

<b>5<sup>th</sup> Grade – ESTEEM workbook: EXCURSION</b>	
<b>Page #s</b>	<b>b. Knowledge and skills: TX Health TEKS</b>
	<i>1) Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to describe the structure, functions, and interdependence of the major body systems, including the reproductive, endocrine, and urinary systems.</i>
	<i>2) 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:</i>
	<b>a. explain how to manage common minor illnesses such as colds and skin infections;</b>
	<b>b. identify how to distinguish between myth and fact when accessing information about health;</b>
	<b>c. identify decision-making skills that promote individual, family, and community health</b>
	<b>d. describe the benefits of promoting health maintenance for individuals and households</b>
	<b>e. analyze how personal hygiene helps prevent the spread of germs and communicable illnesses; and</b>
	<b>f. distinguish between treatments if infected by various vectors, including ticks and mosquitos.</b>
	<i>3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:</i>
<b>50,51</b>	<b>a. analyze how thoughts and emotions influence behaviors;</b>
<b>55,56</b>	<b>b. practice and apply strategies for calming and self-management;</b>
<b>60,61</b>	<b>c. explain ways of maintaining healthy relationships and resisting negative peer influence in social groups;</b>
<b>66,67,68,69</b>	<b>d. analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others;</b>
<b>64,</b>	<b>e. define and differentiate between sympathy and empathy toward others; and</b>
<b>71,72,73</b>	<b>f. describe ways to engage in and promote positive interactions when conflict arises.</b>
	<i>4) 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:</i>
<b>52,53,54</b>	<b>a. identify and demonstrate strategies to help build self-esteem for self, friends, and others;</b>
<b>4, 5, 6, 7, 8, 9, 88,89,90</b>	<b>b. describe benefits of setting and implementing short- and long-term goals and perseverance to achieve those goals;</b>
<b>7, 40, 61</b>	<b>c. discuss choices and decision making as part of goal setting ;</b>
<b>8, 51,69, 90</b>	<b>d. identify goals that one wishes to achieve, including identifying areas for one's personal growth and ways to gather constructive feedback.</b>
	<i>5) 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:</i>
<b>23, 32, 58,</b>	<b>a. identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health; and</b>
<b>17, 18, 55, 57, 88</b>	<b>b. discuss how brain development during childhood affects emotions and decision making</b>
	<i>6) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:</i>
<b>55, 56, 65</b>	<b>a. compare and contrast healthy and unhealthy methods for managing concerns related to long-term health conditions for self and others;</b>
<b>55, 56</b>	<b>b. identify situations in which stress can help to achieve goals and build resiliency;</b>
<b>56, 57</b>	<b>c. examine ways to reduce the impact of stress, trauma, loss, and grief;</b>

	<b>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;</b>
<b>57</b>	<b>e. describe situations that call for professional mental health services; and</b>
<b>57, 58, 62, 94</b>	<b>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.</b>
	<i>7) Healthy eating and physical activity--food and beverage daily recommendations. The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:</i>
	<b>a. identify foods that are sources of one or more of the six major nutrients</b>
	<b>b. examine food labels and menus for nutritional content, calories, and serving sizes;</b>
	<b>c. identify the amount of sugar in common beverages and snacks and the daily recommended allowance for added sugar; and</b>
	<b>d. identify caffeine content of common beverages and health concerns associated with excess caffeine consumption.</b>
	<i>8) Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to explain the physical, mental, and social benefits of fitness.</i>
	<i>9) Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to:</i>
	<b>a. describe the importance of goal setting and set a goal for achieving appropriate levels of physical activity; and</b>
	<b>b. research and evaluate health products and information about physical activity and nutritional choices.</b>
	<i>10) Healthy eating and physical activity--risk and protective factors. The student analyzes and applies risk and protective factors related to healthy eating and physical activity. The student is expected to:</i>
	<b>a. describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes; and</b>
	<b>b. identify attitudes and behaviors that can reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes.</b>
	<i>11) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to analyze strategies for preventing and responding to injuries.</i>
	<i>12) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:</i>
<b>13,14, 79</b>	<b>a. explain strategies for avoiding violence, gangs, and weapons [, and drugs] and define human trafficking;</b>
<b>85</b>	<b>b. examine characteristics of gang behavior;</b>
<b>11, 12, 35, 37</b>	<b>c. identify safety procedures that can be used in various situations, including violence in the home, school, and community ;</b>
<b>37, 58, 80, 85</b>	<b>d. create a personal safety plan</b>

	<i>13) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:</i>
11, 12, 13, 14, 15	<b>a. distinguish between appropriate and inappropriate boundaries for digital and online communication and research;</b>
11, 12	<b>b. explain the benefits of identity protection in digital and online environments; and</b>
11, 12, 14, 59	<b>c. analyze the consequences of cyberbullying and inappropriate digital and online communication in relation to home, school, and community environments.</b>
	<i>14) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:</i>
36, 37, 80	<b>a. identify methods available to report bullying;</b>
12, 14, 59	<b>b. identify ways to advocate for self and others to prevent bullying and cyberbullying behavior; and</b>
36, 80, 85, 91	<b>c. explain the impact of abuse and neglect and the importance of reporting abuse and neglect.</b>
	<i>15) 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:</i>
42, 43, 44, 45, 46, 47	<b>a. explain the reasons to avoid the misuse of over-the-counter and prescription drugs</b>
46	<b>b. identify and explain the importance of each component of prescription and over-the-counter drug labels; and</b>
42,43, 45, 46	<b>c. describe the physiological effects of alcohol, vaping products, tobacco, other drugs, and dangerous substances.</b>
	<i>16) 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:</i>
42, 43,44, 45, 46	<b>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>
41, 42, 43, 44, 45, 46	<b>b. describe the legal consequences of the illegal use of alcohol, tobacco, other drugs, and dangerous substances .</b>
	<i>17) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.</i>
	<i>18) 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:</i>
40, 45, 47	<b>a. analyze how positive peer influence can be used to help a person decide not to use alcohol or drugs; and</b>
48	<b>b. describe the importance of seeking help and reporting unsafe situations related to alcohol, tobacco, and other drugs.</b>

	<i>19) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to:</i>
60, 61, 62, 65, 70	<b>a. assess how being assertive, using refusal skills, and evaluating peer influence can affect decision making and problem solving;</b>
40, 45	<b>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</b>
48, 56, 60	<b>c. identify and describe healthy alternative activities to the use of drugs and other substances.</b>
	<i>20) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:</i>
25, 28, 84, 92, 93	<b>a. identify characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility.</b>
	<i>21) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual abuse and harassment. The student is expected to:</i>
23, 34, 36, 37, 38, 85	<b>a. define sexual harassment, sexual abuse, sexual assault, and sex trafficking</b>
23, 32, 85	<b>b. identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult;</b>
35, 36	<b>c. identify refusal skills such as saying "no" to any unwanted touch that violates personal boundaries in relationships; and</b>
23, 33, 60, 61, 90	<b>d. discuss and explain the importance of making decisions regarding setting personal boundaries and respecting the boundaries of others</b>
	<i>22) 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:</i>
17, 18, 19, 20	<b>a. explain the physical, social, and emotional changes that occur in males and females during puberty and adolescent development;</b>
21	<b>b. describe the process of the menstrual cycle;</b>
19, 20	<b>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</b>
19, 20, 25, 26,	<b>d. define the processes of fertilization and reproduction</b>
22	<b>e. identify significant milestones of fetal development</b>

## 6th Grade – ESTEEM workbook: ENVISION

Page #s	<b>b Knowledge and Skills – HEALTH TEKS</b>
	<i>1) Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to explain how to maintain the healthy status of body systems.</i>
	<i>2) 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:</i>
	<b>a. compare immediate and long-term effects of personal health care choices such as personal and dental hygiene;</b>
	<b>b. develop criteria for evaluating the validity of health information and sources</b>
	<b>c. describe ways to demonstrate decision-making skills based on health information</b>
	<b>d. identify current health-related issues and recommendations or guidelines</b>
	<b>e. explain the role of preventive health measures, immunizations, and treatment such as wellness exams and dental check-ups in disease prevention;</b>
	<b>f. describe actions that should be taken when illness occurs, including asthma, diabetes, and epilepsy; and</b>
	<b>g. describe and recognize the signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus</b>
	<i>3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:</i>
54, 61, 62, 63, 65	<b>a. demonstrate healthy methods for communicating emotions in a variety of scenarios</b>
67, 68, 70	<b>b. assess and demonstrate healthy ways of responding to conflict</b>
66, 74, 76, 78, 79	<b>c. differentiate between positive and negative peer influence;</b>
61, 62, 63	<b>d. describe methods for communicating important issues with and understanding perspectives of parents and peers</b>
64, 68	<b>e. discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios; and</b>
65, 68, 71, 72	<b>f. identify strategies for using non-violent conflict resolution skills</b>
	<i>4) 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:</i>
18, 24, 77, 78, 79, 81, 83	<b>a. identify how physical and social changes impact self-esteem</b>
4, 5, 6, 7, 8, 89, 90	<b>b. identify possible health benefits of setting and implementing long-term personal goals;</b>
5, 6, 7, 8, 25, 29, 33, 35, 36, 88	<b>c. create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children; and</b>
34, 40, 50, 52, 70	<b>d. explain the steps in the decision-making process and the importance of following the steps.</b>
	<i>5) 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:</i>
10, 29, 30	<b>a. identify and discuss how adolescent brain development influences emotions, decision making, and logic; and</b>
4, 48, 77, 78, 84, 85	<b>b. relate physical environmental factors such as school climate and availability of resources to individual, family, and community health.</b>
	<i>6) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:</i>
54, 56, 60	<b>a. examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others;</b>
62, 63, 64	<b>b. identify and describe lifetime strategies for managing [coping with] conditions that impact learning such as attention-deficit disorder (ADD), attention-deficit/hyperactivity disorder (ADHD), dyslexia, dysgraphia, and sensory issues;</b>

16, 24, 52, 53	<b>c. identify how to respond positively to develop resiliency</b>
25, 54, 55	<b>d. describe healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief;</b>
11, 55	<b>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;</b>
54, 55, 56	<b>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;</b>
40, 45, 55, 60	<b>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 ; and</b>
37, 55	<b>h. identify suicide prevention resources such as the National Suicide Prevention Hotline.</b>
	<i>7) Healthy eating and physical activity--food and beverage daily recommendations. The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:</i>
	<b>a. define micronutrients, including calcium and iron, and their recommended daily allowances;</b>
	<b>b. compare and contrast common food labels and menus for nutritional content and calories</b>
	<b>c. describe healthy and unhealthy dietary practices</b>
	<b>d. explain the importance of a realistic personal dietary plan; and</b>
	<b>e. evaluate the importance of choosing lower sodium alternatives to foods that have high levels of sodium such as salty snacks and canned vegetables.</b>
	<i>8) Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to:</i>
	<b>a. identify the CDC guidelines for daily physical activity throughout the lifespan; and</b>
	<b>b. analyze the benefits of regular physical activity on mental, physical, and social health</b>
	<i>9) Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to:</i>
	<b>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; and</b>
	<b>b. explain the role of media and technology in influencing individual and community health related to physical activity and nutritional choices.</b>
	<i>10) Healthy eating and physical activity--risk and protective factors. The student analyzes and applies risk and protective factors related to healthy eating and physical activity. The student is expected to:</i>
	<b>a. analyze the impact of moderate physical activity and dietary choices on the prevention of obesity, heart disease, and diabetes;</b>
	<b>b. identify strategies to adopt healthy behaviors to reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes;</b>
	<b>c. analyze internal and external factors that influence healthy eating and physical activity behaviors; and</b>
	<b>d. discuss the nutritional differences between preparing and serving fresh or minimally processed foods and commercially prepared or highly processed foods.</b>
	<i>11) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to describe basic first-aid procedures.</i>
	<i>12) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:</i>
38, 43, 57	<b>a. discuss and demonstrate strategies for avoiding violence, gangs, weapons, and human trafficking;</b>
	<b>b. define safe haven and identify dedicated safe haven locations in the community</b>
	<b>c. describe the dangers associated with a variety of weapons</b>
	<b>d. explain the importance of complying with rules prohibiting possession of weapons</b>
15, 50, 56	<b>e. create a personal safety plan</b>

	<i>13) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:</i>
<b>10, 11, 12, 13, 14</b>	<b>a. discuss appropriate personal digital and online communication boundaries</b>
<b>13, 14</b>	<b>b. develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;</b>
<b>13, 14, 37</b>	<b>c. discuss and analyze consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography</b>
<b>13, 14</b>	<b>d. discuss strategies and techniques for identity protection in digital and online environments;</b>
<b>13, 14</b>	<b>e. identify how technology is used to recruit or manipulate potential victims of sex trafficking; and</b>
<b>37, 38, 57</b>	<b>f. identify the current legal consequences of cyberbullying and inappropriate digital and online communication.</b>
	<i>14) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:</i>
<b>37, 84, 85</b>	<b>a. identify how exposure to family violence can influence behavior and the importance of reporting suspected abuse</b>
<b>12, 13, 57, 77</b>	<b>b. assess healthy and appropriate ways of responding to and discouraging bullying and cyberbullying, including behavior that takes place at school;</b>
<b>57, 58, 69, 77</b>	<b>c. analyze the impact that bullying has on both victims and bullies</b>
<b>13, 37, 52, 53, 57, 95</b>	<b>d. identify strategies for prevention and intervention of all forms of bullying and [or] cyberbullying such as emotional, physical, social, and sexual; and</b>
<b>37, 38, 57, 71, 84, 85</b>	<b>e. discuss ways to seek the input of parents and other trusted adults in problem solving issues relating to violence and bullying.</b>
	<i>15) 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:</i>
<b>42, 43</b>	<b>a. describe the misuse and abuse of prescription and over-the-counter drugs, including combining drugs, and the dangers associated with each;</b>
<b>41</b>	<b>b. compare and contrast examples of prescription and over-the-counter drug labels</b>
<b>48</b>	<b>c. identify and describe practices used to safely store and properly dispose of prescription and over-the-counter drugs; and</b>
<b>41, 42, 43</b>	<b>d. describe substance abuse and addiction to alcohol, vaping products, tobacco, other drugs, and dangerous substances.</b>
	<i>16) 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:</i>
<b>41</b>	<b>a. describe the short- and long-term health consequences of prescription and over-the-counter drug misuse and substance use disorders; and</b>
<b>47, 48</b>	<b>b. discuss the legal consequences related to the use, misuse, and possession of drugs, including prescription drugs</b>
	<i>17) 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:</i>
<b>46, 47, 48</b>	<b>a. identify ways to report a suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult;</b>
<b>41, 36</b>	<b>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 or for reasons other than intended;</b>
<b>43, 47, 48</b>	<b>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.</b>

	<i>18) 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:</i>
40, 43, 45	<b>a. explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs;</b>
42, 44, 45	<b>b. describe methods for differentiating between positive and negative relationships that can influence alcohol, tobacco, and other drug use;</b>
30, 42, 45	<b>c. identify physical and social influences on alcohol, tobacco, and other drug use behaviors; and</b>
42, 43	<b>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</b>
	<i>19) 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:</i>
40, 44, 45, 46, 47	<b>a. identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances;</b>
32, 43, 44, 46	<b>b. demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present; and</b>
33, 43, 44, 45, 46, 47, 90	<b>c. identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids .</b>
	<i>20) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:</i>
76,78,81,92	<b>a. define and distinguish between friendship, infatuation, dating/romantic relationships, and marriage</b>
79, 80, 82	<b>b. describe how friendships provide a foundation for healthy dating/romantic relationships</b>
80, 83, 92	<b>c. list healthy ways to express friendship, affection, and love</b>
80, 82, 90	<b>d. describe characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility;</b>
81, 82, 84	<b>e. explain that each person in a dating/romantic [dating] relationship should be treated with dignity and respect; and</b>
92, 93, 94, 95	<b>f. describe how healthy marriages can contribute to healthy families and communities.</b>
	<i>21) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:</i>
35, 37, 38	<b>a. identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse;</b>
37, 38, 85	<b>b. identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking;</b>
29, 84, 85	<b>c. list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation;</b>
22, 25, 29, 37, 38, 84	<b>d. identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult;</b>
40, 52, 53, 80	<b>e. explain how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships;</b>
67, 76, 80, 83	<b>f. identify communication and refusal skills and how they can be applied in dating/romantic relationships; and</b>
64, 80, 81, 82	<b>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.</b>
	<i>22) Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:</i>
19, 20, 21	<b>a. describe changes in male and female anatomy and physiology during puberty and how rates and patterns of development can vary between individuals;</b>
20,	<b>b. describe the process, characteristics, and variations of the menstrual cycle;</b>
18, 21, 22	<b>c. analyze the role of hormones related to growth and development and personal health</b>
20,	<b>d. describe the cellular process of fertilization in human reproduction; and</b>
18, 19, 20	<b>e. explain significant milestones of fetal development</b>

	<i>23) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:</i>
<b>22, 36</b>	<b>a. identify teen pregnancy as a possible outcome of sexual activity</b>
<b>4, 6, 8, 33, 88, 89</b>	<b>b. identify life goals that one wishes to achieve prior to becoming a parent;</b>
<b>26, 27, 28</b>	<b>c. define sexually transmitted infections (STIs) and sexually transmitted diseases (STDs) as infections or diseases that are spread through sex or sexual activity;</b>
<b>24, 25, 92</b>	<b>d. identify what emotional risks are associated with sexual activity between unmarried persons of school age;</b>
<b>4, 5, 22, 25, 29, 47</b>	<b>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;</b>
<b>29, 82, 93</b>	<b>f. explain why abstinence is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age</b>
<b>21, 22, 50</b>	<b>g. identify why abstinence from sexual activity is the only method that is 100% effective in preventing pregnancy; STDs/STIs [STIs] , including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS); and the emotional risks associated with adolescent sexual activity;</b>
<b>26, 32, 33, 40, 80, 90, 95</b>	<b>h. list the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, student academic achievement, and alignment with personal, family, and moral or religious beliefs and values; and</b>
<b>27, 29, 38, 85</b>	<b>i. explain how laws protect victims of sexual harassment, sexual abuse, and sexual assault.</b>

**7<sup>th</sup> Grade – ESTEEM workbook: EQUIP**

<b>Page #s</b>	<b>b. Knowledge and Skills: HEALTH TEKS</b>
	<i>1) Physical health and hygiene--body systems. The student examines the structures, functions, and relationships of body systems and their relevance to personal health. The student is expected to describe the relationships among the body systems.</i>
	<i>2) 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:</i>
	<b>a. list specific resources or facilities where members of the community can obtain medical care;</b>
	<b>b. explain ways to use health information to help self and others, including seizure awareness, diabetes education, and response plans such as first aid or cardiopulmonary resuscitation (CPR);</b>
	<b>c. identify barriers related to solving health problems and ways to overcome barriers; and</b>
	<b>d. explain the course, signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus.</b>
	<i>3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:</i>
<b>19, 57, 63, 69</b>	<b>a. identify and analyze different emotions and causal thoughts in self;</b>
<b>35, 46, 61, 68</b>	<b>b. analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress;</b>
<b>61, 77, 78, 79</b>	<b>c. evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness;</b>
<b>70, 86, 87</b>	<b>d. demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships;</b>
<b>57, 68, 78</b>	<b>e. analyze similarities and differences between one's own and others' perspectives; and</b>
<b>62, 74, 75</b>	<b>f. practice conflict resolution and mediation skills.</b>
	<i>4) 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:</i>
<b>56, 57, 58, 69, 80</b>	<b>a. describe how internal and external factors influence self-esteem;</b>
<b>4, 5, 6, 7, 8, 90, 91</b>	<b>b. identify and develop strategies for setting long-term personal goals</b>
<b>5, 8, 23, 24, 25, 26</b>	<b>c. create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children; and</b>
<b>46, 60, 61, 63</b>	<b>d. identify decision-making skills that promote individual, family, and community mental health.</b>
	<i>5) 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:</i>
<b>71, 80, 82</b>	<b>a. explain how adolescent brain development influences cognitive processing, emotions, and decision making</b>
<b>19, 49, 60</b>	<b>b. identify and describe how environmental influences such as air, water, or noise can affect an individual's mental health;</b>
<b>60, 91</b>	<b>c. discuss the influence of childhood trauma and how to recognize, process, and overcome negative events.</b>
	<i>6) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:</i>
	<b>a. describe methods to support others who have long-term physical health conditions</b>
<b>8, 59, 61, 67, 68</b>	<b>b. examine ways to influence peers positively and promote resiliency in others in stressful situations;</b>
<b>59, 74</b>	<b>c. differentiate between healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief;</b>
<b>11</b>	<b>d. describe the consequences of disordered eating and eating disorders such as bulimia, anorexia, and binge eating disorder and the importance of seeking help from a parent or another trusted adult for oneself or others related to disordered eating;</b>

59, 60	e. discuss the suicide risk and suicide protective factors identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning signs in self or others ;
59, 60	f. research and discuss protective factors and healthy self-management strategies to avoid self-harming behaviors ; and
59, 60	g. examine how the use of suicide prevention resources such as the National Suicide Prevention Hotline can reduce the likelihood of suicide.
	<i>7) Healthy eating and physical activity--food and beverage daily recommendations. The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:</i>
	a. analyze food labels and menus to determine the nutritional value of foods and make healthy decisions about daily caloric intake
	b. develop a personal dietary plan; and
	c. identify and practice strategies for choosing healthy foods and beverages in diverse social environments, including at home, at school, and while dining out.
	<i>8) Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to:</i>
	a. explain the relationships between nutrition, physical activity, quality of life, and disease in terms of their mental, physical, and social benefits
	b. identify how to balance caloric intake and physical activity
	c. apply the CDC guidelines for daily physical activity to develop a physical fitness plan using appropriate technology
	<i>9) Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to:</i>
6	a. develop and examine progress of short- and long-term goals toward achieving appropriate levels of physical activity, improving personal physical fitness level, and making healthy personal food choices; and
11	b. explain how media influences buying decisions regarding physical fitness equipment or nutritional products.
	<i>10) Healthy eating and physical activity--risk and protective factors. The student analyzes and applies risk and protective factors related to healthy eating and physical activity. The student is expected to:</i>
	a. analyze the impact of moderate physical activity and healthy dietary practices in the prevention of obesity, heart disease, and diabetes;
	b. analyze risk factors that may lead to the development of chronic conditions and formulate strategies to reduce the likelihood of developing chronic conditions
	c. identify community and digital resources that can assist in developing healthy eating and physical activity behaviors; and
	d. investigate and compare the nutritional differences between preparing and serving fresh food or minimally processed food and serving commercially prepared or highly processed foods.
	<i>11) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to demonstrate basic first-aid procedures, including CPR and the choking rescue.</i>
	<i>12) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:</i>
14, 15, 43, 46	a. analyze strategies for and the benefits of avoiding violence, gangs, weapons, and human trafficking;
27	b. define safe haven and identify designated safe haven locations in the community
41	c. evaluate the dangers associated with a variety of weapons
41	d. evaluate the importance of complying with rules prohibiting possession of and the improper use of weapons ;
74, 90	e. create a personal safety plan.

	<i>13) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:</i>
10, 13, 15, 16, 42	<b>a. develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography</b>
12, 15, 42, 87	<b>b. discuss and analyze the consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;</b>
15, 17, 42	<b>c. evaluate strategies and techniques for identity protection in digital and online environments;</b>
11, 15, 42, 43	<b>d. identify how technology is used to recruit or manipulate potential victims of sex trafficking; and</b>
17, 41, 42, 43, 44	<b>e. research the current legal consequences of cyberbullying and inappropriate digital and online communication.</b>
	<i>14) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:</i>
14, 39, 41, 87	<b>a. identify forms of family violence, including physical, mental, and emotional violence</b>
14, 17, 42, 64	<b>b. describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual;</b>
17, 42, 27, 41, 43	<b>c. explain the responsibility to report bullying behavior, including cyberbullying</b>
17, 64	<b>d. describe the seriousness of various forms of bullying such as harassment</b>
42, 64	<b>e. analyze strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual ; and</b>
67, 72, 74, 75, 77	<b>f. summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills related to personal safety .</b>
	<i>15) 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:</i>
47, 50, 52	<b>a. differentiate between appropriate and inappropriate use of prescription and over-the- counter drugs, including combining drugs, and the outcomes of each</b>
52	<b>b. identify and describe the categories of prescription drugs and their proper uses;</b>
47	<b>c. identify and explain the importance of each component of an over-the-counter drug warning label; and</b>
49, 50, 51	<b>d. describe how substance misuse and addiction to alcohol, tobacco, vaping products, drugs, and other substances , including prescription drugs, affect the body systems and brain</b>
	<i>16) 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:</i>
49, 50, 51, 52	<b>a. analyze and explain the short- and long-term health consequences of addiction to alcohol and tobacco and prescription and over-the-counter drug misuse and substance use disorders;</b>
40, 47, 49, 53, 91	<b>b. analyze the importance of alternative activities to drug and substance use and misuse on mental and social health; and</b>
48, 53, 54	<b>c. analyze the legal consequences of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances</b>
	<i>17) 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:</i>
53, 54	<b>a. identify and describe treatment options for substance abuse and addiction</b>
47, 49, 50, 51, 52, 54	<b>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 or for reasons other than intended; and</b>
48, 52, 54	<b>c. identify at least one example of who, when, where, and how to get help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances</b>

	<i>18) 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:</i>
46, 47, 48	<b>a. examine the effects and role of peer influence on decision making and problem solving regarding the use and misuse of alcohol, tobacco, and other drugs;</b>
10, 46, 49, 52, 54, 59, 62	<b>b. examine physical and social influences on alcohol, tobacco, and other drug use behaviors;</b>
19, 46, 48, 49, 53	<b>c. differentiate among the relationships of alcohol, tobacco, drugs, and other substances and the roles these substances play in unsafe situations such as drinking and driving; and</b>
48, 53, 54, 62, 85	<b>d. identify support systems and describe ways to report the suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult.</b>
	<i>19) 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 develop and apply strategies, including demonstrating refusal skills, for avoiding alcohol, tobacco, and other drugs in various scenarios</i>
	<i>20) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:</i>
77, 78, 79, 81, 83, 92	<b>a. compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage;</b>
78, 82	<b>b. explain how friendships provide a foundation for healthy dating/romantic relationships</b>
78, 80	<b>c. describe healthy ways to express friendship, affection, and love;</b>
81, 82, 83, 84	<b>d. describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationships and marriage</b>
84, 85	<b>e. evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage</b>
46, 81, 82, 86	<b>f. describe behaviors in dating/romantic relationships that enhance dignity and respect ; and</b>
83, 92, 93, 94, 95, 96	<b>g. describe the benefits of healthy marriages, including companionship and social, emotional, financial, and health benefits.</b>
	<i>21) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:</i>
41, 85, 86	<b>a. explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse;</b>
77, 80, 82	<b>b. explain how friendships provide a foundation for healthy dating/romantic relationships;</b>
41, 86, 87	<b>c. define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation</b>
40, 41, 42, 43, 82	<b>d. identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence</b>
27, 41, 43, 86	<b>e. explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others</b>
8, 29, 46, 56, 58, 60, 77, 90	<b>f. describe how a healthy sense of self and making decisions regarding setting and respecting personal boundaries promote healthy dating/romantic relationships;</b>
48, 56, 60, 63, 66	<b>g. discuss and practice how refusal skills can be used to resist negative peer influences and reinforce personal boundaries to avoid dangerous situations and behaviors that increase sexual risk in dating/romantic relationships; and</b>
42, 60, 62, 70, 72	<b>h. explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact</b>
	<i>22) Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:</i>
19, 20, 21, 22	<b>a. compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty and adolescence;</b>
21, 22	<b>b. identify how the process of fertilization occurs between a man and a woman through sexual intercourse;</b>
22, 31, 32, 51	<b>c. explain significant milestones of fetal development and the harmful effects on the fetus of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead;</b>
23	<b>d. describe the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur; and</b>

23, 25, 26	e. define the emotional changes that may occur during and after pregnancy, including postpartum depression, and discuss resources for support and treatment.
	<i>23) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:</i>
22, 23, 24	a. explain how teen pregnancy is a possible outcome of sexual activity
8, 26, 27, 33, 40	b. explain the short- and long-term educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society
29	c. identify the difference between bacterial and viral sexually transmitted diseases/sexually transmitted infections (STDs/STIs), including long-term or lifetime effects such as infertility and cancer;
30, 31, 32	d. describe various modes of transmission of STDs/STIs
33	e. identify the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources;
30, 31, 32	f. list the signs and symptoms of STDs/STIs , including human papillomavirus (HPV), human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and explain why not all STDs/STIs show symptoms initially;
23, 24, 33, 34	g. explain the importance of STD/STI screening, testing, and early treatment for sexually active individuals, including during yearly physicals or if there is a concern
23, 24, 29	h. identify community resources, a minor's right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment;
35, 36, 37, 48	i. identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression;
12, 20, 29, 48, 85, 96	j. identify support from parents and other trusted adults to be abstinent from sexual activity and create strategies for building peer support to be abstinent
20, 48, 66, 83, 94, 95, 96	k. analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
24, 34	l. analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods in the prevention of STDs/STIs and pregnancy;
	m. explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause genital warts and cervical cancer and other cancers in males and females;
6, 7, 8, 47, 48, 83, 85, 90, 91, 94, 96	n. research and explain the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, and student academic achievement
39, 40, 44	o. define legal implications of teen pregnancy, including the legal effects of acknowledgement and proof of paternity;
40, 41, 42, 43	p. describe legal aspects of sexual activity with a minor person , including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, sexual abuse, and indecency with a child; and
41, 42, 43, 44	q. examine the legal ramifications of sexual offenses such as sexual harassment, sexual abuse, and sexual assault.

## 8<sup>th</sup> Grade – ESTEEM workbook: EXPLORE

Page #s	b. Knowledge and Skills: HEALTH TEKS
	1) <i>Physical health and hygiene--body systems. The student examines the structures, functions, and relationships of body systems and their relevance to personal health. The student is expected to describe the relationships among the body systems.</i>
	2) <i>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:</i>
	a. list specific resources or facilities where members of the community can obtain medical care;
	b. explain ways to use health information to help self and others, including seizure awareness, diabetes education, and response plans such as first aid or cardiopulmonary resuscitation (CPR);
	c. identify barriers related to solving health problems and ways to overcome barriers; and
	d. explain the course, signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus.
	3) <i>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:</i>
55, 68	a. identify and analyze different emotions and causal thoughts in self;
4, 56, 59, 60, 68	b. analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress;
58, 62	c. evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness;
68, 72, 73, 87	d. demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships;
71, 72, 81	e. analyze similarities and differences between one's own and others' perspectives; and
59, 60, 74, 75, 86	f. practice conflict resolution and mediation skills.
	4) <i>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:</i>
37, 48, 56, 57	a. describe how internal and external factors influence self-esteem;
4, 5, 6, 91	b. identify and develop strategies for setting long-term personal goals
6, 7, 28, 36	c. create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children; and
8, 34, 58, 59, 66, 67, 68	d. identify decision-making skills that promote individual, family, and community mental health.
	5) <i>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:</i>
22, 34, 49, 91	a. explain how adolescent brain development influences cognitive processing, emotions, and decision making
36, 60	b. identify and describe how environmental influences such as air, water, or noise can affect an individual's mental health;
28, 33, 40, 61, 68	c. discuss the influence of childhood trauma and how to recognize, process, and overcome negative events.
	6) <i>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:</i>
60	a. describe methods to support others who have long-term physical health conditions
5, 60, 69	b. examine ways to influence peers positively and promote resiliency in others in stressful situations;
55, 58, 59, 60, 61	c. differentiate between healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief;
61	d. describe the consequences of disordered eating and eating disorders such as bulimia, anorexia, and binge eating disorder and the importance of seeking help from a parent or another trusted adult for oneself or others related to disordered eating;

61, 63, 86	e. discuss the suicide risk and suicide protective factors identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning signs in self or others ;
61, 62, 63, 67, 69, 75	f. research and discuss protective factors and healthy self-management strategies to avoid self-harming behaviors ; and
61, 63	g. examine how the use of suicide prevention resources such as the National Suicide Prevention Hotline can reduce the likelihood of suicide.
	<i>7) Healthy eating and physical activity--food and beverage daily recommendations. The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:</i>
	<b>a. analyze food labels and menus to determine the nutritional value of foods and make healthy decisions about daily caloric intake</b>
	<b>b. develop a personal dietary plan; and</b>
	<b>c. identify and practice strategies for choosing healthy foods and beverages in diverse social environments, including at home, at school, and while dining out.</b>
	<i>8) Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to:</i>
	<b>a. explain the relationships between nutrition, physical activity, quality of life, and disease in terms of their mental, physical, and social benefits</b>
	<b>b. identify how to balance caloric intake and physical activity</b>
	<b>c. apply the CDC guidelines for daily physical activity to develop a physical fitness plan using appropriate technology</b>
	<i>9) Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to:</i>
6, 7	<b>a. develop and examine progress of short- and long-term goals toward achieving appropriate levels of physical activity, improving personal physical fitness level, and making healthy personal food choices; and</b>
14, 17	<b>b. explain how media influences buying decisions regarding physical fitness equipment or nutritional products.</b>
	<i>10) Healthy eating and physical activity--risk and protective factors. The student analyzes and applies risk and protective factors related to healthy eating and physical activity. The student is expected to:</i>
	<b>a. analyze the impact of moderate physical activity and healthy dietary practices in the prevention of obesity, heart disease, and diabetes;</b>
	<b>b. analyze risk factors that may lead to the development of chronic conditions and formulate strategies to reduce the likelihood of developing chronic conditions</b>
	<b>c. identify community and digital resources that can assist in developing healthy eating and physical activity behaviors; and</b>
	<b>d. investigate and compare the nutritional differences between preparing and serving fresh food or minimally processed food and serving commercially prepared or highly processed foods.</b>
	<i>11) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to demonstrate basic first-aid procedures, including CPR and the choking rescue.</i>
	<i>12) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:</i>
11, 18, 40, 42, 79, 93	<b>a. analyze strategies for and the benefits of avoiding violence, gangs, weapons, and human trafficking;</b>
26, 43	<b>b. define safe haven and identify designated safe haven locations in the community</b>
79	<b>c. evaluate the dangers associated with a variety of weapons</b>
79	<b>d. evaluate the importance of complying with rules prohibiting possession of and the improper use of weapons ;</b>
43, 63, 89	<b>e. create a personal safety plan.</b>

	<i>13) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:</i>
16, 17, 18	<b>a. develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography</b>
11, 12, 17, 19, 41	<b>b. discuss and analyze the consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;</b>
14, 18	<b>c. evaluate strategies and techniques for identity protection in digital and online environments;</b>
13, 18, 20	<b>d. identify how technology is used to recruit or manipulate potential victims of sex trafficking; and</b>
17, 41, 64	<b>e. research the current legal consequences of cyberbullying and inappropriate digital and online communication.</b>
	<i>14) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:</i>
39, 40, 41, 42, 63	<b>a. identify forms of family violence, including physical, mental, and emotional violence</b>
17, 41, 64	<b>b. describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual;</b>
17, 41	<b>c. explain the responsibility to report bullying behavior, including cyberbullying</b>
41, 63, 88, 94	<b>d. describe the seriousness of various forms of bullying such as harassment</b>
17, 40	<b>e. analyze strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual ; and</b>
43, 74, 75	<b>f. summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills related to personal safety .</b>
	<i>15) 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:</i>
45, 46	<b>a. differentiate between appropriate and inappropriate use of prescription and over-the- counter drugs, including combining drugs, and the outcomes of each</b>
46	<b>b. identify and describe the categories of prescription drugs and their proper uses;</b>
46	<b>c. identify and explain the importance of each component of an over-the-counter drug warning label; and</b>
47	<b>d. describe how substance misuse and addiction to alcohol, tobacco, vaping products, drugs, and other substances , including prescription drugs, affect the body systems and brain</b>
	<i>16) 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:</i>
45, 47, 49, 50, 51, 52	<b>a. analyze and explain the short- and long-term health consequences of addiction to alcohol and tobacco and prescription and over-the-counter drug misuse and substance use disorders;</b>
46, 89	<b>b. analyze the importance of alternative activities to drug and substance use and misuse on mental and social health; and</b>
46, 53	<b>c. analyze the legal consequences of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances</b>
	<i>17) 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:</i>
52	<b>a. identify and describe treatment options for substance abuse and addiction</b>
47, 49, 51, 52	<b>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 or for reasons other than intended; and</b>
45, 52	<b>c. identify at least one example of who, when, where, and how to get help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances</b>

	<i>18) 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:</i>
34, 45, 46, 48, 58	<b>a. examine the effects and role of peer influence on decision making and problem solving regarding the use and misuse of alcohol, tobacco, and other drugs;</b>
46, 47, 48, 52, 70	<b>b. examine physical and social influences on alcohol, tobacco, and other drug use behaviors;</b>
47, 50, 51, 89	<b>c. differentiate among the relationships of alcohol, tobacco, drugs, and other substances and the roles these substances play in unsafe situations such as drinking and driving; and</b>
36, 45, 52, 61, 89	<b>d. identify support systems and describe ways to report the suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult.</b>
	<i>19)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 develop and apply strategies, including demonstrating refusal skills, for avoiding alcohol, tobacco, and other drugs in various scenarios</i>
	<i>20) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:</i>
78, 80, 81, 82, 85, 93	<b>a. compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage;</b>
82, 83	<b>b. explain how friendships provide a foundation for healthy dating/romantic relationships</b>
72, 80, 84, 87	<b>c. describe healthy ways to express friendship, affection, and love;</b>
73, 78, 85, 87, 94	<b>d. describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationships and marriage</b>
56, 78, 82, 83	<b>e. evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage</b>
80, 83, 84, 87	<b>f. describe behaviors in dating/romantic relationships that enhance dignity and respect ; and</b>
85, 92, 93, 94, 95	<b>g. describe the benefits of healthy marriages, including companionship and social, emotional, financial, and health benefits.</b>
	<i>21) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:</i>
18, 40, 42	<b>a. explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse;</b>
42, 63	<b>b. explain how friendships provide a foundation for healthy dating/romantic relationships;</b>
87, 88	<b>c. define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation</b>
53, 89, 93	<b>d. identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence</b>
40, 41, 42, 43, 89	<b>e. explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others</b>
59, 80, 81	<b>f. describe how a healthy sense of self and making decisions regarding setting and respecting personal boundaries promote healthy dating/romantic relationships;</b>
59, 61, 85	<b>g. discuss and practice how refusal skills can be used to resist negative peer influences and reinforce personal boundaries to avoid dangerous situations and behaviors that increase sexual risk in dating/romantic relationships; and</b>
61, 71, 73	<b>h. explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact</b>

	22) <i>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:</i>
22, 23, 24	a. compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty and adolescence;
23	b. identify how the process of fertilization occurs between a man and a woman through sexual intercourse;
23	c. explain significant milestones of fetal development and the harmful effects on the fetus of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead;
24, 25	d. describe the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur; and
24, 58	e. define the emotional changes that may occur during and after pregnancy, including postpartum depression, and discuss resources for support and treatment.
	23) <i>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:</i>
23, 25, 26	a. explain how teen pregnancy is a possible outcome of sexual activity
25, 26, 58, 95	b. explain the short- and long-term educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society
29, 30, 31	c. identify the difference between bacterial and viral sexually transmitted diseases/sexually transmitted infections (STDs/STIs), including long-term or lifetime effects such as infertility and cancer;
29, 30, 31	d. describe various modes of transmission of STDs/STIs
28,	e. identify the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources;
29, 30, 31	f. list the signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and explain why not all STDs/STIs show symptoms initially;
30, 33	g. explain the importance of STD/STI screening, testing, and early treatment for sexually active individuals, including during yearly physicals or if there is a concern
24, 33, 40, 89	h. identify community resources, a minor's right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment;
13, 32, 33, 40, 85	i. identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression;
34, 36, 80, 92, 96	j. identify support from parents and other trusted adults to be abstinent from sexual activity and create strategies for building peer support to be abstinent
4, 28, 59, 94, 95	k. analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
25, 32	l. analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods in the prevention of STDs/STIs and pregnancy;
	m. explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause genital warts and cervical cancer and other cancers in males and females;
4, 28, 92, 93, 94, 95, 96	n. research and explain the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, and student academic achievement
36, 37, 38, 39	o. define legal implications of teen pregnancy, including the legal effects of acknowledgement and proof of paternity;
40, 42	p. describe legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, sexual abuse, and indecency with a child; and
40, 42	q. examine the legal ramifications of sexual offenses such as sexual harassment, sexual abuse, and sexual assault.

## High School 1 and 2 – ESTEEM Workbook: EMBARK

Page #s	c. Knowledge and Skills: Health TEKS
	<i>1) 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:</i>
	<b>a. analyze health information based on health-related standards</b>
	<b>b. develop and analyze strategies to prevent communicable and non-communicable diseases; and</b>
	<b>c. discuss the importance of early detection, warning signs that prompt individuals of all ages to seek health care.</b>
	<i>2) 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:</i>
<b>62, 72, 73, 74, 78, 90</b>	<b>a. discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others; and</b>
<b>75, 76, 77, 79, 80</b>	<b>b. analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution</b>
	<i>3) 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 explain and demonstrate decision-making skills based on [mental] health information.</i>
	<i>4) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors influencing mental health and wellness. The student is expected to [:]</i>
<b>16, 21, 43, 48, 52, 58, 70</b>	<b>a. analyze how adverse childhood experiences such as abuse, neglect, and trauma can influence brain development and how to recognize, process, and overcome negative events for overall mental health and wellness.</b>
	<i>5) 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:</i>
<b>67, 68, 69</b>	<b>a. 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; and</b>
<b>68, 69</b>	<b>b. discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide .</b>
	<i>6) Healthy eating and physical activity--food and beverage daily recommendations. The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:</i>
	<b>a. evaluate food labels and menus to determine the nutritional content and value of foods and make healthy decisions about daily caloric intake;</b>
	<b>b. compare and contrast the impact of healthy and unhealthy dietary practices; and</b>
	<b>c. describe how a personal dietary plan affects overall health and how a plan might differ over the lifespan.</b>
	<i>7) Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to :</i>
	<b>a. analyze the relationships between nutrition, physical activity, and quality of life as they relate to mental, physical, and social health benefits ; and</b>
	<b>b. analyze the relationships between body composition, diet, and physical activity, including how to balance caloric intake and physical activity</b>
	<i>8) 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:</i>
	<b>a. evaluate the nutritional differences between preparing and serving fresh or minimally processed food versus serving commercially prepared or highly [ready-prepared or] processed foods; and</b>
	<b>b. evaluate the connection between physical activity and dietary choices as they relate to the prevention of chronic conditions</b>

	9) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to demonstrate basic first-aid procedures, including how to perform cardiopulmonary resuscitation (CPR) and choking rescue and how to use an automated external defibrillator (AED).
	10) 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:
17, 18, 46, 47, 83	a. formulate strategies for avoiding violence, gangs, weapons, and human trafficking; and
83	b. assess the dynamics of gang behaviors
	11) 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:
10, 12, 15, 17, 18, 45, 46	a. develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; and
15, 16, 17, 18, 46	b. identify appropriate responses to situations in which digital and online safety are at risk, including identity protection and recognition of predators.
	12) 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:
44, 47, 89	a. research and analyze how exposure to family violence can influence cyclical behavioral patterns;
15, 17, 45, 47, 67, 77	b. create a personal action plan, including identifying areas of support, for use when encountering bullying, cyberbullying, or harassment; and
45, 67	c. describe the ramifications of bullying behavior
	13) 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:
56, 57	a. examine examples of drug labels to determine the drug category and intended use
56,	b. identify and describe the importance of the safe storage and proper disposal of prescription and over-the-counter drugs; and
56, 57	c. develop strategies for preventing the misuse of prescription and over-the-counter drugs, including recognizing the negative effects of combining drugs
Lesson 6	14) 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 describe the interrelatedness of alcohol and other drugs to health problems
	15) 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:
53, 58	a. investigate and identify treatment options for substance abuse and addiction and misuse, including prescription drugs; and
58	b. explain how to report suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult.
	16) 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:
50, 54, 57	a. compare and contrast physical and social influences on alcohol, tobacco, and other drug use behaviors;
56	b. design materials for health advocacy such as promoting a substance-free life; and
55, 56	c. discuss ways to participate in school-related efforts to address health-risk behaviors
	17) 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:
50, 51, 52, 65, 66	a. analyze the relationship between the use of refusal skills and the avoidance of alcohol, tobacco, and other drugs; and
38, 43, 52, 53, 65, 85	b. analyze the role that alcohol and other drugs play in unsafe situations, including sexual abuse and assault.

	<i>18) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:</i>
7, 8, 40, 76, 82, 84, 88	a. analyze how friendships provide a foundation for healthy dating/romantic relationships;
40, 60, 76, 77, 80, 85, 86, 90, 93, 95	b. identify character traits that promote healthy dating/romantic relationships and marriage ; and
84, 85, 86, 93	c. describe how a healthy marriage can provide a supportive environment for the nurturing and development of children
	<i>19) 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:</i>
43, 44, 45, 46, 47, 48	a. describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence;
47, 84, 85, 87, 88	b. analyze the characteristics of harmful relationships that can lead to dating violence
4, 77, 78, 82, 87, 96	c. healthy strategies for preventing physical, sexual, and emotional abuse
4, 6, 7, 23, 60, 79, 88, 90	d. analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships;
23, 66, 72, 76, 77, 92	e. explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships
38, 43, 52, 53, 65, 85	f. examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries
47, 60, 62, 65, 86, 87, 89	g. examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity; and
43, 44, 45, 47, 48, 89	h. explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others.
	<i>20) 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</i>
37, 38, 89	a. analyze the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur
	<i>21) 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</i>
25, 32, 41, 42, 94, 95	a. research and analyze the educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society, including considering the effects on one's personal life goals;
35, 36, 37	b. describe various modes of transmission of STDs/STIs
33, 94	c. investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources;
35, 36, 37	d. describe signs and symptoms of STDs/STIs , including human papillomavirus (HPV), human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and identify that not all STDs/STIs show symptoms;
38	e. analyze the importance of STD/STI screening, testing, and early treatment for sexually active people, including during yearly physicals or if there is a concern ;
25, 38, 88, 94, 95, 96	f. analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression
23, 25, 63, 93, 96	g. analyze the importance and benefits of abstinence from sexual activity as it relates to emotional health and the prevention of pregnancy and STDs/STIs
5, 10, 24, 38, 65, 66, 95, 96	h. identify support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active
33, 34, 37, 38	i. analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy; and
25, 40, 41, 42, 43	j. explain the legal responsibilities related to teen pregnancy, including child support and acknowledgement of paternity.

Page #s	<b>c. Knowledge and Skills_High School EMBARK-Health TEKS- Health 2</b>
	<i>1) 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:</i>
	<b>a. analyze the cost, availability, and accessibility of health care services</b>
	<b>b. analyze methods of overcoming barriers related to solving health problems; and</b>
	<b>c. analyze the influence of laws, policies, and practices, including those related to disease prevention, on health-related issues.</b>
	<i>2) 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:</i>
60, 62, 63, 65, 66, 73, 74	<b>a. evaluate positive and negative effects of various relationships on physical, emotional, and social health;</b>
75, 76, 77, 78	<b>b. apply communication skills that demonstrate consideration and respect for individual differences and perspectives; and</b>
79, 80	<b>c. evaluate the effectiveness of conflict resolution techniques in various situations</b>
Lesson 1 and 10	<i>3) 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 describe how internal and external factors influence self-esteem.</i>
Lesson 6 and 7	<i>4)Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors influencing mental health and wellness. The student is expected to formulate strategies for combating environmental factors that have a detrimental effect on mental health.</i>
	<i>5) 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:</i>
6, 60, 61, 63, 66	<b>a. describe the impact of positive stress on building resiliency and promoting mental health and wellness;</b>
7, 8, 52, 64, 65, 68, 69, 70, 73	<b>b. discuss the impact of choosing healthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief on mental health and wellness</b>
12	<b>c. research and explain the behaviors associated with eating disorders and their impact on health</b>
68, 69, 70	<b>d. discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide; and</b>
	<b>e. research and discuss data on and prevalence of local, state, and national suicide rates among various groups.</b>
	<i>6) Healthy eating and physical activity--food and beverage daily recommendations. The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to design a realistic, long-term personal dietary plan that promotes individual and family health.</i>
	<i>7) Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to:</i>
	<b>a. compare and contrast the impact of active and sedentary lifestyles on overall health; and</b>
	<b>b. develop a physical fitness profile using appropriate technology</b>
	<i>8) Healthy eating and physical activity--nutrition and physical activity literacy. The student will obtain, process, and understand basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to:</i>
5, 6,	<b>a. analyze the progress of short- and long-term goals in achieving appropriate levels of physical activity, improving personal physical fitness levels, and making healthy personal food choices; and</b>
12	<b>b. analyze marketing and advertising techniques in health product and service promotion</b>
	<i>9) 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:</i>

	<b>a. research and discuss the social and economic impact of chronic conditions, including obesity, heart disease, and diabetes; and</b>
	<b>b. create a plan for accessing community and digital resources that can assist in developing healthy eating and physical activity behaviors</b>
	<i>10) 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 discuss risk-taking behaviors, including driving under the influence and distracted driving, and their associated consequences.</i>
	<i>11) 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:</i>
<b>47, 83</b>	<b>a. discuss and evaluate ways to respond to harmful situations that involve weapons; and</b>
<b>7, 41, 44, 53, 62, 92</b>	<b>b. develop educational safety models for children and adults for use at home, school, and in the community.</b>
	<i>12) 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:</i>
<b>17, 18, 44, 45</b>	<b>a. discuss and analyze consequences resulting from inappropriate digital and online communication such as sending and receiving photos, sexting, and pornography; and</b>
<b>44, 45</b>	<b>b. assess the legal and ethical ramifications of unacceptable behaviors in digital and online environments</b>
	<i>13) 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:</i>
<b>45, 67</b>	<b>a. identify and respond to situations requiring intervention for victims of bullying, cyberbullying, or harassment; and</b>
<b>15, 17, 45, 47, 67, 77</b>	<b>b. promote strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual.</b>
	<i>14) 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:</i>
<b>50, 51, 52, 53, 54, 55, 56, 57, 58</b>	<b>a. analyze how substance misuse and addiction to alcohol, tobacco, drugs, and other substances impact family and community health;</b>
<b>10, 40, 51, 52, 53, 58</b>	<b>b. analyze the importance of alternative activities to drug and substance misuse and abuse; and</b>
<b>13, 21, 50, 54, 58, 60</b>	<b>c. identify individual and community protective factors and skills that prevent substance misuse and substance use disorders</b>
	<i>15) 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</i>
<b>44, 52, 53</b>	<b>a. evaluate the impact of laws relating to the use and misuse of prescription and over-the-counter drugs, alcohol, tobacco, and other substances on self and community.</b>
<b>Lesson 6</b>	<i>16) 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 identify ways to support and assist someone who shows signs and symptoms of alcohol, tobacco, or drug use and misuse.</i>
	<i>17) 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:</i>
<b>43, 50, 53</b>	<b>a. discuss risk-taking behaviors such as drinking and driving with their associated legal, social, and physical consequences;</b>
<b>51, 52, 56</b>	<b>b. analyze physical and social environmental influences on the misuse and abuse of prescription drugs in places such as school, sports, or entertainment; and</b>

29, 56, 58	<b>c. design a public health information campaign related to safe havens, where to go for help, or reporting drug-related behaviors</b>
<b>Lesson 6 and 7</b>	<i>18) 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 develop strategies for preventing use or misuse of alcohol, tobacco, and other drugs, including opioids.</i>
	<i>19) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:</i>
75, 76, 77, 80, 90	<b>a. compare and contrast effective and ineffective methods of communicating emotions in healthy dating/romantic relationships and marriage;</b>
76, 78, 79, 82, 84, 85, 86, 87, 89	<b>b. analyze behaviors in romantic relationships that enhance dignity and respect; and</b>
86, 88, 92, 93, 94	<b>c. examine how a healthy marriage can provide a supportive environment for the nurturing and development of children</b>
	<i>20) 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:</i>
34, 45, 46, 48	<b>a. identify community resources to support individuals who have experienced sexual harassment, sexual abuse, sexual assault, dating violence, and sex trafficking;</b>
34, 44, 46, 47, 48, 88	<b>b. evaluate the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others;</b>
60, 62, 65, 66	<b>c. discuss how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk;</b>
50, 51, 52, 53	<b>d. analyze factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries; and</b>
10, 38, 53, 62, 63, 65, 66	<b>e. evaluate influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity.</b>
	<i>21) 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:</i>
20, 21, 22, 23, 27	<b>a. analyze the significance of hormonal, physical, emotional, and social changes in males and females and their relationship to sexual health;</b>
27, 35, 36, 37	<b>b. list factors such as heredity, environment, STDs/STIs, and the mother's health and nutrition that can affect fetal development from conception through birth; and</b>
	<b>c. describe the emotional changes that may occur during and after pregnancy, including postpartum depression, and identify resources for support and treatment</b>
	<i>22) 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:</i>
24, 25, 40, 41	<b>a. analyze the options available to teenage parents such as parenting or the process of adoption and the legal rights of parties involved</b>
32, 33, 35, 36, 37	<b>b. evaluate long-term or lifetime effects of bacterial and viral STDs/STIs, including infertility and cancer;</b>
27, 33, 38	<b>c. identify community resources, minors' right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment;</b>
27, 34	<b>d. analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy;</b>
	<b>e. identify the effectiveness of vaccines in preventing the transmission of the most common types of HPV, a virus that may cause genital warts, head, neck, cancer, other cancers that may occur in males and females</b>
10, 20, 23, 25, 88, 92, 94, 96	<b>f. analyze the benefits of abstinence from sexual activity, including focusing on personal development and encouraging individuals to build healthy relationships not complicated by sexual involvement;</b>

4, 8, 24, 28, 29, 38, 95, 96	g. assess support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active;
20, 34, 43, 44, 45, 46, 47, 48	h. investigate and summarize legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, and indecency with a child; and
43, 44, 45, 46	i. investigate and summarize current laws relating to sexual offenses such as sexual harassment, abuse, and assault.