollno	ss concerns. The stude	at identifies and					
Topic		•	• •		conditions, sensory issu						Comments
	•	•			The student is expected		The student will deve	lop and use appropria	te <del>help seeking</del> skills to	identify and cope	
	stress, depression o	ma anxiety, tradina an	a interpersonal violer	ice merdanig sarciae. 1	The Student is expected				d wellness <del>concerns suc</del>	**	
	The student will dev	velop and use appropr	iate skills to identify a	nd cope with conditio	ns related to mental he	alth and wellness.	<del>depression, trauma, a</del>	nd other chronic heal	<del>th conditions</del> . The stude	ent is expected to:	
	The student is expe	cted to:									
	1.7.B. identify	1.7.B. identify	1.7.B. identify	1.7.B. identify	1.7.B. identify	1.7.B. identify	(A)				This SE does
	common illnesses	common illnesses	common illnesses	common illnesses	<del>common illnesses</del>	common illnesses	demonstrate				not fit into this
Long term	and diseases and	and diseases and	and diseases and	and diseases and	and diseases and	and diseases and	knowledge about				strand.
illness/chronic	their symptoms	their symptoms	their symptoms	their symptoms	their symptoms	their symptoms	personal and family				
conditions	including epilepsy;	including epilepsy;	including epilepsy;	including epilepsy;	including epilepsy;	including epilepsy;	health concerns;				
	0 1 0 1 1 1 1 1	0 sp sp 7//	8 17 8 17 17	or o	8 34 34 47	g sp sp sp					
				(4)	(4)	(1)	(2)	(4)			114 44 5 :
				(A)	(A)	(A)	(B)	(A)	Health 1.14.F		H1.14.F is now
				discuss methods	describe methods	compare and	examine the	describe methods	explore methods for		covered in
				for coping with	for coping with long-	contrast healthy	outcomes of healthy	to support others	coping with long		earlier grades.
				long-term physical	term physical health	and unhealthy	and unhealthy	who have long-	term-mental and		
Long term				health conditions	conditions for self	methods for coping	methods for coping	term physical	<del>physical health</del>		
illness/chronic				for self and others	and others	with long-term	with long-term	health conditions	<del>issues;</del>		
conditions						physical health	physical health				
						conditions for self	conditions for self				
						and others	and others				
							6.1.D identify	7.1.B identify and	Health 1.1.D		All SEs are
							causes and effects	describe types of	describe the causes.		covered in
							associated with	eating disorders	symptoms, and		healthy eating.
Long term							poor body image	such as bulimia,	treatment of eating		
illness/chronic							such as eating	anorexia, or	disorders;		
conditions							disorders and	overeating;	disorders,		
							growth patterns;	overeating,			
							growen paccerns)				
	WG-C: Identify	WG C: Identify	WG C: Identify	WG-C: Identify	WG C: Identify	WG C: Identify		7.1.C Identify and			These SEs are
	sensory issues and	sensory issues and	sensory issues and	sensory issues and	sensory issues and	sensory issues and		<u>describe lifetime</u>			subsumed in
	their effects on	their effects on	their effects on	their effects on	their effects on	their effects on		strategies for			the next row.
	optimal student	optimal student	<del>optimal student</del>	optimal student	optimal student	<del>optimal student</del>		coping with issues and disorders such			
Sensory issues	<del>learning;</del>	<del>learning;</del>	<del>learning;</del>	<del>learning;</del>	<del>learning;</del>	<del>learning;</del>		as ADD, dyslexia,			
								dysgraphia,			
								depression,			
								anxiety, and			
								sensory issues;			

				Health TEI	KS Review Work G	roup E Draft Reco	ommendations				
	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
	(6) Mental health a	nd wellnessidentifyi	ng and coping with m	nental health and well	lness concerns						
Торіс	demonstrates copir stress, depression a	ng skills in response to and anxiety, trauma an velop and use appropr	knowledge of: long to d interpersonal violer	erm illnesses, chronic on the including suicide. The including suicide. The including suicide is the including suicide.	concerns. The studer conditions, sensory issue the student is expected in related to mental he	<del>es, self-advocacy,</del> <del>to:</del>	with conditions relate	ed to mental health an	te <del>help seeking</del> skills to d wellness <del>concerns suc</del> <del>th conditions</del> . The stude	<del>ch as anxiety,</del>	Comments
Sensory issues that impact learning	(A) discuss demonstrate how to we treat peers with different learning needs with dignity and respect who are identified with sensory issues	(A) discuss and demonstrate how to we treat peers with different learning needs with dignity and respect who are identified with sensory issues	identify strategies for coping with different learning needs for self and others  WG C: describe demonstrate how to we treat peers with different learning needs with dignity and respect who are identified with sensory issues;	(B)  describe strategies to support others in coping with different learning needs  WG C: demonstrate how to we treat peers with different learning needs with dignity and respect who are identified with sensory issues;	we c: demonstrate how to-we-treat peers with different learning needs with dignity and respect who are identified with sensory issues;	WG C: demonstrate how we treat peers with dignity who are identified with sensory issues;	identify and describe lifetime strategies for coping with conditions that impact learning issues and disorders such as ADD, ADHD, dyslexia, dysgraphia, depression, anxiety, and sensory issues				
Stress, anxiety, depression, trauma, loss, and grief	(B)  describe discuss the relationship between emotions and stress  WG C: 2.1.E. define stress and describe healthy behaviors that reduce stress such as deep breathing and exercise;	(B) discuss the signs and symptoms associated with stress  WG C: 2.1.E. define stress and describe healthy behaviors that reduce stress such as deep breathing and exercise;	(B)  identify personal  stressors and their  impact on learning the health of the individual and family  WG C: 2.1.E. define stress and describe healthy behaviors that reduce stress such as deep breathing and exercise;	define stress and describe and practice healthy behaviors that reduce stress such as deep breathing and exercise	(B) define sources of stress including trauma, loss, and the stages of grief  WG C: 2.1.E. define stress and describe healthy behaviors that reduce stress such as deep breathing and exercise;	examine the impact of stress, trauma, loss, and grief on mental health and wellness	(D) describe health and unhealthy coping and management strategies for ways to manage stress, anxiety, depression, trauma, loss and grief  6.1.H identify strategies for managing stress;	(B) differentiate between healthy and unhealthy coping and management strategies for stress, anxiety, depression, trauma, loss, and grief  7.11.B describe the application of coping skills for managing stress;	(A) examine the impact of choosing healthy coping and management strategies for stress, anxiety, depression, trauma, loss and grief on mental health and wellness  7.12.B demonstrate effective strategies for coping with problems and stress;		SEs were moved and combined in effort to streamline and maintain vertical alignment  Include help- seeking skills in coping and management strategies in TEKS guide

	Kindergarten 115.2	Grade 1 115.3	Grade 2 Grade 3 115.4 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
		<u> </u>	ng and coping with mental health							
Topic	demonstrates copin stress, depression a	ng skills in response to and anxiety, trauma an	and coping with mental health an knowledge of: long term illnesses, d interpersonal violence including tate skills to identify and cope with	chronic conditions, sensor suicide. The student is exp	y issues, self-advocacy, ected to:	with conditions relate	ed to mental health an	te <mark>help seeking</mark> skills to d wellness <del>concerns su</del> <del>th conditions</del> . The stude	<del>ch as anxiety,</del>	Comments
	The student is expe	ected to:								
Stress					5.1.F. analyze the components of a personal health maintenance plan for individuals and families such as stress management and personal safety;					
Stress						6.12.H define stress and its effects on individual health and relationships;	7.12.F describe the relationship between emotions and stress;			
Stress						6.12.I identify stressors and their impact on the health of the individual and family;	7.12.E describe the effect of stress on personal and family health;			
Help-seeking skills						WG C: 6.13.A seek the input of parents and other trusted adults in problem solving and goal setting;		Health 1.17.C summarize the advantages of seeking advice and feedback regarding the use of decision- making and problem-solving skills;		SEs were moved and combined in effort to streamline and maintain vertical alignment
Help-seeking skills							Health 1.13.C identify and-explain how to access health services for people of all ages;	Health 1.12.C compare and analyze the cost, availability, and accessibility of health services for people of all ages;	WG C: Adv. Health.11.A analyze how the cost, availability, and accessibility of health care services affects the community;	

				Health TE	KS Review Wo	ork Group E Draft Rec	ommendations				
	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
	(6) Mental health	and wellnessidentify	ying and coping with m	nental health and well	lness concerns						
Topic	demonstrates cop stress, depression	ing skills in response to and anxiety, trauma a evelop and use approp	nd interpersonal violer	erm illnesses, chronic on the including suicide. The including suicide.	conditions, sensor The student is expo	y issues, self-advocacy,	with conditions relat	ed to mental health ar	nte help seeking skills to nd wellness <del>concerns su</del> th conditions. The stude	<del>ch as anxiety,</del>	Comments
Help-seeking skills									Health 1.13.B identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care;		
Help-seeking skills							7.4.C demonstrate ways to use health information to help self and others;	WG-C: 6.4.B. use critical thinking to research and evaluate health information;	WG-C: Health 1.5.B. demonstrate ways to utilize criteria to evaluate health information for appropriateness;	WG C: Adv. Health 2.5.A. analyze and develop criteria for evaluating health information;	
Stress, Anxiety-and depression							6.12.E describe ways to manage anxiety and grief;		Health 1.1.H examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression;	WG D: NEW: Identify and explain treatment strategies for anxiety and depression;	SEs were moved and combined in effort to streamline and maintain vertical alignment
Trauma, loss and grief							6.12.E describe ways to manage anxiety and grief;		Health 1.1.E examine issues related to death and grieving, including the stages of grief;		SEs were moved and combined in effort to streamline and maintain vertical alignment

				Health IE	KS Review Work G	roup E Draft Reco	ommendations	1			
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	
	(6) Mental health	and wellnessident	ifying and coping with	n mental health and wel	Iness concerns						
	Montal health an	d wollnoss idontifyiy	ag and coning with m	ental health and wellne	ss concorns The stude	nt identifies and					-
Topic		•		term illnesses, chronic							Comments
	•	•	· · · · · ·			· · · · · · · · · · · · · · · · · · ·	The student will deve	lop and use appropriat	te <del>help seeking</del> skills to	identify and cope	Comments
	<del>stress, depressior</del>	<del>i anu anxiety, trauma</del>	<del>and interpersonal vio</del>	lence including suicide.	<del>гне ѕішаені із ехресіец</del>	<del>- 10.</del>			d wellness <del>concerns su</del>		
	The student will d	levelop and use appro	priate skills to identif	y and cope with condition	ons related to mental he	ealth and wellness.	depression, trauma, a	nd other chronic healt	th conditions. The stude	ent is expected to:	
	The student is exp	pected to:									
								WG C: 7.1.D			SEs were
								describe the life			moved and
								<del>cycle of human</del>			combined in
Trauma, loss								beings including			effort to
and grief								birth, dying, and			streamline and
								<del>death;</del>			maintain
								,			vertical
											alignment
										WG D: NEW:	SEs were
										<del>describe the</del>	moved and
										concept of trauma-	combined in
Trauma, loss										informed care;	effort to
and grief											streamline and
											maintain
											vertical
				(5)	(0)	(0)	(=)	(0)	(5)		alignment
				(D)	(C)	(C)	(E)	(C)	(B)	WG D: NEW:	Discussion
				identify and discuss	discuss the warning	discuss the warning	discuss the warning	discuss the warning	discuss the warning	research the link	about which
				healthy coping	signs and protective	signs and	signs and protective	signs and	signs and protective	<del>between</del>	grade level to
				alternatives to	factors of suicide as	protective factors	factors of suicide as	protective factors	factors of suicide as	demographic	begin talking
				avoid harming	provided by the	of suicide as	provided by the	of suicide as	provided by the	factors and suicide;	about self-
				oneself and the	<u>Center for Disease</u>	provided by the	Center for Disease	provided by the	<u>Center for Disease</u>		harm. A compromise
				importance of	Control (CDC) and	<u>Center for Disease</u>	Control (CDC) and	Center for Disease	Control (CDC) and		was reached.
				telling a trusted	the importance of	Control (CDC) and	the importance of	Control (CDC) and	the importance of		The consensus
				<u>adult</u>	telling a trusted	the importance of	telling a trusted	the importance of	telling a trusted		of the work
Self-harm					adult	telling a trusted	adult	telling a trusted	adult		group is to
Sell-Hallii						adult		adult			begin talking
							WG D: NEW:				about self-
							identify forms and	WG D: NEW:	Health 1.1.G		harm at grade
							<del>possible causes of</del>	understand the	analyze strategies to		3 and suicide at
							self-harm;	relationship	<del>prevent suicides;</del>		grade 4.
								<del>between self-harm</del>			brade 4.
								and suicide;			MV about
											whether to
											include the
											CDC.
L						J			1		CDC.

Advanced Health 115.33  Didentify and cope uch as anxiety, dent is expected to:	Comments
o identify and cope uch as anxiety,	Comments
o identify and cope uch as anxiety,	Comments
o identify and cope uch as anxiety,	Comments
o identify and cope uch as anxiety,	Comments
uch as anxiety,	
**	

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

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

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

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



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

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

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

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(9) Healthy eating	g and physical activity	/nutrition and physi	ical activity literacy.							Comments
	promoting decision	btain, process, and ur ons. The student will interest the	dentify and explain b	asic physical activity				ill obtain, process, an on needed to make h			Comments
Goal-setting and decision-making									WG D: Health 1.5.D demonstrate decision-making skills based on health information.		SEs were deleted because the concepts are included in other strands.
Goal-setting and decision-making									WG D: Health 1.1.A relate the nation's health goals and objectives to individual, family, and community health		SEs were deleted because the concepts are included in other strands.
Consumer Literacy (to include Food and Fitness marketing/advertisin g, and reading food labels)							WG D: 6.4.A list ways to evaluate health products, practices, and services (such as food labels, sunblock, dietary aids, fitness products and over-the-counter medications)	7.4.B develop evaluation criteria for health information (such as food labels, sunblock, dietary aids, fitness products and over the counter medications	WG D: Health 1.5.A develop evaluation criteria for health information (such as food labels, sunblock, dietary aids, fitness products and over-the-counter medications)	WG D: Adv. Health 4.B analyze health information based on health- related standards	SEs were deleted because the concepts are included in other strands.
Consumer Literacy						5.1.B. apply information from MyPlate to making healthy food choices					SEs were deleted because the concepts are included in other strands.
Consumer Literacy						5.3.A. describe methods of accessing health information					SEs were deleted because the concepts are included in other strands.

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	The student will ol promoting decisio	btain, process, and urns. The student will i	nderstand basic phys dentify and explain b	ical activity and nutri asic physical activity	tion information nee		nutrition information	II obtain, process, an	· · · · · · · · · · · · · · · · · · ·		Comments
Consumer Literacy	(A) explain the importance of health information	identify examples of health information provided by various media and how they affect nutritional habits and physical activity	(A) identify various media that provide health information and how media can influence an individual's health choices such as television ads for fast foods and breakfast cereals	WGD 4.3.A. identify characteristics of health information  (A) describe the importance of accessing health information through a variety of health resources	(B) gather data from a variety of sources to help make informed nutritional and physical activity health choices	5.3.B. demonstrate ways to communicate health information such as posters, videos, and brochures  (B) use critical thinking to research and evaluate health products and information about physical activity and nutritional choices	is expected to:  6.4.B use critical thinking to research and evaluate health products and information  (B) explain the role of media and technology in influencing individuals and community health related to physical activity and nutritional choices	WG D: 7.4.A use critical thinking to use and analyze health information such as interpreting media messages  (B) explain how media influences buying decisions about physical fitness equipment or nutritional products	WG D: Health 1.5.B apply criteria developed to evaluate health information  (B) analyze marketing and advertising techniques in health-product and service promotion		SEs were written to VA, streamline and eliminate redundancies.
Consumer Literacy		examples of how media and technology can affect behaviors such as television, computers, and video games			4.3.B. describe the importance of accessing health information through a variety of health resources			7.9.8 explain the role of media and technology in influencing individuals and community health		Adv. Health.5.A analyze marketing and advertising techniques in health-product and service promotion	SEs were written to VA, streamline and eliminate redundancies.
Consumer Literacy			2.7.A. describe how the media can influence an individual's health choices such as television ads for fast foods and breakfast cereals					7.9.C explain how media influences buying decisions		Adv. Health 5.B apply marketing and advertising techniques to health promotion	SEs were written to VA, streamline and eliminate redundancies.

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

Topic (	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(10) Healthy eatin	g and physical activit	yrisk and protect	ive factors.							Comments
	The student will ic expected to:	lentify and explain ris	k and protective fac	ctors related healthy	eating and physical ac	tivity. The student is		llyze and apply risk ar activity. The student	nd protective factors is expected to:	related to healthy	Comments
Heredity and genetics (food allergies, chronic illnesses (Crohn's, celiac, and diabetes)									Health 1.2.C identify, describe, and assess available health related services in the community that relate to disease management and health promotion	WG D: Adv. Health 2.A investigate various sources in the community that promote health and prevent disease.	Addressed in other strands.
Heredity and genetics (food allergies, chronic illnesses (Crohn's, celiac, and diabetes)									Health 1.13.B identify situations requiring the services of a health care professional		Addressed in other strands.
Health Influences (Environmental, Cultural, Physical, Social, and Emotional Health)					(C) differentiate between healthy and unhealthy eating habits	disorders, disordered eating patterns, and trusted adults who can be a resource	(C) identify causes and effects associated with eating disorders such as bulimia, anorexia, or overeating	(C) describe the consequences of eating disorders such as bulimia, anorexia, or overeating	(C) research the management and treatment of eating disorders		SEs were added for VA.

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(10) Healthy eatin	g and physical activi	tyrisk and protectiv	e factors.							Comments
	The student will id expected to:	lentify and explain ris	k and protective fact	ors related healthy ea	ating and physical act	ivity. The student is		lyze and apply risk an activity. The student is		related to healthy	
Health Influences (Environmental, Cultural, Physical, Social, and Emotional Health)							(D) analyze internal and external factors that influence healthy eating and physical activity behaviors	identify community resources that can assist in developing healthy eating and physical activity behaviors	create a plan for accessing community resources that can assist in developing healthy eating and physical activity behaviors	Adv. Health. 8. B analyze the impact of environmental factors such as air, water, or noise on the health of the community such as air pollution affecting asthma and drought conditions affecting water supplies	SEs were added for VA.
Health Influences (Environmental, Cultural, Physical, Social, and Emotional Health)	K.6.C. explain practices used to control the spread of germs such as washing hands	1.7.C. explain common practices that control the way germs are spread, (WGD) including washing your hands	2.4.A. explain ways in which germs are transmitted, methods of preventing the spread of germs, the importance of immunization, and hand washing	WG D: compare and contrast hazards in the environment that affect health and safety such as drinking untreated water, air pollution and ultra-violet rays	WG D: evaluate hazards in the environment that affect health and safety such as drinking untreated water, air pollution and ultra-violet rays					Adv. Health.8.C formulate strategies for combating environmental factors that have a detrimental effect on the health of a community	Addressed in other strands.
Health Influences (Environmental, Cultural, Physical, Social, and Emotional Health)	K.5.A. name people who can provide helpful health information such as the school nurse or other trusted adults	1.8.A. name various (WGD) trusted adults, such as a school nurse, who help them to promote and practice health habits	WG D: discuss various trusted adults, such as a school nurse, who help them to promote and practice health habits	3.3.A. identify health behaviors that prevent the spread of disease, including immunization and hand washing	4.5.C. discuss ways in which prevention and transmission of disease are affected by individual behaviors such as hand washing and immunization	5.4.B. relate the importance of hand washing and immunizations in disease prevention;	-			Adv. Health.8.D develop strategies for aiding in the implementation of a community health promotion plan including physical activity and food choices.	Addressed in other strands.

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(10) Healthy eating	and physical activit	yrisk and protectiv	e factors.							Comments
	The student will ide expected to:	entify and explain risl	k and protective fact	ors related healthy ea	iting and physical act	ivity. The student is	The student will anal eating and physical a		· · · · ·	related to healthy	Comments
Health Influences (Environmental, Cultural, Physical, Social, and Emotional Health)	K.7.A. tell how weather affects individual health such as dressing for warmth, protecting skin from the sun	1.8.B. describe ways in which a person's health may be affected by weather and pollution such as dressing for warmth and protecting the skin from the sun	2.5.A. identify hazards in the environment that affect health and safety such as drinking untreated water, air pollution and ultra violet rays	WG-D: compare and contrast hazards in the environment that affect health and safety such as drinking untreated water, air pollution and ultra-violet rays	WG D: evaluate hazards in the environment that affect health and safety such as drinking untreated water, air pollution and ultra violet rays	5.4.A. explain how to maintain healthy body systems including avoiding smoke, e-cigarettes, and vaping to protect the lungs	(E) explain safety concerns related to physical activity and food/beverages	(E) investigate safety concerns related to physical activity and food/beverages	(E) evaluate safety concerns related to physical activity and food/beverages		Addressed in other strands.
Health Influences (Environmental, Cultural, Physical, Social, and Emotional Health)						5.4.E. explain how to manage common minor illnesses such as colds and skin infections					Addressed in other strands.
Health Influences (Environmental, Cultural, Physical, Social, and Emotional Health)	K.6.A. tell how germs cause illness and disease and name symptoms of common illnesses and disease including the common cold	1.7.B. identify common illnesses and diseases and their symptoms		3.3.C. explain actions to take when illness occurs such as informing a trusted adult including a school nurse	WG-D: describe actions to take when illness occurs such as informing parents/adults a trusted adult including a school nurse	WG-D: compare and contrast actions to take when illness occurs such as informing parents/adults a trusted adult including a school nurse			Health 1.13.B identify situations requiring the services of a health care professional		Addressed in other strands.

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	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
		olence prevention an				113.7	113.22	113.23	113.32	113.33	
Topic						· · · · ·					Comments
	The student ident	ifies and demonstrat	es safety and first ai	a knowledge to prev	ent and treat injurie	es. The student is exp	pected to:				
Et a a t	(4)	(4)	(4)	(0)	(0)	(4)	(0)	(0)	(4)	T	C) II I
First Aid	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)		Streamlined
(Including	discuss and demonstrate	identify discuss	<u>describe</u> personal	explain how to	identify and	<u>analyze</u>	<u>demonstrate an</u>	<u>demonstrate</u>	<u>demonstrate</u>		
Accessing	procedures for	and demonstrate methods	responsibility	<u>develop a home-</u>	demonstrate	<u>strategies for</u>	<u>understanding of</u>	<u>basic first-aid</u>	<u>basic first-aid</u>		
Emergency Services)	responding to	strategies to	associated with	<u>safety and</u>	strategies for preventing and	preventing and	<u>basic first-aid</u>	<u>procedures</u>	<u>procedures</u>		
Jei vices)	emergencies	keep self and	the importance	<u>emergency</u>	responding to	<u>responding to</u>	<u>procedures</u>	<u>including</u>	<u>including</u>		
	including	others safe <del>avoid</del>	of taking	<u>response plan</u>	injuries	<u>deliberate and</u>		<u>cardiopulmonary</u>	<u>cardiopulmonary</u>		
	reporting to a	harming oneself	<del>personal</del>	<u>such as fire</u>	,	<del>accidental</del>		<u>resuscitation</u>	<u>resuscitation</u>		
	trusted adult or	<del>or another</del>	responsibility for	<u>safety</u>		<u>injuries</u>		(CPR) and the	(CPR), choking		
	contacting 911	<del>person</del> by staying	reducing					<u>choking rescue</u>	rescue, and		
		away from	hazards, avoiding	New: Compare		5.5.E.			<u>Automated</u>		
		dangerous	accidents, and	and contrast		demonstrate			<u>External</u>		
		situations and	preventing	methods to avoid		strategies for			<u>Defibrillator</u>		
		reporting to a	accidental	harming oneself		preventing and			(AED)		
		trusted adult or	<u>injuries</u>	<del>or another</del>		responding to					
		contacting 911	<u>injuries</u>	person by staying		deliberate and			Health 1.7.H.		
				away from		accidental			<del>analyze</del>		
			New: discuss	<del>dangerous</del>		<del>injuries;</del>			strategies for		
			methods to avoid	situations and					preventing and		
			harming oneself	reporting to a					responding to		
			<del>or another</del>	trusted adult or					deliberate and		
			person by staying	contacting 911;					<del>accidental</del>		
			away from	,					<del>injuries.</del>		
			dangerous								
			situations and								
			reporting to a								
			trusted adult or								
			contacting 911;								
First Aid							6.7.A.	<del>7.6.G.</del>	New:		
(Including							<del>demonstrate an</del>	demonstrate	demonstrate		
Accessing							understanding of	basic first-aid	basic first-aid		
Emergency							basic first-aid	<del>procedures</del>	procedures		
Services)							procedures;	<del>including</del>	<del>including</del>		
							,	<del>cardiopulmonary</del>	cardiopulmonary		
								resuscitation	resuscitation		
								(CPR) and the	(CPR), choking		
								choking rescue;	rescue, and		
								3 (3 (3 (3 (3 (4 (4 (4 (4 (4 (4 (4 (4 (4 (4 (4 (4 (4	Automated		
									External		
									<del>Defibrillator</del>		
									(AED);		
									(//		

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	ew Work Group Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic			nd safetysafety skil								Comments
	The student ident	ifies and demonstra	tes safety and first ai	d knowledge to prev	rent and treat injurie	es. The student is exp	pected to:				
First Aid (Including Accessing Emergency Services)									Health 1.13.B. identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care;		Covered in care and information topic in Physical Health and Hygiene.
WGD: Safety Awareness	(B) identify the purpose of and demonstrate proper use of protective equipment such as a seat belts and booster seats and a bicycle helmet	(B) identify the purpose of and demonstrate proper use of protective equipment such as a seat belts and booster seats and a bicycle helmet  1.2.A. identify and use protective equipment to prevent injury;	2.3.A. describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet;						(B)  associate risk- taking with consequences including driving under the influence and distracted driving		VA, Streamlining, and avoiding duplication with PE standards
WGD: Safety Awareness	K.2.D. identify ways to avoid harming oneself or another person;										Addressed in self-harm topic

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	
Topic	(12) Injury and vid	olence prevention ar	nd safetysafety skil	ls and unintentiona	l injury.						Comments
	The student ident	ifies and demonstrat	es safety and first ai	d knowledge to prev	ent and treat injurie	es. The student is exp	pected to:				
WGD: Safety	K.2.E. practice	1.2.G. identify	2.2.C. explain the								Addressed in PE standards
Awareness	safety rules	and practice	need to use								
	during physical	safety rules	protective								
	activity such as	during play;	equipment when								
	water safety and		engaging in								
	bike safety;		certain								
			recreational								
			activities such as								
			skateboarding,								
			rollerblading,								
			<del>cycling, and</del>								
			<del>swimming;</del>								
WGD: Safety		1.2.F. identify		3.2.A. explain							Addressed in PE standards
Awareness		and describe safe		the need for							
		bicycle skills;		obeying safety							
				rules at home,							
				<del>school, work,</del>							
				and play such as							
				bike safety;							
WGD: Safety				3.2.E. describe	4.4.E. explain						
Awareness				the importance	how to develop a						
				of taking	home safety and						
				personal responsibility for	emergency response plan						
				reducing	such as fire						
				hazards, avoiding	safety;						
				accidents, and	Sujety						
				preventing							
				<del>accidental</del>							
				<del>injuries;</del>							
WGD: Safety									Health 1.17.E.		
Awareness									<del>associate risk-</del>		
									taking with		
									consequences		
									including driving		
									<del>under the</del>		
									influence and		
									<del>distracted</del>		
									driving;		
		1	1	J	I.	1	I.	I	1	J	1

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic			d safetyhealthy re					1	1	1	Comments
							ess conflict. The stud	ent is expected to:			Comments
Healthy and unhealthy communication		1.9.A. demonstrate respectful communication;	2.10.A. describe how to effectively communicate;		4.9.F. analyze strengths and weaknesses in personal	5.6.C. identify ways to enhance personal communication	6.13.B. demonstrate the use of effective communication	WGD demonstrate the use of effective communication	WGD demonstrate the use of effective communication	Adv. Health.6.C. present a model for effective communication	Covered in healthy and unhealthy relationships in mental health and wellness
					communication skills;	<del>skills;</del>	skills in various situations;	skills in various situations;	skills in various situations;	<del>skills.</del>	
Healthy and unhealthy communication						5.6.D. analyze respectful ways to communicate with family, adults, and peers;					Covered in healthy and unhealthy relationships in mental health and wellness
Healthy and unhealthy communication	(A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling a parent/trusted adult if he/she is threatened	(A) practice refusal skills and replacement behaviors to avoid unsafe situations and resolve conflicts	(A) demonstrate refusal skills								
Healthy and unhealthy communication			2.12.B. identify ways to respond when made to feel uncomfortable or unsafe;								
Healthy and unhealthy communication				demonstrate effective listening skills;				7.11.C. distinguish between effective and ineffective listening skills;			Covered in healthy and unhealthy relationships in mental health and wellness

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
Tania	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	
Topic	(13) Injury and vi	olence prevention a	and safetyhealthy	relationships and con	flict-resolution skil	ls.					Comments
	The student diffe	rentiates between h	nealthy and unhealth	y relationships and de	emonstrates effecti	ve strategies to addre	ess conflict. The s	student is expected t	:0:		
Healthy and				WGD:.4.10.B	4.12.B				Health 1.16.C.	T	Covered in healthy and
unhealthy				describe healthy	demonstrate				analyze ways to		unhealthy relationships
communication				ways of	appropriate ways	:			show disapproval		in mental health and
				responding to	to deal with				of inconsiderate;		wellness
				disrespectful	disrespectful				and disrespectful		
				behavior;	behavior;				behavior.		
Healthy and										Adv.	Covered in healthy and
unhealthy										Health.13.A.	unhealthy relationships
communication										create and apply	in mental health and
										strategies for	wellness
										communicating	
										emotions, needs,	
										and wants	
Healthy and					4.12.C explain				Health 1.17.D.		Covered in healthy and
unhealthy communication					the difference				classify forms of		unhealthy relationships in mental health and
communication					<del>between</del>				communication		wellness
					assertive				such as passive,		Weilifess
					behavior and				aggressive, or		
					<del>aggressive</del> <del>behavior;</del>				<del>assertive;</del>		
Healthy and					4.9.D.						Covered in healthy and
unhealthy					<del>demonstrate</del>						unhealthy relationships
communication					healthy ways of						in mental health and
Communication					gaining						wellness
					attention;						
					attention,						
Healthy and						5.8.A. explain the			Health 1.16.A.		Covered in healthy and
unhealthy						importance of			<del>apply</del>		unhealthy relationships
communication						communication			communication		in mental health and
						<del>skills as a major</del>			skills that		wellness
						influence on the			demonstrate		
						<del>social and</del>			consideration		
						emotional health			and respect for		
						of the individual			self, family, and		
						and family;			others;		

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
Tomio	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	
Topic	(13) Injury and vic	lence prevention a	nd safetyhealthy re	elationships and con	flict-resolution skills	s.					Comments
	The student differ	entiates between he	ealthy and unhealthy	relationships and de	emonstrates effectiv	ve strategies to addre	ess conflict. The stud	ent is expected to:			
Healthy and unhealthy communication						-			Health 1.14.A. demonstrate communication skills in building and maintaining healthy relationships;	Adv. Health.6.A. apply effective communication skills for building and maintaining healthy relationships;	Covered in healthy and unhealthy relationships in mental health and wellness
Conflict- resolution strategies (including avoidance, compromise, negotiation, mediation, and arbitration)	WGD: identify ways to avoid and resolve conflicts;	1.10.B. practice ways to avoid and resolve conflicts;	2.10.B. use conflict resolution strategies to express needs, wants, and emotions in healthy ways;	3.9.B. demonstrate strategies for resolving conflicts;	4.9.B. explain and demonstrate steps in conflict resolution;	New: apply steps in conflict resolution in various situations;	6.9.D. practice conflict resolution/media tion skills;	7.11.D summarize and relate conflict resolution/negoti ation/mediation skills to personal situations;	Health 1.14.D. evaluate the effectiveness of conflict resolution techniques in various situations, including negotiation, mediation, and arbitration;	Adv. Health.6.B. design strategies for implementing effective conflict resolution, including avoidance, compromise, negotiation, mediation, and arbitration strategies;	4.9.B moved to healthy and unhealthy relationships in mental health and wellness strand.  Deleted items are redundant with mental health and wellness strand.
Conflict- resolution strategies	K.10.C.  demonstrate how to get help from a teacher, parent, or trusted adult in solving problems and conflicts with peers;										Covered in healthy and unhealthy relationships in mental health and wellness
Conflict- resolution strategies		1.3.B. describe how decisions can be reached and problems can be solved;					6.12.B. assess healthy ways of responding to disrespectful behaviors such as mediation;				Covered in healthy and unhealthy relationships in mental health and wellness

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(13) Injury and vio	lence prevention an	d safetyhealthy re	lationships and con	flict-resolution skills	<u>.</u>					Comments
		entiates between he		-			ess conflict. The stud	ent is expected to:			
Conflict- resolution strategies (including avoidance, compromise, negotiation, mediation, and arbitration)							6.12.F. describe ways to control anger and emotions when responding to others;				Covered in healthy and unhealthy relationships in mental health and wellness
Characteristics of healthy relationships	New: Identify characteristics of friendship;	1.10.A. describe ways to build and maintain friendships;	2.9.A. identify characteristics needed to be a responsible family member or friend;		4.9.A. evaluate the qualities of a friend;						Covered in healthy and unhealthy relationships in mental health and wellness
Characteristics of healthy relationships				New: identify positive and negative aspects of friends and social groups;	New: explain positive and negative aspects of friends and social groups;	New: compare and contrast positive and negative aspects of friends and social groups;	6.9.C. explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior;	7.8.A. analyze positive and negative relationships that influence the individual such as families, peers, and role models;			Covered in healthy and unhealthy relationships in mental health and wellness
Characteristics of healthy relationships					4.12.E. demonstrate empathy when interacting with individuals, including those who communicate in unique ways;	5.6.E.  demonstrate ways of interacting with individuals who communicate in unique ways;	6.12.A. demonstrate ways to communicate empathy to others and have consideration for others;	7.14.C. differentiate between sympathy and empathy toward others;	Health 1.16.B. demonstrate autonomy and empathy, sympathy, respect, and trust towards others;		Covered in healthy and unhealthy relationships in mental health and wellness
Characteristics of healthy relationships			2.10.E. explain the benefits of treating friends, teachers, family members, and peers with respect;								Covered in healthy and unhealthy relationships in mental health and wellness

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(13) Injury and vi	olence prevention a	and safetyhealthy re	lationships and co	nflict-resolution skills	5 <b>.</b>					Comments
	The student diffe	rentiates between h	ealthy and unhealthy	relationships and o	demonstrates effectiv	e strategies to addre	ess conflict. The stud	ent is expected to:			
Characteristics of healthy relationships			2.8.A. describe how friends can influence a person's health;					7.8.B. develop strategies for analyzing positive and negative relationships that influence health;	Health 1.9.A. evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends;		Covered in healthy and unhealthy relationships in mental health and wellness
Characteristics of healthy relationships							6.12.G. demonstrate strategies for showing respect for individual differences such as race, physical appearance, and socio-economic status;				Covered in healthy and unhealthy relationships in mental health and wellness
Characteristics of healthy relationships									Health 1.14.B. distinguish between a casual and committed relationship;		Covered in reproductive and sexual health
Characteristics of healthy relationships									Health 1.14.C. analyze behavior in a relationship that will enhance dignity, respect, and responsibility;		Covered in healthy and unhealthy relationships in mental health and wellness
Characteristics of healthy relationships									Health 1.14.G. evaluate the dynamics of social groups;		Covered in healthy and unhealthy relationships in mental health and wellness

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(13) Injury and vio	olence prevention an	nd safetyhealthy re	elationships and con	flict-resolution skills	s.					Comments
	The student difference	entiates between he	althy and unhealthy	relationships and de	emonstrates effective	e strategies to addre	ess conflict. The stude	ent is expected to:			
Characteristics of									Health 1.10.B.		Covered in healthy and
healthy									analyze the		unhealthy relationships
relationships									<del>dynamics of</del>		in mental health and
									family roles and		wellness
									responsibilities		
									relating to health		
									<del>behavior;</del>		



	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(14) Injury and vio	olence prevention a	nd safetyhealthy h	ome, school, and co	mmunity climate.						Comments
	The student unde	rstands that individu	ual actions and aware	eness can impact saf	ety, community, and	environment.					
Human trafficking and gangs— prevention, awareness, reporting Human trafficking and gangs	(A) name safe play environments	(A) describe the difference between safe and unsafe environments	(A) describe unsafe situations, including engaging with strangers	(A) identify reasons for avoiding violence, gangs,	(A) identify strategies for avoiding	(A) explain strategies for avoiding violence, gangs,	(A) apply strategies for avoiding violence, gangs,	(A) analyze strategies for avoiding	(A) analyze and apply strategies for avoiding		
				weapons, and drugs	violence, gangs, weapons, drugs, and human trafficking	weapons, drugs, and human trafficking	weapons, drugs, and human trafficking	violence, gangs, weapons, drugs, and human trafficking	violence, gangs, weapons, drugs, and human trafficking		
Human trafficking and gangs					(B) identify characteristics of gang behavior	(B) examine characteristics of gang behavior			(B) evaluate the dynamics of gang behaviors		
Environmental and Community Health	K.7.A. tell how weather affects individual health such as dressing for warmth, protecting skin from the sun, and keeping classrooms and homes warm and cool;	1.8.B. describe ways in which a person's health may be affected by weather and pollution.									

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(14) Injury and vi	olence prevention an	d safetyhealthy ho	ome, school, and co	nmunity climate.						Comments
	The student unde	rstands that individua	al actions and aware	ness can impact safe	ety, community, and	environment.					
Environmental and Community Health			2.5.B describe strategies for protecting the environment and the relationship between the environment and individual health such as air pollution, ultra- violet rays and untreated drinking water;	3.6.A relate how protecting the environment promotes individual and community health;	4.6.B explain the importance of a community environmental health plan;	5.8.D identify environmental protection programs that promote community health;	New: evaluate the effectiveness of environmental protection programs that promote community health;	New: create an environmental protection program that promotes community health;	Health 1.11.C. describe a variety of community and world environmental protection programs;		
Environmental and Community Health				3.6.B identify common health problems that result from unhealthy environments;							
Environmental and Community Health				3.6.C identify ways to protect personal health from environmental hazards;							
Environmental and Community Health				(B) identify characteristics of safe home, school, and community environments	(C) identify strategies that can be used to promote safety similarities in which healthy environments can be promoted in homes, schools, and communities	(C) define safe haven and identify designated safe haven locations in the community  5.8.C. describe how a safe school environment relates to a healthy community;		(B) define safe haven and identify designated safe haven locations in the community	(C) develop educational- safety models for children and adults for use at home, school, and in the local and global community	Adv. Health.7.D.  develop educational- safety models for children and adults for use at home, school, and in the local and global community;	

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
Topic	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	
Торіс		olence prevention an									Comments
	The student unde	erstands that individua	al actions and awarei	ness can impact safe	ety, community, and	environment.					
Environmental and Community Health									Health 1.1.A. relate the nation's health goals and objectives to individual, family, and community health;		
Environmental and Community Health										Adv. Health.10.A. research and/or participate in community health programs that benefit various populations such as volunteering locally;	
Environmental and Community Health										Adv. Health.10.B. participate in a presentation to educate others about a variety of health issues such as panel discussions and role plays or skits to inform younger students about the dangers of drug use, including the misuse of prescription drugs, or smoking;	ATOD

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	_
Topic		plence prevention and stands that individual				environment.					Comments
Situational and Weapon Awareness and Safety (including reporting)	K.2.B. identify safe and unsafe places to play such as a backyard and a street;		2.8.B. recognize unsafe requests made by friends such as playing in the street;								redundant
Situational and Weapon Awareness and Safety	(B) name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful	(B) identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult	(B) explain ways to avoid weapons and report the presence of weapons to an adult								
Situational and Weapon Awareness and Safety			(C) discuss hazards of unsupervised and improper handling of guns and other weapons  2.5.A. identify in the environment that affect health and safety such as having loaded guns in the home;	identify hazards of unsupervised and improper handling of guns and other weapons  New: identify safety skills in various situations, including violence in the home;	identify and discuss safety skills in various situations, including violence in the home, school, and community	(D) evaluate safety procedures in various situations, including violence in the home, school, and community	(B) examine safety procedures in various situations, including violence in the home, school, and community	(C) examine safety procedures in various situations, including violence in the home, school, and in the community			
Situational and Weapon Awareness and Safety							(C) describe the dangers associated with a variety of weapons	(D) evaluate the dangers associated with a variety of weapons	(D) discuss and evaluate ways to respond to harmful situations that involve weapons		

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(14) Injury and vio	lence prevention an	d safetyhealthy ho	ome, school, and cor	nmunity climate.						Comments
	The student under	stands that individua	al actions and aware	ness can impact safe	ty, community, and	environment.					
Situational and							(D)	(E)			
Weapon							explain the	evaluate the			
Awareness and							importance of	importance of			
Safety							complying with	complying with			
							rules prohibiting	rules prohibiting			
							possession of	possession of			
							drugs and	and the improper			
							weapons	use of drugs and			
								weapons			

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(15) Injury and vi	iolence preventio	n and safetydigita	l citizenship and media.							Comments
	The student under	erstands how to b	e a safe and respons	sible citizen in digital env	rironments. The stud	lent is expected to:					
Cyberbullying					4.12.A. describe the characteristics of cyberbullying;	New: analyze distinguishing characteristics of cyberbullying;	6.14.B. identify strategies for prevention and intervention of all forms of cyberbullying such as emotional, social, and sexual;	New: analyze strategies for preventing and reporting cyberbullying and online harassment;	New: create a personal plan of action when encountered with cyberbullying or online harassment;		Combined cyberbullying and bullying into the same topic to streamline the skills.
Cyberbullying					4.12.D. describe the negative impact cyberbullying has on both the victim and the bully;	New: differentiate the negative impact cyberbullying has on the victim, bully, and bystanders;		New: describe the serious effects of cyberbullying, such as suicidal ideation and other effects on the individual;			
Cyberbullying							6.14.D. assess healthy and appropriate ways of responding to cyberbullying;		New: identify and respond to situations requiring intervention for victims of cyberbullying;		
Sexting and digital pornography				New: identify appropriate ways to communicate in an online environment;	New: identify appropriate and inappropriate ways to communicate in an online environment;	(A) distinguish between appropriate and inappropriate boundaries for during online communication and researching	(A) discuss appropriate personal online communication boundaries				

	(indergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
Tonic	15.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	
(i	15) Injury and vi	olence prevention an	d safetydigital citiz	enship and media.							Comments
Т	he student unde	erstands how to be a s	afe and responsible	citizen in digital env	ironments. The stude	ent is expected to:					
Sexting and digital pornography							(B) develop strategies to resist inappropriate online communication such as sending photos, sexting, and pornography	(A)  develop strategies to resist inappropriate online communication such as sending photos, sexting, and pornography	(A)  develop strategies to resist inappropriate online communication such as sending photos, sexting, and pornography		
Online safety (including identity protection, see something-say something, online predators)		(A) demonstrate how to get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe online	(A) recognize unsafe requests made in a digital environment	(A)  explain-identify and-discuss the need for obeying safety awareness rules in a digital environment			(C) discuss and analyze the consequences resulting from inappropriate online communication such as sending photos, sexting, and pornography	(B) discuss and analyze the consequences resulting from inappropriate online communication such as sending photos, sexting, and pornography	(B) discuss and analyze the consequences resulting from inappropriate online communication such as sending photos, sexting, and pornography		
Online safety (including identity protection, see something-say something, online predators)			(B) explain why obtaining help, especially from parents or /trusted adults, can be helpful when making decisions regarding digital use	(B)  identify appropriate ways to communicate in an online environment	(A)  identify appropriate and inappropriate ways to communicate in an online environment						

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	
Topic	(15) Injury and vic	olence prevention an	d safetydigital citiz	enship and media.							Comments
	The student under	rstands how to be a s	afe and responsible	citizen in digital env	ironments. The stud	ent is expected to:					
Online safety				discuss who is appropriate to communicate with online and what is appropriate information to share in the digital environment	(B) explain who is appropriate to communicate with online and what is appropriate information to share in the digital environment	(B) explain the benefits of identity protection in a digital environment	(D) discuss strategies and techniques for identity protection in a digital environment	(C) evaluate strategies and techniques for identity protection in a digital environment	(C) identify and respond to situations where online safety is at risk, including identity protection and recognition of online predators		
Online safety				(D) describe the importance of taking personal responsibility in a digital environment							
Online safety				3.7.A. describe how digital media can influence knowledge and health behaviors;	4.7.A. explain how digital media can influence health behaviors;	5.7.A. analyze the effect of digital media on health-promoting behaviors;	New: research the effect of digital media on health-promoting behaviors;	New: examine the effect of digital media on health-promoting behaviors;	Health 1.4.A. analyze the health messages delivered through digital media and technology;		
Online safety					4.7.B. describe ways technology can affect healthy behavior;						
Legal ramifications and other consequences			(C) identify consequences that result from cyberbullying and inappropriate online usage	(E) explain consequences that result from cyberbullying and inappropriate online usage	(C) discuss the consequences of cyberbullying and inappropriate online communication in relation to home and school environments	(C) analyze the consequences of cyberbullying and inappropriate online communication in relation to home, school, and community environments	(E) identify the current legal consequences of cyberbullying and inappropriate online communication	(D) research the current legal consequences of cyberbullying and inappropriate online communication	(D) examine the legal and ethical ramifications of unacceptable behaviors in digital environments		

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
Topic	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	Comments
		olence prevention an									Comments
	Student understa	nds the impact of inte	erpersonal violence	and the importance (	of seeking guidance	and help to maintair	n personal safety. Th	e student is expecte	d to:		
Family violence and prevention (characteristics and consequences of, reporting and seeking help)						(A) compare and contrast healthy and unhealthy behaviors that may be present in families or households	(A) identify strategies for coping with unhealthy behaviors in the family or household such as abuse, alcoholism, and neglect	(A) analyze strategies for coping with unhealthy behaviors in the family or household such as abuse, alcoholism, and neglect	(A) discuss and evaluate strategies for coping with unhealthy behaviors in the family or household such as abuse, alcoholism, and neglect		
Family violence and prevention						(B) Identify forms of family violence including physical, mental, emotional	(B) identify how exposure to family violence influences behavior	(B) analyze how exposure to family violence influences behavior	(B) research how exposure to family violence influences cyclical behavioral patterns		
Bullying, cyberbullying, and harassment	(A) identify bullying behaviors and the role of the bystander	(A)  describe consequences for both the victim and the bully and impact of bullying on the victim	(A)  describe  consequences for both the victim and the bully and impact of bullying on the victim	(A) explain the importance of refusal skills and why the influence of negative peer pressure should be resisted	4.12.A. describe the characteristics of a bully;  (A) analyze distinguishing characteristics of cyberbullying;	WGD: 5.10.C explain the differences among teasing, joking, playing around, bullying;		(C) describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual	•		
Bullying, cyberbullying, and harassment			(B)  describe how to effectively respond to bullying of oneself or others								

Health Education TEKS Review Work Group E Draft Recommendations    Vindergarton   Grade 1   Grade 2   Grade 3   Grade 4   Grade 5   Grade 6   Grade 7 8   Health 1   Advanced Health											
	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic		lence prevention ar			113.0	113.7	113:12	113.23	113.32	113.33	Comments
		<u> </u>		and the importance	of cooking guidance	and halp to maintain	norconal cafety. Th	a student is expecte	d +a:		
	Student understar	ius the impact of inte	erpersonal violence	and the importance (		and help to maintain	personal safety. The	e student is expected	u to.		
Bullying, cyberbullying, and harassment	(B) identify replacement behaviors to avoid bullying friends, family members, and peers;	(B)  list ways of actively discouraging bullying	(C) identify consequences that result from bullying behaviors		(B)  describe the negative impact bullying, including cyberbullying, has on both the victim and the bully	(C) identify methods available to report bullying;					
Bullying, cyberbullying, and harassment	describe appropriate actions to take in response to bullying such as telling family or a trusted adult	(C) explain the differences among teasing, joking, playing around, bullying  1.11.Ar demonstrate how to get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe by a peer or an adult;  1.9.E. list ways of actively discouraging bullying;	(D)  describe the  difference  between  reporting and  tattling	3.9.A.  demonstrate effective verbal and nonverbal communication, including when responding to a bullying issue;	4.9.C. explain the importance of refusal skills and why the influence of negative peer pressure should be resisted;	(D) describe appropriate ways to address bullying on behalf of yourself a friend or a peer		(D) analyze ways to show disapproval of inconsiderate and disrespectful bullying or cyberbllying behavior	(C) create a personal plan of action plan when encountered with bullying, cyberbullying, or harassment		

Toulo	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(16) Injury and v	olence prevention an	d safetyinterperso	nal violence.				•		•	Comments
	Student understa	inds the impact of inte	erpersonal violence a	and the importance	of seeking guidance	and help to maintair	n personal safety. Th	e student is expecte	d to:		
Bullying, cyberbullying, and harassment (characteristics and consequences of, reporting and seeking help)		1.11.A.  demonstrate how to get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe by a peer or an adult;	2.10.D. describe how to effectively respond to bullying of oneself or others;			WGD: 5.10.D. identify methods available to report bullying;	(C) assess healthy and appropriate ways of responding to bullying or cyberbullying	(E) recognize the responsibility to report bullying behavior, including cyberbullying	(D) identify and respond to situations requiring intervention for victims of bullying, cyberbullying or harassment		
Bullying, cyberbullying, and harassment		1.11.B. describe consequences for both the victim and the bully;	2.12.A. identify consequences that result from bullying behaviors;		4.12.D describe the negative impact bullying has on both the victim and the bully;		(D) analyze the impact that bullying has on both victims and bullies	(F) describe the seriousness of various forms of bullying such as harassment	(E) recognize the ramifications of bullying behavior		
Bullying, cyberbullying, and harassment					4.9.C. explain the importance of refusal skills and why the influence of negative peer pressure should be resisted;						
Bullying, cyberbullying, and harassment						WGD: 5.10.E  describe the difference between reporting and tattling;					
Bullying, cyberbullying, and harassment							(E) identify strategies for prevention and intervention of all forms of bullying or cyberbullying such as emotional, physical, social, and sexual	(G) analyze strategies for preventing bullying, including cyberbullying, harassment			

Tonio	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(16) Injury and vio	lence prevention an	d safetyinterperso	onal violence.			'	•	•		Comments
	Student understar	nds the impact of inte	erpersonal violence a	and the importance o	of seeking guidance	and help to maintair	n personal safety. Th	e student is expecte	d to:		
Bullying, <a href="mailto:cyberbullying">cyberbullying</a> , <a href="mailto:and-harassment">and harassment</a>							6.14.C. describe healthy ways to be assertive without being aggressive;				
Child abuse (including sexual abuse, such as human trafficking) and neglect (characteristics and consequences of, reporting and seeking help) People and places to seek help (safe havens, safe space, community helpers)	K.9.A identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling a trusted adult if he/she is threatened;		2.12.B. identify ways to respond when made to feel uncomfortable or unsafe;								
Child abuse and neglect and People and places to seek help	(D) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person	(D) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person	(E) explain why obtaining assistance help, especially from parents or /trusted adults, can be helpful when making decisions about personal safety	(B) explain the importance of seeking assistance in making decisions about personal safety	(C) explain the importance of seeking guidance from parents and other trusted adults on critical issues in order to make healthy decisions		(F) seek the input of parents and other trusted adults in problem solving	(H) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills			
Child abuse and neglect and People and places to seek help				(C) identify examples of abuse and neglect and describe appropriate responses; how to respond	(D) identify types of abuse and neglect such as physical, emotional, and sexual and know ways to seek help from a parent or trusted adult	(E) explain the impact of abuse and neglect and the importance of reporting	(G) identify strategies for coping with unhealthy behaviors in the family or household such as abuse and neglect;	(I) discuss the importance of reporting suspected abuse or neglect of self and others	Health 1.8.D. analyze the importance of healthy strategies that prevent physica sexual, and emotional abus		

Topic	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Торіс	(16) Injury and vi	olence prevention ar	nd safetyinterpers	sonal violence.							Comments
	Student understa	nds the impact of int	erpersonal violence	and the importance	of seeking guidance	and help to maintair	n personal safety. Th	e student is expecte	d to:		
Child abuse and								New: recognize	New: discuss the		
neglect and								the importance	<del>importance of</del>		
People and								of reporting	<del>reporting</del>		
places to seek								suspected abuse	suspected abuse		
help								or neglect of self	or neglect of self		
								and others;	and others;		
Child abuse and									Health 1.5.C.		
neglect and									discuss the legal		
People and									implications		
places to seek									regarding sexual		
help									activity as it		
									relates to minor		
									<del>persons;</del>		

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic		stands the differenc	suse, misuse, and posterior is a second research		hysiological effects The sies to reduce health and prescription drugs alcohol poisoning), to the is expected to:  Stands the difference air impact on health.	dangers related to us, dangerous substance bacco, and current tro	e and misuse of es, illegal drugs, ends such as suse of different	Comments			
over the counter and prescription drugs	(A) discuss define over-the-counter and prescription drugs, including proper usage of medications each	(A) identify the difference between over- the-counter and prescription drugs, including proper use and misuse	(A) differentiate between the benefits of use and the harmful effects of misuse of over the counter and prescription drugs	(A) identify the reasons to avoid the misuse of over the counter and prescription drugs	4.4.A identify the use and abuse of prescription and over-the-counter drugs  (A) explain why some drugs require a prescription	the use and abuse of prescription and over-the-counter drugs  (A) describe the purposes of prescription and over-the-counter drugs (including opioids), and the intended benefits	6.5.A define prescription and over the counter drugs  (A) describe the misuse and abuse of prescription and over-the-counter drugs (including opioids) and the dangers associated with each	(A) differentiate between appropriate and inappropriate use of prescription and over-the- counter drugs (including opioids) and the resulting outcomes consequences of each	(A) develop strategies for preventing the misuse of prescription and over-the-counter drugs (including opioids)		4.4.A is already covered in previous grade levels and other SEs. 5.5.A and 6.5.A are covered in other SEs.  Moved SE from grade 6 to grade 4 and to grade 5 for VA.
over the counter and prescription drugs									(B) investigate the potential negative effects of combining drugs including prescription and over the counter drugs		
over the counter and prescription drugs							6.5.B describe the purposes of prescription and over-the-counter drugs (including opioids), and the intended benefits				

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	
	(17) Alcohol, tob	acco, and other dru	igsuse, misuse, and	d physiological effects	<b>5.</b>						
	The student unde	erstands the differe	nce between use an	d misuse of different s	substances and their	impact on health.	Use, misuse, and p	hysiological effects T	he student analyz	es and applies health	
	The student is ex	pected to:				·	information strateg	gies to reduce health	dangers related t	o use and misuse of	
Topic							over the counter a	nd prescription drugs	s, dangerous subs	tances, illegal drugs,	Comments
							alcohol (including a	alcohol poisoning), to	bacco, and currer	nt trends such as	
							vaping. The studen	t is expected to:			
							The student under	stands the difference	hetween use and	I misuse of different	
								eir impact on health.			
			1		T					_	
over the counter							6.6.B describe the	<b>7.6.L</b> differentiate	H 1.7.E develop	<del>)</del>	
and prescription drugs							misuse and abuse	<del>between</del>	strategies for		
urugs							of prescription and over-the-	appropriate and	preventing the misuse of		
							counter drugs	inappropriate use of prescription	prescription an	d	
							(including opioids)	and over-the	over-the-count		
							and the dangers	counter drugs	drugs (including		
							associated with	(including opioids)			
							each.	and the resulting			
								consequences of			
								each.			
over the counter							6.5.C explain why				
and prescription							some drugs				
drugs							require a				
00.05							prescription				
over the counter							6.5.D identify the				
and prescription							components of				
drugs							prescription and				
							over-the-counter				
							<del>drug labels</del>				

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Торіс		erstands the differ	ence between use and r	, ,		r impact on health.	information strategover the counter and alcohol (including a vaping. The studen	hysiological effects The sies to reduce health of the prescription drugs, alcohol poisoning), to the tis expected to:  Stands the difference of the sir impact on health. The sir impact on health.	dangers related to use dangerous substance pacco, and current tree	e and misuse of es, illegal drugs, ends such as	Comments
over the counter and prescription drugs							6.5.G explain the dangers associated with taking expired prescription and over the counter drugs (including opioids)	(B) identify and describe the three categories of prescription drugs and their proper uses (including opioids,) and types illegal drugs	H1.1.J identify the categories of drugs and their intended usage.  (C)  examine examples of drug labels to determine the drug category and intended use		6.5.E is covered in other SEs. The expiration date is on the label.  H1.1.J is repetitious of 7.1.E.  Students knowing that there are three categories of prescription drugs is not essential knowledge.  7.1.E was combined with 7.4.F.
over the counter and prescription drugs						(B)  identify and explain the importance of each the components of prescription and over-the-counter drug labels	(B) compare and contrast examples of prescription and over-the- counter drug labels	(C) identify and explain the importance of each component of an over-the- counter drug warning label	H1.1.K examine examples of drug labels to determine the drug category and intended use.		Moved SE from grade 6 for VA.

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
	(17) Alcohol, toba	acco, and other drug	gsuse, misuse, and p	physiological effects.							
Topic	The student under The student is exp		ce between use and r	nisuse of different su	ubstances and their	impact on health.	information strategover the counter and alcohol (including a vaping. The student	gies to reduce health and prescription drugs alcohol poisoning), to t is expected to:	ne student analyzes a dangers related to us , dangerous substance bacco, and current tro	ee and misuse of es, illegal drugs, ends such as	Comments
over the counter							(C)	(D)	(D)		WG would like to add SEs
and prescription drugs							identify and describe practices used to safely store and properly dispose of prescription and over-the-counter drugs (including opioids)	identify and describe the importance for the safe storage and proper disposal of practices used to prescription and over-the-counter drugs (including opioids)	identify and describe the importance for the safe storage and proper disposal of practices used to prescription and over-the-counter drugs (including opioids)		for VA up to the high school level.
over the counter and prescription drugs								7.4.F identify common uses of each prescription drug category.	H1.7.A identify and describe forms of prescription drug (including opioids) misuse such as administering a drug improperly and substance use disorder		7.4.F was combined with 7.1.E. H1.7.A is already covered in other SEs.
over the counter and prescription drugs							6.7.B describe chemical dependency and addiction to prescription drugs (including opioids), and	7.5.B describe how substance abuse, including prescription drug misuse, and substance use disorders affect the body systems and brain.			6.7.B and 7.5.B are covered in the impact topic.

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
				and physiological effect			-				
Topic	The student und The student is ex		ence between use a	and misuse of different	substances and their	information strate over the counter alcohol (including vaping. The student under the	physiological effects regies to reduce health and prescription drug alcohol poisoning), tent is expected to:  erstands the difference heir impact on health	h dangers related t gs, dangerous subs cobacco, and curred te between use and	tances, illegal drugs, nt trends such as d misuse of different	Comments	
over the counter and prescription drugs								7.1.F examine the relationship between prescription drug (including opioids and illegal drugs.	<del>s</del>		7.1.F is covered in the lega ramifications topic. Also striking the SE because it is ambiguous.
over the counter and prescription drugs									H1.2.F explain why some medications require a prescription; at the connection between the proper, safe, at overall use of prescription drugs.	•	H1.2.F is redundant with other SEs. (6.5.C)

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
			suse, misuse, and p				1		1		
Topic	The student under The student is exp	stands the difference ected to:	ne student analyzes a dangers related to us , dangerous substance bacco, and current tr between use and mi	se and misuse of ses, illegal drugs, ends such as	Comments						
dangerous substances, illegal drugs, alcohol (including alcohol poisoning) tobacco, and current trends (for example vaping} on physical health	K.2.C define the harmful effects of tobacco, alcohol, other drugs and dangerous substances (such as inhalants and household products)  (B) discuss the harmful effects of alcohol, tobacco, and drugs on physical health	1.2.C explain the harmful effects of, and how to avoid alcohol, tobacco, other drugs and dangerous substances (such as inhalants and household products)  (B) identify and describe the harmful effects of alcohol, tobacco, other drugs and dangerous substances such as inhalants and vaping and household products on physical health	2.2.A identify and describe the harmful effects of alcohol, tobacco, other drugs and dangerous substances (such as inhalants and household products)  (B) explain the harmful effects of, and how to avoid alcohol, tobacco, other drugs and dangerous substances such as inhalants and vaping and household products on physical health	(B) describe the harmful effects of alcohol, tobacco, other drugs and dangerous substances such as inhalants and vaping and household products on physical, mental, and social health and why people should not use them	(B) compare and contrast prescription drugs, over-the- counter drugs, alcohol, tobacco, other drugs and dangerous substances such as inhalants and vaping and household products	(C) describe the physiological effects of prescription drugs, over-the- counter drugs, alcohol, vaping, tobacco, other drugs and dangerous substances (such as inhalants and vaping and household products)	(D) describe substance abuse chemical dependency and addiction to tobacco, alcohol, drugs, and other substances such as inhalants and vaping and household products	(E) describe how substance misuse, including prescription drug abuse, and substance use disorders affect the body systems and brain	(E) analyze the importance of alternatives to drug and substance misuse and abuse on physical health		Added vaping in response to content advisor recommendations.  Substances that have a propensity for addiction

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
	(17) Alcohol, tob	acco, and other d	ugsuse, misuse, an	d physiological effect	S.						
Topic	The student under The student is ex		ence between use an	d misuse of different s	substances and t	heir impact on health.	information str over the count alcohol (includ	nd physiological effects Trategies to reduce health er and prescription drug- ling alcohol poisoning), to udent is expected to:	dangers related to us dangerous substanc	se and misuse of ses, illegal drugs,	Comments
								nderstands the difference d their impact on health.			
dangerous substances, illegal drugs, alcohol (including alcohol poisoning) tobacco, and current trends (for example vaping} on physical health  Dangerous substances,								(F) describe the harmful effects of addiction to tobacco, alcohol, drugs, and other substances such as inhalants and vaping and household products.  7.1.E identify and describe the three	(F) analyze how addiction to tobacco, alcohol, drugs, and other substances impacts community health  H 1.1.J identify the categories of		
illegal drugs, alcohol tobacco, and current trends								categories of prescription drugs and the types of illegal drugs.	drugs and their intended usage.		
Dangerous substances, illegal drugs, alcohol, tobacco, and current trends								7.1.F examine the relationship between prescription drugs and illegal drugs.			

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	
			ugsuse, misuse, and					'	<u>'</u>		
			nce between use and	d misuse of different	t substances and their	impact on health.		, , ,	The student analyzes	* * * * * * * * * * * * * * * * * * *	
Topic	The student is ex	spected to:						•	h dangers related to u		Comments
ТОРІС									gs, dangerous substar obacco, and current (		Comments
							_	nt is expected to:	<del>obacco, and current i</del>	<del>.i enus such as</del>	
							vaping. The stade	The 15 expected to.			
							The student unde	retands the difference	a batwaan usa and m	visuse of different	
									e between use and medical in the student is expected.		
							substances and th			ted to.	
Dangerous								<b>7.6.L</b> differentiate	2		
substances, illegal drugs,								<del>between</del>			
alcohol, tobacco,								appropriate and inappropriate use			
and current								of prescription			
trends								and over the			
								counter drugs and	<del>d</del>		
								the resulting			
								<del>consequences of</del>			
								each.			
Dangerous									(G)		
substances,									identify individua	I	
illegal drugs, alcohol (including									and community protective factors		
alcohol									and skills that	'	
poisoning),									prevent substance	е	
tobacco, and									misuse and		
current trends									substance use		
(such as vaping)									disorders such as refusing		
									invitations to		
									misuse		
									prescription		
									drugs, knowing		
									the risks associated with		
									substance misuse	7	
									and reporting the	·	
									use of drugs to a		
									parent or school administrator,		
									teacher, or other		
									trusted adult		

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(18) Alcohol, toba	cco, and other drug	sshort- and long-te	erm impacts.	•						Comments
		ifies and analyzes rec o, drugs (including pr					long-term impacts	ies and analyzes reco of use and misuse of , and other substance	alcohol, tobacco, dru	igs (including	
Positive or negative impacts on health (including therapeutic, impairment, disability, addiction, or death), and behavioral problems (including delinquency, aggressive behavior, lowering of inhibitions, and increased risktaking)		identify and describe the harmful effects of alcohol, tobacco, other drugs and dangerous substances (such as inhalants and household products) on social health	(A) identify and describe the harmful effects of alcohol, tobacco, other drugs and dangerous substances (such as inhalants and household products) on social health the body	(A) describe the harmful effects of alcohol, tobacco, other drugs and dangerous substances (such as inhalants and household products) on physical, mental, and social health and why people should not use them	(A) describe the short-term and long-term harmful effects of tobacco, alcohol, other drugs and dangerous substances (such as inhalants and household products) on such as physical, mental and social health	(A) analyze the short-term and long-term harmful effects of alcohol, tobacco, other drugs and dangerous substances (such as inhalants and household products) on the functions of the body systems such as physical, on mental and social health	(A) describe the short- and long- term health consequences of prescription and over the counter drug misuse and substance use disorders	(A) analyze and explain the short- and long-term health consequences of prescription and over the counter drug misuse and substance use disorders (such as chemical dependency and addiction to tobacco, alcohol, drugs, including prescription drugs and other substances)	H-1.2.H analyze the physical and mental consequences of use and misuse of alcohol, tobacco, drugs, including prescription drugs, and other substances		7.12.wG moved from legal ramifications topic
Positive or negative impacts on health and behavioral problems								(B) discuss how substance misuse, including prescription drug misuse, and substance use disorders impact families and communities	(A) analyze the importance of alternatives to drug and substance misuse and abuse on mental and social health		
Positive or negative impacts on health and behavioral problems							6.6.C describe how the use and misuse of drugs affects the body systems and brain				

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	
	115.2	115.3	115.4	115.5	115.6	115.7	115.22	115.23	115.32	115.33	
Topic			gsshort- and long-to								Comments
	The student ident	tifies and analyzes <del>re</del>	ecognizes and unders	the short- and	long-term impacts of	of use and misuse	The student identif	ies and analyzes <del>reco</del>	gnizes and understan	nds the short- and	
	· · · · · · · · · · · · · · · · · · ·		prescription drugs), a				long-term impacts	of use and misuse of	alcohol, tobacco, dru	gs (including	
							prescription drugs)	, and other substance	es. The student is exp	ected to:	
Positive or								7.5.C relate	H 1.2.F explain		7.5.C is already addressed
negative impacts								medicine and	the connection		in the physical health and
on health, and								other drugs to	<del>between the</del>		hygiene strand.
behavioral								communicable	<del>proper and safe</del>		14.25:
problems								and noncommunicable	<del>use of</del>		H1.2.F is already covered in other SEs.
								diseases, prenatal	<del>prescription drugs</del>		other ses.
								health, health	and overall health		
								problems in later			
								life, and other			
								adverse			
								consequences			
Positive or									H 1.2.G		
negative impacts on health, and									investigate the		
behavioral									potential negative		
problems									effects of combining drugs		
									including		
									prescription and		
									over the counter		
									drugs		
Positive or									H 1.3.C analyze		H1.3.C should be moved to
negative impacts									the harmful		the reproductive and sexual
on health, and behavioral									effects of certain		health strand in the fertilization and fetal
problems									substances such		development topic.
p. co.co.									as alcohol,		
									tobacco, and prescription drugs		
									and		
									environmental		
									hazards such as		
									second-hand		
									smoke on the		
									<del>fetus</del>		

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(18) Alcohol, tob	acco, and other dr	ugsshort- and lon	g-term impacts.							Comments
·				lerstands the short- and s), and other substances			long-term impac	cts of use and misuse	recognizes and understa e of alcohol, tobacco, dr ances. The student is ex	ugs (including	
Positive or negative impacts on health, and behavioral problems									H1.7.C explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as Human Immunodeficiency Virus (HIV), Sexually Transmitted Infections (STIs), unplanned pregnancies, and AVVAs  (B) describe the interrelatedness of alcohol and other drugs to health problems such as drugs and date rape, HIV, STI, and drinking and driving	arrying	H1.7.C should be moved to the reproductive and sexual health strand.

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(18) Alcohol, toba	cco, and other drugs	sshort- and long-te	rm impacts.							Comments
	<u> </u>			ands the short- and other substances.	•		long-term impacts of	of use and misuse of	gnizes and understan alcohol, tobacco, drug s. The student is expe	gs (including	
Legal Ramifications and social and relational consequences				NEW: identify reasons for avoiding alcohol, tobacco, other drugs and dangerous substances (such as inhalants and vaping and household products)	the short term and long-term harmful effects of tobacco, alcohol, other drugs, and dangerous substances (such as inhalants and household products) such as social, and legal consequences;  (B) describe the legal consequences of the misuse of tobacco, alcohol, other drugs, and dangerous substances	(B) analyze the short-term and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances (such as inhalants and household products) on the functions of the body systems such as social, and legal consequences	(B) discuss the legal consequences related to the use of drugs, including the misuse of prescription drugs	r.5.A analyze the short—and long-term health consequences of prescription and over-the-counter drug misuse and substance use disorders  (C) analyze the harmful effects such as the physical, mental, social, and legal consequences of alcohol, tobacco, drugs, including prescription drugs, and other substances	the harmful effects such as the physical, mental, social, and legal consequences of alcohol, tobacco, drugs, including prescription drugs, and other substances  (C) evaluate the impact of laws for self and community relating to the use and misuse of prescription and over-the-counter drugs, alcohol, tobacco, and other substances		Grade 3 Se is already covered.  WG would like to address only legal ramifications.  7.5.A is covered in dangerous substances topic.  Move H1.7.B from high school to the 7-8 class.  Ad.H.4.C moved to the Health I course.
Legal Ramifications and social and relational consequences							WG C: 7.4.H discuss the legal consequences related to the use of drugs, including the misuse of prescription drugs	7.4.H examine the legal consequences related to the use of drugs, including the misuse of prescription drugs		Adv. H.4.C evaluate the impact of laws relating to the use and misuse of prescription and over-the- counter drugs, alcohol, tobacco, and other substances	7.4.H is covered in grade 6.

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(18) Alcohol, tol	pacco, and other dru	gsshort- and long-	term impacts.							Comments
				<del>rstands</del> the short- and and other substances			long-term impacts	fies and analyzes reco of use and misuse of ), and other substance	f alcohol, tobacco,		
Legal Ramifications and social and relational consequences							(C) explain the importance of complying with rules prohibiting possession of drugs and weapons	NEW: analyze the consequences of illegal possession of drugs and/or weapons			Already covered in Injury and violence prevention strand.
Legal Ramifications and social and relational consequences							weapons	7.6.H explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs, including prescription drugs, and other substances			7.6.H already covered in the topic addressing physical health
Legal Ramifications and social and relational consequences								7.12.G discuss how substance misuse, including prescription drug misuse, and substance use disorders impact families and communities			
Legal Ramifications and social and relational consequences								7.13.E examine the effects of peer pressure on decision making	F		7.13.E (the idea of peer pressure) is already covered in multiple strands.

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic		pacco, and other drug									Comments
	The student und student is expect	erstands how to seek ted to:	emergency help for	self and others in po	isoning and overdoe	es situations. The	seek help related t	o the use and misuse	s the options for treatn of alcohol, tobacco, dr es. The student is expe	rugs (including	
Treatment							7.6.K explain the importance of complying with rules prohibiting possession of drugs and weapons	7.4.H discuss the legal consequences related to the use of drugs, including the misuse of prescription drugs  (A) identify and describe treatment options for substance abuse and addiction	H-1.7.B analyze the social and legal consequences of alcohol, tobacco, drugs including prescription drugs, and other substances possession, use, and misuse.  (A) investigate treatment options for substance abuse and addiction and/or misuse including prescription drugs	AH.4.C evaluate the impact of laws relating to prescription and over the counter drug misuse and the use of alcohol, tobacco and other substances	These SEs are already covered in other substrands
Treatment									H 1.14.6 evaluate the dynamics of social groups		Addressed in mental health.
who, when, where, and how to get help (for self or others) and emergency responses to poisoning and overdoses		(A) describe what poisoning or overdose could look like and identify how to respond, including who to contact	(A) describe what poisoning or overdose could look like and identify how to respond, including who to contact	(A) describe what poisoning or overdose could look like and identify how to respond, including who to contact	(A) describe what poisoning or overdose could look like and identify how to respond, including who to contact	(A) describe what poisoning or overdose could look like and identify how to respond, including who to contact	(A) identify ways to report a suspected abuse of drugs to a parent or school administrator, teacher, or trusted adult	(B) describe ways to report a suspected abuse of drugs to a parent or school administrator, teacher, or trusted adult	(B) demonstrate ways to report a suspected abuse of drugs to a parent or school administrator, teacher, or trusted adult		

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(19) Alcohol, tob	acco, and other d	rugstreatment.				_				Comments
	The student und student is expect		eek emergency help	for self and others in	poisoning and over	does situations. The	seek help related t	o the use and misuse	s the options for treatn of alcohol, tobacco, dr es. The student is expe	ugs (including	
Who, when, where, & how to get help for self or others and emergency responses to poisoning and overdoses							(B) identify signs and symptoms of alcohol, tobacco, drugs including prescription drugs, and other substance use and misuse (such as using medicine prescribed for someone else or for reasons other than intended) and at least one example of who, when, where & how to get help	identify signs and symptoms of alcohol, tobacco, drugs including prescription drugs, and other substance use and misuse (such as using medicine prescribed for someone else or for reasons other than intended) and at least one example of who, when, where & how to get help	identify ways to support and assist someone who shows signs and symptoms of alcohol, tobacco, or drug use and misuse		VA
Who, when, where, & how to get help for self or others and emergency responses to poisoning and overdoses									H 1.13.A identify support systems aimed at substance use disorders and substance misuse including prescription drug misuse	AH.16.B design materials for health advocacy (such as promoting substance free lifestyle and "see something/say something")	H1.13.A is covered in risk and protective factors.
Who, when, where, & how to get help for self or others and emergency responses to poisoning and overdoses									H 1.1.J identify the categories of drugs and what they are used to treat		Does not belong in this topic.

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(19) Alcohol, tol	pacco, and other	drugstreatment.								Comments
	The student und student is expec		seek emergency help	for self and others in po	oisoning and ove	rdoes situations. The	seek help relat	ted to the use and mis	inds the options for treat use of alcohol, tobacco, d inces. The student is expe	rugs (including	
Who, when, where, & how to get help for self or others and emergency responses to poisoning and overdoses										AH.13.B  demonstrate leadership skills for advocating health (such as promoting substance-free lifestyle and "see something/say something")	
Types of treatment and recovery and rehabilitation									H-1.1.J identify the categories of drugs and what they are used to treat		This SE has been previously covered.
Types of treatment and recovery and rehabilitation									H 1.2.F explain the connection between the properand safe use of prescription drugs and overall health	F	This SE has been covered.
Types of treatment and recovery and rehabilitation									H 1.18.A research information about a personal health concern	<del>)</del>	This SE has been covered in physical health.
Types of treatment and recovery and rehabilitation									H 1.18.B  demonstrate  knowledge about  personal and family health concerns		This SE has been covered in physical health.

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic	(19) Alcohol, toba	cco, and other drug	streatment.								Comments
	The student under student is expecte		emergency help for s	self and others in po	isoning and overdoe	s situations. The	seek help related to	the use and misuse	the options for treatm of alcohol, tobacco, dru s. The student is expec	ugs (including	
Types of										AH.7.F	
treatment and										<del>investigate</del>	
recovery and										<del>treatment</del>	
rehabilitation										options for	
										<del>substance</del>	
										addiction and/or	
										misuse including	
										prescription	
										<del>drugs</del>	

	Kindergarten	Grade 1	Grade 2 115.4	Grade 3 115.5	Grade 4	Grade 5	Grade 6	Grade 7-8	Health 1	Advanced Health	Comments
	115.2	115.3			115.6	115.7	115.22	115.23	115.32	115.33	
<b>-</b>	(20) Alcohol, tob	acco, and other d	rugsrisk and protectiv	e factors.							
Topic	The student und	erstands how vari	ous factors can influence	e decisions regarding	g substance use and	the resources	The student understan	ds how various factor	s can influence decisi	ons regarding	
	available for help	o. The student is e	xpected to:				substance use and the				
							within the environmen	· ·	· · · · · · · · · · · · · · · · · · ·	onships as related to	
							alcohol, tobacco, and o	other drugs. The stude	ent is expected to:		
peer influence			2.8.A describe	3.8.A distinguish	4.8.A explain the	(A)	(A)	(A)			
(positive or			how friends can	<del>between positive</del>	influence of peer	model how	explain the impact of	examine the			
negative), socio-			<del>influence a</del>	and negative	<del>pressure on an</del>	positive peer	peer pressure on	effects of peer			
cultural factors			person's health	<del>peer pressures</del>	individual's social	pressure can	decision making	pressure on			
and heredity and			(4)	and their effects	and emotional	be used to help	toward the usage of	decision making			
genetics (family history)			recognize unsafe	<del>on personal</del>	health	<u>a person</u>	alcohol, tobacco, and other drugs	toward the usage of alcohol,			
Tilstory)			requests made by	health behaviors	(A)	decide not to	other drugs	tobacco, and			
			friends	(A)	distinguish	use alcohol or		other drugs			
			<u>jrienas</u>	describe how	between positive	<u>drugs</u>		<u> </u>			
				friends can	and negative						
				influence a	peer pressures						
				person's decision	and their effects						
				to use or not use	on a person's						
				alcohol or drugs	decision to use or						
				<del>health</del>	not use alcohol						
					or drugs <del>personal</del>						
					health behaviors						
peer influence,							(B)				
socio-cultural							differentiate and				
factors and							describe methods for				
heredity and							differentiating				
genetics							communicating				
							between positive and				
							negative relationships				
							that- <u>influence alcohol,</u> tobacco, and other				
							drug use can affect				
							individual health such				
							as clubs, gangs, or				
							within families				

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4		Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
	(20) Alcohol, tob	acco, and other drug	gsrisk and protecti	ive factors.						<b>'</b>	
Topic		erstands how various o. The student is expe		ce decisions regarding	substance use and	the resources	The student understand substance use and the within the environment alcohol, tobacco, and control of the student understand substance use and the student understand u	resources available fo t that influence positi	r help. The student unverse and negative relation	derstands factors	
peer influence, socio-cultural factors and heredity and genetics			2.8.B recognize unsafe requests made by friends				(C) <u>identify</u> examine social influences on <u>alcohol-, tobacco-,</u> <u>and other</u> drug- <u>use</u> taking behaviors	(B) examine social influences on alcohol-, tobacco-, and other drug- use taking behaviors	(A) compare and contrast the social influences on alcohol-, tobacco-, and other drug-use behaviors  H1.4.C examine social influences on alcohol-, tobacco-, and other drug-use taking behaviors.		
peer influence, socio-cultural factors and heredity and genetics)					4.8.B describe the importance of being a positive role model for health						Appears in mental health strand.
peer influence, socio-cultural factors and heredity and genetics						the role of assertiveness; critical thinking and peer pressure on decision making and problem solving	6.13.B demonstrate the use of refusal skills in unsafe situations where alcohol, tobacco and other drugs may be present;	(C) assess the role of assertiveness, critical thinking, and peer pressure on decision making and problem solving	H1.8.A analyze the relationship between the use of refusal skills and the avoidance of alcohol, tobacco, and other drugs unsafe situations such as sexual abstinence		5.9.B is higher level thinking than 6.13.B so WG moved to Grade 7-8.

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
	(20) Alcohol, tob	acco, and other drug	srisk and protecti	ve factors.							
Topic		erstands how various . The student is exped		ce decisions regardin	g substance use and t	he resources	The student understand substance use and the within the environment alcohol, tobacco, and o	resources available fo t that influence positi	<mark>r help.</mark> <del>The student und</del> ve and negative relatio	derstands factors	
peer influence, socio-cultural factors and heredity and genetics							(D) identify how the physical and social environmental influences may affect an individual's substance misuse and substance use disorder	(D) discuss the influence of physical and social environmental factors on substance misuse and abuse	(B)  examine the influence of the physical and social environmental influences-culture and society on the misuse and abuse of prescription drugs in places such as school, sports, and/or entertainment	Adv H.8.A examine the influence of culture and society on the misuse and abuse of prescription drugs in places such as school, sports, and/or entertainment	
peer influence (positive or negative), socio- cultural factors and heredity and genetics (family history)								7.3.B distinguish and analyze risk factors associated with contracting communicable and non-communicable diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors as it relates to medicines and other drugs			7.3.B is covered in physical health and hygiene.

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
	(20) Alcohol, tob	acco, and other drug	srisk and prote	ctive factors.				1			
Topic		erstands how various o. The student is expe		ence decisions regard	ling substance use and t	the resources	The student understand substance use and the within the environment alcohol, tobacco, and o	resources available fo t that influence positi	r help. The student unverselation	derstands factors	
peer influence, socio-cultural factors and heredity and genetics							(E) explain the relationship among tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as drinking and driving and Human Immunodeficiency Virus (HIV)/sexually transmitted disease (STD) transmission	differentiate the relationships among tobacco, alcohol, drugs, and other substances and the roles these items play in unsafe situations such as drinking and driving and Human Immunodeficiency Virus (HIV)/sexually transmitted disease (STD) transmission	(C) associate risk- taking such as drinking and driving with legal, social, and physical consequences such as drinking and driving		VA
peer influence, socio-cultural factors and heredity and genetics							6.9.A differentiate between positive and negative relationships that can affect an individual's health such as clubs, gangs, or families;	7.8.A analyze positive and negative relationships that influence individual and community health such as families, peers, and role models	H1.17.B  demonstrate knowledge about personal and family health concerns		These SEs are covered in mental health.

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
					115.6	115./	115.22	115.23	115.32	115.33	
<b>-</b> •.	(20) Alcohol, tob	acco, and other dru	gsrisk and protec	tive factors.							
Topic	The student under	erstands how variou	s factors can influe	nce decisions regardi	ng substance use and	the resources	The student understa	ands how various fact	ors can influence decision	ons regarding	
	available for help	o. The student is exp	ected to:				substance use and th	ne resources available	for help. The student ur	nderstands factors	
							within the environme	ent that influence pos	sitive and negative relation	onships as related to	
							alcohol, tobacco, and	<del>d other drugs.</del> The stu	dent is expected to:		
peer influence									H1.18.B		H1.18.B is not related to
(positive or									demonstrate		this strand.
negative), socio-									knowledge about		
cultural factors									personal and family		
and heredity and									health concerns		
genetics (family									while developing		
history)									strategies to		
									evaluate		
									information related		
									to a variety of		
									critical health issues		
peer influence,									H1.17.A identify		
socio-cultural									individual and		
factors and									community		
heredity and									protective factors		
genetics									and skills that		
									prevent substance		
									misuse such as		
									consequences associated with		
									drinking and driving		
									and substance use		
									disorders such as		
									refusing invitations		
									to misuse		
									prescription drugs,		
									knowing the risks		
									associated with		
									substance misuse,		
									and reporting the		
									use of drugs to a		
									parent or school		
									administrator, teacher, or other		
									trusted adult		
									trusteu adult		

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
	(20) Alcohol, tob	acco, and other dru	gsrisk and protec	tive factors.							
Topic				nce decisions regardi	ng substance use and	the resources			ors can influence decision		
	available for neig	o. The student is exp	ected to:						f <mark>or help.</mark> <del>The student un</del> tive and negative relation		
								lother drugs. The stud	· · · · · · · · · · · · · · · · · · ·	mamps as related to	
peer influence,									H1.3.C analyze the		H1.3.C is covered in
socio-cultural									harmful effects of		reproductive and sexual
factors and heredity and									certain substances		health.
genetics									such as alcohol,		
Bernesse									tobacco, and prescription drugs		
									and environmental		
									hazards such as		
									second-hand smoke		
									on the fetus;		
peer influence									H1.17.E associate		VA
(positive or									risk-taking with		
negative), socio- cultural factors									consequences such		
and heredity and									as drinking and		
genetics (family history)									<del>driving</del>		
peer influence,									(D)	Adv. H.1.B	
socio-cultural									design materials for	explain how	
factors and									<u>health advocacy</u>	technology can	
heredity and genetics									such as promoting a	influence health	
genetics									substance-free life	as it evolves	
									lifestyle and "see something/say		
									something")		
									Sometiming 1		

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
		cco, and other drugs									
Topic		stands how various t The student is expec		decisions regarding	substance use and t	the resources	The student understand substance use and the within the environmental alcohol, tobacco, and o	resources available fo t that influence positi	<mark>r help.</mark> <del>The student und</del> ve and negative relatio	derstands factors	
environmental (safe havens and where to go for help, accessibility) and reporting	(A) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe	(A) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe	(B) identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe	NEW: describe the importance of where to seeking seek help and how to report unsafe situations  (B) describe the difference between reporting and tattling when reporting the use of alcohol, tobacco, or other drugs an unsafe situation	(B) identify methods available to report unsafe situations	the difference between reporting and tattling when reporting an unsafe situation  (B) describe the importance of where to seeking seek help and reporting how to report unsafe situations	(F) identify methods available to report unsafe situations	identify support systems and describe ways to report the suspected abuse of drugs to a parent or school administrator, teacher, or other trusted adult	H1.12.A identify support systems and describe ways to report the suspected abuse of drugs to a parent or school administrator, teacher, or other trusted adult (E) design a public health information campaign related to safe havens, where to go for help, or reporting drug- related behaviors	New SE: design a public health information campaign related to safe havens, where to go for help, or reporting drug related behaviors	
environmental and reporting									(F) participate in school-related efforts to address health-risk behaviors		
environmental and reporting							6.8.A identify how environmental influences may affect an individual's substance misuse and substance use disorder				

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
	(20) Alcohol, toba	cco, and other drugs	srisk and protectiv	e factors.							
Торіс		rstands how various f The student is expec		e decisions regardin	g substance use and t	the resources	The student understand substance use and the rewithin the environment alcohol, tobacco, and ot	esources available fo that influence positiv	<mark>r help.</mark> <del>The student und</del> ve and negative relatio	derstands factors	
environmental and reporting							6.9.A differentiate and describe methods for differentiating communicating between positive and negative relationships that influence alcohol, tobacco, and other drug use can affect individual health such as clubs, gangs, or within families	7.7.A relate physical and social environmental factors to individual and community health such as climate and gangs			6.9.A moved to peer influences
environmental and reporting									H1.17.A identify individual and community protective factors and skills that prevent substance misuse and substance use disorders such as refusing invitations to misuse prescription drugs, knowing the risks associated with substance misuse, and reporting the use of drugs to a parent or school administrator, teacher, or other trusted adult		H1.17.A is already covered.

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
Topic				e and misuse <mark>abuse ar</mark>	nd recognizes the be	nefits of delayed use.	substance <u>use and n</u> decision-making, go	nisuse abuse and reco al-setting, and proble that prevent and rec	olies critical-thinking, singular solving skills for maluce health risks throug	delayed use. king health-	
Recognition, Avoidance, and Refusal Skills	(A) define refusal skills for unsafe situations	(A) recognize unsafe situations and practice strategies to avoid risky behaviors	(A) identify ways to avoid unsafe situations and know how to respond using refusal skills	(A) demonstrate refusal skills using assertive communication	(A) demonstrate refusal skills	(A) assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving	(A) identify ways such as alternative activities and refusal skills to prevent or avoid the use of tobacco, alcohol, drugs, and other substances	(A) predict the outcomes of refusal skills in various situations	(A) analyze the relationship between the use of refusal skills and the avoidance of alcohol, tobacco, and other drugs unsafe situations such as sexual abstinence	AH.15.A identify effective skills to resist and refuse invitations to misuse substances, including prescription drugs and other substances	
Recognition, Avoidance, and Refusal Skills						(B) Identify different types of refusal skills that can be used avoid the use of tobacco, alcohol, and other drugs	(B)  demonstrate the  use of refusal skills in unsafe situations where alcohol, tobacco and other drugs may be present				

Topic		Grade 3 115.5  e and misuse abuse and			substance <u>use and n</u> decision-making, go promoting decisions The student is expec	nisuse abuse and reco al-setting, and proble that prevent and red ated to:	Health 1 115.32  Dilies critical-thinking, ognizes the benefits or many solving skills for many skills for many successions.	f delayed use. aking health-	Comments
Recognition, Avoidance, and Refusal Skills			(B) identify ways to avoid drugs and list alternatives for the use of drugs and other substances	(C) identify and describe alternatives to drug and substance use	(C) explain the relationship among tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as parties, and drinking and driving and Human Immunodeficiency Virus (HIV)/sexually transmitted infections (STI) transmission	(B) apply strategies for avoiding violence, gangs, weapons, and alcohol, tobacco, and other drugs	(B)  analyze the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as parties, Human Immunodeficiency Virus (HIV)/sexually transmitted infections (STI) transmission, unplanned pregnancies, and motor vehicle accidents		

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
	(21) Alcohol, toba	acco, and other dru	ugsprevention.								
Topic	The student demo		kills to avoid substance	e <u>use and misuse <del>abus</del></u>	se and recognizes the be	nefits of delayed use.	substance use and u	misuse abuse and roal-setting, and prosting, and prost that prevent and	applies critical-thinking recognizes the benefits blem-solving skills for reduce health risks thre	of delayed use. making health-	
Recognition,							6.7.C explain the		H1.7.C analyze th	e	
Avoidance, and Refusal Skills							relationship among		relationship		
erusai skiiis							tobacco, alcohol, drugs, and other		between alcohol, tobacco, and othe		
							substances and the		drugs and other	<del>11</del>	
							role these items		substances used k	<del>)√</del>	
							<del>play in unsafe</del>		adolescents and		
							situations such as		the role these		
							<del>parties, drinking</del>		substances play ir	7	
							and driving and		unsafe situations		
							Human		such as parties,		
							<del>Immunodeficiency</del>		Human		
							Virus (HIV)/sexually	t l	<del>Immunodeficienc</del>		
							transmitted		Virus (HIV)/sexua	<del>lly</del>	
							infections (STI)		transmitted		
							<del>transmission</del>		infections (STI)		
									transmission,		
									unplanned pregnancies, and		
									motor vehicle		
									accidents		

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
		co, and other drugs									
Topic	The student demor	nstrates refusal skills to ected to:	o avoid substance <u>use</u>	and misuse abuse and	d recognizes the bene	<del>ifits of delayed use</del> .	substance <u>use and n</u> decision-making, go	nisuse abuse and reco al-setting, and proble that prevent and red	olies critical-thinking, so egnizes the benefits of m-solving skills for ma luce health risks throu	delayed use. king health-	
Recognition, Avoidance, and Refusal Skills								(C) develop strategies for preventing use of tobacco, alcohol, and other drugs addictive substances	H1.7.D develop strategies for preventing use of tobacco, alcohol, and other addictive substances  (C) analyze strategies that minimize the use of alcohol, tobacco, and other drugs health-risk behaviors, such as alcohol and substance abuse and illegal activity	AH.7.A analyze strategies that minimize health- risk behaviors, such as alcohol and substance abuse and illegal activity	Moved down a grade.
Recognition, Avoidance, and Refusal Skills										AH.7.B participate in school-related efforts to address health-risk behaviors;	
short and long- term consequences of the use of drugs and other substances as well as the benefits of benefits of abstinence and delayed use		1.2.C explain the harmful effects of, and how to avoid, alcohol, tobacco, and other drugs	2.2.A identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body	3.2.B describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them	4.4.C describe the short term and long-term harmful effects of tobacco, alcohol, and other substances such as physical, mental, social, and legal consequences	5.5.C analyze the short-term and long-term harmful effects of tobacco, alcohol, and other substances such as physical, mental, social, and legal consequences					

	Kindergarten 115.2	Grade 1 115.3	Grade 2 115.4	Grade 3 115.5	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	Comments
	(21) Alcohol, tobac	cco, and other drugs	prevention.								
Topic	The student demor		o avoid substance <u>use</u>	e and misuse <mark>abuse an</mark>	d recognizes the bene	f <del>its of delayed use</del> .	substance <u>use and n</u> decision-making, go	es information and apposition in a second se	gnizes the benefits om-solving skills for m	f delayed use. aking health-	
short and long- term consequences of the use of drugs and other substances as well as the benefits of abstinence and delayed use							6.7.D identify the benefits of choosing alternative activities in order to prevent the use of tobacco, alcohol, drugs, and other substances		H1.7.C explain the relationship between alcohol, tobacco, and other substances used by adolescents and the effects these substances have or the individual, family, and community	<u>-</u> <del>Y</del>	
short and long- term consequences of the use of drugs and other substances as well as the benefits of abstinence and delayed use							6.7.E identify ways to prevent substance misuse, including the misuse of prescription and over-the-counter drugs, and substance use disorders				
short and long- term consequences of the use of drugs and other substances as well as the benefits of abstinence and delayed use							(D) identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids violence, gangs, weapons, and other harmful situations	(D) identify strategies for preventing use or misuse of alcohol, tobacco, and other drugs, including opioids prescription drugs, over the counter drugs, tobacco, alcohol, and other addictive substances (including opioids)	(D) develop strategies for preventing use or misuse of alcohol, tobacco, and other drugs, including opioids prescription drugs, over the counter drugs, tobacco, alcohol, and other addictive substances (including opioids)	7	

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

	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic		and sexual healthhealthy relati					Comments
	The student unders						
Type of relationships (including platonic, romantic, casual)  Type of relationships (including platonic, romantic, casual)		(A) define and distinguish between friendship, infatuation, dating/romantic relationships and marriage WGD describe benefits of delaying dating, such as developing a healthy self-	(A) describe types of relationships, such as platonic, romantic, and casual		(A) describe types of relationships, such as platonic, romantic, and casual		Healthy self-concepts is covered in the mental health strand.
		concept	MCD company and continue	MCD describe how friendshine	(D)		Curitahad tha CCa far Cand 7.0
Type of relationships (including platonic, romantic, casual)			WGD compare and contrast the difference between friendship, infatuation, dating/romantic relationships and marriage  (B) describe how friendships provide a foundation for healthy dating relationships	WGD describe how friendships provide a foundation for healthy dating relationships.  (A)  compare and contrast the difference between friendship, infatuation, dating/romantic relationships and marriage	(B) analyze how friendships provide a foundation for healthy dating relationships		Switched the SEs for 6 and 7-8
Type of relationships (including platonic, romantic, casual)				WGD compare and contrast infatuation and love	WGD compare and contrast infatuation and love		
Characteristics of healthy relationships (mutual respect, trust, support, and honesty, commitment, reliability)			(C) list healthy ways to express friendship, affection, and love	(B) describe healthy ways to express friendship, affection, and love		Adv. Health.13.A create and apply strategies for communicating emotions, needs, and wants	
Characteristics of healthy relationships (mutual respect, trust, support, and honesty, commitment, reliability				(C) describe appropriate and effective methods of communicating emotions in a healthy dating/romantic relationship and marriage	compare and contrast effective and ineffective methods of communicating emotions in a healthy dating/romantic relationship and marriage		

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

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

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

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

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

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

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

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

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

	Grade 4 115.6	Grade 5 115.7	Grade 6 115.22	Grade 7-8 115.23	Health 1 115.32	Advanced Health 115.33	
Topic		and sexual healthsexual risk.	115.22	113.23	115.52	115.55	Comments
ТОРІС	The state of the state of	to a death of the control of the control of	. 1 . 96	hallana da 1000/ affaat	and the decree of the decree	Lant Construction of the	Comments
	The student unders	tands that there are risks associat	<u>ed with sexual activity and that al</u>	<u>bstinence is the only 100%-effecti</u>	ve method to avoid risks. The stud	dent is expected to:	
STDs/STIs			WGD identify the difference between bacterial and viral STDs/STIs.  (C) define STIs/STDs as diseases or infections that are spread through sex or sexually activity	(D) identify the difference between compare and contrast bacterial and viral STDs/STIs, including treatment and long-term or lifetime effects such as infertility and cancer	(C) evaluate long-term or lifetime effects of bacterial and viral STDs/STIs, including infertility and cancer	WG D evaluate the economic impact of STDs/STIs on individuals and society	Moved the grade 6 SE down for VA.  Changed verb at grade 7-8 to make more grade level appropriate. Added cancer as an illustrative example because students should know further consequences.
STDs/STIs				(E) describe various modes of transmission of STDs/STIs, including skin to skin contact, oral sex, and vaginal sex	(D) describe various modes of transmission of STDs/STIs, including skin to skin contact, oral sex, and vaginal sex		WG deleted the including statement because the modes of transmission are the examples; to repeat the modes of transmission would be superfluous.
STDs/STIs				(F) list the signs and symptoms of the most prevalent STDs/STIs for which students are most at risk, including HPV and HIV/AIDS	(E) describe signs and symptoms of the most prevalent STDs/STIs for which students are most at risk, including HPV, HIV/AIDS, chlamydia, syphilis, gonorrhea, herpes, and protozoans		
STDs/STIs				explain the importance of STD/STI testing for sexually active people, including if there is a concern or during yearly physicals	WGD explain the different types of STD/STI testing and treatment a recommended for sexually active people and associated costs and where individuals can access these services  (F) analyze the importance of STD/STI testing for sexually active people, including if there is a concern or during yearly physicals	WG D evaluate current research related to prevention, testing, and treatment of STDs/STIs	WG wants to emphasize the importance of STD/STI testing as part of a yearly physical or if there is a sign, symptom, or other concern.

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

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

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