

Content Advisor Feedback on the Health Education
Final Recommendations

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1. Do the revisions support or improve the complete and logical development of health education concepts? If not, what suggestions do you have for additional improvement?

The revisions support and improve the logical development of health education. I do have some suggestions and recommendations to improve the curriculum, as listed below.

2. Have the correct vocabulary and terminology been used throughout the revisions to the recommendations?

Correct vocabulary and terminology have been used throughout the revisions.

4. Are concepts introduced at the appropriate grade level in the revisions?

Concepts are introduced at the appropriate grade levels with a few exceptions which are outlined below.

5. Are the revisions to the student expectations (SEs) clear and specific?

The expectations are clear and specific.

6. Are there any remaining gaps that should be addressed?

There are remaining gaps as addressed below.

7. Do you have any final suggestions for ways in which the health education TEKS can be improved?

Suggestions for improvement are outlined below.

Dr. Taylor's Notes:

Mental health and wellness > Brain development > Grade 6

Typo: Should probably be “identify how brain development in adolescence can impact emotions, decision-making, and logic.”

Mental health and wellness > Positive Stress

I think this addition is fantastic!

Healthy eating and physical activity > Essential nutrients > Grade 1

Add meat. If we are listing fruits, vegetables, and dairy, to leave meat out is an incomplete list. Of course, we realize not everyone can eat (or may choose to not eat) various types of foods, but meat does provide many essential nutrients and protein.

Alcohol, Tobacco, and Other Drugs > dangerous substances, illegal drugs, alcohol > Health 1

In grade 5 “describe the physiological effects of alcohol, vaping, tobacco, and other drugs and dangerous substances” seems to be too advanced for this age. Further, it is not revisited again later. A great place for this would be in 7-8th grade AND in Health 1

Alcohol, Tobacco, and Other Drugs > positive or negative impacts on health and behavior problems > Health 1

How substance misuse/abuse disorders impact families and communities is discussed in 7-8th grade, which is great. However, this should also be discussed in Health 1.

Reproductive and sexual health > anatomy, puberty, reproduction, and pregnancy > fertilization and healthy pregnancy and fetal development > Grades 6, and 7-8

When we discuss health and safety to a child, we should focus on THAT child. To introduce “fetal development” to a 6th grader adds no value to *their own* health and development. It appears that this entire sub-strand is a course in “prenatal care” which is wholly inappropriate as medical care and medical recommendations should be provided by the student’s/patient’s physician. Therefore, fetal development and prenatal care should be removed from Grades 6-8.

Regarding fetal development and healthy pregnancy, a justification can be made for this in Health 1.

Reproductive and sexual health > Reproduction and sexual health – sexual risk > Pregnancy > Grade 7-8 and Health 1

There is mention of “options available” for teen pregnancy and conspicuously absent is elective termination. Elective termination should be included in the list of options for unintended pregnancy.

Reproductive and sexual health > Reproduction and sexual health – sexual risk > Prevention: abstinence from sexual activity and types of contraceptives > Grade 7 – 8 and Health 1

HPV vaccination has adverse side effects and the decision to administer should be considered in the setting of risk vs benefit in consultation with a trusted health professional. Further, why select out THIS vaccination (we do not push any other vaccination schedule in our curriculum)? I do not think this is something that adds utility to the general health education of the students in school outside of the doctor-patient relationship because there are medical nuances to vaccination administration. I recommend removing the push for HPV vaccination, particularly from grades 7-8.

Social determinants of health and life course/outcomes.

The social determinates of health and life course and outcomes should be discussed - particularly in the 7-8 grade level and certainly in Health 1. How environment, access to health care, and implicit bias/racism contributes to health disparities and life outcomes is a much needed discussion. It is touched upon, somewhat, in **Mental health and wellness > Environmental** in the setting of mental wellness. However, the PHYSICAL (absolute) health and wellness of human bodies is very much influenced by environment. Further, environment includes physical space, but also political, racial, social, and psychological factors that are missing from this curriculum in grades K - 8.