

Guidelines for Content Advisor Feedback on the Health Education Draft Recommendations

Please review the draft recommendations for the Texas Essential Knowledge and Skills (TEKS) for health education, kindergarten - grade 12, as applicable, and respond to the following questions. In your feedback please indicate the specific grade level/course and student expectation number you are referring to, as appropriate.

1. Does each grade level or course follow a complete and logical development of health education concepts? If not, what suggestions do you have for improvement?

Yes, it follows a logical development

2. Have the correct vocabulary and terminology been used throughout the TEKS?

Yes, I find the vocabulary and terminology appropriate

3. Is the level of rigor appropriate for each grade level?

Yes

4. Are concepts introduced at the appropriate grade level?

Yes, here is an article that others can read if interested.

Age of sexual debut among US adolescents[☆]

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

Yes

6. Are the TEKS aligned horizontally and vertically? If not, what gaps should be addressed?

Yes

7. Can all student expectations reasonably be taught within the amount of time typically allotted for the grade level or high school course prior to the end of the school year?

Yes

8. Is there any unnecessary duplication of standards or concepts? Are there student expectations that can be eliminated in order to streamline the standards?

No, repetition is the key to learning for most and it is more of an issue with sexual health because there is so much misinformation presented to the students from outside sources

9. Are there any gaps or concepts missing that should be addressed? Are there specific areas that need to be updated to reflect current research?

I agree with the letter of comments dated 4/27/2020 about consent.

Consent is an important concept that the individual must understand. It really needs to be taught yearly

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

I have researched the literature on the web including the NCBI data bank at PubMed. I could not find a prospective study to corroborate the less than 1% pregnancy rate that the letter on 4/27/2020 alludes to. There was one study from the New England Journal of Medicine, but they did not provide numbers to explain how they derived their percentages.

It is truly important that if someone is going to question or make suggestions, that they present up to date research to back up their opinion/statements that are able to be reviewed. Using reviews or summation articles are no better than off the shelf opinions.

I hope this feedback is helpful. Thank you for allowing me to participate in this endeavor. If there are questions that I can help answer, please contact me.

Sincerely,

Mikeal Love M.D.

Strand 3 – Healthy Eating and Physical Activity Feedback

(8) Healthy eating and physical activity – physical activity

Dietary Choices (page 1)

I recommend introducing the correlation of increased thirst and sugar sweetened/ caffeinated beverages in grades 2 or 3 versus waiting until grade 6. By grade 6, some students are playing team sports and may have this information from coaches, however, all students need this information before poor habits can be formed.

(10) Healthy eating and physical activity – risk and protective factors

Chronic conditions (page 4)

Obesity needs to be addressed earlier and I would recommend grade 3. One of the most devastating diseases for young women is polycystic ovarian syndrome (PCOS). PCOS can cause irregular menses, depression and infertility.

Food allergies (page 4)

An allergic reaction to food should be shown to students as early as possible. Photos would be an effective tool since an adult is not always present and anaphylactic shock can occur quickly.

Health influences (page 5)

Grade 6 seems to be a little late to discuss substitute behaviors to avoid stress/comfort eating. It may be more helpful to introduce this in grade 5, before students transition to middle school.