

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills (TEKS)
Health Education, Healthy Eating and Physical Activity Strand

These recommendations reflect revisions to the health education Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education’s TEKS work group for the healthy eating and physical activity strand. This document reflects the recommendations 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 font with strikethrough (~~moved text~~) and is shown in the proposed new location in purple font with underlines (new text location). Additions are shown in green font with underlines (additions).

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

WGD—student expectation from the current TEKS that Work Group D has recommended to add to the strand

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Strand: Healthy Eating and Physical Activity

Substrand: Food and Beverage Daily Recommendations

Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	<p><u>The student will identify and explain healthy eating strategies for enhancing and maintaining personal health throughout the lifespan.</u> <u>The student is expected to:</u></p>						
<p>Portion sizes and daily recommended amounts <u>per current government nutrition guidelines (as of 2019 Choose My Plate)</u></p>	(B) (A)	<p><u>Identify portion sizes using familiar objects such as a golf ball for a cookie or a frisbee for a dinner plate.</u></p> <p><u>K.1.B. identify types of foods that help the body grow such as healthy breakfast foods and snacks including fruits and vegetables</u></p>	<p><u>Identify the food groups.</u></p> <p><u>Demonstrate knowledge of food portions from different food groups using familiar objects.</u></p>	<p>2.1.C. identify- use food groups and to describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities</p> <p>2.1.D. identify healthy and unhealthy food choices such as a healthy breakfast and snacks <u>including fruits and vegetables</u>, and fast food choices</p> <p>2.1.G. describe how a healthy diet can help protect the body against some diseases</p>	<p>3.1.C. identify types of nutrients</p> <p>3.1.D. describe food combinations in a balanced diet such as a food pyramid <u>My Plate</u></p> <p><u>3.11.B. gather data to help make informed health choices</u></p>	<p><u>4.3.B. describe the importance of accessing health information through a variety of health resources</u></p>	<p><u>5.1.B. apply information from the food guide pyramid My Plate to making healthy food choices</u></p>	<p>We combined Topics A and B because recommended daily amounts and portion sizes are covered in government nutrition guidelines and the TEKS were redundant.</p> <p>We added TEKS to K and 1 to ensure vertical alignment, thereby teaching and introducing portion sizes.</p> <p>2.1.C we changed “identify” to “use” because we introduced the concept of food groups in the 1st grade.</p> <p>K.1.B and 2.1.D we included Fruits and Vegetables to emphasize the importance of these foods.</p> <p>2.1.G We deleted this TEKS because it is addressed in Risks and Protective Factors Substrand.</p> <p>3.1.D and 5.1.B we changed “food pyramid” to “My Plate”</p>

Strand: Healthy Eating and Physical Activity

Substrand: Food and Beverage Daily Recommendations

Topics	KS/SE	K	1	2	3	4	5	Comments
								in keeping with current government guidelines. WGD discussion on removing the word “government” from topic title.
Current government nutrition guidelines (as of 2019 Choose My Plate)	(B)	K.1.B. identify types of foods that help the body grow such as healthy breakfast foods and snacks		2.1.C. identify food groups and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities 2.1.D. identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices	3.1.C. identify types of nutrients 3.1.D. describe food combinations in a balanced diet such as a food pyramid 3.11.B. gather data to help make informed health choices	4.1.A. identify the benefits of six major nutrients contained in foods 4.3.B. describe the importance of accessing health information through a variety of health resources	5.1.A. examine and analyze food labels and menus for nutritional content 5.1.B. apply information from the food guide pyramid to making healthy food choices 5.3.A. describe methods of accessing health information 5.3.B. demonstrate ways to communicate health information such as posters, videos, and brochures	
Essential nutrients (proteins, carbs, fats, minerals, vitamins, water)	(A) (E)	<u>Identify that our bodies are made of water and we need to drink water daily.</u>	<u>Identify that fruits and vegetables provide essential vitamins and minerals.</u>	3.1.C. identify types of nutrients 2.1.C. identify food groups and describe the effects of eating	3.1.C. identify types of nutrients <u>Classify foods by the nutrients they provide.</u>	4.1.B. identify information on menus and food labels	5.1.A. examine and analyze food labels and menus for nutritional content	We added TEKS in K for water information so students will understand the importance of hydration and of drinking non SSBs.

Strand: Healthy Eating and Physical Activity

Substrand: Food and Beverage Daily Recommendations

Topics	KS/SE	K	1	2	3	4	5	Comments
				<p>too much sugar and fat such as knowing that sugar causes dental cavities</p> <p>2.1.D. identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices</p> <p>2.1.G. describe how a healthy diet can help protect the body against some diseases</p>	<p>3.1.D. describe food combinations in a balanced diet such as a food pyramid</p>	<p><u>4.1.A. identify the benefits of six major nutrients contained in foods</u></p>	<p>5.1.C. identify foods that are sources of one or more of the six major nutrients</p>	<p>We moved “identify types of nutrients to 2nd grade to fill the gap and we added classification of foods by nutrients to third grade to increase knowledge and understanding.</p> <p>We added vitamins and minerals through fruit and vegetable consumption to 1st grade in order to introduce the concepts in a relatable manner for students.</p> <p>We removed 2.1.C and 2.1.D and 3.1.D because they are already in Topic B</p>
<p>Healthy Dietary choices (including limit sugar-sweetened beverages and fast food, sodium and caffeine.)</p>	<p><u>(D)</u> <u>(C)</u></p>	<p>K.3.B. <u>plan identify</u> a healthy meal and/or snack such as fruit.</p>	<p>1.1.A. describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise</p> <p><u>Understand the importance of choosing healthy fast food choices such as smaller sizes, substituting fries for salads, and grilled instead of fried foods.</u></p>	<p><u>Understand the importance of choosing healthy alternatives to various sugar sweetened beverages such as soda and sports drinks</u></p> <p>2.1.C. identify food groups and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities</p>	<p>3.1.A. explain how personal-health habits affect self and others</p> <p>3.1.C. identify types of nutrients</p> <p>3.1.D. describe food combinations in a balanced diet such as a food pyramid</p>	<p><u>Understand the importance of choosing lower sodium alternatives to foods which have high levels of sodium, such as salty snacks and canned vegetables.</u></p>	<p>5.1.A. examine and analyze food labels and menus for nutritional content</p> <p><u>Identify caffeinated beverages and their effects.</u></p>	<p>2.1.C, 2.1.D, 3.1.C, 3.1.D, and 5.1.A were removed because they are redundant (are already in other Topics of this substrand.)</p> <p>We removed 1.1.A because it is redundant.</p> <p>We changed the topic to align with the 6-12 changes.</p> <p>We added TEKS for fast food, SSBs, sodium and caffeine in order to align with the topic.</p>

Strand: Healthy Eating and Physical Activity

Substrand: Food and Beverage Daily Recommendations

Topics	KS/SE	K	1	2	3	4	5	Comments
				<p>2.1.D. identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices</p> <p>2.1.G. describe how a healthy diet can help protect the body against some diseases</p>				

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Strand: Healthy Eating and Physical Activity

Substrand: Risk and protective factors (move to end)

Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	The student will identify and explain risk and protective factors related healthy eating and physical activity. The student is expected to:						
Heredity and genetics (food allergies, chronic illnesses (Crohn's, celiac, and diabetes)	(A)	WGD recall basic facts of food allergy safety such as not sharing food and an awareness of respecting other's differences	1.3.A. explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems WGD describe basic facts of food allergy safety such as not sharing food and an awareness of respecting other's differences	2.4.B. identify causes of disease other germs including allergies and other chronic conditions such as diabetes and heart disease	WGD Explain how to maintain the healthy status of body systems in light of food allergies and chronic conditions including diabetes and heart disease	WGD Illustrate how to maintain health related to food allergies and chronic conditions including diabetes and heart disease	5.9.A. describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor WGD Distinguish between myth and fact related to non-communicable diseases including food allergies and chronic conditions including diabetes and heart disease	1.3.A. moved from goal setting
<u>Health Influences (Environmental, Cultural, Physical, Social, and Emotional health)</u>	(B)	<u>K.5.A. name people who can provide helpful health information such as parents, doctors,</u>	1.2.G. identify and practice safety rules during play	2.4.A. explain ways in which germs are transmitted, methods of preventing the spread of germs, and	3.B.3a identify health behaviors that prevent the spread of disease, including immunization and	4.B.5b identify different pathogens and explain how the body protects itself from pathogens such	<u>5.B.4. Explain how to maintain healthy status of body systems including avoiding smoke, e-</u>	<u>5.8.D. 5.9.D removed</u>

Strand: Healthy Eating and Physical Activity

Substrand: Risk and protective factors (move to end)

Topics	KS/SE	K	1	2	3	4	5	Comments
Environmental (weather and food-borne illnesses)		<p>teachers, nurses the school nurse or other trusted adults</p> <p><u>K.6.A tell how germs cause illness and disease in people of all ages and name symptoms of common illnesses and disease including the common cold</u></p> <p>K.6.B name symptoms of common illnesses and disease including the common cold</p> <p><u>K.6.C. explain practices used to control the spread of germs such as washing hands</u></p> <p><u>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</u></p>	<p><u>1.7.B. identify common illnesses and diseases and their symptoms</u></p> <p><u>1.7.C. explain common practices that control the way germs are spread, (WGD) including washing your hands</u></p> <p><u>1.8.A. name various (WGD) trusted adults such as a school nurse member of his/her family who help them to promote and practice health habits</u></p> <p><u>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</u></p>	<p>the importance of immunization, and <u>hand washing</u></p> <p><u>WGD discuss various trusted adults such as a school nurse member of his/her family who help them to promote and practice health habits</u></p> <p><u>2.4.B. identify causes of disease other germs such as allergies and heart disease</u></p> <p><u>2.4.D. apply practices to control spread of germs in daily life such as hand washing and skin care</u></p> <p><u>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, air pollution and ultra-violet rays</u></p>	<p><u>hand washing and avoid behaviors that cause the transmission of disease</u></p> <p><u>3.B.3c explain actions to take when illness occurs such as informing parents/adults a trusted adult including a school nurse</u></p> <p><u>WGD compare and contrast hazards in the environment that affect health and safety such as drinking untreated water, air pollution and ultra-violet rays</u></p>	<p>as viruses, bacteria, and fungi</p> <p><u>4.B.5c discuss ways you can in which prevention and the transmission of illnesses and disease such as washing your hands are affected by individual behaviors</u></p> <p><u>4.B5d distinguish between communicable and noncommunicable diseases</u></p> <p><u>WGD describe actions to take when illness occurs such as informing parents/adults a trusted adult including a school nurse</u></p> <p><u>WGD evaluate hazards in the environment that affect health and safety such as drinking untreated water, air pollution and ultra-violet rays</u></p>	<p><u>cigarettes, and vaping to protect the lungs</u></p> <p><u>5.B.4b relate the importance of hand washing and immunizations in disease prevention;</u></p> <p><u>5.B.4e explain how to manage common minor illnesses such as colds and skin infections</u></p> <p><u>WGD compare and contrast actions to take when illness occurs such as informing parents/adults a trusted adult including a school nurse</u></p> <p><u>5.8.D. identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging</u></p>	

Strand: Healthy Eating and Physical Activity

Substrand: Risk and protective factors (move to end)

Topics	KS/SE	K	1	2	3	4	5	Comments
				2.5.B. describe strategies for protecting the environment and the relationship between the environment and individual health such as air pollution and ultra-violet rays			5.9.A. describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor	
Socio-cultural factors (sedentary lifestyle and access to fresh fruits and vegetables)	(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			5.9.A. describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor	Topic socio cultural factor absorbed into health influences topic. 2.5.A, 5.9.A deleted due to redundancy in health influences topic

Strand: Healthy Eating and Physical Activity								
Substrand: Physical Activity								
Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	<u>The student will identify and explain strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan.</u> <u>The student is expected to:</u> - -						
Current government physical activity guidelines	(A)				3.11.B. gather data to help make informed health choices	4.1.D. explain the physical, mental, and social benefits of fitness 4.3.A. identify characteristics of health information 4.3.B. describe the importance of accessing health information through a variety of health resources	5.3.A. describe methods of accessing health information 5.3.B. demonstrate ways to communicate health information such as posters, videos, and brochures 5.8.B. describe daily and weekly activities that promote the health of a family	This strand is left blank because the topic is introduced in the 6 th grade 3.11.B moved to substrand food and physical activity literacy 4.1.D. removed due to its inclusion in the health benefits strand 4.3.A, 4.3.B move to substrand food and physical activity literacy 5.3.A, 5.3.B move to substrand food and physical activity literacy 5.8.B removed due to its inclusion in the health benefits strand

Strand: Healthy Eating and Physical Activity

Substrand: Physical Activity

Topics	KS/SE	K	1	2	3	4	5	Comments
Types of physical activity (include adaptive, lifetime activities, and sport)	(B)	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	2.1.B. describe and demonstrate personal health habits such as brushing and flossing teeth and exercise	3.1.B. describe ways to improve personal fitness	4.1.C. differentiate between aerobic and anaerobic exercise 4.1.D. explain the physical, mental, and social benefits of fitness	5.1.E. differentiate between health-related and skill-related physical activities 5.8.B. describe daily and weekly activities that promote the health of a family	This strand was more specific to Physical Activity than Health class; these TEKS are repeated in other areas of substrand physical activity K.1.C, 1.2.G have been moved to topic D (Health related fitness components) because it is more appropriate with that topic 2.1.B struck because it is repeated in Health Benefits strand 3.1.B struck because it's of vagueness and inclusion in PE 4.1.C, 5.1.E, 5.8.B. struck because it is included in health benefits strand
Health benefits of being physically active (stress reduction, healthy weight/body composition, (obesity, cardiovascular health and chronic disease prevention)	(C) (B)	<u>WGD</u> K.1.A. identify and practice personal health habits that help individuals stay healthy such as proper amount of sleep and <u>clean hands and daily physical activity</u>	1.1.A. describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise	2.1.B. describe and demonstrate personal health habits such as brushing and flossing teeth 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 3.11.C. explain the positive and negative consequences of making a health-related choice	4.1.C. differentiate between aerobic and anaerobic exercise 4.1.D. explain the physical, mental, and social benefits of fitness	5.8.B. describe daily and weekly <u>physical</u> activities that promote the health of a family <u>including activities outside of screen time</u>	2.1.B. removed due to its inclusion in the personal hygiene substrand 3.11.C removed because it is repetitive of 3.1.A 4.1.C, 4.1.D. removed because they are more appropriate in

Strand: Healthy Eating and Physical Activity

Substrand: Physical Activity

Topics	KS/SE	K	1	2	3	4	5	Comments
						4.2.A. describe how health behaviors affect body systems		substrand health related fitness components
Health-related fitness components <u>with types of physical activity</u> (strength, flexibility, cardio-respiratory endurance, muscular endurance, and body composition)	(D) (C)	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	2.1.E. define stress and describe healthy behaviors that reduce stress such as exercise 2.3.B. identify the major organs of the body such as the heart, lungs, and brain and describe their primary function 2.3.C. identify the major systems of the body	<u>Identify the physical, mental, and social benefits of fitness</u>	4.1.C. differentiate <u>identify the concepts of-between</u> aerobic and anaerobic exercise 4.1.D. explain the physical, mental, and social benefits of fitness	<u>WGD</u> 4.1.C. differentiate between aerobic and anaerobic exercise 5.1.E. differentiate between health-related and skill-related physical activities 5.8.B. describe daily and weekly activities that promote the health of a family	2.1.E deleted due to redundancy 2.3.C removed because it is redundant to 2.3.D. 3 rd grade TEK added to introduce the topic at an earlier age so that it can be reinforced in the 4 th grade 4.1.C. moved to 5 th grade; 4.1.C which remained in 4 th grade was edited to introduce the concept 5.8.B. struck due to it's inclusion in health benefits strand

Strand: Healthy Eating and Physical Activity								
Substrand: Food and physical activity literacy								
Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	<p>The student will identify and explain basic physical activity and nutrition information needed to make health promoting decisions.</p> <p>The student is expected to:</p>						
<p>Energy balance (healthy lifestyle choices to balance caloric intake from food and expenditures)</p>	(A)		<p>1.1.A. describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise</p>		<p>3.1.B. describe ways to improve personal fitness</p> <p>3.1.D. describe food combinations in a balanced diet such as a food pyramid</p>	<p>4.1.F. identify the importance of taking personal responsibility for developing and maintaining a personal health plan such as fitness, nutrition, stress management, and personal safety</p>	<p>5.1.D. calculate the relationship between caloric intake and energy expenditure</p> <p>5.8.B. describe daily and weekly activities that promote the health of a family</p>	<p>Topic removed due to redundancy, information included in health benefits and physical activity</p> <p>1.1.A included in healthy dietary choices</p> <p>3.1.B deleted</p> <p>3.1.D included in food and beverage portion sizes</p> <p>4.1.F. included in goal setting and decision making</p> <p>5.1.D. included in dietary guidelines, topic introduced in 6th grade</p> <p>5.8.B. included health benefits</p>

Strand: Healthy Eating and Physical Activity

Substrand: Food and physical activity literacy

Topics	KS/SE	K	1	2	3	4	5	Comments
Dietary choices to support physical health	(B)	K.3.B. plan a healthy meal and/or snack		2.1.C. identify food groups and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities 2.1.D. identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices	3.1.A. explain how personal health habits affect self and others 3.1.B. describe ways to improve personal fitness 3.1.C. identify types of nutrients 3.1.D. describe food combinations in a balanced diet such as a food pyramid 3.11.C. explain the positive and negative consequences of making a health-related choice	4.1.B. identify information on menus and food labels 4.1.F. identify the importance of taking personal responsibility for developing and maintaining a personal health plan such as fitness, nutrition, stress management, and personal safety	5.1.F. analyze the components of a personal health maintenance plan for individuals and families such as stress management and personal safety 5.8.B. describe daily and weekly activities that promote the health of a family	Topic removed due redundancy K.3.B. included in health dietary choices 2.1.C, 2.1.D. included in portion size and daily recommend amounts 3.1.A. included in healthy dietary choices 3.1.B deleted 3.1.C included in current government guidelines 3.1.D included in portion sizes and daily recommended amounts 3.11.C included in physical activity health benefits 4.1.B. included in essential nutrients 4.1.F included in goal setting 5.1.F included in goal setting

Strand: Healthy Eating and Physical Activity

Substrand: Food and physical activity literacy

Topics	KS/SE	K	1	2	3	4	5	Comments
								5.8.B. included in physical activity health benefits
Goal-setting and decision-making	(E) (A)	WGD <u>Understand what is a goal and be able to identify at least one health related goal such as going for a walk</u>	<p>1.3.A. explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems</p> <p>1.3.C. <u>explain describe</u> the importance of goal setting and task completion</p>	WGD <u>Recognize positive steps to achieving a goal, such as improving balance or running speed</u>	<p>3.1.B. describe ways to improve personal fitness</p> <p>3.11.C. explain and negative consequences of making a related choice</p> <p>3.11.D. explain the importance of seeking assistance in making decisions about health</p> <p>3.11.F. describe goal-setting skills</p> <p>3.11.G. explain the importance of time passage with respect to a goal</p>	<p>4.1.F and maintaining a personal such as fitness, nutrition, stress management, and personal safety</p> <p>4.11.B. explain the advantages of setting short and long-term goals</p> <p>4.11.D. explain the dangers of yielding to peer pressures by assessing risks/consequences</p>	<p>5.1.F. analyze the components of a personal health maintenance plan for individuals and families such as stress management and personal safety</p> <p>5.8.B. describe daily and weekly activities that promote the health of a family</p> <p>5.9.D. <u>describe analyze the</u> benefits in setting and implementing short and long-term goals <u>including setting at least one short and long term goal on a personal health plan</u></p>	<p>1.3.A. moved to risks</p> <p>3.1.B deleted</p> <p>3.11.C removed due to redundancy, element addressed in 3.11.F, 3.11.G</p> <p>3.11.D moved to risk and protective factors</p> <p>4.1.F was combined with 4.11.B</p> <p>4.11.D moved to risk and protective factors</p> <p>5.8.B. included in health benefits topic</p>

Strand: Healthy Eating and Physical Activity

Substrand: Food and physical activity literacy

Topics	KS/SE	K	1	2	3	4	5	Comments
Food and fitness marketing and advertising	(D)		<p>1.6.A. identify examples of health information provided by various media</p> <p>1.6.B. cite examples of how media and technology can affect behaviors such as television, computers, and video games</p>			<p>4.1.A. identify the benefits of six major nutrients contained in foods</p>	<p>5.8.D. identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging</p>	<p>1.6.A., 1.6.B. redundancy, this TEK is listed in consumer literacy</p> <p>4.1.A. redundancy, this TEK is listed under daily recommendations</p> <p>5.8.D moved to risks and protective factors</p>
Consumer literacy (to include food and fitness marketing/advertising, and reading food labels)	(E)	<p><u>K.5.B. explain the importance of health information</u></p>	<p>1.6.A. identify examples of health information provided by various media</p> <p>1.6.B. cite examples of how media and technology can affect behaviors such as television, computers, and video games</p>	<p>2.1.C. identify food groups and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities</p> <p>2.1.D. identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices</p> <p>2.6.B. identify various media that provide health information</p> <p>2.7.A. describe how the media can</p>	<p>3.1.C. identify types of nutrients</p> <p><u>WGD 4.3.A. identify characteristics of health information</u></p>	<p>4.1.B. identify information on menus and food labels</p> <p>4.3.A. identify characteristics of health information</p> <p>4.3.B. describe the importance of accessing health information through a variety of health resources</p> <p><u>WGD 3.11.B. gather data to help make informed health choices</u></p>	<p>5.1.A. examine and analyze food labels and menus for nutritional content</p> <p>5.1.B. apply information from the food guide pyramid to making healthy food choices</p> <p><u>5.3.A. describe methods of accessing health information</u></p> <p><u>5.3.B. demonstrate ways to communicate health information such as posters, videos, and brochures</u></p>	<p>2.1.C., 2.1.D. removed redundant portion sizes</p> <p>2.7.B. moved to risks and protective factors</p> <p>3.1.C. removed, current government guidelines</p> <p>3.11.B. moved from other food and beverage guidelines</p> <p>4.1.B removed, redundant, in essential nutrients</p> <p>5.1.A. removed, redundant, in essential nutrients</p> <p>5.1.B. removed outdated language</p>

Strand: Healthy Eating and Physical Activity

Substrand: Food and physical activity literacy

Topics	KS/SE	K	1	2	3	4	5	Comments
				<p>influence an individual's health choices such as television ads for fast foods and breakfast cereals</p> <p>2.7.B. discuss how personal health care products have been improved by technology such as sunblock and safety equipment</p>			<p>5.8.D. identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging</p>	<p>5.3.B and 5.3.A moved from the "Food and Beverage Recommendations" substrand due to being more aligned with consumer literacy.</p>
Shopping on a budget	(F)							Removed
<u>Dietary guidelines</u>	<u>(G)</u>				<p><u>3.1.C. identify types of nutrients</u></p> <p><u>3.1.D. describe food combinations in a balanced diet such as a food pyramid</u></p>	<p><u>4.1.B. identify information on menus and food labels</u></p> <p><u>4.1.F. identify the importance of taking personal responsibility for developing and maintaining a personal health plan such as fitness, nutrition, stress</u></p>	<p><u>5.1.D. calculate the relationship between caloric intake and energy expenditure</u></p>	<p>3.1.C, 3.1.D included in food and beverage government guidelines</p> <p>4.1.B. included in food and beverage essential nutrients</p> <p>4.1.F. included in goal setting</p> <p>4.3.A included in consumer literacy</p>

Strand: Healthy Eating and Physical Activity

Substrand: Food and physical activity literacy

Topics	KS/SE	K	1	2	3	4	5	Comments
						<u>management, and personal safety</u> <u>4.3.A. identify characteristics of health information</u> <u>4.3.B. describe the importance of accessing health information through a variety of health resources</u>		4.3.B. included in food and beverage government guidelines 5.1.D included in physical activity health benefits

Substrand Moves

1. Food and Beverage Daily Recommendations
2. Physical Activity
3. Literacy
4. Risk and Protective Factors

Topic Moves:

Substrand Food and Beverage Daily Recommendations

- A. Essential nutrients
- B. Portion Sizes
- C. Dietary Choices

Substrand Physical Activity

- A. Current government physical activity guidelines
- B. Health Benefits
- C. Health-related fitness components

Substrand Food and Physical Activity Literacy

- A. Goal-setting and decision-making
- B. Consumer literacy to include food and fitness marketing and advertising

Substrand Risk and Protective Factors

- A. Heredity and Genetics
- B. Health Influences

Strand: Healthy Eating and Physical Activity

Substrand: Food and Beverage Daily Recommendations

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
	KS	<p><u>The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:</u></p>				* If 8 th grade students are taking Health I for high school credit, follow Health I SEs for all standards
<p>Portion sizes and daily recommended amounts <u>per current Government Nutrition Guidelines (as of 2019 Choose My Plate)</u></p>	(A) (B)	<p>6.1.A analyze healthy and unhealthy dietary practices</p> <p>6.1.B explain the importance of a personal dietary and exercise plan</p>	<p><u>WG D:</u> 7.4.C demonstrate ways to use health information to help self and others;</p>	<p>Health 1.1.B examine the relationship among body composition, diet, and fitness</p> <p>Health 1.3.B explain the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding</p>	<p>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</p>	<p>Students will have experience in sixth grade with this topic, and students will expand in Health I.</p> <p>Added an expectation of utilizing content learned.</p> <p>Included (B) because it was repetitive.</p> <p>Deleted Health 1.3.B because it fits with Fertilization and Fetal Development.</p>
<p>Current government nutrition guidelines (as of 2019 Choose My Plate)</p>	(B)	<p>6.1.A analyze healthy and unhealthy dietary practices</p>		<p>Health 1.1.B examine the relationship among body composition, diet, and fitness</p> <p>Health 1.3.B explain the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding</p>	<p>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</p>	<p>Combined with (A)</p>

Strand: Healthy Eating and Physical Activity

Substrand: Food and Beverage Daily Recommendations

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
Essential nutrients (proteins, carbs, fats, minerals, vitamins, water)	(A) (E)		<u>WG D</u> : 7.4.C demonstrate ways to use health information to help self and others;	Health 1.1.B examine the relationship among body composition, diet, and fitness <u>Analyze food labels and menus for nutritional content</u> Health 1.3.B explain the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding		Added the standard to connect foundations to guidelines and portion sizes. Deleted Health 1.3.B because it fits with Fertilization and Fetal Development.
Healthy Dietary choices (<u>including</u> : limit sugar-sweetened beverages, fast food, <u>sodium, and caffeine</u>)	(C) (D)	6.1.A analyze healthy and unhealthy dietary practices 6.1.B explain the importance of a personal dietary and exercise plan	7.1.B identify and describe types of eating disorders such as bulimia, anorexia, or overeating; 7.4.C demonstrate ways to use health information to help self and others;	Health 1.1.B; examine the relationship among body composition, diet, and fitness Health 1.17.B identify decision-making skills that promote individual, family, and community health		Moved 7.1.B to Risk and Protective Factors under Health Influences to match Health I. Changed the name of the topic to focus towards common unhealthy choices compared to healthy choices and consequences.

Strand: Healthy Eating and Physical Activity

Substrand: Risk and protective factors [\(Move to End\)](#)

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
	KS	<u>The student will analyze and apply risk and protective factors related to healthy eating and physical activity. The student is expected to:</u>				
Heredity and genetics (food allergies, chronic illnesses (Crohn's, celiac, and diabetes)	(A)	<p>6.1.B explain the importance of a personal dietary and exercise plan</p> <p><u>WG D:</u> 6.3.C list non-communicable and <u>Discuss</u> hereditary/genetic conditions and diseases and respective prevention and with treatment techniques.</p>	<p>7.3.B analyze risks for contracting specific <u>hereditary/genetic conditions</u> and diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors</p> <p>7.10.B describe characteristics that contribute to family health</p>	<p>Health 1.1.C explain the relationship between nutrition, quality of life, and <u>hereditary/genetic conditions</u> and diseases</p> <p>Health 1.2.C identify, describe, and assess available health-related services in the community that relate to disease prevention <u>management</u> and health promotion</p> <p>Health 1.13.B identify situations requiring <u>the services of a health care</u> professional health services for people of all ages such as primary, preventive, and emergency care</p>	<p>Deleted 6.1.B because it was not related to topic.</p> <p><u>WG D:</u> Adv. Health 2.A investigate various sources in the community that promote health and prevent disease.</p> <p><u>WG D:</u> Adv. Health 4.A research <u>and analyze</u> current health related laws and standards related to <u>hereditary/genetic health conditions and diseases</u> information and products from valid sources such as the CDC and FDA.</p> <p><u>Adv. Health describe technological advances in genetic research</u></p>	<p>Deleted TEKS and verbiage that was not related to topic.</p> <p>Added and clarified verbiage.</p>
<u>Health Influences Environmental</u> (weather and food-borne illnesses) (<u>Environmental, Cultural, Physical,</u>	(B)	6.1.D identify causes and effects associated with eating disorders such as bulimia, anorexia, or overeating poor body image such as eating	7.1.B identify and describe types of the consequences of eating disorders such as bulimia, anorexia, or overeating;	<u>Health 1.1.D describe research the causes, symptoms, and management and treatment of eating disorders</u>	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	<p>7.7.A did not match the wording provided.</p> <p>Deleted repetitive standards.</p>

Strand: Healthy Eating and Physical Activity

Substrand: Risk and protective factors (Move to End)

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
<p><u>Social, and Emotional Health)</u></p>		<p>disorders and growth patterns</p> <p><u>Analyze internal and external factors that influence healthy eating and physical activity behaviors</u></p> <p><u>Explain safety concerns related to physical activity and food/beverages.</u></p>	<p>7.7.A describe characteristics that contribute to family health</p> <p><u>Develop strategies for making healthy food choices and physical activity in a variety of settings such as at home, with friends, at school, or eating out/traveling.</u></p> <p><u>Investigate safety concerns related to physical activity and food/beverages.</u></p> <p>7.7.B describe the application of strategies for controlling the environment such as emission control, water quality, and waste management</p>	<p>Health 1.1.C explain the relationship between nutrition, quality of life, and disease</p> <p><u>Research how food choices and physical activity can influence the prevention or risk of developing chronic disease such as obesity, Type 2 Diabetes, Cardiovascular disease, cancer, hypertension, and osteoporosis.</u></p> <p><u>Evaluate safety concerns related to physical activity and food/beverages.</u></p> <p>Health 1.1.I describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages</p> <p>Health 1.13.B identify situations requiring professional health services</p>	<p>drought conditions affecting water supplies</p> <p>Adv. Health.8.C formulate strategies for combating environmental factors that have a detrimental effect on the health of a community</p> <p>Adv. Health.8.D develop strategies for aiding in the implementation of a community environmental health <u>promotion plan including physical activity and food choices.</u></p>	<p>Added new standards to support topic.</p>

Strand: Healthy Eating and Physical Activity

Substrand: Risk and protective factors [\(Move to End\)](#)

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				for people of all ages such as primary, preventive, and emergency care		
Socio-cultural factors (sedentary lifestyle and access to fresh fruits and vegetables)	(C)	6.1.B explain the importance of a personal dietary and exercise plan	7.7.A describe characteristics that contribute to family health 7.10.A describe personal health behaviors and knowledge unique to different generations and populations	Health 1.1.B examine the relationship among body composition, diet, and fitness Health 1.1.C explain the relationship between nutrition, quality of life, and disease Health 1.1.I describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages Health 1.13.B Health 1.13.B identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care		Deleted this topic. Duplication in previous topic.

Strand: Healthy Eating and Physical Activity

Substrand: Physical Activity

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
	KS	<u>The student analyzes and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to:</u>				
Current government physical activity guidelines	(A)	<u>Identify the guidelines for daily physical activity throughout the lifespan.</u> 6.1.B explain the importance of a personal dietary and exercise plan	<u>Apply the guidelines for daily physical activity throughout the lifespan.</u>	Health 1.1.B examine the relationship among body composition, diet, and fitness <u>Compare and contrast the relationship between physical activity and lifestyles (active vs. sedentary)</u>		We have created a new standard for students to understand and apply knowledge related to the physical activity guidelines. Deleted 6.1.B because it is repeated in Health Benefits. Deleted Health 1.1.B because it is repeated several other places.
Types of physical activity (include adaptive, lifetime activities, and sport)	(B)			Health 1.1.B examine the relationship among body composition, diet, and fitness		We took this unit out because the topic was more focused on P.E.
Health benefits <u>of being physically active (stress reduction, healthy weight/body composition, and obesity, cardio-vascular health and chronic disease prevention)</u>	(B) (C)	6.1.B explain the importance of a personal dietary and exercise plan 6.1.C compare immediate and long-range effects of personal health care choices such as personal and dental hygiene	7.3.C distinguish risk factors associated with communicable and noncommunicable diseases 7.4.C demonstrate ways to use health information to help self and others <u>Identify how to balance caloric intake and physical activity expenditures</u>	Health 1.1.B examine the relationship among body composition, diet, and fitness <u>physical activity</u> Health 1.1.C explain the relationship between nutrition, <u>physical activity</u> , quality of life, and disease <u>regarding mental, physical, and social benefits.</u>		Deleted 7.3.C because it should go with Personal Health and Hygiene strand. Deleted 6.1.B because it was repetitive. Deleted 6.1.C because it should go in Personal Health and Hygiene. Added new TEK to support calorie intake and activity expenditure.

Strand: Healthy Eating and Physical Activity

Substrand: Physical Activity

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
		6.1.F describe the mental, physical, and social benefits of regular exercise and fitness <u>physical activity</u>				Added wording to Health 1.1.C
Health-related fitness components <u>with types of physical activity</u> (strength, flexibility, cardio-respiratory endurance, muscular endurance, and body composition)	(C) (D)	6.1.B explain the importance of a personal dietary and exercise plan 6.1.G describe the importance of establishing and implementing a periodic health maintenance clinical assessment <u>Identify health-related fitness components and anaerobic and aerobic exercise.</u>	7.3.C distinguish risk factors associated with communicable and noncommunicable diseases 7.4.C demonstrate ways to use health information to help self and others <u>Differentiate between anaerobic and aerobic exercise.</u> <u>Classify the health-related fitness components with types of physical activity.</u>	Health 1.1.B examine the relationship among body composition, diet, and fitness <u>Evaluate types of physical activity that will improve health-related fitness components throughout the lifespan.</u>	Adv. Health.1.A generate a personal-health profile <u>using appropriate technology including such as personal fitness level,</u> stress reduction, body fat composition, and nutritional analysis <u>using appropriate technology.</u>	Adv. Health was reworded to include personal fitness level and clarify expectation. Deleted 6.1.B due to repetition. Deleted 6.1.G because it needs to be addressed in Personal Health/Preventive Health at a more advanced level. Deleted 7.3.C because it goes better in Personal Health strand. Deleted 7.4.C and Health 1.1.B because it is repetitive. Added new TEKS to support the topic.

Strand: Healthy Eating and Physical Activity						
Substrand: Food and physical activity literacy						
Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
	KS	<u>The student will obtain, process, and understand basic physical activity and nutrition information needed to make health promoting decisions. The student is expected to:</u>				
Energy balance (healthy lifestyle choices to balance caloric intake from food and expenditures)	(A)			Health 1.1.B examine the relationship among body composition, diet, and fitness		Deleted this topic because it was covered in another unit.
Dietary choices to support physical health	(B)	6.1.A analyze healthy and unhealthy dietary practices 6.1.B explain the importance of a personal dietary and exercise plan		Health 1.1.B examine the relationship among body composition, diet, and fitness Health 1.1.C explain the relationship between nutrition, quality of life, and disease Health 1.1.D describe the causes, symptoms, and treatment of eating disorders Health 1.17.B identify decision-making skills that promote individual, family, and community health		Moved Health 1.1. D to Risk and Protective Factors under Health Influences. Deleted because it was covered in another topic.

Strand: Healthy Eating and Physical Activity

Substrand: Food and physical activity literacy

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
Goal-setting and decision-making	(A) (C)	<p>6.1.C compare immediate and long-range effects of personal health care choices such as personal and dental hygiene</p> <p>6.1.G describe the importance of establishing and implementing a periodic health maintenance clinical assessment</p> <p><u>Develop short- and long-term goals to improve personal physical fitness level and personal food choices.</u></p>	<p><u>Examine progress of short- and long-term goals to improve personal physical fitness level and personal food choices.</u></p>	<p>Health 1.1.B examine the relationship among body composition, diet, and fitness</p> <p>Health 1.1.C explain the relationship between nutrition, quality of life, and disease</p> <p>Health 1.17.B identify decision-making skills that promote individual, family, and community health</p> <p><u>WG D:</u> Health 1.5.D demonstrate decision-making skills based on health information.</p> <p><u>WG D:</u> Health 1.1.A relate the nation's health goals and objectives to individual, family, and community health</p>	<p><u>WG D:</u> Adv. Health 15.B apply decision-making skills to health promoting decisions</p>	<p>Deleted 6.1.C and 6.1.G because they should be addressed in Personal Health and Hygiene.</p> <p>Created new TEKS to support topic.</p> <p>WG D recommends adding the listed TEKS to support topic.</p> <p>Deleted Health 1.1.B and 1.1.C due to repetition in other topics.</p>
<u>Consumer Literacy</u> (to include Food <u>and Fitness</u> marketing/ <u>and</u> advertising, and reading <u>food</u> labels)	(B) (D)	<p><u>WG D:</u> 6.4.A list ways to evaluate health products, practices, and services (such as <u>food labels</u>, sunblock, dietary aids,</p>	<p><u>WG D:</u> 7.4.A use critical thinking to use and analyze health information such as interpreting media messages</p>	<p>Health 1.1.B examine the relationship among body composition, diet, and fitness</p> <p>Health 1.1.C explain the relationship between nutrition, quality of life, and disease</p>	<p><u>WG D:</u> Adv. Health 4.B analyze health information based on health-related standards</p> <p>Adv. Health.5.A analyze marketing and advertising techniques in health-product and service promotion</p>	<p>Deleted repetitive TEKS</p> <p>Added TEKS to support topic.</p>

Strand: Healthy Eating and Physical Activity

Substrand: Food and physical activity literacy

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
		<p><u>fitness products</u> and over-the-counter medications)</p> <p><u>6.4.B use critical thinking to research and evaluate health products and information</u></p>	<p>7.4.B develop evaluation criteria for health information</p> <p>7.9.B explain the role of media and technology in influencing individuals and community health such as watching television or reading a newspaper and billboard</p> <p>7.9.C explain how programmers develop media to influences buying decisions</p>	<p><u>WG D:Health 1.5.A</u> develop evaluation criteria for health information(<u>such as food labels, sunblock, dietary aids, fitness products and over-the-counter medications</u>)</p> <p><u>WG D: Health 1.5.B</u> demonstrate ways to utilize apply criteria <u>developed</u> to evaluate health information <u>for appropriateness</u></p>	<p>Adv. Health 5.B apply marketing and advertising techniques to health promotion</p>	
<p><u>Consumer literacy (to include reading food labels)</u></p>	<p>(C) (E)</p>	<p>6.1.E examine the concept of cost versus effectiveness of health care products</p> <p>6.4.B use critical thinking to research and evaluate health information</p>	<p>7.4.B develop evaluation criteria for health information</p> <p>7.4.G compare and contrast examples of various packaging and forms of medicines, including prescription drugs</p> <p>7.9.B explain the role of media and technology in influencing individuals and community health such as watching television or</p>	<p>Health 1.11.A, assess the impact of population and economy on community and world health</p> <p>Health 1.1.B examine the relationship among body composition, diet, and fitness</p> <p>Health 1.1.C explain the relationship between nutrition, quality of life, and disease</p>		<p>Deleted this topic because we combined this with the food and fitness marketing and advertising.</p> <p>Health 1.11.A is under other strands.</p> <p>Moved 6.4.B to new consumer literacy topic.</p>

Strand: Healthy Eating and Physical Activity

Substrand: Food and physical activity literacy

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
			<p>reading a newspaper and billboard</p> <p>7.9.C explain how programmers develop media to influence buying decisions</p>			
Shopping on a budget	(F)			<p>Health 1.1.B examine the relationship among body composition, diet, and fitness</p> <p>Health 1.1.C explain the relationship between nutrition, quality of life, and disease</p>		Deleted because it was covered in another topic.
Dietary guidelines	(G)	6.1.A analyze healthy and unhealthy dietary practices		<p>Health 1.1.B examine the relationship among body composition, diet, and fitness</p> <p>Health 1.1.C explain the relationship between nutrition, quality of life, and disease</p>		Removed because it is covered in food and beverages.

Strand Order :

- 1. Food and Beverage Daily Recommendations**
- 2. Physical Activity**
- 3. Nutrition and Physical Activity Literacy**
- 4. Risk and Protective Factors**

Renaming suggestion: Change Food in all Substrands to say Nutrition instead of Food (except Food and Beverage Daily Recommendations)

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