Texas Health Education

Health 1

Adopted 2020

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: 912.1	**A.** analyze health information based on health-related standards; 912.1.A **B.** develop and analyze strategies to prevent communicable and non-communicable diseases; and 912.1.B **C.** discuss the importance of early detection and warning signs that prompt individuals of all ages to seek health care. 912.1.C
The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to: 912.2	**A.** discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others; and 912.2.A **B.** analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution. 912.2.B
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 health information. 912.3	**3.** 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 health information. 912.3
The student recognizes the influence of various factors influencing me we expected to analyze how	**4.** The student recognizes the influence of various factors influencing mental health and wellness. The student is expected to 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. 912.4

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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. 912.4	
The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to: 912.5	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 912.5.A B. discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide. 912.5.B
The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to: 912.6	A. evaluate food labels and menus to determine the nutritional content and value of foods and make healthy decisions about daily caloric intake; 912.6.A B. compare and contrast the impact of healthy and unhealthy dietary practices; and 912.6.B C. describe how a personal dietary plan affects overall health and how a plan might differ over the lifespan. 912.6.C
The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to: 912.7	A. analyze the relationships between nutrition, physical activity, and quality of life as they relate to mental, physical, and social health benefits; and 912.7.A B. analyze the relationships between body composition, diet, and physical activity, including how to balance caloric intake and physical activity. 912.7.B
The student analyzes and applies risk and protective factors related to healthy eating and physical activity. The student is expected to: 912.8	A. evaluate the nutritional differences between preparing and serving fresh or minimally processed food versus serving commercially prepared or highly processed foods; and 912.8.A B. evaluate the connection between physical activity and dietary choices as they relate to the prevention of chronic conditions. 912.8.B
Th an and first aid knowledge	The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to demonstrate basic first-aid

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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). 912.9	**procedures, including how to perform cardiopulmonary resuscitation (CPR) and choking rescue and how to use an automated external defibrillator (AED).** 912.9
The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to: 912.10	**A. formulate strategies for avoiding violence, gangs, weapons, and human trafficking; and** 912.10.A **B. assess the dynamics of gang behaviors.** 912.10.B
The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to: 912.11	**A. develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; and** 912.11.A **B. identify appropriate responses to situations in which digital and online safety are at risk, including identity protection and recognition of predators.** 912.11.B
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: 912.12	**A. research and analyze how exposure to family violence can influence cyclical behavioral patterns;** 912.12.A **B. create a personal action plan, including identifying areas of support, for use when encountering bullying, cyberbullying, or harassment; and** 912.12.B **C. describe the ramifications of bullying behavior.** 912.12.C
The student understands the difference between use and misuse of different substances and how the use and misuse of su	**A. examine examples of drug labels to determine the drug category and intended use;** 912.13.A **B. identify and describe the importance of the safe storage and proper disposal of prescription and over-the-counter drugs; and** 912.13.B **develop strategies for preventing the misuse of prescription and over-the-counter drugs, including recognizing the negative effects of combining drugs.** 912.13.C

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health. The student is expected to: 912.13	
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. 912.14	**14. 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.** 912.14
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: 912.15	**A. investigate and identify treatment options for substance abuse and addiction and misuse, including prescription drugs; and** 912.15.A **B. explain how to report suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult.** 912.15.B
The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to: 912.16	**A. compare and contrast physical and social influences on alcohol, tobacco, and other drug use behaviors;** 912.16.A **B. design materials for health advocacy such as promoting a substance-free life; and** 912.16.B **C. discuss ways to participate in school-related efforts to address health-risk behaviors.** 912.16.C
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: 912.17	**A. analyze the relationship between the use of refusal skills and the avoidance of alcohol, tobacco, and other drugs; and** 912.17.A **B. analyze the role that alcohol and other drugs play in unsafe situations, including sexual abuse and assault.** 912.17.B

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The student understands the characteristics of healthy romantic relationships. The student is expected to: 912.18	**A.** analyze how friendships provide a foundation for healthy dating/romantic relationships; 912.18.A **B.** identify character traits that promote healthy dating/romantic relationships and marriage; and 912.18.B **C.** describe how a healthy marriage can provide a supportive environment for the nurturing and development of children. 912.18.C
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: 912.19	**A.** describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence; 912.19.A **B.** analyze the characteristics of harmful relationships that can lead to dating violence; 912.19.B **C.** analyze healthy strategies for preventing physical, sexual, and emotional abuse; 912.19.C **D.** analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships; 912.19.D **E.** explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships; 912.19.E **F.** examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries; 912.19.F **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 912.19.G **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. 912.19.H
The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to analyze the importance of telling a parent or another trusted adult, ob pr seeking prenatal care if	**20.** The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to analyze the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur. 912.20

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signs of pregnancy occur. 912.20

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: 912.21

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; 912.21.A

B. describe various modes of transmission of STDs/STIs; 912.21.B

C. investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources; 912.21.C

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; 912.21.D

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; 912.21.E

F. analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression; 912.21.F

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; 912.21.G

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; 912.21.H

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 912.21.I

J. explain the legal responsibilities related to teen pregnancy, including child support and acknowledgement of paternity. 912.21.J