

Health 7/8 TEKS	Description	Week To Be Covered (Approximate)
Introduction 115.27	<p>(1) The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits.</p> <p>(2) There are essential skills that repeat throughout the six strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies. In addition, areas in the standards related to abuse, neglect, violence, loss, grief, trauma, and suicide may directly affect some students in the classroom. Should the educator recognize signs of discomfort with instruction in these areas, students should be referred to the appropriate resource, identified ahead of such instruction, for additional help and support.</p> <p>(3) Students gain an understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health.</p> <p>(4) An integral part of health education involves educators being aware of state laws relevant to human sexuality instruction.</p> <p>(5) Educators also should be aware of and abide by the statutory prohibition on taxpayer resource transactions between state governmental entities, including public schools, and abortion providers or an affiliate of an abortion provider (Texas Government Code, Chapter 2272).</p> <p>(6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(7) Students should first seek guidance in the area of health from a parent or legal guardian.</p>	<p>Week 1 Students will go through the TEKS for the course during class with the teacher, ask questions about the course, be given the Opt-In form that their parent has to sign and return in order to remain in the class. No material within the course will be provided or delivered to the students until Week 2, and only to students that have returned the Opt-In form with their parent signature.</p>
Social Contract	Students will create their social contract for the classroom.	Week 2 & 3
115.27.11	Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to demonstrate basic first-aid procedures, including CPR and the choking rescue.	For 115.27.11 Students will create their online CPR certification accounts and work through the videos and test during the semester. At the end of the semester they will do the hands on test if they choose to get fully certified.
115.27.22	Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to: (A) compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty and adolescence; (B) identify how the process of fertilization occurs between a man and a woman through sexual intercourse.	
115.27.23 A,C-H,L, M	Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to: (A) explain how teen pregnancy is a possible outcome of sexual activity; (C) identify the difference between bacterial and viral sexually transmitted diseases/sexually transmitted infections (STDs/STIs), including long-term or lifetime effects such as infertility and cancer; (D) describe various modes of transmission of STDs/STIs; (E) identify the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources; (F) list the signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and explain why not all STDs/STIs show symptoms initially; (G) explain the importance of STD/STI screening, testing, and early treatment for sexually active individuals, including during yearly physicals or if there is a concern; (H) identify community resources, a minor's right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment; (L) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods in the prevention of STDs/STIs and pregnancy; (M) explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause genital warts and cervical cancer and other cancers in males and females.	Week 3 & 4
115.27.23 B, I, J, K	Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to: (B) explain the short- and long-term educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society; (I) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression; (J) identify support from parents and other trusted adults to be abstinent from sexual activity and create strategies for building peer support to be abstinent; (K) analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age.	Week 4 & 5

115.27.23 & 21 & 13	<p>(23) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to: (O) define legal implications of teen pregnancy, including the legal effects of acknowledgement and proof of paternity; (P) describe legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, sexual abuse, and indecency with a child; and (Q) examine the legal ramifications of sexual offenses such as sexual harassment, sexual abuse, and sexual assault. (21) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to: (A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse; (B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking; (E) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others. (13) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to: (A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; (B) discuss and analyze the consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; (C) evaluate strategies and techniques for identity protection in digital and online environments; (D) identify how technology is used to recruit or manipulate potential victims of sex trafficking; and (E) research the current legal consequences of cyberbullying and inappropriate digital and online communication.</p>	Week 5 & 6
115.27.21	<p>Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to: (A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse; (C) define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation; (D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence; (F) describe how a healthy sense of self and making decisions regarding setting and respecting personal boundaries promote healthy dating/romantic relationships; (G) discuss and practice how refusal skills can be used to resist negative peer influences and reinforce personal boundaries to avoid dangerous situations and behaviors that increase sexual risk in dating/romantic relationships; and (H) explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact.</p>	Week 7
115.27.23	<p>Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to: (N) research and explain the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, and student academic achievement.</p>	Week 8 & 9
115.27.5	<p>Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to: (A) explain how adolescent brain development influences cognitive processing, emotions, and decision making; (B) identify and describe how environmental influences such as air, water, or noise can affect an individual's mental health; and (C) discuss the influence of childhood trauma and how to recognize, process, and overcome negative events.</p>	Week 10
115.27.4	<p>Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to: (A) describe how internal and external factors influence self-esteem; (B) identify and develop strategies for setting long-term personal goals; (C) create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children; and (D) identify decision-making skills that promote individual, family, and community mental health.</p>	Week 11
115.27.6	<p>Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to: (D) describe the consequences of disordered eating and eating disorders such as bulimia, anorexia, and binge eating disorder and the importance of seeking help from a parent or another trusted adult for oneself or others related to disordered eating.</p>	Week 12

115.27.6 & 3 & 8 & 20	<p>(6) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to: (A) describe methods to support others who have long-term physical health conditions; (B) examine ways to influence peers positively and promote resiliency in others in stressful situations; (C) differentiate between healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief; (E) discuss the suicide risk and suicide protective factors identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning signs in self or others; (F) research and discuss protective factors and healthy self-management strategies to avoid self-harming behaviors; and (G) examine how the use of suicide prevention resources such as the National Suicide Prevention Hotline can reduce the likelihood of suicide. (3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to: (A) identify and analyze different emotions and causal thoughts in self; (B) analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress; (C) evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness; (D) demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships; (E) analyze similarities and differences between one's own and others' perspectives; and (F) practice conflict resolution and mediation skills. (20) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to: (A) compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage; (B) explain how friendships provide a foundation for healthy dating/romantic relationships; (C) describe healthy ways to express friendship, affection, and love; (D) describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationships and marriage; (E) evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage; (F) describe behaviors in dating/romantic relationships that enhance dignity and respect; and (G) describe the benefits of healthy marriages, including companionship and social, emotional, financial, and health benefits.</p>	Week 13 & 14
115.27.7 & 8 & 9 & 10	<p>(7) Healthy eating and physical activity--food and beverage daily recommendations. The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to: (A) analyze food labels and menus to determine the nutritional value of foods and make healthy decisions about daily caloric intake; (B) develop a personal dietary plan; and (C) identify and practice strategies for choosing healthy foods and beverages in diverse social environments, including at home, at school, and while dining out. (8) Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to: (A) explain the relationships between nutrition, physical activity, quality of life, and disease in terms of their mental, physical, and social benefits; (B) identify how to balance caloric intake and physical activity; and (C) apply the CDC guidelines for daily physical activity to develop a physical fitness plan using appropriate technology. (9) Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to: (A) develop and examine progress of short- and long-term goals toward achieving appropriate levels of physical activity, improving personal physical fitness level, and making healthy personal food choices; and (B) explain how media influences buying decisions regarding physical fitness equipment or nutritional products. (10) Healthy eating and physical activity--risk and protective factors. The student analyzes and applies risk and protective factors related to healthy eating and physical activity. The student is expected to: (A) analyze the impact of moderate physical activity and healthy dietary practices in the prevention of obesity, heart disease, and diabetes; (B) analyze risk factors that may lead to the development of chronic conditions and formulate strategies to reduce the likelihood of developing chronic conditions; (C) identify community and digital resources that can assist in developing healthy eating and physical activity behaviors; and (D) investigate and compare the nutritional differences between preparing and serving fresh food or minimally processed food and serving commercially prepared or highly processed foods.</p>	Week 15
115.27.12 & 14	<p>(12) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to: (A) analyze strategies for and the benefits of avoiding violence, gangs, weapons, and human trafficking; (B) define safe haven and identify designated safe haven locations in the community; (C) evaluate the dangers associated with a variety of weapons; (D) evaluate the importance of complying with rules prohibiting possession of and the improper use of weapons; and (E) create a personal safety plan. (14) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to: (A) identify forms of family violence, including physical, mental, and emotional violence; (B) describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual; (C) explain the responsibility to report bullying behavior, including cyberbullying; (D) describe the seriousness of various forms of bullying such as harassment; (E) analyze strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual; and (F) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills related to personal safety.</p>	Week 16

115.27.11	Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to demonstrate basic first-aid procedures, including CPR and the choking rescue.	Week 17 Students will complete the hands on portion of their CPR certifications if they choose to get fully certified.
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