

Chapter 115. Texas Essential Knowledge and Skills for Health Education

Subchapter B. Middle School

Statutory Authority: The provisions of this Subchapter B issued under the Texas Education Code, §28.002, unless otherwise noted.

§115.21. Implementation of Texas Essential Knowledge and Skills for Health Education, Middle School.

The provisions of this subchapter shall supersede §75.29(g) and §75.45 of this title (relating to Health Education) beginning September 1, 1998.

Source: The provisions of this §115.21 adopted to be effective September 1, 1998, 22 TexReg 7740.

§115.22. Health Education, Grade 6.

(a) Introduction.

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) In middle school, students learn about health behaviors that will safeguard their health as well as information related to understanding puberty and the reproductive process. Students are taught about factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Middle school students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community.

(b) Knowledge and skills.

(1) Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:

- (A) analyze healthy and unhealthy dietary practices;
- (B) explain the importance of a personal dietary and exercise plan;
- (C) compare immediate and long-range effects of personal health care choices such as personal and dental hygiene;
- (D) identify causes and affects associated with poor body image such as eating disorders and growth patterns;

- (E) examine the concept of cost versus effectiveness of health-care products;
- (F) describe the mental, physical, and social benefits of regular exercise and fitness;
- (G) describe the importance of establishing and implementing a periodic health-maintenance clinical assessment; and
- (H) demonstrate strategies for managing stress.

(2) Health information. The student recognizes ways that body structure and function relate to personal health throughout the life span. The student is expected to:

- (A) analyze the relationships among the body systems;
- (B) describe changes in male and female anatomy and physiology during puberty;
- (C) analyze the role of hormones as they relate to growth and development and personal health; and
- (D) describe menstrual health and identify the relationship to reproduction.

(3) Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention. The student is expected to:

- (A) describe various modes of disease transmission;
- (B) compare healthy cell growth to cell growth in the disease process; and
- (C) list noncommunicable and hereditary diseases and respective prevention and treatment techniques.

(4) Health information. The student comprehends ways of researching, accessing, and analyzing health information. The student is expected to:

- (A) list ways to evaluate health products, practices, and services such as sunblocks, dietary aides, and over-the-counter medications; and
- (B) use critical thinking to research and evaluate health information.

(5) Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:

- (A) analyze the use and abuse of prescriptions and non-prescription medications such as over-the-counter;
- (B) examine social influences on drug-taking behaviors;
- (C) describe chemical dependency and addiction to tobacco, alcohol, and other drugs and substances;
- (D) explain the relationship between tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as drinking and driving and Human

Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD) transmission;

(E) identify ways to prevent the use of tobacco, alcohol, drugs, and other substances such as alternative activities;

(F) demonstrate an understanding of basic first-aid procedures;

(G) demonstrate strategies for the prevention of and response to deliberate and accidental injuries such as using conflict resolution skills instead of fighting and wearing a seat belt;

(H) identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations; and

(I) explain the consequences of sexual activity and the benefits of abstinence.

(6) Influencing factors. The student understands how factors in the environment influence individual and community health. The student is expected to:

(A) identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures; and

(B) make healthy choices from among environmental alternatives such as leaving a smoke-filled room or selecting healthy snacks from vending machines.

(7) Influencing factors. The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships. The student is expected to:

(A) differentiate between positive and negative relationships that can affect individual health such as clubs, gangs, or families;

(B) explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior;

(C) practice conflict resolution/mediation skills;

(D) describe strategies such as abstinence for communicating refusal to engage in unsafe behaviors; and

(E) describe methods for communicating important issues with parents and peers.

(8) Influencing factors. The student comprehends how media and technology influence individual and community health. The student is expected to:

(A) identify and analyze various media and technologies that influence individual and community health such as computer software and the World Wide Web; and

(B) explain the relationship between health needs and technology development such as the development of a Human Immunodeficiency Virus (HIV) vaccine.

(9) Influencing factors. The student differentiates between positive and negative family influences.

The student is expected to:

- (A) develop strategies for supporting and respecting all family members; and
- (B) identify strategies for coping with unhealthy behaviors in the family such as abuse, alcoholism, and neglect.

(10) Personal/interpersonal skills. The student describes healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

- (A) demonstrate ways to communicate empathy to others and have consideration for others;
- (B) assess healthy ways of responding to disrespectful behaviors such as mediation;
- (C) practice methods for self-control;
- (D) describe healthy ways to express affection and love;
- (E) describe ways to manage anxiety and grief;
- (F) define stress and its effects on individual health and relationships; and
- (G) identify stressors and their impact on the health of the individual and family.

(11) Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:

- (A) seek the input of parents and other trusted adults in problem solving and goal setting;
- (B) demonstrate the use of refusal skills in unsafe situations;
- (C) explain the impact of peer pressure on decision making;
- (D) compare the risks and benefits of various health behaviors such as choosing not to smoke; and
- (E) identify the possible health implications of long-term personal and vocational goals.

Source: The provisions of this §115.22 adopted to be effective September 1, 1998, 22 TexReg 7740.

§115.23. Health Education, Grade 7-8.

(a) Introduction.

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family,

and community health.

(2) In middle school, students learn about health behaviors that will safeguard their health as well as information related to understanding puberty and the reproductive process. Students are taught about factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Middle school students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community.

(b) Knowledge and skills.

(1) Health information. The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:

- (A) analyze the interrelationships of physical, mental, and social health;
- (B) identify and describe types of eating disorders such as bulimia, anorexia, or overeating;
- (C) identify and describe lifetime strategies for prevention and early identification of disorders such as depression and anxiety that may lead to long-term disability; and
- (D) describe the life cycle of human beings including birth, dying, and death.

(2) Health information. The student recognizes ways that body structure and function relate to personal health throughout the life span. The student is expected to:

- (A) explain how differences in growth patterns among adolescents such as onset of puberty may affect personal health;
- (B) describe the influence of the endocrine system on growth and development;
- (C) compare and contrast changes in males and females;
- (D) describe physiological and emotional changes that occur during pregnancy; and
- (E) examine physical and emotional development during adolescence.

(3) Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. The student is expected to:

- (A) explain the role of preventive health measures, immunizations, and treatment in disease prevention such as wellness exams and dental check-ups;
- (B) analyze risks for contracting specific diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors;
- (C) distinguish risk factors associated with communicable and noncommunicable diseases; and
- (D) summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases.

(4) Health information. The student knows how to research, access, analyze, and use health information. The student is expected to:

- (A) use critical thinking to analyze and use health information such as interpreting media messages;
- (B) develop evaluation criteria for health information;
- (C) demonstrate ways to use health information to help self and others; and
- (D) discuss the legal implications regarding sexual activity as it relates to minor persons.

(5) Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:

- (A) analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries;
- (B) describe the dangers associated with a variety of weapons;
- (C) identify strategies for prevention and intervention of emotional, physical, and sexual abuse;
- (D) identify information relating to abstinence;
- (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;
- (F) discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity;
- (G) demonstrate basic first-aid procedures including Cardiopulmonary Resuscitation (CPR) and the choking rescue;
- (H) explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs and other substances;
- (I) relate medicine and other drug use to communicable disease, prenatal health, health problems in later life, and other adverse consequences;
- (J) identify ways to prevent the use of tobacco, alcohol, and other drugs such as alternative activities;
- (K) apply strategies for avoiding violence, gangs, weapons and drugs; and
- (L) explain the importance of complying with rules prohibiting possession of drugs and weapons.

(6) Influencing factors. The student understands how physical and social environmental factors can

influence individual and community health throughout the life span. The student is expected to:

- (A) relate physical and social environmental factors to individual and community health such as climate and gangs; and
- (B) describe the application of strategies for controlling the environment such as emission control, water quality, and waste management.

(7) Influencing factors. The student investigates positive and negative relationships that influence individual, family, and community health. The student is expected to:

- (A) analyze positive and negative relationships that influence individual and community health such as families, peers, and role models; and
- (B) develop strategies for monitoring positive and negative relationships that influence health.

(8) Influencing factors. The student researches ways in which media and technology influence individual and community health throughout the life span. The student is expected to:

- (A) explain the role of media and technology in influencing individuals and community health such as watching television or reading a newspaper and billboard; and
- (B) explain how programmers develop media to influence buying decisions.

(9) Influencing factors. The student understands how social factors impact personal, family, community, and world health. The student is expected to:

- (A) describe personal health behaviors and knowledge unique to different generations and populations; and
- (B) describe characteristics that contribute to family health.

(10) Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:

- (A) differentiate between positive and negative peer pressure;
- (B) describe the application of effective coping skills;
- (C) distinguish between effective and ineffective listening such as paying attention to the speaker versus not making eye-contact;
- (D) summarize and relate conflict resolution/mediation skills to personal situations; and
- (E) appraise the importance of social groups.

(11) Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

- (A) describe techniques for responding to criticism;

- (B) demonstrate strategies for coping with problems and stress;
- (C) describe strategies to show respect for individual differences including age differences;
- (D) describe methods of communicating emotions;
- (E) describe the effect of stress on personal and family health; and
- (F) describe the relationships between emotions and stress.

(12) Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:

- (A) interpret critical issues related to solving health problems;
- (B) relate practices and steps necessary for making health decisions;
- (C) appraise the risks and benefits of decision-making about personal health;
- (D) predict the consequences of refusal skills in various situations;
- (E) examine the effects of peer pressure on decision making;
- (F) develop strategies for setting long-term personal and vocational goals; and
- (G) demonstrate time-management skills.

Source: The provisions of this §115.23 adopted to be effective September 1, 1998, 22 TexReg 7740.

For additional information, email rules@tea.state.tx.us.