

## DRAFT Proposed Revisions

### Texas Essential Knowledge and Skills (TEKS)

#### Health Education, Reproductive and Sexual Health Strand

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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 reproductive and sexual health strand. This document reflects the recommendations for grade 4—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—new student expectation or student expectation from the current TEKS that Work Group D has recommended to add to the strand

**Strand: Reproductive and Sexual Health**

**Substrand: Healthy relationships**

Topics	KS/SE	4	5	6	7-8	Health I	Advanced Health	Comments
	KS							
Type of relationships (including platonic, romantic, casual)	(A)		<p><u>WGD define and distinguish between friendship, infatuation, dating/romantic relationships and marriage.</u></p> <p><u>WGD describe benefits of delaying dating, such as developing a healthy self-concept.</u></p>	<p><u>WGD describe types of relationships, such as platonic, romantic, and casual.</u></p> <p><u>WGD Compare and contrast the difference between friendship, infatuation, dating/romantic relationships and marriage.</u></p>	<p><u>WGD describe how friendships provide a foundation for healthy dating relationships.</u></p>	<p><del>Health 1.5.C discuss the legal implications regarding sexual activity as it relates to minor persons</del></p> <p><del>Health 1.8.A analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence</del></p> <p><del>Health 1.8.B analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases</del></p> <p><del>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</del></p>	<p><del>Adv. Health.3.E analyze behavior in romantic relationships that enhance dignity, respect, and responsibility</del></p> <p><del>Adv. Health.15.D determine causal connections that promote health in relationships</del></p>	<p>Grade 5-8 Added new SEs for healthy relationships based on content advisors' recommendation, guidance from SBOE, and commissioner health study.</p> <p>Deleted duplicates - SEs are included in Mental Health and Injury and Violence Prevention and Safety (IVPS). These concepts are built upon in Health 1 under characteristics of healthy relationships.</p> <p>AH15.D revised and addressed in healthy relationships topic</p>

**Strand: Reproductive and Sexual Health**

**Substrand: Healthy relationships**

Topics	KS/SE	4	5	6	7-8	Health I	Advanced Health	Comments
						<p>unmarried persons of school age</p> <p>Health 1.14.C analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage</p> <p>Health 1.14.G evaluate the dynamics of social groups</p>		
Characteristics of healthy relationships (mutual respect, trust, support, and honesty, commitment, reliability)	<b>(B)</b>		<p><u>WGD list characteristics of healthy dating/romantic relationships and marriage including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility</u></p>	<p>6.12D <del>describe</del> <u>list</u> healthy ways to express <u>friendship</u>, affection, and love</p> <p><u>WGD describe characteristics of healthy dating/romantic relationships and marriage including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility</u></p>	<p><del>7.12.C describe strategies to show respect for individual differences including age differences</del></p> <p><u>WGD describe healthy ways to express friendship, affection, and love</u></p> <p><u>WGD compare and contrast healthy and unhealthy dating/romantic relationships</u></p>	<p><u>WGD evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships</u></p> <p><u>WGD describe types of relationships, such as platonic, romantic, and casual.</u></p>	<p>Adv. Health.3.E analyze behavior in romantic relationships that enhance dignity, respect, and responsibility</p> <p>Adv. Health.13.A create and apply strategies for communicating emotions, needs, and wants</p> <p>Adv. Health.14.C explain the detrimental effects of inconsiderate and disrespectful behavior</p>	<p>Grade 5: Students need to begin the process of understanding characteristics of healthy relationships prior to middle school. Supports HB1026.</p> <p>7.12C is addressed in IVPS strand.</p> <p>7.12D is addressed in Mental Health and Wellness Strand but it is important to apply the skills to dating relationships.</p>

**Strand: Reproductive and Sexual Health**

**Substrand: Healthy relationships**

Topics	KS/SE	4	5	6	7-8	Health I	Advanced Health	Comments
				<p><u>WGD explain that each person in a dating relationship should be treated with dignity and respect</u></p>	<p><u>7.12.D describe appropriate and effective methods of communicating emotions in a healthy dating/romantic relationship</u></p> <p><u>WGD compare and contrast infatuation and love</u></p>	<p><u>WGD compare and contrast infatuation and love</u></p> <p><u>Health 1.5.C discuss the legal implications regarding sexual activity as it relates to minor persons</u></p> <p><u>Health 1.8.B analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases</u></p> <p><u>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</u></p>	<p><u>WGD determine character traits that promote healthy relationships</u></p>	<p>Duplicates - SEs are included in other topics.</p> <p>VA – extended the new student expectations grade level 5-12.</p> <p>Added new SEs for healthy relationships based on content advisors’ recommendation, guidance from SBOE, and commissioner health study.</p>

**Strand: Reproductive and Sexual Health**

**Substrand: Healthy relationships**

Topics	KS/SE	4	5	6	7-8	Health I	Advanced Health	Comments
						<p><del>unmarried persons of school age</del></p> <p><del>Health 1.14.C analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage</del></p> <p><del>Health 1.14.D evaluate the effectiveness of conflict resolution techniques in various situations</del></p> <p><del>Health 1.14.E demonstrate refusal strategies</del></p> <p><del>Health 1.14.G evaluate the dynamics of social groups</del></p>		
Marriage	(C)			<u>WGD describe how healthy marriages can contribute to healthy families and communities</u>	<u>WGD describe the benefits of healthy marriages including companionship, social, emotional, financial, and health benefits</u>	Health 1.14.C analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage	Adv. Health.3.D analyze roles of relationships and responsibilities relating to marriage	New SEs: Students need to be introduced to marriage concepts in order to inform students of the benefits of avoiding sexual activity before marriage. Supports TEC28.004

**Strand: Reproductive and Sexual Health**

**Substrand: Healthy relationships**

Topics	KS/SE	4	5	6	7-8	Health I	Advanced Health	Comments
					<p><u>WGD describe how a healthy marriage relationship can provide an optimal environment for the nurturing and development of children</u></p>	<p><del>Health 1.8.B-analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases</del></p> <p><del>Health 1.8.C-analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods, including the prevention of STDs, keeping in mind the effectiveness of remaining abstinent until marriage</del></p> <p><del>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</del></p> <p><del>Health 1.14.B-distinguish between a dating relationship and a marriage</del></p>		<p>Duplicate SEs are included in other topics.</p> <p>Added SEs for further clarification related to marriage in accordance with TEC 28.004.</p>

**Strand: Reproductive and Sexual Health**

**Substrand: Healthy relationships**

Topics	KS/SE	4	5	6	7-8	Health I	Advanced Health	Comments
Effective communication and active listening skills	(D)		<p>5.6.C identify ways to enhance personal communication skills</p> <p>5.6.D analyze respectful ways to communicate with family, adults, and peers</p>	6.12.B assess healthy ways of responding to disrespectful behaviors such as mediation	<p>7.11.C distinguish between effective and ineffective listening such as paying attention to the speaker versus not making eye contact</p> <p>7.12.D describe methods of communicating emotions</p>	<p>Health 1.8.B analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases</p> <p>Health 1.14.A demonstrate communication skills in building and maintaining healthy relationships</p> <p>Health 1.14.C analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage</p> <p>Health 1.14.D evaluate the effectiveness of conflict resolution techniques in various situations</p> <p>Health 1.14.E demonstrate refusal strategies</p>	<p>Adv. Health.3.E analyze behavior in romantic relationships that enhance dignity, respect, and responsibility</p> <p>Adv. Health.13.A create and apply strategies for communicating emotions, needs, and wants</p> <p>Adv. Health.14.B associate effective communication with success in school and the workplace</p> <p>Adv. Health.14.D apply criteria for using passive, aggressive, and assertive communication in relationships</p>	<p>Duplicates - SEs are included in other topics or strands.</p> <p>Address topic in characteristics of healthy relationships--</p> <p>7.12D moved to characteristics of healthy relationships - verbalizing expectations and emotions is essential for a healthy relationship.</p>

**Strand: Reproductive and Sexual Health**

**Substrand: Healthy relationships**

Topics	KS/SE	4	5	6	7-8	Health I	Advanced Health	Comments
						<p>Health 1.14.G evaluate the dynamics of social groups</p> <p>Health 1.16.B demonstrate empathy towards others</p> <p>Health 1.17.D classify forms of communication such as passive, aggressive, or assertive</p>		

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**Strand: Reproductive and Sexual Health**

**Substrand: Personal safety/limits/boundaries**

Topics	KS/SE	4	5	6	7-8	Health I	Advanced Health	Comments
<p><u>Sexual abuse and harassment and dating violence (rape, incest)</u></p>			<p><u>WGD define sexual abuse and sexual harassment</u></p> <p><u>WGD list strategies for resisting and reporting suspected abuse such as telling a trusted family member or trusted adult</u></p>	<p><u>WGD describe the impact of sexual abuse and harassment.</u></p> <p><u>WGD identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse</u></p> <p><u>WGD list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy manipulation, isolation, and grooming</u></p>	<p><u>WGD identify strategies to avoiding unsafe situations to reduce the risk of sexual abuse and harassment and teen dating violence</u></p> <p><u>WGD explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse</u></p> <p><u>WGD define characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy manipulation, isolation, and grooming</u></p> <p><u>WGD explain the importance of reporting abuse, harassment, and dating violence immediately to law enforcement, getting necessary medical attention, and seeking counseling</u></p>	<p><u>Health 1.8.D analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape or violence</u></p> <p><u>WGD explain the importance of reporting abuse, harassment, and dating violence immediately to law enforcement, getting necessary medical attention, and seeking counseling</u></p> <p><u>WGD identify community resources for responding to abuse, harassment, and dating violence</u></p> <p><u>WGD define characteristics of harmful relationships, including coercion, exploitation, oppression, discrimination, violence, and the influence of substances such as date rape drug, alcohol and transmission of infections</u></p>		<p>MV: Some members of the workgroup would like to ensure that SE’s emphasize the healthy aspects of human sexuality in the context of healthy and appropriate relationships, along with the promotion of abstinence as presented in the statute, before presenting negative aspects of sexual reproduction (sexual risk).</p> <p>WG D wants to ensure that human trafficking is addressed in the TEKS, e.g., in this strand if not addressed in injury and violence prevention and safety (IVPS)</p>

**Strand: Reproductive and Sexual Health**

**Substrand: Personal safety/limits/boundaries**

Topics	KS/SE	4	5	6	7-8	Health I	Advanced Health	Comments
Sense of self-- developing healthy identity (self-worth, -esteem, -confidence, and -acceptance)	(A)			<u>WGD identify that a healthy sense of self can lead to safe boundaries and limits and promotes healthy relationships</u>	<u>WGD describe how a healthy sense of self can lead to safe boundaries and limits and promotes healthy relationships</u>	<p><del>WGD analyze why a healthy sense of self can lead to safe boundaries and limits and promotes healthy relationships</del></p> <p><del>Health 1.8.C analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods, including the prevention of STDs, keeping in mind the effectiveness of remaining abstinent until marriage</del></p> <p><del>Health 1.14.A demonstrate communication skills in building and maintaining healthy relationships</del></p> <p><del>Health 1.15.C communicate the importance of practicing abstinence</del></p>		<p>For K-5: Topic covered in mental health and wellness strand and the content is not age appropriate in context of reproductive health.</p> <p>New SEs – topic was not addressed in this section.</p>

**Strand: Reproductive and Sexual Health**

**Substrand: Personal safety/limits/boundaries**

Topics	KS/SE	4	5	6	7-8	Health I	Advanced Health	Comments
Communication --refusal skills	<b>(B)</b>		<p><u>WGD identify how communication and refusal skills can be applied in dating/romantic relationships.</u></p>	<p><u>WGD identify refusal skills that can be used to promote personal boundaries in dating/romantic relationships</u></p> <p><u>6.12.D describe healthy ways to express affection and love</u></p>	<p><u>WGD practice refusal skills to resist negative peer pressure and avoid dangerous situations in dating/romantic relationships</u></p> <p>7.13.D predict the consequences of <u>using or not using</u> refusal skills in various situations</p>	<p>Health 1.14.E demonstrate <u>how</u> refusal strategies <u>can be used to say “no” assertively to unhealthy behaviors in dating/romantic relationship</u></p> <p><u>WGD demonstrate how refusal skills can be used to set limits and boundaries to avoid risky behaviors, such as sexual activity</u></p> <p><del>Health 1.7.B analyze the harmful effects such as the physical, mental, social, and legal consequences of alcohol, tobacco, drugs, including prescription drugs, and other substances</del></p> <p><del>Health 1.8.C analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods, including the prevention of STDs, keeping in mind the effectiveness of</del></p>	<p>Adv. Health.13.D create strategies that promote the advantages of abstinence</p> <p><u>WGD create personal refusal skills strategies to avoid risky behaviors, such as sexual activity.</u></p>	<p>Students in fifth grade need to be aware of how to use refusal skills in the context of dating/romantic relationships.</p> <p>Added additional verbiage to support communication and refusal skills and ensure students know how to use and apply refusal skills addressed in the mental health strand.</p>

Strand: Reproductive and Sexual Health

Substrand: Personal safety/limits/boundaries

Topics	KS/SE	4	5	6	7-8	Health I	Advanced Health	Comments
						<p>remaining abstinent until marriage</p> <p>Health 1.14.A demonstrate communication skills in building and maintaining healthy relationships</p> <p>Health 1.15.B examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse</p> <p>Health 1.15.C communicate the importance of practicing abstinence</p> <p>Health 1.16.A apply communication skills that demonstrate consideration and respect for self, family, and others</p> <p>Health 1.16.C analyze ways to show disapproval of</p>		

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Strand: Reproductive and Sexual Health

Substrand: Personal safety/limits/boundaries

Topics	KS/SE	4	5	6	7-8	Health I	Advanced Health	Comments
						<p>inconsiderate and disrespectful behavior</p> <p>Health 1.17.D-classify forms of communication such as passive, aggressive, or assertive</p>		
<p>Decision-making, clear consent (permission), and refusal skills, accepting and coping with rejection</p> <p><u>(merged with) boundary setting regarding stages or progression of physical intimacy (holding hands, hugging, kissing, intercourse)</u></p>	(c)		<p><u>WGD set boundaries as they relate to physical intimacy, such as holding hands, hugging, and kissing.</u></p> <p><u>WGD explain the importance of respecting the boundaries of others as related to physical intimacy, such as holding hands, hugging, and kissing.</u></p>	<p><u>WGD explain the importance of clearly communicating and respecting personal boundaries (permission or refusal) as related to physical intimacy, such as holding hands, hugging, and kissing.</u></p>	<p>7.12.A describe techniques for responding to criticism</p> <p>7.12.C describe strategies to show respect for individual differences including age differences</p> <p>7.13.D predict the consequences of refusal skills in various situations</p> <p>7.13.E examine the effects of peer pressure on decision making</p>	<p>Health 1.8.A analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence</p> <p>Health 1.8.C analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods, including the prevention of STDs, keeping in mind the effectiveness of remaining abstinent until marriage</p> <p>Health 1.8.E analyze the importance of abstinence from sexual activity as the preferred choice of</p>		<p>Combined SEs from boundary setting topic, with SEs in decision making topic.</p> <p>WG D removed duplicate SEs that appear in other strands and topics.</p>

Strand: Reproductive and Sexual Health

Substrand: Personal safety/limits/boundaries

Topics	KS/SE	4	5	6	7-8	Health I	Advanced Health	Comments
			5.9.E explain the necessity of perseverance to achieve goals			behavior in relationship to all sexual activity for unmarried persons of school age  Health 1.14.A demonstrate communication skills in building and maintaining healthy relationships  Health 1.14.E demonstrate refusal strategies  Health 1.15.B examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse  Health 1.15.C communicate the importance of practicing abstinence  Health 1.16.A apply communication skills that demonstrate consideration and		

**Strand: Reproductive and Sexual Health**

**Substrand: Personal safety/limits/boundaries**

Topics	KS/SE	4	5	6	7-8	Health I	Advanced Health	Comments
						<p>respect for self, family, and others</p> <p>Health 1.16.C analyze ways to show disapproval of inconsiderate and disrespectful behavior</p> <p>Health 1.17.B identify decision-making skills that promote individual, family, and community health</p>		

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**Strand: Reproductive and Sexual Health**

**Substrand: Anatomy, reproduction, and pregnancy**

Topics	KS/SE	4	5	6	7-8	Health I	Advanced Health	Comments
	KS							
Puberty and adolescent development	(A)	<p><u>WGD</u> 5.2.B identify <u>male and female reproductive anatomy</u> and the <del>and describe</del> changes <del>that occur during puberty</del> <del>in male and female anatomy that occur during puberty</del></p>	<p>5.2.B <del>identify and describe</del> <u>explain</u> changes in male and female anatomy that occur during puberty</p> <p><u>WGD</u> Identify the <u>process of the menstrual cycle.</u></p> <p><u>WGD</u> 6.2.C <del>analyze</del> <u>identify and describe</u> 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</p>	<p>6.2.B describe changes in male and female anatomy and physiology during puberty</p> <p>6.2.C analyze the role of hormones as they relate to growth and development and personal health</p> <p>6.2.D describe <u>the process of the menstrual cycle</u> <del>health</del> <del>and identify the relationship to reproduction</del></p>	<p>7.2.A explain how differences in growth patterns among adolescents such as onset of puberty may affect personal health</p> <p><u>WGD</u> Describe the <u>purpose of the menstrual cycle and its relationship to fertilization.</u></p> <p>7.2.C compare and contrast <u>the physical, hormonal, and emotional</u> changes in males and females <u>that occur during puberty</u></p> <p><del>7.2.E examine physical and emotional development during adolescence</del></p>	<p><del>Health 1.6.C appraise significance of body changes occurring during adolescence</del></p> <p><u>WGD</u> analyze the <u>significance of hormonal, physical, emotional, and social changes in males and females and their relationship to sexual health and reproduction</u></p> <p><u>WGD</u> evaluate the <u>characteristics and variations of healthy menstrual cycles</u></p>	<p><u>WGD: Identify factors that may impact menstrual cycles and health</u></p>	<p>Grades 4 and 5: Puberty and adolescence begin at an earlier age. Menstrual health needed to be covered earlier in the curriculum.</p> <p>New SEs and VA: understanding the changes in puberty are important to the understanding of sexual and reproductive health</p>



Strand: Reproductive and Sexual Health

Substrand: Anatomy, reproduction, and pregnancy

<p>Fertilization <u>and Healthy pregnancy</u> and Fetal development, <del>stages, and risk factors</del></p>	<p>(B)</p>		<p><u>WGD Define the cellular process of fertilization.</u></p>	<p><u>WGD Describe the cellular process of fertilization.</u></p> <p><u>WGD Health 1.3.A list the significant milestones of explain fetal development from conception through pregnancy and birth</u></p> <p><del>.2.D describe menstrual health and identify the relationship to reproduction</del></p>	<p><u>WGD identify how the process of fertilization occurs between a man and a woman through sexual intercourse</u></p> <p>7.2.D describe <u>physical physiological</u> and emotional changes that occur during pregnancy</p> <p><u>WGD: Health 1.3.A explain significant milestones of fetal development from conception through pregnancy and birth</u></p>	<p><u>WGD identify how the process of fertilization occurs between a man and a woman through sexual intercourse</u></p> <p><u>WGD list factors that may affect fertility such as: health status, heredity, nutrition, stress, STDs, environment</u></p> <p>Health 1.3.A explain fetal development from conception through pregnancy and birth</p> <p><u>WGD Adv. Health.3.A analyze-list-potential problems during various-stages of fetal development including congenital abnormalities and birth defects</u></p>	<p><u>WGD analyze factors that may affect fertility such as: health status, heredity, nutrition, stress, STDs, environment</u></p> <p>Adv. Health.3.A. analyze <u>potential</u> problems during <u>various</u>-stages of fetal development <u>including congenital abnormalities and birth defects</u></p> <p><u>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</u></p>	<p>Combined fertilization and fetal development with pregnancy stages, and risk factors to clarify and avoid redundancy</p> <p>Grade 5: Age appropriate – students need to understand the process of fertilization in fifth grade.</p> <p>New SEs added related to the process of fertilization and fertility to promote a deeper understanding of reproduction</p>
<p><u>Pregnancy, stages, and risk factors</u></p>	<p>(C)</p>			<p><del>6.2.D describe menstrual health and identify the relationship to reproduction</del></p>	<p><del>7.2.D describe physiological and emotional changes that occur during pregnancy</del></p>	<p><del>Health 1.3.A explain fetal development from conception through pregnancy and birth</del></p>	<p><del>Adv. Health.3.B investigate the role of prenatal care and proper nutrition in promoting optimal health for both the</del></p>	<p>Adv. Health.3.C-WGD recommendation is to move to advanced health in ATOD.</p>

						<p><del>Health 1.8.F discuss abstinence from sexual activity as the only method that is 10% 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</del></p>	<p><del>baby and the mother such as breast feeding</del></p> <p><del>Adv. Health.3.C describe the harmful effects of certain substances on the fetus such as alcohol, tobacco, environmental hazards such as lead, and prescription and other drugs</del></p>	
<p>Teen pregnancy and associated concerns (financial, educational, health, and social concerns)</p>	(D)					<p>Health 1.3.A explain fetal development from conception through pregnancy and birth</p> <p>Health 1.15.C communicate the importance of practicing abstinence</p>		<p>Suggested that it is moved to the sexual risk substrand introduced at sixth grade.</p>

**Strand: Reproductive and Sexual Health**

**Substrand: Sexual risk ~~avoidance and sexual risk reduction~~**

**Comment:** To separate the sexual risk avoidance and sexual risk reduction substrand the work group created a new substrand: sexual risk. The sexual risk substrand identifies, defines, and describes sexual risks, - prevention, and the benefits of abstinence in accordance with TEC §28.004.

Topics	KS/SE	5	6	7-8	Health 1	Advanced Health	Comments
	KS						
Pregnancy <u>Teen pregnancy and associated concerns (financial, educational, health, and social concerns)</u>	(A)	<del>5.4.C distinguish between myth and fact related to disease and disease prevention</del>	6.7.H <u>identify teen pregnancy as a possible</u> <del>explain the consequences of sexual activity and the benefits of abstinence</del>  <u>WGD: describe the financial impact of pregnancy on teen parents</u>	6.7.H <u>explain how teen pregnancy is a possible</u> <del>explain the consequences of sexual activity and the benefits of abstinence</del>  <u>WGD describe the process of adoption as an option for individuals facing a teen pregnancy</u>  <u>WGD: describe the educational impact of pregnancy on teen parents</u>  <u>WGD: list possible negative impacts for a child with teen parents</u>  <del>7.6.D identify information relating to abstinence</del>  <del>7.6.E analyze the importance of abstinence from sexual activity as the preferred choice of behavior</del>	<u>WGD identify the legal process and rights and services for parties involved in an adoption</u>  <u>WGD: explain the educational, financial, and social impacts of pregnancy on teen parents, child, families, and society</u>  Health 1.15.C communicate the importance of practicing abstinence Health 1.8.B analyze the importance and benefits of abstinence as it relates to emotional health and the	<u>WGD: analyze the educational, financial, and social impacts of pregnancy on teen parents, child families, and society</u>  <del>Adv. Health.13.D create strategies that promote the advantages of abstinence</del> <del>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</del>	Added SEs to address associated concerns with teen pregnancy  <b>7-8:</b> Duplicate—SEs, addressed under other topics and substrands  7.6.F moved to new prevention topic  Moved SEs related to abstinence to new prevention topic

**Strand: Reproductive and Sexual Health**

**Substrand: Sexual risk ~~avoidance and sexual risk reduction~~**

**Comment:** To separate the sexual risk avoidance and sexual risk reduction substrand the work group created a new substrand: sexual risk. The sexual risk substrand identifies, defines, and describes sexual risks, - prevention, and the benefits of abstinence in accordance with TEC §28.004.

Topics	KS/SE	5	6	7-8	Health 1	Advanced Health	Comments
				<p><del>in relationship to all sexual activity for unmarried persons of school age</del></p> <p>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</p>	<p>prevention of pregnancy and sexually transmitted diseases</p> <p>Health 1.8.C analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods, including the prevention of STDs, keeping in mind the effectiveness of remaining abstinent until marriage</p> <p>Health 1.8.D analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape</p> <p><del>Health 1.3.A explain fetal development from conception through pregnancy and birth</del></p>	<p>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</p>	
<u>STDs/STIs</u>	<b>(B)</b>	<p><del>5.4.C distinguish between myth and fact related to disease and disease prevention</del></p> <p><del>5.4.D list the effects of harmful viruses on the body such as polio, Human Immunodeficiency</del></p>	<p><u>WGD Define STIs/STDs as diseases or infections that are spread through sex or sexually activity</u></p> <p><u>WGD identify the difference between bacterial and viral STDs/STIs.</u></p>	<p><u>WG D 6.3.A describe various modes of disease transmission of STDs/STIs, including skin-to-skin contact, oral sex, and vaginal sex</u></p>	<p><u>WG D 6.3.A describe various modes of disease transmission of STDs/STIs, including skin-to-skin contact, oral sex, and vaginal sex</u></p>	<p><u>WG D evaluate current research related to prevention, testing, and treatment of STDs/STIs</u></p> <p><u>WG D: evaluate the economic impact of STDs/STIs on individuals and society</u></p>	<p>The STD and HIV substrand is moved to the sexual risk substrand as a topic (streamlining)</p> <p>Add additional community resources (health departments and clinics).</p>

**Strand: Reproductive and Sexual Health**

**Substrand: Sexual risk ~~avoidance and sexual risk reduction~~**

**Comment:** To separate the sexual risk avoidance and sexual risk reduction substrand the work group created a new substrand: sexual risk. The sexual risk substrand identifies, defines, and describes sexual risks, - prevention, and the benefits of abstinence in accordance with TEC §28.004.

Topics	KS/SE	5	6	7-8	Health 1	Advanced Health	Comments
		<p><del>Virus (HIV), and the common cold</del></p> <p>5.4.C distinguish between myth and fact related to disease and disease prevention</p>	<p>6.3.A describe various modes of disease transmission</p>	<p><u>WGD compare and contrast bacterial and viral STDs/STIs, including treatment and long term or life-time effects such as infertility</u></p> <p><u>WGD: list the signs and symptoms of the most prevalent STDs/STIs for which students are most at risk, including HPV and HIV/AIDS</u></p> <p><u>WGD explain the importance of STD/STI testing sexually active people</u></p>	<p><u>WGD evaluate long term or life-time effects of bacterial and viral STDs/STIs, including infertility</u></p> <p><u>WGD 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</u></p> <p><u>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</u></p>		
<p>Emotional <u>risk</u> <del>trauma</del></p>	(C)		<p><u>WGD list emotional risks that can be associated with sexual activity for unmarried persons of school age, including potential stress, anxiety, and depression.</u></p>	<p><u>WGD define emotional risks that can be associated with sexual activity for unmarried persons of school age, including potential stress, anxiety, and depression.</u></p>	<p><u>WGD explain emotional risks that can be associated with sexual activity for unmarried persons of school age, including potential stress, anxiety, depression, and suicidal thoughts</u></p>		<p>Youth Risk Behavior Survey data shows “associated risks” versus “causation”</p> <p>Review VA related to suicide in the mental health strand</p>

**Strand: Reproductive and Sexual Health**

**Substrand: Sexual risk ~~avoidance and sexual risk reduction~~**

**Comment:** To separate the sexual risk avoidance and sexual risk reduction substrand the work group created a new substrand: sexual risk. The sexual risk substrand identifies, defines, and describes sexual risks, - prevention, and the benefits of abstinence in accordance with TEC §28.004.

Topics	KS/SE	5	6	7-8	Health 1	Advanced Health	Comments
<p><u>Prevention</u></p> <ul style="list-style-type: none"> <li>• <u>Abstinence from sexual activity (as preferred choice for unmarried persons of school age)</u></li> <li>• <u>Types of contraceptives (including risk and failure, proper use, align with TEC 28.004)l age)</u></li> </ul>	<b>(D)</b>		<p><u>WGD define abstinence as it relates to sexual activity.</u></p> <p><u>WGD explain why abstinence from sexual activity until marriage is the preferred choice as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases</u></p>	<p><u>7.6.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</u></p> <p><u>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</u></p> <p><u>WGD identify contraceptive methods and the risks and failure rates (human use</u></p>	<p><u>Health 1.15.C communicate the importance of practicing abstinence</u></p> <p><u>Health 1.8.B analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases</u></p> <p><u>Health 1.8.C analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods, including the prevention of STDs, keeping in mind the effectiveness of remaining abstinent until marriage</u></p> <p><u>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</u></p> <p><u>WGD describe contraceptive methods, how they work, side</u></p>	<p><u>Adv. Health.13.D create strategies that promote the advantages of abstinence</u></p> <p><u>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</u></p> <p><u>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</u></p>	<p>New prevention topic. SEs moved from original abstinence topics</p> <p>7.6.D is too vague</p>

**Strand: Reproductive and Sexual Health**

**Substrand: Sexual risk ~~avoidance and sexual risk reduction~~**

**Comment:** To separate the sexual risk avoidance and sexual risk reduction substrand the work group created a new substrand: sexual risk. The sexual risk substrand identifies, defines, and describes sexual risks, - prevention, and the benefits of abstinence in accordance with TEC §28.004.

Topics	KS/SE	5	6	7-8	Health 1	Advanced Health	Comments
			<p><u>WGD list the benefits of abstinence such as increased self-esteem, self-confidence, and increased student academic achievement</u></p>	<p><u>reality rates) related to condoms and other contraceptive methods for pregnancy and STDs</u></p> <p><u>WGD explain the benefits of abstinence such as increased self-esteem, self-confidence, and increased student academic achievement</u></p> <p><u>7.6.D identify information relating to abstinence</u></p> <p><u>Health 1.8.C analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods, including the prevention of STDs, keeping in mind the effectiveness of remaining abstinent until marriage</u></p>	<p><u>effects, and the risks and failure rates (human use reality rates) related to condoms and other contraceptive methods for pregnancy and STDs</u></p> <p><u>WGD analyze the benefits of abstinence including focusing on personal development and encouraging individuals to build healthy relationships not complicated by sexual involvement</u></p>	<p><u>WGD analyze the benefits of abstinence such as increased self-esteem, self-confidence, and increased student academic achievement</u></p>	

**Strand: Reproductive and Sexual Health**

**Substrand: Sexual risk ~~avoidance and sexual risk reduction~~**

**Comment:** To separate the sexual risk avoidance and sexual risk reduction substrand the work group created a new substrand: sexual risk. The sexual risk substrand identifies, defines, and describes sexual risks, - prevention, and the benefits of abstinence in accordance with TEC §28.004.

Topics	KS/SE	5	6	7-8	Health 1	Advanced Health	Comments
<u>NEW: Legal risk</u>			<u>WGD demonstrate an understanding that there are laws that protect victims of sexual abuse and harassment</u>	<u>WGD define legal implications related to teen pregnancy including child support and acknowledgement of paternity</u>  <u>7.4.D discuss the legal implications regarding sexual activity as it relates to minor persons, including age of consent</u>  <u>WGD Health 1.15.B examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse</u>	<u>WGD explain legal responsibilities related to teen pregnancy including child support and acknowledgement of paternity</u>  <u>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</u>  <u>WGD Adv. Health.13.C investigate and summarize current laws relating to unacceptable behaviors such as harassment, acquaintance and statutory rape, and sexual abuse</u>	<u>Adv. Health.13.C investigate and summarize current laws relating to unacceptable behaviors such as harassment, acquaintance and statutory rape, and sexual abuse</u>	Moved to new legal risks topic in sexual risk substrand



**Strand: Reproductive and Sexual Health**

**Substrand: Sexually transmitted diseases and HIV**

Topics	KS/SE	5	6	7-8	Health I	Advanced Health	Comments
	KS						
Types of STDs/STIs	(A)	<p>5.4.C distinguish between myth and fact related to disease and disease prevention</p> <p>5.4.D list the effects of harmful viruses on the body such as polio, Human Immunodeficiency Virus (HIV), and the common cold</p>	<p>6.3.A describe various modes of disease transmission</p> <p>6.3.B compare healthy cell growth to cell growth in the disease process</p> <p>6.3.C list noncommunicable and hereditary diseases and respective prevention and treatment techniques</p>	<p>7.3.C distinguish risk factors associated with communicable and noncommunicable diseases</p> <p>7.3.D summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases (STDs)</p>	<p>Health 1.2.D develop and analyze strategies related to the prevention of communicable and non-communicable diseases</p> <p>Health 1.7.B analyze the harmful effects such as the physical, mental, social, and legal consequences of alcohol, tobacco, drugs, including prescription drugs, and other substances</p> <p>Health 1.8.C analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods, including the prevention of STDs, keeping in mind the effectiveness of remaining abstinent until marriage</p> <p>Health 1.8.F discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, STDs, and the sexual</p>	<p>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</p>	<p>The STD and HIV substrand is moved to the sexual risk substrand as a topic (streamlining)</p>

					<p>transmission of HIV or acquired immune deficiency syndrome and the emotional trauma associated with adolescent sexual activity</p> <p>Health 1.15.C communicate the importance of practicing abstinence</p>		
Mode of transmission	(B)	<p>5.4.C distinguish between myth and fact related to disease and disease prevention</p> <p>5.4.D list the effects of harmful viruses on the body such as polio, Human Immunodeficiency Virus (HIV), and the common cold</p>	<p>6.3.A describe various modes of disease transmission</p> <p>6.3.B compare healthy cell growth to cell growth in the disease process</p> <p>6.3.C list noncommunicable and hereditary diseases and respective prevention and treatment techniques</p>	<p>7.3.D summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases (STDs).</p>	<p>Health 1.2.D develop and analyze strategies related to the prevention of communicable and non-communicable diseases</p> <p>Health 1.8.C analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods, including the prevention of STDs, keeping in mind the effectiveness of remaining abstinent until marriage</p> <p>Health 1.8.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</p>		

					Health 1.15.C communicate the importance of practicing abstinence		
Signs, symptoms (including asymptomatic)	(C)	<p>5.4.C distinguish between myth and fact related to disease and disease prevention</p> <p>5.4.D list the effects of harmful viruses on the body such as polio, Human Immunodeficiency Virus (HIV), and the common cold</p>	<p>6.3.A describe various modes of disease transmission</p> <p>6.3.B compare healthy cell growth to cell growth in the disease process</p> <p>6.3.C list noncommunicable and hereditary diseases and respective prevention and treatment techniques</p>	7.3.D summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases (STDs).	<p>Health 1.2.D develop and analyze strategies related to the prevention of communicable and non-communicable diseases</p> <p>Health 1.8.C analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods, including the prevention of STDs, keeping in mind the effectiveness of remaining abstinent until marriage</p> <p>Health 1.13.B identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care</p>		
Prevention (vaccines)	(D)	<p>5.4.B relate the importance of immunizations in disease prevention</p> <p>5.4.C distinguish between myth and fact related to disease and disease prevention</p>	<p>6.3.A describe various modes of disease transmission</p> <p>6.3.B compare healthy cell growth to cell growth in the disease process</p> <p>6.3.C list noncommunicable and hereditary diseases and respective prevention and treatment techniques</p>	7.3.D summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases (STDs).	<p>Health 1.2.D develop and analyze strategies related to the prevention of communicable and non-communicable diseases</p> <p>Health 1.12.B research various school and community health services for people of all ages such as vision and hearing</p>		

					screenings and immunization programs		
Short term/long-term health risks, consequences	(E)	5.4.C distinguish between myth and fact related to disease and disease prevention 5.4.D list the effects of harmful viruses on the body such as polio, Human Immunodeficiency Virus (HIV), and the common cold	6.3.A describe various modes of disease transmission  6.3.B compare healthy cell growth to cell growth in the disease process  6.3.C list noncommunicable and hereditary diseases and respective prevention and treatment techniques  6.7.H explain the consequences of sexual activity and the benefits of abstinence	7.3.C distinguish risk factors associated with communicable and noncommunicable diseases  7.3.D summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases (STDs)	Health 1.8.C analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods, including the prevention of STDs, keeping in mind the effectiveness of remaining abstinent until marriage		
Benefits of being STD/STI free	(F)	5.4.C distinguish between myth and fact related to disease and disease prevention	6.3.A describe various modes of disease transmission  6.3.B compare healthy cell growth to cell growth in the disease process  6.3.C list noncommunicable and hereditary diseases and respective prevention and treatment techniques	7.3.D summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases (STDs)	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		
Testing and treatment and where to get help	(G)	5.4.C distinguish between myth and fact related to disease and disease prevention	6.3.A describe various modes of disease transmission	7.3.D summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases (STDs)	Health 1.12.C compare and analyze the cost, availability, and accessibility of health services for people of all ages		

			<p>6.3.B compare healthy cell growth to cell growth in the disease process</p> <p>6.3.C list noncommunicable and hereditary diseases and respective prevention and treatment techniques</p>	<p>7.5.C relate medicine and other drugs to communicable and noncommunicable disease, prenatal health, health problems in later life, and other adverse consequences</p>	<p>Health 1.18.C develop strategies to evaluate information relating to a variety of critical health issues</p>		
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**Strand: Reproductive and Sexual Health**

**Substrand: Legal issues regarding sexual health**

**Comment:** Moved legal issues regarding sexual health to new topic in sexual risk substrand (streamlining)

Topics	KS/SE	5	6	7-8	Health I	Advanced Health	Comments
	<del>KS</del>						
<del>Criminal versus civil litigation</del>	(F)			<del>7.4.D discuss the legal implications regarding sexual activity as it relates to minor persons</del>  <del>Health 1.15.B examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse</del>	<del>Health 1.5.C discuss the legal implications regarding sexual activity as it relates to minor persons</del>  <del>Health 1.2.B analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention</del>  <del>Health 1.15.B examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse</del>		Moved to sexual risk substrand  Duplicate SEs removed
<del>Child support</del>	(A)			<del>7.4.D discuss the legal implications regarding sexual activity as it relates to minor persons</del>			
<del>Pregnancy-related</del>	(B)			<del>7.4.D discuss the legal implications regarding</del>			

**Strand: Reproductive and Sexual Health**

**Substrand: Legal issues regarding sexual health**

				sexual activity as it relates to minor persons			
Disclosure (such as STD status to partner)	(C)			7.4.D discuss the legal implications regarding sexual activity as it relates to minor persons	Health 1.18.C develop strategies to evaluate information relating to a variety of critical health issues		
Sexting and digital pornography	(D)			7.4.D discuss the legal implications regarding sexual activity as it relates to minor persons	Health 1.15.B	Adv. Health.13.C investigate and summarize current laws relating to unacceptable behaviors such as harassment, acquaintance and statutory rape, and sexual abuse	Addressed in IVPS
Sexual abuse and harassment (rape, incest)	(E)			7.4.D discuss the legal implications regarding sexual activity as it relates to minor persons  7.6.C identify strategies for prevention and intervention of emotional, physical, and sexual abuse	Health 1.8.D analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape  Health 1.15.B examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse	Adv. Health.13.C investigate and summarize current laws relating to unacceptable behaviors such as harassment, acquaintance and statutory rape, and sexual abuse	Moved to Personal Safety and boundaries strand
Criminal versus civil litigation	(F)			7.4.D discuss the legal implications regarding sexual activity as it relates to minor persons	Health 1.2.B analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention		Moved to new legal risk topic

**Strand: Reproductive and Sexual Health**

**Substrand: Legal issues regarding sexual health**

					<p>Health 1.5.C discuss the legal implications regarding sexual activity as it relates to minor persons</p> <p>Health 1.15.B examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse</p> <p>WGD: Adv. Health.13.C investigate and summarize current laws relating to unacceptable behaviors such as harassment, acquaintance and statutory rape, and sexual abuse</p>	<p>Adv. Health.13.C investigate and summarize current laws relating to unacceptable behaviors such as harassment, acquaintance and statutory rape, and sexual abuse</p>	
Age of consent	(G)				<p>Health 1.5.C discuss the legal implications regarding sexual activity as it relates to minor persons</p> <p>Health 1.8.D analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape</p> <p>Health 1.15.B examine the legal and ethical ramifications of</p>	<p>Adv. Health.13.C investigate and summarize current laws relating to unacceptable behaviors such as harassment, acquaintance and statutory rape, and sexual abuse</p>	



**Strand: Reproductive and Sexual Health**

**Substrand: Legal issues regarding sexual health**

					<del>unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse</del>		
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