

Standards		Weekly Issues
Knowledge and Skills		
Physical health and hygiene–body systems.		
The student examines the structure, function, and relationships of body systems and their relevance to personal health.		
K.b.1	The student is expected to name the five senses.	3: Caring for My Body
Physical health and hygiene--personal health and hygiene.		
The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:		
K.b.2	(A) name people who can provide health care guidance such as parents, family members, other trusted adults, teachers, and health care professionals; (B) identify personal hygiene and health habits that help individuals stay healthy such as hand washing and brushing teeth; (C) discuss ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; and (D) identify head lice and biting insects that may cause illness and their proper removal and care.	1: My Health and Well-Being 3: Caring for My Body 21: Asking for Help
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:		
K.b.3	(A) identify their own feelings and emotions; (B) describe and practice calming and self-management strategies; (C) discuss how friends can influence a person's behavior; (D) demonstrate skills for making new acquaintances; (E) demonstrate respect and communicate appropriately with individuals; and (F) identify and practice ways to solve conflicts with a friend.	2: Learning About Emotions 4: Caring for My Mind 8: I Can Show Empathy 11: How I Communicate 22: All About Social Skills 23: Time Together 25: Earn Trust 27: Dealing with Conflict
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:		
K.b.4	(A) describe positive social skills and personal qualities such as truth, kindness, reliability, and respectfulness; and (B) discuss the meaning of goals and identify at least one health-related goal.	8: I Can Show Empathy 9: Good Citizens 10: I Can Show Respect 11: How I Communicate 12: Be Smart Online 21: Asking for Help 22: All About Social Skills 23: Time Together

Standards		Weekly Issues
		24: I Can Take Care of Myself 25: Earn Trust 26: Get It Done!
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.		
K.b.5	The student is expected to discuss how to treat peers with different learning needs with dignity.	1: My Health and Well-Being 4: Caring for My Mind 5: I Can Be Confident 6: Your Attitude 7: Losing Something and Grief 12: Be Smart Online 13: Moving My Body 14: I Can Grow 15: What to Do with Fear 16: What to Do with Worry 17: Beat Big Problems 18: Tools to Feel Better 19: Choose Your Life 20: Round Up Resilience 22: All About Social Skills 25: Earn Trust 30: Dealing with Change Adult-Facing Support Materials 8: Learning Differences
Healthy eating and physical activity--food and beverage daily recommendations.		
The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:		
K.b.6	(A) demonstrate an understanding that the human body is composed mostly of water and explain the importance of drinking water daily; (B) identify healthy portion sizes for common food items; (C) identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein; and (D) identify healthy and unhealthy snack choices.	1: My Health and Well-Being 3: Caring for My Body Adult-Facing Support Materials 4: Nutrition, Food, and Water 5: All About Body Systems
Healthy eating and physical activity--risk and protective factors.		
The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:		
K.b.7	(A) describe basic facts of food allergy safety such as not sharing food and explain the importance of respecting others who have allergies; and (B) identify habits that help individuals stay healthy such as getting the proper amount of sleep and daily physical activity.	1: My Health and Well-Being 3: Caring for My Body Adult-Facing Support Materials 4: Nutrition, Food, and Water

Standards		Weekly Issues
		5: All About Body Systems
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:		
K.b.8	(A) discuss and demonstrate procedures for responding to emergencies, including reporting to a parent or another trusted adult or contacting 911; and (B) identify the purpose and demonstrate the proper use of protective equipment such as seat belts, booster seats, and bicycle helmets.	1: My Health and Well-Being 3: Caring for My Body 21: Asking for Help Adult-Facing Support Materials 2: Protecting Your Body 4: Nutrition, Food, and Water 5: All About Body Systems 7: Physical Safety
Injury and violence prevention and safety--healthy relationships and conflict-resolution skills.		
The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:		
K.b.9	(A) identify roles and characteristics of a trusted adult; (B) identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations; and (C) identify personal space and appropriate boundaries.	1: My Health and Well-Being 3: Caring for My Body 21: Asking for Help 22: All About Social Skills 27: Dealing with Conflict 28: Decisions 31: Think About It Adult-Facing Support Materials 4: Nutrition, Food, and Water 5: All About Body Systems 10: Violence Prevention 11: Abuse Awareness 12: Violence in the Media 13: Domestic Violence
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:		
K.b.10	(A) name safe play environments; (B) name objects that may be dangerous such as knives, scissors, and screwdrivers and explain how they can be harmful; and (C) recall personal home address as part of a personal safety plan.	1: My Health and Well-Being 3: Caring for My Body Adult-Facing Support Materials 2: Protecting Your Body 7: Physical Safety
Injury and violence prevention and safety--digital citizenship and media.		

Standards		Weekly Issues
The student understands how to be a safe and responsible citizen in digital and online environments.		
K.b.11	The student is expected to identify situations when one should get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.	5: I Can Be Confident 6: Your Attitude 10: I Can Show Respect 11: How I Communicate 12: Be Smart Online 21: Asking for Help 22: All About Social Skills 23: Time Together 24: I Can Take Care of Myself 25: Earn Trust
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:		
K.b.12	(A) identify bullying behaviors and the role of the bystander; (B) identify ways to discourage bullying; (C) describe appropriate actions to take in response to bullying such as telling a parent or another trusted adult; and (D) explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.	5: I Can Be Confident 6: Your Attitude 10: I Can Show Respect 11: How I Communicate 12: Be Smart Online 21: Asking for Help 22: All About Social Skills 23: Time Together 24: I Can Take Care of Myself 25: Earn Trust
Alcohol, tobacco, and other drugs--use, misuse, and physiological effects.		
The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:		
K.b.13	(A) discuss the proper usage of medications; and (B) discuss the harmful effects of alcohol, tobacco, and drugs on physical health.	31: Think About It 32: Take Care of Your Brain Adult-Facing Support Materials 26: What You Put In Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse
Alcohol, tobacco, and other drugs--risk and protective factors.		
The student understands how various factors can influence decisions regarding substance use and the resources available for help.		

Standards		Weekly Issues
K.b.14	The student is expected to identify refusal skills and how to get help from a parent or another trusted adult in unsafe situations involving the use or misuse of alcohol, tobacco, and other drugs.	21: Asking for Help 28: Decisions 31: Think About It 32: Take Care of Your Brain Adult-Facing Support Materials 26: What You Put In Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse

Source: The provisions of this §115.12 adopted to be effective August 1, 2022, 47 TexReg 4516.

Standards		Weekly Issues
Knowledge and Skills		
Physical health and hygiene--body systems.		
The student examines the structure, function, and relationships of body systems and their relevance to personal health.		
1.b.1	The student is expected to demonstrate use of the five senses.	1: Wonderful Well-Being 3: My Body Is Awesome!
Physical health and hygiene--personal health and hygiene.		
The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:		
1.b.2	(A) identify types of health care professionals and describe the services they provide such as medical checkups, dental exams, and vision and hearing screenings; (B) describe personal hygiene and health habits that enhance individual health such as personal hygiene, oral hygiene, and getting enough sleep; (C) describe ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; and (D) describe where head lice and biting insects that may cause illness, including ticks and mosquitos, are commonly encountered and how to avoid them.	1: Wonderful Well-Being 3: My Body Is Awesome! 21: When and How to Get Help
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:		
1.b.3	(A) identify their own feelings and emotions; (B) discuss and explain how emotions can interrupt thinking and the self-management process; (C) describe and practice calming and self-management strategies; (D) describe ways in which peers and families can work together to build healthy relationships; (E) describe ways to build and maintain friendships; (F) identify ways to respectfully communicate verbally and nonverbally; (G) identify feelings and emotions expressed by others; and (H) identify and practice ways to solve conflicts with friends and peers.	2: Understanding My Emotions 4: Being Present 8: Demonstrating Empathy 11: Cool Communication 22: Friendship Skills 23: The Power of Teamwork 25: Honesty is the Best Policy 27: Calming Down Conflict 28: Making Healthy Choices 30: Changes Happen 31: Be Wise: Critical Thinking
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:		
1.b.4	(A) discuss ways to be kind to self and how to identify areas	5: Believing in Myself

Standards		Weekly Issues
	for growth; and (B) explain the importance of goal setting and task completion.	6: Positive Attitude, Positive Life 8: Demonstrating Empathy 9: Your Part As a Citizen 10: The Power of Respect 11: Cool Communication 12: Healthy Choices in Communities 21: When and How to Get Help 22: Friendship Skills 23: The Power of Teamwork 24: My Needs Matter 25: Honesty is the Best Policy 26: Go for the Goal!
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:		
1.b.5	(A) discuss and demonstrate how to treat peers with different learning needs with dignity and respect; (B) identify situations that can create positive stress and positive emotions; and (C) discuss the signs and symptoms associated with negative stress such as loss or grief.	1: Wonderful Well-Being 4: Being Present 5: Believing in Myself 6: Positive Attitude, Positive Life 7: What to Do with Grief 12: Healthy Choices in Communities 13: Healthy Choices for My Body 14: Choosing to Grow 15: Scary Fears 16: Stress and Worry 17: Beating Anxiety 18: Getting Through Hard Days 19: Making Motivation 20: Resilience 22: Friendship Skills 25: Honesty is the Best Policy 30: Changes Happen Adult-Facing Support Materials 8: Learning Differences
Healthy eating and physical activity--food and beverage daily recommendations.		
The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:		
1.b.6	(A) explain that fruits, proteins, vegetables, and dairy provide essential vitamins and minerals; (B) identify recommended portion sizes by comparing portions to familiar objects such as a golf ball for a cookie or a frisbee for a dinner plate; (C) identify the food groups and classify examples of foods into each group; and	1: Wonderful Well-Being 3: My Body is Awesome! Adult-Facing Support Materials 4: Nutrition, Food, and Water 5: All About Body Systems

Standards		Weekly Issues
	(D) identify ingredients that make foods and drinks unhealthy such as added sugar and other sweeteners.	
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.		
1.b.7	The student is expected to identify examples of health information provided by various media and how the examples affect nutritional habits and physical activity.	1: Wonderful Well-Being 3: My Body Is Awesome! 13: Healthy Choices for My Body 14: Choosing to Grow Adult-Facing Support Materials 4: Nutrition, Food, and Water 5: All About Body Systems
Healthy eating and physical activity--risk and protective factors.		
The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:		
1.b.8	(A) identify common food allergies and explain the importance of respecting others who have allergies; and (B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.	1: Wonderful Well-Being 3: My Body Is Awesome! 13: Healthy Choices for My Body 14: Choosing to Grow Adult-Facing Support Materials 4: Nutrition, Food, and Water 5: All About Body Systems
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:		
1.b.9	(A) discuss and demonstrate strategies to keep self and others safe by staying away from dangerous situations and reporting to a parent or another trusted adult or contacting 911; and (B) identify the purpose and demonstrate proper use of protective equipment such as seat belts, booster seats, and bicycle helmets.	1: Wonderful Well-Being 3: My Body Is Awesome! 11: Cool Communication 13: Healthy Choices for My Body 14: Choosing to Grow 21: When and How to Get Help 24: My Needs Matter 25: Honesty Is the Best Policy
Injury and violence prevention and safety--healthy relationships and conflict-resolution skills.		
The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:		
1.b.10	(A) practice refusal skills to protect personal space and avoid unsafe situations; (B) identify appropriate personal boundaries, privacy, and space; and	1: Wonderful Well-Being 3: My Body Is Awesome! 11: Cool Communication 13: Healthy Choices for My Body

Standards		Weekly Issues
	(C) recall parents'/caregivers' phone numbers as part of a personal safety plan.	21: When and How to Get Help 22: Friendship Skills 23: The Power of Teamwork 24: My Needs Matter 25: Honesty Is the Best Policy
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:		
1.b.11	(A) describe the difference between safe and unsafe environments; and (B) identify ways to avoid weapons and harming oneself or others by staying away from dangerous situations and reporting to a parent or another trusted adult.	1: Wonderful Well-Being 3: My Body Is Awesome! 11: Cool Communication 13: Healthy Choices for My Body 21: When and How to Get Help 22: Friendship Skills
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.		
1.b.12	The student is expected to demonstrate how to get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.	1: Wonderful Well-Being 3: My Body Is Awesome! 11: Cool Communication 12: Healthy Choices in Communities
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:		
1.b.13	(A) describe consequences for both the victim and the bully and the impact of bullying on the victim; (B) discuss ways of discouraging bullying; (C) explain the differences between teasing, joking, and playing around and bullying; and (D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.	1: Wonderful Well-Being 3: My Body Is Awesome! 5: Believing in Myself 6: Positive Attitude, Positive Life 8: Demonstrating Empathy 11: Cool Communication 12: Healthy Choices in Communities 21: When and How to Get Help 22: Friendship Skills
Alcohol, tobacco, and other drugs--use, misuse, and physiological effects.		
The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:		
1.b.14	(A) identify the difference between over-the-counter and prescription drugs; and (B) identify and describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products on	1: Wonderful Well-Being 3: My Body Is Awesome! 31: Be Wise: Critical Thinking 32: Medicine and the Brain

Standards		Weekly Issues
	physical health.	Adult-Facing Support Materials 26: What You Put In Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse
Alcohol, tobacco, and other drugs--treatment.		
The student understands how to seek emergency help for self and others in poisoning and overdose situations.		
1.b.15	The student is expected to describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.	1: Wonderful Well-Being 3: My Body Is Awesome! 31: Be Wise: Critical Thinking 32: Medicine and the Brain Adult-Facing Support Materials 26: What You Put In Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse
Alcohol, tobacco, and other drugs--risk and protective factors.		
The student understands how various factors can influence decisions regarding substance use and the resources available for help.		
1.b.16	The student is expected to identify how to get help from a parent or another trusted adult related to alcohol, tobacco, and drug abuse.	1: Wonderful Well-Being 3: My Body Is Awesome! 21: When and How to Get Help 22: Friendship Skills 24: My Needs Matter 31: Be Wise: Critical Thinking 32: Medicine and the Brain Adult-Facing Support Materials 26: What You Put In Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco

Standards		Weekly Issues
		32: Marijuana and THC 33: Alcohol Use and Abuse
Alcohol, tobacco, and other drugs--prevention.		
The student demonstrates refusal skills to avoid substance use and misuse.		
1.b.17	The student is expected to identify unsafe situations and practice strategies to avoid risky behaviors related to alcohol, tobacco, and other drugs.	1: Wonderful Well-Being 3: My Body Is Awesome! 21: When and How to Get Help 22: Friendship Skills 24: My Needs Matter 31: Be Wise: Critical Thinking 32: Medicine and the Brain Adult-Facing Support Materials 26: What You Put In Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse

Source: The provisions of this §115.13 adopted to be effective August 1, 2022, 47 TexReg 4516.

Standards		Weekly Issues
Knowledge and Skills		
Physical health and hygiene--body systems.		
The student examines the structure, function, and relationships of body systems and their relevance to personal health.		
2.b.1	The student is expected to describe ways to protect the five senses such as wearing sunglasses or using a safe volume setting on audio devices.	1: Health and Well-Being 3: My Physical Well-Being
Physical health and hygiene--personal health and hygiene.		
The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:		
2.b.2	(A) describe the importance of individual health maintenance activities such as regular medical checkups, dental exams, and vision and hearing screenings; (B) explain actions an individual should take when not feeling well; (C) discuss the importance of practicing personal hygiene and health habits; (D) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; (E) identify common illnesses and diseases, including asthma, diabetes, and epilepsy, and their symptoms; and (F) discuss the signs and symptoms of illness that may occur after contact with biting insects, including ticks and mosquitos.	1: Health and Well-Being 3: My Physical Well-Being 21: Getting and Giving Help
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:		
2.b.3	(A) communicate needs, wants, and emotions in healthy ways; (B) describe and practice calming and self-management strategies; (C) discuss and explain how thoughts and emotions are related; (D) explain the effect of peer influence on an individual's social and emotional health; (E) describe the qualities of a good friend; (F) describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others; (G) identify the feelings and perspectives of others by interpreting their verbal and nonverbal cues; and	1: Health and Well-Being 2: Managing My Emotions 4: The Power of Mindfulness 5: Building Confidence 6: Focus on the Positive 11: Ways of Communicating 14: Growing Every Day 15: Dealing with Fear 16: Studying Stress 17: Understanding Anxious Feelings 18: Coping Strategies for Hard Times 21: Getting and Giving Help 22: How to Be a Good Friend 23: Working with Others

Standards		Weekly Issues
	(H) identify ways to prevent and repair broken friendships.	24: What Does it Mean to Be Assertive? 25: Becoming Dependable
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:		
2.b.4	(A) discuss ways to be kind to self and others; (B) define personal growth and identify areas for one's personal growth; and (C) list the steps and describe the importance of goal setting and task completion.	1: Health and Well-Being 2: Managing My Emotions 2: Managing My Emotions 4: The Power of Mindfulness 5: Building Confidence 6: Focus on the Positive 21: Getting and Giving Help 22: How to Be a Good Friend 23: Working with Others 24: What Does It Mean to Be Assertive? 25: Becoming Dependable 26: Reaching Your Goals
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:		
2.b.5	(A) identify strategies for managing different learning needs of self and others; and (B) identify positive and negative stressors and how they impact emotions and learning.	1: Health and Well-Being 2: Managing My Emotions 14: Growing Every Day 15: Dealing with Fear 16: Studying Stress 17: Understanding Anxious Feelings 18: Coping Strategies for Hard Times 21: Getting and Giving Help 22: How to Be a Good Friend 23: Working with Others 24: What Does it Mean to Be Assertive? Adult-Facing Support Materials 8: Learning Differences
Healthy eating and physical activity--food and beverage daily recommendations.		
The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:		
2.b.6	(A) identify types of nutrients; (B) use familiar objects to identify healthy food portions from different food groups; (C) identify healthy and unhealthy choices within the food groups; and (D) identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages	1: Health and Well-Being 3: My Physical Well-Being Adult-Facing Support Materials 4: Nutrition, Food, and Water 5: All About Body Systems

Standards		Weekly Issues
	such as soda and sports drinks.	
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.		
2.b.7	The student is expected to identify various media that provide health information and how media can influence an individual's health choices such as television advertisements for fast foods and breakfast cereals.	1: Health and Well-Being 2: Managing My Emotions 3: My Physical Well-Being 12: Safety and Respect Online 13: Brain and Body Connection Adult-Facing Support Materials 4: Nutrition, Food, and Water 5: All About Body Systems
Healthy eating and physical activity--risk and protective factors.		
The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:		
2.b.8	(A) identify signs and symptoms of common food allergies; and Elementary §115.A. August 2022 Update Page 11 of 26 (B) identify the benefits of establishing healthy eating and physical activity habits that will last a lifetime.	1: Health and Well-Being 2: Managing My Emotions 3: My Physical Well-Being Adult-Facing Support Materials 4: Nutrition, Food, and Water 5: All About Body Systems
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.		
2.b.9	The student is expected to describe steps one can take to reduce hazards, avoid accidents, and prevent accidental injuries for self and others.	1: Health and Well-Being 3: My Physical Well-Being Adult-Facing Support Materials 2: Protecting Your Body 10: Violence Prevention
Injury and violence prevention and safety--healthy relationships and conflict-resolution skills.		
The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:		
2.b.10	(A) demonstrate refusal skills to protect personal space and avoid unsafe situations; and (B) discuss the importance of telling a parent or another trusted adult when privacy or personal boundaries are not respected or when the student is made to feel unsafe.	1: Health and Well-Being 3: My Physical Well-Being 21: Getting and Giving Help 24: What Does It Mean to Be Assertive?
Injury and violence prevention and safety--healthy home, school, and community climate.		

Standards	Weekly Issues
<p>The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:</p>	
<p>2.b.11</p> <p>(A) describe unsafe situations, including interacting with strangers; (B) explain ways to avoid weapons and report the presence of unsupervised weapons to a parent or another trusted adult; (C) identify the hazards of unsupervised and improper handling of guns and other weapons; and (D) identify two trusted adults not part of the immediate family and recall their phone numbers as part of a personal safety plan.</p>	<p>1: Health and Well-Being 3: My Physical Well-Being 11: Ways of Communicating 21: Getting and Giving Help 24: What Does It Mean to Be Assertive?</p> <p>Adult-Facing Support Materials 2: Protecting Your Body 7: Physical Safety 10: Violence Prevention</p>
<p>Injury and violence prevention and safety--digital citizenship and media.</p>	
<p>The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:</p>	
<p>2.b.12</p> <p>(A) identify unsafe requests made in a digital or online environment and how to take appropriate action; (B) explain why obtaining help, especially from parents or other trusted adults, is critical when making decisions regarding digital and online use; and (C) identify consequences that result from cyberbullying and inappropriate digital and online usage.</p>	<p>1: Health and Well-Being 3: My Physical Well-Being 8: What Is Empathy? 9: Being a Good Citizen 10: Respect for Everyone 11: Ways of Communicating 12: Safety and Respect Online 21: Getting and Giving Help 24: What Does It Mean to Be Assertive?</p> <p>Adult-Facing Support Materials 2: Protecting Your Body 7: Physical Safety 10: Violence Prevention</p>
<p>Injury and violence prevention and safety--interpersonal violence.</p>	
<p>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:</p>	
<p>2.b.13</p> <p>(A) describe consequences for the bully and the impact of bullying on the victim; (B) describe the difference between reporting and tattling; and (C) explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety.</p>	<p>1: Health and Well-Being 8: What Is Empathy? 9: Being a Good Citizen 10: Respect for Everyone 11: Ways of Communicating 12: Safety and Respect Online 21: Getting and Giving Help 24: What Does It Mean to Be Assertive?</p> <p>Adult-Facing Support Materials 2: Protecting Your Body 7: Physical Safety</p>
<p>Alcohol, tobacco, and other drugs--use, misuse, and physiological effects.</p>	

Standards		Weekly Issues
<p>The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:</p>		
2.b.14	<p>(A) describe the purposes of prescription and over-the-counter drugs and their intended benefits; and (B) explain the harmful effects on physical health and how to avoid alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products.</p>	<p>1: Health and Well-Being 3: My Physical Well-Being 31: Thinking for Yourself 32: Chemicals and the Brain</p> <p>Adult-Facing Support Materials 26: What You Put In Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse</p>
<p>Alcohol, tobacco, and other drugs--treatment.</p>		
<p>The student understands how to seek emergency help for self and others in poisoning and overdose situations.</p>		
2.b.15	<p>The student is expected to describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.</p>	<p>1: Health and Well-Being 3: My Physical Well-Being 31: Thinking for Yourself 32: Chemicals and the Brain</p> <p>Adult-Facing Support Materials 26: What You Put In Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 28: Say No to Steroids, Performance Enhancing Drugs, and Controlled Substances 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse</p>
<p>Alcohol, tobacco, and other drugs--risk and protective factors.</p>		
<p>The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:</p>		
2.b.16	<p>(A) identify unsafe requests related to alcohol, tobacco, and other drugs made by friends; and (B) identify a trusted adult such as a parent, teacher, or law enforcement officer.</p>	<p>1: Health and Well-Being 3: My Physical Well-Being 21: Getting and Giving Help 22: How to Be a Good Friend 24: What Does It Mean to Be Assertive? 31: Thinking for Yourself</p>

Standards		Weekly Issues
		32: Chemicals and the Brain Adult-Facing Support Materials 26: What You Put In Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 28: Say No to Steroids, Performance Enhancing Drugs, and Controlled Substances 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse
Alcohol, tobacco, and other drugs--prevention.		
The student demonstrates refusal skills to avoid substance use and misuse.		
2.b.17	The student is expected to identify ways to avoid unsafe situations related to alcohol, tobacco, and other drugs and demonstrate refusal skills.	31: Thinking for Yourself 32: Chemicals and the Brain Adult-Facing Support Materials 26: What You Put In Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 28: Say No to Steroids, Performance Enhancing Drugs, and Controlled Substances 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse

* Indicates partial standard coverage.

Source: The provisions of this §115.14 adopted to be effective August 1, 2022, 47 TexReg 4516.

Standards

Weekly Issues

Knowledge and Skills

Physical health and hygiene--body systems.

The student examines the structure, function, and relationships of body systems and their relevance to personal health.

3.b.1

The student is expected to name, locate, and describe the primary functions and major components of body systems, including the skeletal, muscular, circulatory, and respiratory systems.

1: Why Well-Being?
3: Caring for My Physical Health

Adult-Facing Support Materials
4: Nutrition, Food, and Water
5: All About Body Systems

Physical health and hygiene--personal health and hygiene.

The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:

3.b.2

(A) explain the importance of seeking assistance in making decisions about health;
(B) describe methods of accessing information about health;
(C) identify the benefits of decision making about personal health;
(D) identify the importance of taking personal responsibility for developing and maintaining personal hygiene and health habits;
(E) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization;
(F) identify that there are diseases such as allergies, asthma, diabetes, and epilepsy that are not caused by germs; and
(G) identify common vectors, including ticks and mosquitos, and explain how and when to perform a self-check for vectors.

1: Why Well-Being?
3: Caring for My Physical Health
11: Communication Connection
12: Being Smart on the Internet
13: The Power of Movement
21: Helpful Help

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:

3.b.3

(A) communicate needs, wants, and emotions in healthy ways;
(B) describe strategies for assessing thoughts and applying calming and self-management practices;
(C) discuss and explain how the brain develops through maturation;
(D) distinguish between healthy and harmful influences of friends and others;
(E) describe the characteristics of healthy and unhealthy friendships;
(F) describe the value of respectful communication;
(G) discuss how others may experience situations differently

1: Why Well-Being
2: Emotions and Me
3: Caring for My Physical Health
4: Brain Health
8: Demonstrating Empathy
11: Communication Connection
12: Being Smart Online
14: I Can Learn and Grow
18: The Many Ways to Cope
21: Helpful Help
22: Learning to Be a Good Friend
23: Teamwork

Standards		Weekly Issues
	than oneself; and (H) demonstrate strategies for resolving conflicts.	24: Why Assertiveness Matters 25: Trustworthy and Dependable 27: Growing with Conflict 28: How Can I Make Healthy Choices? 30: Life Changes 31: Critical Thinking Is Healthy
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:		
3.b.4	(A) define self-esteem and ways it is formed, including identifying areas for one's personal growth; and (B) describe the importance of seeking guidance from a parent or another trusted adult in setting goals.	4: Brain Health 5: Creating My Own Confidence 6: Your Outlook on Life 14: I Can Learn and Grow 20: Finding Resilience 21: Helpful Help
Mental health and wellness--identifying and managing mental health and wellness concerns.		
The student will develop and use appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:		
3.b.5	(A) describe methods for managing challenges related to long-term health conditions; (B) describe strategies to support others in managing different learning needs; (C) describe positive outcomes of stress, including creativity, focus, energy, drive, and purpose; (D) describe and practice healthy behaviors that reduce stress; and (E) describe the importance of acceptance of oneself and others.	1: Why Well-Being 2: Emotions and Me 3: Caring for My Physical Health 4: Brain Health 5: Creating My Own Confidence 6: Your Outlook on Life 8: Demonstrating Empathy 9: You Are a Citizen 10: How to Be Respectful 11: Communication Connection 13: The Power of Movement 14: I Can Learn and Grow 15: Managing Fear 16: Feeling Stressed? 17: Anxious Ants 18: The Many Ways to Cope 19: Finding Your Motivation 20: Finding Resilience Adult-Facing Support Materials 8: Learning Differences
Healthy eating and physical activity--food and beverage daily recommendations.		
The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:		
3.b.6	(A) classify foods by the nutrients they provide; (B) plan a balanced meal that follows government nutrition	1: Why Well-Being 2: Emotions and Me

Standards		Weekly Issues
	<p>guidelines; (C) examine nutrition labels to identify the difference between foods containing natural sugars and foods with added sugars or sweeteners; and (D) identify and categorize foods based on saturated and unsaturated fat content.</p>	<p>3: Caring for My Physical Health Adult-Facing Support Materials 4: Nutrition, Food, and Water 5: All About Body Systems</p>
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.		
3.b.7	The student is expected to describe the importance of accessing health information through a variety of credible health resources.	<p>1: Why Well-Being 2: Emotions and Me 3: Caring for My Physical Health 4: Brain Health 13: The Power of Movement 16: Feeling Stressed? 18: The Many Ways to Cope 28: How Can I Make Healthy Choices? 31: Critical Thinking Is Healthy</p> <p>Adult-Facing Support Materials 4: Nutrition, Food, and Water 5: All About Body Systems</p>
Healthy eating and physical activity--risk and protective factors.		
The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:		
3.b.8	<p>(A) identify the common food allergens listed on food packaging; and (B) describe how healthy and unhealthy behaviors affect body systems and demonstrate refusal skills in dealing with unhealthy eating situations.</p>	<p>1: Why Well-Being 3: Caring for My Physical Health</p> <p>Adult-Facing Support Materials 4: Nutrition, Food, and Water 5: All About Body Systems</p>
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.		
3.b.9	The student is expected to develop a home-safety and emergency response plan such as a fire safety plan.	<p>1: Why Well-Being 3: Caring for My Physical Health</p> <p>Adult-Facing Support Materials 2: Protecting Your Body 4: Nutrition, Food, and Water 5: All About Body Systems 7: Physical Safety 34: Creating a Home Emergency Response Plan</p>

Standards		Weekly Issues
Injury and violence prevention and safety--healthy relationships and conflict-resolution skills.		
The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict.		
3.b.10	The student is expected to identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.	1: Why Well-Being 11: Communication Connection 21: Helpful Help 24: Why Assertiveness Matters 32: Protect Your Brain's Health
Injury and violence prevention and safety--healthy home, school, and community climate.		
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:		
3.b.11	(A) identify reasons for avoiding violence, gangs, weapons, and drugs; (B) identify characteristics of safe home, school, and community environments; (C) discuss the hazards of unsupervised and improper handling of guns and other weapons; and (D) create a personal safety plan.	1: Why Well-Being 2: Emotions and Me 5: Creating My Own Confidence 6: Your Outlook on Life 9: You Are a Citizen 10: How to Be Respectful 11: Communication Connection 21: Helpful Help Adult-Facing Support Materials 2: Protecting Your Body 7: Physical Safety 10: Violence Prevention 15: Gang Violence
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:		
3.b.12	(A) identify and discuss the need for safety awareness in a digital or online environment; (B) identify appropriate ways to communicate in digital and online environments; (C) discuss who is appropriate to communicate with and what is appropriate information to share in digital and online environments; and (D) explain consequences that result from cyberbullying and inappropriate digital and online usage.	1: Why Well-Being 2: Emotions and Me 5: Creating My Own Confidence 6: Your Outlook on Life 9: You Are a Citizen 10: How to Be Respectful 11: Communication Connection 12: Being Smart on the Internet 21: Helpful Help
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:		
3.b.13	(A) describe how to effectively respond to bullying and cyberbullying of oneself or others;	1: Why Well-Being 2: Emotions and Me

Standards		Weekly Issues
	(B) explain the importance of seeking assistance in making decisions about personal safety; and (C) define abuse and neglect.	5: Creating My Own Confidence 6: Your Outlook on Life 9: You Are a Citizen 10: How to Be Respectful 11: Communication Connection 21: Helpful Help 22: Learning to Be a Good Friend 23: Teamwork 24: Why Assertiveness Matters 25: Trustworthy and Dependable 28: How Can I Make Healthy Choices? 31: Critical Thinking Is Healthy Adult-Facing Support Materials 2: Protecting Your Body 7: Physical Safety 10: Violence Prevention 15: Gang Violence
Alcohol, tobacco, and other drugs--use, misuse, and physiological effects.		
The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:		
3.b.14	(A) identify misuse and proper use of over-the-counter and prescription drugs; and (B) describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances, including inhalants, vaping products, and household products, on physical health.	1: Why Well-Being? 3: Caring for My Physical Health 31: Critical Thinking Is Healthy 32: Protect Your Brain's Health Adult-Facing Support Materials 26: What You Put in Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 28: Say No to Steroids, Performance Enhancing Drugs, and Controlled Substances 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse
Alcohol, tobacco, and other drugs--short- and long-term impacts.		
The student identifies and analyzes the short- and long-term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.		
3.b.15	The student is expected to describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health.	1: Why Well-Being? 3: Caring for My Physical Health 31: Critical Thinking Is Healthy 32: Protect Your Brain's Health

Standards		Weekly Issues
		Adult-Facing Support Materials 26: What You Put in Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 28: Say No to Steroids, Performance Enhancing Drugs, and Controlled Substances 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse
Alcohol, tobacco, and other drugs--treatment.		
The student understands how to seek emergency help for self and others in poisoning and overdose situations.		
3.b.16	The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.	1: Why Well-Being? 3: Caring for My Physical Health 21: Helpful Help 24: Why Assertiveness Matters 31: Critical Thinking Is Healthy 32: Protect Your Brain's Health Adult-Facing Support Materials 26: What You Put in Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 28: Say No to Steroids, Performance Enhancing Drugs, and Controlled Substances 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse
Alcohol, tobacco, and other drugs--risk and protective factors.		
The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:		
3.b.17	(A) describe how friends can influence a person's decision to use or not use alcohol or drugs; and (B) describe the difference between reporting and tattling and why it is important to report the use of alcohol, tobacco, and other drugs by friends or peers.	1: Why Well-Being? 3: Caring for My Physical Health 21: Helpful Help 22: Learning to Be a Good Friend 23: Teamwork 24: Why Assertiveness Matters 25: Trustworthy and Dependable

Standards		Weekly Issues
		31: Critical Thinking Is Healthy 32: Protect Your Brain's Health Adult-Facing Support Materials 26: What You Put in Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 28: Say No to Steroids, Performance Enhancing Drugs, and Controlled Substances 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse
Alcohol, tobacco, and other drugs--prevention.		
The student demonstrates refusal skills to avoid substance use and misuse.		
3.b.18	The student is expected to demonstrate refusal skills related to alcohol, tobacco, and other drugs using assertive communication.	1: Why Well-Being? 3: Caring for My Physical Health 21: Helpful Help 24: Why Assertiveness Matters 31: Critical Thinking Is Healthy 32: Protect Your Brain's Health Adult-Facing Support Materials 26: What You Put in Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 28: Say No to Steroids, Performance Enhancing Drugs, and Controlled Substances 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse

Source: The provisions of this §115.15 adopted to be effective August 1, 2022, 47 TexReg 4516.

Standards		Weekly Issues
Knowledge and Skills		
Physical health and hygiene--body systems.		
The student examines the structure, function, and relationships of body systems and their relevance to personal health.		
4.b.1	The student is expected to name, locate, and describe the primary function and major components of the body systems, including the nervous, immune, digestive, and integumentary systems.	1: The Worth of Well-Being 3: Taking Care of Myself Adult-Facing Support Materials 5: All About Body Systems
Physical health and hygiene--personal health and hygiene.		
The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:		
4.b.2	(A) explain the importance of health information and how it can be used; (B) describe how health care decision making is influenced by external factors such as cost and access; (C) explain strategies for maintaining personal hygiene and health habits; (D) distinguish between communicable and noncommunicable illnesses; (E) explain actions to take when illness occurs, including asthma, diabetes, and epilepsy; and (F) define vector-borne illnesses and describe how to reduce their risk.	1: The Worth of Well-Being 3: Taking Care of Myself
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:		
4.b.3	(A) analyze how thoughts and emotions influence behaviors; (B) describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger; (C) discuss and explain how the brain develops during childhood and the role the brain plays in behavior; (D) identify positive and negative characteristics of social groups; (E) explain the importance of being a positive role model; (F) explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as different languages or adaptive methods; (G) identify verbal, physical, and situational cues that indicate how others may feel; and (H) explain the difference between assertive behavior and	1: The Worth of Your Well-Being 2: Make Emotions Mine 3: Taking Care of Myself 4: Full Mind or Mindful? 5: Collecting Confidence 6: Choose Your Attitude 7: Working Through Grief 8: Questions About Empathy 10: Demonstrating Respect 11: Good Communication 12: Making Safe Choices Online 18: Coping Strategies for You 19: What Motivates You 24: Assertive Communication

Standards		Weekly Issues
	aggressive behavior.	
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:		
4.b.4	(A) discuss ways to help build self-esteem of self, friends, and others, including areas for one's personal growth and ways to gather constructive feedback; (B) explain the advantages of setting short- and long-term goals; and (C) explain the importance of time management with respect to a goal.	5: Collecting Confidence 6: Choose Your Attitude 8: Questions About Empathy 9: All About Citizenship 10: Demonstrating Respect 22: The Power of Social Skills 24: Assertive Communication 25: Are You Dependable 26: Growing with Goals
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:		
4.b.5	(A) describe methods for managing concerns related to long-term health conditions for self and others; (B) differentiate between positive and negative stress; (C) define sources of stress, including trauma, loss, and grief; (D) discuss ways to promote a healthy body image; and (E) identify ways to express and manage overwhelming emotions without harming oneself, others, or property such as calming strategies or talking to a parent or another trusted adult.	1: The Worth of Your Well-Being 2: Make Emotions Mine 3: Taking Care of Myself 7: Working Through Grief 8: Questions About Empathy 11: Good Communication 14: Learning from Life 15: Learning About Fear 16: Good Stress vs. Bad Stress 17: Getting Past Anxiety 18: Coping Strategies for You 20: Resilient in Every Way 21: Need Help? 22: The Power of Social Skills 31: Thinking with Facts Adult-Facing Support Materials 3: Healthy Body Image 4: Nutrition, Food, and Water 5: All About Body Systems 6: Health Concerns and Eating Disorders
Healthy eating and physical activity--food and beverage daily recommendations.		
Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:		
4.b.6	(A) explain why the body needs each of the six major nutrients contained in foods; (B) identify nutritional information on menus and food labels;	1: The Worth of Your Well-Being 3: Taking Care of Myself

Standards		Weekly Issues
	(C) determine appropriate portion sizes when eating out, including at fast food restaurants; (D) identify the recommended guidelines for added sugar consumption and explain how excess sugar consumption can impact health, including causing dental cavities and obesity; and (E) identify healthy fast food choices such as ordering smaller serving sizes and substituting salads for fries and grilled foods for fried foods and their associated impacts on health.	Adult-Facing Support Materials 3: Healthy Body Image 4: Nutrition, Food, and Water
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.		
4.b.7	The student is expected to identify the physical, mental, and social benefits of physical fitness.	1: The Worth of Your Well-Being 3: Taking Care of Myself 4: Full Mind or Mindful 13: Physical Safety
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:		
4.b.8	(A) describe the importance of goal setting and set a goal for making healthy food choices; and (B) gather data from a variety of credible sources to help make informed nutritional and physical activity choices.	1: The Worth of Your Well-Being 3: Taking Care of Myself 4: Full Mind or Mindful 13: Physical Safety 19: What Motivates You? 20: Resilient in Every Way 26: Growing with Goals
Healthy eating and physical activity--risk and protective factors.		
The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:		
4.b.9	(A) describe the connection between physical activity and the prevention of obesity, heart disease, and diabetes; and (B) differentiate between healthy and unhealthy eating habits and demonstrate refusal skills in dealing with unhealthy eating situations.	1: The Worth of Your Well-Being 3: Taking Care of Myself 4: Full Mind or Mindful 13: Physical Safety
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.		
4.b.10	The student is expected to identify and demonstrate strategies for preventing and responding to injuries.	1: The Worth of Your Well-Being 3: Taking Care of Myself 9: All About Citizenship 13: Physical Safety 28: Choosing the Best Option 31: Thinking with Facts

Standards		Weekly Issues
		32: What Is Addiction?
Injury and violence prevention and safety--healthy relationships and conflict-resolution skills.		
The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict.		
4.b.11	The student is expected to explain the importance of using refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.	1:The Worth of Well-Being 5: Collecting Confidence 11: Good Communication 21: Need Help? 24: Assertive Communication 32: What Is Addiction?
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:		
4.b.12	(A) identify strategies for avoiding violence, gangs, and weapons; (B) identify characteristics of gang behavior; (C) identify strategies that can be used to promote safety in homes, schools, and communities; and (D) create a personal safety plan.	2: Make Emotions Mine 3: Taking Care of Myself 5: Collecting Confidence 10: Demonstrating Respect 11: Good Communication 13: Physical Safety 14: Learning from Life 16: Good Stress vs. Bad Stress 21: Need Help? 24: Assertive Communication Adult-Facing Support Materials 7: Physical Safety 10: Violence Prevention 12: Violence in the Media 15: Gang Violence
Injury and violence prevention and safety--digital citizenship and media.		
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:		
4.b.13	(A) differentiate between appropriate and inappropriate ways to communicate in digital and online environments; (B) explain what information is appropriate to share and who it is appropriate to share information with in digital and online environments; and (C) discuss the consequences of cyberbullying and inappropriate digital and online communication in relation to home and school environments.	11: Good Communication 12: Making Safe Choices Online 15: Learning About Fear 18: Coping Strategies for You 20: Resilient in Every Way 24: Assertive Communication 27: Resolving Conflict 31: Thinking with Facts
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		

Standards		Weekly Issues
maintain personal safety. The student is expected to:		
4.b.14	(A) analyze distinguishing characteristics of cyberbullying; (B) describe the negative impact bullying, including cyberbullying, has on both the victim and the bully; (C) explain the importance of seeking guidance from parents and other trusted adults on critical personal safety issues; and (D) identify types of abuse and neglect and ways to seek help from a parent or another trusted adult.	11: Good Communication 12: Making Safe Choices Online 15: Learning About Fear 18: Coping Strategies for You 20: Resilient in Every Way 24: Assertive Communication 27: Resolving Conflict 31: Thinking with Facts
Alcohol, tobacco, and other drugs--use, misuse, and physiological effects.		
The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:		
4.b.15	(A) explain why some drugs require a prescription; and (B) identify the differences between prescription drugs, over-the-counter drugs, other drugs, and dangerous substances, including inhalants, vaping products, and household products.	3: Taking Care of Myself 31: Thinking with Facts 32: What Is Addiction? Adult-Facing Support Materials 26: What You Put In Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse
Alcohol, tobacco, and other drugs--short- and long-term impacts.		
The student identifies and analyzes the short- and long-term impacts of use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:		
4.b.16	(A) describe the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health; and (B) describe the legal consequences of the misuse of alcohol, tobacco, other drugs, and dangerous substances.	3: Taking Care of Myself 31: Thinking with Facts 32: What Is Addiction? Adult-Facing Support Materials 26: What You Put In Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse
Alcohol, tobacco, and other drugs--treatment.		

Standards		Weekly Issues
The student understands how to seek emergency help for self and others in poisoning and overdose situations.		
4.b.17	The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.	32: What Is Addiction? Adult-Facing Support Materials 26: What You Put In Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse
Alcohol, tobacco, and other drugs--risk and protective factors.		
The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:		
4.b.18	(A) distinguish between positive and negative peer influences and their effects on a person's decision to use or not use alcohol or drugs; and (B) identify methods available to report unsafe situations related to alcohol, tobacco, and other drugs.	18: Coping Strategies for You 21: Need Help? 22: The Power of Social Skills 24: Assertive Communication 28: Choosing the Best Option 32: What Is Addiction? Adult-Facing Support Materials 26: What You Put In Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse
Alcohol, tobacco, and other drugs--prevention.		
The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to:		
4.b.19	(A) demonstrate refusal skills using assertive communication related to alcohol, tobacco, and other drugs; and (B) identify ways to avoid drugs and discuss healthy alternative activities to the use of drugs and other substances.	1: The Worth of Your Well-Being 3: Taking Care of Myself 4: Full Mind or Mindful 13: Physical Safety 18: Coping Strategies for You 21: Need Help? 22: The Power of Social Skills 24: Assertive Communication 28: Choosing the Best Option 32: What Is Addiction?

Standards		Weekly Issues
		Adult-Facing Support Materials 26: What You Put In Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse
Reproductive and sexual health--anatomy, puberty, and reproduction.		
The student identifies adolescent development. The student is expected to:		
4.b.20	(A) explain changes that occur in males and females during puberty and adolescent development; and (B) define the menstrual cycle.	3: Taking Care of Myself 30: Learning and Growing from Change Adult-Facing Support Materials 5: All About Body Systems 17: Puberty and Reproductive Health 18: Human Reproductive Anatomy

Source: The provisions of this §115.16 adopted to be effective August 1, 2022, 47 TexReg 4516.

Standards		Weekly Issues
Knowledge and Skills		
Physical health and hygiene--body systems.		
The student examines the structure, function, and relationships of body systems and their relevance to personal health.		
5.b.1	The student is expected to describe the structure, functions, and interdependence of the major body systems, including the reproductive, endocrine, and urinary systems.	1: Connecting Health and Well-Being 3: Physical Well-Being Adult-Facing Support Materials 5: All About Body Systems 18: Reproductive Anatomy
Physical health and hygiene--personal health and hygiene.		
The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:		
5.b.2	(A) explain how to manage common minor illnesses such as colds and skin infections; (B) identify how to distinguish between myth and fact when accessing information about health; (C) identify decision-making skills that promote individual, family, and community health; (D) describe the benefits of promoting health maintenance for individuals and households; (E) analyze how personal hygiene helps prevent the spread of germs and communicable illnesses; and (F) distinguish between treatments if infected by various vectors, including ticks and mosquitos.	1: Connecting Health and Well-Being 3: Physical Well-Being 13: Physical Activity and the Brain 28: Decision-Making 31: Critical Thinking Adult-Facing Support Materials 2: Protecting Your Body 4: Nutrition, Food, and Water 5: All About Body Systems 7: Physical Safety
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:		
5.b.3	(A) analyze how thoughts and emotions influence behaviors; (B) practice and apply strategies for calming and self-management; (C) explain ways of maintaining healthy relationships and resisting negative peer influence in social groups; (D) analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others; (E) define and differentiate between sympathy and empathy toward others; and (F) describe ways to engage in and promote positive interactions when conflict arises.	1: Connecting Health and Well-Being 2: Evaluate Emotions 3: Physical Well-Being 6: You Can Choose Your Attitude and Perspective 8: Exploring Empathy 14: Developing a Growth Mindset 15: Overcoming Fear 16: Stress Management 17: Conquering Anxiety 20: Finding Resilience 22: Building Social Skills 23: Learning to Collaborate 24: Being Assertive 25: Building Dependability 27: Working Through Conflict

Standards		Weekly Issues
		31: Critical Thinking
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:		
5.b.4	(A) identify and demonstrate strategies to help build self-esteem for self, friends, and others; (B) describe benefits of setting and implementing short- and long-term goals and perseverance to achieve those goals; (C) discuss choices and decision making as part of goal setting; and (D) identify goals that one wishes to achieve, including identifying areas for one's personal growth and ways to gather constructive feedback.	5: Creating Confidence 26: Goal Setting 28: Decision-Making
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:		
5.b.5	(A) identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health; and (B) discuss how brain development during childhood affects emotions and decision making.	1: Connecting Health and Well-Being 2: Evaluate Emotions
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:		
5.b.6	(A) compare and contrast healthy and unhealthy methods for managing concerns related to long-term health conditions for self and others; (B) identify situations in which stress can help to achieve goals and build resiliency; (C) examine ways to reduce the impact of stress, trauma, loss, and grief; (D) define eating disorders and disordered eating patterns as mental health concerns and the importance of seeking help from a parent or another trusted adult for self or others if these patterns are observed; (E) describe situations that call for professional mental health services; and (F) discuss healthy alternatives to harming oneself, others, or property and the importance of telling a parent or another trusted adult when someone is struggling to manage overwhelming emotions or lacks support.	1: Connecting Health and Well-Being 2: Evaluate Emotions 3: Physical Well-Being 16: Stress Management 17: Conquering Anxiety 18: Developing Coping Strategies 19: What Is Your Motivation? 20: Finding Resilience 21: Asking for Help is a Skill Adult-Facing Support Materials 1: National Help Hotlines 2: Protecting Your Body 3: Healthy Body Image 4: Nutrition, Food, and Water 5: All About Body Systems 6: Health Concerns and Eating Disorders 9: Suicide Prevention
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		

Standards		Weekly Issues
the lifespan. The student is expected to:		
5.b.7	(A) identify foods that are sources of one or more of the six major nutrients; (B) examine food labels and menus for nutritional content, calories, and serving sizes; (C) identify the amount of sugar in common beverages and snacks and the daily recommended allowance for added sugar; and (D) identify caffeine content of common beverages and health concerns associated with excess caffeine consumption.	1: Connecting Health and Well-Being
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.		
5.b.8	The student is expected to explain the physical, mental, and social benefits of fitness.	1: Connecting Health and Well-Being 3: Physical Well-Being 13: Physical Activity and the Brain
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:		
5.b.9	(A) describe the importance of goal setting and set a goal for achieving appropriate levels of physical activity; and (B) research and evaluate health products and information about physical activity and nutritional choices.	26: Goal Setting
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:		
5.b.10	(A) describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes; and (B) identify attitudes and behaviors that can reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes.	2: Evaluate Emotions 3: Physical Well-Being 5: Creating Confidence 6: You Can Choose Your Attitude and Perspective
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.		
5.b.11	The student is expected to analyze strategies for preventing and responding to injuries.	1: Connecting Health and Well-Being 3: Physical Well-Being 21: Asking for Help is a Skill 28: Decision-Making
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		

Standards		Weekly Issues
student is expected to:		
5.b.12	(A) explain strategies for avoiding violence, gangs, and weapons and define human trafficking; (B) examine characteristics of gang behavior; (C) identify safety procedures that can be used in various situations, including violence in the home, school, and community; and (D) create a personal safety plan.	8: Exploring Empathy 9: Understanding Citizenship 10: Respecting Others 11: Communication Skills 21: Asking for Help is a Skill 22: Building Social Skills 23: Learning to Collaborate 24: Being Assertive 25: Building Dependability Adult-Facing Support Materials 10: Violence Prevention 15: Gang Violence
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:		
5.b.13	(A) distinguish between appropriate and inappropriate boundaries for digital and online communication and research; (B) explain the benefits of identity protection in digital and online environments; and (C) analyze the consequences of cyberbullying and inappropriate digital and online communication in relation to home, school, and community environments.	10: Respecting Others 11: Communication Skills 12: Digital citizenship
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:		
5.b.14	(A) identify methods available to report bullying; (B) identify ways to advocate for self and others to prevent bullying and cyberbullying behavior; and (C) explain the impact of abuse and neglect and the importance of reporting abuse and neglect.	10: Respecting Others 11: Communication Skills 12: Digital citizenship
Alcohol, tobacco, and other drugs--use, misuse, and physiological effects.		
The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:		
5.b.15	(A) explain the reasons to avoid the misuse of over-the-counter and prescription drugs; (B) identify and explain the importance of each component of prescription and over-the-counter drug labels; and (C) describe the physiological effects of alcohol, vaping products, tobacco, other drugs, and dangerous substances.	Adult-Facing Support Materials 26: What You Put In Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 29: Consequences of Consuming Addictive Substances 30: Harmful Substances

Standards		Weekly Issues
		31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse
Alcohol, tobacco, and other drugs--short- and long-term impacts.		
The student identifies and analyzes the short- and long-term impacts of use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:		
5.b.16	(A) analyze the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on the functions of the body systems and mental and social health; and (B) describe the legal consequences of the illegal use of alcohol, tobacco, other drugs, and dangerous substances.	Adult-Facing Support Materials 26: What You Put In Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse
Alcohol, tobacco, and other drugs--treatment.		
The student understands how to seek emergency help for self and others in poisoning and overdose situations.		
5.b.17	The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.	21: Asking for Help is a Skill Adult-Facing Support Materials 27: Safely Using Prescription Drugs 29: Consequences of Consuming Addictive Substances 30: Harmful Substances
Alcohol, tobacco, and other drugs--risk and protective factors.		
The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:		
5.b.18	(A) analyze how positive peer influence can be used to help a person decide not to use alcohol or drugs; and (B) describe the importance of seeking help and reporting unsafe situations related to alcohol, tobacco, and other drugs.	11: Communication Skills 12: Digital Citizenship 21: Asking for Help is a Skill 22: Building Social Skills 23: Learning to Collaborate 24: Being Assertive 31: Critical Thinking 32: The Brain and Addiction Adult-Facing Support Materials 26: What You Put In Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 29: Consequences of Consuming Addictive Substances

Standards		Weekly Issues
		30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse
Alcohol, tobacco, and other drugs--prevention.		
The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to:		
5.b.19	(A) assess how being assertive, using refusal skills, and evaluating peer influence can affect decision making and problem solving; (B) identify a variety of scenarios and the different types of refusal skills that can be used to avoid the use of alcohol, tobacco, and other drugs; and (C) identify and describe healthy alternative activities to the use of drugs and other substances.	2: Evaluate Emotions 8: Exploring Empathy 10: Respecting Others 11: Communication Skills 12: Digital Citizenship 21: Asking for Help is a Skill 22: Building Social Skills 23: Learning to Collaborate 24: Being Assertive 31: Critical Thinking 32: The Brain and Addiction Adult-Facing Support Materials 26: What You Put In Your Body Information and Activity Sheet 27: Safely Using Prescription Drugs 29: Consequences of Consuming Addictive Substances 30: Harmful Substances 31: Dangers of Nicotine and Tobacco 32: Marijuana and THC 33: Alcohol Use and Abuse
Reproductive and sexual health--healthy relationships.		
The student understands the characteristics of healthy romantic relationships.		
5.b.20	The student is expected to identify characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility.	2: Evaluate Emotions 8: Exploring Empathy 10: Respecting Others 11: Communication Skills 12: Digital Citizenship 21: Asking for Help is a Skill 22: Building Social Skills 23: Learning to Collaborate 24: Being Assertive 25: Building Dependability
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 abuse and harassment. The student is expected to:		

Standards		Weekly Issues
5.b.21	(A) define sexual harassment, sexual abuse, sexual assault, and sex trafficking; (B) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult; (C) identify refusal skills such as saying "no" to any unwanted touch that violates personal boundaries in relationships; and (D) discuss and explain the importance of making decisions regarding setting personal boundaries and respecting the boundaries of others.	11: Communication Skills 21: Asking for Help is a Skill 24: Being Assertive 31: Critical Thinking Adult-Facing Support Materials 11: Abuse Awareness 22: Consent
Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy.		
The student identifies the processes of adolescent development, fertilization, and healthy fetal development. The student is expected to:		
5.b.22	(A) explain the physical, social, and emotional changes that occur in males and females during puberty and adolescent development; (B) describe the process of the menstrual cycle; (C) identify and describe the role of hormones in the growth and development of secondary sex characteristics such as body hair growth and voice change in males; (D) define the processes of fertilization and reproduction; and (E) identify significant milestones of fetal development.	1: Connecting Health and Well-Being 3: Physical Well-Being Adult-Facing Support Materials 17: Puberty and Reproductive Health 18: Human Reproductive Anatomy 23: Pregnancy

Source: The provisions of this §115.17 adopted to be effective August 1, 2022, 47 TexReg 4516.

Standards		Weekly Issues
Knowledge and Skills		
Physical Health and Hygiene--Body Systems		
The student examines the structure, function, and relationships of body systems and their relevance to personal health.		
6.b.1	The student is expected to explain how to maintain the healthy status of body systems.	Adult-Facing Support Materials 5: All About Body Systems
Physical Health and Hygiene--Personal Health and Hygiene		
The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.		
6.b.2.A	Compare immediate and long-term effects of personal health care choices such as personal and dental hygiene;	3: Care for Your Body 28: Make Wise Decisions 32: Avoiding and Overcoming Addiction
6.b.2.B	Develop criteria for evaluating the validity of health information and sources	31: Think Critically for Yourself 32: Avoiding Critically for Yourself
6.b.2.C	Describe ways to demonstrate decision-making skills based on health information	28: Make Wise Decisions 31: Think Critically for Yourself
6.b.2.D	Identify current health-related issues and recommendations or guidelines	31: Think Critically for Yourself
6.b.2.E	Explain the role of preventive health measures, immunizations, and treatment such as wellness exams and dental check-ups in disease prevention	3: Care for Your Body
6.b.2.F	Describe actions that should be taken when illness occurs, including asthma, diabetes, and epilepsy	3: Care for Your Body
6.b.2.G	Describe and recognize the signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus.	3: Care for Your Body
Mental health and wellness--social and emotional health.		
The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships.		
6.b.3.A	Demonstrate healthy methods for communicating emotions in a variety of scenarios	1: How Well-Being Works 2: Identify and Manage Emotions 7: Loss and Grief 11: The Art of Communicating 15: Face Fears 16: Managing Your Stress 17: Anxiety 18: Coping Strategies 24: I Can Be Assertive

Standards		Weekly Issues
6.b.3.B	Assess and demonstrate healthy ways of responding to conflict	5: Cook Confidence 9: Citizenship 10: Respect 22: Relationship Skills 27: What to Do About Conflict
6.b.3.C	Differentiate between positive and negative peer influence	22: Relationship Skills 23: Clever Collaboration 31: Think Critically for Yourself 32: Avoiding and Overcoming Addiction
6.b.3.D	Describe methods for communicating important issues with and understanding perspectives of parents and peers	5: Cool Confidence 8: Examining Empathy 11: The Art of Communicating 23: Clever Collaboration 24: I Can Be Assertive 31: Think Critically for Yourself
6.b.3.E	discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios	8: Examining Empathy 10: Respect 11: The Art of Communicating 22: When and How to Get Help 23: Clever Collaboration
6.b.3.F	Identify strategies for using non-violent conflict resolution skills	22: Relationship Skills 27: What to Do About Conflict

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.

6.b.4.A	Identify how physical and social changes impact self-esteem	5: Cool Confidence 30: Embracing Change
6.b.4.B	Identify possible health benefits of setting and implementing long-term personal goals	14: Grow a Growth Mindset 19: Motivation 26: Go for Goals
6.b.4.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	26: Go for Goals
6.b.4.D	Explain the steps in the decision-making process and the importance of following the steps.	28: Make Wise Decisions Adult-Facing Support Materials 22: Consent

Mental health and wellness--risk and protective factors

Standards		Weekly Issues
The student recognizes the influence of various factors on mental health and wellness.		
6.b.5.A	identify and discuss how adolescent brain development influences emotions, decision making, and logic	30: Embracing Change Adult-Facing Support Materials 17: Puberty and Reproductive Health
6.b.5.B	Relate physical environmental factors such as school climate and availability of resources to individual, family, and community health.	9: Citizenship 31: Think Critically for Yourself
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.		
6.b.6.A	Examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others	N/A
6.b.6.B	Identify and describe lifetime strategies for managing conditions that impact learning such as attention-deficit disorder (ADD), attention-deficit/hyperactivity disorder (ADHD), dyslexia, dysgraphia, and sensory issues	N/A
6.b.6.C	Identify how to respond positively to develop resiliency	14: Grow a Growth Mindset 18: Coping Strategies 20: Developing Resilience 26: Go fo Goals 30: Embracing Change
6.b.6.D	Describe healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief	7: Loss and Grief 15: Face Fears 16: Managing Your Stress 17: Anxiety 18: Coping Strategies
6.b.6.E	Identify causes and effects associated with 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	Adult-Facing Support Materials 6: Health Concerns and Eating Disorders
6.b.6.F	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	Adult-Facing Support Materials 9: Suicide Prevention
6.b.6.G	Explain the role of a healthy self-concept in avoiding self-harming behaviors that can occur when someone is struggling to manage overwhelming emotions	Adult-Facing Support Materials 9: Suicide Prevention
6.b.6.H	Identify suicide prevention resources such as the National	Adult-Facing Support Materials

Standards		Weekly Issues
	Suicide Prevention Hotline.	9: Suicide Prevention
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.		
6.b.7.A	Define micronutrients, including calcium and iron, and their recommended daily allowances	1: How Well-Being Works
6.b.7.B	Compare and contrast common food labels and menus for nutritional content and calories	1: How Well-Being Works Adult-Facing Support Materials 4: Nutrition, Food, and Water
6.b.7.C	Describe healthy and unhealthy dietary practices	1: How Well-Being Works 3: Care for Your Body Adult-Facing Support Materials 4: Nutrition, Food, and Water
6.b.7.D	Explain the importance of a realistic personal dietary plan	1: How Well-Being Works 3: Care for Your Body
6.b.7.E	Evaluate the importance of choosing lower sodium alternatives to foods that have high levels of sodium such as salty snacks and canned vegetables.	1: How Well-Being Works Adult-Facing Support Materials 4: Nutrition, Food, and Water
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.		
6.b.8.A	Identify the CDC guidelines for daily physical activity throughout the lifespan	1: How Well-Being Works 3: Care for Your Body 13: Links Between Your Body and Brain
6.b.8.B	Analyze the benefits of regular physical activity on mental, physical, and social health.	3: Care for Your Body 13: Links Between Your Body and Brain
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.		
6.b.9.A	Make a variety of healthy personal food choices and develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels;	3: Care for Your Body 26: Go for Goals
6.b.9.B	Explain the role of media and technology in influencing individual and community health related to physical activity and nutritional choices.	12: Internet Safety
Healthy eating and physical activity--risk and protective factors.		

Standards		Weekly Issues
The student analyzes and applies risk and protective factors related to healthy eating and physical activity. The student is expected to:		
6.b.10.A	Analyze the impact of moderate physical activity and dietary choices on the prevention of obesity, heart disease, and diabetes	1: How Well-Being Works 3: Care for Your Body 13: Links Between Your Body and Brain
6.b.10.B	Identify strategies to adopt healthy behaviors to reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes	1: How Well-Being Works 13: Links Between Your Body and Brain
6.b.10.C	Analyze internal and external factors that influence healthy eating and physical activity behaviors	3: Care for Your Body 13: Links Between Your Body and Brain
6.b.10.D	Discuss the nutritional differences between preparing and serving fresh or minimally processed foods and commercially prepared or highly processed foods.	Adult-Facing Support Materials 4: Nutrition, Food, and Water
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.		
6.b.11	The student is expected to describe basic first-aid procedures.	3: Care for Your Body Adult-Facing Support Materials 7: Physical Safety
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:		
6.b.12.A	Discuss and demonstrate strategies for avoiding violence, gangs, weapons, and human trafficking	Adult-Facing Support Materials Unit 5: Violence
6.b.12.B	Define safe haven and identify dedicated safe haven locations in the community	Adult-Facing Support Materials 23: Pregnancy
6.b.12.C	Describe the dangers associated with a variety of weapons	15: Face Fears 20: Developing Resilience Adult-Facing Support Materials 7: Physical Safety
6.b.12.D	Explain the importance of complying with rules prohibiting possession of weapons	15: Face Fears 20: Developing Resilience Adult-Facing Support Materials 7: Physical Safety
6.b.12.E	Create a personal safety plan.	15: Face Fears Adult-Facing Support Materials

Standards		Weekly Issues
		34: Creating a Home Emergency Response Plan
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:		
6.b.13.A	Discuss appropriate personal digital and online communication boundaries	12: Internet Safety
6.b.13.B	Develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography	12: Internet Safety Adult-Facing Support Materials 12: Violence in the Media 20: Sexting
6.b.13.C	Discuss and analyze consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography	12: Internet Safety Adult-Facing Support Materials 12: Violence in the Media 20: Sexting
6.b.13.D	Discuss strategies and techniques for identity protection in digital and online environments	12: Internet Safety
6.b.13.E	Identify how technology is used to recruit or manipulate potential victims of sex trafficking	12: Internet Safety Adult-Facing Support Materials 20: Sexting 16: Human Trafficking
6.b.13.F	Identify the current legal consequences of cyberbullying and inappropriate digital and online communication.	12: Internet Safety Adult-Facing Support Materials 20: Sexting
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:		
6.b.14.A	Identify how exposure to family violence can influence behavior and the importance of reporting suspected abuse	Adult-Facing Support Materials 13: Domestic Violence
6.b.14.B	Assess healthy and appropriate ways of responding to and discouraging bullying and cyberbullying, including behavior that takes place at school	12: Internet Safety 20: Developing Resilience 21: When and How to Get Help 22: Relationship Skills
6.b.14.C	Analyze the impact that bullying has on both victims and bullies	12: Internet Safety
6.b.14.D	Identify strategies for prevention and intervention of all forms	12: Internet Safety

Standards		Weekly Issues
	of bullying and cyberbullying such as emotional, physical, social, and sexual	20: Developing Resilience 21: When and How to Get Help 22: Relationship Skills
6.b.14.E	Discuss ways to seek the input of parents and other trusted adults in problem solving issues relating to violence and bullying.	12: Internet Safety 20: Developing Resilience 21: When and How to Get Help 22: Relationship Skills Support Material:
Alcohol, tobacco, and other drugs--use, misuse, and physiological effects.		
The student understands the difference between use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:		
6.b.15.A	Describe the misuse and abuse of prescription and over-the-counter drugs, including combining drugs, and the dangers associated with each	Adult-Facing Support Materials 27: Safely Using Prescription Drugs
6.b.15.B	Compare and contrast examples of prescription and over-the-counter drug labels	32: Avoiding and Overcoming Addiction Adult-Facing Support Materials 27: Safely Using Prescription Drugs
6.b.15.C	Identify and describe practices used to safely store and properly dispose of prescription and over-the-counter drugs	Adult-Facing Support Materials 27: Safely Using Prescription Drugs
6.b.15.D	Describe substance abuse and addiction to alcohol, vaping products, tobacco, other drugs, and dangerous substances.	Adult-Facing Support Materials Unit 7: Medication and Harmful Substances
Alcohol, tobacco, and other drugs--short- and long-term impacts.		
The student identifies and analyzes the short- and long-term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:		
6.b.16.A	Describe the short- and long-term health consequences of prescription and over-the-counter drug misuse and substance use disorders	Adult-Facing Support Materials 27: Safely Using Prescription Drugs
6.b.16.B	Discuss the legal consequences related to the use, misuse, and possession of drugs, including prescription drugs.	Adult-Facing Support Materials Unit 7: Medication and Harmful Substances
Alcohol, tobacco, and other drugs--treatment.		
The student recognizes and understands the options for treatment and how to seek help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:		
6.b.17.A	Identify ways to report a suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult	32: Avoiding and Overcoming Addiction
6.b.17.B	Identify signs and symptoms of alcohol; tobacco; drugs, including prescription drugs; and other substance use and misuse such as using medicine prescribed for someone else	Adult-Facing Support Materials Unit 7: Medication and Harmful Substances

Standards		Weekly Issues
	or for reasons other than intended	
6.b.17.C	Identify examples of who, when, where, and how to get help related to unsafe situations regarding the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.	Adult-Facing Support Materials Unit 7: Medication and Harmful Substances
Alcohol, tobacco, and other drugs--risk and protective factors.		
The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:		
6.b.18.A	Explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs	32: Avoiding and Overcoming Addiction Adult-Facing Support Materials 32: Marijuana and THC
6.b.18.B	Describe methods for differentiating between positive and negative relationships that can influence alcohol, tobacco, and other drug use	32: Avoiding and Overcoming Addiction
6.b.18.C	Identify physical and social influences on alcohol, tobacco, and other drug use behaviors	Adult-Facing Support Materials Unit 7: Medication and Harmful Substances
6.b.18.D	Explain the relationships between alcohol, tobacco, drugs, and other substances and the role each can play in unsafe situations such as drinking and driving.	Adult-Facing Support Materials Unit 7: Medication and Harmful Substances
Alcohol, tobacco, and other drugs--prevention.		
The student analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use. The student is expected to:		
6.b.19.A	Identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances	32: Avoiding and Overcoming Addiction
6.b.19.B	Demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present	32: Avoiding and Overcoming Addiction
6.b.19.C	Identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids.	32: Avoiding and Overcoming Addiction
Reproductive and sexual health--healthy relationships.		
The student understands the characteristics of healthy romantic relationships. The student is expected to:		
6.b.20.A	Define and distinguish between friendship, infatuation, dating/romantic relationships, and marriage	22: Relationship Skills Adult-Facing Support Materials 21: Physical Intimacy
6.b.20.B	Describe how friendships provide a foundation for healthy dating/romantic relationships	22: Relationship Skills

Standards		Weekly Issues
		Adult-Facing Support Materials 21: Physical Intimacy
6.b.20.C	List healthy ways to express friendship, affection, and love	22: Relationship Skills Adult-Facing Support Materials 21: Physical Intimacy
6.b.20.D	Describe characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility	10: Respect 11: The Art of Communicating 22: Relationship Skills 25: I Can Be Dependable Adult-Facing Support Materials 21: Physical Intimacy
6.b.20.E	Explain that each person in a dating/romantic relationship should be treated with dignity and respect	22: Relationship Skills Adult-Facing Support Materials 21: Physical Intimacy
6.b.20.F	Describe how healthy marriages can contribute to healthy families and communities.	Adult-Facing Support Materials 21: Physical Intimacy
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:		
6.b.21.A	Identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse	Adult-Facing Support Materials 11: Abuse Awareness 14: Dating Violence 16: Human Trafficking
6.b.21.B	Identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking	Adult-Facing Support Materials 11: Abuse Awareness 14: Dating Violence 16: Human Trafficking
6.b.21.C	List the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation	2: Identify and Manage Emotions 10: Respect 21: When and How to Get Help 22: Relationship Skills 24: I Can Be Assertive Adult-Facing Support Materials 11: Abuse Awareness 14: Dating Violence 16: Human Trafficking 21: Physical Intimacy 22: Consent
6.b.21.D	Identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult	2: Identify and Manage Emotions 10: Respect

Standards		Weekly Issues
		21: When and How to Get Help 22: Relationship Skills 24: I Can Be Assertive Adult-Facing Support Materials 11: Abuse Awareness 14: Dating Violence 16: Human Trafficking
6.b.21.E	Explain how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships	2: Identify and Manage Emotions 10: Respect 21: When and How to Get Help 22: Relationship Skills 24: I Can Be Assertive
6.b.21.F	Identify communication and refusal skills and how they can be applied in dating/romantic relationships	2: Identify and Manage Emotions 10: Respect 21: When and How to Get Help 22: Relationship Skills 24: I Can Be Assertive Adult-Facing Support Materials 21: Physical Intimacy 22: Consent
6.b.21.G	Explain the importance of clearly communicating and respecting personal boundaries and using refusal skills related to physical intimacy such as holding hands, hugging, and kissing.	2: Identify and Manage Emotions 10: Respect 21: When and How to Get Help 22: Relationship Skills 24: I Can Be Assertive Adult-Facing Support Materials 21: Physical Intimacy 22: Consent
Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy.		
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:		
6.b.22.A	Describe changes in male and female anatomy and physiology during puberty and how rates and patterns of development can vary between individuals	Adult-Facing Support Materials 17: Puberty and Reproductive Health 18: Human Reproductive Anatomy
6.b.22.B	Describe the process, characteristics, and variations of the menstrual cycle	Adult-Facing Support Materials 17: Puberty and Reproductive Health 18: Human Reproductive Anatomy
6.b.22.C	Analyze the role of hormones related to growth and development and personal health	1: How Well-Being Works 3 Care for Your Body Adult-Facing Support Materials 17: Puberty and Reproductive Health

Standards		Weekly Issues
		18: Human Reproductive Anatomy
6.b.22.D	Describe the cellular process of fertilization in human reproduction	Adult-Facing Support Materials 17: Puberty and Reproductive Health 18: Human Reproductive Anatomy 23: Pregnancy
6.b.22.E	Explain significant milestones of fetal development.	Adult-Facing Support Materials *23: Pregnancy
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:		
6.b.23.A	Identify teen pregnancy as a possible outcome of sexual activity	Adult-Facing Support Materials 17: Puberty and Reproductive Health 18: Human Reproductive Anatomy 21: Physical Intimacy 23: Pregnancy
6.b.23.B	Identify life goals that one wishes to achieve prior to becoming a parent	26: Go for Goals
6.b.23.C	Define sexually transmitted infections (STIs) and sexually transmitted diseases (STDs) as infections or diseases that are spread through sex or sexual activity	Adult-Facing Support Materials 25: Sexually Transmitted Diseases and Infections
6.b.23.D	Identify what emotional risks are associated with sexual activity between unmarried persons of school age	Adult-Facing Support Materials 17: Puberty and Reproductive Health 18: Human Reproductive Anatomy 21: Physical Intimacy 22: Consent 23: Pregnancy 24: Contraception 25: Sexually Transmitted Diseases and Infections
6.b.23.E	Define abstinence as refraining from all forms of sexual activity and genital contact between individuals and discuss the importance of seeking support from parents, other trusted adults, and peers to be abstinent	Adult-Facing Support Materials 24: Contraception 25: Sexually Transmitted Diseases and Infections
6.b.23.F	Explain why abstinence is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age	Adult-Facing Support Materials 24: Contraception 25: Sexually Transmitted Diseases and Infections
6.b.23.G	Identify why abstinence from sexual activity is the only method that is 100% effective in preventing pregnancy; STDs/STIs, including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS); and the	Adult-Facing Support Materials 24: Contraception 25: Sexually Transmitted Diseases and Infections

Standards		Weekly Issues
	emotional risks associated with adolescent sexual activity	
6.b.23.H	List the benefits of abstinence from sexual activity such as increased self-esteem, selfconfidence, student academic achievement, and alignment with personal, family, and moral or religious beliefs and values; and (I) explain how laws protect victims of sexual harassment, sexual abuse, and sexual assault.	Adult-Facing Support Materials *24: Contraception *25: Sexually Transmitted Diseases and Infections

**Indicates partial coverage*

Source: The provisions of this §115.26 adopted to be effective August 1, 2022, 47 TexReg 4516.